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Process-oriented psychology and its relevance for education: a case study aimed at the facilitation of teacher awareness

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RESEARCH REPORT.

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Title: PROCESS ORIENTED PSYCHOLOGY AND ITS RELEVANCE FOR EDUCATION. A CASE STUDY AIMED AT THE FACILITATION OF TEACHER AWARENESS.

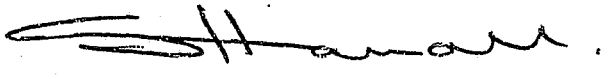
PROCESS ORIENTED PSYCHOLOGY AND ITS RELEVANCE FOR EDUCATION. A CASE STUDY AIMED AT THE FACILITATION OF TEACHER AWARENESS.

In order to achieve and sustain an effective learning environment, teachers, students and principals need to communicate and facilitate the solution of their own problems. Process Orientated Psychology will aid teachers in the awareness and resolution of problems.

Keywords: Process Oriented Psychology; Systems Theory; Reflective Practice; Quantum Physics; Mindell; School Intervention; Dialectical Thinking.

DECLARATION.

I declare that this report is my own work. It is submitted in partial fulfilment of the requirements of the degree of Masters in Education at the University of the Witwatersrand. It has not been submitted for any degree or examination in any other University.



Stephanie Hassall.
1999.

I would like to thank:
G-d for my life, my blessings and the support and guidance bestowed upon me.
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ABSTRACT.

This intervention is based on the premise that in order to achieve and sustain an effective learning environment teachers, students and principals need to communicate and facilitate the solution to their own problems. The intervention proposes that a working knowledge of and the ability to implement Process Oriented Psychology skills will be an aid for teachers in the gaining of awareness and the resolution of problems. Process Oriented Psychology proposes specific skills. It offers methods for working with difficult group dynamics, team building, problem solving, minority issues, and discrimination. An understanding of the concepts of Process Oriented Psychology includes an understanding of Systems Theory, Quantum Physics, Reflective Practice, Dynamic Systems Reasoning and Dialectical Thinking. A transcription of the implementation of a **Process Oriented Psychology** intervention in a school is documented.

1. INTRODUCTION.

This research investigates the possibility that an intervention derived from the **Process Oriented Psychology** of Dr. Arnold Mindell will assist teachers in their personal and professional development. The intervention is based on the premise that, **in order to achieve and sustain an effective learning**

environment, teachers, students and principals need to communicate and facilitate the solution to their own problems. The premise was derived from a preliminary research investigation undertaken to identify and address the issues prevalent in South African Education. [Hassall work in progress.] The preliminary study consisted of facilitated group discussions with teachers and principals from thirty diverse schools. Each group ran for one hour and there were ten groups of twelve to fifteen people. Teachers were invited to discuss their issues in education and to share with one another their particular problems and solutions. The discussions found the following issues outlined in the table below to be of general concern:

The table outlines the issues prevalent in the classroom for the teacher , the issues existing in the staffroom, and the issues facing management.

Classroom	Staffroom	Management
mixed ability students	micro-politics	authority
concentration- attention span	discipline	accountability
boredom	self motivation	parent issues
team work	salary issues	crisis intervention
apathy and under-achievers	work load- time	staff evaluation
peer group conflict	extra-curriculum	staff development
racial conflict	racism	community needs
gender issues	acknowledgement	pupil discipline
pupil conflict	teacher failure	vision
pupil- institution conflicts	ethics	leadership
pranks and disturbances	responsibility	financial resources
insubordination	autonomy	governing constraint
lack of resources	appropriate skills	material resources

In the preliminary investigation it became apparent that many of the above issues were common to the diverse population of schools in the sample study. The teachers expressed concern as to how to resolve the problems they faced. They felt isolated in their respective situations and unsupported by their education departments. The teachers conveyed that they felt insufficiently skilled in both their personal or professional capacity to deal with their concerns. (Hassall work in progress) From the findings it was concluded that the range and magnitude of the problems facing teachers combined with the lack of departmental resources had produced for teachers the need to resolve their own problems and adapt to new professional responsibilities.

1.1 . Intervention

In the intervention following it is proposed that, "the knowledge and implementation of **Process Orientated Psychology will be an aid for teachers in the gaining of awareness and the resolution of problems."** "**Awareness**" in **Process Oriented Psychology** is the ability to be conscious of one's own subjective reactions and simultaneously be aware of the subjective reactions of others recognising that all individuals see things according to their own model of the world. **Process Oriented Psychology** provides the means to recognise what is happening in oneself, in individual members of the group and in the group as a whole. It is the capacity to work with whatever presents itself in the classroom , from the perspective of understanding the broader process, rather than dealing with events in

isolation. We need awareness in order to understand and bring into consciousness our experience of reality.

A rationale for the intervention stems from the work of Argyris and Schön (1977), in the idea that learned theoretical knowledge will not always suffice in the resolution of newly found problems. In a learning situation a teacher implements both his\her practical knowledge, that is, to say knowledge gained in action and his\her theoretical knowledge. Knowledge of teacher practice and the effects of the implementation of this practice together with theoretical knowledge offer teachers access to an integrated understanding of personal action. However this combination of theoretical and practical knowledge is in itself not sufficient because teachers function within a system. An understanding of the elements present in the system requires more than just reflective awareness on the part of the teacher of his\her own process. Argyris and Schön's reflective practice does not take into account the other variables in the system and therefore is not sufficient to meet the teacher's needs .

1.1.1 . The need for the incorporation of Process Oriented Psychology

In the Process Work of Mindell knowledge of personal practice and the effects thereof are brought into teacher awareness and integrated into the system in which the individual's operate. This integration includes an awareness of the dynamic operational process of the system explained by

Systems Theory and Process Oriented Psychology. I do not try to critique Mindell but rather to explain his theory drawing from Quantum Physics, Systems Theory, and Reflective Practice. I also demonstrate an intervention using his theory.

1.1.2. Process Oriented Psychology and Subjective Experience.

From the ontological perspective Process Oriented Psychology regards reality as linked to the individual's internal experience. Reality therefore cannot exist externally to the individual's relationship to it. This does not mean that the effects of the system are ignored but rather that it is the subjective experience of these effects that are important. With regard to epistemology, the individual's knowledge is based on experience and insight of a unique and essentially personal nature. In order to understand the relationship between an individual and his\her environment, Process Oriented Psychology works from the premise that the individual is the initiator of his\her own actions, but states that as much as the individual creates and acts on his\her environment the environment acts on and reacts to the individual. An underlying principle of Process Oriented Psychology is an understanding of reality through awareness of the subjective experience both of one's self and of others; the idea that reality formsand influences the individual and the individual in turn creates their reality.

Human beings act towards issues and events on the basis of the meaning these have for them. Yet most often the individual's subjective reality is by-passed by the observer and an interpretative explanation is ascribed to the cause and meaning of a behaviour. This interpretation is often based on theoretical, psychological, behavioural or sociological explanations. If however one focuses on the idea that given kinds of behaviour are the results of the particular factors, then the individual's subjective reality and the meaning within it is lost. Process Oriented Psychology therefore takes the view that *an understanding and awareness of the individual's own account of experience is the foundation for explanation.* The aim of this research is to reveal the value of Process Oriented Psychology in educational systems. In order to accomplish this goal, the intervention seeks to combine the description of the individual's subjective experience with the tools of awareness. Once fusion of the two is achieved a deeper understanding of systemic and individual process should occur. ***The hypothesis is that Process Oriented Psychology offers teachers, principals and students the tools to access an awareness of the elements present in a system and a model for the understanding of issues presented.***

The Aim of Process Oriented Psychology is to empower individuals through awareness of all the facets present within themselves and their environments, groups and communities and awareness of the movement and changes that occur over time.

There is a need for "Awareness".

In any system there is interaction between various influences. These influences are complex interpersonal, intrapersonal, system, and Field effects. System and Field dynamics include all that is present. If one uses the analogy of the family the system would be inclusive of the extended family, community and even the nation as opposed to just the nuclear family. The Field would be the environments in which the members of the family interact. The dynamics involved in the interplay of these elements are what are here refered to as System and Field dynamics.

1.1.3. Dialectics.

In Process Oriented Psychology the process of awareness includes the premises of dialectics. Mindell goes beyond Argyris and Schön's theory in his explanation and understanding of how groups and individuals function.

A dialectical understanding of reality and individual process is regarded as necessary for the acquisition of awareness. A dialectical understanding is the ability to comprehend the dynamic interrelations of systems and the persons within the system and to reflect critically on the systems and their potential for change. Dialectics is a methodology used for discovery. Discovery is exploration: a finding out of that which is present. To be aware of that which is present is to have "awareness".

The methodology of dialectical thinking underlies the Process Oriented Psychology of Mindell. The methodology incorporates the following premises;

1. Dialectical thinking is the ability to view form as an identification of that which is present and process as the transformation of the system.

2. Dialectical thinking is a logic of motion as opposed to stasis.

(Bidell, 1988, pg. 335)

3. Dialectics looks at the whole and not at its composite parts. It attempts to grasp processes in the full complexity of their inter-relationship.

(Bidell, 1988, pg. 332)

4. The dialectical view emphasises internal relations of systems, and states that these relations help make the parts what they are. These relations also form the internal structure of the whole.

5. The dialectical perspective recognises the importance of changes which occur in the internal relationships, as these changes affect the structure, organisation and nature of the whole **(Basseches, 1980).**

Dialectics acknowledges the polarities necessarily present in reality and as such can be used as a method for understanding and integrating information from various domains of knowledge. Mindell, Systems Theory and Schön all work in various ways, some to a greater extent than others , from the paradigm of an existing inter-relationship between different elements present in a systems. The idea that reality is more than the parts experienced, is held by all theory herein used.

1.2. Axioms.

This study will contextualise, and outline the following axioms that stem from the theories used. These axioms form the body of the theory for the intervention. The intervention then follows incorporating the theory explained in the first 8 chapters.

1) Awareness offers insight into oneself, others and the dynamics of situations.

2) An understanding of reality begins with our inner experience.

3) Process Oriented Psychology i.e. the methodology and philosophy of Mindell offers tools for awareness.

4) Awareness of one's" knowledge" may be gained through reflective practice. (Schön 1977)

5) Systems Theory is required for an understanding of classroom dynamics. Systems theory does not look at individuals or events in isolation but rather focuses on the individual or event as part of a larger pattern. There is a continual interrelationship between all the elements present and these elements are mutually interdependent.

6) Field Effects, that is, the impact of the interdependent actions and reactions of the various forces in the environment exist.

7) Dialectical thinking is the thinking required for the understanding of the theory herein espoused.

8) Dynamic systems reasoning is the cognitive stage required for an understanding of dialectical thinking.

9) Learning is viewed as a process of development continuing beyond the educational environment.

1.3. Process Oriented Psychology as a Framework.

Process Oriented Psychology will be used as a framework within which to explore the actual issues and problems present in a school. Process Oriented Psychology will offer a training in awareness for teachers and principals on how to recognise the processes happening both within the staffroom and classrooms as well as the environment beyond the school boundaries and to facilitate change. Process work offers tools which allow teachers to develop a heightened sense of awareness with which to facilitate the learning opportunities presented. It offers practical problem solving methods for working with difficult group dynamics, proposes specific conflict resolution skills, works with racism , sexism and prejudice. It looks at discrimination and minority issues and offers a structured means for working with these issues.

In the Process Method, problems contain all the resources and information necessary for their resolution. Teachers therefore need to work with issues and processes present in the school as if the problems are a key resource for the institution's success.

The paradigm used is the practical implementation of a Holistic approach. This Holistic approach involves the synergising of Systems Theory and Quantum Physics and the application of this view to education and learning environments. Learning in this paradigm is a continual process of development occurring and continuing beyond the specific educational environment. This means Process Oriented Psychology works with the dynamics in the school as well as the broader context (from the view point of the school) in which the institution and its pupils are situated.

The relevance for education is looked at with particular reference to the multicultural classroom. The intervention will offer teachers a conceptual structure to work from and a methodology for understanding classroom and interpersonal dynamics that proposes to enhance teacher and student awareness. Process Work emphasises the processes or re- occurring patterns - rather than individual events or personalities - that fuel the energy behind problematic dynamics in the classroom/ staffroom/ school environment. These seemingly problematic dynamics may well be, if understood, the strengths of the situation. Process work offers teachers an awareness of their relationships with themselves, their environments and the effects of behaviours, cultures and beliefs. It aims at the practical integration of the emotional, cognitive and behavioural elements present in any interaction, both within and/ or between individuals. In the intervention teachers will gain "hands-on" experience of facilitating and processing a variety of problem situations faced in the schools.

Process Oriented Psychology will be used to look at the systems both implicit and explicit in the school and the context in which it occurs. A Process view of the school ethos or culture, how it impacts on interactions with itself, its community/environment (and vice versa) will be offered to teachers/principals.

The process in the school will then be qualitatively observed and documented. A report on the effects of the intervention from the perspective of the principal will be included.

2. A HOLISTIC PARADIGM.

2.1. Multiculturalism and the role of the teacher

The teacher's role in South Africa has become one of a mediator and facilitator of the diverse issues that arise in the classroom. The old methods of teaching no longer apply to new situations. Previously schooling was segregated to the extent that teachers and classes were more homogenous than heterogeneous. The teachers could therefore place themselves in schools in which their personal ideologies and beliefs were compatible with those of the school and student culture. This is no longer the situation as schools become more heterogeneous in mix of student race, religion, language and class.

The process of change in South African Education has presented teachers with the challenge of how to integrate large classrooms of multi-cultural, multi-racial, multi-lingual students of varying ability. The cultures, personal histories and world views of the teachers and pupils, are extremely varied. Communication within the different language and cultural norms is highly dynamic and complex. In order to maintain an environment conducive to learning the teacher needs to be aware of and facilitate issues that previously may not have impacted on classroom interactions. It is therefore important that teachers **gain awareness** of, and learn to work with, their personal beliefs and attitudes, student attitudes, and the resulting multicultural issues that present themselves in classroom dynamics.

This paper will argue that through the process of heightened understanding of perceptions and sensations **awareness** can be achieved. This awareness is achieved through the understanding and processing of how one reacts to the forces in the environment. This includes understanding the systems within which we function, consciously reacting to the polarities in ourselves, in others, and in our environment, and critically reflecting on our intentions and the results of our actions.

2.2. Holism and the System within which we function.

It is here-in proposed that if the process of integration is to be effective it needs to be addressed from within a holistic paradigm. Holists argue that one

cannot explain a situation based solely on isolated individual action. Individual action gets its significance through an understanding of the dynamics presented in the whole society. A culture cannot be understood only through its practice, theory, language and so on. To do this would mean looking at the parts without keeping an awareness of the whole and the relationship between its parts. We need to know how the whole system functions. However, holism recognises that one cannot get a grasp on how the whole works until one has some understanding of its parts. Mindell refers to the idea of a hologram to explain this concept. **(Mindel ,1987, chapter 7)** In a hologram all the parts are present in each of its pieces and the pattern of the whole is reflected therein. This is analogous to individuals within a group or society: within each individual the whole is reflected. Within the group individual aspects of the whole are reflected. The individual in turn reflects the roles, dynamics, belief systems and processes present in the group.

In contrast to outcome-driven models, the emphasis of Process Oriented Psychology is on experiencing the state present at any time as part of an ongoing continuum or process. The state is part of a larger process and is viewed in relation to the whole. Process Oriented Psychology therefore helps the individual develop an awareness of the parts present, and of the flow and changes that occur over time.

2.2.1. A Holistic Paradigm and Quantum Physics

The idea of wholeness is found in quantum physics. Zukav, in his explanation of quantum physics states that what exists is an unbroken wholeness that presents itself to us as a web of patterns of relations. (Zukav, 1979 pg. 96) The philosophical implication of quantum mechanics is that all of the things in our universe (including the consciousness with which we are aware of ourselves) that appear to exist independently are actually parts of one all - encompassing organic pattern, and that no parts of that pattern are ever really separate from it or each other . (Zukav, 1979, pg. 73) The relationship between the body and the mind if viewed from within this quantum paradigm is continuous and inseparable.

2.2.2. Dreambody: the bridge across mind-body dualism.

Mindell incorporates this concept of wholeness into his explanation of the interrelatedeness of the mind and body. He refers to this relatedness between the psyche and the physical body in his concept of the dreambody. The dreambody is the physical manifestation of the effects of the unconscious in the body. These effects can be manifested as body symptoms or as double signals. A body symptom includes all states of disease or dis-ease. It is by accessing the information or messages held in what may seem like a pathological state of physical manifestations, that awareness of the messages from the psyche may be accessed to bring more information to the

individual's process. According to Mindell, physical manifestations can be viewed as signals of unheard messages from the psyche that are not in the conscious awareness of the individual. A double signal is manifested when two incongruent messages are displayed simultaneously. The incongruence may be presented in the conflicting verbal content of the message or, in a process of communication in which the verbalised content and the body language are contradictory.

2.2.2.1. Relationship between the mind\body and quantum theory.

With regard to the relationship between the mind and body, Zohar (1990), explains the mind \body problem to be structurally the same as the wave\particle duality of quantum theory. Quantum theory states that something can be **both** this and that. It states that light is **both** particle **and** wave. It makes no sense to ask which of these is really the true description or more important. Both are required for a complete understanding. (Heisenberg's uncertainty principle in Zukav, 1979, pg. 219). The effects of the observer determines how light will be experienced, as either particle or wave . (Zukav, 1979, pg. 54) Wave-like and particle-like behaviours are not properties of light, they are more correctly described as properties of our **interaction** with light. Light behaves like waves and particles depending upon which experiment we perform. The "I" that does the experimenting is the common link that connects light as a particle and light as a wave. Wave-like behaviour and particle-like behaviour are therefore properties of our interaction with light.

(Zukav, 1979, pg. 116) Quantum Mechanics therefore does not assume an objective reality apart from our experience. An objective reality may exist but we can only comprehend reality according to the subjective experience of the "I" that does the experiencing. Quantum Mechanics states that we cannot observe something without changing it. (Zukav, 1979, pg. 66) The relationship between the elements and the observer is defined through the perception of the observer.

Zohar states that, *"Existence and relationship are inextricable in the quantum realm, as they are in every day life. They are the two faces of the quantum coin, and they are essentially what we mean by the wave/particle duality ".* (Zohar, 1990, pg. 80) Zohar goes on to state that particles are analogous to the physical i.e. the thing that relates, and waves are analogous to the mental, which is the relationship between the particles. (Zohar, 1990, pg. 83) The body forms our physical existence and the mind forms the relationships between that which exists. The two are structurally inseparable and interdependent.

2.2.3. The necessity of polarities within the individual and the environment.

Complementarity is the concept developed by Neils Bohr to explain the wave particle duality of light. Wave-like characteristics and particle-like characteristics, are mutually exclusive, or complementary aspects of our

experience of interaction with light. Although one of them always excludes the other, both are necessary to understand light. (Zukav, 1979, pg. 116) This translated into human terms would mean that within any individual or within an interaction there is always a polarity present. In that which we experience there is always the potential for its opposite. In human terms quantum mechanics allows for the same person of necessity to be both good and bad, bold and timid, a lion and a lamb. It would depend on how we perceive it. The polarity of the experience may not be in consciousness at the time of the interaction but awareness of its existence is required for the awareness of the full spectrum of the possibility present. Polarity is the basic unit of the Process Oriented approach to psychology. The insider-outsider phenomenon is an example of a polarity that may be found in a classroom situation. In the newly integrated schools the "insider" group of pupils, those who have attended the school previously, may be resistant to the changes in their environment owing to the new dynamics present as a result of policy change. The "outsider" groups will also have their own agenda and this will separate the two groups. This conflict creates a need for teacher awareness of insider - outsider issues. According to Mindell, for a group to function harmoniously, the group needs to reach a point where it is tolerant of the diversity of its parts . In order to do this all parts have to be brought into the group and all sides "heard". According to Mindell, the internal contradictions that are present within the class must be identified and brought to the group's consciousness.

Process Oriented Psychology works with individual's and groups and applies the same principles to both. The basic philosophy formulated by Mindell is that; *"Awareness of those things which we are unconsciously doing, will aid us in solving problems and enriching our own experience "*.**(Mindell,Seminar of world work,1993).**

2.2.3.1. Polarities in cognition.

The term "Copenhagen Interpretation" reflects the dominant influence of Neils Bohr (from Copenhagen) and his school of thought. The Copenhagen Interpretation was the first consistent formulation of Quantum Mechanics. It says that it does not matter what Quantum Mechanics is about. The important thing is that the principles of Quantum Mechanics work in all possible experimental situations. **(Zukav, 1979, pg. 62)** The Copenhagen Interpretation of Quantum Mechanics was in effect, a recognition of the limitations of left hemispheric thought, [1] Left hemispheric thought sees reality in terms of cause and effect. The Copenhagen Interpretation began a monumental reunion in science. The rational part of our psyche typified by science began to merge again with the irrational part of the psyche that had been ignored since the 1700's. **(Zukav, 1979, pg. 62)** Right hemispheric thought which includes the intuitive, psychic (non- rational) aspects of the mind perceives whole patterns and does not proceed in a linear form.

[1] The idea of left and right hemispheric thought is used not in a literal sense of absolute division in the brain but conceptually as in a division between the two types of thought. The polarity present is in the preferences individual's engage with, in their thinking.

According to Zukav, western society reflects the left hemispheric bias, with the stereotypical, rational, masculine, assertive bias. The Copenhagen Interpretation in its recognition of the limitations of left hemispheric thought, was also a re-cognition of those psychic, non-rational aspects which had long been ignored in a rationalistic society. (Zukav, 1979, pg. 65)

The **Process Oriented Psychology** of Mindell includes developing awareness and acceptance of the psychic aspects. Psychic aspects include concepts such as synchronicity[2] or coincidence, and the body not as separate from the mind but rather in relationship with the mind. Therefore what is present in the body in terms of dis-ease or symptoms is a reflection of that which forms the psyche and therefore cannot be separated from the whole. In order for awareness to take place one needs to view a situation, an interaction or the mind \body duality from within a holistic paradigm.

[2] Jung's concept of synchronicity - that is, the meaningful relationship between two or more events which have no apparent causal connection.(Mindell, 1982, pg. 7)

3. AWARENESS AND THE SYSTEMS IN WHICH WE FUNCTION.

The elements present in any given situation are themselves part of an open system in which there is a continual interplay of elements both within the system itself and within the larger Field. In order for the individual to gain awareness of the system, he/she needs to engage in a **process of critical reflection.** Critical reflection is the ability to acknowledge: the elements present; the processes of interaction and the subjectivity of individual experience. I will argue that **issues in Education mirror those in the environment and the changing culture in which teachers work.**

In order to access the elements present in the environment, the teacher needs to be aware of the impact group processes and Field Effects have on classroom interactions. Teachers also need to critically reflect on their intentions and the results of their actions. In order to do this the teacher must address his\ her personal ideologies and beliefs. Access to these beliefs lies in the understanding of individual subjectivity.

An understanding of subjectivity lies in the re-cognition of the Dreambody experience. Awareness of the physical body is experienced through sensation

and awareness of the subjective interpretation of experience is through perception. These combined make up the Dreambody.

Within this paradigm the process of learning takes place within an open system. Learning is viewed as a process of development that is socially constructed. In order to understand the interaction of the elements in a system, dynamic systems reasoning is required. Dynamic systems reasoning is the cognitive stage of thinking that allows for the process of dialectical thinking. Dialectical thinking is required in order to gain an understanding of the "awareness "possible in a given situation. All of the above will be further elaborated on below.

3.1. A Process of Critical Reflection.

Critically reflecting on our intentions and the results of our actions.

In order to understand the experience of another one needs to be willing to pick up the explicit and implicit meaning relevant to the other person rather than translating the information into one's own frame of reference. One needs to have an open attitude, and be aware of personal preconceptions and biases. In order to do this the teacher or individual gathering information needs to engage in preparatory self reflection and be able to meta-communicate on the process in himself\herself as well as on the process of the other party. In order to meta-communicate the individual needs to take the position of the observer and reflect on the processes taking place in himself\herself\others

as if he/she were observing the experience from an outside position. In order to develop the skills of a meta-communicator the teacher needs to develop his/her awareness, and it is proposed that in order for teachers to do this teachers need first to be aware of the following:

3.1.1. The issues now to be resolved in education mirror those in the environment and the changing culture in which teachers work ;

> Mindell states, *According to Bohm's holomovement theory the world operates like a Hologram, unfolding in a Taoistic manner. Events in one part of the world are connected through the same pattern to events in other parts."* (Mindell, 1989, pg. 55) Mindell gives the example from Rupert Sheldrake of the hundredth monkey effect.
>
> *"New behaviour learned by one monkey and gradually learned by one hundred of his neighbouring monkeys, is suddenly observed in monkeys of other regions, where the first hundred monkeys could not have had the means of communicating the new behaviour."* (Ibid.)

Sheldrake refers to this phenomena as a *"morphogenic Field"* This Mindell explains as the notion that *"patterns of events create behaviour and evolution in like beings."* (Ibid.) This concept of morphogenic fields operates in the notion that events in the macrocosm are mirrored in the microcosm and visa versa. The issues prevalent in the economic sector, the political sphere and the social sector impact on educational institutions and the process of educational

practice impacts on the community. This would mean that a change in one area would impact on other areas, that personal development would impact on the group members.

3.1.2. Change and the need for awareness.

Turbulent situations occur during periods of rapid change but within the chaos that may occur, a potential for new meaning and order arise .(Mindell, 1993) The ability to access the potential meaning of the chaos can be of benefit in effective problem solving and this, this research proposes, can be done through "Awareness".

3.1.3. Awareness of the physical body is experienced through sensation and awareness of the subjective interpretation of experience is through perception.

Part of "Awareness" is the ability of an individual to bring into consciousness his\her sensory grounded experiences. Sensory grounded experiences are the experiences found through the senses, that is sensations in the body. Sensation is the means through which we experience our reality. We use sensation to experience both our own internal and external experiences which include our sensation of other people's experiences. The sensation is then interpreted by perception.

Humphrey (1993), in addressing the problem of how subjective feelings arise in the human brain, argues that the understanding of consciousness is to be

found in the *" sentient self"*. Sensation answers the question, *"what is happening to me in my body?"* and perception answers the question *" what is happening out there and how do I experience it?"* Perception and sensation are produced simultaneously and it is difficult to separate them. Perception is the conclusion based upon sensation. **(Humphrey, 1993, pg. 29)** Sensation is, according to Humphrey, unprocessed form and the mind processes it to form perception. *"Consciousness is uniquely the having of sensations - all other mental activities are unfelt, useless to the mind, except and unless they are accompanied by reminders of sensation"*. **(Humphrey, 1993, pg. 162)** He goes on to explain these reminders of sensation;*" in consciousness there is a centrality of sensation with a contradiction in that states of mind can also enter consciousness that do not arise directly from stimulation of the sense organs"*. He gives the example of conscious thoughts stating that, as they involve auditory or visual elements, they also have a sensory component. *" These states of mind instead of depending on the existence of the real body surface come to depend on the existence of the cortical sensory projection areas"*. **(ibid.)** *"Sensory experience,"* Humphrey hypothesises, *"are patterns of nerve impulses terminating on the surface of the cortex."* **(Humphrey, 1993, pg. 164)** He then goes on to propose that reminders of sensation, constructed in perception, work through the process of feedback loops to act on the body in the same way as did the initial physical sensations.

The circularity present in feedback loops makes it impossible to distinguish which is the cause and which is the effect. Is it sensation that causes

perception or perception that causes sensation? This proposes the notion that there is no cause and effect but rather a completeness, an interrelatedness of elements, that cannot be dissolved into separate parts.

The outside world offers an infinite number of possible sense impressions. The individual is only able to perceive a small proportion of these sensations. Those sensations that are able to enter perception are further filtered out by the uniqueness of individual experience, influenced by language, belief systems, values, cultural norms, interests and assumptions. (O'Connor and Seymour, 1993, pg. 4) In order to simplify and integrate the vastness of the array of possible information presented to perception, the individual creates conceptual maps into which this information is encoded. These maps are selective, omit and retain information and are particular to the individual's method of selection and the environment in which he\she finds themselves. Awareness of this selection and filtering process is possible and will allow insight into the subjective experience of an individual.

3.1.4. In order to be aware the teacher must address his \her personal ideologies and beliefs ;

Mindell states that, *"If the world is a mixture containing objective reality* [the idea that things exist independently of any specific beliefs or experience we may have about them] *and subjective experience* [we can only understand reality based on our individual experience and personal assumptions], *then* [we] *must deal with outer reality by beginning with our inner experience of it "*. (Mindell,

1993, pg. 6) The individual's ideologies and beliefs will influence how he\she perceives a situation. The sensation that is brought into awareness and the perception thereof will be specific to the subjectivity of the individual. The interaction between the perceiver and the object of perception is a subjective experience given meaning by the interpretation of the relationship that exists between the parties interacting. In order to address his/her personal ideologies and beliefs the teacher has to be aware of his/her own subjective experiences, aware of his/her intentions and the effects this has on his/her teaching and pupils. In order for teaching to be effective the teacher needs to be aware of the effects of his/her actions and whether the desired aims are being achieved. To do this the teacher has to become conscious of his/her theories, actions, feelings and intentions and be aware of the responses of his/her students.

3.1.5. Awareness of Field Effects increases one's awareness of the processes present in oneself and the environment.

Awareness also includes consciousness of the effects of Group and Field dynamics that exist in continual relationship within an open system. Mindell goes on to explain, *"people think they manage or organise their lives and groups, but actually Fields create and organise people as much as people organise them.* Mindell goes on to explain, *"In an example from physics, if you put a magnet under a piece of paper and brush metal filings onto the surface of the paper, then you notice the magnet's force Field. It organises the filings. In this same way the force of the Field Effect in a group organises people's responses. Individuals do*

not have to agree to being a member of a group. They are part of a given "We" if the group's pattern is in or around them. Every one touched by a given Field is part of it. Fields permeate everything, like electromagnetic vibrations or an atmosphere that has no well defined limit ."(Mindell, 1993, pg. 15)

3.1.6. The teacher needs an awareness of the effects of group and Field dynamics on classroom interactions;

In working with group and Field dynamics education cannot be separated from its context. To do this is to deny its inter-relationship within a system. The system includes both that of the school system and that of the society in which the school functions. Educational practice is part of what makes up the society and therefore must be addressed as a component of the societal system. The classroom is a group made up of individuals who are party to the elements and influences that make up and affect the school and the society as a whole. These elements and influences and reactions and non - reactions are what Mindell refers to as Field Effects. In order to understand the effects of the forces of Fields on the individual, we need to become conscious of the psychophysical responses. Psychophysical responses are the responses of the body occurring as a result of the interdependent relationship of the psyche and body, that is, sensation and perception in their interrelationship.

3.1.7. The process of learning is viewed as a process of development that is socially constructed ;

As stated previously ,

> *"The physical world according to quantum mechanics is not a structure built out of independently existing non analysable entities, but rather a web of relationships between elements whose meanings arise wholly from their relationships to the whole".* (Zukav, 1979, pg. 96)

If one views education from within this paradigm thought is constructed within the individual as a result of the individual's personal and circumstantial reality and the group's collective history. Learning is socially constructed since the higher psychological processes originate in the interpersonal relationships developed through the social domain. These are internalised, passing from the inter-individual to the intra-individual level. (Vygotsky, 1979) According to Pontecorvo, development and learning operate according to the same mechanisms of social interaction, and social interaction is a constitutive element both in development (occurring in the primary socialisation) and in learning (induced by the systematic cultural transmission). (Pontecorvo, 1990)

If it then be taken that the higher psychological functions,[3] are constructed in the interpersonal relationship, teacher awareness should result in qualitative

[3] " The essential difference between Higher Psychological Functions and the Elementary Functions is to be found in the structure of the stimulus-response relations of each. The central characteristic of Elementary Functions is that they are totally and directly determined by stimulation from the environment. For Higher Functions, the central feature is self generated stimulation, that is ,the creation and use of artificial stimuli which become the immediate causes of behaviour." (Vygotsky ,1979, pg. 39). Artificial stimuli are the use of

changes in pupil development. In this type of social interaction where awareness is the primary tool used to facilitate the pupils receptivity to learning, development should be enhanced.

3.1.8. Dynamic systems reasoning is the cognitive stage required for an understanding of classroom practice.

This research proposes that a class is and exists within a living, open system, and that the modes of reasoning necessary for comprehension of the relations that exist within open systems is that of dynamic systems reasoning. Thought in dynamic systems reasoning is oriented towards changes, relationships and form, and\or the integration of these three. Basseches proposes that the fundamental and general transformation from formal thinking - which comprehends systemic relations among propositions, [a static, linear, causal process] - to dialectical thinking - which comprehends dynamic relations among systems [a fluid, non linear, interactive process] - could explain the cognitive underpinning of the stage of dynamic systems reasoning. (Basseches, 1980, pg. 401) In dynamic systems reasoning, dialectical thinking investigates the relations within and between the various elements of an open system.

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signs, language , interpretation of physical signals. Perceptual processes are examples of the use of signs.

4. AWARENESS OF ONE'S KNOWLEDGE IS GAINED THROUGH THE REFLECTIVE PRACTICE OF SCHÖN.

Argyris and Schön believe that thought and action need to be integrated and offers a means for this integration. Effective action they state requires the generation of knowledge that crosses the traditional disciplines of knowledge. **(Argyris and Schön, 1977, pg. 3)** Theoretical knowledge, knowledge gained through formal educational learning and practical knowledge, knowledge gained through experience, are combined in action. Insight into what our knowledge is, how we use it and whether our aims are met through our action is accessed through Reflective Practice. **(Argyris and Schön, 1977)** Reflective Practice is the ability to become competent in taking action and simultaneously reflecting on this action to learn from it. **(Argyris and Schön, 1977, pg. 4)** Psychological reflection is dialectical in nature. Reflection takes place through understanding the interconnections among actions, consequences and situations.

4.1. Schön's Reflective Practicum

Schön's Reflective Practicum is the practice of reflection in action and on action that the practitioner does, as a conscious process of self monitoring,

and as a tool for awareness of the processes of the other, in an interaction. The learned theoretical knowledge of teachers is a system of theory that will not suffice in the resolution of new found problems. This is because problems do not necessarily fit into the structure of the teacher's previous learning.

In Schön's view, problem solving involves a conflicting appreciation of situations. *"There are indeterminate zones of practice fraught with uncertainty, uniqueness and conflict. Everything is Practicum"*. **(Argyris andSchön, 1977, pg. 16)** In the practice of teaching, teachers may find the need in themselves to develop new "*Theories-in-Use*" that may be incompatible with the old expounded *"Theories-of-Action"* . **(Argyris and Schön, 1977)** These are elaborated on below.

4.2. Theory-of-Action

A Theory-of-Action is one's espoused theory of action, i.e. the theory with which one has allegiance and intends to communicate to others. In process psychology it is a Primary Process accepted by one's consciousness. This theory may not however be a true representation of how one's behaviour is formed and governed as it is an explicit theory that may not take into account all the variables involved in the production of activity.

4.3. Theory-in-use

The Theory-in-Use is the actual theory that governs one's behaviour. It is constructed through an integration of our Primary Process of teaching which is our theoretical knowledge, and an unconscious Secondary Process made up of our personal experiences. It includes the assumptions one has about self, others, the situation and the connections among action, consequences and situations. It includes the knowledge one has about every domain of human activity; it is the full set of assumptions that form our world view. "Theory-in-use" may be brought into awareness through observation and reflection on behaviour.

Theories-in-use are governed by an internal necessity as they form and constantly change in the individual's need to accommodate to and assimilate his/her new experiences.

4.4. Professional and Practical Knowledge

Argyris and Schön (1977) expose the contradictory nature of knowledge in his two categories of knowledge, the Professional and the Practical. Professional knowledge he suggests, is theory which is static, its form explicit and its state closed. Practical knowledge, developed in action, is in perpetual motion. It is a process that is implicit and is forever transitive and incomplete. Practical knowledge is development. *"Development is a movement from one state to a qualitatively different state, by means of a process that is characterised by opposition and governed by internal necessity. "* (Tolman, 1983, pg. 321) Development can be

seen as a dialectical relation consisting of Theories-of-Action (form) and Theories-in-Use (process)

Each person has many Theories-in-Use. Theories-in-use are based on the individual's world view and formed through experience. These Theories-in-use are related through similarities of content and through their logic. A person's Theories-in-Use may be organised in a variety of ways. They may be based on common assumptions or on a hierarchical structure, and it is through observing behaviour in similar situations, and noting the range of situations in which a person appears to operate on similar assumptions, that the Theories-in-Use may be identified and understood. Schön proposes a "Reflective Practicum", that is reflection and awareness of action, as the means through which our Theories-in-Use, the cognitive secondary states, can be accessed. In order to develop a Reflective Practicum the individual needs to engage with his/ her meta- communicator. The meta - communicator is the individuals ability to meta communicate (defined page 30-31).

4.5. Tacit Knowledge

Polanyi's (1967, in Argyris and Schön, 1977), concept of Tacit Knowledge, that "we" know more than we can tell and more than our behaviour constantly shows, is an underlying assumption of Schön's. Schön states that in the development of our Theories-in-Use, one makes explicit what one already knows tacitly. An individual has, through putting aspects of their espoused Theories-of-Action to use, already internalised their explicit knowledge i.e. it

has become Tacit Knowledge and this Tacit Knowledge changes continually as new Theories-of-Action are introduced, tested in experience, adapted and internalised. Tacit Knowledge is below present consciousness and can therefore be likened to a secondary state in the cognitive domain.

In order to understand the results and implications of this Tacit Knowledge and its effects on behaviour, Theories-in-Use have to be identified and understood. For example one may think one behaves according to a Theory-of-Action (XYZ), but the actual Theory-in-Use identified through observation is (ABC). The individual may be unaware of the results and implications of their actions and therefore the results may not be as expected. The Theory-of-Action and the Theory-in-Use are not always one and the same and intents may be incompatible. One's intention here may not be the same as one's anticipated consequences.

In order for teaching to be effective the teacher needs to be aware of the effects of his/her actions, what the desired aims are and whether they are being achieved. To do this the teacher has to become conscious of his/her Theories-in-Use, actions, feelings and intentions and be aware of the responses of his/her students. In order to be aware of the experience of his/her students the "intersubjectivity", i.e. a shared understanding of the situation between student and teacher needs to be addressed. This would mean that the teacher learns as a result of teaching.

4.6. Learning is viewed as development

School learning is a **form of development** that is socially constructed.

In using the skills of Process Oriented Psychology of Mindell and the Reflective Practice of Schön in the classroom the teacher can bring into conscious awareness the confrontations and conflicts that cause "disequilibration" in the social and cognitive domain. In so doing, the teacher can function as a facilitator and Meta-communicator for the co-ordination of all points of view within the system.

This study proposes that an intervention process which introduces teachers to the process of reflection, will result in increased awareness of practice and assist the development of cognitive ability necessary to understand dynamic systems. However, this process of reflection is in itself not sufficient for self awareness.

Self awareness is paramount for effective teaching as the individual cannot be separated from the activity. Inter-relationships cannot be understood without an understanding of the intra-relationship. The "Process work" of Mindell when used in conjunction with the "Self-Reflective Practice" of Schön will facilitate a greater degree of self-awareness and in so doing promote in-action effectiveness.

5. PROCESS ORIENTED PSYCHOLOGY.

5.1. Primary and Secondary Processes.

Mindell in his Process Oriented Psychology refers to Primary and Secondary states as the two states of human consciousness. A Primary Process or state is one with which we immediately identify ourselves, for example, my Primary Process is putting across an idea. A Secondary Process is a process that is not immediately accessible to consciousness. It displays a state of being or feeling with which initially, we may not consciously identify ourselves. My Secondary Process is, if I pause for a moment and reflect, that I am unsure whether this all makes sense. I then use my meta-communicator which allows me to stand back from my feeling and view what I have written from the perspective of an observer. Mindell proposes that access to awareness of experience is to be found in the Secondary Processes. We gain access to the secondary state through a process of amplification of one of the signals produced in a communication channel.

5.2. Channels.

Some discernible "channels" are:

5.2.1. Auditory channel

This channel includes anything to do with sound, from the absence of sound through a whisper, to a full symphony. All speech, all noise is included. This

involves all sound that is real or imaginary i.e. external sound or the noise inside one's head. An example of internal sound would be intra-individual discussion, reflection involving internal dialogue. Indications of auditory processes include: eyes moving from left to right, or statements such as, "Listen to me", "speak up", "I hear what you mean."

Language as a means to awareness but not an end.

Language portrays the individual's experience of the sensation felt. In order to gain awareness of the meaning embedded in language an understanding of the sensation and its experiential effect is required. Humphrey says

" unless we bring sensory effect back into consideration, we shall be fishing for consciousness in an empty pool." **(Humphrey, 1993, pg. 30)**

Language, although a necessary tool, is in itself not sufficient if true awareness of subjective experience is to take place. One of George Elliot's characters, Mr Tulliver expresses the complexity of language usage in a conversation to his wife,

" No, no Bessy.... I meant [what I said] to stand for summat else; but never mind - it's puzzling work talking is." (George Elliot ,1871 ,pp 9)

The meanings embedded in the words of a language are various. In order to understand the specific usage of a word, the individual's communication needs to go through a process of clarification in which the subjectivity of the resultant language is examined. Language is a cognitive process and in

Process Oriented Psychology is regarded as most often reflective of the individual's Primary Process.

However, a Secondary Process may be embedded in the choice of words, metaphors and the style of language used. One needs to be aware of language violations, puns and metaphors. In order to gain awareness of one's own and other's Secondary Process, the individual's choice of language and the specific use thereof must be expanded upon and the individual's subjective interpretation explained.

An attempt at understanding of the meanings embedded in the language usage of the individual is a means of gaining access and insight into the experience of another. For a more in-depth awareness of the individual's experience the information offered through other channels must also be accessed. If language is regarded as the only meaningful form of expression it may limit access to Secondary Processes whose expressions may reside in other channels.

5.2.2 . Visual channel

This channel includes anything to do with sight or visualisation. This can be external vision, seeing in the real world or seeing internally such as pictures in one's head of images, visions, dreams and fantasies. Indications of visual channel processes include: tilting the head back, staring upward, and

statements like "Do you see?", "I need insight into the matter", "What is the overall picture?"

5.2.3. Proprioceptive channel

This channel includes the following:

anything to do with touch sensation e.g. all surface feelings, pressure, heat on skin; all internal feelings such as pain, feelings of joy, sadness and their corresponding sensations; all bodily sensations occurring internally e.g. a tightness of the chest, stomach cramps, stiff neck etc.

Proprioception is often indicated by long periods of silence, fluttering eye lids, stomach breathing, speaking about feelings, or complaints about somatic symptoms.

5.2.4. Kinaesthetic channel

This channel includes anything to do with the body's expression through motion. All movement is included, from the flick of an eye lid to large muscle movement such as running. Non movement \ stillness is also part of the movement channel. For many Eurocentric cultures, this channel is often the least accessible and conscious of channels. It is therefore often the easiest channel through which to gain conscious access to secondary processes.

5.2.5. Relationship channel

This channel includes any content referring to a relationship between people or referring to an intra-individual relationship that expresses a relationship between parts of the self. For example, an internal relationship occurs in a decision making process where one part of you may want to make a decision and another part of you does not. External relationships occur when the object of focus is another person, whether that person is present or not. Conflict is often present in the relationship channel.

5.2.6. World char.nel

This channel consists of any behaviour or process which occurs in a group, organisation, society and the world. Global issues, war and group conflicts all occur in the world channel. It is in this channel that we experience all types of prejudice.

All of the above channels are channels for sensory grounded experiences.

"Our bodies are the gardens, Iago said, to which our wills are the gardeners."

(Shakespeare - Othello opening quote)

5.3. The Dreambody

Experiences are for Mindell to be found in the Dreambody. We experience a sensation in the body, this sensation is then made sense of through our perceptive explanations (a cognitive process) which in turn, affects or even causes bodily sensation. In a non-linear process it is impossible to clarify whether it is the sensation that produces the perception, or the perception that produces the sensation.

The Dreambody is created by the individual's experience, personal descriptions of signals, sensations and fantasies which do not necessarily conform to collective materialistic definitions. The collective understanding of an objective reality of the physical world may not necessarily be the reality of the individual's experience.

Mindell defines the real body as being subject to objective physiological measurements i.e. measurement of sensations. In contrast he defines the Dreambody as being the individual's experience of the bodily sensations, in

other words, perceptions. Both real body and Dreambody descriptions are valid within their own observational realm but confusion arises when one

body's description is treated more importantly than the other's or when questions pertaining to the physical body are asked of out the Dreambody.

(Mindell, The Dreambody, 1990, pg. 11)

Mindell believes that the body reflects the psychological processes of the individual and therefore a wisdom can be found in the body's expressions. This expression can be sourced and examined through awareness of the information presented within the various channels. Corporeal expression is tied to a particular part of the body. It is modality-specific, exists in the present and belongs to the subject.

It is through listening to, and decoding the messages held in the body that the individuals unconscious processes can be accessed. It is through working with the messages offered by the Dreambody that the unconscious information pertaining to the self is accessed. According to Humphrey, initially sensations serve as a mediator of affect, but later have secondary use in connecting past sensations with perception. **(Humphrey, 1993, pg. 112)**

Both these activities serve as mediators of the unconscious messages of the Dreambody.

Mindell suggests that individuals and groups have Primary and Secondary states. The Primary states are often cognitive. The Secondary states may have

affective properties that are in conflict with the identity we uphold in the present and may therefore, in the moment, be concealed from our cognition. We can however, gain access to the secondary state through a process of amplification of one of the signals produced by the secondary state in a communication channel. This communication is expressed through any incongruent or unusual activity in any, or all of the channels. (i.e. verbal, auditory, visual, movement, proprioceptive or relationship behaviour displayed by the individual.)

There is an internal contradiction in an individual between his/her primary and secondary states, and there is internal contradiction present in a group between minority and majority ideologies, and within and between the different roles that present themselves.

Mindell advocates that we, as individuals and as part of a group, have a need to defend our identity, to protect our sense of self and at the same time, a need to change. *"Identity is merely the determination of the simple immediate,"* **(Hegel in Tolman, 1981, pg. 38)** (and is static) .The self and the "group" need to be constantly changing as, *"motion is the mode of existence of matter"* **(Engel in Tolman, 1981, pg. 38)**

Identity is expressed by the individual's immediate identification with the primary state, and the need for motion, i.e. movement/change by emergence of the secondary state.

We will always resist change as we need to defend our identity. In Process Psychology this resistance is referred to as Edge behaviour. The Edge is reached when the individual cannot recognise the secondary state trying to enter consciousness. The secondary state if not acknowledged will hinder the individual's ability to move forward, and cause what Mindell refers to as *"Cycling around the Edge."*

The person or group needs to go over the Edge, i.e. bring the secondary state into awareness as development or change is a necessary function of existence. Should the person be unable to do so the secondary state will surface in a bodily symptom or an affective state.

The polarity that exists here is one between a need to retain static form (identity) and the need for a moving process (development). The process that occurs within this polarity is dynamic and is characterised by motion, stasis, change and energy. We move from state-oriented thinking (the Primary Process), which is clothed in resistance (the Edge behaviour), through a fluid process (the bringing in of the secondary state), to change.

The teacher is the facilitator of this process and facilitates change, here defined as the cognitive development of the pupil, through learning and the social development of the pupil within the class.

Process work reveals the states which create internal contradiction through identifying the areas within the individual and the group that are resistant to change. This resistance is often presented in the form of a dilemma or a conflict situation and the internal contradictions creating this dilemma or conflict are initially unidentifiable. *"Contradiction is the root of all movement and vitality"* **(Hegel in Tolman, 1981, pg. 38)** In order for change, that is, movement in a developmental sense, to take place this contradiction needs to be brought into awareness.

An example of a secondary state identified through activity that is incongruent with the Primary Process, is the following, I say," I am feeling excited," but my voice is suppressed and the expression on my face looks sad. In this example I identify myself with excitement but I am contradicted by the secondary signals I am communicating through the visual and auditory channels. I may be unaware of this Secondary Process but if it is brought into my consciousness I become more aware.

5.4. Tools of Process work

According to Mindell the tools required to do process work are to be found in perception. Process work is based upon perception. Its dynamic element is the flow of information. Its structural elements are, sensation, perception, and "process " (activity). These elements are conveyed through "Channels." By appealing to the individual's function as an observer, through awareness of

channels, process work allows the individual access to his/her own Secondary Processes and the Secondary Processes of others.

5.5. The concept and existence of Field Effects

From a holistic, Quantum perspective there is an essential inter-relatedness and interdependence of all phenomena - physical, biological, psychological, social and cultural. There is a multi-levelled inter-related fabric of reality.

Present in this multi-levelled reality is the effect of Fields. As stated earlier, in order to understand the effects of the forces of Fields on the individual, we need to become conscious of the psychophysical responses i.e. awareness of the messages found in the Dreambody. In Physics the notion of a Field is that of a natural phenomenon that includes and, exerts forces upon the people and natural elements in its midst. Quantum Field theory explains that a Field completely fills a given space. Particles are interactions between Fields. Every sub-atomic interaction consists of the annihilation of the original particles and the creation of new sub-atomic particles.

When two Fields interact with each other they interact neither gradually nor at all their areas of contact. Rather, when two Fields interact they do it instantaneously and at one single point in space. (Zukav, 1979 pg. 216 - 218) In relation to the individual, the group and other individuals, this would mean that at any given point in time there is an interdependent reaction taking place between the forces of Fields. This could be either an individual's

response to another in a relationship or an individual's response to an effect present in the larger Field.

Not all individuals will react to the same Field effects. The Field will impact only on one point at a time i.e. differing effects of the Field will impact uniquely on different individuals. This means that only aspects of the Field will be felt by each individual. It is impossible for any one individual to have access to the entire Field at any one time.

Hagger offers a scientific explanation of light in which he includes human consciousness and consciousness' interaction with the electromagnetic spectrum of physics. *"Our consciousness* (i.e. our conscious and unconscious mind) *is itself a spectrum within Nature's sea of energies and radiations and vibratory frequencies, only a tiny portion of which can be perceived by the five senses....consciousness is a spectrum with bands in which light energy is received and experienced at differing frequencies."* **(Hagger, 1993, pg. 15-18)**

Hagger explains physical and spiritual experiences in terms of different frequencies and it is proposed in his theory that in universal being, where man in the universe is viewed in terms of the universal energies that flow into his being and not just in terms of a five sensory personality, consciousness receives and is filled by the energies of the entire electromagnetic spectrum. An example of the different frequencies at which people experience reality can be found in subliminal perception.

In subliminal perception a high level perceptual process takes place despite the fact that the subject is unaware of receiving the stimulus. He\she may know nothing about the experience at the level of sensation but rather at the level of perception at which it is experienced. **(Humphrey, 1993, pg. 66)**

Humphrey explains synchronicity (used in Process Oriented Psychology as an example of a Field Effect), as a perceptual process that takes place at a different frequency from conscious sensation. (The concept of the presence of different frequencies in which experience takes place offers an explanation for the occurrence of telepathy and other parapsychological phenomena).

As previously noted, in Quantum mechanics the philosophical implications are that all things in our universe, including ourselves, that appear to exist independently are actually parts of one, all-encompassing organic pattern, and that no parts of the pattern are ever really separate each from the other. **(Capra, 1983, pg. 73).** All the different frequencies of experience therefore , exist at the same time and are part of the totality of experience.

Methodologically, Process Oriented Psychology is idiographic in approach as it focuses on the understanding of the individual's reality and not on general and universal laws of behaviour or the interpretation thereof.

Quantum Mechanics does not assume an objective reality apart from our experience as we cannot observe something without changing it. Quantum Mechanics claims only to correlate experience. (Capra, 1983, pg. 66)

The indeterminacy of an individual's subjective reactions to objective experience is analogous to the random reactions of identical electrons in identical experiments. According to Heisenberg's uncertainty principle we cannot determine both the position and the momentum of subatomic particles, therefore we cannot predict much about them individually but Quantum mechanics allows the prediction of probable behaviour with remarkable accuracy. Quantum Mechanics does not and can not predict specific events. (Capra, 1983, pg. 52) Neither can Process Oriented Psychology yet both allow for the calculation of probabilities in any given Field.

In the same way that it is impossible to determine how individual electrons will react, it is impossible to predict an individual's experience. The individual's experience is as unique as is an electron's reaction.

For an understanding of the individual's reaction the subjective experience of that individual has to be explored.

Whether or not something exists is not a matter of how closely it corresponds to theoeemed reality, but how consistent it is with our experience. In physics The Copenhagen Interpretation does away with the idea of a one-to-one correspondence between reality and theory. (Capra, 1983, pg. 63) Reality is in the experience of the perceiver.

Subjective experience cannot therefore be described in terms of it's observable effects. The complexity of the mechanisms involved in a subjective response brings into question the linear notion of cause and effect. In an example from Quantum Physics, if we are given a beam of electrons, quantum theory can predict the probable distribution of the electrons over a given space at a given time, but quantum theory cannot predict, even in principle, the course of a single electron. The whole idea of a causal universe is undermined by the Uncertainty Principle. **(Zukav, 1979 , pg. 135)**

The complexity of a subjective response can however be understood through the notion of non-linear reactions that take place in the form of feedback loops. These feedback loops do not allow for the separation of events into a simple process of linear cause and effect. From within this paradigm of the non-linear process of experience, the Systems Theory perspective offers a framework from which to view the subjective experience of an individual.

6. SYSTEMS THEORY IS REQUIRED FOR AN UNDERSTANDING OF CLASSROOM DYNAMICS.

[4]Systems Theory views the world in terms of the relationships between its parts and the integration of its parts. A system is an integrated whole possessed of some properties that cannot be divided into parts. A system is more than the sum of its parts and more than the sum of its parts plus inter-relationships. A Systems approach embraces basic principles of organisation. All natural systems are whole entities whose specific structures arise from the interactions and interdependence of the parts, i.e. its organisation.

An open system is a system that is in a contiguous relationship with the elements in it's environment. An open system has to maintain a continuous exchange of energy and matter with the environment in order to keep in motion that is to stay "alive" .(Capra, 1983, pg. 291) An institution or organisation functions as an open system. The internal organisa which includes the structure and dynamics present in the functioning of the entity, arises from the interactions in the group and the interdependence of it's parts. These parts

[4] Fritjof Capra ,1983, The Turning Point chapter 9.

include the individual, the ideologies, organisational structure, and the impact of the Field in which it functions.

6.1. The Classroom as an open system.

In order to understand the dynamics present in the classroom, the classroom has to be seen as an open system. A system encompasses a specified group of elements that is in relationship with itself and an open system incorporates the notion of Field Effects. In the case of the classroom's system, the individuals and the class as a group are influenced by the Field in which they function. This Field includes the school, its culture and inhabitants, the pupils' and teachers' personal histories, social circumstance and the larger influences within the environment. Learning takes place in an open system in which these various elements are in continual interplay .

The activity of systems involves a process known as transaction , the simultaneous and mutually interdependent interaction between multiple components (Capra, 1983, pg. 287)

6.2. Feedback Loops

This interaction takes place through cyclical flow patterns of information known as **feedback loops**. A feedback loop is a signal-bearing loop and, depending on the context in which found, can either be a negative or a positive feedback loop. A positive feedback loop is defined as being one

which causes a change in the system while a negative feedback loop, in contrast, maintains stasis. Negative feedback loops are regulatory mechanisms that tend to reduce any deviation from a balanced state. Positive feedback loops may also be known as a feedforward loops.

Example of a positive (feedback) loop

Element A may affect Element B .....

Element B may affect Element C.....

and Element C may feedback the influence to A .....which, in turn, will promote a change in A and thus close the loop.

This process will continue as the change in A will then be fed forward to B and then to C and new feedforward loops will occur.

In Process Oriented Psychology this idea of feedforward (positive) loops occurs in all processes thus initiating a change in the state of the system. A change in one element of a process will effect a change in the element with which it interacts and this will be fed forward into the Field.

The idea of a Hologram explains this as follows;

In each piece or element there is a reflection of the whole, and a change in one part will influence a change in all the other parts. Field Effects explain this phenomena in that the influence of the Field will reverberate across all in its path.

When a system breaks down, the breakdown is usually caused by multiple factors that may amplify each other through interdependent feedback loops. Which of the factors was the initial cause of the breakdown is often irrelevant as there is a non-linear interconnection between living organisms. Bohm explains in his concept of the *"implicate order "*[of things] *that there is the inability for reality to be separated into discontinuous parts. There is an unbroken wholeness of reality.*[5] We therefore cannot understand reality in terms of cause and effect as it would be then only take into account a specific interpretation and would ignore the existence of the inherent polarity.

As stated earlier, negative feedback loops maintain stasis. Negative feedback loops are regulatory mechanisms that tend to reduce any deviation from a balanced state. They promote stasis in the desire to maintain equilibrium. The negative feedback loops may be found in the autonomous nervous system where they serve to regulate blood pressure, body temperature etc.

Negative feedback loops may also serve to maintain the status quo and work against change in the hope of maintaining the structure of an existing system. An example of this can be seen in the dynamic interaction of a group in which change is undesired. In such a situation the information fed into the group

[5] There is an unbroken wholeness of reality which is in Bohm's words "that- which- is ". All things including space, time and matter are forms of that- which- is. There is an order which is enfolded into the very process of the universe, but that enfolded order may not be apparent. The order of that - which- is, is not explicate (which would allow us to view reality as intrinsically separate as in the Cartesian view) but is rather implicate (Zukav, 1979, pg. 323-325).

will be resisted to a point where a state of disequilibration is avoided in the desire to retain stasis.

An example of this in Process Work is when a secondary process is brought into awareness prematurely. It is then rejected by the individual or the group. It is therefore suggested that the facilitator wait until the Secondary Process has surfaced three times before he\she offers the information. Movement is hindered and the energy of the group is used to maintain the status quo rather than used to actively work with the information and so aid in the group's development as could be possible with a feedforward loop.

In a positive feedback or feedforward loop there is an amplification of certain deviations rather than a dampening of them. Deviations are used to promote change and a state of equilibrium is sacrificed for the potential of growth. Positive feedback\feedforward loops play a crucial role in the process of development and learning. In the process of development a state of disequilibrium is necessary for movement i.e. growth to occur.

The developmental process of the individual and the system's natural inclination towards growth may be constrained by trying to avoid the discomfort that change may elicit. In this regard it is necessary to allow for periods of discomfort.

"In an open system the most prototypic features are those of `feedback' and `emergence'. Feedback refers to the existence of one or more signal-bearing loops, such that at least part of the systems output later becomes its own input"

(Chandler, 1992, pg. 124/5)

"Emergence refers most generally to the tendency of dynamic systems to rely on positive feedback loops to generate either mutually responsive and inter-dependent communities of elements [such as the effects of the interdependent relationship developed between teacher\syllabus and pupils.] *or, sometimes at later stages, super-ordinate or co-ordinating system structure."* [such as the development of new methods of teaching to accommodate the needs of the pupils.]

(ibid.)

Process Oriented Psychology works on the premise of feedback and emergence and aims to bring the signal bearing loops into awareness. Part of the energy and information exchange within the group and its Field returns to the group in a transformed state.

Process Oriented Psychology facilitates an awareness of how the information that is brought back to the group is processed and transformed. For example , a system's disturbances can be a positive feedback loop if the result of this disturbance impacts and in some way transforms the group. Process Oriented Psychology, by supporting the disturbance through the mechanism of amplification, creates an awareness of the effects the disturbance has on the group's process.

The disturbance is fed back to the group in an intensified form and as a result what emerges is clarification of the behaviour of the disturber. This often brings a useful message to the group. Positive feedback loops serve to amplify discrepancies between initial and obtained states and promotes development of a systems organisation.

Positive feedback loops promote exchanges with the external environment or between individuals so that the group may evolve. Therefore, rather than trying to eliminate the disturbance in order to maintain the status quo the process worker uses the disturbance to promote feedback and, therefore, "emergence"(change).

7. PROCESS ORIENTED PSYCHOLOGY AND PRACTICAL PROBLEM SOLVING.

When working in a Process Oriented Psychology paradigm one looks at how to work with identified problem areas. Process Oriented Psychology offers tools which allow teachers to develop a heightened sense of awareness with which to facilitate the learning opportunities presented. It offers practical problem-solving methods for working with difficult group dynamics, proposes specific conflict resolution skills and works with issues of racism, sexism and prejudice. It is applicable to discrimination and minority issues and offers a structured means for working with them.

In the Process method, problems contain all the resources and information necessary for their resolution.

7.1. Rank and Privilege.

Mindell advocates that for awareness one needs to address the issue of one's own Rank and Privilege. A primary state may be a teacher's belief that she treats all pupils in the classroom equally. The secondary state may be manifested in a teacher's actions based on his/her rank and privilege. Privilege is explained as the benefits and advantages that go along with the power an individual enjoys in the system. Rank is the power position an

individual has in the system. The teacher has an elevated rank over the pupils due to his/her position of power as an adult and authority figure. He/she has the privilege of age, experience, position in the school and knowledge. She may be unconscious of the effects this rank and privilege has on the experience of the pupil.

For example, a comment she may make to the pupil with regard to the pupil's quality of work may seem to him/her as justified and insignificant. It may however be felt by the pupil as devastatingly embarrassing to be reprimanded in front of his/her peers by a figure in authority whom he admires and had desired to please. The teacher, in order to be aware of the impact she has on the pupil, must acknowledge his/her rank and privilege and in so doing be sensitive to the effect it has on the pupil's experience.

Rank is a source of conflict that creates communication difficulties. We need to be aware of the signals that block the communication between ranks.

Process Oriented Psychology focuses on the lower ranks. Mindell holds that we will always be aware of what is above and not what is below. The dominant party, if it is not to alienate the less dominant party, needs to be aware of the rank and privilege it holds within the society. The insider is the privileged and needs to be aware of the outsider position. He/she needs an awareness of the humiliation and abuse the outsider may experience.

(Mindell, Seminar of World Work, 1993)

Privilege is imbued by race, nationality, gender, sexual orientation, psychological state (both cognitive and affective), age and experience, economic situation, education, language and ability.

Process Oriented Psychology in this research project will be used as a means for addressing minority-majority issues. It will facilitate an awareness in the teacher of issues such as rank and privilege, insider-outsider conflicts, role theory, Primary and Secondary processes, group and individual communication channels and Field effects.

7.2. Process Oriented Psychology and Groups

A group is regarded as a living system, it has an existence of its own and is not merely the sum of its parts. The group is open and dynamic in that it is in perpetual relationship both with the individuals present within it and with the elements in the environment. Within the group certain roles are present.

In a group the individual is part of a larger Field and serves as a channel to communicate the energy that is present and requiring expression. A role provides a prototype for the way a person assuming the role will behave in a particular situation. A role carries particular emotions and beliefs that will be articulated by the individual assuming that particular role. The members of

the group may be pre-disposed, due to their personal psychology, to assume the various roles that emerge in the dynamics of the group.

7.3. Role Theory.

Durkheim (Wajsman and Lewis 1989) saw group roles as a priority for the existence of the group and the people who fill them as interchangeable. He found that each role usually needed more than one person to fill it and, additionally, that any single individual could leave his/her role and play another one. Hence Durkheim's conclusion: A role is greater than an individual and the individual is also more than the role. For example, in Process Oriented Psychology if the group needs a "scape-goat" someone will take on that role. If an individual or the group is unaware of the existence of a role, development will be constrained by the expectations of the roles present.

Just as it is impossible for an individual simply to get rid of certain aspects of his/her personality, so the group cannot simply dispose of its roles. For example, if a person disturbing the group's equilibrium is removed from the group, his/her signals, behaviour or messages will appear within the group in another form. The implications of this phenomenon are that the "disturber" is playing a role which is, in some way, claimed by the unconscious energy of the group and not necessarily just the product of the "disturber's" nature.

This concept of roles can be used by teachers to understand their differing reactions to pupils. Some pertinent questions are :

1) What role is the teacher playing in the class and why?

2) What role is the" teacher's pet" fulfilling?

3) What role is the child who is a social outcast playing?

4) Why are these roles necessary in the group and are the individual's who play them interchangeable?

7.4. Minority and Majority issues.

Process Work holds that although a group does indeed consist of a number of people with a unifying or common purpose, every group contains a minority as well. The primary state is associated with the group "We". The "We" is the identity which the majority shares.

The group's minority does not participate in the unifying relationship of the majority and is generally reticent to express it's opinions and feelings. Both positions need to be acknowledged as the majority and minority position together define the group. **(Mindell, 1988)**

Process work, in dealing with majority and minority issues, separates the issues from the individual and facilitates open communication about the issues and the resolution of conflict. In order to bring in a minority opinion, the minority group must be aware of it's own feelings as well as being aware and understanding of the group identity and its ideology. The minority must

be able to communicate with the majority using the majority terminology and belief system. If the majority does not realise their rank and privilege , the minority may alienate the majority and will not get it's point across.

8.DIALECTICAL THINKING, DYNAMIC SYSTEMS REASONING AND SYSTEMS ORGANISATION.

Problem solving often involves a conflicting appreciation of situations, in other words, the ability to see all sides of an argument. The mode of thinking required to comprehend and critically evaluate the dynamic inter-relationship of the different components active in the system is that of *"Dynamic Systems Reasoning"*. **(Chandler and Boutilier 1988,)**. Dynamic systems reasoning involves dialectical thinking which comprehends the dynamic relations among and within systems. In dialectical thinking the elements present in the system, be they implicit or explicit, are represented and given credence. This method of reasoning offers awareness of that which is occurring and an explanation thereof.

In **Process Oriented Psychology** a dialectical approach is adopted which is both phenomenological and holistic. It is phenomenological in that it focuses on the meaning of experience created through individual explanation and holistic in its incorporation of Systems Theory and Field Effects. Humphrey's **(1993)** explanation of consciousness is dialectical in its examination of sensation and perception as a mind/body phenomenon that is inseparable in it's activity.

The circularity present in the feedback loops i.e. between sensation-perception-sensation, allows a back and forth process to take place between the body's physical sensations and the cognitive perceptual processes that are non-linear and do not allow for separation into cause and effect or mind body separation.

A living system is a self organising system which means that its order in structure and function is not imposed by the environment but is established by the system itself. Living systems interact with the environment but the interaction, although it may affect the system's organisation, does not determine its organisation. A system's organisation and structure is internally determined. However, an understanding of the system itself can be assisted by understanding it's structures in relation to the environment in which it functions.

8.1. Process reflects a system's organisation.

"Systems are intrinsically dynamic in nature. Their forms are not rigid structures but are flexible yet stable manifestations of underlying processes."

(Capra, 1983, pg. 287)

Capra submits that all living systems have to be understood in terms of processes reflecting the system's dynamic organisation . (Capra, 1983, pg. 289) Organic structure, Capra says,

> *"Is determined by process. Within the process organisms show a high degree of internal flexibility and plasticity. This means that within the process there are many possibilities of activity. An organism as a whole exhibits well defined regularities and behaviour patterns, but the relationship between its parts are not rigidly determined."*

The behaviours of the individual parts can in fact be so unique and irregular that they (seems to) bear no sign of relevance to the order of the whole system. (Capra, 1983, pg. 289) An understanding of the process taking place is therefore necessary rather than an understanding of the actions of each specific part.

Mindell says, *"There is no such thing as independent change. The world changes, and calls us to fill one of its roles, and changes us. Or we change and touch everything in the environment."* (Mindell, 1989 , pg. 81) We cannot predict nor assume to know exactly how this happens, all we can be aware of is the process that takes place.

The model of **both\and** embraces the concept of polarities. For one to exist necessitates the existence of the other. When this model of **both \and** is used

in human relations, Mindell views the occurrence of irregular and/or unique behaviour in an individual as indicative of a secondary-process in the group or as a part of the group that is not yet in conscious awareness. The **both\ and** model applies to the idea that **both** the Secondary Processes **and** the Primary Processes exist at the same time and that only one will be in the conscious awareness of the group\individual at a given point in time. Once the secondary process enters awareness it becomes a Primary process that is, it becomes a conscious process. The Secondary processes never cease as they are the content of the unconscious.

There is no way of knowing with absolute certainty what the process of a group or individual is. Through awareness of signals and information offered both at a primary and secondary level, the facilitator offers probabilities back to the individual or group and follows the direction of the response of the said individual or the group.

The facilitator, in the role of the observer, offers his/her subjective response to the signals and/or information received, when and, if, he/she takes a position. The facilitator's response , if rejected by the individual or group, has to be redirected as it is a personal and subjective reaction to the processes emanating from the individual or group, and not an absolute truth. The position and process of the individual or group is then followed.

In a group the individual is part of a larger Field and is used by the Field as a channel to communicate. The members of the group may be pre-disposed, due to their personal psychology, to assume the various roles that emerge in the dynamics of the group. Mindell states that in order to understand group dynamics these roles and patterns of behaviour and interaction need be brought into conscious awareness.

According to Capra, all systems maintain a state of dis-equilibrium in which the system is always at work. A high degree of dis-equilibrium is necessary for self-organisation. A system must, however, have a high degree of stability. The stability of self-organising systems is dynamic and must not be confused with equilibrium. It consists of maintaining the same overall structure in spite of on-going changes and replacement of its components. **(Capra, 1983, pg. 292)** This occurs in the dynamics of a group process when an individual carrying a particular role leaves the group and the role still has a function to play for the group. Another individual will then take on that role.

The individual's process and the group process needs to be understood. The dynamic nature of interaction creates the energy of the group. The law of conservation governing energy says that the total amount of energy in a system will stay the same. **(Law of Conservation - Helmholtz in Solomon J, 1992)** The amount of energy will therefore be influenced by the number of people in the group i.e. the group's mass. Matter or energy can be converted

from3one form to another but the total amount of matter/ energy does not change. (Zukav, 1979, pg. 179)

Capra states,

"The two principle dynamic phenomena of self-organisation are self renewal - the ability of living systems to continuously renew and recycle their own components while arranging the integrity of their overall structure, and self transcendence - the ability to reach out creatively beyond physical and mental boundaries in the process of learning, development and evolution ." (Capra, 1983, pg. 290)

A biological system maintains and develops structure by breaking down other structures in the process of metabolism, resulting in disorder (entropy), which is subsequently dissipated in the form of degraded waste products. (Capra, 1983, pg. 292)

In **Process Oriented Psychology** Mindell refers to the above process as the need for a *" Garbage float."* This float is the space created for the expression of gossip, dissatisfaction and any experience or information that disturbs the equilibrium of the group. It is used as the means whereby the individuals in a group can *"dump"* the information that is needed in the process of the group's "metabolism". If not purged, this information creates disorder. It is through awareness of the information present in this "garbage float " that the new structures emerge and can be both brought into awareness and accommodated. This awareness, Mindell says, will promote the change required in a less chaotic and more manageable form.

9.IMPLEMENTATION OF PROCESS ORIEI TED PSYCHOLOGY IN A SCHOOL.

9.1. Aim of the intervention.

The aim of the intervention is to create an awareness of the systems and the dynamics at play within the school. To do this Process Oriented Psychology concepts are introduced. Workshops on theory and practical application are given and a forum for the discussion and processing of issues opened.

The intervention is based on the premise that, in order to achieve and sustain an effective learning environment, teachers, students and principal need to communicate and facilitate the solution to their own problems. The intervention proposes that the knowledge and implementation of Process Oriented Psychology will be an aid for teachers in the gaining of awareness and the resolution of problems.

9.2. Statement of intent.

This research observed, documented and analysed the effects of this intervention while the facilitators consciously noted any preconceived notions. This was done in order to uphold the philosophy of Process Oriented Psychology.

After each session an account of the processes that occurred was transcribed and used as reference for the analysis of observations. The analysis of observations were based on an interpretation of the theory explained in the preceding chapters and Teacher Notes.

Two facilitators were present for the sessions. The facilitators were trained in Process Oriented Psychology. They needed to accomplished the following:

1) To be able to facilitate a group in the Process Method

2) To teach basic Process Oriented Psychology skills

3)To evaluate whether or not a transfer of Process skills had taken place

4) To articulate the outcome of the Intervention

The aim of the study is not to train teachers in Process Work but rather to use an awareness of the principles of Process Oriented Psychology to better equip them to understand and deal with the dynamics and issues presented by the school.

9.3. Intervention.

9.3.1. School Profile .

School History and present position.

The school was started in 1989. Initially the school was set up to be a multi-racial institution. However this initiative failed as the school attracted only students from a particular racial group. Having originally been privately

funded, the school was forced by political and economic changes in the country to shift from "bursary" culture to a "fee-paying" model. In the 10 years since its inception the school has succeeded in becoming both multiracial and multi-cultural.

The principal is of the opinion that teachers, of all races, were attracted to the school for largely idealistic or political reasons and were therefore willing to put up with the difficulties that presented themselves at the time. According to the principal, the changes in the educational system, allied to political change, has changed teacher motivation in that political "correctness" is no longer a drawcard for staff. Teachers are now concerned primarily with issues of remuneration.

When the present principal took over, the school was in crisis. Teacher and students alike were dissatisfied and the school lacked leadership. At the time of the intervention the students could be considered to be "happy kids." However, staff dissatisfaction continued.

9.4. Reason for intervention.

The principal felt that the micro-politics in the staffroom needed to be addressed. There was conflict between staff members and he felt the staff had issues with him that they would not confront. He felt that the teachers were not working hard enough and that the school was heading towards a crisis.

He asked for the sessions to be oriented toward skills transference. The facilitators were to run a workshop that dealt with conflicts amongst the staff and within the school. The principal wanted the staff to recognise what role they played within the school and wanted the workshop to give them a deeper understanding of these roles.

9.5. Duration and format of the intervention.

1. Afternoon meeting with staff. -Two and a half hours
2. One full day workshop. - Eight hours
3. Afternoon meeting with permanent staff only. -Two and a half hours
4. Afternoon meeting with all the staff. -Two and a half hours
5. Morning session with principal to work on Process Oriented Psychology skills. -Four hours
6. Two period session with Std. 9. - One and a half hours
7. Two period session with Std. 9. - One and a half hours
8. Feedback session to staff. - One hour
9. Observed Std. 6 class for one day of School. - Six hours
10. Feedback session with principal.- Two hours
11. Session with teachers of Std. 6. - One and a half hours
12. Two, extra mural sessions with Std. 9. - Two and a half hours each
13. Numerous meetings with principal to discuss process.

The transcriptions of the above processes can be found in Annexure 1 with the interpretation of specific processes displayed in bold type. The experience of the facilitators and the interpretation of information will be presented with the processes as they unfold. The following chapter offers a summary of the school's issues as understood by the facilitators. This information will have been formulated from the groups' process and the experience of the facilitators. A more detailed account of the process is to be found in Annexure 1. A Transcription of the intervention process in the school.

9.6. Outline of the intervention process and some of its findings.

The issues discussed are found in many guises throughout the intervention process. I have selected specific examples for explanation. The body of examples can be sourced in the attached Annexure 1, A transcription of the intervention process in the school.

The intervention consisted of various workshops with the teachers, students and principal. In the workshops with the teachers the concept of **Process Oriented Psychology** was introduced. (Information on this can be found in the Teachers Notes). Teachers participated in experiential exercises and a forum for discussion of prevailing issues was opened. The principal was present in the workshops with the teachers. Individual sessions were also held with the principal at which he received a more intensive training in Process Oriented Psychology. Besides this he was also given personal feedback. This feedback pertained to both his own process and the process of

the school. There were workshops with the Standard 6 and 9 students which offered teachers a student's perspective on the school issues. In all forums the process was directed by the issues of the participants. The facilitators did not follow any set agenda, but instead, took direction from the group.

The process in the groups took the form of open discussions where individuals were invited to work through their issues of concern. Initially there was little direct communication between participants. Individuals voiced their issues to the facilitators often speaking about each other as if the other party was not present.

Excerpt from intervention;

The D Teacher brings in the **issue of discipline.** "*Discipline is how to handle situations in class. Rather than to stop and fight accept that this is how things are. It is part of the learning situation.*"

The F Teacher refers to the discipline problem as an issue of teachers needing to show respect for the other person. "*Teach through example is the long term solution. In the short term it is difficult as there is no respect for education and there is the need for tools to handle it in the short term.*"

The principal comes in. "*This is what it is. The atmosphere is different in different classes. The vice head who deals with discipline is not here and we need to explore the issue right from the start of the term.*"

The D Teacher comes in "*I've created discipline in class. I feel responsible for what is happening and why is it happening. What is the person saying? We need to look at the behaviour itself.*"

The principal comes in *"Discipline was good at the end of last term. What did we do right, what things are critical?"*

The F Teacher comes in *" We need to be creative. It is frustrating working with the differentiated abilities of pupils. The Std.9's don't like to behave when the work is difficult. Some pupils sit quietly, switch off, don't increase their effort. They decrease it. Retreat when it is difficult. Time is a problem in mixed ability classes. How do we do it? Children are scared of failure."*

The principal comes in, *"Next step is maturity. Need to work on their self image. There is a pain of learning. Do kids know it?"*

It was notable that these issues, having been presented by group members, were not addressed at all by the group. The discussions moved instead, from one issue to another. It was a process of sorting the Field rather than processing issues. The findings relating to this sorting of the Field were as follows.

The teachers were not cohesive as a group. They worked as individuals, functioning independently in their specific areas. The relationship channel between principal and teacher was unoccupied.

Excerpt from intervention;

The principal said, *"The whole management by democracy thing is a great ideal but without a practical basis. I can name countless issues which have been resolved on an equal basis which simply keep coming up. This is because they (the teachers) don't do what they agree to do in staff meetings, but instead, complain to each other and undermine the process of getting the school right".*

The principal said this directly to the facilitators with the group present, but did not confront his issue directly with the teachers. There was not a single comment from members of the group. This process of interaction continued throughout the session and into the next one. It was a process in which comments were made about particular issues but the individuals involved were never directly confronted. This also illustrated that the Relationship Channel was unoccupied. This can be clearly seen in the communication between the role of principal and the subordinate role. Both roles could be seen to be relinquishing personal responsibility and the facilitators were offered the information as if the other role was not present. **(For other examples see page,117 &122)**

Teachers could relate to one another on an individual basis but once in the group the relationship channel closed. "When there is conflict between members of staff or between members of staff and the principal, it is always discussed individually amongst teachers themselves and is not brought in to the larger group."
They would talk around issues but never directly confront them. An issue would be brought into the discussion, an edge would be reached and invariably a new issue would appear. There was never any processing of the issues. There was no personal responsibility for any problem. It was the always "the other" who needed to solve the issue.

"The D Teacher stated that he is scared to take the leadership role as he does not want to offend the principal. The D Teacher does himself speak to the principal but feels the principal is too autocratic with the staff and that he is unaware of this. "*It is difficult to confront the principal as he is well liked as a person and no one wants to offend him.*" The D Teacher felt

the issue was that, "*They (the teachers) hand over control (to the principal), for example, teachers do not do their own disciplining and the responsibility of disciplining is handed over to the principal.*"

There was confusion between personal and professional boundaries. The principal held two roles, one as well liked person and the other as an authority figure in his role as head of the school. The teachers and the principal had difficulty in both separating and relating to, the two roles. This led teachers to undermine the principal's authority and the principal, in turn, confused the teachers with mixed messages . (see page 112)

Excerpt from the intervention;

A particular teacher had informed the principal that she was looking for a new post. The principal does not believe she will get it. He feels it would be better if she taught elsewhere. He feels morally obligated to her because of her difficult life situation. **Here is the issue of boundaries. Is the principal responsible for her teaching ability or her life situation. Which issue has precedence?** On the one hand the principal was an amicable friend and on the other an autocrat.

This issue of isolation is felt by the teachers, and the principal and by the school itself because it is isolated from other schools both in terms of its location and it's unique character. The teachers feel isolated as there is only one teacher per subject. There are no heads of department and no co-workers with whom teachers could discuss subject issues. The teachers have stated that they want to be related to as individuals, and yet they refuse to enter into the relationship channel themselves. The way to give expression to their feelings of isolation is to demand more money.(see page 128 - 131) The principal

cannot provide this and the teachers refuse to accept his explanation and thus the isolation is perpetuated.

A difficulty with confrontation was prevalent among all parties. The twin fears of confronting authority and of asserting authority were always present. This issue of boundaries, personal responsibility and authority manifested itself in all forums from the classroom to the school board. It resulted in a discipline problem both in the staffroom and in the classroom. Teachers wanted the principal to do the disciplining. The principal wanted the teachers to have better control of their classrooms. He felt the vice head should handle the discipline as he wanted to be in a different and more supportive role with the students.

The students resented the discipline regime which consisted of excessive detentions, demerits and suspensions. They felt the discipline system to be unfair as it was not applied in a consistent manner. The pupils, in turn, exploited the demerit system as it suited them. Pupils bargain with their merits and demerits saying,

"Take one of my merits or it's OK I will have a demerit."

Within this issue of discipline the authority figure was absent. The role of disciplinarian was always expected of "the other," no one wanted to take responsibility for it. This dynamic resulted in the principal autocratically making decisions in the staffroom, the teachers then sabotaged the principal's efforts by ignoring his suggestions and failing to implement his ideas. The

school board in turn, controlled the principal and was unwilling to implement his suggestions. The principal felt drained and exhausted by this process. This is also an example of the process in the school in which mixed messages cloud the issues and affect peoples reactions to the situation. (See page 117 & 122 & 128)

The voice of the critic was strongly displayed in the interactions. The principal feared the school would fail and that they (all of them) were not "good" enough. (see page 128 / 9) The "other" schools had "x", did better etc. He felt teachers did not work hard enough, teachers felt the principal did not do his duty by them with the school board and they criticised all his efforts. The students were criticised, "they" were stupid, "they" were badly behaved and "they" were demotivated. The students polarised into two camps; the "achievers" and the "under-achievers" and they too criticised each other. (See page 124 & 134) There is a dynamic in the school of "Us" verses "Them". This is played out both in the staff room and in the classroom. (see page 158 - 160)

Excerpt from intervention;

Std. 6R said they were always compared to 6C. Std 6C was perceived as being the "clever" group. One child said," I am good at maths", to which another replied," Well then maybe you should move to 6C." 6R refered to themselves as, " the worst class in the school." They said they were the rowdiest class in the school and gave the teachers the most trouble. They also said that they were always compared unfavourably to 6C no matter what they did. They said they got too many detentions and that this was unfair. They did not deserve all the detentions being given yet the teachers did not take their feelings into account. They said that they knew they behaved badly but felt the teachers attitude had to change first then they would be more willing to change their behaviour.

Teachers identified with the pupils' frustrations. They too, said they would have given up trying if nothing made a difference but felt that in order for the teachers to change they first needed a change on the part of the students. The teachers acknowledged that they had given up hope and felt helpless in the situation. All parties said they felt helpless and felt victimised. The teachers say the students must change and the students say the teachers must change. None of the parties is willing to take on the responsibility for changing first.

The principal, teachers and students displayed much self criticism. They felt that they should be better than they were. "We're not good enough." There was the feeling among most people that they were never given any recognition or acknowledgement.(see pages 139 & 143)

This voicing of issues rather than the processing of them lasted for the first two sessions. A teacher went over her personal edge and voiced her anger.

"The C Teacher said she had an issue with the principal. The C Teacher's foot was tapping continuously during the session after morning tea. She shook as she spoke, and said that this was exactly the kind of attitude that she had an a issue with. Her issue was that the principal had complained about the vice-head going on study leave and maintained that study leave was a privilege and not a right. There was silence in the group. It was voiced that personal issues should not come into the group. **This was a notable edge. The C Teacher had crossed her personal edge with the principal.** The principal then went over a personal edge.

He asked if he victimised people as he was the only one who held authority. He said that he felt he did not victimise anybody but was open to feedback. If he did and if people had criticisms of him he would welcome hearing it.

This was a turning point for the group. Here the role of the victim and abuser is acknowledged. In going over this edge the principal opens up the relationship channel in the group. This role of victim and abuser has surfaced numerous times but had not yet been openly acknowledged.

The dynamics in the group changed. The Relationship Channel opened. The process changed from single voices raising issues to a more broadly supported debate of these issues. There was less criticism. Decisions were made as a group. The principal no longer tried to control the process as he had done previously. (see page 121) The principal was playing the role of the controlling father figure and yet, when he takes control, the group resents it. However, when he gives them control they refuse to take it. An example of this occurred when the teachers asked about the use of outside resource materials. The principal offered to get materials for the teachers from his contacts. The response to this offer was, "No, it depends on what we are doing and who we are working with." The message the teachers give the principal is "you" are responsible for sorting out our problems but what "you" offer us is never good enough.

Suggestions were entertained on a number of issues such as;

How recognition and acknowledgement should be handled?

How time could be better utilised?

How the extra-mural program should be run?

What to do about discipline?

These issues were all discussed, group decisions taken and agreements reached. Personal issues were welcomed into the group and resources offered. Personal conflicts were voiced and where possible resolved.

Teachers had initially demanded financial acknowledgement. The principal had stated that this was impossible as the school did not have the necessary means. As the process unfolded it became apparent that the teachers wanted personal acknowledgement from the principal in the form of letters of recognition , interest in their classroom activities, performance appraisals etc. The principal was surprised as he was unaware of these needs and he agreed to deal with the issue of the teachers' need for acknowledgements. The principal felt more energised, he handed over some of the responsibility to teachers and devised an acknowledgement plan.

The students' voice was brought into the staffroom.

Facilitator A after spending a day in the standard 6C class offered feedback to the teachers on the students' perspective. Teachers gained an awareness of the roles they were filling and could empathise with the student perspective. The students, in turn, realised how their actions impacted on teachers and acknowledged their responsibility in the teacher/student dynamic.

Over the next few months the principal implemented changes in the school which were welcomed by his staff. He felt the dynamics in the school had shifted, he was more positive on the whole and recognised the individual

value of his teachers. The school was no longer being compared to "those others out there" but was seen as an independent entity that functioned well in its own right. The discipline regime had changed. From having suspended every single Std 9 student the previous year, not a single suspension had been imposed this year. Those teachers who did not fit into the school resigned of their own accord.

On a personal note, the principal said he had found that his Meta -processing ability had strengthened and was happening more often. He had more energy than he had had for a long time. He also said that he was working harder on shedding his martyr complex and, that while he was still working overtime, he was happy. He wanted to sort his school out and he wanted to look at the negative elements in himself and understand them. He expressed the view that while he was still nervous in his role as principal of the school he was trying to articulate what it was that he was feeling. He said his religious convictions were strengthening as his religion comfortably accommodated Process Oriented Psychology. He was building a new way of handling things.

The process in the workshops took the following form; an initial sorting of the Field, theoretical input, exercises, and group interaction.The group process was as follows:

1. Sorting of the Field
2. Cycling around edges and the relationship channel is unoccupied

3. Three people go over their personal edges

4. The relationship channel becomes occupied

5. Issues start to be processed

6. Resolutions are found

7. New awareness is gained, new methods for resolving issues are formed.

Through facilitated feedback teachers, students and the principal all gained an awareness of some of the things they were doing unconsciously and this new-found awareness aided them in solving their particular problems. In particular teachers were made more aware of the effects of their classroom practice. Students acknowledged their role the classroom dynamics. The principal became aware of his leadership style.

The secondary processes that the individual and the group as an entity were unaware of, were offered as feedback from the facilitators or experientially felt through exercises. An example of this is in the issue of discipline and the way in which it had been handled (delegated to the vice head). In a triad exercise teachers became aware that their own personal issues at home mirrored those they dealt with at school. Three of the teachers were in marriages in which their husbands enforce the discipline and, although they resent the way in which it is done, they are not prepared to take responsibility for discipline themselves.

Teachers and the principal were able to meta-communicate on their own processes and the processes of the group. The workshop participants learnt

the terminology of Process Oriented Psychology and were able to recognise edge behaviour, cycling etc. Deep democracy was practised in the sessions and an awareness of Role Theory was offered to the group in explanation of classroom and staffroom dynamics. The notion of Fields and Field effects was adopted in the workshop context and in regard to the school's process and the school's role in the community. The impact of the world channel was explored. Knowledge of the individual's personal practice and the effects thereof were brought into the individual's awareness and integrated into the system.

The facilitators highlighted examples of how the individual created and acted on his/her environment and how the environment acted on, and reacted to, the individual. This was done in the classroom workshops and in the staffroom and principal sessions. In all situations the individual's own account of the experience was used as the foundation for explanation. This explanation was then fused with an awareness of the process in play. Process Oriented Psychology offered teachers, students and the principal the tools to access an awareness of the elements present in the system and functioned as a model for the understanding and processing of the issues presented.

Awareness was achieved through an understanding of the systems within which the teachers, students and principal functioned. The principal, in particular, was able to react consciously to the polarities within himself, others and the environment. By the end of the intervention he was able to recognise his own mixed messages, his hidden agendas and accept

responsibility for the effects these created in the school's dynamic process. He and some (not all) the teachers were able to critically reflect on their intentions and the results of their actions. Personal beliefs and ideologies were addressed. Awareness of the effects of personal actions and the outcomes being achieved were highlighted in discussion and innerwork. An awareness of student responses was gained. It was recognised that individual actions attained their significance through an understanding of the dynamics presented in the whole of society.

The individual was seen to be part of a larger process and no longer scapegoated for his behaviour which was now seen in the context of a role. This was illuminated with particular reference to classroom and student dynamics and roles. An example of this was highlighted by a standard six student who assumed the role of class clown. It was demonstrated that in his actions he was protecting his peers and that this clown role was a manifestation of a group need and not necessarily only a product of the child's personal process.

In the workshop the facilitators highlighted to the participants the ways in which issues in Education mirrored those in the environment .

Excerpt from the intervention;

Through the process the following issues and ideas were raised for discussion: These issues were found by the facilitators in the group's process

and these were also mirrored in the world. The following are points of view on this mirrored process.

Change

South Africa is in a process of transformation. One area of change is that while South Africa was previously isolated, this is no longer the case and the country now has to choose who its allies are. The country also has to select those countries to which it would want to compare itself.

The same analogy applies to the school.

Sense of Isolation

In a changing South Africa individuals from different institutions, communities and organisations experience a sense of isolation when confronted by the vast array of issues found in this society. There is little or no communication between differing parties. Each party is left to resolve it's own issues.

Pain of Learning

This relates to the concept in the world channel that "Africa" never learns, that African countries are always messing up their economies. It is a scenario of "our way" versus "the first world" where the rules and criteria are different. The same can be said of Education. We have to develop our own methods of working as we have our own unique problems and some of the criteria of the past no longer apply. **(see page 119)**

Role of the Critic

Under the previous regime the country had to endure universal censure and some of its citizens were made to feel unworthy of participating in the world. Now the country faces a new set of problems and we are expected by many to fail. We are exploited by negative issues and identify with being the victim.

Leadership and Responsibility

There are no leaders giving the answers to questions or taking responsibility for problems. Each institution, community and organisation purports to take responsibility for itself but

does not. They are either unable or unwilling to assume "leader role." Problems need to be resolved by the individuals in each situation. This is not happening as people are still waiting for an external force to deliver the answers. In the process of transformation the issues of responsibility, autonomy and relationships with authority have, by and large, gone unresolved. The Microcosm of the School reflects these processes.

Discipline/Time

This relates to labour issues, riots, handling of the economy, crime, money laundering etc. There is an urgent need to resolve these issues nationally. The crisis management model presently being used is not what is needed as a long term model. The question of how to handle discipline and the time element is an issue most organisations and individuals are struggling to resolve. Once again there are no answers, only problems.

The Blocked Relationship Channel.

This can been seen in the political in-fighting, party political antagonism, the endemic conflicts between organised labour and management and the conflict inherent in the community, criminal and police dynamic. The blocked relationship channel is clearly highlighted in the teacher, students and departmental issues.

Money

The National Debt, Trade Deficit and the low rate of real growth of the Gross Domestic Product in the country. The school reflected this issue as well (As said by the principal, "we are 14 kids short of a profit".)

"US " verses "THEM"

South Africans are no longer isolated economically. We now occupy our place in the world economy. The country is now responsible for itself and its actions and has to compete on level terms with the rest of the world.

This reflects the fear inherent in the school's own position as an independent school and school's position in relation to other schools.

By the end of the intervention the principal was aware that there were no independently existing entities within the school dynamic but rather a web of relationships interacting and relating as a whole. He could identify roles prevalent in the interactions. He could recognise personal issues and both their impact on, and relationship to, the group.

The concept that within a group certain roles are present, and that the individual is part of the larger Field and is used by the Field was accepted, and used by the principal in dealing with the staff and students. The principal was able to identify the roles played by his teachers. He could depersonalise issues and understand the dynamics they represented. He was able to work from a position of compassion despite personal irritations. He could now accept his responsibility in personal dynamics and understood the role these played in the process of the school. This created for the principal a position of greater objectivity. He was able to depersonalise issues and deal with relationships as elements of a whole system rather than scapegoating individuals or over-reacting to certain issues.

9.7. Review of Findings.

The issues that arose in the workshops mirrored the issues experienced by teachers from other schools as documented in the preliminary study. These issues were as follows:

Principal	Students	Teachers
leadership issue	pupil, teacher, conflict	work load and time constraints
teacher, pupil, board conflict	insubordination	extra curricula conflict
issue of personal relationships and professional boundaries		issue of "US" verses "THEM"
	issue of entitlement	dynamic of entitlement
discipline	discipline	discipline
sense of isolation	boredom	sense of isolation
school in relationship to other schools and the community		issue of school in relationship to other schools
micro politics	peer group conflict	issue of micro politics in the staffroom
teacher productivi r	poor team work	poor team work
lack of resources	lack of resources	lack of resources
personal achievement		mixed ability students
issue of acknowledgement		issue of acknowledgement
funding		issue of payment
issue of responsibility	lack of responsibility	issue of responsibility
	racism	racism/ sexism
student achievements	apathy and underachievers	.

The school is part of a larger Field and as such is affected by and affects the Field. This Field includes the community, other schools, politics of the country, issues prevalent in education, personal histories of teachers, principal, school board members and students. Many of the issues stated above occur in the world channel as they are not particular to the school. The

content of the issues, as pointed out in the study, is particular to the school but the context in which they exist extends beyond the boundaries of the school.

The teachers and principal experience the effects of the Field. This is seen in their responses to the issues. They feel overwhelmed by the magnitude of the situation and yet, on some level, they do not fully identify with their feelings. This results in the giving of mixed messages.

Looked at objectively, the school ran very well. There was little discord, the students were generally happy and the relationships between teachers and teachers, students and students, teachers and students, principal ,staff and students were not discordant. There was a willingness to work together for the benefit of the school. However the issues that arose at both the Primary and a Secondary level were felt by all the parties as overwhelming because they carried the full weight of the Field. In resolving some of the issues at a school level the effects would permeate into the Field and affect other schools. (Effect of the Hundredth Monkey)

To begin resolving the issues the individuals involved had to gain an awareness of said issues. The intervention in the school offered this awareness to teachers, principal and students.

The following is the feedback given by the principal two years after the intervention.

"The intervention turned my school around. It also offered useful skills which provided me (the principal) with the ability to be more aware in situations. I feel that the teachers gained, albeit in an unarticulated way, the opportunity to express their feelings both overtly and covertly. It was the first staff development intervention offered and because of this teachers felt uncomfortable with having been put on the "spot." Teachers therefore did not gain as much as they might have from the intervention.

"I have a better understanding of the need to acknowledge teacher efforts and offer recognition for achievements. At the time of the intervention opinions were voiced indirectly and the ghost role was that of the critic. The fight was blocked. Now we work as a team. We may not yet voice conflict as well as we might but it is much better. I get more recognition for the work I do. In fact, perhaps more than is necessary.

The principal is uncomfortable with acknowledgement. Here the issue with acknowledgement has shifted in that teachers and principal have reversed polarity. The teachers now accept the principal's acknowledgement of them and acknowledge him in return. The principal can acknowledge the teachers (previously he had difficulty with this) but

he is still uncomfortable with the teachers' acknowledgement of him. He had initially felt unacknowledged but now he finds acknowledgement difficult to accept. The polarity is still present in this issue although the dynamic has shifted in that acknowledgement is no longer absent.

> "I do staff appraisals. I give vouchers for good efforts. I now have the ability to bring up ghost roles, floating issues and I can work with the teachers while acknowledging their criticism. My role as Father has moved to that of Mentor . I do performance appraisals on my staff and they do appraisals of me. I am the coach busy coaching my team. I am open to being interviewed on any issue".

Here there has been a change in the dynamics of the system. The Father role has changed to that of Mentor. The principal is no longer the "autocratic" father figure but a benevolent mentor open to constructive feedback.

> "We have been through a process of change. Problems with styles of leadership and management have been resolved. Discipline is still an unresolved issue in the school and the Extra Mural Program, although running better , still does not have real commitment from the staff. Relationships amongst teachers have improved.

This can be heard by the fact that their is no stilted chatter in the staffroom. The vice principal has left the school as he was offered a career opportunity elsewhere. I am looking for someone to fill his post. I still have particular issues with one teacher but am working on resolving this."

This teacher has taken over the role of a previous teacher who left the school. The issues presented by this teacher/principal dynamic mirror that of a previous unresolved issue. The role is still present even though the participants filling the role have changed. This is an example of how roles are interchangeable and how, if one person filling a role leaves - the role will be filled by another if it is still present in the dynamic of the group.

"I (the principal) feel our school has been through a process of change and is doing well. All the matrics passed last year and we had a 70% university pass with some distinctions."

The intervention seemed to have benefited the principal more than it did the teachers. It was interesting and constructive feedback to note that the teachers did not retain much use for the process skills taught. Most of the individual work was done with the principal and the effects of this have been most rewarding.

10. Conclusion.

Process Oriented Psychology offers in its application tools for awareness. The content it examines is the individual's subjective experience . This subjective experience is then contextualised within the systems in which the individual functions. These systems include the notion of Fields and the effects the Field has on group and individual processes. It is a holistic approach that incorporates the concepts of quantum physics. These concepts apply to both the individual and the systems within which the individual functions.

Dialectical thinking is required for an understanding of systemic relations. It is the cognitive stage required for an understanding of the polarities present in the individual's experience of reality. Polarity exists in the complexities of both the inter - and intra-individual relationships. There is always the scenario of **Both /And** operating simultaneously.

"Awareness" includes an understanding of this polarity. Awareness of the physical body's sensations, the perceptions that give meaning to these sensations, the individuals' and group ideologies and beliefs and the impact of the effects of the Field in which these operate all include the understanding of polarity.

Learning is regarded as a process of development that is socially constructed and as such has to be viewed as interactive influencing, and being influenced, by the system as a whole. The teacher needs to be able to critically reflect on his/her intentions and the results of his/her actions. In order to accomplish this the teacher needs to be aware of the expression and impact of both his/her professional and practical knowledge. The teachers, students and principal's covert and overt messages imparted into the system will influence the dynamics in the school. The school may mirror many of the issues extant in the world channel as the world channel influences the school. Movement within the dynamic operational processes of the school will in turn impact on the world channel.

The intervention undertaken in the school highlighted and worked with (processed) the issues presented by the students, principal, teachers and the school system. These issues were then reframed to incorporate the above notions of Systems Theory, Fields, polarities and channels. This feedback included an offering to the parties involved of the Secondary Processes not in the conscious awareness of the participants. Once secondary processes are brought into awareness and personal and group edges crossed, a change in the systems structure and dynamic processes takes place. Once in motion these changes continue long after the intervention has ended. It is noted that the effects of the intervention were still present two years after the facilitators left the school. This can be seen by the fact that certain individuals introduced to the tools of Process Oriented Psychology continued working with these tools in their dealings with the process of change in the school.

ANNEXURE 1.

TRANSCRIPTION OF PROCESS IN SCHOOL.

(Please note that the alphabetic symbol identifies the teacher be it written as The ....Teacher or Teacher ...)

Meeting to introduce Process Oriented Psychology.

Nine staff were present - Attendance was optional.

The principal tells the group that Facilitator A is doing an MEd and using the school as a study. The principal states that the reason the facilitators are at the school is to introduce them (the staff) to **Process Oriented Psychology** and to the paradigm in which the facilitators will be working.

Facilitator B introduces both facilitators to the teachers and asks the teachers to introduce themselves and tell the facilitators why they are attending the workshop and what they wish to gain from them.

The uniform response of the teachers was that they had seen the pamphlet (Annexure 3) and had joined the session out of both interest and curiosity.

The D Teacher stated that he had some awareness of Process Work and was excited by the possibilities he believed it offered.

What we did.

Facilitator A introduced basic Process-Work concepts. These included the notion of Primary and Secondary Processes and Edges.

The facilitators discussed Primary and Secondary Processes, the Tao and the concept of Field Effects. (Annexure 2 - Teacher notes with the theory offered)

The teachers moved in and out of the room throughout the session. The principal and vice-principal stated that they could not stay for the whole session and would have to leave shortly.

It seemed to the facilitators that there was an Edge in the group (this Edge could give access to the Secondary Process). People wished to leave, or separate themselves from the group process in order to focus on their personal activities. The facilitators did not reflect this process back to the group as they felt it was too soon and that they should rather retain focus on the Primary Process. The Primary Process in this case, being the agreement to participate in the workshop.

The principal, teacher D and the vice principal then questioned the validity and relevance of all the theory being offered by the facilitators. The feedback was that the theory content was too simple. They (the group) already "knew it " and they did not like the fact that the facilitators asked the group

members to introduce themselves and say a little about their particular issues. This was too "psychologised. "

The role of the critic was clearly present in the group. As Facilitator A, I felt embarrassed. I felt that I was not making sense, that I could not do anything properly and that what I had to offer was not good enough for the group. Noting that this was my experience of the situation, the facilitators then went on to explore Roles.

An examination of Role Theory and the roles in the classroom created energy amongst the group. The idea was expressed that within the school there was always one class given the role of "a problem class". At the time of the intervention this role had been given to a Std. 9 class and that a Std. 6 class looked as if it could become the next "problem class."

The designated "problem class" could "carry" the Secondary Process for the school. As Facilitators we would therefore work with this particular issue and observe what unfolded and then offer this back to the teachers.

The example the group wanted to work on was the role of the *clown* in a particular class. The group discussed what function the clown played in that class. The feedback on the role was as follows; *"The clown protects the slower kids, comes in when there is a hesitation in a answering a question. The boy in the role clowns around during registration when pupils are restless. The boy is encouraged into the role by other kids. He says himself that he knows he should not*

do it, but can't help himself. " Ideas on how to release the child from carrying the role were discussed. For example, a teacher could invite the role into the class, use the role in registration to entertain the class, support the role when it arose and amplify it rather than try to suppress it. The group looked at ways to allow others to take on the role and let the role express itself in the classroom. The group also looked at how to use the role and discussed its function in the classroom.

Dynamics in the group and issues

The process moved on to an open discussion of the dynamics in the staffroom. The principal referred to the gossip between members of staff as "micro-politics", which he felt mitigated against creating a positive spirit in the school. He said, *"The whole management by democracy thing is a great ideal but without a practical basis. I can name countless issues which have been resolved on an equal basis which simply keep coming up. This is because they (the teachers) don't do what they agree to do in staff meetings, but instead, complain to each other and undermine the process of getting the school right".*

The principal said this directly to the facilitators with the group present, but did not confront his issue directly with the teachers. There was not a single comment from members of the group. This process of interaction continued throughout the session and into the next one. It was a process in which comments were made about particular issues but the individuals involved were never directly confronted. This illustrated that the Relationship Channel was unoccupied. This can be clearly seen in the

communication between the role of principal and the subordinate role. Both roles could be seen to be relinquishing personal responsibility and the facilitators were offered the information as if the other role was not present.

The principal and vice principal then left the group and the following issue arose;

"When there is conflict between a member of staff or members of staff and the principal it is always discussed individually amongst teachers themselves and is not brought in to the larger group."

The D Teacher stated that he is scared to take the leadership role as he does not want to offend the principal. The D Teacher does himself speak to the principal but feels the principal is too autocratic with the staff and is unaware of this. *"It is difficult to confront the principal as he is well liked as a person and no one wants to offend him."* The D Teacher felt the issue was that, *"They (the teachers) hand over control (to the principal), for example, teachers do not do their own disciplining and the responsibility of disciplining is handed over to the principal."*

The issue of discipline and the issue of responsibility were raised here by Teacher D. In addition, the issue of relationships and boundaries was presented in the idea that the role of principal and the role of the principal

as a person, are in conflict. The teachers were unsure as to which role they should to relate to.

The F Teacher said, *"The problem is that the children have vastly different levels of ability in the same class-room and that it is hard to keep everybody interested. To keep them interested you need to prepare, and I don't have the time."-*
The E Teacher agreed and said, *" They can't seem to concentrate for very long".*

The issue of time was used here as an external element contributing to their predicament. This also illustrated the issue of Us verses Them.

One of the volunteer staff said that he did not really know what his role was and how the students are supposed to relate to him (a volunteer). He said he realises he has no "say" over how things are run and that everybody else has much more experience than he, but he finds it difficult to deal with students if they (the students) don't know whether or not he is to be shown the same respect as a full member of staff.

This volunteer seemed to have taken on the role of personifying the "Confusion" present in the school.

There was confusion in the classrooms as to how to handle mixed ability classes, confusion with the students and teachers as to "What is the policy

in the school with regard to discipline?", confusion with the volunteers as to their rights and responsibilities.

This "confusion" in regard to so many issues highlights the polarity that exists in the school. On the one hand the principal claims to be democratic while displaying autocratic behaviour. The teachers feel that they are professionally responsible while abrogating responsibility. The relationship channel is unoccupied and, as a result, open communication does not occur leading to further confusion. The voice of the critic is also present in the comment " everybody else has much more experience than me". The critic is both critical of others and critical of self.

One of the teachers frowned and showed uncertainty. Facilitator B asked him what it was that was worrying him and he said he did not really understand what the session was all about. Facilitator B asked him what it was that he did not understand. The teacher replied," *No, nothing, just carry on.*"

This teacher also carried the role of "confusion". He was confused throughout the intervention. It was interesting to note that he had been selected to manage all remedial work with the pupils who were designated as not coping in the classroom.

The facilitators then did an exercise with the group in which the teachers were asked to work in triads and discuss a recent difficult interaction. The teachers were asked to try and feel when they hit an Edge and notice what behaviours

were elicited. The feedback from the exercise showed that the issue of handing over discipline is carried through into three of the teachers personal lives. In their respective marriages their husbands enforce the discipline and although they resent the way in which it is done they are not prepared to take on the responsibility for discipline themselves.

This is an example of individuals taking on roles for which they have a predisposition, and how the effect of the Field impacts on both the school and the home environment.

The other triad voiced the difficulty they had with confrontation. They expressed their personal issues around authority and how this affected them in interacting in the group.

This was the third time the issue of Confrontation had occurred which brought the facilitators to the awareness that it could well be one of the issues present in the school's process. The teachers voiced difficulty with confronting authority, while the principal voiced difficulty with asserting his authority. (Idea of management by democracy)

The session ended with general agreement among the teachers that they would like to work more with their issues.

One day workshop with all the staff present

Attendance at the workshop was compulsory for all teachers.

Before the group commenced, the principal informed the facilitators that he did not wish to lead the meeting. He stated that he wanted to be out of the leadership role and did not want to be responsible for the direction of the group and voiced the request that the facilitators take the "facilitator "role.

The facilitators entered the staff room to find that the teachers were all busy moving about. Photocopying was being done by a C Teacher. The teachers proceeded to ignore the presence of the facilitators and at one point all of the staff members left the room. The principal then came in and requested that the workshop begin.

The process started off with very little energy in the group. Everybody was tense and apprehensive. 70% of the group had their arms folded. The principal introduced the facilitators informally as "Dom" and "Steph" and stated that the reason for "Dom" and "Steph " being there was to help process issues. He then asked the facilitators to facilitate the group. Facilitator B introduced himself. He then asked if teachers would introduce themselves. Before Facilitator A introduced herself or the teachers had an opportunity to

introduce themselves the principal had taken over the proceedings. He said, *"This is a forum for people to voice their issues and that he hoped that the staff would speak openly about their agendas"* .

His behaviour appears to be in conflict with his stated Primary Process - to take a back seat and let us facilitate. While his Primary Process is to give the impression that he allows others to do their thing, his Secondary Process - to assume authority and direct the group process - doesn't allow others the freedom to do this, either as a group or as individuals. This double signal puts the group into a trance; they are non-responsive and stare at the ground and shrug when he asks whether there are any comments. The group's Primary Process is to go along with what is directed by the principal. They all want things to be better and to improve. The group's Secondary Process is a sabotage/terrorist role that projects itself as a victim/child, and is not prepared to take responsibility for itself as an entity. The group is unwilling to stand up for itself and speak out yet blames the principal for its/their misery and refuses to engage by being literally or figuratively "absent." The teachers complain about precisely the same process with their pupils, where they, in turn, take the role of the benevolent authoritarian, and the pupils the victim/child role.

The process is one of sorting the Field without any issues being processed. The group is not aware of this and we choose as facilitators to let the process run. The Primary Process of the group is to deal with the issues but the Secondary Process of the group is for people to voice an issue but not to interact with the issue. Again the relationship channel is unoccupied. The

individuals in the group did not actively respond nor interact with each other. Teachers and principal merely voiced opinions. The group brings up an issue that takes them to an Edge. The edge behaviour is to then bring up a new issue. This causes them to cycle and that's how they avoid interaction. The individuals in the group are still separating themselves from the group process and continuing to be involved only in their own issues as was demonstrated by the initial behaviour of individuals at the first session.

The sorting of the Field went as follows;

The D Teacher brings in the **issue of discipline.** *"Discipline is how to handle situations in class. Rather than to stop and fight accept that this is how things are. It is part of the learning situation."*

The F Teacher refers to the discipline problem as an issue of teachers needing to show respect for the other person. *"Teach through example is the long term solution. In the short term it is difficult as there is no respect for education and there is the need for tools to handle it in the short term."*

The principal comes in. *"This is what it is. The atmosphere is different in different classes. The vice head who deals with discipline is not here and we need to explore the issue right from the start of the term."*

There is an absent authority figure, the person responsible for discipline is not there. The role of the disciplinarian is always the "Other". No one takes responsibility for it. The critic in the group is a ghost role and here the absent authority figure is the critic. (A ghost role is a role that is present in the group but it is a role that no one wants to acknowledge or consciously take on.)

The D Teacher comes in *"I've created discipline in class. I feel responsible for what is happening and why is it happening. What is the person saying? We need to look at the behaviour itself."*

The principal comes in *"Discipline was good at the end of last term. What did we do right, what things are critical?"*

The F Teacher comes in *" We need to be creative. It is frustrating working with the differentiated abilities of pupils. The Std. 9's don't like to behave when the work is difficult. Some pupils sit quietly, switch off, don't increase their effort. They decrease it. Retreat when it is difficult. Time is a problem in mixed ability classes. How do we do it? Children are scared of failure. "*

This echoes the principal's fear that the school will fail and that they are not good enough. Again the voice of the critic.

The principal comes in, *"Next step is maturity. Need to work on their self image. There is a pain of learning. Do kids know it?"*

This pain of learning is a process that is happening in the school. The school is going through changes and is having to develop a new world view. This is referred to in the section on the background of the school.

Standard 10 has the stigma of the dumb class. Std. 6's ask, "Are we going to be moved around?" "There is a struggle in the classroom between underachievers and achievers. "The language used here is like the language of Dialectical Materialism. The struggle in the "classes" is between the Have's and Have Not's. The merit and de - merit system perpetuates this struggle and the struggle is also apparent in the staffroom.

Person YB comes in *"The merit system works well and reinforcement of it is needed."*

The principal comes in *" Differentiation works well, do teachers have the time ?"*

The YB person used the word intervention twice. The principal and P Teacher used the words 'regulate' and 'intervene 'many times. With regard to discipline. The YB person said," *In some situations intervention is required".*

Issues that kept arising were of discipline and time and the need for intervention. The D Teacher offered a solution to the issue of discipline but

it was too soon for the group to hear it . The teachers were not ready to take on the responsibility for themselves. They wanted the solution to be given to them from the figure in authority.

A request for the use of the volunteers was made to help with the issue of time .

The principal said," *Volunteers have not got the time, they are needed in reception for admin.* "The teachers were not asked how they would like the services of the volunteers to be utilised. The principal autocratically made the decision. He is the figure head who is answerable to the school board who controls him in much the same manner. The principal fills the role of the negative father in that he gives out mixed messages to his staff. For example:

He has told members of his staff that if they are unhappy with their salaries they should go and see what others get paid and then decide if they want to be out there. The mixed message is as follows; "You need me, you can't do it, but go if you wish to. In addition, you should know that you are no good because you are behaving like the ungrateful child."

The authority puts in the demerit/merit system. The students and teachers exploit the system because pupils bargain with their merits, saying,

" Take one of my merits "or" It's OK, I'll have a demerit."

Similarly, the teachers exploit the rigidity of the authority figure by undermining and sabotaging the efforts of the principal. They do this by

not interacting with his suggestions and not following through on ideas and decisions.

Tutoring by students was suggested. An individual student was nominated. The response from within the group was," *No, he is under too much pressure and when is there the time? Prep is too short as it is.* "

The idea of work sheets and differentiated teaching in the classroom was put forward. A question was asked about how to utilise resources from outside the school. The principal offered to get materials for the teachers as he had some contacts. The group's response was, " *No. It depends on what we are doing and who we are working with.*"

The teachers are double signalling here. Initially they insisted that issues must be group issues and cannot be personalised, that the individual is there as part of the group and cannot come in on a personal level and yet here they are saying, "We can take care of ourselves. We want to do it individually". The message is "you" are responsible for sorting out our problems but what "you" offer us is never good enough. The Critic is again present and the issue of the abrogation of personal responsibility surfaces yet again.

The relationship channel is blocked on some level as teachers refuse to enter into the relationship channel.

An offer to get resources from Johannesburg College of Education was put on the table. It was ignored. In geography an offer to facilitate the swapping of resources was put forward. This elicited no response.

The issue here was not one of resources or the swapping of materials, because 40 minutes later the teachers said that they could do it themselves. The issue here, they said, was to look at individual problems. In addition, there was a desire to look at mentoring by students and how this would be rewarded.

Here the teachers bring up individual issues (in direct contradiction to their assertion that this is a group exercise) and then immediately move to an unrelated issue such as mentoring.

The group then brings in the issue of merits and what the guidelines for these are. **While this is clearly a pupil issue it also a staff issue as reflected by the confusion over guidelines both for the students and for themselves. In addition, there is a lack of clarity over the issue of merits for their own performance. Here the role of confusion is again brought in.**

It was stated that in prep during the second session, the students are supposed to help each other but this causes terrible disruptions.. The school therefore needed to create extra prep time in the afternoon. It was mooted that the 5pm to 7pm range was the time in which the mentor program could be implemented.

This is an example of the expectations of performance in the school. The principal feels teachers do not put in enough hours and the teachers and principal now expect pupils (most of the pupils in the school are boarders) to work until 7pm.

Then the discussion turned to the pupils and here the energy picked up. The relationship channel suddenly comes alive . Consensus is strong in the group and a strong role of "Us versus Them" is present. The relationship channel is activated in the World channel, however it is never present in the inter-individual relationship. The role was so strong that we, as facilitators, experienced our Secondary Process to be the same as the group. We were shocked by the manner in which the group reacted to their students and felt it was racist, divisive and critical. We, in turn, judged the group and assumed the role of the critic ourselves and, in our turn, experienced a sense of "Us versus Them."

It was agreed that there was no understanding on the part of the students as teachers need to repeat everything three times. The students' concentration span was said to be 3 to 4 minutes. It was asked " *How can we change the teaching strategy?*" The idea that physical movement gets blood to the brain was offered and the response was, "*HA HA do they have a brain?* "

Students were referred to as " They "and "Them" by the teachers. Here again is an example of "Us verse Them."

The issue of time came in again as did the issue of the inability of students to concentrate. The meaninglessness of classroom exercises and the need to relate work to every day life was brought in. It was asked, *"How can we make worksheets effective?"* No response was given.
The process was not one of finding solutions but rather one of voicing "helplessness."

At tea we spoke to the principal. He was angry and we suggested he bring his side in but that he do only what was comfortable for him. **Here we have the first acknowledgement of anger. Up until this point no one has voiced any anger.**

Second Session after tea.

We asked for the gossip and did a check in on how people were feeling. **There was a polarity in the voices. The one voice said it felt unsafe to say things as it would later be victimised. The other voice felt that it really wanted to speak. This voice said," You say it in private so why not say it in public." We tried to highlight the polarity between the two voices but there was no energy behind it and our efforts fell flat. The same dynamic occurred as had in the earlier session. Issues arose but the group did not wish to follow them. It would have helped if facilitator A had polarised the**

issues more but she was not comfortable with it. Facilitator A felt unsure as to what to do. She did not know how to move the process. The P Teacher said that what they were prepared to say was partial as they can only say some of it. The Facilitators came in with the role and said, *"Its not that we're afraid to say it but we know there is only so much we can say safely without inviting reprisal."*

The group did not respond to this. It was as if " The issue went away." We asked people to join in the roles but they wouldn't. The group was unable to go over their Edge. Facilitator A could have helped the group to do this by going over her own personal Edge of helplessness. This would have been achieved by facilitator A doing inner work on her issue , finding out what it was she needed to do in order to become unstuck and then doing it. However, at the time she did not have the awareness and remained stuck. What was needed in the group was for someone to go over their edge as this would break the impasse. However, the fact that Facilitator A did not go over her Edge may have been due to the fact that the group was not ready.

After tea the principal's issue concerned the vice-head's going away and leaving him in the lurch by taking long le ve . How was he to cope with the vice-head's duties as he did not have the money to employ another full time member of staff ? There was silence in the group. The C Teacher said she had an issue with the principal. Teacher C's foot was tapping continuously during the session after morning tea. She shook as she spoke, and said that this was

exactly the kind of attitude that she had a issue with. Her issue was that the principal had complained about the vice-head had going on study leave and maintaining that study leave was a privilege and not a right. There was silence in the group. It was voiced that personal issues should not come into the group. **This was a significant edge. C Teacher had crossed her personal edge with the principal.**

The principal said, "Yes," to the C Teacher, " we need to discuss this."

The principal's treatment of Teacher C had all the nuance of a parent telling a child, *" Not now, we can discuss this later."*

The principal played his role as principal in making decisions and directing the process. Others voiced their issues. The D Teacher came in with , "Perhaps it not safe to voice issues in a big group."Facilitator B articulated his position. He said, *" Where are you? One minute you say one thing, the next another. You are all here. This is our opportunity to talk, but now everybody keeps quiet."*

Individual teachers articulated their issues. The response was not to these issues but rather tangenitally, to respond by raising their own issues. The principal came in and asked if he victimised people as he was the only one who held the authority. **Here the principal crosses a personal edge.**

He said he felt he did not, but was open to feedback if he did, and if people had criticism of him, please to let him know. **He assumed the role of the victimiser who was feeling victimised.** Facilitator B amplified the role of the victimiser feeling victimised. **This was ignored and the group then went on to raise the issue of acknowledgement.** They felt they wanted to be

acknowledged in financial terms. The principal again stated that there was no extra money in the school and if that was the line they were taking he was helpless. The one volunteer said it would be nice if the principal participated more in student affairs. Teachers asked for more principal participation in their teaching. A teacher mentioned that ***she felt isolated*** in her job. ***This was an edge.*** **Her sense of isolation galvanised the energy in the group.** No response was offered other than from the school accountant whose response was to suggest that the sciences join up as a unit and the languages join up as a unit. **This issue of isolation is felt by the teachers, the principal and the school itself as it is isolated from other schools both in it's location and in it's uniqueness. The teachers have stated that they want to be related to as individuals and yet, they refuse to relate themselves. The way to give expression to their feelings of isolation is to demand more money. Here the accountant (Keeper of the Purse) suggests a way that teachers can decrease their sense of isolation is in developing relationships.**

The principal asked *"What do you want from me with regard to acknowledgement?"* but he received no response.

The ***issue of ownership and responsibility*** was brought in and it was agreed that this issue would be dealt with in the session the following Wednesday. It was agreed that more mundane issues such as the extra mural program and the issue of time would be discussed two Wednesdays hence.

The question of what the teachers do well came up, but was ignored. The principal had started the discussion that morning stating that the end of the term had been good and that they were *doing something well* but what the well was, was never defined. The accountant also said they should look at what they do well and in doing *so the group hit an edge*. **There was an Edge against acknowledging what the teachers/school/principal did well. Nothing is good enough for acknowledgement, either personal or public.**

The principal was accused of being *a sexist*. He responded that he felt he was not but was open to feedback. *Racism* was also brought in. The bursar said he felt unsafe to express it in the group. He said," *I want to bring up the issue of racism, but I'm not prepared to say anything about how I feel for fear of reprisal."* There was silence in the room when he brought in the issue. He brought in the issue when Facilitator A asked if anyone had any *unimportant* issues they felt should *not* be brought in. The bursar then left the group without being excused and angered the principal and his issue was not brought in. However it arose again in the group. The group had the desire to deal with it but could not as the bursar was not present. The group felt that the bursar needed to be there in order to work on the issue.

The principal has taken the father role but does not have the capacity to maintain it . The Primary Process in the group is for the teachers to abrogate their power to the principal and then claim that he suppresses everything. The role of the critic is very strong. Staff play the victim. The principal is the abuser who is then victimised by the group. The principal double

signals, he is a gentle-mannered man with the voice of the "disciplinarian." He disciplines with a tone that says, " It is for your benefit that I am doing this. It hurts me more than it hurts you."
His expectations are high. He says, "I worked for 615 hours in one term on the extra mural program." The group *dreams-up* the principal as the father figure and he *dreams them up* into the abuser role.

The first day's session ended with an agreement by the group to continue with the facilitators in the staff meeting two weeks hence.

This one-day meeting was a session in which the group sorted the Field. They were not ready for our interventions as, each time we tried to come in with a process, the energy of the group was one of apathy and disinterest.. Certain roles in the group emerged. There was the role of the Autocratic Leader, the role of the groups' wisdom played by the D Teacher as the Seer for the group, the role of the patient mother held by the F Teacher, she being the one who had been through this before and was not too perturbed by the process. The C Teacher held the role of emotion, frustration, anger and felt the pain of being in that role. The volunteers held the role of the outsiders, the role of confusion was held by the XP Teacher, the LT Teacher was in the role of demander of financial rewards, there was the silent role held by the VG Teacher, the P Teacher held the role of Femme Fatal.

The teachers were told that the facilitators were willing to run a workshop for the teachers on Process Oriented Psychology and see if they could

incorporate it into their meetings. The Facilitators were told it was not necessary that they be at the next meeting as it was to be a "content only meeting". **The facilitators, although they realised the "content only meeting" would involve the dynamic process of the group, felt they should honour the principal's wishes and leave the meeting to staff only. None of the above information was relayed to the principal.**

After the group the P Teacher marches into the office of the principal and accuses him of attacking her in the group on personal issues. The P Teacher expresses anger at personal issues being brought into the group. The principal said he was unaware of having attacked her and felt the accusation was unfounded. **The group is not ready to come together as a group. The individuals are isolated and involved in their own personal activity. Any confrontation that is felt to be of a personal nature is rejected by the group and anger is expressed at its occurrence. The Primary Process is to overcome isolation and yet any action towards this is not welcomed.**

The principal phoned Facilitator A that evening. He was enraged, he felt he wanted to fire someone and his choice would be the .....Teacher. Facilitator A explained to him that he had gone over an edge and that the group had not matched him by going over theirs. She stated that he may also have been carrying the role in the group of anger that had only been expressed by the C Teacher, and after the group, by the P Teacher. He, after a three hour session, in which he voiced his concerns and worked on his role in the group, said he felt more contained. **The principal had de-roled and could**

see the process of the group more clearly. The facilitators had not picked up roles in the group and agreed with the principal's suggestion that they introduce the concepts of Process Oriented Psychology at the next meeting and that they explore roles *per se* and look at specific roles such as those of the critic, the role of the leader, etc.

When the principal spoke to Facilitator A on the phone, he changed his mind and asked if the facilitators could be at the next meeting. Facilitator B was unable to attend the meeting but Facilitator A agreed to be present.

Wednesday meeting with Permanent Staff only.

The principal started the meeting with the information he had obtained about the mentoring of students. The teachers discussed the nominations for mentors and mentorees. Teacher C physically distanced herself from the body of the group. She sat behind the group and did not participate. She was photocopying while the meeting waited to start. The issue of the Extra Mural Program (EMP) was introduced by the principal. He began by stating that the decision was made at the end of last term for the EMP to take place four afternoons per week and that he did not want to change this . The EMP involved teachers and pupils for one and a half to two hours an afternoon. The boarders had free time from five to seven in the evenings and were free to do as they pleased on the weekends. To have three afternoons a week for

EMP would not decrease truancy but if there were such strong feelings about the EMP the principal stated he was willing to hear them.

He said, *"Each teacher is required to do three afternoons a week. Is the issue that staff don't want to work three afternoons a week? Or is it that pupils don't want to attend EMP four afternoons a week?"*

The D Teacher responded, *"The students motivation was higher when they had frequent sports matches. The pupils who don't attend EMP don't take part in any activity. The teachers should take register and then find out why absent pupils don't participate. It is an option to put absent students on report."*

Teachers were missing and the group wanted to get their input on the matter.

The D Teacher was not sure about the idea of putting students on report.

He asked, *"Was there energy on it?"*

The following questions and comments arose, *"When we are on four afternoons a week should there be two compulsory, two voluntary?"*

"What was the teachers' commitment to EMP?"

"With regard to the commitment element, teachers don't like doing EMP and we have not addressed why pupils are not coming."

"Pupils have to learn to honour commitment."

" Give a de-merit if they avoid it."

The D Teacher asks, *"What about honouring where the pupils are at? In forcing and punishing people we are missing something. We force them , it is tiring, debilitating. It is a power struggle?"*

The principal states," *That's what education is - a struggle."* This is a dynamic present in the school, there is very little joy, or flow, or pleasure experienced (by anyone). For the principal, freedom equates to irresponsibility, this is felt with regard to teachers as well as students. Teachers he feels, are lazy and if he gives the teachers freedom they will be unable to function effectively. Again we see an example of the critic.

Teacher D comments, *"The pupils are not interested because we are not interested. Teachers say, "I don't want to work three afternoons a week so I make EMP boring." Lets name the parts - those not pulling their weight - lets put them on the spot. '* Here too is an example of the critic.

The time issue came in,

"EMP is powerful stuff. Yes lets do it, but where is the time to prepare?"

The D Teacher came in with, *"Lets do stuff we do well - stuff we know about. Rather do what we can do. We need to match needs to abilities. Extra Murals should be a chance to have fun, but it is not. Why punish people? Why force people? It should be a prerequisite to have more fun. We're all struggling in a power struggle. We should decrease the number of Extra Mural options and place two people on each EMP. We need to be equally involved, need to combine. The stand-in element will help. We need to choose very carefully what we put down. We have offered eight or nine activities, maybe we sh 'd decrease the range and handle it better. Lets run with it this term . Review it. See where it goes. The choice is up to us what we want to offer."* There has been an edge in the group against looking at what the teachers and school do well. Here the D Teacher is encouraging

responsibility and suggesting that they give power to the individual and allow for personal options as to what they do. It was here that a shift took place in the group. The facilitators and members of the group had brought up the Secondary Process of what teachers do well several times and it had been rejected by the group. Here the D Teacher brings it in. He takes the leadership role which he had previously mentioned was an edge for him and takes the process further by owning responsibility and expressing a trust in the group's ability to resolve the issue. He does not ask what is it we do well but rather implore the group;

" Let's do what we do well."

The teachers continue, *"Pupils can do the extra murals themselves. The girls can run aerobics and the teacher can supervise."* One teacher said she was an aerobics instructor and would love to do it. The principal asked what do teachers want to do. The LT Teacher had been taking co-ed cricket and knew nothing about it. The principal acknowledged how difficult that must be and said it was crazy that she had to do it. He said it should not be offered and she should put forward what she would like to do.

The meeting ended on a different note from the previous one. Here teachers actually spoke to each other and discussed the issues . The principal acknowledged the difficulties they experienced while at the same time he owned his role of authority. He asserted what he would and would not accept.

The facilitators met to discuss what to do with the group in the upcoming session with the teachers on acknowledgement and to discuss what their individual process in the group was. The facilitators agreed to give the group a structure to work from to expand on Primary and Secondary Processes, Edges and Roles in groups. They agreed to discuss how the group has a psyche and how the individual has a psyche. The facilitators then went into their own processes. Facilitator B felt Facilitator A was relinquishing her responsibility. Facilitator A stated that she was responsible as it was fundamentally her group. This analogy of the process was given *"The baby was screaming and Facilitator A did nothing so Facilitator B felt he had to take control and yet felt the baby did not want to be helped".*

Facilitator B wanted to please Facilitator A and the group. He felt Facilitator A was conning him as she was responsible and yet wanted him to run the group so she could watch. Facilitator B was also unsure as to whether Facilitator A would support him in what he wanted to do. This she said was true as she was responding to him as she did as a child with her mother. Facilitator A's mother always took control, Facilitator A allowed her to and yet at the same time resented her for it .

Facilitator A said, *" I would sabotage her by giving her control and not offering any feedback."* When Facilitator A did this to Facilitator B by "Throwing back the baby....." Facilitator B felt his negative feminine come in, which was the side that said, *"OK then I will do nothing."*

Facilitator B's child was hooked as he was playing out the role he played in his family, of giving them what they wanted, smoothing things out and playing the role they set him up in. Facilitator A's response to him was that in the group she felt powerless, wanted him to take control and yet resented how strong he was. She felt he is too much in the lead and yet she could not come in. When Facilitator B suggests she come in she throws it back to him and says, *"No, you do it."* **Here is an example of the why it is necessary for the individuals in a facilitatory role to process their issues. The facilitators take on the roles that connect most strongly to their personal histories and psychological profiles. They too are part of the group and as such influence and are influenced by the dynamics at play in the system. In order to assist their facilitation they need to do innerwork and explore their own issue.**

This process is in the group in terms of the principal being the controlling father figure and yet, when he takes control the group resents it, but when he gives them control they won't take it. The teachers are stuck in their child - in a helpless, demanding role and the principal keeps having to play the father that the teachers want - but then resent. The Facilitators agree to change the dynamic of their working relationship and Facilitator A agrees to take a more active role.

Meeting with all the staff to discuss the issue of acknowledgement.

Facilitator B had earache and did not want to come to the group. He was effectively deaf in one ear and partially deaf in the other.
Facilitator A went to the group alone. The principal was delayed by a parent who had come to see him about their child who had been suspended but had not been informed of this fact by the school.

There is a dynamic in the school that can be seen in the way pupils get suspended. It was noted by the facilitators that at the one-day workshop, as the meeting started, a girl student phoned in with regard to transport back to the school. The principal sent the House Mistress to tell the girl that she had been suspended in her absence and could not return. There was now another pupil in the same situation. The fable of the Emperor's new clothes is at play here - the girl has got no clothes on and no one is telling her this - the principal has a problem with suspensions. Virtually every Std. 9 pupil had been suspended. Everybody sees the problem but it is ignored. When the D Teacher tries to mention it the reaction of the group is, " No, don't say anything". This is an edge for the group and they cycle and don't bring up the issue. Other analogies that could be looked at are Peter Pan, the suspended child in time, as a pupil and teacher role.

We paused for a moment and then Facilitator A suggested the group begin and go over some theory for those who had missed the introductory meeting. The group agreed. Facilitator A ran through Primary and Secondary

Processes and Edges and how these applied both to the individual and to the group. The group also discussed roles in groups with particular reference to the Leadership Role. The principal had, by this stage, already joined the group and it was his suggestion that the group look at the role of Leader versus Facilitator. Facilitator A brought in the idea of ghost roles and offered the example of the critic as the ghost role in the group. This concept was well received by the group and people acknowledged that the critic was present in the school's dynamic but that no one wanted to own the role.

This process took about twenty minutes and then the group wanted to go on with the meeting. The meeting began by looking at the issue of pairing mentors with pupils who were on daily report. The matrics were "being difficult." There was chaos in the library where the matrics had said they would be responsible yet had failed to act responsibly.

This behaviour of saying yes to a specific issue but then not carrying it through was also present in the staffroom. Teachers agreed to do certain tasks but then failed to deliver.

The Std. 10's were no longer allowed in the library but Prep was not working either. Two pupils were working outside and two were in the library so it was decided to give principals' detention from two to four thirty to those causing the disruptions. Teacher B was back in the group, sitting next to the principal. She said the school should come down hard on the Std. 10's as they did not

take things seriously. - **Here the issue of responsibility is again exposed in spite of the fact that it is perceived as an issue of discipline.**

The meeting then moved on to the **issue of recognition/acknowledgement.** The P Teacher said, " *We teachers want recognition for what we do.*" The teachers said that they could elicit recognition from one another. The principal asked, *"What type of recognition do you require? Is it material recognition or is it important that the boss says it is good?"*

The P Teacher said, *"I took the Std. 9 projects to the principal to show him the work they had done. I felt good that I could do it."*

The D Teacher said he had put his pupils' work on the wall and then had a meeting in his class so he could show off the work. He also felt he was too self-critical so it would be hard for him to say, *"Come and have a look."*

This self criticism is also felt by the principal. He always feels he should do more, that his school is not good enough, and that he is responsible.

The principal said," *I would like to see these things and suggest that on Open Day the parents and teachers tour the classrooms.*" The P Teacher said that to her this was not the issue. It was not parents that she wanted to see the pupils' work but rather her colleagues. The P Teacher is ignored and the issue goes back to the parents. It is agreed that it is better to have the teachers meet the parents in the school hall and to have work up there on display for the parents to see.

The idea of a newsletter is offered and the P Teacher jumps up and without being asked to, leaves the room to fetch the principal's diary to decide on the date for the Open Day. Teacher D goes back to the issue of teachers sharing

what they do with each other. The principal consults his diary and they agree to link the already-scheduled Std. 5 Day with the mooted Open Day and a Parents Day.

Facilitator A felt very uncomfortable and noted that the interaction was very intimate. Teacher P had been ignored by the principal. Her issue had been lost to his issue and now she was being the "Good girl and gaining favour with disapproving daddy."

Facilitator A then asked the group to go back to the issue of recognition and to share with each other what their needs are in regard to recognition. The issue of finance comes up and the teachers ask for financial recognition and suggest the idea that, *"When we get to X (financial target) on the budget then we can get the rewards."* The teachers felt that they were working for continual improvement and they were then never good enough.

This is incongruent - a double signal. Nothing is ever good enough, surely something is good enough. There was the continual criticism effect. There is a secondary process in play here. We are good enough, in fact we are so good we deserve additional rewards (financial as well as recognition).

They said, *"We don't encourage ourselves and it is continual hard work to keep motivated."* **Here is an example of the group's perception of education as a struggle. The school, as a whole, has embraced the role of the martyr.**

The issue of how to do it, how to keep motivated and receive recognition from each other arose . The idea of putting the work up on the school board to help them gain respect from each other was offered. The principal mentioned that R school had a document called 101 Good Things and that they should do the same thing to highlight what they had achieved.

Here is an example of a Self verses Other statement. We must offer what other schools offer otherwise we won't attract pupils.

The principal said, *"On a multicultural level we have white children who really fit in well. It is the first time it has worked well. I suggest that we all make a list of achievements for e.g. "We are a safe haven free from stress". The staff performance appraisal will look at individual achievements while as a group we need to look at what we have achieved."*

The teachers also mentioned that they did not feel recognised by the pupils and that there was a feeling that, *"Nothing gets done here and no one makes an effort."* Teacher D stated that, *"There are also lots of unfinished projects, 'car wrecks', things that are started but then are 'left to hang' for example, " The marimba is broken it cannot be played." There is a lot left undone. It is a natural process that things break but then there is no money to fix it."*

The critic is the medium for the Secondary Process and the facilitators realise the need to amplify the critic and get the group to criticise itself,

amplify the negative. In doing this the group may cross their Edge and be able to acknowledge each other and what they do well.

The principal said, *"We are now moving on to better times financially. We are twenty kids away from a profit and no longer have to worry about paying salaries every month."* The staff stated that they wanted more contact from the school board. The school board had been through a slight collapse as two people had left and it took " A lot of hard work" to find someone to fill these positions.

This is a dynamic in the school. "Things" take a lot of hard work, and nothing is ever easy to resolve. There is a sense of tiredness and a feeling that teachers and principal are being overwhelmed by the prospect of having to actively implement changes. The reaction of the staff is to feel helpless and expect nothing to work . The staff then sabotage the principal's efforts or the principal does not carry through on the agreed changes he offers the staff. An example of this is seen in the issue of acknowledgement. Midway through the following term no letters of acknowledgement had been written and the principal had not yet been into the classrooms.

The principal mentioned, *"There is the student leadership program that I want to run but there is no time."*

The D Teacher brought in the idea of, *"Would we teachers work harder for bigger salaries, would we be more motivated, more satisfied if we had money to pay the bills? It would reduce our stress levels."*

A particular teacher brought in the idea of annual cost of living increases, *"The work load goes up and an increase would reduce the stress levels".*

The principal has a personal issue with this teacher and is always angered when she brings up the money issue. The principal would like to tell her she has more privileges than the others but claims that he has not found the right opportunity to do so.

Here we see the issue of entitlement being played out and the anger it incurs. The students enact this issue with teachers as well, "Our parents pay you therefore we can walk on the grass" etc. as do various members of staff at different times. The principal referred to the entitlement issue in regard to the vice-principal and long leave as well as the teachers with regard to their salary demands. The principal also raised the issue of entitlement with regard to the amount of work teachers should be expected to do.

On the issue of student recognition, it was suggested that students be told how the school budget is calculated. **There is a dynamic of "entitlement" in the school where all parties, teachers\students\principal\school board do not recognise situation boundaries. The principal offered this information at a meeting with the facilitators. This input gives an example of how personal boundaries are not well defined in the dynamics of the school.**

"There is a lot of conflict there. They don't want to do the work, mothers want to go home. It's a struggle as they do nothing and want to get paid more. It is a burden for me not having someone to share it with. They use emotional blackmail. Conversation stops abruptly when I enter the staffroom. And there is a frustration towards other teachers. I normally would react to micro politics. There were four of them involved in it, now there are two. They accuse me of having employed housewives. They, in turn, are called the barbie doll league. These liberated feminists put up with %£@"from husbands and then dump it on the principal. If you have a problem like punctuality they say discuss it with the individual and not in the group, now they want it in the group. There are smaller groupings among the staff who undermine my job though they do not undermine me."*

On the issue of recognition for students, it was said that students do not get any recognition, they do not have blazers, badges etc.

Facilitator A then asked the group to revisit the issue of acknowledgement and state what they want. The issues that arose were:

- Teachers would like professional contact with each other.
- Teachers would like contact with the school board.
- Teachers would like to look at their achievements in the multi-cultural sphere, look at what they do well, look at their personal achievements and their achievements on a group level.

- Teachers would like an annual cost of living increase which would decrease stress levels.
- The teachers would like an idea of what their goals are and when they reached them they would like it to be acknowledged.
- Teachers would like to know what they could do in order to get pupils to recognise them more.
- Teachers asked the principal that he write them letters of recognition like the last principal used to do. They asked him to visit their classes and to see them in action. The principal could ask to take the pupils' books in and give feedback to both staff and students. The feedback need not be formal or in writing. The principal said, *"I would love to come in to the classes and I asked to do so a year ago but was given negative feedback."*

He also said he would try give feedback but felt he had to do it in depth and did not have the time. He was unhappy giving casual feedback as he felt it had to be done properly. **Here again is the issue of the need for hard work and another reason why solutions cannot work.**

The teachers said that while formal feedback was not necessary, any feedback would be welcomed . The principal was very surprised at the outcome of the meeting as he thought it would be a meeting in which he would be attacked and that the type of acknowledgement the teachers would want would be only financial. He also thought the teachers would not want him in the classroom as he had asked them previously and they had said no.

The energy in the group was very different from the previous meeting. Teachers interacted with each other far more and the dynamic of people speaking and getting no response had changed. The principal had allowed Facilitator A to facilitate in a way that had not happened previously and, in so doing, he had been able to take on a different role. The principal's role was far more open to debate and he did not try to control the process. This allowed teachers to interact with each other and to have their point of view acknowledged. It was a far more equal debate of issues than people speaking and the principal making the decisions.

Morning session to offer the principal information on Process Oriented Psychology.

In this session Facilitator A went through the Teacher Notes with the principal to cover the theory he had missed in the session he could not attend. The principal also wanted to gain a deeper understanding of Process Oriented Psychology.

Standard 9m - Two period session

The facilitators told the pupils that they were from the university and doing a study on the school. The facilitators asked them to share their experience of the school. Facilitator A said, *"Tell us about yourself as a class and how you experience your school. We thought maybe you could do a pl[illegible]n which you*

take on the roles of teachers and students, to give us an idea of the roles you play in the school".

The dynamics of the classroom were much the same as those in the staff room. There was much individual activity, two pupils sat with their backs to the facilitators, others moved around the class and there was continual noise. Pupils spoke at the same time and each wanted to give their point of view. The acoustics in the classroom were poor and it was difficult for anyone to be heard. Facilitator B had trouble hearing as his ears have not healed. **(The Process Oriented assumption of not being heard manifested as body symptom and behaviour).** The issues raised parallel those of the staff. Pupils felt that **nothing ever changed;** that they could voice their grievances but that results never followed. **The issue of responsibility** arose and it was acknowledged that no one was prepared to be responsible for themselves. The pupils noted that they knew what their responsibility was as students and did not need to be told, that they felt undermined by the teachers and that their efforts were not acknowledged. They also felt that they were seldom given the credit or the responsibility for what they did.

They felt the **discipline system** at the school was not working as it was not applied equally to all and was implemented on the whim of the teacher and that there was an issue of favouritism. The pupils felt that the **EMP program** was not working, that they were forced into extra murals that they did not wish to do and that the teachers did not put in enough effort. They said **teachers wanted to do the minimum work** and then go home, that they did not have any real interest in the students. The **pupils were bored** in the

afternoons and weekends and wanted more of the things they enjoyed like socials. Socials are a contentious issue in the school. Pupils want socials on a regular basis. The principal is concerned that they be organised to include pupils from other schools by invitation only. The pupils want socials to include individuals from the community. The pupils felt it was unfair that they were not trusted because of a previous group that had encountered trouble at their social.

Part of the mission statement of the school is, *"...By integrating fully with the community both by involvement in the surrounding areas, and by operating a community centre within the school itself which will serve all sections of the community in every way possible."* **This is the primary agenda of the school whilst the Secondary Process seems to be one of separation from the community.** The feeling of the pupils was that things are promised and yet nothing gets done, they voice their requests and feelings but then nothing happens. This was then moved over to the **Student Representative Council** who was accused of being ineffectual. **This process mirrors the process in the staffroom between teachers\principal\school board.**

A conflict arose between two students as to whose responsibility it was to "make things happen." The dynamics in the classroom changed, the group was quieter, all pupils faced the front and were interested in the discussion. The facilitators had continually expressed that they could not hear over the noise and this made no difference. At one point the facilitators spoke quietly to each other and asked the group how it felt to be excluded from the

discussion. They said they felt excluded, alienated but that that was how it was and it was OK. It was after the facilitators asked them all to talk at once and they refused, that there was silence except for one girl who shouted out. The group then settled down. It was said by the group that one girl had been suspended for doing something whilst another who did the same thing had not. There was no antagonism between the girls but they were angry that the system had been unfair. They felt the punishment of suspension was incorrect as it was a waste of time . (It was stated by the principal that in the year previously all the then Std. 9's had been suspended.) It wasted their and their parents time and they felt the punishment of garden work was better. This was conveyed to the principal who has now agreed to implement this as punishment. They asked for more sessions in which the whole of the standard 9's were together. They also requested that the Std. 9's have more decision - making ability in the SRC as the Std. 10's lose interest half way through the year. When this was discussed with the principal he said he had been trying to get the Std. 9's to take on more responsibility such as organising the matric dance and that previously they had been unwilling to do so.

This situation was similar to the teachers' issue of the principal visiting their classrooms. In this session with the Std. 9's we can see how the processes in the staffroom and classroom mirror each other and how the microcosm reflects the macrocosm and visa versa.

Session with Std. 9k - Two period session

This group was less rowdy. The group was already aware of the facilitators' role in the school and when the group was asked for issues, issues similar to those of the previous class arose. The facilitators then gave the class the concept of roles and asked the class to express the roles they felt operated in the school and classroom. They brought up the role of "goody-goody "versus "troublemaker" and the roles of "insider" versus "outsider."

The class immediately started a conflict resolution and both sides owned a grain of truth from the other side of the argument. We, as the facilitators, did not facilitate this process. The group members went into conflict resolution by themselves.

The "goody-goody" said they had, at times, themselves been troublemakers and the "trouble makers" said that they had learnt something about the others in the group. The pupils all agreed that how you were treated depended on who you were , and that it did not matter what the pupils who were regarded as the troublemakers did, they would always be in trouble. The "insider "group said they had not realised the "outsiders" felt the way they did and had been unaware of how their responses affected those who were different from them. **The relationship channel is occupied and students are relating in a manner which is in direct contrast to that of the teachers in the staffroom.**

Std. 9 EMP program

The facilitators did a one and a half hour session with a group of Std. 9 pupils who had voluntarily decided to join the group for the afternoon. The group could not decide on a topic to discuss. One part wanted to look at careers while another wanted to discuss relationships. Yet another part wanted to look at how they could have more fun at school. We then broke up into three smaller groups to discuss the different issues. The groups then gave feedback on their respective discussions. Despite what was said initially, the three issues turned out being exactly the same. The issue was one of differences between people and the difficulties that resulted from this. The issue of trust came up and the feeling of betrayal was articulated. The question then arose of how one could trust anybody at all when one had been betrayed so often in life.

This issue became divided into two groups. Both sides argued their point of view and managed their own conflict resolution where they could own a grain of truth from both sides. It ended with the two roles acknowledging that they were similar, in that they wanted each other to be the same, and have them do as they did. Each group could see the differences between them and both agreed to try and accommodate one other. The two groups gave each other the reactions they wanted, and then stated that they would try to be aware of each other's needs. The process was not fully resolved as only one side went over its edge and the other did not. They were confronted for failing to do so by the other group. They denied this and were left feeling uncomfortable as if they had been caught out but refused to acknowledge it.

The session then ended as the tuck shop had opened and it was their last chance to buy food for the weekend.

One hour session with teachers

The facilitators met with the staff to give feedback on what had occurred in the classrooms. In the facilitators' feedback to the teachers they highlighted how the issues in the school were a reflection of what was happening in the world channel and how the issues in the staffroom mirrored those in the classroom.

We raised the following issues and possibilities for discussion:

Change

South Africa is in a process of transformation. One of area of change is that while South Africa was previously isolated, this is no longer the case and the country now has to choose who its allies are. The country also has to select those countries to which it would want to compare itself. The same analogy applies to the school.

Sense of Isolation

In a changing South Africa individuals from different institutions, communities and organisations experience a sense of isolation when confronted by the vast array of issues found in this society. There is little or no communication between differing parties. Each party is left to resolve its own issues.

Pain of Learning

This relates to the concept in the world channel that "Africa" never learns. African countries are always messing up their economies. It is a scenario of "our way" versus "the first world," wherein the rules and criteria are different. The same can be said of Education. We have to develop our own methods of working as we have our own unique problems and the criteria of the past no longer apply.

Role of the Critic

Under the previous regime the country had to endure sanctions and were unable to participate in the world market. Now we are expected to fail. We are exposed to negative issues and because of this we may identify with being the victim.

Leadership and Responsibility

There are few leaders giving the answers to questions or taking responsibility for problems. Each institution, community and organisation purports to take responsibility for itself but does not. They are either unable or unwilling to assume "leader role." Problems need to resolved by the individuals within each situation. This is not happening as people are still waiting for an external force to deliver the answers. The issues of responsibility, autonomy and relationships with authority in the process of transformation are largely unresolved. The microcosm of the school reflects these processes.

Discipline\Time

This relates to labour issues, riots, handling of the economy, crime, money laundering etc. There is an urgent need to resolve these issues nationally. The crisis management model presently being used is not what is needed as a long term model. The question of how to handle discipline and the time element is an issue most organisations and individuals are struggling to resolve. Once again there are no answers only problems.

The Blocked Relationship Channel.

This can been seen in the political in-fighting, inter-Party antagonism, the endemic conflicts between organised labour and management and the conflict inherent in the community, criminal and police dynamic. The blocked relationship channel is clearly highlighted in the teacher, students and departmental issues.

Money

National Debt, Trade Deficit and the low rate of real growth of the Gross Domestic Product in the country. The school reflected this issue as well (14 kids away from a profit.)

"US " verses "THEM"

South Africa is no longer isolated economically and occupies its place in the world economy. The country is now responsible for itself and its actions and has to compete on level terms with the rest of the world.

This reflects for the school the fear inherent in its own position as an independent school and its position in relation to other schools.

The teachers felt this analogy was too intellectual and did not see how it helped them. They recognised the concept of a World channel but preferred to rather work on their own issues. The facilitators then gave feedback on the responses of the Std. 9's. The response to this feedback was very positive from the teachers. They were willing to have us in their classrooms to give feedback on the dynamics that took place there and wanted the facilitators to work with a Std. 6 class that was struggling academically.

Those who did not teach Std. 6 asked if the facilitators would go into another class and they were happy to have them work with the Std. 9's on a Friday afternoon. The teachers were also willing to do extra sessions with us in order to develop more Process Oriented Psychology skills and stated that they would get back to the facilitators on the times that suited them.

In response to the question of what the aim of Process Oriented Psychology was, the facilitators answered that *"It is to become more aware of what you are doing in the classroom, of what are you communicating to your students and of what they are communicating to you."*

After the session the principal gave the facilitators feedback on how their work was affecting him. He said he had started acknowledging staff for

what they had done by giving particular people letters and vouchers for themselves. He was amazed at the response from teachers and the gratitude they expressed. They had never received anything from the school before and were touched by his gesture. His view was, *"If people go the extra mile give merit where merit is due."*

On the weekend the principal had run a boarding house contest. The pupils had initially said they were not going to be "garden boys," but then took pride in their surroundings and worked really hard to plant their gardens. The principal was amazed at the results. The pupils were willing to make the place feel like home. The junior boys won the competition.

On a personal note, the principal said he had found that his Meta -processing ability had strengthened and was happening more often. He had more energy than he had had for a long time. He also said that he was working harder on shedding his martyr complex and, that while he was still working overtime, he was happy. He wanted to sort his school out and he wanted to look at the negative elements in himself and understand them. He expressed the view that while he was still nervous in his role as principal of the school he was trying to articulate what it was that he was feeling. He said his religious convictions were strengthening as his religion comfortably accommodated **Process Oriented Psychology**. He was building a new way of handling things.

His view on Std. 6R (problem class) was that they didn't have the 'cultural capital' and educational foundations to build upon. Part of the reason for this problem was that the teachers teach as they do in other classes and do not take the lack of foundation in to account.

Session with Std. 6R for a day of school

Facilitator A was asked to sit in for a day with 6R and observe the process. Facilitator A gave the following report, "I joined 6R at the start of their day. The group asked if I was there to observe them as they were "the worst class" in the school." **The voice of the critic is present.**

They said they were the rowdiest class and gave the teachers the most trouble. I went to mathematics, first lesson of the day. I did not understand the lesson and was **confused** by the information given. No one in the class questioned anything. They were particularly quiet. **There was no interaction in the group.** One pupil, the pupil previously referred to as the" class clown", had not done his work. The teacher asked him if he had understood it . He said" No", and she said, "It is because you were asleep in class yesterday?" and then she moved on with the lesson. I felt as if I were back in Std. 6. **The impression I got from the teacher was that she felt that there was no point in trying to get a response from the class and there was a sense of hopelessness about the entire lesson.**

The pupils in registration period which followed, (for which their class teacher forgot to come) said that they were the "stupid" class because they were not good at mathematics. **Again the role of the critic is present.** Std. 6R said they were always compared to 6C. Std 6C was perceived as being the

"clever" group. One child said," I am good at *maths", to which another replied,"* Well then maybe you should move to 6C." The first child replied ,"No. We have fun in this class".

Geography was the next lesson. In geography a worksheet was handed out for the group to work on. They had to work on it individually. A boy who does not believe he should be in 6R did not take out his books and took a long time to start the exercise.

After geography came biology. In this class the teacher was doing revision. She drew a diagram on the board and asked for the parts to be filled in. Half the class did their own thing, others worked, some walked around, chatted etc. She was not concerned with the lack of participation and did nothing to discourage it.

Next was English in which yet another worksheet was handed out. I found the worksheet hard to follow, the content was obscure and the work difficult. This teacher complained that the group took too long to settle down . They filed into the class slowly and were chatting to each other. She did not bring the class to order but waited for them to settle. I found myself falling asleep in this class.

Science was the next lesson. I arrived late. The teacher had written up a paragraph on the board and was waiting for the students to copy it down. Very few had even taken out their books. She started to walk around to check if they had done it at which point they took out their books and started to

if they had done it at which point they took out their books and started to work. She waited for each child to finish. Then she said would do an experiment. The group was eager to see it happen and all filed around the desk. The teacher then said, "There will not be enough time to do the experiment." Pupils said, "Please do it, start it at least. We do not mind being late for our next class." She said," I don't know, there is not enough time." For the first time that day the students were eager to do something but could not. The bell rang and they filed out dejectedly.

I found myself feeling tired and bored. I felt a lack of interest on the part of teachers and found myself feeling angry with them and found myself taking sides with the pupils and wanting to misbehave. I went behind the teacher's back to get a note from a student. It was a drawing of all the pupils in caricature. I then hid it from the teacher when she tried to see what I was doing. I felt the day was inordinately long and was so bored that I excused myself from a repeat of biology and English classes. **The facilitator here has taken on the role of the critic. Nothing the teachers do is good enough. Here again is an example of "Us" versus "Them" and "Students" versus "Teachers." The facilitator felt apathetic, frustrated and angry. She was unwilling to take responsibility for her part in the process and blamed it all on the teachers. The teachers blame the students and principal. The principal blames the teachers and school board. The issue of responsibility was present again.**

One period with 6R.

Facilitator A returned to the school a week later to get feedback from 6R. The pupils said that they were bored at school. They also said that they were always compared unfavourably with 6C no matter what they did. It was always 6C that outperformed them. They complained they were forced to spend too much time on extra Maths which meant they missed out on other subjects which put them behind in these subjects as well.

They said they got too many detentions and that this was unfair. They did not deserve all the detentions being given yet the teachers did not take their feelings into account. They said they had tried to behave at the beginning of term but it had made no difference to the teachers. They felt helpless in the situation and therefore knew they misbehaved but felt "So what!" if the teachers had a hard time with them. It was deserved as the teachers treated them unfairly regardless of what they did. They said that the teachers did not explain things properly to them and if they did not understand something in a lesson, there was no point asking for it be explained again, as they were told it had been explained to them already and they had not listened. For these reasons they would rather keep quiet. Pupils felt that there was favouritism shown to white pupils by the teachers and that the teachers were racist. They always asked the white pupils for answers even if the black pupils had their hands up. The white pupils agreed with this assertion.

Facilitator A asked the pupils if they would take on the role of the teacher and see what it felt like to be on the other side of the desk. This they agreed to

eagerly and said it was frustrating to be the teacher but that the teachers deserved it as they did not acknowledge what it was like to be the pupil. They said that teachers did not try and make lessons interesting for the pupils except for the .....teacher who did interesting things with them. She, they felt, liked them and did not mind if they talked in class. They also liked Teacher ... who had time to listen to their stuff and interact with them as people. **Here the facilitators are asking the students to take on the role they are in conflict with, to see if they can identify with the position of the teacher. They could do this eagerly but were unwilling to change their behaviours until the teachers offered a change from their side.**

Session with the principal for two hours.

Facilitator A spoke to the principal and gave him feedback on her experience in the classroom. The principal said that teachers wanted to hear Facilitator A's feedback and he had arranged for a meeting with them. He felt Facilitator A should not be too critical in her feedback and should not tell them that they were boring. She could however give them the feedback from 6R. He seemed to be at a low ebb again and said he could not wait for the end of term. Next term he was planning to go into the classrooms and to give teachers feedback on how they were doing. The EMP was still a problem as the teachers were still not doing it for the pupils in a way that would inspire participation. Discipline was still an issue. He was thinking about implementing a Prefect Program but felt it did not fit in with the ethos of the school.

Session with Teachers of 6R.

Facilitator A met with the Std. 6R teachers to give them feedback. Facilitator A took on the role of a Std. 6 pupil and gave them her experience of being in the class. She said, *"I feel teachers have given up hope and sensed an attitude of, "If you as the teachers, have given up on us," what can I do? I am bored in class and want to play. I went behind the teacher's back to pass a note and I hid this from the teacher concerned and wanted to be a terrorist in the class myself. I felt that if this was the teachers' attitude to teaching why should I play along."*

They acknowledged that the class was reasonably fair in its assessment of them and could see how this would affect the dynamics in the class. They were not sure about how to change this attitude towards them because for them to change would need a change of attitude on the part of the students. **Here again is the issue of responsibility. The teachers say that students must change and students say teachers must change.**

The teachers felt that perhaps five of the group were the issue as they were poor academically and needed to do Std. 6 on the standard grade. If this could happen then they were sure the dynamics in the class would improve. I also mentioned that the day was very long and they suggested a change in break times 10 minutes at first break and then 10 minutes for a second break later on in the day.

I then asked them to dream into the experience the pupil has of them. They did this and came to see how difficult it is to be a pupil on the receiving end

of their attitude of, *"There is nothing we can do, we are at a loss to work with you and have given up trying."* They could identify with the pupils' frustrations and the need for them to play the terrorist by leaving their books at home and not doing their work. They too, would give up trying if they had enough detentions to last them until Std. 7. Why should they bother if nothing will make any difference? The teachers then said that they would try and affirm the students more and look to acknowledging what was positive about Std. 6R . They would try to avoid focusing solely on the negative as they could see how this was affecting the students. I offered to work with the Std. 6R's to help them become aware of their attitude and the effects this had on the motivation of the teachers. They agreed to this and said feedback on how the Std. 6R's felt about them would be taken into account in their future dealings with the class.

Feedback from the principal three weeks into the start of the next term.
A remedial program had been implemented. The feedback on the pupils' remedial assessments was that the majority of these pupils did not need remedial help. The principal disagreed with these assessments and is sure they will find out that these students do need remedial help and that they will express anger towards the principal.

A particular teacher had informed the principal that she was looking for a new post. The principal does not believe she will get it though he feels it would be better if she taught elsewhere. He feels morally obligated to her because of her difficult life situation. **Here is the issue of boundaries. Is the**

principal responsible for her teaching ability or her life situation. Which issue has precedence?

A number of matric boys had been expelled before the preliminary examinations because they were found in the girls dormitory. The girls however, were not punished. **Here we seen the issue of Sexism.** The G person is back at the school and there had been an incident where the principal felt that he had taken on the side of the matrics against the principal. The principal was angry at the incident as he felt he had been manipulated into the role of the "bad Guy." He felt he did a lot that went unnoticed and in fact did more on the quiet for the pupils than d the G person. The G person he felt, was enacting a power struggle between himself and the principal and that this had to be addressed. **Here again is the issue of acknowledgement and the issue of covert behaviours, mixed messages that were not addressed.**

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ANNEXURE 2. TEACHER NOTES.

Teacher Notes

Process Oriented Psychology

Arnold Mindell developed the theory called Process Oriented Psychology (POP). His theory is philosophically grounded in Jungian psychology and Taoism and scientifically grounded in Einstein's Physics and Systems Theory. What he calls for in his theory is a paradigm shift in the way we understand individuals and group dynamics.

He points out that the old ways of problem solving and the tried group and organisational practices are not working in resolving today's issues and offers a new method for working with individual, group and world issues.

The basic philosophy formulated by Mindell is that;

"Awareness of those things which we are unconsciously doing, will aid us in solving problems and enriching our own experience."

Process Oriented Psychology (POP) provides a single theoretical framework in which to understand the relationship between dreams, myth, illness, synchronicity, relationships and group issues. In this way it creates an integrated approach toward the individual and the group, recognising that all parts of that person's or group's experience are significant and interconnected. Therefore, the central concern of POP is to support the totality of the person's or group's experience, and to help the less valued aspects of that experience unfold and reveal themselves as valued parts of the person's wholeness. Process Work can be viewed as the art and science of helping individuals and groups to explore and move beyond their self-imposed boundaries. In doing so, experiences that have been viewed as primarily disturbing or pathological form the seed of a new and greatly expanded awareness.

Communication Structures

The fundamental structures can be summarised in three concepts.

1. As humans we are multi-channelled communicators.
2. Humans communicate consciously and unconsciously through all these channels.

3. The process of our own development occurs by developing a conscious awareness of our own unconscious processes.

Mindell distinguishes between **Primary (conscious) processes and secondary (unconscious) processes.**

The Primary Process
The primary process is the body gestures, behaviour and thought we consciously identify with. It is who we think we are, and as such is limited.

The Secondary process
The secondary Process is the process that is happening that we are less aware of or less identified with at present. For example if I stop typing for a moment I become aware of tension in my stomach.

The secondary process comprises all the verbal and non verbal signals in an individual's or community's expression with which the individual or community does not identify. The information from the secondary process is usually projected, denied, and found in the body or outside the sender.

The Meta-Communicator
This is the ability to be aware of both the primary and secondary processes happening in the moment and recognising the value of the process as a whole. It is not an automatic ability, as the individual is usually totally identified with her primary awareness. In order to gain the awareness of this Meta-position, it is essential for the individual to cross the edge between the primary and secondary process.

Channels

Channels are a method for organising and differentiating the nature of the signals we broadcast or receive from ourselves, others and the world. Process psychology recognises six channels : the visual, auditory, feeling, movement, relationship and world channel. The first two channels are individual channels dealing with the mind. The third and forth are individual body channels. The fifth channel is the external channel dealing with others or parts of the individual. The sixth channel deals with the individual's relationship to the group and relationships between groups. Channel awareness provides an important part of the structure for working with processes. The process is encouraged to unfold in a particular channel, by amplifying it in that channel, and watching for edges.

Through these channels one is able to identify the signals of the primary and secondary process :

1. **Auditory Channel**
   Anything to do with sound, from whispering to a full symphony. Speech, noise, sound which is either real or imaginary i.e. external or in your head (the voices or chatter you hear in your head). Note that silence is also part of this channel i.e. the absence of sound.

Indications of auditory processes include: statements such as " Listen to me"," Speak up" ," I hear what you mean"etc.

2. **Visual Channel**
Anything relating to sight or visualisation i.e. seeing in the real world and seeing in your inner world e.g. your fantasies, dreams and images. Indications of visual channel processes include: tilting the head back, staring upward, , statements like " Do you see?, I need the overall picture?" etc.

3. **Kinaesthetic or Movement Channel**
Any movement, from the smallest flick of an eyelid to the largest muscle movement like running. Process work focuses on movement or lack of movement in the body i.e. stillness is also part of the movement channel. For many Eurocentric cultures, this channel is often the least accessible and conscious of channels. It is therefore often the easiest channel through which to gain conscious access to secondary processes.

4. **Proprioceptive Channel**
This channel is to do with sensations and feelings. It could be called " the feeling of the body feeling itself. " Any feelings such as sadness or joy and any sensations such as pain or heat, etc. would occur in the proprioceptive channel. Proprioception is often indicated by; long periods of silence, fluttering eyelids, stomach breathing, speaking about feelings, or complaints about somatic symptoms.

5. **Relationship Channel**
This channel includes the relationship between parts of yourself and your relationships with others and the world. For example, an internal relationship occurs in a decision making process where one part of you may want to make a decision and another part of you does not. External relationships occur when the object of focus is another person, whether that person is present or not. Conflict is often in the relationship channel.

6. **World Channel**
This channel consists of any behaviour or process which occurs in a group, organisation, society and the world. Global issues, war, an group conflicts all occur in the world channel. This channel is evident in the Field theory of Einstein and the synchronistic events of Jung.

Edges and Double signals

The real or imaginary border which separates primary and secondary processes is called the *edge*. The edge indicates the boundary of the individual's self-awareness and identity. It functions as a protective mechanism from the disavowed parts of the individual that are perceived as

threatening or disturbing. An edge is reached when a process brings up information which is difficult to accept. It marks the limits of who we are and what we imagine ourselves capable of being. Because of this the individual often gives very strong negative feedback when held at the edge. It is useful because edges indicate the presence of the secondary process.

Edge behaviour refers to those secondary processes and double signals which are typically found near the edge. Some examples of edge behaviour are:

- Switching channels
- Becoming bored or confused
- Cyclical mood swings or processes (Cycling)
- Inability to "hear" or follow the current experience
- Becoming sleepy or falling into a trance
- Incomplete acts or sentences
- Gossip or references to third parties
- An inability to stay in the present or constant references to the past or the future.

People communicate through all of their channels simultaneously. *Double Signals* occur when the messages sent out through different channels are not congruent. They are the result of secondary (unconscious) processes communicated through a channel other than the primary one. For example, while talking, the tone and tempo of your voice is liable to be secondary, and these secondary processes will become double signals if they are incongruent with the primary process. Double signals are human phenomena that result from conscious inhibitions and the inability to admit paradox or differing feelings about people and issues. For example, a person may send out a message in the audio channel that they are saying"yes", but in the kinaesthetic channel they may be shaking their head "no". The receiver is unconsciously aware of the "no" message and is confused by it. She unconsciously realises that regardless of how she reacts she will invariably violate one of the messages and in effect one part of the sender.

Group Work

Mindell illustrates that group work must not be limited to working for peace and equilibrium but must apply to real situations where there is chaos and attack, transformation and conflict. Group work can only succeed with the attitude of deep democracy, i.e. a belief in the inherent importance of all parts of ourselves and all viewpoints in the world around us.

Deep Democracy

Deep Democracy means that all sides are heard. This is a complex issue as it includes awareness in the individual of his own points of view, acknowledgement in himself of personal conflicts and the willingness to be honest with herself and bring herself into the group. There has to be the

willingness to hear others. By this is not meant, " Let them voice their opinions and the authority figure just gets on with her agenda" , but rather listen to and try and acknowledge and integrate the minority point of view or particular feeling.

Democracy in its simplest form is a sharing of power, listening and gathering of information. It is a flattening of hierarchy. This is particularly difficult, as it means being open to situations in which anger, conflict and chaos can occur. The rigidity found in institutional settings, implicit and explicit social codes, frozen traditions, rules and the sheer power of organisational frameworks often seem to block awareness of conflict and the possible meeting of different points of view. Mindell does not propose an ideal world in which all individuals are willing or able to practice deep democracy, but that if a leader practices awareness it will permeate into the group.

Group Dynamics

Some aspects of groups that are useful for understanding and working with group energy:

- Groups have "psyches" or characters much the same as individuals, and similarly, although groups are made up of parts or members, the whole is greater than the sum of its parts.
- Groups, as an accumulative energy, are stronger than any one member, and will act autonomously in terms of the roles present, whether the leader agrees or not.
- Groups are part of a context in which they occur (the Field) and will consciously and unconsciously demonstrate effects from that context.

Role theory

Durkheim saw group roles as a priority for the existence of the group, and the people who fill them as interchangeable. He found that each role usually needed more than one person to fill it and additionally, that any single individual could leave his or her role and play another one. Hence the seemingly paradoxical conclusion: A role is greater than an individual and the individual is also more than the role.
For example, In POP :

-The role you take on is part of you to some degree, otherwise it would not "hook you". It could be your "shadow side", (i.e. your unconscious side may be being hooked by some thing or someone, and you may not identify with it consciously.)

-if the group needs a particular role e.g. a "scapegoat", someone will take on that role.

-if a role is too far outside a group's awareness, it will often manifest as external disturbances or forces.

-If an individual or the group is unaware of the existence of a role, development will be constrained by the expectations of the role present.

-Just as it is impossible for an individual simply to get rid of certain aspects of her personality, so the group cannot simply dispose of it's roles. If for example, a person disturbing the group's equilibrium is removed from the group, her signals, behaviour or messages will appear within the group in another form. The implication is that the "disturber" is playing a role which is in some way claimed by the unconscious energy of the group, and is not necessarily just the product of the "disturber's" nature.

- The power and energy available to each role is proportional to the size of the group. People sense this power and often don't feel it is as easy to express themselves in groups as they do individually or in relationship. Since this power is potentially destructive, it is vital that the facilitator protect the individual by helping the group distinguish roles from the person.

This concept of roles can be used by facilitators to understand their differing reactions to group members. The pertinent questions are as follows:

What role is the facilitator playing in the group and why?
What role is the "disturber" fulfilling?
What role is the person who is an "outsider" playing?
Why are these roles necessary in the group and are the individuals who play them interchangeable?
What role keeps surfacing that no one is willing to fill?
How is this ghost role important in the group dynamic?

Minority and Majority issues

Process Work holds that, although a group does indeed consist of a number of people with a unifying or common belief, every group contains a minority as well. The primary state is associated with the group "we". The "we" is the identity which the majority shares. The group minority does not participate in the unifying relationship of the majority and is generally reticent to express its opinions. Both positions need to be acknowledged as the majority and minority position together define the group.

In dealing with majority and minority issues, Process work separates the issues from the individual, and facilitates the open communication about the issues and the resolution of conflict. In order to bring in a minority opinion, the minority group must be aware of its own feelings as well as aware and understanding of the group identity and its ideology. The minority must be able to communicate with the majority using the group's terminology and belief system. If it alienates the majority, it will not get its point across. The

minority needs to also realise that it is a role that is also present in each individual and should use this awareness to avoid being scapegoated.

It is important to note:
The minority voice contains the key to the future, as it is often a symptom of new information trying to gain entry into the system. The repressed individual is in a difficult position. Their views are in conflict with the majority and they are often seen as disturbers or terrorists. This is a role that is in the "Field" (more about Fields later). Terrorism can be minimised if the leaders or facilitator will allow the minority opinions to be heard and if the group recognises the disavowed parts.

In a group setting, in order for the minority to be heard the following steps are useful :

1. **"Know thy Monster"**
* The minority has to own it's primary process, i.e. that part of it's self which belongs to the group which it has become strongly identified with. Your opinion has been born from the majority and you need to acknowledge that part that identifies with the group as a whole.

2. **"Feed the monster". Form a congruent identity with that part and honour it.**
* Recognise the nature of the majority. Satisfy and pacify it. See the positives and the benefits of it.

3. **Then bring in your opinions in relation to the primary process, with greater awareness and the majority feeling heard.**
* You may create a role for your ideas and detach yourself from it. If you can detach you are more likely to be welcomed as someone more objective.
* Ask if anyone else feels the way you do.

4. **If the majority stamp you out again go back and honour them some more.**
* You can switch roles - go back and forth between the majority and minority position.

Conflict in Groups and Relationships

Conflict is a world channel symptom. Conflict may be caused by the following; lack of awareness, going too fast, ignoring the roles present, not standing up for your side strongly, not gaining consensus, not listening, inability to do inner work, not considering all sides, staying in the primary process, remaining stuck in roles, or unquestioning acceptance of a role dynamic, i.e. victim, abuser. Invariably, processing conflict is a powerful way of expanding the individual's and the group's awareness.

Typical conflict signals include

Verbal disagreement
Lack of overt communication
Remaining separate in time and space
Gossip
Suspiciousness
Cycling
Polarisation in the group

When dealing with a potential conflict one needs to determine its malignancy that is, when do we let it go and when do we deal with it?

Skills needed for the facilitation of conflict:

Know the history of the people and issues.
Sort the Field, address the group's conscious issues, look out for emotional energy on issues.
Practice deep democracy. Gain consensus on the issues to be followed.
Create a sense of safety and structure that will allow the confrontation to emerge.
Bring in the concept of roles. Be aware of what roles are present and of a role that keeps surfacing but no one wants to own.
Recognise and differentiate between world issues, personal dynamics and group issues.
Allow the process to unfold. The leader's energy and openness will influence the group.
Give weather reports i.e. let the group be aware of what is happening in their process.
Acknowledge the conflict and allow the process for conflict resolution to unfold.

Basic Steps To Conflict Resolution.

1. Acknowledge that the conflict exists and agree to resolve the conflict:

* Be aware of your own feelings, including your fears about entering into the conflict.
* There must be commitment from all parties, jointly agreeing to work towards some resolution.
* State your goals and motivations for attempting resolution.

2. Own your own side strongly:

* Don't answer the other person's accusations, exaggerate your own side, be congruent with your feelings
* Take a moment, consider your side and the feelings which come up, feel them, say as much as possible. Be clear about your side and your emotions. If

you are not congruent the other party will be aware of this and you may be attacked.

3. **Go over to the other side - own the grain of truth:**

* You need to own the part (1%) of the argument that resonates with you, or of the accusations that are true, that you do not really want to look at, that you need to acknowledge that it is true for you.
* You can do this by trying to express your position better than the other party. If you are unable to do this, go back and take your own side again until you are able to hear the other party.
* If you can not identify with them now see when in the past you were able to.

4. **Go back to your own side, together with the grain of truth which you have owned, and restate your side with new awareness:**

* You will come to a more creative solution and you will have more options
* There will be a de - escalation of conflict
* You will both have learned something new about yourselves and the other and see the conflict differently.

A WIN - WIN situation in process terms would mean that both sides feel understood and heard and enlightened either about the theme or about each other, and have owned that the things which have been in contention are feelings or emotions that you have both had.

Meta Skills

Facilitation requires Meta skills. Meta skill is the attitude the facilitator brings to the group. *It is more important than the individual's technical skills.* The group responds first to the Meta skills and secondly to the individual's specific skill or technique.

The following Meta skills are useful in Process Work, and tend to develop with the facilitator's experience with groups .

1.Compassion
To have compassion means to be able to follow the process - hold neutrality. Let go of pre - planned programs, ideas, and goals. Be receptive to the process trying to happen. Remember that what you see in the overt behaviour of the group is only part of the total Field. The unconscious messages the group express must also be recognised.

2. Patience
Let the process unfold at its own pace.

3. Humility and reverence

Be willing to learn from the group. Appreciate all aspects of group life. If you favour certain states and disavow others, you inadvertently help a group to stay polarised and stuck. Be kind and supportive to all the parts of yourself as well as all the parts of the group.

4. Be playful
Play as a team; get the leaders to throw the ball around.

5. Deep Democracy
Stepping into the leadership role means putting the well being of the whole first and foremost. This means putting one's personal goals, feelings, thoughts to the service of all others in the group. It's a matter of realising everyone needs help with what they are experiencing - those feeling alienated as well as those who alienate. Holding such an attitude is an expression of deep democracy, the idea that all parts are necessary to the whole. Bringing awareness to the Field is another of the chief responsibilities of a leader. Training for leadership is akin to training for a martial artist. It's awareness training, learning to follow a Field's energy or process. Rather than "winning", the skill it is to support all in a Field to develop as fully as possible. One must learn to read signals and use one's intuitive powers to discover roles. We learn from mentors and from the feedback of others and our environment.

6. Innerwork
Ability to do inner work is a pre -requisite in leadership training. Innerwork allows one to tolerate chaos and Meta communicate in the midst of it. It allows one to maintain a sense of detachment and to be aware of what is a personal issue and what is a group issue and to reach resolution more easily. Innerwork also allows one to maintain a state of compassion and continue to support all parts of the group.

The leader is like the dancer - fluid in his ability to bring out and move between the many roles in a Field. He acknowledges and honours the silent ones and also welcomes attack when it comes, helping his attacker to do his job well. He also knows when his own awareness narrows to another role and invites others to fill the eldership role while he does what he needs to do.

Leadership

Leadership is a role and as such it cannot be held by just one individual. The leader in a group is the person who at any point in time has the most awareness. This allows the real leader to be aware of the secondary process trying to happen in the group. Apparent leadership (often the designated leader) symbolises the primary process of the group, and the apparent leader's secondary process also mirrors that of the group. However, neither she nor the group tend to be conscious of that secondary process. Leadership has many different aspects for example, the leader may be, an organisational

development person, a creative person, a facilitator/ teacher of awareness, a social activist, an extroverted person etc.

Competition for leadership and how you handle it will often determine the future of the group. Competition for leadership is not something to be eliminated. Leadership will grow in a group if you give it space. It is a significant part of the group process and the reasons that competition for the leader role occurs are:
There is a need for new leaders.
There is a need to grow, people confront the leader or the group so they'll be attacked as a way to grow.
There is a ghost role, that is a role no one is willing to consciously acknowledge, in the group that needs to be recognised.

Often the group expects the leader to be a facilitator. As a facilitator you need to encourage the leadership role to emerge in others. The facilitator must learn to give up the leadership role when she becomes one sided or is under attack, and support emerging leaders especially when they appear as critics or attackers. Mindell says, encourage the attack and allow yourself to be shot full of holes, in so doing you will become transparent, gain detachment, and help facilitate emerging leaders.

The leader has the most awareness of the group's secondary process trying to emerge. She therefore takes the view that is most accepted by the group. She brings the groups' secondary process over its edge timeously. She is therefore accepted by the group and is given credit for the inevitable. She does not bring the secondary process in too soon or go too deep into the group's secondary process but facilitates bringing into awareness what the group requires in the present.

The facilitator in the group retains a neutral position. She is concerned about all the roles present. She is outside the group's processes and is aware of both the secondary process ready to emerge and those still unresolved at a deeper level.

Consensus is the fundamental skill of successful group facilitation. Consensus does not mean everyone agrees. It does mean that everyone agrees to go along with what the group is doing, for at least a short period of time, as long as they have a chance to disagree later. This process is about including and honouring the minority voice. Minority opinions or roles are often secondary processes trying to happen. The minority voice is an integral part of the group as a whole. It is indispensable for its growth and development. Voting to gain a majority is not consensus, because it doesn't imply recognition or awareness of the other parts. True consensus, or deep democracy means recognising the importance of representing the disavowed parts, in order to bring all the elements of the system into conscious awareness resulting in a whole view of the group.

Rank and Privilege

As a Facilitator \ Leader one has rank and privilege over the other members in the group. To effectively resolve conflict the facilitator needs to address the issue of his own rank and privilege. The facilitator's actions are experienced by the group as holding rank and privilege. Rank is the power position you have in the system, and is a source of conflict. Be aware that rank is really an issue of diversity. It is formed because of: race, nationality, gender, sexual orientation, psychological state - cognitive and affective, age and experience, economic situation, education, language, ability and disability.

Privilege however is the benefit and advantage that go along with the power you have in the system. Privilege means not having to listen to "stuff" you don't like, or not having to get involved in conflict. If facilitators do not recognise and honour their rank and privilege, those less fortunate will become angry at the incongruence and lack of awareness. The facilitator has an elevated rank over the others due to his position of power as a co - ordinator and leader and as the authority figure. She has the privilege of experience and knowledge. She may be unconscious of the effects this rank and privilege has on the experience of the participants in the group. The facilitator must therefore acknowledge his rank and privilege and realise that differences in rank prevent us from knowing the other's experience. In working on awareness of one's own rank and its effects one can become be sensitive to the effect it has on others.

Rank can be either: psychological, social, or spiritual.

Rank is a source of conflict that creates communication difficulties. We need to be aware of the signals that block the communication between ranks. There are three different types of rank - Psychological, Social and Spiritual.

1. Psychological Rank

If an individual's personal history includes hard times, experience of difficulties in childhood, or trauma, she will have gained an inner peace and authority that puts her in a privileged position. Others can feel oppressed by this.

2. Social Rank

Males, people from the first world, the educated or wealthy, have social rank over women, those from the third world, the uneducated or impoverished. The privileged rarely realise their rank and are unconscious of how the other group feels about it. This is a source of chronic world conflict.

3. Spiritual Rank

If an individual has a centeredness, or a special rank, the individual may look down on people who don't have it. People will sense this and as a result may find it difficult to approach the person.

We all at some point have privilege and rank over others. The dominant party needs to gain awareness of their power and privilege. It can be experienced as

a "put down" if the privileged party doesn't acknowledge its privileges. The individuals in the privileged party may seem superior to the less privileged. We need to be aware of the signals that block the communication between ranks.

POP focuses on the rank below. Mindell holds that we will always be aware of what is above and not what is below. The dominant party, if it is not to alienate the less dominant party, needs to be aware of the rank and privilege it holds within the society. The insider is the privileged and needs to be aware of the outsider position. She needs an awareness of the humiliation and abuse the outsider may experience.

If rank is the problem follow your own experience, know your rank and privilege, then take the other persons side fully, step out of your own world and express it. Look for your own signals that block communication.

Fields and Field Effects

In groupwork we need to notice how group- and political- processes are connected to the "spirit of the times". In this regard Mindell speaks of " Field Effects". The concept of Fields was created to explain the effect of one particle(x) encountering other particles(y). It also explains the observable effects this event would have, not only on the particles(y) but, on the rest of the environment in a way that is not obviously connected to the initial event. In an example from physics, if you put a magnet under a piece of paper and brush metal filings onto the surface of the paper, then you notice the magnet's force Field. It organises the filings.

We think we manage or organise our lives and groups, but actually Fields create and organise us as much as we organise them. We do not have to agree to being a member of a group. We are part of a given " we " if the group's pattern is in or around us. Every one touched by a given Field is part of it. Fields permeate everything, like electromagnetic vibrations, or an atmosphere that has no well defined limits.

Fields are the natural environment of seemingly chaotic and unconnected phenomena that include everyone and their reactions, are omnipresent and exert forces upon things in their midst. In working with group and Field dynamics, education cannot be extracted from its context. To do this is to deny its interrelationship within a system. Society functions within a system and educational practice is part of what makes up the society, and therefore must be addressed as a component of that system. The classroom for example, is a group made up of individuals who are party to the elements and influences that make up and effect society as a whole. These elements and influences are what Mindell refers to as Field effects.

Fields have certain qualities, they:

1) **organise member's identities** within businesses, schools, religions, races. Nations all have particular patterns, implicit agreement,or disagreement on specific values and visions (e.g. the apartheid system). The school's ethos, the business's culture, a religion's ritual and principles etc. Everyone in the group is affected, for example," What are the political implications of western psychology, organisational theories and spiritual practices?" One cannot neglect the reality of politics and environmental sensitivity as it is part of the Field and affects the individuals present.

2) **have no boundaries.** They exist regardless of time and space and physical separation. Whether we belong to a given group does not depend entirely upon our saying or agreeing to be being a member of the group. We are part of a group if we are in it's Field e.g. the outsider is still part of the group.

3) **can be felt as forces.** Field energy can be felt as if it exerted force upon us like gravity. We all feel psychophysical Fields strongly. We notice and react to Fields when we say "You can almost feel the tension between them." Force Fields are felt through and experienced in our own emotions. Examples are; through feelings of love, fear, competition, jealousy and through polarisation such as racial conflicts, gender conflicts, and insider outsider tensions.

4) **are multi - channelled.** We can perceive Fields through the environmental, spatial or physical features of where we are. We therefore perceive Fields through a variety of senses and experiences.

5) **evolve.** They are not static or permanent but change and transform. In a Field the feelings and ideas change and develop. Sometimes they stay hidden in the background and sometimes they push forward. When they push forward they create great change and differentiation in the group.

An institution constitutes a Field that is manifest in its physical structures, human feelings, a particular atmosphere and specific roles. If the Field is congruent then what the group believes and does are identical. However this is very rarely the case and incongruity leads to confusion and conflict.

Exercises

1. What privilege do I have due to:
   - race
   - nationality
   - gender
   - sexual orientation
   - psychological state
   - age
   - experience

ability disability
language
economic situation
education
etc...

Create a plan on how to celebrate your privileges and so gain access to them. Work in dyads, express your privilege and then share your plan of celebration with the group.

2. Discuss with your partner ;
What are your strengths as a teacher?, that is, what do you do well?
What are the areas you need to work on?
If you wish to relay to your partner a recent difficult interaction.

3. What can't you quite bring yourself to say, do, think or feel? What in particular do you struggle with? What is the individual you have difficulty with, doing that makes you react, takes you to an edge? What are the edges in the classroom, edges you hit? See if you can recognise when you hit an edge. Discuss your findings with a partner.

4. Discuss with your partner; What are your strengths as a teacher, that is, what do you do well? What are the areas you need to work on? Discuss.

If you wish to relay to your partner a recent difficult interaction. The person listening looks for edges, sees if he \ she can notice any channel changes and then discusses these observations with the speaker.

A Reading for discussion offered to delegates based on the points of view of Nagel.

Paradigm shift (The Tao of Teaching)Nagel (1984)

♦ Deep democracy

♦ Students and teachers grow in their human relationships together through co - operative activities that reach for goals they have determined together.

♦ When interesting topics arise the Tao allows for them to be explored for the class is not inextricably bound to someone else's schedules or someone else's ideas about what must be taught at every moment.

♦ Choices are made together with respect for one another.
When planning ask students what should be done when.

♦ *Do not discriminate.* Treat students equally.
In classroom systems that treat students equally, students may find that equal treatment results from the unequal interpretation of rules. Get to know students well. Come to know what instructional contexts are tolerable, possible and desirable for various individuals. In knowing themselves, teachers know what alterations in their own preferred style of teaching will be necessary to accommodate different children. Do not discriminate against some children by permitting rules to have singular interpretation.
(Nagel 1984 pg. 27).

♦ Awareness

Understanding students' motivations helps to design the curriculum. Knowing their personalities and learning styles helps to design the instruction.

♦ **Leadership** A class is the sum of its students not the teacher. To lead you must learn to follow.
The value of drawing out what already exists in the students is great.
Find ways for students to have power over what they learn, how they learn and to examine and reflect on what they have done.
Do activities together as opposed to the teacher playing the role of Primary doer and giver.

♦ Wise teachers have authority but do not choose to be authoritarian. They are respected by their students as fellow learners who work for the betterment of the class. They do not insist that students rely on them but rather help students to find ways to become self reliant. They work

together with students to find re - sources, share ideas, check out opinions and do research in order to build upon experience.

♦ Channels

Share the concept of reading between the lines. Use silence to gain insight. Pauses in speaking, breaks in action can express important meanings and is useful. Inactivity is useful. Use your senses to look inward.

♦ Field Effect

Look at the relation of the environment to the students and the subject matter. Provide a setting that is flexible for the students and the activities being accomplished. The Tao does not always deal with measurable, observable phenomena. The best thing for a student to do in a given day may not be the next linear event in an externally predetermined sequence. Problems have multiple causes and the web of elements can be overwhelming to deal with. Take small steps and use simple measures.

Qualities of a facilitator \ teacher

♦ *Reflection, caring, respect and flexibility*

Forces of individual personalities, interruptions and plans that are imposed from outside the classroom, variations in your own feelings about how things should really go make a difference in what really happens.

♦ *Respect your own individuality*

Consider your students and know that change will always be part of your regular routine. Refer to the past experiences of your students and make transitions as comfortable as possible.

Be real . Students are able to sense and resent the inauthentic.

♦ *Know yourself*

Teachers who do not know how varied and strong their own values are cannot realise the impact of their values in judging others. Personal past and present perspectives affect what teachers teach, when and how they do things and what they think and care about.

♦ *Inner knowledge is to gain insight.* Reflect, share your processes and your insights.

♦ *Learn to withhold judgements* and see actions and events only as part of a larger context.

♦ *Use your intuition*

- *Teach by example* . The classroom teacher who is intent upon showing rather than just telling will enhance academic recall and deepen understandings of real life.

- *Practice the art of listening*

- *Maintain a position of empathy.* Empathy can come only from truly hearing and understanding what the student thinks. Listening does not imply agreement, nor does it require a response. Spend time, demonstrate acceptance of who each student is by being willing to give of yourself.

- *The wise teacher uses discretion, represents stability, demonstrates endurance and maintains flexibility.*

- *Congruency* Don't give mixed messages. To demonstrate through example is only possible if the modelling is clear.

- *Avoid using force don't push* . People who are pushed are not responding to their own needs and are being kept from knowing themselves and developing positive inner strength. Ask pupils what they would like to do and guide them into ways of accomplishing those things with an eye to further learning.

There is no glory in victory . Full power exists only in win \ win situations. A classroom with a win\lose situation is full of tension, manipulation and one-upmanship.Know when to ebb in the process of teaching. Provide the essentials, light the flame but then leave the deepening of understanding to the individual.

- *Allow children to learn from their mistakes* . We spend too much energy on finding answers rather than finding more questions.

- *The interaction of polarities will help promote learning in the classroom.* Tension must accompany learning so students have the opportunity to disagree and find resolutions to their differences.Teachers need to permit students to see opposing points of view on issues. In understanding one they can better understand the other.

- **Roles**

Leadership, expert outside opinions (Nagel, 1984, pg. 57) A class is a room of learners, a room of teachers and a place for teaching and learning to be interactive forces(Ibid. pg. 91) Leaders and aggressors must be willing to meet a strong adversary on his/her own ground.

- **Conflict**

There aren't many problems only unsettled issues. Conflict offers learning potential as does working with personal issues. The objective is to be as self

accepting as possible and to be reflective. The opinions of others then has a neutral effect and is not seen as good or bad but as a part of a relationship.

- *Rules for conflict* .Every restriction can be met with resistance. Therefore develop the important concepts that can be broadly defined. No "don'ts" but "do's". Rules and consequences develop jointly. The more restrictions people have the more outlaws will emerge. If disruptive behaviour is not changed look for the reason for it. There are no bad people only poor decisions. Help students to find alternate decisions. Attend to the minor issues. If minor issues escalate they become problems. Work with the pupils as a whole person, do not only focus on academic achievement.

Exercises

Share important moments, events, or discoveries of the past week. Sharing the students lives is interesting and motivating. What happened to you that made a difference?
How did your week go?
What made it good?
What did you wish you hadn't done?
Write what was a special moment for you? What happened in any other class?
Was there any moment in your life you would relive if you could?
What would it be? Does anyone want to share?

Experience learning deeply through activities that apply the acquired skills and knowledge and not through rote learning for high test scores.
Allow pupils to devise their own questions for sample tests. Turn questions into multiple choice questions with good distractors. This will help clear up misconceptions about various concepts.

Learn to balance activities that require gathering and sharing of and analysing information in linear ways (yang)with activities that involve creativity, emotional expression and personal insight (yin).
Use your resources. Take from the students examples, ideas, products. Pupils learn from one another. Create a classroom that is a resource centre with accessible materials in order for pupils to take charge of their own learning.
Become sensitive to others and learn to understand students' motivations.
Take care to question and think about the effects of your words and actions.
Be secure enough to ask for feedback from both students and fellow teachers.
Teach by doing what comes naturally. If you wish to change your ways, make sure that your students will be the ones to benefit. They will let you know.

Do not ignore tiny incidents or occasions. Notice what is important to the students. For example; have a complaints box, use these issues for teachable moments, etc. Have class meetings. They promote oral language about topics that have authentic value for the students. These meetings give opportunities

to the pupils to do social problem solving. On the agenda have problems students tried to solve through several measures but could not.

ANNEXURE 3. HAND OUT TO TEACHERS FOR THE INITIAL WORKSHOP.

WORKSHOP on Process Oriented Psychologyand Education

The workshop is based on the work of Arnold Mindell. He developed Process Oriented Psychology (POP). Process Oriented Psychology is based on Jung's Psychology, Einstein's Physics and Quantum Mechanics. The workshop will look at issues in Education and how Process Oriented Psychology can be incorporated into Educational practice.

Change

Mindell's view is that in today's society the old tried ways of dealing with the issues we now face are no longer working. We live in a world where before we can resolve the issues presented to us new issues arise. There is therefore the need to learn how to work in an environment of perpetual change. Within a process of change chaos arises and Mindell offers a method for working effectively within the disorder created by rampant change.

Education in South Africa

The process of change in South African Education, through the assimilating of all cultures into one education system leaves teachers with the problem of how to integrate large classrooms of multi-cultural, multi-racial, multi-lingual and multi-ability students. In a situation wherein the culture and personal histories of the teacher and the pupils or amongst the pupils themselves is so various that communication within the different language and cultural norms is complex. The teacher's role becomes one of a mediator and facilitator of the many issues that arise in the classroom. Some of these issues may not have been present in the past and the old tried ways of working with pupils and issues may no longer be adequate in the resolution of new found problems. Mindell proposes that the ability to access and understand the processes occurring in the classroom is through "Awareness".

"Awareness" is the ability to be conscious of one's own subjective reactions and aware of the subjective reactions of others. It is the ability to recognise what is happening in oneself and in the group. It is the ability to work with what ever presents itself in the classroom from a position of understanding the process that is happening

Process Oriented Psychology offers teachers a tool to learn and work with that trains teachers to develop a heightened sense of awareness. It offers methods for working with difficult group dynamics, proposes specific conflict resolution skills, works with racism, sexism and prejudice. It looks at discrimination and minority issues and offers a structured means for working with these issues.

What we would like to do in the workshop is to introduce the concepts of Process Oriented Psychology and to find out from any teachers what issues are present in the school. We would explore these issues and look at how to work with them from within a Process Oriented Psychology framework.

We believe that Process Oriented Psychology has a place in educational practice and that if it is incorporated into teaching both the students and the teachers will benefit. It can be used by teachers in the classroom, it can be used to work with the issues present amongst teachers themselves. It can be offered to students to use in their personal interactions. It can be used to work with difficult group dynamics, team building, problem solving or conflict resolution. It can be used for gaining self awareness. It offers a new world outlook, a paradigm shift in thinking.

It offer a training in awareness for teachers and principals on how to recognise the processes happening both within the staffroom and within the classrooms. It looks at how the systems both implicit and explicit function in the school and how the school ethos impacts on interactions. We in working in this paradigm look at how to work with the specific problem areas identified.

Presenters

Stephanie Hassall is an independent consultant in Process Oriented Psychology. She has worked in Education and training and is at present doing an MEd at WITS Her Thesis is based in Process Oriented Psychology used in Education and her hypothesis is that once students feel heard through teachers awareness they will be more receptive and open to learning.

Dominic Venter has studied NLP and Process Oriented Psychology. He has worked with both individual's and groups and is a skilled facilitator. He would like to offers teachers the opportunity to learn the skills of Process Oriented Psychology and the means of implementing these skills in the classroom.

Dates and Times

Seminars are offered to teachers and principals. These range from afternoon workshops to 2 to 3 day seminars. For more information contact S. Hassall at (011) 442-8219

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