SCHOOLS AS LEARNING ORGANISATIONS:

Towards a Proposed Model of Organisational Development to Enhance Teaching

by

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ABSTRACT

This research focuses on the influence of organisational structures on teaching in schools. It does this through an analysis of teachers' perceptions of the influence of the organisational structure on their teaching. The creative tension is created between where people perceive themselves presently and where they wish to be, that is within a framework that is conducive to a culture of teaching and learning. It is contended that, in a changing environment, traditional organisational structures are not meeting the need for ongoing change and adaptation. In the past schools were characterised by hierarchical structures which focused on control and the maintenance of order. While such structures may have been appropriate in this paradigm, there is now definite pressure for change. The new paradigm demands a complete rethink about the structure of organisations so that learning is enhanced. The concepts of a Learning Organisation and Catholic School Renewal present a response to the changing needs of schools. A Learning Organisation raises many challenges which need to be explored as an organisational structure that will enhance teaching and learning.

Building learning organisations, we are discovering, requires basic shifts in how we think and interact. The changes go beyond individual corporate cultures, or even the culture of Western management; they penetrate to the bedrock assumptions and habits of our culture as a whole.

(Kofman & Senge 1993, 5)

KEY WORDS

School Culture

Organisations

Schools as Organisations

Organisational Structures

Organisational Development

Learning

Team Learning

Learning Organisations

Creative Tension

Renewal

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 in Management at the University of the Witwatersrand. It has not been submitted for any degree or examination in any other University.

Rosa Calaca

December 1999

DEDICATION

To my father

who has given so much

and asked for so little in return.

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DEFINITION OF KEY WORDS

School Culture refers to "the way things are done here". The school culture includes the vision, mission, policies, values, relationships, attitudes, etc. of a school. The identity and culture of the school reflect the broader culture. There are also subcultures present in the school. The culture of a school can be changed through the structures and strategy of the school.

Organisations consist of particular elements that can be identified, but seldom separated as they are intertwined. The identity, culture, strategy, structures and resources form the basic elements of an organisation. Organisations are open systems, which actually interact with their surrounding environments. External factors have direct and indirect influence on the way in which organisations operate.

Schools as Organisations have features which are common to all kinds of organisations. An understanding of the school as an organisation needs to be developed within a sociological understanding of the school and also within the education system. Schools can be viewed as organisations that are also influenced by the global context. A teacher's performance in the classroom is influenced by the organisational structure of the school.

Organisational Structures enable the different aspect of the organisational life to relate to each other. These structures outline the lines of responsibility and authority; interrelationship between individuals and teams; and lines of communication and accountability.

Organisational Development is a formative re-educative strategy for managing change which aims at facilitating the development of people and the organisation. It is a self-correcting and self-renewing process, undertaken by the members of an organisation allowing external support usually in the form of consultants or self-assessment instruments. It has also been referred to as "whole-school development".

Learning includes life long learning, learner-directed learning, transformative learning and collaborative team-based learning. The development of learning strategies enhances the

learning capacity of the learned mind. Through learning we extend our capacity to create and to be part of the generative process of life.

Team Learning can be regarded as learning collaboratively which enables individuals to develop more rapidly than would have occurred otherwise. Team learning is characterised by "dialogue" that encourages members to suspend assumptions and enter into genuine "thinking together". Learning manifests itself continually at six different levels and group or team learning is the second level.

Learning Organisations are dedicated to transforming themselves continuously as the outside environment changes. Key features of a Learning Organisation are its vision of how it wants to be and a clear formulation and understanding of its mission and purpose. A Learning Organisation is a place where people are continually discovering how they create their reality and how they can change it.

Creative Tension develops between seeing where we want to be, i.e. our vision and where we are at the moment, i.e. our current reality. Individuals, groups and organisations can use the energy the tension generates to move reality towards the vision. With creating tension the motivation for change is intrinsic.

Renewal is understood as the "capacity" of people for change and also the "desire" for change, Both the direction and the strength of renewal will depend upon the pressure of the commitment or the desire for change

CHAPTER ONE
INTRODUCTION

1.0 Background to Research Problem

Many school heads allow themselves to become absorbed in non-instructional or non-teaching matters due to daily pressures in the organisation of a school. In recent years efforts have been directed at identifying the contribution that heads make in effective schools to influence the quality of learning and teaching. Catholic schools in Australia, for the past ten years have involved themselves in a school improvement movement. This movement focuses on all aspects of the school organisation and evaluates the contribution it makes to the teaching in the school (Spry and Sultmann, 1997).

I have been head of a Catholic school for the past eleven years and served on several committees within the Catholic network. I have come to realize that excellent teaching does not occur in isolation but occurs within a framework of supportive conditions and values. This study attempts to assess the perception of teachers in Catholic schools in Johannesburg of the influence of the organisational structure of the school on their teaching. Through a synthesis of the characteristics of a Learning Organisation and Whole School Renewal, it formulates a contribution towards a proposed model of organisational development with the aim of enhancing classroom teaching.

1.1 Rationale

The South African Schools Act (1996) places us firmly on the road to a school-based system of education management – schools will increasingly come to manage themselves. This implies a profound change in the culture and structure of schools. The extent to which schools are able to make the necessary changes will depend on the nature and quality of their internal management. This change is likely to be a continuous process – as organisations never remain static and require constant evaluation and planning for improvement (Davidoff and Lazarus, 1997).

Organisational development is not a mechanical or technical process but should rather be regarded as enabling the development of the potential of individuals and the school. Peter Senge (1994), who popularised the term the "learning organisation" is his book *The Fifth*

Discipline, described the organisation as a place

> **Where people continually expand their capacity to create results they truly desire, where new ways and patterns of thinking are nurtured, where collective aspirations are set free, where people are continually learning how to learn.**
>
> **(1994, 1)**

The concept of a school as a Learning Organisation captured my interest in that it highlights the paradigm of ongoing learning as a life challenge in a broad sense. The concept of an organisation stresses the interconnectedness of the various components within the structure of a school. As a Learning Organisation, a school can be regarded as unique, as it focuses on learning as a service and at the same time has the potential to become a "Learning Organisation", thus providing an enabling environment for a sustained focus on teaching and learning.

This study is influenced by literature that has proposed the transformation of an organisation into a Learning Organisation. Some of the proponents of this view will be discussed in the Literature Review. The development approach as put forward by Davidoff and Lazarus (1997) has also influenced this study.

1.1.1 Central Features of a School

Davidoff and Lazarus (1997) express the view that any improvements will be deeply influenced by central features of the school as a whole, namely the culture, decision-making process, staff relationships, use of resources, and the process of planning and evaluation. A school structure that is supportive, encouraging and stimulating to the staff and the pupils will encourage effective teaching and learning.

1.2 Aim of Study

The aim of this study is to establish how aspects of the organisational structure of the school are perceived to influence the well-being, motivation and teaching of teachers in these schools. This study could also assist the leadership in schools to manage the change process better as it may provide a deeper understanding of the culture of Learning Organisations and its significance in schools. The title states "Towards..." and does not attempt to provide a definitive model but rather a contribution towards a model.

1.3 The findings of this study will benefit:

1.3.1 Management in schools as it attempts to explore the influence of the organisational structure on teaching.

1.3.2 Principals and teachers in making them aware of the need for a more holistic and systems approach in their planning and management. It brings a greater awareness of the inherent organisational structure of a school.

1.3.3 In striving to adopt the culture of a Learning Organisation, there will be a greater focus on individual and team learning.

1.4 Research Questions

1.4.1 What are the characteristics of Learning Organisations?

1.4.2 What are the perceptions of teachers in certain Catholic schools in Johannesburg on the influence of organisational structures on their teaching?

1.4.3 What is the relationship between teachers' perceptions of the structures and culture of their organisation and the structures and culture required to become a Learning Organisation?

1.5 Assumptions

1.5.1 The organisation of school will (positively or negatively) influence the teaching and learning in a school.

1.5.2 Organisational structures (or models) can be developed or changed.

1.5.3 The successful transformation of the school will depend on the style of leadership.

1.6 Delineation of the Study

This study is limited to certain Catholic Schools in the Johannesburg area that are in close proximity to each other.

1.7 Organisation of the Study

This study is organised according to the following chapters:

1.7.1 *Chapter One* provides an overview of the purpose, rationale, research questions and aims. It discusses the delineation, assumptions and importance of the study. It also provides a brief summary of each chapter.

1.7.2 *Chapter Two* reviews the literature relevant to the research aim. It examines organisational structures with relevance to schools. Learning Organisations, together with the process of organisational development, and models of change and their influence, are discussed. Individual and team learning is explored as an essential component of Learning Organisations together with the Catholic Schools Renewal Programme.

1.7.3 *Chapter Three* provides the conceptual and theoretical framework for the study. It discusses the elements and principles of systems thinking together with the "creative" paradigm. It provides a simple model to illustrate the process of moving from the current reality to the vision.

1.7.4 *Chapter Four* explains the research design. It describes the method and methodology used in this research. It discusses the information, the data gathering technique (questionnaire), and the way in which the data was analysed and interpreted. Finally, it identifies the key limitations of the study.

1.7.5 *Chapter Five* analyses and discusses the data using the research questions as overarching categories. It explains the perception of teachers in Catholic schools of the influence on their teaching of human relations within their school. It discusses the results according to central themes that emerged. It proposes ways to enhance teaching through the improvement of relationships.

1.7.6 *Chapter Six* proposes ways to improve and sustain a culture of learning through the development of teams as models of learning. It explores the challenge for new structures in schools and the components required in the role of the teacher in building a Learning Organisation.

1.7.8 *Chapter Seven* proposes a contribution towards a model of organisational development for schools. It is constituted as a model through a system synthesis.

1.8 Conclusion

The influence of the organisational structure of a school provides the context for this study. The concept of organisational development provides the process for guiding a school from its present structure towards an improved model of school organisation. The Literature Review attempts to provide an understanding of the inter-relatedness of the elements within the school organisation. It explores the development of organisational structures from the mechanistic models to alternative organisational structures. The characteristics and disciplines of Learning Organisations are discussed and compared. The contribution of the leadership role and the Catholic School Renewal movement are also explored in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Extensive research and literature has been devoted to organisational structures and organisational development in management. The views and arguments expressed in this research and literature are important for schools and teachers. This chapter will review discussions and theories that contribute to an understanding of schools as organisations. The characteristics of Learning Organisations are discussed, together with the process of organisational development. This chapter also examines models of change, and highlights the forces and influences that play a major part in the life of a teacher within an organisation during the process of change in a school. The strategic recommendations of the Task Team on Education Management Development are briefly discussed.

This chapter explores individual and team learning and the leadership role in guiding an organisation towards becoming a Learning Organisation. It also assesses the influence of the "creative paradigm", together with the Catholic Renewal Programme in schools.

2.1 Effective School Literature Research

Researchers in South Africa and abroad are concerned with the process of teaching, learning, testing, managing and resourcing at the school and classroom levels (Carrim and Shalem, 1994). An important document in the literature on effective schools is the study by Coleman (1966) and his colleagues in the "Equality of Educational Opportunity Report". Since the 1960s, there have been broad consistencies in the conceptual questions and methodological procedures followed in research on effective schools. Jansen (1995, 186) characterises each decade as following a particular research emphasis. The late 1970s and early 1980s focused on characteristics that were found in effective schools. The late 1980s and 1990s changed methodologies, reviewed critiques and worked with a different focus (Jansen, 1995). Jansen highlights that there is growing dissatisfaction with the effectiveness paradigm. Researchers have put forward "organisational" models of student achievement, "culturally" situated models of school effectiveness, "contextual" models of effectiveness, and "process" models for explaining achievement (Jansen, 1995).

Jansen (1995) argues for an approach to the study of schooling which moves beyond the

effectiveness paradigm and examines the processes, qualities and cultures of school and classroom life (Jansen, 1995). Jansen describes this transition as moving from the "effective schools paradigm" to an "education quality paradigm" (Jansen 1995, 197). Central to this research is an understanding of the school as an organisation. In order to propose any organisational development, one needs to learn to think organisationally in order to understand how schools work and to help the staff members to understand aspects of organisational life.

2.1.1 Catholic Approach to School Effectiveness Research

In the field of schools improvement research (SER), Catholic schools characteristically link academic outcomes with wider moral, personal, social and community outcomes. They also associate the notion of individual good with that of the common good (Bryk, 1994). Research has established that the organisational structure of Catholic High Schools reduces the effects on achievement of the initial differences that students bring to the school (Bryk, 1994). It appears that the constrained academic life in Catholic schools - greater academic emphasis for all students irrespective of their record and the cherished values of diligence and hard work - lessens the effect of the students' personal and academic background. The school organisation has a powerful effect on the level of achievement (Bryk, 1994).

2.2 Structure of Schools as Organisations

Schools are organisations - they are not merely buildings where people disconnected from each other come together daily. There are particular elements in every organisation which make up that organisation. Every organisation or school has certain elements that can be identified but seldom separated - as they are intertwined in so many ways. The identity, culture, strategy, structures, and resources form the basic elements of an organisation. Each of these elements needs to be functioning effectively for the whole to be effective. An element that is malfunctioning will have an effect throughout the whole system. It is important to be able to identify the different elements in order to understand where the particular strengths and weaknesses of an organisation lie.

2.2.1 School Culture

Every classroom is situated within a school and is influenced by what happens in the

school.

The school environment affects the quality of classroom practice. Schools are a part of society and are affected by the broader social, economic and political context. The identity or culture is referred to often as "the way things are done here" (Davidoff and Lazarus, 1997). This element includes:

- The vision, aims, mission and tasks of the school;
- The policies, values and norms that operate in the school;
- The level of motivation of the teachers and pupils;
- The involvement or non-involvement of the parent community;
- The relationship between the people in the organisation;
- The approach to discipline; and
- The attitude towards teaching and learning.

The identity and culture of the school reflect the broader culture. There are also sub-cultures present in the school. The culture of an organisation is central to it and in the case of a school permeates all other elements of school life. Efforts to address any concerns, issues or development needs in the school have to bear this in mind (Davidoff and Lazarus, 1997).

2.2.2 Strategy

The second element that is closely related to the culture of a school is the development of the strategy of the school. Strategies include:

- Achievement of goals;
- Measuring achievements;
- Activities planned to realise the vision;
- Goal-setting; and
- Evaluation of the goals set.

2.2.3 Structures and Procedures

Structures and procedures provide the basis for how systems interrelate. The structures enable the different aspects of organisational life to relate to each other in an intertwined way. Structures consist of the following:

- Lines of responsibility and authority;

- Interrelationships between individuals and teams;
- Lines of communication and accountability.

Procedures refer to the rules, regulations and methods by which these structures relate to one another. The structures, strategy and systems of an organisation are influenced by the culture of the organisation (Davidoff and Lazarus, 1997).

2.3 Culture and School Organisation

The concept of culture is a complex one and needs to be understood in its many facets. Culture is the way the individual becomes a "social individual" (Davidoff and Lazarus, 1997). It is the way the social relations of a group are structured and shaped. When we intervene in the organisation of the school, we affect the culture of the school. Strategies aimed at improvements and changes are unlikely to be effective and sustained if the overall culture of the school is not conducive to improvement. Research done by Du Toit (in McLennan, 1996) stresses that improving the organisational culture would have an impact on teacher performances in school. Van der Westhuizen (in McLennan, 1996) stresses that a democratic approach that nurtures human resource development would contribute to a climate of enhanced teaching and learning in the school.

How do schools change their teaching and learning methodology to benefit from new technology?

2.4 The influence of Technology on Teaching

Schools tend to use traditional teaching methods, namely explaining, giving notes, setting homework and assessing pupils' progress with written tests and exams. The traditional teaching methods encourage the learning of facts rather than critical thinking and problem-solving. With the introduction of technology, a new form of literacy will be required, namely a literacy which integrates information skills, system thinking and learning skills. According to Whitby (1995) there are certain basic principles that will characterise learning. namely, lifelong learning, learner-directed learning, transformative learning and collaborative team-based learning.

2.4.1 Learning Strategies

There is an increase in the development of learning strategies which aim to enhance the learning capacity of the human mind. The development of technology provides an opportunity for learners to learn more effectively. The post-industrial period has resulted in a new focus on learning in three key areas:

- Technology has provided greater access to world-wide data bases and information. Technology can now reshape the traditional classroom, allowing for greater interactivity in learning and teaching;
- A broadening of curriculum material as schools are expected to teach on broader issues resulting in a need for an alternative schools structure;
- The awareness that schools may not be the only providers of primary and secondary education. (Whitby 1995, 37)

2.4.2 Creative Restructuring

Organisational changes will also require creative restructuring of the school timetable. What is often referred to as structural change is actually only an addition to the traditional school organisation and not really "woven into its organisational fabric." Restructuring according to Whitby (1995) is fundamental in providing pupils with the necessary time and opportunity to develop a deeper conceptual understanding through a variety of learning experiences. During this restructuring process, pupils could be actively engaged in the learning process by doing research and working through problem-solving. Learner-driven learning is one of the key principles of the learning process and establishes the teacher as the facilitator of learning and not just the imparter of information. This change of learning will demand additional teaching skills of the teacher (Whitby, 1995).

Many teachers will recognise that the way in which their school is organised sometimes impedes their ability to change the way they teach. South African schools in the past tended to be hierarchical and authoritarian, with very little power given to ordinary teachers. Organisational structures evolved from mechanistic models to more people-centred organisational structures (Gultig, Ndhlovu and Bertram, 1999).

2.5 The Types of Organisational Structures

Current models of school organisation and administration owe much of their structure to the mechanistic models which emerged during the industrial period (Donahoe, 1995). During this period, schools adopted a factory model, and as such were structured in a very formal and rigid manner, with management and organisation structures suited to creating and maintaining order and authority. This type of model reflected the typical classical management theory which has influenced the first seven decades of the century. The success of this model indicated a common agreement about the goals and purposes of education and an unquestioning acceptance of those goals (Donahoe, 1995). McLagan and Nel (in Gultig et al, 1999) - two South African business consultants - suggest that this kind of organisation has a long history. Hierarchies may have been appropriate in the stable societies of the past but they have important weaknesses, in particular a lack of flexibility. This makes them an inappropriate basis for organisations in contemporary societies, which require quick decision-making and an ability to change rapidly (Gultig et al, 1999).

According to Pearson (in Pedler, 1995), traditional bureaucracy is the opposite of a Learning Organisation. The bureaucratic organisation is set on self-perpetuation in its present form and can be effective only in certain circumstances - it may survive for decades. The Learning Organisation is dedicated to transforming itself continuously as the outside environment changes. It transforms naturally just as the bureaucratic organisation naturally acquires stability and develops into inertia and inability to transform itself. The bureaucratic organisation seeks safety by changing very little, whereas the Learning Organisation seeks safety by continually adapting (Pedler, 1995).

2.5.1 The Effect of Traditional School Organisations

According to Donahoe (1995), research done in three Californian schools highlighted the fact that the traditional school organisation minimises collective collegial behaviour on the part of teachers. It maximises two conflicting behaviours, namely it leads to bureaucratic structures - with direction from the top - and yet allows the teacher freedom in her classroom. A teacher on her own can impart fractions, phonics and tables, but the collective effort of team teaching would broaden the subject matter. The successful implementation of our outcomes-based curriculum requires a dynamic, open, self-examining and interactive system. It

challenges us to provide structures that will enable a culture of collaborative planning and effective team-teaching to develop. In order to meet these challenges one needs to develop an understanding of the change process through a study of various models of change.

2.6 Models of Change

Fukuyama (1995) and Cornbleth (1990) present models of change - the former in the context of the industrial labour process and the latter in the educational process. Both these views have a valuable contribution to make in understanding the development of management structures and to an understanding of organisational structures. Cornbleth looks at curriculum development processes and typifies them as a "technocratic approach" which she compares to a "contextualized" approach.

Business literature has been analysing the changes that are occurring in business organisations in order to make them appropriate and effective for changes in society (Gultig et al, 1999).

2.6.1 The Context of Social Organisations

Cornbleth and Fukuyama argue that change needs to be negotiated within the context of a social organisation and its particular socio-political context. Both Cornbleth and Fukuyama stress the importance of holism and trust in any social processes. However, Fukuyama is more explicit on the values associated with social organisations, structures and belief systems that can hinder or encourage effective change, whereas Cornbleth is more concerned with systems, structures and the socio-political dynamics associated with the change process. Central to the thinking of Fukuyama and Cornbleth is the need for the devolution of control to the implementers so that they can deliver the necessary goods.

2.6.2 Technocratic Approach

The technocratic approach, because of its association with technological and bureaucratic themes of modernism, conveys an image of scientific efficiency, effectiveness and progress. Cornbleth argues that this obscures critical questions of

responsibility, value and interest.

Cornbleth makes the point that there is an explicit assumption in the technocratic approach that teachers need external direction. There is also a low trust of teachers' abilities. In presenting her alternative model, Cornbleth stresses personal and collective ownership of the development of knowledge. She refers to her model as the "contextualised" approach.

2.6.3 Contextualised Approach

It views the construction of the curriculum as an integrated process, with a dynamic interaction between the teacher and pupils as they construct and reconstruct knowledge within the broader socio-cultural context. Cornbleth argues that it is necessary to understand the culture of the education system if one wants to go about changing it. Cornbleth emphasises the need for integration between the policy-making process and the implementation process. In South Africa there has been a high degree of emphasis on the production of nationally driven documents with little reference to the implementation of these policies. The assumption of change expounded in these documents is radical and advocates system restructuring; yet the model of change is closer to a technocratic approach.

2.6.4 Fordist Model of Approach

Fukuyama (1995) explores Fordist management of the labour process that is typical of the low trust production factory. He refers to its antecedents in Taylorism or scientific management which were exported worldwide and gained acceptance, until recently, as the most successful way to run business. Fukuyama differentiates levels of trust in social organisations, and links them to variations of this model. In Germany the Fordist model was adapted to incorporate a high degree of worker involvement in decision-making and management structures. In contrast, in France the model was very Taylorian in its practice, with low levels of collective participation in decision-making. Cornbleth (1990) states that this version of the Fordist model influenced the public sector and is still the implicit model in the education system. The technocratic approach, which Cornbleth argues is the prevalent approach in education, decontextualises the education process both conceptually and operationally. Cornbleth argues strongly that general curriculum

development has followed a Fordist model that separates participation in design from that of implementation. The curriculum design is seen as a development task for specialist committees outside the school or committees (as in the Learning Area Committees of Curriculum 2005).

2.6.5 Japanese Model

Fukuyama describes the Japanese model of the labour process as follows:

> **The essence of lean manufacturing is the creation of an extremely taut and fragile manufacturing system that can be disrupted by problems anywhere along the line from supply to final assembly.**
> **(1995, 258)**

The system devolves decision-making authority to assembly line workers to the extent that at any point in time a worker can bring the entire production line to a halt if (s)he sees a problem. The worker's job is not to manipulate a single operation on a complex machine, as in a Fordist factory, but to contribute their judgement to help run the production line as a whole. Workers are involved in the design decision of how best to run the plant through their involvement in production teams or quality circles.

2.6.5.1 High Trust Society

Management has abandoned its desire to compartmentalise the design and control of the production process as a specialised engineering process, instead trusting workers much further down the hierarchy with responsibility for basic production decisions.

There is a high investment in training; workers are expected to be flexible and multi-skilled; product engineers are required to work on the assembly lines; management makes sacrifices to retain workers, and in some factories there is guaranteed lifetime employment. The trust relationship between management and workers is critical to the flow of work. Fukuyama notes that it is exceedingly difficult to implement this high-trust production model in an extremely low-trust industrial setting. As Japan is a culturally homogenous high-trust society, this raises the question of the transferability of this model. Although the productivity levels of this model in other countries varies

considerably, particularly in relation to Japanese levels, the difference in productivity between this model and alternative ones in those settings is so considerable that Fukuyama feels he can argue that culture is less of a factor than management. His view is that it is problem-solving and knowledge creation which is at the core of the high productivity levels produced by these production models. He strongly links personal and collective ownership of knowledge creation with effective implementation.

Fukuyama and Cornbleth are looking at alternative visions of work which will serve goals of human dignity and human possibility.

It is through the work of theorists such as Cornbleth and Fukuyama that alternative organisational structures have been developed and continue to be developed to make them appropriate for the future. Recent published literature has focused on what is frequently referred to as "Learning Organisations". There is no instant recipe for becoming a Learning Organisation, for it is the quest to become that is more important.

2.7 Learning Organisations

Garratt (in Pedler 1995, 19) has identified the following three characteristics of Learning Organisations:

- They encourage people at all levels of the organisation to learn regularly and rigorously from their work;
- They have systems for capturing the learning and applying it;
- They value learning and are able continuously to transform themselves.

Key features of a Learning Organisation are its vision of how it wants to be and a clear formulation and understanding of its mission and purpose. According to Senge (in Gultig, 1999), real learning gets to the heart of what it means to be human. Through learning we extend our capacity to create and to be part of the generative process of life.

2.7.1 Capacity for Change

In his description of the characteristics of a Learning Organisation, Robbins (1996)

focuses on the capacity of a Learning Organisation to adapt and change. Robbins (1996) defines a Learning Organisation as an organisation that has developed the continuous capacity to adapt and change. He affirms that "all organisations learn whether they consciously choose to or not - it is a fundamental requirement for their sustained existence"(Robbins 1996, 734).

Robbins distinguishes between two types of learning, namely single-loop learning and double-loop learning. In the former errors are corrected using past routines and present policies. In the latter errors are corrected by modifying the organisation's objectives, policies and standard routines. According to Robbins (1996), double-loop learning challenges deep-rooted assumptions and norms, thereby creating opportunities for radically different solutions to problems.

2.7.2 Characteristics of a Learning Organisation according to Robbins

He summarises the five basic characteristics of a Learning Organisation as follows:

- There exists a shared vision that everyone agrees on;
- People discard their old ways of thinking and the standard routines they use for solving problems or doing their jobs;
- Members think of all organisational processes, activities, functions, and interactions with the environment as part of a system of interrelationships;
- People openly communicate with each other (across vertical and horizontal boundaries) without fear of criticism or punishment;
- People sublimate their personal self-interest and fragmented departmental interests to work together to achieve the organisation's shared vision.

(Robbins 1996, 735)

These characteristics are similar to the disciplines of a Learning Organisation as expounded by Senge (1994).

2.7.2.1 Remedy for Traditional Organisations

According to Robbins (1996), proponents of the Learning Organisation see it as being able to offer a remedy for the three fundamental problems inherent in traditional organisations: fragmentation, competition and reactiveness. First, fragmentation based on specialisation often separates different functions into independent fiefdoms. Second, an overemphasis on competition often

undermines collaboration. One finds that divisions compete with one another instead of co-operating and sharing knowledge. Reactiveness focuses management attention on problem-solving rather than creation by bringing something new into being. Reactiveness pushes out innovation and continuous improvement and encourages "putting out fires" (Robbins, 1996).

2.7.3 Culture of a Learning Organisation

Robbins (1996) expands to show how the Learning Organisation adopts Total Quality Management's commitment and continuous improvement. According to Robbins the specific culture of a Learning Organisation does the following:

- Values risk taking;
- Values openness;
- Values growth;
- Seeks boundarilessness by breaking down barriers created by hierarchial levels and fragmented departmentation;
- Supports the importance of disagreements, constructive criticism and functional conflict. Brings conflict into the open so that collectively rather than individually greater efficiency is attained;
- Rewards people who take chances.

Senge states that there is a need to master certain basic disciplines that underpin a Learning Organisation. Senge defines "discipline" as a body of theory and technique that must be put into practice, and adds that "to practice a discipline is to be a lifelong learner" (Senge 1994, 11). These disciplines can be understood as "component technologies" that develop separately and enhance each other. Each forms a part in building the organisation.

2.8 The Disciplines of the Learning Organisation.

Senge (1994) stresses the need to see the world as created by related forces if we are to begin building Learning Organisations "where people feel free to expand their creativity and patterns of thinking as they learn how to learn together" (Senge 1994, 12). He refers to the impact of teams who function together in a trusting relationship, who trust one another, who complement each other's strengths and compensate for each other's limitations. This

group usually develops common goals larger than individual goals and produces effective results.

The planning and implementation of Outcomes-Based Education in South Africa in 1998 in Grade I and subsequently this year in Grade 2 brought teachers together as never before in teams in order to plan, prepare and share ideas. Outcomes-Based Education requires teachers to re-learn certain aspects of their teaching methodology. It brings teachers together as "learners". It can be regarded as "transformational learning" because it shifts a person's perception of doing things in only one way (Senge, 1994).

2.8.1 Systems Thinking

Senge draws on the example of the build-up of a storm to show the connection of aspects both in time and space. One can understand the concept only by contemplating the whole and not the individual parts.

A school can be seen as a system bound by "invisible fabrics of interrelated actions" (Senge 1994, 7). It is difficult for people within the organisation to realise the effect they have on one another. Problems sometimes never seem to get solved because we focus on isolated aspects like snapshots and do not see the interrelationships between the elements.

Systems thinking has been developed over the past fifty years, and makes change more effective. Systems thinking enables individuals to perceive themselves and their world in a new way. At the heart of the Learning Organisation is a shift of mind - from seeing ourselves as separate from the world to connecting with the world, from seeing problems as caused by someone or something "out there" to seeing how our own actions create the problems we experience. A Learning Organisation is a place where people are continually discovering how they create their reality and how they can change it (Senge, 1994).

2.8.2 Personal Mastery

Senge (1994) refers to personal mastery as the cornerstone of the learning organisation - the Learning Organisation's spiritual foundation. He makes the point

that the organisation's commitment to and capacity for learning can be no greater than the sum of its members.

2.8.3 Mental Models

According to Senge (1994) in this discipline one needs to turn the mirror inwards and examine our internal understanding of issues. It requires an atmosphere of trust and acceptance to encourage people to share their inner thinking and ideas. Perhaps it could be broadened into a school evaluation. Senge sees planning as learning and institutional planning as institutional learning. The discipline of working with Mental Models starts with turning the mirror inward, learning to reveal our inner perceptions of the world.

2.8.4 Building Shared Unison

A Learning Organisation needs to constantly revisit its vision and mission in order to ensure commitment rather than compliance with the vision.

2.8.5 Team Learning

According to Senge (1994) when teams are learning and producing results, then individual members are developing more rapidly than could have occurred otherwise. Team learning is characterised by "dialogue" that encourages members to suspend assumptions and enter into genuine "thinking together" (Senge 1994, 10). There is a clear distinction between a discussion and a dialogue.

The disciplines put forward by Senge are not the common management disciplines but rather "personal disciplines", i.e. how we think what we want, how we interact and learn with one another. The task of building a Learning Organisation requires enhancing capabilities for innovation and creativity rather than just developing structures.

2.9 Comparison of the Views and Perceptions of a Learning Organisation

Pedler (1995) defines a Learning Organisation as an organisation which facilitates the learning of all its members and continuously transforms itself. According to Pedler the emphasis on self-transformation is important in that an organisation has to acquire the

capability of transforming itself in facing a changing environment. Senge (1994) sees a Learning Organisation as one that is "continually expanding its capacity to create its future". This definition differs slightly from Pedler's definition of a Learning Organisation in that Senge emphasises expanding capacity whereas Pedler stresses continuous self-transformation. Both views present a radical shift in thinking about organisational learning and behaviour.

Practising a discipline can be equated with being a lifelong learner. The disciplines discussed by Senge (1994) are different to the more familiar management disciplines in that they are personal disciplines, relate to how we think, what we truly want, and how we interact with and learn from each other. The practising of personal disciplines will contribute to the personal growth and development of the individual learner within the school organisation.

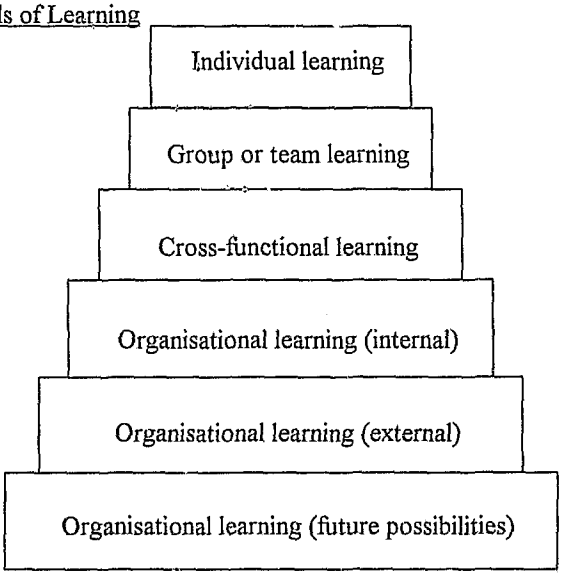
2.10 In What Way Will a Learning Organisation Lead to Better Learning?

Personal growth through these disciplines will contribute to the building of Learning Organisation (Garvin, 1993) and will enhance the teaching and learning in the school organisation.

According to Garvin (1993) Learning Organisations make intentional use of learning processes at individual, group and system level to transform the organisation in ways that are increasingly satisfying to (all) its stakeholders. Surviving and adapting organisations seem to have the ability to capture relevant learning to their own advantage. Previously, organisations could learn intuitively or even unconsciously; but the rate of change is so dramatic that organisations need to learn more systematically and to regard learning of the total organisation as an essential part of the mission (Garvin, 1993).

According to Pearson (in Pedler, 1995) learning manifests itself continually at six different levels (although there is overlap between them):

2.10.1 Levels of Learning



Levels 1 to 5 focus on adaptive learning and transformation within the organisation. But there is also a need for an understanding of the global, national and international perspectives on learning to be developed, not only by the leaders but by all the members of the organisation. According to Pearson (in Pedler, 1995) these levels underpin four ways of thinking about Learning Organisations, namely:

- A mass of effective learners;
- A created environment that fosters learning;
- A micro-Learning Organisation;
- A macro-Learning Organisation.

These four ways constitute a Learning Organisation in that from the individual level to the macro level an active involvement and participation is necessary. There needs to be a balance between the levels of learning in order to produce the most effective combination.

2.10.2 Individual Learning

An organisation which does not place a high value on individual learning may result in having a staff that is passive, fearful and reluctant to change. One immediately thinks of a staff in a school that is stagnating because of a lack of staff development that directly places emphasis on the need for individual development.

2.10.3 Team Learning

Team learning can be regarded as learning collaboratively. The process and outcome of learning as a team brings many benefits. This type of learning aligns closely with Senge's "Team Learning" even though Pedler stresses different aspects in a Learning Organisation (Pedler, 1995).

A Learning Organisation is characterised by a culture of sustained continuous learning and adaptation which manifests itself in values and relationships which are critical (Davidoff and Lazarus, 1997):

Figure: 1 : Links between mission, strategy & outcomes.

(Pedler 1995, 21)

Organisational learning and development may be regarded as the child of the Organisational Development (OD) movement.

2.11 Organisational Development

2.11.1 View of Robbins

Robbins (1999) defines Organisational Development as "a collection of change interventions, built on democratic values, that try to improve organisational effectiveness and employee well-being." It has the following characteristics:

- Values human and organisational growth;
- Collaborative and participative processes;
- Spirit of enquiry;
- Respect for people; and
- Trust and support. (Robbins 1996, 735)

2.11.2 View of Davidoff and Lazarus

Davidoff and Lazarus (1997, 36) defines Organisational Development as a "normative re-educative strategy for managing change, which aims at facilitating development of people and the organisation as a whole". Educational change refers to changes that teachers need to make in their classroom settings, i.e. using new materials, developing new teaching strategies and methodologies and possibly changing old attitudes and mindsets.

These changes need to be placed within the context of the whole school which can either enable or constrain individual teachers to make these changes and develop professionally.

According to Davidoff and Lazarus (1997) we need to build a school environment which is supportive of change and which is constantly and systematically reflecting on its practice and adjusting according to new insights gained through reflection. Organisational Learning and Development can be summarised into professional teacher-development (people change) and organisation development (organisational change).

2.11.3 View of Others

One cannot develop an organisation (school) without developing the people who work in the school - therefore professional development is a necessary part of organisational development. Bennis (in Davidoff and Lazarus 1997, 35) defines it in this way:

> **Organisation Development (OD) is a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structures of organisations so that they can better adapt to new technologies, markets and challenges, and the dizzying rate of change itself.**

An organisation needs to be developing constantly because it is living system. Dalin

and Rust (in Davidoff and Lazarus 1997, 39) describe organisation development in the following way:

> **Organisation Development is a self-correcting, self-renewing process, undertaken by the members of an organisation, although external support usually exists in the form of consultants or self-assessment instruments. The consultant rarely imposes solutions but assists the members of an organisation in identifying for themselves what the strengths and weaknesses of the organisation are and what changes shall occur in the organisation. However, it is the members of the group itself who are ultimately responsible for the way the organisation is to be transformed.**

A central focus in the development of an organisation is the culture of the school.

2.11.4 Organisational Development as a Change of Culture

Organisation Development can be equated with changing the culture of the school through the structures and strategy. Organisation development has become an important strategy for building the capacity of organisations. It has also been referred to as "whole-school development" (Davidoff and Lazarus, 1997). In examining school organisation development we need to focus on the purpose of schools - which is learning and the strategies to facilitate learning. Curriculum development is linked to the organisational development of the school and is affected by the organisational structure of the school.

2.11.5 Strategies in Organisational Development

The types of strategies used in organisation development include:

- Person-centred strategies (interventions);
- Structural change strategies to change structural aspects of the school itself.

Organisational development can be described as a being in a boat with a captain, a rudder and a definite destination. One would still be open to the force of the sea but one would have clear direction. Working on an organisational development process means deciding a specific direction for the school/organisation enabling it to become more focused and purposeful. An understanding of the school as an organisation with its interconnected elements, able to redevelop, is an essential aspect of organisational change (Davidoff and Lazarus, 1997). Evaluation assists in determining the level of effectiveness in any organisation and therefore contributes

towards quality teaching and learning. Davidoff and Lazarus (1997) captures the essence of evaluation very aptly in quoting from T.S. Eliot:

> **What we call the beginning is often the end**
> **And to make an end is to make a beginning**
> **The end is where we start from.**
> **(quoted in Davidoff and Lazarus 1997, 175)**

To implement the recommendations of a process of evaluation an organisation will find itself adopting fundamental changes in the transition period.

2.12 Period of Transition

A transformation period requires long-term strategic planning. Fundamental changes place the school in a period of transition that is characterised by instability and anxiety. Kuhn (1970,85) refers to the process of a paradigm change as "picking up the other end of the stick" as new theory needs to be observed for a long period before it attains credibility. Kuhn (1970) adds that an element of faith is required in an "alternate" way of practising science. Changes in education can be compared to changes in science by posing questions to both science and education that would illustrate a paradigm change:

- Can a particular theory solve the present crises in science?
- Can a particular theory be applied successfully in education?

We need to engage with these very issues and not just resist them, otherwise we will *ipso facto* fail to be a scientist or an educator.

2.13 The Effects of Change within an Organisation

2.13.1 View of Gelner

Gellner (1964) discusses the concept of change under the title "Metamorphosis", and introduces the idea of being-in-transition, namely from beetlehood to manhood. Gellner states that it is the one in transition that needs to find the new path, and he puts forward the view that the "being-in-transition" is a new philosophical position that could provide a more accurate understanding. According to Gellner (1964), real transition is from illusion to controlled doubt, and acknowledges that there will always be remains of the pre-transition period. Fear, anxiety and stress are

characteristics of any change process. Often the relationship between teachers, pupils and parents are permeated with tensions of one sort or another. Frequently competition develops between different teachers and feelings of insecurity develop. Lack of security can result in effective teaching not taking place despite a high level of academic knowledge of content.

2.13.2 View of May

May (1977) distinguishes between fear and anxiety. According to May, fear is said to be definite and easily found within the world of objects, while anxiety is experienced within the person (May, 1977).

Teachers will be experiencing a change of paradigm in teaching with a change of curriculum and the organisational changes that accompany this. The insecurity experienced in this paradigm change is an anxiety rather than a fear because the source of the anxiety does not come from a specific object but develops out of a change of worldview. May (1977) views normal anxiety as an essential part of every day life in that he refers to it as "learning experiences". He feels that normal anxiety should be handled by the person's own inner strength. According to Heidegger, (cited in Bauman 1988) anxiety provides an opportunity for one to take a step back from everyday involvements and reflect on what is happening and see things as if for the first time and states:

> **only when the strangeness of what-is forces itself upon us does it awaken and invite our wonder.**
>
> **(Heidegger in Bauman, 1988, 22)**

2.13.3 Managing Anxiety

If teachers are led into questioning their assumptions about teaching, developing a particular culture in the classroom, being sensitive to the assumptions and cultures of others - i.e. developing a philosophical frame of thinking - then we are moving towards creating "Learning Organisations" better able to face the momentum of change.

According to Bauman (1988) the post-modern mind is a "constructive" mind that uncovers the real truth.

Bauman advocates a spirit of tolerance, dialogue and the legitimacy of others' viewpoints. These values should serve as guiding key words in developing a learning environment.

Toffler (1990) refers to the impact of change as "future shock" and regards accelerated change as the imposition of a new culture on an old order, whereas Bauman (1988) sees the impact more as an intellectual process within an individual and not so much as a society faced with external changes.

2.13.4 Understanding Change

Fullan (1991, 30) puts forward the view that we need to "treat change for what it is - a fact of life". Fullan focuses on how individuals come to grips with the reality in their own lives and in society at large, and not just in education. He makes the distinction between the *subjective* meaning of change and the *objective* meaning of change (Fullan 1991, 30).

An understanding of the dynamics of change enables one to understand the response of people affected by the change. Change is a process and new experiences are always responded to in the context of some "reliable construction of reality" where people must be able to attach personal meaning to the experience regardless of how meaningful it may be to others (Fullan 1991, 121).

2.14 Principles and Ideas of Fullan on Educational Change

The principles and ideas described by Fullan (1991) are profound in relation to our understanding of educational change in two areas, namely the meaning of change and the process of change.

Fullan makes the comment that "rational" solutions to problems of change have backfired because they ignore the culture of the school. He proceeds to caution about two forms of non-change, namely *false clarity* and *painful unclarity* (Fullan 1991, 124). False clarity occurs when people think that they have changed, but this is in fact only superficial; and painful unclarity refers to the implementation of change without support for the development of the subjective meaning of the change.

Initially teachers are often more concerned about how the change will affect them personally, and therefore managing change should be concerned with supporting teachers as they deal with the anxiety and stress that accompanies change. There is a tendency to change as little as possible because change threatens to invalidate their experience, skills and previous learning (Fullan 1991, 124). Fullan sees change as the "transformation of subjective realities" (Fullan 1991, 36).

In preparing for the dynamics of this process one needs to develop an understanding of the nature of educational change and its impact in practice where teaching and learning takes place, namely the classroom.

One needs to remember that change is often a result of particular adaptations and decisions made by teachers as they work through particular policies and programmes, realising that the particular context can influence the outcome.

2.15 Managing Change

How does one launch into a transitional state in the life of a school?

Effective change requires an understanding of both "what" the change should be and "how" it shall be implemented.

In planning a major change, extensive thought needs to go into the effective management of the staff with the implementation of any re-organisation of the school organisation in order to meet new demands (Hargreaves, 1994).

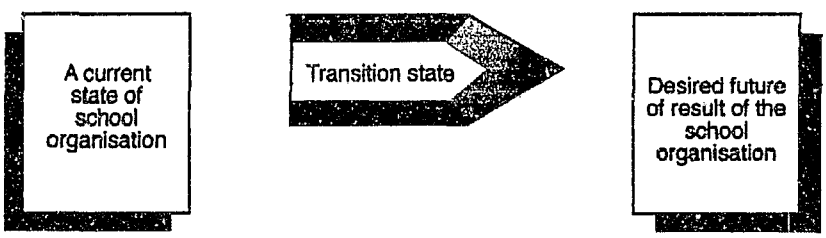


Figure: 2 : Transition State.

2.15.1 Key Strategies in Change Management

A development plan is required within a certain time frame to ensure that strategic steps are carefully followed through and that the staff are involved at each stage of

the planning.

The following key strategies are important in change management:

2.15.1.1 Organisational culture - it comprises guiding beliefs and values that guide the behaviour of learners and teachers daily. For that culture to be effective it will require that the leadership in the school build commonly shared goals and high expectations, ensuring that these are transformed and lived out in the day-to-day work of the school.

2.15.1.2 Strategic planning rather than conventional planning. This type of planning allows for a flexible approach to meet the on-going changes and follow a dynamic approach, adapting plans and reviewing opportunities and alternatives. It also allows for staff and pupil perspectives to be considered.

2.15.1.3 Empowerment of staff ensures that information and resources flow throughout the school, enabling staff to be involved in participative teams that are able to make decisions within their field of work. Fullan (1991) states that teachers will be more committed to those decisions that they have participated in making.

According to Hargreaves (1994, 20) "every change involves a choice: between a path to be taken and others to be passed by." The choices we make will depend on the depth of our understanding, our creativity, the courage of our convictions and our values.

Meaningful educational changes like a new curriculum demand new perspectives and changes in the culture of the school. The school is the place where the demands of society and the expectations of learners come together. The challenge for all is "to learn how to learn." We learn through dialogue with each other. The creative process encourages creative possibilities for individuals and communities (Piele, 1994).

2.16 Towards Democratic and Authoritative Leadership

Leadership and management have become frequently used words in a newly democratic South Africa in which participation and flat structures are promoted. The report *Changing*

Management to Manage Change suggests that all teachers need to be leaders and managers (Report of Task Team, 1996).

Fullan (1993) warns highly "participative" styles of management often ignore the depth of fears of change. It often happens that the lack of direction in many "participative" processes increases fear because people do not know where they are going and therefore cannot begin to make any personal change.

Mbigi (in Gultig, 1999) expresses the view that change towards a more democratic "Learning Organisation" requires leadership and firm decision-making. The crucial difference to him in an authoritarian organisation is not that leadership must cease to operate, rather, the manner in which people lead must change.

2.16.1 Redefinition of Leadership and Management

The challenge of "new" organisations is to redefine the two functions of "leadership" and "management" as democratic functions. Schools require greater participation and decision-making. An understanding of democracy and the necessary skills among our teachers and learners will hopefully enable them to participate. Schools cannot operate without strong management skills at all levels. Mbigi (in Gultig, 1999) makes the claim that teachers' management role is as complex as that of a business manager. He suggests that the work of teachers has always required advanced management skills. These he says are of two kinds:

- People Management: teachers manage their learners, organise their classrooms and participate in decisions at schools.
- Knowledge Management: teachers need to access, select and organise the information they need to teach learners. This will become an increasingly important function for teachers as we move into the information age.

Davidoff and Lazarus (1997) provide a strongly humanistic rather than a technical approach to leadership and management. Some management literature suggests that good leadership and management is attributable to implementing efficient rules and procedures. Other writers express the view that good leadership is ultimately an art, though it is important to have rules and procedures in schools.

The leaders who knows
when to listen, when to act,
and when to withdraw can
work effectively with nearly
anyone ..

(Quoted in Davidoff and Lazarus 1997, 53)

The leadership task required to build a Learning Organisation will [illegible] management of the creative tension that exists between the current reality and the vision.

2.17 The leadership Role in Building Learning Organisations

Senge (in Mabey 1994, 6) sums it up by saying that "Leaders in Learning Organisations are responsible for building organisations where people are continually expanding their capabilities to shape their future—that is, leaders are responsible for learning." Senge explains leadership in a Learning Organisation as starting with the principle of creative tension.

2.17.1 Creative Tension

Creative tension develops between seeing where we want to be, i.e. our vision, and where we are at the moment, i.e. our current reality.

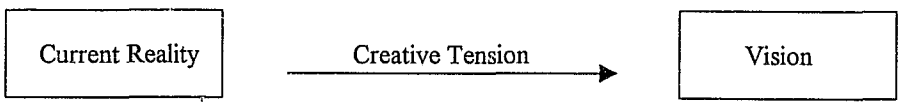


Figure 3: Model depicting Creative Tension

According to Senge (in Mabey, 1994) individuals, groups and organisations can use the energy the tension generates to move reality towards the vision. The principle of creative tension provides an accurate picture of current reality and is just as important as a compelling picture of a desired future together with the current reality (Mabey, 1994).

Senge (in Mabey, 1994) draws a clear distinction in leadership between leading through creative tension and leading from problem-solving. Many organisations only change when

confronted with problems which means that the motivation for change is extrinsic. With creative tension the motivation is intrinsic. This distinction mirrors the distinction between adaptation and generative learning. In a Learning Organisation the leadership role takes on a new meaning and demands new skills and tools.

2.17.2 New Skills and Tools

Senge (in Mabey, 1994) explains the role of the leader as designer: the first task of organisation design concerns designing the governing ideas of purpose, vision and case values by which people will live (Mabey 1994, 8). The second design task, according to Senge, involves the policies, strategies and structures that translate guiding ideas into decisions. Fostering strategic thinking is more important than the right strategy. The third key design responsibility is creating effective learning processes.

Senge (in Mabey, 1994) explains the role of leader as teacher: "The first responsibility of a leader is to define reality" (in Mabey 1994, 9). This role is not about teaching people the "correct" view of reality but rather guiding and facilitating oneself or others to gain an insightful view of current reality.

In a Learning Organisation this teaching role is broadened by focusing on the mental models of people and the influence of the *systems perspective*. Our mental models reflect our assumptions about life and issues. According to the systems perspective leaders guide people to see past the superficial conditions of their reality into the underlying assumptions of problems - and also new possibilities for the future.

2.17.3 Leader as Steward

The attitude of leader as steward is critical to a Learning Organisation. Greenleaf (1977), in his book "Servant Leadership", explains real stewardship as a role of wanting to *serve* first and foremost. This stewardship operates on two levels, namely stewardship for people they lead and stewardship for the larger purpose and vision (Greenleaf, 1977). New leadership roles need new leadership skills. These are skills that need to be distributed widely in an organisation and practised continually. Leaders are expected to help people to see the big picture, but how this is to be achieved is not clear. Leaders need to focus on

underlying trends and forces of change instead of day-to-day events. The development of managerial systems thinking has made a significant contribution to management science today. This field identifies the following key skills for leadership:

- Seeing interrelationships, not things, and processes, not snapshots;
- Moving beyond blame;
- Distinguishing detail complexity from dynamic complexity;
- Focusing on areas of high leverage; and
- Avoiding symptomatic solutions. (Mabey, 1994)

In responding to the need for management development in Education, the South African Minister of Education set up a Task Team in 1996.

2.18 Report of the Task Team on Education Management Development

The Task Team proposed numerous strategic recommendations for a new approach to education management development. It emphasised that schools need to place teaching and learning at the centre of education management rather than at the bottom of a hierarchical and bureaucratic pyramid. The report of the Task Team offers guidelines for achieving the goal of improved quality of learning and teaching. The central thrust of this is the need for capacity building, i.e. developing the ability of institutions and individuals to perform effectively. This capacity building, according to the report, needs to address five key areas:

- strategic direction;
- organisational structures and systems;
- human resources;
- infrastructure and other resources; and
- networking, partnerships and communication.

The new Department of Education radically shifted the direction and vision of the education system after 1994 with a series of policy initiatives and new legislation. These documents, namely, White Papers I and II, Report of the Review Committee on School Organisation, Governance and Funding, and the South African Schools Act (1996), contain clear implications for planning and effective management in the education system and in particular a school-based system of management. The Task Team revealed that there are

three approaches to education management in South Africa.

2.18.1 Approach 1

This approach "focuses on technical administrative functions such as planning, organising, guiding and controlling". This approach dominated the public service during the apartheid years and continues to influence current thinking on education management. It generates an approach which emphasises structure. It is concerned with defining job description, powers, functions and management relationships (Task Team Report p. 11).

2.18.2 Approach 2

This approach "emphasises the management of leadership functions of managers." It is concerned with people development and with the establishment of management systems. Central to this approach is the structure of a management team which could lead and facilitate change. It emphasises the devolution of power, mission building, human resource development and school effectiveness. It requires the development of leadership and technical management skills so as to ensure the implementation of an effective system (Task Team Report p. 12).

2.18.3 Approach 3

This approach is concerned with "governance and with the relationship between policy, decision-making process and implementation." It implies an emphasis on the building of relationships, participation, the management of diversity and development.

The report affirms that if South Africa is to break with its past and implement its vision for the education system (teaching and learning) it will be necessary to draw on all three approaches. Education management development is an on-going process in which people learn and organisations adapt within the context of common values and standards of performance. This approach could be applied in the development and management of any institution (Task Team Report p. 12).

Recent legislation has posed new challenges for people involved in Catholic Education. Many Catholic schools, clergy, parents, religious congregations and teachers have reflected on Catholic Education - in their search for the meaning and mission of Catholic education in a changing world.

2.19 The Response of Catholic Education

The church put forward the theme of striving to be a "Community Serving Humanity" in the Pastoral Plan of the Catholic Church. This is an on-going challenge to all in education. There is also emphasis on ongoing learning throughout life in order to realise one's full humanity. The Catholic Church has been involved in formal education in Southern Africa for almost 150 years. During this time the country has changed in many ways. When there is major change in society, Catholic educators are challenged to think deeply about the meaning of education and to take a new look at the educating mission of the Church.

The creative paradigm (see Chapter 3) offers an understanding of Catholic School Renewal and how it can be approached.

2.19.1 School Renewal within the "Creative Paradigm"

Renewal is frequently described as a "new beginning" and is associated with effectiveness, restoration, recovery, revival and transformation. In its broadest interpretation, renewal resembles a life cycle (Robbins and Barnwell 1994, 15).

> **Like human beings ... all organisations are born, live and die. Also like human beings, some develop faster than others and some do a far better job than others, but the metaphor remains an interesting way to conceptualise the life of the organisation.**
>
> **(Robbins and Barnwell 1994, 15)**

Research into organisational life, has led writers like Handy (1994), to provide various descriptions of the organisational life cycle. These descriptions suggest a natural movement through stages of birth or formation, growth, maturity and decline. While they assume that no organisation can continue forever, they also accept the possibility of assuming viability and achieving on-going growth.

Renewal is linked not only to the "capacity" of people for change but also to the "desires" for change (Hargreaves 1994, 11). Both the direction and strength of renewal will depend upon the presence of a commitment or desire for change. Conditions such as financial and institutional structures strengthen or weaken this commitment.

2.19.2 Development of Social Renewal

Since the 1970s, school renewal has been associated with the educational reform agenda that emphasised the need for greater "efficiency, democracy and equity" (Spry and Sultmann, 1997). A concern for democracy highlights the need for the active participation of members in decision-making. Also a concern for equity focuses on the attainment of a fair and just association with employees. The strength of this reform agenda within the context of Catholic education was such that it confirmed the need for more formal, deliberative and proactive programs in Catholic school renewal. It seemed that if Catholic schools and Catholic education systems were to continue to grow and develop they had to find ways to deal with the challenges and opportunities posed by this reform.

2.19.3 Implementation of Renewal

The implementation of this reform proved problematic for various reasons. Firstly, the principles of efficiency, democracy and equity appear to lead in different and conflicting directions. A democratic style may, for example, work against the achievement of efficient decision-making and just solutions. Secondly, there appears to be a lack of balance within this reform. The efficiency discipline can dominate over issues of participation and social justice. Finally, this reform brought with it the need for teachers to cope with rapid and radical change.

Education within the developed countries, especially Catholic education in Australia, has responded positively to the demands of this school renewal. The achievement of greater efficiency, democracy and equity has become a matter of urgency and the school effectiveness movement has been the most visible method to fulfil the positive elements of the reform (Slee, 1998).

The Christian understanding of renewal can be captured from the perspective of Treston as quoted in Spry and Sultman (1997, 14).

> **All creation is moving through a cycle of life and death and life again. The invitation of Jesus to change and to come to a new intimacy with God, ourselves and others concurs with a general movement for change in all**

living species.

2.19.4 Implication of Renewal

Renewal is about engaging in the "co-creative task of being and becoming" (O'Murchu 1997, 76). This is an opportunity to "bring the everyday experiences of our lives, as well as the extraordinary ones, within a context of larger significance" (Whitehead and Whitehead 1991, 82). Renewal is not a new phenomenon within Catholic schooling. It has been recognised that Catholic schools in South Africa have engaged in processes that are developmental in orientation (Christie and Potterton, 1996). The leadership in Catholic schools (Catholic Institute of Education) has committed itself to renewal, and as a consequence specific projects have been initiated. Despite this commitment to school renewal, it is not always clear what renewal is and how it should be implemented.

This problem of meaning is central to the success of any specific school renewal project. To achieve greater meaning, we need to understand school renewal from both the wider societal context and the circumstances found in more specific renewal areas.

2.19.5 Philosophical Perspective on Renewal

There are a number of philosophical perspectives on Catholic school renewal. Three philosophical traditions - positivist/analytic, humanist/interpretative and critical traditions - have been most influential in respect to the role of Catholic school. A philosophy of Catholic education and a theory of Catholic school renewal must embrace the development of the self in relationship with the world and God. The interpretative and critical traditions do not achieve this (Piele, 1994).

To replace these philosophical positions, a new "creative paradigm" (Piele, 1994) is put forward. This paradigm represents a way forward for those hoping to become involved in Catholic school renewal. This paradigm appears to support the role of the Catholic school, namely, the integration of all the different aspects of human knowledge, in the light of the Gospels and the growth of the Christian virtues of freedom and love (The Sacred Congregation for Catholic Education, 1977).

Briefly, the creative paradigm appears to offer the best answer so far to the questions: *What* is Catholic school renewal? and *How* should we approach its implementation?

In recommending a creative paradigm of Catholic School Renewal, it should be noted that this is a proposition which needs to be tested in the reality of school life. It is only through the application of this understanding to specific renewal projects that one can come to evaluate its worth.

2.20 Conclusion

The creative paradigm can provide a process for the implementation of any renewal plan. Researchers in South Africa have been concerned with a "culture of teaching and learning" (Carrim and Shalem, 1994). However, there appears to be no recorded local study on the influence of the organisational structure of a school on teaching and learning. The literature review has explored the views and perceptions of Learning Organisations as contributing to a focus on individual and team learning. In order to propose any organisational developmental process one needs to operate within the principles of systems thinking as the elements within an organisation are inter-connected.

CHAPTER THREE
CONCEPTUAL AND THEORETICAL FRAMEWORK

3.0 Introduction

The elements and principles of systems thinking (Senge, 1994 and Capra, 1983), together with the Creative Paradigm (Piele, 1994), have contributed to the conceptual and theoretical framework of this study. Practitioners of systems thinking maintain that systems are interconnected and therefore when change is affected in one system all systems will also be affected (Senge, 1994; Capra, 1983).

3.1 Systems theory

This theory views organisations as open systems, which actively interact with their surrounding environments (French and Bell, 1995). External factors have direct and indirect repercussions on the way in which organisations operate. French and Bell (1995) contend that systems within organisations are micro-systems. The internal state of a group is a reflection of the state of the organisation in which it is situated, because of the dynamic relationship between the parts of the whole.

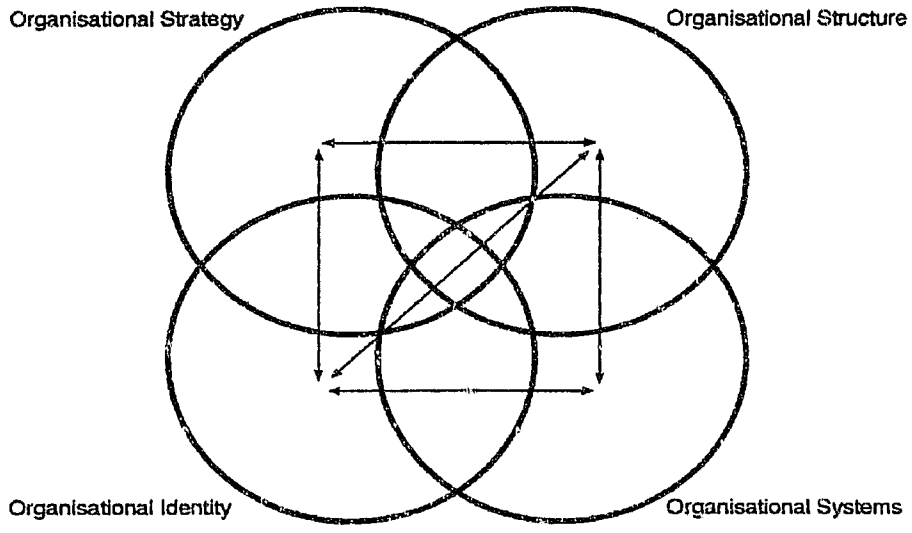


Figure: 4 : Interrelationship of elements of an organisation.

3.2 Schools As Organizations

Schools are a particular kind of organisation and have features which are common to all kinds of organisations. Each of the elements (subsystems) influences the functioning of the system. An understanding of the school as an organisation needs to be developed within a sociological understanding of the school and also within the education system in the broader South African context (Davidoff and Lazarus, 1997). The connections of the systems or elements are not experienced in a linear relationship that is determined by a cause-effect relationship but rather in a dynamic and interconnected web of relationships (Law, 1999). The interconnectedness and interrelationship of the elements indicate the dynamic relationship between the parts of the system. Schools can be viewed as organizations that are also influenced by the global context. The creative paradigm assists in understanding the process of moving towards a proposed model of school organization. In the school organisation, the overall performance of a teacher is influenced by the organisation, exercising either an enabling or constraining role. A teacher's performance in the classroom is influenced by the organisational structure of the school. Organisations are not static and have a life of their own, with their own cycles and phases of development (Davidoff and Lazarus, 1997). The creative paradigm provides a vehicle for understanding the process of development and growth towards future goals.

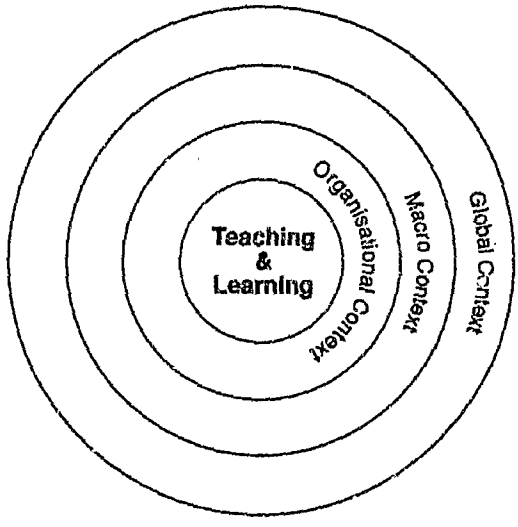


Figure: 5 : Influence of enviroment on teaching & learning.

3.3 The Creative Paradigm

This paradigm (Piele, 1994) contributes to the conceptual framework of the study by attempting to explain the process of moving from current reality to the vision.

The "creative paradigm" was advanced by Colin Piele (1994) to achieve a synthesis of certain paradigms in the field of social work. Three central characteristics are identified within the creative paradigm: implicate wholeness, holographic enfoldment, and creativity.

3.3.1 Implicate Wholeness

Within the creative paradigm, everything is seen to be part of an inseparable undivided whole. While everything appears to be separate at the explicit level, at the implicit level they are inseparable manifestations of the same undivided whole, the holomovement. Even conscious thought is an explicit manifestation of a broader process of implicit thought (unconscious thinking) and more generally of the implicit whole. It assumes that individuals and their environment are in a mutual process of creative formation (Piele, 1994).

3.3.2 Holographic Enfoldment

Within the creative paradigm it is also assumed that everything is holographically enfolded or implicit within every part of reality and that each part is implicit in every other part. The potentials of the past, present and the future are all holographically enfolded in every moment. The consciousness of every human being, for example, enfolds all human consciousness as a whole and therefore provides a basis for language and communication. Knowledge of the whole can be uncovered by holographic insight into the part. Our own thoughts, feelings and behaviours provide a potential and accessible source of insight into the whole. Insights involve achieving a synthesis of one's internal and external experience (Piele, 1994).

3.3.3 Creativity

It is assumed that different manifestations of the creative process have different time frames in the creative process. Sometimes it takes slow time frames to provide the relative stability and continuity of certain forms. At other times we need faster time frames that allow for flexibility and the development of new forms (Piele, 1994).

Knowledge development is an explicit manifestation of the ongoing creative process of thought in which all processes of reality are holographically enfolded. The positivist, interpretivist and critical paradigms are all manifestations of the creative process. This creates the possibility of communication and creative dialogue between the paradigms despite their differences. Creative ideas are seen as tentative propositions about how reality is and how it could be. Theorising, practice and research are all inseparable aspects of the same creative process. Everybody is continually engaged in a constant process of theorising, practice and research, and so everyone is a potential co-theorist, co-practitioner and co-researcher. The creative process involves a synthetic process of establishing a difference, holding a difference and achieving a creative synthesis (Piele, 1994).

3.4 The Creative Process Towards a Synthesis

The creative process tries to reverse fragmentary processes in relation to thoughts, feelings and actions, encouraging greater conceptual, emotional and relationship synthesis. Creative tension develops from seeing where one wants to be, our vision and where we are at the moment, i.e. our current reality. The creative tension can develop into a creative process associated with the achievement of a synthesis. Synthesis is a key factor in creativity and within the creative paradigm, and is defined as:

> **the process that uncovers the whole, a whole underlying the apparent separateness of things. Synthesis brings together two or more different factors, which are perceived as separate, into a single unity. A synthesis may occur in relation to concepts, feelings, practices and material things.**
> **(Piele 1994, 214)**

A creative synthesis cannot be forced, but one can maximise the environment that will enable synthesis and minimise the contextual features that inhibit synthesis. Two factors that are essential for encouraging a process of synthesis are:

- establishing the differences;
- holding the difference.

Synthesis is achieved when common understandings are brought together:

> **capacity to see things in an entirely new way which offers all sorts of new understandings and possibilities for action with others**
> **(Piele 1994, 220)**

The creative process values conflict but only as one form of difference from which a synthetic insight or resolution may emerge (Piele, 1994).

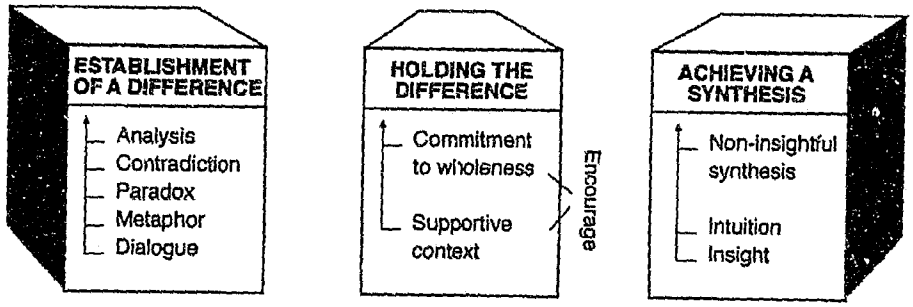


Figure: 6 (a) : The process of synthesis and insight.

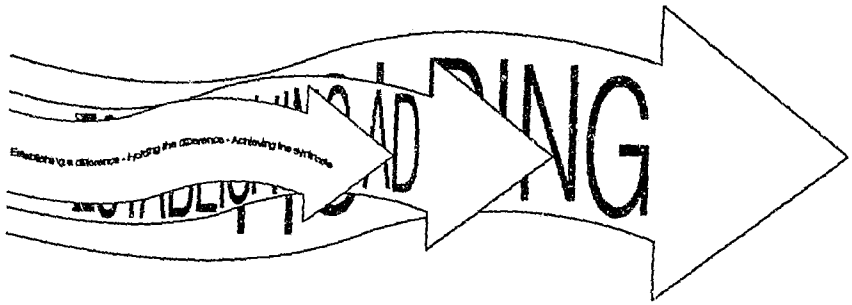


Figure: 6 (b) : The Stream Metaphor.

Leaders can support the possibility of the creative process by nurturing mutual dialogue and other processes that open up and encourage the creative possibilities for individuals and communities as a whole. Creativity is more likely to flourish in environments that are less controlled and hierarchical and more communal with strong mutual relationships between people (Piele, 1994).

3.5 Conclusion

An understanding of the systems theory enables one to appreciate that the performance of a teacher is influenced by the organisation which can play either a supportive or non-supportive role. For example, if the organisational context provides functional support this will influence the performance of the teacher. Each school has its own context, dynamics,

and web of relationships that will shape and be shaped by the creative process. The creative paradigm proposes a process through which a school can work towards improving its organisational structure in striving to become a Learning Organisation. It is through the system of human relationships that any organisation can embark on a developmental process. The perceptions of teachers in any school need to be assessed before any organisational development programme can be developed. The concept of organisational development provides the process for sustaining a focus on teaching.

CHAPTER FOUR

RESEARCH METHOD AND METHODOLOGY

4.0 Focus of Inquiry

This research project aims to contribute towards a model of organisational development for schools as Learning Organisations. It attempts to access the perceptions of teachers of the influence of the organisational structure of the school on teaching. The research is conducted in certain Catholic schools in the Johannesburg area.

4.1 Research Method and Methodology

Kaplan (in Cohen and Manion, 1980) makes the distinction between the terms 'method' and 'methodology'. While 'method' refers to techniques and procedures used in the process of data gathering, the aim of 'methodology' is to describe and analyse these methods. The aim of methodology is to help one to understand in the broadest possible terms, not the products of scientific inquiry but the process itself (Cohen and Manion, 1980). This chapter includes a description and an examination of both the method and the methodology used in this research.

4.2 Research Methods and Methodology

4.2.1 Data Collection Techniques

Every researcher collects data using one or more techniques. The techniques may grouped into two categories: quantitative and qualitative (Neuman, 1997).

4.2.1.1 Quantitative Data uses the following techniques:

- Experiments that use the logic and principles found in the natural sciences. Experiments are most effective for explanatory research. They are often limited to topics for which a researcher can manipulate the situation in which people find themselves (Neuman, 1997).
- Surveys that ask people questions in a written questionnaire (mailed or handed to people) or during an interview. The answers are then recorded. The researcher does not manipulate the situation or condition; people simply answer questions. In surveys the researcher asks questions and the answers are summarised in percentages, tables or graphs. Surveys give the

researcher a picture of what people think or are doing. A survey often uses a sample or a smaller group of selected people but generalises the results to a larger group from which the smaller group was chosen. Survey techniques are often used in descriptive or explanatory research (Neuman, 1997).

- Re-examination of existing statistical research is a means to research previously collected information. The information can be re-organised or combined in new ways to address a research question. Existing statistical research can be used for exploratory, descriptive or explanatory purposes (Neuman, 1997).
- Content Analysis that examines information or content in written or symbolic material. The system might include counting how often certain words or themes occur. The information is analysed as numbers and presented in tables or graphs. Content analysis can also be used for exploratory and explanatory research but is often used in descriptive research (Neuman, 1997). In content analysis a researcher uses objective and systematic counting and recording procedures to produce a quantitative description of the content in a text. Markoff, Shapiro and Weitman (in Neuman, 1997) suggest that "textual coding" might be a better name than content analysis. There are qualitative or interpretive versions of content analysis. Quantitative content analysis researchers sometimes include a qualitative evaluation of the content for exploratory purposes or to give greater validity to the quantitative data (Neuman, 1997). Content analysis enables the researcher to document in objective and quantitative terms whether vague feelings based on unsystematic observations are true. Woodrum (in Neuman, 1997) states the following:

> **Content analysis remains an underutilized research method with great potential for studying beliefs, organisations, attitudes and human relations.**
>
> **(Neuman 1997, 274)**

Content analysis must be considered as a supplement to a subjective study. It can reveal messages in a text that are difficult to see with casual observation.

4 2.1.2 Measurement and Coding

A Coding system is used to record content from a text. The unit of analysis can vary a great deal in content analysis. It can be a word, a phrase, a theme, etc., that can be classified into a category. Coding Systems identify one or more of four characteristics of text content, namely frequency, direction, intensity and space (Neuman 1997, 275)

- Manifest Coding counts the number of times a phrase or word appears in a written text. The possibility that these are multiple meanings of a word limits the validity.
- Latent Coding looks for the underlying and implicit meaning in the content of a text. It tends to be less reliable than manifest coding. However the validity of latent coding can be higher as people communicate meaning in many ways.

4.2.1.3 Qualitative Data uses some of the following techniques:

- Field research, which begins with a loosely formulated idea or topic. The researcher selects a social group or site for the study and conducts observations and interviews which are then recorded and reports written down. Field research is usually used for exploratory and descriptive studies; it is rarely used for explanatory research.
- Historical – Comparative Research examines aspects of social life in a past historical era or across different cultures (Neuman, 1997).

4.2.2 Limitations of quantitative approaches

One of the major problems with quantitative research in education is that important aspects of the educational process can be ignored because it is difficult to measure (De Groot 1997, 41).

De Groot (1997) makes mention of the fact that perceptions and experiences are difficult to measure or quantify. For this reason a qualitative approach can supplement this study. The approach to this study is descriptive and exploratory.

A further reason for using qualitative research methodology to examine perceptions of the influence of the organisational structure is the impossibility of isolating or controlling variables. Goodlad and Hirst (in De Groot, 1997)

express the view that it is impossible to control the variables that might affect the outcomes.

4.2.3 Perspective offered by qualitative research

Maykut and Morehouse (1994) express the view that qualitative research constitutes an alternate paradigm based on a different set of postulates or axioms and is not just a variant of positivist research. It can be argued by anti-positivists that individuals' behaviour can only be understood by the researcher sharing their frame of reference. To understand the perceptions of individuals of the world around them, one has to come from the inside and not from the outside. The purpose of social science is to understand social reality. Sherman and Webb (1988) emphasize the fact that qualitative research is concerned with understanding the subjective world of human experience:

> **Qualitative implies a direct concern with experience as it is 'lived' or 'felt' or 'undergone'. Qualitative research then, has the aim of understanding experience as nearly as possible as its participants feel it or live it.**
>
> **(Sherman and Webb 1988, 7)**

4.2.4 Postulates of qualitative research

The activities associated with qualitative research share the following features:

- There is an interest in meanings, understandings and perceptions, and an encouragement for people to reflect on their own beliefs and attitudes that inform their actions. Interpretative research considers education as a process and school as a lived experience. Interpretive research attempts to understand the meaning of the process or experience (Merriam, 1978).
- There is a focus on understanding people, feelings, their beliefs, concerns and perceptions in natural settings. Qualitative research "implies a direct concern with experience as it is 'lived' or 'felt' or undergone" (Sherman and Webb, 1988).
- There is an emphasis on the process of the research and how the research approaches may be adjusted in relation to emergent findings (Hammersley et al., 1994).

- Maykut and Morehouse (1994) express the view that interpretive descriptive studies provide a deeper understanding from the perspectives of the participants selected for study.
- All the methods associated with qualitative research are characterised by flexibility. Researchers can formulate and reformulate their ideas, and frequently modify concepts as the collection of data proceeds. The focus is usually broad and open-ended and therefore allows for the discovery of important meanings which might re-direct the focus of enquiry.
- Data is not collected to refute hypotheses, rather categories and concepts are developed during the course of data collection. Cohen and Manion (1980) describe this as a process of waiting to be impressed by recurrent themes that reappear in different contexts or as an open-ended subject for themes of interest. In the research the responses of the open-ended questions were grouped into categories / themes.

4.2.5 Analysis of Qualitative Data

The analysis of qualitative data can range from organising a narrative description of the phenomena to constructing categories or themes that cut across the data. According to Merriam (1978), these categories or themes are "concepts indicated by the data (and not the data itself)"... Further he adds that "conceptual categories and properties have a life apart from the evidence that gave rise to them" (Merriam, 1978). He further explains that drawing up categories is largely an intuitive process but is also systematic and informed.

De Groot (1997) adds that the concept of "illumination" is central to the qualitative research endeavour in the sense of "throwing light on" a phenomenon or social process of interest to the research. In this study the process is the influence of the organisational structure of the school on teaching.

4.2.6 Appropriateness of qualitative research to the present study

The research methods offered by the qualitative approach are particularly appropriate for the focus on the perceptions in this study. Maykut and Morehouse point out that one of the key distinctions between quantitative and qualitative research is the way data is collected: words versus numbers.

Simply stated, using the subjects' own words better reflects the postulates of the qualitative paradigm. Qualitative research looks to understanding a situation as it is constructed by its participants... Words are the way most people come to understand their situation – we create our world with words... The task of the qualitative researcher is to find patterns within those words and to present those patterns for others to inspect, while at the same time staying as close as possible to the construction of the world as the participants originally experienced it.

(Maykut and Morehouse 1994, 18)

4.2.7 Possibility for quantitative and qualitative approaches to complement one another

Cohen and Manion (1980) argue that many social scientists have come to abandon the difficult choice between qualitative and quantitative data – but are concerned rather with a combination of both using the most valuable features of each. The possibility that qualitative and quantitative methods may work together and provide a fuller picture than using just one method alone has been postulated by Sieber (in De Groot, 1997).

Although qualitative and quantitative research use specific research techniques, there is an overlap between the type of data and the style of research. Both are used in social research, but each is rooted in a distinct logic or approach to social science. Neuman state that the best research "often combines the features of each" (Neuman 1998, 14)

It is by understanding both styles that they can be used in a complementary way. Charles Ragin (in Neuman, 1997) has explained one way the styles complement each other.

The key features common to all qualitative methods can be seen when they are contrasted with quantitative methods. Most quantitative data techniques are data condensers. They condense data in order to see the big picture... Qualitative methods, by contrast, are best understood as data enhancers. When data are enhanced, it is possible to see key aspects of cases more clearly.

(Neuman 1997, 15)

The logic of qualitative research does not forbid the use of numbers, statistics or quantitative measurement. This type of data can supplement qualitative data. Sprague and Zimmerman (in Neuman, 1997) state:

> **We do not have to reject quantitative methods to approve of qualitative methods. Posing one against the other is presenting a false choice as each has its own way of doing research.**
> **(Neuman 1997, 336)**

Qualitative data gives quantitative researchers rich information about the social processes in specific settings. Qualitative research can be combined with quantitative techniques such as survey research. A critical research may combine survey with field research and create a mutual learning experience and help respondents reflect on their own situations (Neuman, 1997).

4.3 Research Methodology

4.3.1 Exploratory Research

Exploratory research explores a new topic or issue to learn more about it. It attempts to formulate questions that future research can answer. It does not provide definitive answers. It addresses the "what" questions. Everything about the topic is potentially important. The steps are not well defined according to Neuman and the directions of inquiry changes frequently. The researcher has to be openminded and flexible and explore all sources of information.

4.3.2 Survey Method

The survey method is used when the researcher is trying to find out opinions as a primary objective and not hard facts (R bbins, 1996). The survey researcher follows a deductive approach. There are two basic steps in a research project – the research design and the data collection. The researcher develops an instrument i.e. a questionnaire or interview schedule (Neuman, 1997). The survey approach allows one to reach a wider range of people than would otherwise be possible. Surveys can be carried out as interviews, questionnaires and telephone surveys (Robbins, 1996). Surveys are not restricted to types of interviewing or types of questionnaires but may also consist of observations.

4.3.3 Open versus Closed Questions

There has been a long debate about open versus closed questions in survey research. Each form has advantages and disadvantages. The crucial issue is not which form is best but rather under what conditions a form is appropriate. Although closed-ended questions are quicker to complete and process, important beliefs and feelings may be lost because the responses are forced into fixed categories. The disadvantages of a questionnaire can be reduced by using open-ended and closed-ended questions in a questionnaire. Open-ended questions are especially valuable in early or exploratory stages of research. Researchers writing closed questions have to make decisions about the range of responses ensuring that they are achieving a fair range of responses (Neuman, 1997).

4.3.4 Sampling Strategy

Random sampling is of central importance with quantitative research. Random sampling means that any individual in the population of interest has an equal chance of being selected in the study. This allows for a greater degree of generalisation of the results to the larger population (De Groot, 1997).

Qualitative research in contrast sets out to build a sample with the purpose of gaining deep understanding of some phenomenon experienced by a carefully selected group of people. This approach acknowledges the limits of generalisability (De Groot, 1997).

I selected a group of schools in the Johannesburg area that are representative of the type of Catholic schools found in South Africa. There are approximately four hundred Catholic schools in South Africa. Three hundred of the four hundred schools are 'Public Schools on Private Property' (S.A. Schools Act, 1996) The remainder with the majority in Gauteng are either owned and managed by the Bishop's Office or Religious Congregations. I conducted my survey in both types of schools.

4.3.4.1 Sample Size

Maykut and Morehouse (1994) believe that it is not possible to decide beforehand how many people or settings should be included in the study.

Qualitative research necessitates that data is collected and analysed in an ongoing process up to the stage that there is no more relevant information.

4.4 Research Design and Implementation

4.4.1 Construction of the Questionnaire

I chose the questionnaire as a suitable research method to establish the perceptions of educators in Catholic Schools. The survey provided data that could be used to explore the perceptions of educators about the influence of the organisational structure of their school on teaching.

I compiled the questionnaire in consultation with the Catholic Institute of Education. The questions were taken from questionnaires used by Dr. Ross Keane from the Australian Catholic University (New South Wales) in 1995. These questions were piloted in Catholic Schools in Australia and therefore I did not pilot the questionnaire. I used this source for my questionnaire as it was used in Australia to develop a module on 'Instructional Leadership'. The focus of my study looks at the relationship between the organisation of a school and teaching.

The Questionnaire is structured into three sections, namely:

Section A: Consists of questions asking particular information from the person completing the questionnaire with regard to:

- Post or position in the school;
- Length of period in the post;
- Highest Qualification;
- Field of Teaching.

Section B: This section is structured into four categories that are part of the organisational structure of a school, i.e.:

- Developing mission and goals;
- Managing the school education process;
- Promoting the academic learning climate;
- Developing a supportive work environment.

Section C: The General Section has open-ended questions that focus on the perceptions of teachers about the influence of the organisational structure of their school on teaching. The open-ended questions provide qualitative data.

4.4.2 Administration of Questionnaire

I conducted my survey in 14 of the Johannesburg Catholic Schools situated in the Johannesburg area. There are 37 Catholic Schools in the Johannesburg area. Nine of the approached schools are situated in the townships and the remainder are situated in the suburbs of Johannesburg. Amongst the 14 schools there are distinct management and organisational structures in the schools, The Suburban schools are under the authority of Religious Congregations, and the Township schools are managed by a School Administrator reporting to the Bishop responsible for these schools and known as "Diocesan Schools" or "Township Schools".

I contacted the relevant heads of these schools telephonically and asked them if they would participate in the study. A covering letter accompanied the Questionnaires giving the title of the research topic. I explained that the statistical results would be forwarded to the Catholic Institute of Education for their information and further research.

4.4.3 Selection of Key Areas for Detailed Analysis

All the questions in the Questionnaire were analysed in contingency tables as the information generated is required not only for this study but also for the Catholic Institute of Education. Certain questions in Section B have been selected for this research project and only these questions are analysed fully in Chapter 5. The selection has been made based on the questions that are relevant to the fundamental aspects of a Learning Organisation.

For example Questions 1.1, 1.2 and 1.3 are concerned with accessing the framing, communication and management of the mission and goals of a school. (See Literature Review 2.8.4: "A Learning Organisation needs to constantly revisit its vision and mission in order to ensure commitment rather than compliance with the vision.")

4.4.4 Statistical Analysis

The personal data was firstly statistically recorded according to the individual's position, length of teaching in the particular school and qualification. Secondly, data was statistically analysed to establish if there are significant differences in the perception of management versus teachers about the influence of the organisational structure of the school on teaching. Thirdly, the response from teachers in Suburban schools was contrasted with the response from teachers in Township schools.

4.4.4.1 Description of Statistical Analysis Techniques used with the Quantitative Data

A categorical data analysis was completed. Categorical data consists of frequency counts of observations recorded in the response categories. Initially the frequencies were recorded together with their percentages for each question and were calculated independently.

In addition the following tables were performed:

TABLE A – a two-way table analysis reflecting the two types of schools in the survey. The type of school (Suburban or Township) denotes the row variable and the response to the specific question denotes the column variable. The 2 x 3 = 6 possible combinations of outcomes is displayed in a rectangular table. The cells of the table represent the 6 possible outcomes.

TABLE B – a three-way table analysis reflecting the qualifications of the respondents in the survey. The levels of qualifications denotes the row variable and the response to the specific question denotes the column variable. The 3 x 3 = 9 possible combinations of outcomes is displayed also in a rectangular table.

TABLE C – a three-way table analysis reflecting the years of teaching experience of the respondents in the survey. The years of experience denotes the row variable and the response to the specific question denotes the column variable. The 3 x 3 =

9 possible combinations of outcomes is displayed also in a rectangular table.

TABLE D – a two-way table analysis reflecting the two categories of respondents in the survey. The category of respondents denotes the row variable and the responses to the specific question denotes the column variable. The 2 x 3 = 6 possible combinations of outcomes is displayed in a table.

A table of this form in which the cells contain frequency counts of outcomes is called a contingency table.

4.4.4.2 The "Significance" of Relationships in Contingency Tables

The statistical significance of relationships in contingency tables can be assessed. The chi-square test is commonly used to assess the statistical significance of relationships in contingency tables. If the probability reading is 0.05 or less then the chi-square is referred to as statistically significant (Robson 1993, 334). Fisher's Exact Test is a substitute which can be used in circumstances where the expected frequencies are too low for chi-square (Robson 1993, 334). This test was also applied in the tables.

4.4.4.3 Description of Content Analysis

I summarised in my words the responses to each of the open-ended questions. Thereafter I grouped similar responses together and certain common themes emerged from the responses. These responses were coded and recorded. I proceeded to do a quantitative analysis of the responses under each of the themes. Responses that occurred five times or more were recorded under the relevant themes that emerged from the responses. i.e. I used the frequency characteristic of text content together with Latent coding with the data.

These results are supplemented by the quantitative data obtained from the Closed Questions.

Chapter Five presents the relevant data as follows:

(i) **Content analysis according to emerging theme (Open-Ended Questions).**

(ii) **Quantitative analysis in table format (Closed Questions).**

(iii) **Analysis and Interpretation of results according to Themes.**

(iv) **The relationship between the Structure and Culture of the Existing Organisations and the Structure and Culture required to become a Learning Organisation.**

4.5 Recognised Limitations of Research Methods

4.5.1 Validity, reliability and generalisation

Questions of validity and reliability are often raised in relation to qualitative research (cf. Gilmour, 1989). Validity refers to the extent to which the information collected represents an accurate picture of what is being looked at (Maxwell, 1992). Maxwell (1992) outlines five broad categories of validity, namely descriptive validity, interpretive validity, theoretical validity, generalisability and evaluative validity.

Descriptive validity is concerned with the factual accuracy of the account. Descriptive validity, according to Maxwell, can refer to sources of "commission" or "omission". Interpretive validity goes beyond the validity of the description, and is concerned w..h what events, objects and behaviours mean to people involved in them. According to Maxwell (1992) participants may be unaware of their own feelings or views, may recall these inaccurately, and may consciously or unconsciously distort or conceal their views. Accounts of participants' meanings are never a matter of direct access, but are always constructed by the researcher(s) on the basis of participants' accounts and other evidence. Theoretical validity is related to the degree of abstraction from the immediate context being studied. It goes beyond the concrete description, and is concerned with theoretical base of the research throughout the research process (Maxwell, 1992):

What counts as theoretical validity, rather than descriptive or interpretive validity, depends on whether there is consensus within the community concerned with the research about the terms used to characterise the phenomena.

(Maxwell 1992, 292)

Generalisability has to do with the extent to which the research in a particular situation can be applied in other settings. However, unlike much quantitative research, qualitative research is seldom used to make generalisations. Generalisation in qualitative research has more to do with issues such as sampling and generalising within the research sample. This research does not aim to generalise. The qualitative data (open-ended questions) are further verified by the quantitative analysis as they research the same issues.

4.5.2 Limitations of this Study

One limitation was that the sample was not randomly selected. The close proximity of these schools to the Johannesburg area determined their choice. It may have been useful to have done the following:

(i) Used a random sample.

(ii) Ensured the collection of the questionnaire via an appointed teacher instead of via the principal to ensure the confidentiality of the respondents. Even though the respondents replied anonymously the principal was still able to identify the respondents. The data is sensitive information in that it could be seen to be an evaluation of the leadership and organisational structure in the school.

Two of the 14 schools approached did not complete the questionnaire for the following reasons:

- School A indicated that the responses are of a confidential nature and therefore should not be passed on to someone outside the school.
- School B replied that they were experiencing difficult management-staff relationships and that this questionnaire could aggravate the situation.

Another possible limitation relates to condensing all the data collected. The data was condensed into the certain elements of an organisation in order to create a logical development of the issues and theories that emerged.

The findings of this study are discussed in the following chapter.

CHAPTER FIVE

RESULTS AND ANALYSIS OF DATA

5.0 Introduction

In this chapter the perceptions of teachers about the internal working relations in their schools are reflected. The quality of an organisation is often reflected in the working relationships of the people. Human relations are vital in any organisation and are critical in a Learning Organisation. The results of the findings of the Questionnaire will be presented in two parts. The qualitative research examines the data generated by the general section of the Questionnaire. The quantitative research involves an analysis of the results in table form. This will be followed by an analysis and interpretation of the data generated.

5.1 Guiding Framework

The following research questions will be used as a frame for the presentation, analysis and interpretation of the data:

- What are the perceptions of teachers in Catholic Schools about the influence of organisational structures on their teaching?
- What is the relationship between teachers' perceptions of the structures and culture of their organisation and the structure and culture required to become a Learning Organisation?

5.2 Response Rate to Questionnaire

Geographic & School District	Sent	Returned	Accepted	Total % Returned	Total % Accepted
Johannesburg Central	80	37	36	46,25	45,0
Johannesburg East	90	50	45	55,5	50,0
Johannesburg North	90	32	30	35,5	33,3
Johannesburg West	90	56	55	62,2	61,1
Johannesburg South	40	32	31	80,0	77,5
TOTAL	390	207	197	55,89	53,38

All schools returned some questionnaires except for the two schools who declined to participate in the research.

A certain number of questionnaires were rejected because of incomplete information such as:

- Qualifications not given;
- Post in the school not indicated.

5.3 Personal Details of Respondents

The following personal details were obtained:

- Present position in the school, i.e. Principal, Deputy, Head of Department or Teacher.
- Qualifications.
- Number of years in a particular post at a respective school.

5.4 Content Analysis (Closed Questions)

The actual question asked is recorded followed by the reference to the actual questionnaire in brackets.

5.4.1 What management and organisational structures are most helpful to you in terms of supporting your teaching?

(Question 1: General Section in Questionnaire)

This question asks teachers to identify what they would regard as supportive of teaching. This question does not ask whether these structures exist in their school or not. The responses have been categorised into the following themes:

Communication

- Openness to consultation by Principal and Deputy.
- Weekly staff meetings.
- Head of Department meetings.

- Group meetings for particular grades.

Working Together

- Consultation with Head of Department.
- Team Teaching and supportive team co-operation.
- Head of Department structure is helpful.
- Close working relationship with colleagues.

Trust

- Trust in staff on the part of management.
- Relationship of trust between colleagues.

Responsible Freedom

- Encouragement of individuality.
- Freedom to use initiative.
- Creativity of teachers encouraged.
- Freedom to change and experiment with syllabi.

Goals

- Definite goals in the school.

Staff Development

- Workshops and courses conducted outside the school.
- Excellent notification about outside workshops.

Support systems

- Discipline: Discussion on discipline issues plus follow-up and support for disciplinary problems.

5.4.2 **What are the strengths and limitations of the management structure of your school?** (Question 2: General Section in Questionnaire)

The above question asks teachers to identify the strengths and limitations of the management structure in their school. The responses have been grouped under 'Strengths' and 'Limitations'.

STRENGTHS

Communication

- Open door policy of management.
- Excellent communication.
- Regular meetings.
- Good communication in team structure.

Management Structure

- Organised and decisive management.
- Encouragement offered to teachers from management.
- Management acknowledges people who do extra work.
- Dedicated management body.
- Hierarchical structure is supportive.

Working Together

- Teamwork with excellent communication and commitment from members.
- Unity, moral support and sense of responsibility.
- Participative structures (when time allows).
- Flexibility.
- Support for one another when decisions are made.
- Caring atmosphere.
- Interactive structure rather than a hierarchical structure.
- Democratic decision-making.

Responsible Freedom

- Teachers have the freedom to use their own methods and techniques in the classroom.
- No restriction on the syllabus being taught.

Values

- Religion is strongly emphasised.

LIMITATIONS

Communication

- Lack of communication.
- Lack of discussion.
- Lack of feedback on important decisions.

Working Together

- Relevant parties not always consulted.
- Lack of time to discuss important issues and lack of discussion.
- Management load not delegated evenly.
- Difficulty in following up what has been agreed on.
- Teachers do not have clearly defined tasks allocated to them.
- Lack of staff involvement in decision-making.
- Lack of effort in addressing the negativity of certain staff members.
- Lack of support on agreed decisions.

Management Structure

- Lack of transparency in management.
- Job description of management not clearly defined.
- Management unapproachable at times.
- Fragmented leadership.
- Autocratic style of management.
- Middle management lacking.
- Poor skills displayed when handling conflict situations.
- Certain neglect of individual needs by management.
- Lack of decision-making.

Support Structure

- Lack of parental support.

Values

- Mistrust.
- Values are sometimes sacrificed to accommodate parents.

5.4.3 **Has the School Been Successful in terms of its Professional Development Programme?** (Question 4: General Section in Questionnaire)

The responses have been grouped under 'Positive' and 'Negative' categories.

POSITIVE

Communication

- Staff kept informed of outside courses and encouraged to attend and report back.

Working Together

- Organisation for staff to attend workshop has resulted in unity among the staff.
- Sufficient follow-up to workshops in the course of daily routine.

Management Structure

- Staff encouraged to get involved in professional development.

NEGATIVE

Communication

- Time restricts the effective sharing of ideas by staff who have attended courses.
- Need for more frequent discussion between departments.

Management Structure

- No internal programme exists for staff development.
- Lacks staff input and is top down.
- Lack of co-ordinated staff development.
- Staff development programme needs to be reviewed and re-assessed yearly.
- Staff talents in areas other than teaching need to be recognised.

- Staff should be consulted on forward planning.
- Small schools do not provide opportunities for the display of organisational skills.
- Greater staff involvement in management and decision-making.
- Management pyramid needs to be broadened.

Working Together

- Need for greater staff interaction in order to build a positive environment which will encourage free discussion.
- Teachers with leadership qualities are not adequately called up.
- Need for someone to monitor, assess and tackle fragmentation among the staff.
- Class teacher system needs empowerment.

5.4.4 **What are the major areas in the organisation of your school that you feel require improvement or restructuring?**
(Question 5: General Section in Questionnaire)

Communication

- Communication in general.
- Organisational policy documents need to be upgraded and made available to all staff.
- Communication on financial issues between teachers and Board of Governors.

Support Structure

- Support structures need to be re-structured (Media).
- Code of Conduct with consequences outlined.
- Parental involvement in planning certain school activities.
- Independent structure of discipline and promotion of social skills.
- Better teacher-parent involvement.
- Workshops that focus on improving teaching effectiveness.

Management Structure

- Teachers need to be informed beforehand of any changes.

- Conditions of employment should be revised with staff members frequently.
- Too much time allocated to particular activities.
- Lack of feedback on problems.
- Professional development programme needed.
- Job description for staff.
- Less crisis management.
- Stricter supervision of actual teaching practice.
- Need to make up lost academic time.
- Consultation as regards time changes.
- Clarification of roles and authority.
- Structure needs to be adaptable and dynamic.
- Need for middle management.
- Clear objectives should be stated.
- Lack of transparency regarding appointments and promotion.
- More effective HOD structure in order to monitor issues such as assessment, teaching and curriculum development.

Working Together

- Extramural activities should be shared equally among all the staff.
- Greater staff bonding.
- Need for subject heads or co-ordinators to monitor the academic work.
- Too many sub-committees.
- Greater consultancy.
- Monitoring of resources.

Values

- Transparency.

5.4.5 **What possibilities in the organisational structure of the school seem untapped?** (Question 6: General Section in Questionnaire)

- Internal staff development.

- Greater staff bonding.
- Talented staff not afforded the opportunity to become involved in the organisational structure of the school.
- Parental involvement in year planning of the school and the learning of the child.

5.5 Quantitative Analysis: Closed Questions

The responses to the specific closed questions are presented in a table format:

Table A: Illustrates the responses from the staff in the Suburban Catholic Schools and those from the Township Catholic Schools.

Table B: Compares the responses of teachers to the questions according to their qualifications.

Table C: Compares the responses of teachers to the questions according to the number of years the respondent has spent at the particular school.

Table D: Compares the responses made by the management of schools and ordinary teachers to the same question.

KEY:

Symbols: 1 = Not at all
2 = Partially
3 = Completely

5.5.1 Personal Details of Total Sample

	Post	Percentage
Head	1	3.8 (8)
Deputy Head	2	3.8 (8)
Head of Department	3	13.8 (29)
Other	4	78.6 (165)

	Longpost	Percentage
0-3	1	38.5 (82)
4-9	2	27.7 (59)
>10	3	33.8 (72)

	Education	Percentage
Diploma	1	57.2 (107)
Degree	2	20.3 (38)
Hons./B.Ed	3	15 (28)
Masters	4	4.3 (8)
Doctorate	5	3.2 (6)

5.5.2 Developing Mission and Goals of Total Sample

	1	2	3	Total
FRAMING OF GOALS	1.9 (4)	73.6 (153)	24.5 (51)	(208)
COMMUNICATION OF GOALS	3.4 (7)	70.9 (146)	25.7 (53)	(206)
UNITED IN GOALS	6.7 (14)	68.3 (142)	25.0 (52)	(208)

5.5.3 Developing Mission and Goals:

Table A: Type of School

FRAMING OF GOALS				Total
Suburban	2.24 (3)	82.09 (110)	15.67 (21)	(134)
Township	1.35 (1)	58.11 (43)	40.54 (30)	(74)
	(4)	(153)	(51)	(208)
COMMUNICATION OF GOALS				
Suburban	5.19 (7)	74.81 (101)	20.00 (27)	(135)
Township	0	63.38 (45)	36.62 (26)	(71)
	(7)	(146)	(53)	(206)
UNITED IN GOALS				
Suburban	8.96 (12)	75.37 (101)	15.67 (21)	(134)
Township	2.70 (2)	55.41 (41)	41.89 (31)	(74)
	(14)	(142)	(52)	(208)

Table B: Qualifications

FRAMING OF GOALS				Totai
Diploma	2.83 (3)	74.83 (79)	22.64 (24)	(106)
Degree	2.78 (1)	80.56 (29)	16.67 (6)	(36)
Post-Graduate	0	72.5 (29)	27.50 (11)	(40)
	(4)	(137)	(41)	(182)
COMMUNICATION OF GOALS				
Diploma	3.81 (4)	71.43 (75)	24.76 (26)	(105)
Degree	8.11 (3)	70.27 (26)	21.62 (8)	(37)
Post-Graduate	0	71.79 (28)	28.21 (11)	(39)
	(7)	(129)	(45)	(181)
UNITED IN GOALS				
Diploma	8.57 (9)	67.62 (71)	23.81 (25)	(105)
Degree	10.81 (4)	70.27 (26)	18.92 (7)	(37)
Post-Graduate	2.44 (1)	70.73 (29)	26.83 (11)	(41)
	(14)	(126)	(43)	(183)

Table C: Longpost

FRAMING OF GOALS				Total
0 - 3	2.44 (2)	70.73 (58)	26.83 (22)	(82)
4 - 9	3.45 (2)	84.48 (49)	12.07 (7)	(58)
(> 10 years)	0	67.65 (46)	32.35 (22)	(68)
	(4)	(153)	(51)	(208)
COMMUNICATION OF GOAL				
0 - 3	7.32 (6)	67.07 (55)	25.61 (21)	(82)
4 - 9	1.75 (1)	78.95 (45)	19.30 (11)	(57)
(> 10 years)	0	68.66 (46)	31.34 (21)	(67)
	(7)	(146)	(53)	(206)

UNITING AROUND GOALS				
0 - 3	6.10 (5)	65.85 (54)	28.05 (23)	(82)
4 - 9	5.26 (3)	80.70 (46)	14.04 (8)	(57)
(> 10 years)	8.82 (6)	61.76 (42)	29.41 (20)	(68)
	(14)	(142)	(51)	(207)

Table D: Management and Staff

	1	2	3	Total
MANAGEMENT	2.27 (1)	72.73 (32)	25.00 (11)	(44)
TEACHER	1.88 (3)	73.75 (118)	24.38 (39)	(160)
TOTAL	(4)	(150)	(50)	(204)

Developing Mission and Goals

In the comparison between the response from the Suburban and Township schools, there is a significant difference. An average of 16% in the Suburban schools and 41% in the Township schools responded "completely". Nevertheless, the overall response from column 2 and 3 adds up to a high positive percentage response.

In the comparison according to qualifications one finds that the Post-Graduate category has responded more positively than the other two categories (in column 3). The response from the category with degrees is the least positive in all three sub-sections. This is not a significant reading.

The comparison according to Longpost reflects a more positive response from teachers who have been in the school for > 10 years. Teachers in the category (4-9) are the least positive.

5.5.4 **Does the Principal equip everybody with a sense of self-leadership?**
(Question 2.2 on Questionnaire)

Table A: Type of School

	1	2	3	Total
Suburban	2,96 (4)	65,93 (89)	31,11 (42)	(135)
Township	4,29 (3)	48,57 (34)	47,14 (33)	(70)
Total	(7)	(123)	(75)	(205)

There is a significant difference in this comparison. Teachers in Township schools seem to be more positive in their responses. The analysis may be reflecting a greater sense of involvement and staff empowerment in the management structure of the Township schools.

Table B: Qualification

	1	2	3	Total
Diploma	1,92 (2)	61,54 (64)	36,54 (38)	(104)
Degree	5,26 (2)	65,79 (25)	28,95 (11)	(38)
Post-Graduate	5,26 (2)	60,53 (23)	34,21 (13)	(38)
Total	(6)	(112)	(62)	(180)

Diploma and Post-Graduate teachers are more positive in their response. It may indicate that Post-Graduate teachers are in the process of studying further and therefore this gives them added motivation in comparison to teachers with degrees. Also they may be in management positions in the school.

Table C: Longpost

	1	2	3	Total
0 - 3	3,66 (3)	54,88 (45)	41,46 (34)	(82)
4 - 9	3,70 (2)	59,26 (32)	37,04 (20)	(54)
> 10	2,90 (2)	66,67 (46)	30,43 (21)	(69)
Total	(7)	(123)	(75)	(205)

The response from teachers according to the number of years involved in the school reflects an interesting response in that teachers in the category (0-3) years are the most positive in

Column 3 whereas teachers with (>10) years of experience reflect the lowest percentage in category 3.

Table D: Management and Staff

	1	2	3	Total
Management	2,27 (1)	56,82 (25)	40,91 (18)	(44)
Staff	3,80 (6)	61,39 (97)	34,81 (55)	(158)
Total	(7)	(122)	(73)	(202)

There is not a significant difference in the response between Management and Teachers. I think that it could be that the management of the school perceive that they are encouraging a sense of self-leadership to a greater degree than may be in reality.

5.5.5 **Do you get opportunities to talk to colleagues about aspects of your teaching?** (Question 3.7 on Questionnaire)

Table A: Type of School

	1	2	3	Total
Suburban	4,41 (6)	63,24 (86)	32,35 (44)	(136)
Township	1,37 (1)	39,73 (29)	58,90 (43)	(73)
Total	(7)	(115)	(87)	(209)

The difference between the response of teachers in the different type of schools is significant to this question.

The high percentage response from teachers in Township schools could indicate that a higher level of collegiality exists between teachers in Township schools. It may indicate that there are greater opportunities for academic discussions in these schools than in the Suburban schools.

Table B: Qualification

	1	2	3	Total
Diploma	0,96 (1)	50,96 (53)	48,08 (50)	(104)
Degree	7,89 (3)	55,26 (21)	36,84 (14)	(38)
Post-Graduate	4,76 (2)	64,29 (27)	30,95 (13)	(42)
Total	(6)	(101)	(77)	(184)

The perception of teachers with diplomas is more positive than post-graduate teachers. Primary school teachers usually form the majority of the teachers with diplomas only, and perhaps it indicates that there is a higher level of collegiality in this section of the schools.

Table C: Longpost

	1	2	3	Total
0 - 3	7,41 (6)	53,09 (43)	39,51 (32)	(81)
4 - 9	1,72 (1)	67,24 (39)	31,03 (18)	(58)
> 10	0,00	47,83 (33)	52,17 (36)	(69)
Total	(7)	(115)	(86)	(208)

There is a significant difference in the response from the different categories of teachers. The high percentage response from teachers in the category > 10 years may indicate that this group hold senior academic positions and therefore engage in academic discussion. Teachers in the category (0-3) are more positive in their response in comparison to teachers in the category (4-9) group.

Table D: Management and Teachers

	1	2	3	Total
Management	8,89 (4)	55,56 (25)	35,56 (16)	(45)
Teachers	1,88 (3)	54,38 (87)	43,75 (70)	(160)
Total	(7)	(112)	(86)	(205)

There is a similar response from management and teachers to this question in that 55% of managers and 54% of teachers responded "partially"; teachers reflected a more positive response in column 3. However, there is a marked difference in the response in column 1. Due to management responsibilities, fewer opportunities would be possibly available for academic discussion.

5.5.6 **Do you get adequate help and support from departmental colleagues?**
(Question 3.8 on Questionnaire)

Table A: Type of School.

	1	2	3	Total
Suburban	5,26 (7)	51,88 (69)	42,86 (57)	(133)
Township	5,56 (4)	58,33 (41)	36,11 (26)	(72)
Total	(11)	(111)	(83)	(205)

There is no significant difference in the response from teachers in Township and Suburban schools. It appears that teachers in Suburban schools are slightly more positive in their response. There seems to be a higher level of collegiality in Township schools so it seems that perhaps teachers in Township schools socialise with each other more than perhaps offer help and support.

Table B: Qualification

	1	2	3	Total
Diploma	5,77 (6)	50,00 (52)	44,23 (46)	(104)
Degree	5,56 (2)	47,22 (17)	47,22 (17)	(36)
Post-Graduate	5,00 (2)	62,50 (25)	32,50 (13)	(40)
Total	(10)	(94)	(76)	(180)

The response from Post-Graduate teachers in Column 3 is lower than the response from teachers with diplomas and degrees. Staff at this level are usually involved in giving help and support rather than receiving it.

Table C: Longpost

	1	2	3	Total
0 - 3	7,89	47,37	44,74	(76)
4 - 9	5,17	58,62	36,21	(58)
> 10	2,86	58,57	38,57	(70)
Total				(204)

There was no significant difference in the response from the different categories of teaching years. There is a slightly higher response from teachers in the 0 to3 year category, which indicates younger and less experienced teachers who would welcome more help and support.

Table D: Management and Teachers

	1	2	3	Total
Management	4,76 (2)	54,76 (23)	40,48 (17)	(42)
Teachers	5,66 (9)	52,83 (84)	41,51 (66)	(159)
Total	(11)	(107)	(83)	(201)

This question also reflected a similar response from management and teachers, namely 55% of management and 53% of teachers to a fair extent and 40-41% completely.

5.5.7 **I feel able to deal with new developments and new challenges.**
(Question 3.10 on Questionnaire)

Table A: Type of School

	1	2	3	Total
Suburban	0	50,36 (69)	49,64 (68)	(137)
Township	0	49,32 (36)	50,68 (37)	(73)
Total		(105)	(105)	(210)

This question reflected an almost identical response from the teachers in Township

and Suburban schools.

The response according to qualifications shows a remarkable similarity between qualifications. Also there is a positive response in columns 2 and 3 which indicates that teachers are feeling empowered and encouraged to take on new challenges.

Table B: Qualification

	1	2	3	Total
Diploma	0	51,89 (55)	48,11 (51)	(106)
Degree	0	47,37 (18)	52,63 (20)	(38)
Post-Graduate	0	47,62 (20)	52,30 (22)	(42)
Total		(93)	(93)	(186)

There is an almost identical response from teachers in the category <Degree> and <Post-Graduate> in columns 2 and 3. These two categories of teachers are reflecting a slightly more positive response in column three.

Table C: Longpost

	1	2	3	Total
0 - 3 years	0	43,21 (35)	56,79 (46)	(81)
4 - 9 years	0	62,71 (37)	37,29 (22)	(59)
> 10	0	47,83 (33)	52,17 (36)	(69)
Total		(105)	(104)	(209)

The category (0-3) and (> 10 years) are similar in their response in column two and three, whereas the category (4-9) is less positive in column three.

Table D: Management and Teachers

	1	2	3	Total
Management	0	47,73 (21)	52,27 (23)	(44)
Teache:	0	50,00 (81)	50,00 (81)	(162)
Total		(102)	(104)	(206)

There is a similar response from both the management and teacher structure to this question. This possibly reflects a contented staff who feel trusted to use their initiative.

5.5.8 **I would welcome the opportunity to discuss my role in the school with senior management.**

(Question 3.12 on Questionnaire)

Table A: Type of School

	1	2	3	Total
Suburban	13,71 (17)	54,03 (67)	32,26 (40)	(124)
Township	8,11 (6)	33,78 (25)	58,11 (43)	(74)
Total	(23)	(92)	(83)	(198)

There is a significant difference between the type of schools to this question.

The high percentage of teachers in the Township schools that responded with 58% in column 3 indicates the teachers perceive that management in the school needs to acknowledge their contribution, or at least allow them to become involved and make a contribution. It may also just indicate that they need clarity on issues.

Table B: Qualification

	1	2	3	Total
Diploma	10,68 (11)	46,60 (48)	42,72 (44)	(103)
Degree	16,67 (6)	44,44 (16)	38,89 (14)	(36)
Post-Graduate	11,76 (4)	50,00 (17)	38,24 (13)	(34)
Total	(21)	(81)	(71)	(173)

There is not a significant difference in the response from teachers according to qualifications.

Table C: Longpost

	1	2	3	Total
0 - 3	16,0 (12)	42,67 (32)	41,33 (31)	(75)
4 - 9	9,09 (5)	56,36 (31)	34,55 (19)	(55)
> 10	8,96 (6)	43,28 (29)	47,76 (32)	(67)
Total	(23)	(92)	(82)	(197)

There is also a similar response according to years of experience in the school although the category (> 10 years) indicates a higher response. It indicates that some staff in this category feel that they have not been given the opportunity to make a contribution to the life of the school.

Table D: Management and Staff

	1	2	3	Total
Management	15,0 (6)	47,50 (19)	37,50 (15)	(40)
Teachers	10,39 (16)	47,40 (73)	42,21 (65)	(154)
Total	(22)	(92)	(80)	(194)

Both management and teachers replied with 47% partially and 38% of management and 42% of teachers responded completely.

5.5.9 **I am encouraged to develop my own teaching and learning material.**

(Question 3.13 on Questionnaire)

Table A: Type of school

	1	2	3	Total
Suburban	0,7 (1)	34,33 (46)	64,93 (87)	(134)
Township	1,37 (1)	27,40 (20)	71,23 (52)	(73)
Total	(2)	(66)	(139)	(207)

There is not a significant difference in the response from teachers in Township and Suburban schools, although there is a higher response from teachers in the Township schools.

Table B: Qualifications

	1	2	3	Total
Diploma	0,96 (1)	29,81 (31)	69,23 (72)	(104)
Degree	0	45,95 (17)	54,05 (20)	(37)
Post-Graduate	0	24,39 (10)	75,61 (31)	(41)
Total	(1)	(58)	(123)	(182)

In comparison between qualifications there is a higher response from degreed teachers in column 2 and a response of over 75% from Post-Graduate teachers in column 3 and Diploma teachers.

Table C: Longpost

	1	2	3	Total
0 - 3	1,23 (1)	23,46 (19)	75,31 (61)	(81)
4 - 9	1,72 (1)	48,28 (28)	50,00 (29)	(58)
> 10	0	28,36 (19)	71,64 (48)	(67)
Total	(2)	(66)	(138)	(206)

Teachers who are involved for periods longer than 10 years seem to develop their teaching and learning capacity. It suggests that there is an academic culture that is constantly striving to improve the standard of teaching and learning. It would be accepted that teachers in the category (0-3) are new to the profession or school and therefore are also keen to develop their teaching skills.

Teachers in the category (0-3) and (> 10) responded more positively than teachers in the category (4-9).

Table D: Management and Staff

Management	2,33 (1)	30,23 (13)	67,44 (29)	(43)
Teacher	0,63 (1)	32,50 (52)	66,88 (107)	(160)
Total	(2)	(65)	(136)	(203)

There is a similar perception from the management and teacher category reflected in this response. It clearly indicates that there is a positive climate conducive to developing teaching and learning skills.

5.5.10 **I would welcome more workshops dealing with staff development issues.**
(Question 3.4 on Questionnaire)

Table A: Type of School

	1	2	3	Total
Suburban	9,23 (12)	59,23 (77)	31,54 (41)	(130)
Township	1,37 (1)	16,44 (12)	82,19 (60)	(73)
Total	(13)	(89)	(101)	(203)

There was a significant difference in the response from the teachers in the Township and Suburban schools.

The high percentage response (column 3) from the teachers in the Township schools may indicate a perception of inadequacy and a willingness for additional professional development. It could also be that the schools in general do not provide relevant workshops or do not provide workshops at all.

Table B: Qualifications

	1	2	3	Total
Diploma	7,92 (8)	34,65 (35)	57,43 (58)	(101)
Degree	5,26 (2)	71,05 (27)	23,68 (9)	(38)
Post-Graduate	7,50 (3)	57,50 (23)	35,00 (14)	(40)
Total	(13)	(85)	(81)	(179)

There was also a significant difference in the response from the teachers according to their qualifications.

Teachers who have only a diploma seem to feel the need for on-going development through workshops.

Table C: Longpost

	1	2	3	Total
0 - 3	1,28 (1)	46,15 (36)	52,56 (41)	(78)
4 - 9	12,73 (7)	54,55 (30)	32,73 (18)	(55)
> 10	7,25 (5)	33,30 (23)	59,42 (41)	(69)
Total	(13)	(89)	(100)	(202)

This response indicates that teachers who have less experience would be motivated for additional training and also teachers >10 years who possibly feel the need for renewed development.

Table D: Management and Staff

	1	2	3	Total
Management	2,27 (1)	61,36 (27)	36,36 (16)	(44)
Teacher	7,74 (12)	39,35 (61)	52,90 (82)	(155)
Total	(13)	(88)	(98)	(199)

The response to this question indicates a significant difference between the response of management and that of teachers. 61% of management replied partially and 36% replied completely. Teachers replied 37% to a fair extent and 53% completely.

In the general section, the teachers indicated the desire/need for additional staff development workshops. Although most indicated that there was excellent communication and notification of academic and curriculum workshops in the open-ended responses, it seems they would welcome personal development workshops within their own school.

5.5.11 **Are staff members involved in their own learning?**

(Question 4.8 on Questionnaire)

Table A: Types of school

	1	2	3	Total
Suburban	0,76 (1)	73,28 (96)	25,95 (34)	(131)
Township	2,78 (2)	37,50 (27)	59,72 (43)	(72)
Total	(3)	(123)	(77)	(203)

There is a significant difference in the response from the two types of schools.

It is difficult to explain this response as it may be that teachers in the Suburban schools do not discuss openly courses that they are studying at the moment. It may reflect perceptions from the imbalances of the past that teachers in our Township schools feel that they have received an inferior education and teacher training and therefore are constantly striving to improve their qualifications.

Table B: Qualifications

	1	2	3	Total
Diploma	1,96 (2)	56,86 (58)	41,18 (42)	(102)
Degree	0	77,14 (27)	22,86 (8)	(35)
Post-Graduate	0	66,67 (28)	33,33 (14)	(42)
Total	(2)	(113)	(64)	(179)

The comparison according to qualifications is not significant except the response from teachers with diplomas who reflected a higher percentage response (in column 3) which is possible for teachers wanting to improve their grades.

Table C: Longpost

	1	2	3	Total
0 - 3	1,30 (1)	64,94 (50)	33,77 (26)	(77)
4 - 9	1,72 (1)	72,41 (42)	25,86 (15)	(58)
> 10	1,49 (1)	46,27 (31)	52,24 (35)	(67)
Total	(3)	(123)	(76)	(202)

The response to this question corresponds with 3.10 and 3.13 in that teachers employed between (0-3 years) and (> 10 years) are more positive than the category (4-9). There is a significant difference in the response from the three categories.

Table D: Management and Staff

	1	2	3	Total
Management	2,33 (1)	67,44 (29)	30,23 (13)	(43)
Teacher	0,64 (1)	58,33 (91)	41,03 (64)	(156)
Total	(2)	(120)	(77)	(199)

The perception of management to this question reflects a lower percentage than the teacher category.

5.5.12 **I am consulted within my department in projecting future resources that may be needed.**

(Question 4.15 on Questionnare)

Table A: Types of school

	1	2	3	Total
Suburban	3,88 (5)	65,89 (85)	30,23 (39)	(129)
Township	13,04 (9)	53,62 (37)	33,33 (23)	(69)
Total	(14)	(122)	(62)	(198)

The response to this question shows a high percentage difference in column 1 with 13,04%

of the staff in Township schools responding that they are never consulted.
This response by the Township teachers could reflect their micro-management structure within the school or the macro-management structure that is administered by the Diocesan office.

Table B: Qualifications

	1	2	3	Total
Diploma	5,88 (6)	60,78 (62)	33,33 (34)	(102)
Degree	6,06 (2)	63,64 (21)	30,30 (10)	(33)
Post-Graduate	2,56 (1)	71,79 (28)	25,64 (10)	(39)
Total	(9)	(111)	(54)	(174)

There is a balanced response to this question according to qualification. It is interesting that teachers with diplomas are more positive in their response. It may indicate that in the primary section of schools there is a greater level of consultation on future planning and resources.

Table C: Longpost

	1	2	3	Total
0 - 3	6,76 (5)	62,16 (46)	31,08 (23)	(74)
4 - 9	8,62 (5)	70,69 (41)	20,69 (12)	(58)
> 10	6,15 (4)	52,31 (34)	41,54 (27)	(65)
Total	(14)	(121)	(62)	(197)

In the comparison between years of teaching one finds a higher percentage response from teachers in category (0-3) and (>10).
It could be explained as follows:
(0 - 3) Teachers who have just entered the profession are usually more enthusiastic and positive towards their teaching.
(4 - 9) Teachers in this category are usually more involved in family commitments and therefore have other responsibilities. Also it could indicate a level of frustration in the

school.

Table D: Management and Staff

	1	2	3	Total
Management	2,56 (1)	66,67 (26)	30,77 (12)	(39)
Teacher	7,74 (12)	60,00 (93)	32,26 (50)	(155)
Total	(13)	(119)	(62)	(194)

There is a similar response from teachers and management to this question. This possibly indicates a more likely reflection of the status quo.

5.6 Analysis and Interpretation of Results

The results will be analysed and discussed according to the emerging themes. The relationship between the structure and culture of the existing organisations and the structure and culture required to become a Learning Organisation will also be discussed.

5.6.1 Communication and Participative Structures

The teachers appreciate an open-door policy where they feel that they are able to discuss issues. This acceptance creates a feeling of worthiness. However, it is interesting to see that the perceptions of teachers in the Township schools reflects a greater need (58% responded "completely") for communication between themselves and management. It could indicate that they need to clarify issues or it could indicate that they are not being given the opportunity to become involved or perhaps consulted on what contribution they would like to make.

The following responses indicate their perception on the issues:

- Staff talents in areas other than teaching need to be recognised.
- Lack of staff input on issues.

Discussion between teachers and between teachers and management needs to be placed on a level that enables deep "listening" to take place.

There needs to be a feeling of "we are in this together" (Davidoff and Lazarus, 1997). The principal has the responsibility to inform the teachers about the organisational functioning of the school - this would enhance the professional status of the teachers and contribute to greater job satisfaction. Teachers would develop a greater sense of responsibility for the school. There is also a need for more frequent discussion between departments. A systems approach to school organisation requires that elements and sections within the school realise that they influence each other, and therefore there is a need for communication between the departments. Effective communication enables people to become involved, and this results in greater commitment. A committed staff member will also be a committed teacher in the classroom.

5.6.2 Working Together

There seems to be a climate of supportive staff co-operation in the schools, together with a good working relationship. The teachers appreciate the structure of Heads of

Departments (where these exist). Teachers appreciate structures, but flatter structures may be more conducive to staff involvement and participation. Participation results in responsibility being shared and therefore staff feel committed, i.e. they have a feeling of belonging (Gultig et al, 1999). This interdependent relationship contributes to effective teaching. It appears that the formal working relationship is focused around specific goals. The teachers feel that they are encouraged to use their individuality in the teaching environment. This creates a sentiment or acknowledgement and trust which empowers teachers to develop their potential.

5.6.2.1 Collegiality

Teachers do not always get the opportunity to know each other well, but nevertheless feel secure enough to develop their potential and extend themselves. A spirit of collegiality is anchored in a relationship of trust. Collegiality influences the quality of teaching as one is inclined to give more of oneself in this environment. A relationship of trust creates an environment that allows teachers to feel that they will be supported if they make a mistake. Confidence to take risks is an important characteristic of a Learning Organisation (Robbins, 1996). If a teacher starts to doubt the sincerity and integrity of management or the other staff then this could lead to emotional withdrawal which could affect his/her teaching.

The data indicated that the perception of teachers in the Township schools was that they received opportunities to talk to colleagues about aspects of their teaching to a greater degree than teachers in the Suburban schools did.

To the question asking about the degree of help, the teachers in the Suburban schools indicated that they experienced a greater level of help and support between themselves compared to the teachers in the Township.

Although there are indications that there is a good working relationship, there is little indication of collective learning going on in most schools.

5.6.2.2 Team Learning

The teachers indicated that they are well-informed of outside workshops, but the kind of development needed to support a Learning Organisation is different. Senge (1994) talks about enhancing the collective capacity of people to create and pursue their own abilities and those of one another.

According to O'Neil (1995) teachers learn from different situations. Learning can occur when one goes to an appropriate conference, but according to O'Neil (1995) learning is always an on-the-job phenomenon and occurs in a context where action is taken.

What is the difference between an individual teacher learning and the notion of a team or an organisation learning?

O'Neil (1995) compares this situation to the difference between a bunch of individuals who are good basketball players and an outstanding basketball team or a musical ensemble that has merry musicians, but sounds pretty mediocre. According to O'Neil (1995) there is always a huge difference between individual capability and collective capability and individual learning and collective learning.

5.6.3 Responsible Freedom

The teachers in both the Suburban and Township schools indicated clearly that they felt entrusted to use their creative individuality and initiative. It appears to be not only a personal trust but also professional trust in their role as a teacher. The following statements clearly reflect this trust and responsible freedom:

- Freedom to use initiative.
- Freedom to experiment with syllabus.

According to Cornbleth (1990) models that convey an image of scientific efficiency, effectiveness and progress obscure and hinder responsibility, value and interest. In her model Cornbleth (1990) stresses personal and collective ownership of the development of knowledge. Cornbleth (1990) views the construction of the curriculum as an integrated process with a dynamic interaction of teacher and pupils as they construct and reconstruct knowledge within their broader socio-cultural context. According to Fullan (1993) a Learning Organisation works closely in partnership with its environment, and therefore is learning from the broader context.

In striving to become Learning Organisations, the school needs to build on this essence of "responsible freedom" by encouraging risk-taking, openness and growth.

5.6.4 Trust

From the discussion on communication, responsible freedom and the working-together

relationships, the interpersonal relations in the schools indicate a level of trust.

The value of a relationship of trust was also ranked fairly highly in the open-ended questions. Trust improves an individual's teaching performance as it allows them to use their creativity. Trust reflects the qualities of honesty, reliability, transparency and integrity. These qualities form the key elements in which the notion of trust can be embodied. Trust is essential in the building of personal relationships and in the building of goals together. The existence of trust creates a safe environment where everyone feels that they can ask for assistance or even admit making a mistake. Trust encourages the taking of new challenges. The positive response to the question: "I feel able to deal with new developments and new challenges" clearly reflects a relationship of trust within the Catholic schools. It is in a culture of trust that members would be prepared to give more energy and contribute to the success of the school.

A recent study (Law, 1999) showed that the meta-skill of trust is perceived by team members to be the most crucial skill of a leader in improving a team's performance. The existence of trust influences whether a team will be high performing or low performing.

5.6.4.1 Inter-relatedness of Trust

The power of trust affects and operates on all spheres of life, whether it is at a global, organisational, team or individual level (Law, 1999).

Law (1999) develops a model to show the dimensions within a relationship of trust.

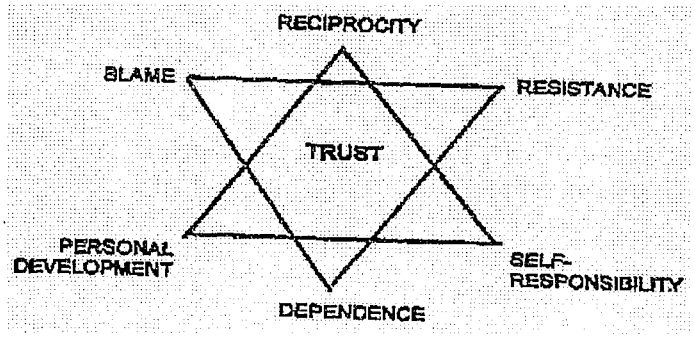


Figure 7: illustrating the Interconnected Relationship of Skills (Law, 1999: 56)

The triangle shows reciprocity, personal development and self-responsibility as the

core inter-related relationships in a trust relationship to improve the performance of a team. Building relationships enables the members to develop their full potential and to invite members to extend their limits. The establishment of trust enables personal development to occur.

5.6.4.2 Reciprocal Relationship of Trust

According to this study (Law, 1999) the attainment of competence (through a reciprocal relationship of trust) will provide the conditions for the person to rely less on the leader as the member becomes self-sufficient and personally responsible. Trust provides the opportunity for members to solve their problems in pro-active ways rather than resisting change. It encourages one to make every effort to succeed even if one does not feel completely satisfied in oneself.

Fukuyama (1995, 226) explains how trust occurs in reciprocity.

> **If a person X does a service for person Y, that person Y will then feel grateful and seek to reciprocate in some manner. But groups enter into a downward spiral of distrust when trust is repaid with what is perceived as betrayal or exploitation.**

A relationship of trust will influence the level of commitment and performance (Law, 1999). The greater the level of trust, the greater the level of willingness to do more than is expected of one. The existence of trust in a reciprocal relationship creates a conducive environment in which one can develop a sense of self-responsibility (Fukuyama, 1995).

5.7 The Relationship Between the Structure and Culture of the Existing Organisations and the Structure and Culture Required to Become a Learning Organisation.

5.7.1 Mission and Purpose

Key features of a Learning Organisation are its vision of how it wants to be and a clear formulation and understanding of its mission and purpose. Senge (1994) confirms the need for an organisation to constantly revisit its vision and mission to ensure that there is

commitment and the mission. The questionnaire did not evaluate the content of the mission statement of the schools but only the framing and communication of the mission and goals. Schools need to constantly re-visit their mission statement and evaluate what aspects are being realised and what aspects are being impeded and why. In striving to become a Learning Organisation the mission of the school would need to include the cultural elements of a Learning Organisation. The response from teachers in the Township schools was more positive than from the teachers in the Suburban schools.

5.7.2 Individual and Team Learning

Schools are concerned about pupils' learning, but systemic attention must be given to how to find ways to encourage teachers to reflect on what they are doing and learn more about what it takes to work as teachers – it requires a fundamental change of culture. The data from the quantitative and qualitative responses indicated that there was a spirit of collegiality and support for each other. There seemed to be a lack of consultation and in-depth discussion of issues.

The working together of teachers closely does not ensure that individual or team learning will occur nor does attendance at workshops ensure that the kind of learning required to become a Learning Organisation takes place.

The traditional approach with workshops is to help teachers to develop skills to teach better. Learning in a Learning Organisation is about enhancing the collective capacity of people to create and pursue their vision (Senge, 1994). It is learning that means acquiring new knowledge, skills or attitudes. Team learning would require learning across hierarchical structures.

Team learning involves dialogue and discussion. Heisenberg (in Senge 1994) recalls how a lifetime of conversations with great figures reshaped traditional physics in the first half of this century. Organisations learn when learning is constructed and shared, i.e. communicated and used in the organisation. If the learning is not shared then it remains individual learning. Organisational learning is an essential building block of a Learning Organisation (Senge, 1994). The high percentage response from teachers who feel encouraged to take on new challenges would contribute to a committed group of teachers motivated to implement new changes that the school may envisage. It requires a reflective

environment and an interactive group – able to develop a shared vision.

5.7.3 System of Interrelationships

It is difficult for people within a school organisation to realise the effect they have on one another. Systems thinking enables individuals to see themselves and their world in a new way. A Learning Organisation, according to Senge (1994), is a place where people are continually discovering how they create their reality and how they can change it. Senge (1994) sees the need to integrate systems thinking as a subject for students. Schools need to focus on thinking and learning skills. Teachers frequently view their teaching situation in isolation from the rest of the school. The analysis of the data indicated that there was a need for greater participative structures and feedback from important decisions – as people are often affected by decisions made in another part of the organisation.

5.7.4 Decision-making:

Decisions require the involvement of teachers. The principal is required to play the role of facilitator, motivator and supporter—as a climate of support and collaboration is essential in fostering democratic decision processes. There appears to be a lack of participation by the majority of the staff in the decision-making process. This indicates a lack of involvement by the staff in the management of process.

5.7.5 Empowerment through Decision Making

According to Davidoff and Lazarus (1997) there are two dimensions in the empowerment process, namely subjective and objective empowerment. In subjective empowerment one is referring to personal power where people believe that they can make a difference in a situation and feel confident enough to participate. Objective empowerment involves the building of structures where people can participate and involve themselves in decision-making processes. Empowerment according to Davidoff and Lazarus (1997) is about sharing control and responsibility - providing structures and relationships where people are exercising real control over the situation within which they carry responsibility. Empowerment can be described as "power from within". Leadership which supports and encourages power from within is a form of leadership which recognises the value of all people in the school. Empowerment can be regarded as a basic human need in that we need to feel a sense of control over our lives. Participation allows for greater empowerment, and

from a sociological perspective "any society is as good as the people who contribute towards the development of that society" (Davidoff and Lazarus 1997, 162).

According to Mampuru (1996) the quality of teaching and learning improves when managerial tasks are shared among teachers, parents, the principal, the government and interested community members. Research has indicated that higher enrolment numbers, higher failure rates, lack of discipline and under-performance need to be managed closer to the area of delivery, i.e. where the teaching and learning is happening (Mampuru, 1996).

5.7.6 Capacity for Change and Development

Robbins (1996) defines a Learning Organisation as an organisation that has the capacity to adapt and change. It is through learning that one can extend one's capacity to create and to be part of the generative process of life.

To become a Learning Organisation, schools need to build a school environment that is supportive of change and which is constantly evaluating and reflecting on its practice. According to Davidoff and Lazarus (1997) one cannot develop a school without developing the people who work in the school – therefore professional development is a necessary part of organisational development.

Although the teachers indicated that notification of workshops took place, there was a strong indication for staff development workshops that would meet the needs of the staff. A Learning Organisation values human and organisational growth (Robbins, 1996).

5.8 The Influence of Trust on an Organisation

Trust influences the way in which organisations are developed. A relationship of trust enables any organisation to embark on a process of organisational development. If a relationship of trust is lacking then elements of despondence and resistance could develop that would hinder the change process.

Fukuyama (1995) argues that the extent to which a society values trust will determine the way in which organisations are structured. He expresses the view that societies that place little value on trust structure their organisations according to bureaucratic and hierarchical principles. The workgroup that is regulated by rigid rules and procedures will create

obedient and passive members. Effective and creative teaching requires that teachers feel trusted to use their initiative.

Organisations that value trust are characterised by flatter and more flexible structures (Fukuyama, 1995). The workforce operates in teams and is encouraged to develop personal relationships with colleagues and express their creative and innovative ideas (Fukuyama, 1995). These organisations do not only acknowledge the importance of trust as a factor that can improve productivity but also create an environment whereby even more trust can be built at an interpersonal level. At its very heart the Learning Organisation cannot exist unless trust is an integral part of the organisation procedures and processes.

5.9 Conclusion

A relationship of trust within an organisation provides an environment for a process of organisational development. It is through exploring alternative models of organisational development in the business world that creative organisational models for schools can be developed. David Hargreaves (1982) provides an outline for schools for the next century in the following chapter. The challenge in developing new structures is to ensure not only that the necessary structures are developed but that attention has to be focused on human resource development through individual and team learning. Fullan (1993) discusses the interlocking components required of a teacher in building a Learning Organisation in the next chapter. Collaborative structures can provide the vehicle for greater teacher involvement in the organisation of the school through exploring the possibility of building a Learning Organisation.

CHAPTER SIX

REFLECTIVE PRACTICE

6.0 Introduction

Alternative models of organisational management have been implemented in the business world during the past fifty years and yet schools have retained their traditional organisation. Theorists and academics like Professor David Hargreaves (1992) have shared their vision of schools for the twenty-first century. The concept of teamwork has been broadened into team learning which is part of organisational learning. Changing mental models is part of the learning process.

6.1 Alternatives to Traditional Organisational Models for Schools

6.1.1 Sergiovanni and Starratt (1993) suggest a way of seeing schools as learning communities. From such a perspective new processes and structures can be developed.

Drucker (1992) puts it this way:

> **A new form of organisation is set to take us into the twenty first century. It will have strategies, structures and cultures that are remarkably different from those that have served us so well over the last twenty years or more. It will offer new opportunities as well as new problems for management and it will demand new mindsets, skills and competencies from those within it.**
>
> **(1992, 1)**

There is a movement for new and creative organisational models. The Learning Organisation is part of our understanding of possible organisational structures. Although we can conceive of it, it is very difficult to give it shape. We are familiar with the concept of Total Quality in Management, and while business processes are possible ways forward, they can form only a part in transforming a school organisation into a Learning Organisation.

6.1.2 Ostroff and Smith (1992) suggest that this new organisation should:

- organise around process not task;
- flatten hierarchy by minimising the subdivisions;
- assign ownership of processes and process performance;

- make teams, not individuals, the principal building blocks of organisational performance and design;
- reward individual skill development and team performance, and not just individual performance. (1992, 152)

6.1.3 Limerick and Cunnington (1993) describe the Learning Organisation as a collaborative organisation. The prime work of the manager in such an organisation is to manage meaning, and the management skills necessary are empathy and pro-activity. Putting the theory of building Learning Organisations into practice is proving to be very difficult (Limerick and Cunnington, 1993). The real difficulty in building the Learning Organisation is that to do so we are faced with a number of paradoxes. These include the fact that to get more control you have to give away control, to lead you have to share leadership, to achieve success you have to encourage risk-taking and so on. Paradoxes create ambiguity and we find it difficult to live with ambiguity (Limerick and Cunnington, 1993).

6.1.4 Schools have also been described as "Learning Communities":

> **designed to challenge us to think more clearly about our assumptions and current practices and to promote learning communities... as a basis for enhancing professional development and enhancing learning outcomes.**
>
> **(Barlett and Ghosal 1995, 1)**

The spirits of collegiality in the Catholic Schools that is anchored in the relationships of trust will no doubt contribute to the building of a learning community. The fully developed Learning Organisation may not exist as yet. It resides in a conceptual understanding which comes out of a new understanding of the times in which we live. As Drucker says "We cannot build it yet - but already we can specify the post-modern organisatio. Its essence will not be mechanical but conceptual..." (Drucker 1992, 206).

6.1.5 An additional area is the challenge of new curriculum. Schools are expected to teach much more. There is a need to explore alternative school structures. An additional burden is the increasing responsibility which is falling on schools. Schools may lose their monopoly as the sole providers of education in a complex and

competitive field of providers (Beare et al, 1989).

6.1.6 Professor David Hargreaves (1992) states that schools for the next century should:

- be smaller, differentiated and specialised, giving more choice to students, parents and teachers;
- be staffed and managed in new ways by a wider range of personnel and by a richer variety of teachers;
- have a core of full-time, highly trained professional teachers on...renewable contracts supported by a range of assistant teachers and part-time teachers who also work in other fields;
- contract out substantial parts of their teaching functions so that secondary pupils spend less of their time in school;
- be better equipped with the new interactive technologies;
- be guided in their policies and practice by substantially better research conducted by selected research centres in close association with schools.

6.1.7 The Learning Organisation concept has much to offer by way of developing a new organisational model for schools. However, between the ideal and the reality lies a wide gap. The fundamental questions are what is the ideal and how can it be brought to life. The results from the study in the Catholic Schools indicated a positive response to attaining the mission and purpose of the school. For schools this means new structures, new concepts of curriculum design, new methods of pedagogy and new ways of working. Traditional structures of education that are built on a hierarchy of principal, deputy, subject heads and special teachers may no longer be appropriate in the Learning Organisation.

- What should replace these structures?
- How can such restructuring be carried out?
- What training would be needed?
- Is the current curriculum appropriate for the building of the Learning Organisation?

Teachers could work in work teams integrating the skills of team members.

How does one support teachers as they move into these new models?

The Learning Organisation may have the same physical characteristics as schools today. However, maintaining the basic characteristics of a Learning Organisation will require a relationship of trust. Technology has provided interactive ways of learning. The search for answers is also a search for new structures.

6.2 New Structures

The challenge is then to create new structures. The concept of a Learning Organisation provides a framework more than a blueprint for developing new school structures. As Cranston (1994) says:

> **these strategies provide new challenges to decision-making processes, leadership capabilities, levels of co-operation and human and physical resource management practices. At the school level, they can be expected to impact significantly throughout the whole organisation and especially on the work of principals and teachers, on students and more generally on the "quality of life" in schools.**
>
> **(1994, 26)**

Karin Watkins (1992) sees a new role for human resource development in building the Learning Organisation. It challenges human resource development from predominantly one of training individuals to one of facilitating the learning of individuals, teams and organisations. According to Watkins, a model of how the organisation learns is part of the principles for human resource development in order to create a Learning Organisation. Watkins (1992) sees the Learning Organisation as an integrating vision for human resource development. It requires augmenting individual learning as well as the overall learning capacity of the organisation as individuals learn as teams. The data from the responses in the questionnaire indicated support for each other but it did not necessarily indicate in-depth learning.

6.3 Team Learning

Team Learning is, according to Senge (1994), the process of aligning and developing the "capacity of a team to create the results its members truly desire." It also builds our personal mastery, as talented teams are made up of talented individuals. According to Senge (1994, 234) most teams consist of individuals who are working at cross-purposes.

The picture could look like this:

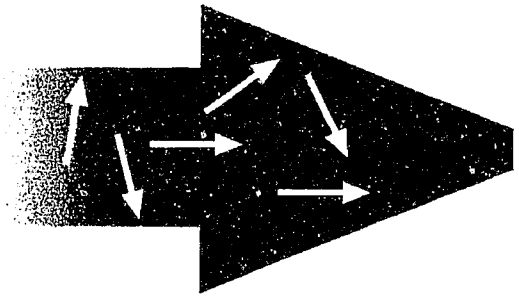


Figure: 8 : Team Members at cross purposes.

A basic characteristic of the unaligned team is the wasting of energy. There needs to be a commonality of purpose, a shared vision and a sense of how to work together. Individuals are not expected to sacrifice their personal interests for the sake of the larger team vision - the shared vision becomes an extension of their personal visions (Senge 1994).

In many school improvements movements such as the Catholic Schools Renewal Programme, the individual is expected to hold back their self-interest to achieve the overall goals. It seems as if time and effort needs to be given towards aligning the personal vision instead of expecting them to restrain their views. The creative paradigm (Piele, 1994) would enrich the Catholic Schools Renewal Programme as it focuses on developing a synthesis from different viewpoints rather than restraining the various opinions.

Time and energy needs to be given towards aligning the personal vision of people instead of expecting them to sacrifice their views, i.e. rather enter into deep dialogue and discussion and through the process of "holding the difference" work towards obtaining a "synthesis" of understanding (Piele, 1994).

According to Senge striving for alignment needs to occur before empowering the individual, otherwise chaos develops and team management struggles.

Team learning is part of organisational development. Senge (1994) makes the point that individuals could be learning where there is no organisational learning. When teams learn

they contribute towards learning throughout the organisation, and through team learning, learning occurs in the organisation.

Team learning has three critical dimensions:

- There is a need to think about complex issues. Teams must learn to combine the potential of many minds to enrich understanding. One needs to guard against allowing individuals to override the combined input.
- Secondly, there is a need for co-ordinated action. There is a particular relationship in teams that can be understood as "optional trust" (Senge, 1994) - members are conscious of each other and work at complementing one another.
- Thirdly, there is the role of team members on other teams. A learning team continually fosters other learning teams.

Gayle Spry (1997) puts forward a creative approach to teamwork in schools with her view on the value of teamwork in her article, "We can work it out".

6.4 Teamwork as a Management and Learning Structure

Teamwork has become a significant feature of management structures both in business and educational institutions. New policies in education (the S.A. Schools Act of 1996) require that managers work in democratic and participative ways in order to build relationships and ensure effective delivery. It requires that organisations will become more consensual and less coercive. Teamwork is becoming an emerging trend within society and organisational life.

Collaborative work is in keeping with understanding in the Catholic Church and its educational ministry. The data from the questionnaire indicated a lack of participation by the majority of the staff in the decision making process.

The Second Vatican Council described the church in terms of the "People of God" and its authority as collegial. There is a greater emphasis on community and less on institution. Post-Vatican Council documents have reaffirmed the need for community development. The Catholic Education Council (1992) emphasised Christian leadership that is participative and collaborative. Spry (1997) expresses the view that teamwork can sometimes become

a form of "contrived collegiality" and that we need to search for an alternative approach (Spry 1997, 35).

Research done by Spry (1997) has put forward an approach based on the notion of community. The title, "We can work it out", describes the attitude of the group of people committed to ongoing renewal and development through teamwork. According to this attitude, one could have formal and informal teams that work across hierarchical structures, i.e. heads and subordinates would come together in interdependent relationships that would recognise the gifts and specialised responsibilities of each individual. Team members would assume leadership responsibilities according to their personal capacities and the needs of the situation.

Spry puts forward the concept of "patrons" and "masters". "Patrons" would be team members who would give support and encouragement, i.e. act as patrons. Other team members would position themselves as "masters" and give their expertise, energy and commitment to bring the shared vision into reality.

6.5 Interdependence within the Team

According to the system of Spry (1997) the differentiation of leadership responsibility in terms of the "patrons" and "masters" leads to an attitude of interdependence within the team. In this system one is able to set himself/herself up as a patron or master and then invite others with varied abilities to join. This results in teamwork that is not imposed from above, i.e. administratively, but rather members become voluntarily involved and committed.

6.5.1 According to this approach it is assumed that teamwork involves three acts of creation. The first task involves vision building. It is expected that individual members will see the problem differently. Through a process and the necessary time, members will be able to find the necessary common ground through open dialogue and effective communication.

6.5.2 In the second task the members begin to identify the possibilities and limitations of the shared vision in the problem situation. It is through a planning process that

greater clarity is obtained so that effective action can be taken. From this process a series of objectives are developed which will guide future teamwork. At this point it is appropriate for "patrons" and "masters" within the team to identify their expectations of one another and to define their roles and relationships. It is almost a formal agreement that provides the boundaries for all future interactions.

6.5.3 In the third task the team members act so as to make their plans a reality. They adopt non-coercive approaches in their tasks, such as policy-making, budgeting, personnel development, supervision, and review. The overriding principle is that these activities must expand rather than limit the possibilities for human creativity. Management strategies and tools are used to uphold creative energy. There is also a strong commitment to accountability. Outcomes are measured against goals and objectives. The formal agreement between the "Patrons" and "Masters" is based on trust that enables an evaluation of roles and relationships within the team. It is through honouring this formal agreement that *trust* grows.

Leadership and management functions are informally structured around collaborative and co-operative work groups. The functioning of teamwork represents an effective response to changing times. Teamwork has often operated on a coercive style that negates the creative energy that should grow from working together. The theme of "We can work it out" strengthens community building and expands the possibilities for human creativity and development in the context of teamwork within schooling. Through teamwork team learning is developed through mastering the practices of dialogue and discussion.

6.6 Dialogue and Discussion within a Team

Dialogue comes from the Greek *dialogos*. *Dia* means "through" and *Logos* means "word" or "learning".

They are two district types of conversations (Senge, 1994). Dialogue can be explained as the free and creative exploration of complex and subtle issues, i.e. a deep "listening" to one another and suspension of one's own views. In a discussion different views are presented and defended, and there is a search for the best view to support decisions. Dialogue and

discussion are potentially complementary. Team learning also involves learning how to deal creatively with negativity that opposes productive dialogue and discussion in working teams. Dialogue and discussion require inquiry and reflection skills. Although the teachers indicated that they were notified of workshops that took place was a strong indication for staff development workshops that would meet the needs of the staff.

As a discipline, team learning requires practice. Opportunities need to be found that enable team learning to occur in management teams. Senge (1994) says that team learning, in spite of this importance, is poorly understood. Building learning teams is a critical step in building Learning Organisations (Senge, 1994).

6.7 Team Learning - Dialogue and Discussion

Werner Heisenberg in his book, *Physics and Beyond: Encounters and Conversations*, argues that "Science is rooted in conversations", i.e. the co-operation of different people may produce scientific results of the utmost importance (Senge 1994, 238). Heisenberg's work illustrates the phenomenal potential of collaborative learning - i.e. collectively we can be more insightful and intelligent than as individuals.

6.7.1 Contribution of David Bohm

David Bohm (Senge 1994) is a significant contributor to the emerging discipline of team learning. According to him "dialogue" enables one to become open to the flow of a larger intelligence. In his recent work on dialogue, Bohm presents a synthesis of two major intellectual views, namely the systems or holistic view and the interaction between our thinking and internal "models" and our perceptions and actions (Senge, 1994).

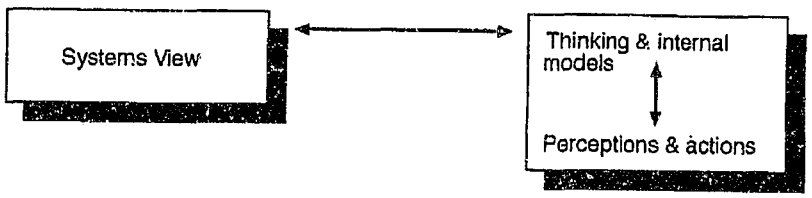


Figure: 9 : Synthesis of Two Views

According to Bohm's interpretation of quantum theory, there is a relationship

between the observing instrument and the observed object. It is at this level that perception and action cannot be separated (Senge, 1994). In his book *The Special Theory of Relativity* Bohm makes the connection between the systems perspective and mental models. He (Bohm) argues that the purpose of science was not the "accumulation of knowledge" but rather the creation of "mental maps" that guide and shape our perception and action which bring about a constant "mutual participation between nature and consciousness" (Senge 1994, 240).

Bohm (in Senge, 1994) asserts that thought is to a large degree collective and we cannot just improve thought individually. We need to look on thought as a systematic phenomenon that arises from how we interact and discourse with one another. Bohm (in Senge, 1994) suggests that the original meaning of dialogue was the "meaning passing or moving through...a free flow of meaning between people" (Senge 1994, 240). He contends that a group accesses a larger "pool of common meaning" which cannot be assessed individually, i.e. "the whole organises the parts", rather than trying to pull the parts into a whole. It is almost as if a new kind of mind begins to come into being which is based on the development of common meaning.

In a dialogue situation the groups are able to explore complex, difficult issues from many points of view. The purpose of dialogue, according to Bohm (Senge, 1994), is to "reveal the incoherence in our thought." Dialogue is a way of helping people to acknowledge the incoherence in our thought.

The Learning Organisation links individual learning with organisational learning. In many ways organisational learning is a metaphor for understanding how systems can change and improve. Organisations learn when learning is constructed, shared and used in the organisation. Organisational Learning sees learning as either a process or product (Watkins, 1992).

6.8 Organisational Learning as a Product.

Learning as a product or outcome means acquiring new knowledge, skills or attitudes. In

a product model of organisational learning, the organisation has learned when it has developed better systems for finding error and correction. Changing the mental models of its members refers to learning as a process.

6.8.1 Argyris and Schön (1978) define organisational learning as that which occurs when "members of the organisation act as learning agents" (1978, 29).

The approach to organisational learning advocated by Argyris and Schön (1978) is action science. Both are interested in improving practice over the long term by enhancing the organisational ability to detect and correct unconscious error. They suggest that a gap occurs between the formulation of plans and their implementation does not correspond.
They describe this gap as the difference between espoused theories and theories-in-use. Espoused theories are what individuals or organisations say or think they do, while theories-in-use are what they actually do.

According to Argyris and Schön, (1978) single-loop learning works well in situations where assumptions about cause and effect are correct. Double-loop learning involves a challenging of the assumptions, and values, even the vision and mission of the organisation.

Argyris and his colleagues attempt to create a Learning Organisation by first working with key individuals and top management to examine theories-in-use which offer learning in the organisation. Their theory calls for a change in the fundamental way in which individuals relate - from a unilateral control-orientated manner to one in which collaborative learning is the dominant value. Argyris and Schön (1978) have developed a model of organisational learning which involves a systematic set of tools to change the defensive outlines which prevent substantive change in people.

The gap between thought and action is a fundamental problem of human nature. Argyris and Schön's approach is useful for detecting error and helping people change their mental models of how the organisation should function. Their

approach launches organisations into the most important possible change - the mental models of organisational members (Argyris and Schön, 1978).

6.8.2 Changing Mental Models

Changing mental models is a significant component in the design of the Learning Organisation. Technology has certainly made possible new ways for people to work together, to handle information and to learn. However, these strategies will not work if there is an unwillingness to adapt and respond to the information. A Learning Organisation changes people's thinking and uses technology to create alternative structures, to connect people at all levels in the organisation, to make information available at the point of action, and to make systemic problem-solving a possibility. Organisations learn by encoding experiences into routines that guide behaviour. These routines are both formal (rules, procedures, policies, strategies, and so on) and informal (culture, beliefs, paradigms). Changes in these constitute the learning of the organisation (Pedler, 1995).

6.8.3 Capturing Knowledge from Experience

There is ambiguity in learning from experience due to irrational and logical inconsistency. The limits of individuals and organisations impede organisational learning. Organisations like people learn only if information becomes relevant to them and they become aware of it. Like people they are limited in their capacity to store and retrieve information. A Learning Organisation has to create systems which help leaders to test the accuracy of their assumptions about the lessons of experience. Finding ways to capture knowledge from experience is an important feature of a model of a Learning Organisation. Some organisation scholars focus on learning as a continuous process, and in their view there are no Learning Organisations but only organisation in the process of becoming Learning Organisations (Pedler, 1995).

6.9 The Process of Designing a Learning Organisation

In designing a Learning Organisation the emphasis is on the learning process, i.e. on creating a culture that supports continuous learning. Peter Senge (1994) supports this view

in his book, which is discussed in the Literature Review in chapter two.

6.9.1 Senge (1994), like Argyris and Schön (1978), emphasises metanoic learning which is really a shift of mind. Significant learning is often referred to as "real learning". It occurs less and less in schools as book learning is often "dead". Real learning is something that transforms who we are and changes how we act. It is this type of learning which Senge believes is at the heart of a Learning Organisation (Senge, 1994). Learning is viewed as enhancing the problem-solving capacity of the organisation through individual and organisational self-development (Senge, 1994).

6.9.2 Meyer (1982) explains that continuous learning strategies are not sufficient to create a Learning Organisation. The organisation must also be able to change itself fundamentally. It is only through ideology and structure that the organisation is able to see new relationships and to change the framework. Ideology shapes the responses of the organisation and structure constrains its responses.

According to Meyer (1982) it is the gap between current reality and vision that is the source of the creative tension which produces learning. The creative paradigm can provide the process for realising the ideal vision. At the organisation level it is the gap between organisation goals and their reality as a source of tension which produces learning or suppresses learning, and increases the use of control strategies or defensive manoeuvres that cover up strategies and prevent learning. Meyer makes the valuable comment that learning when to change, when not to, how to stabilise the organisation, and how to create clear direction, are as important as learning how to become a different organisation in order to respond to different times.

Organisations increase their capacity to learn by making changes in the three systems which influence learning: strategy, structure and ideology. Organisations which recognise and reward achievements, linking pay with individual and team needs and performance, motivate continuous learning. Self-directed or self-managed teams also create the motivation to learn. Empowerment and employee involvement are also essential to change the structures which prevent learning

(Meyer, 1982).

6.9.3 Feedback from the questionnaire indicates that there is a need to involve the teachers more in the management of the school. Many teachers express the view that it appeared that the management load was carried by a few and that they would welcome the opportunity to become involved in the management of the school. Structures which encourage dependency lead to learned helplessness. Under these conditions, people do not try new things. Collaborative structures enhance the organisation's ability to learn and to become involved as teachers in the organisational learning of their schools.

Teachers will be faced with a new role in a system that is designed to challenge one's response to a changing structure. The nature and process of change to accommodate this transition requires careful planning. The strong relationships of trust within the Catholic School organisation will provide the required support.

6.10 The New Role of the Teacher in a Learning Organisation According to Fullan (1993)

A systems approach contributes to planning any change process, as everything important touches everything else of importance. If one changes one aspect of the school it affects another part of the school. Change affects all and "everyone must change if anything is to change" (Fullan 1993, 78). The systems approach contributes to a broader understanding of the impact of change.

A new model of organisation necessitates new ways of doing things in schools and results in an initial period of ambiguity and conflict. The empowerment of teachers may create conflicting expectations for behaviour. Teachers may find themselves removed from the relative isolation of their classrooms and thrust into the heart of the school. They may feel [illegible] what decisions they should or could take and also about their ability to [illegible] dan, 1993).

According to Fullan (1993) there seems to be greater co-operative planning for instruction among teachers, and also evidence of more active and more effective learning. In the words of teachers:

Our teachers now learn from other teachers. There is a great deal of visiting in classroom, both formal and informal discussions among teachers. It showed me that I could plan learning activities for my students that were relevant, interesting and hands-on and yet be academically focussed. I have turned around the way I run my classroom and the children are really starting to grow socially and academically.

(Fullan 1993, 79)

The "collaborative process", according to Fullan, seems to have made lasting and meaningful changes in the culture of the school. Through meaningful collaboration new possibilities of change to the present structure of a school can be explored.

6.10.1 Fullan (1993) discusses seven interlocking components that will be required in the work of the teacher in building a Learning Organisation:

First, teachers of the future will need to make a commitment to developing the moral purpose of their pupils so as to make a difference in their lives. This will require that teachers in our Catholic Schools take responsibility not only for upholding the ethos of the school but also the moral purpose of their pupils.

Secondly, teachers need to deepen their knowledge of teaching through their personal vision. Hallinger, Murphy and Hausman (in Fullan, 1993) comment on how surprisingly limited were the views of principals and teachers about curriculum and pedagogy. In restructuring, there needs to be a connection between the curriculum and the needs of the students. Fullan (1993) claims that this will result in teacher empowerment and effectiveness.

According to Fullan (1993) there are great excitement, ideas and energy when teachers are given the opportunity to collaborate in redesigning teaching and learning. The teachers in both the Township and Suburban schools indicated that they felt entrusted to use their initiative and creative ability.

Thirdly, teachers must be aware of the link between the moral purpose of the school and developments in society.

Fourthly, in addition teachers must work in highly interactive and collaborative ways while working with other teachers, parents and the business community.

Fifthly, teachers may work in new structures that bring together students, and that encourage team teaching, common planning time, links to parents, and participation in wider networks of learning. Comparative structures of educational practices in the United States, Japan, Taiwan and China reflect that teachers in Asian countries spend less time in classroom teaching and more time interacting with other teachers, more time preparing for and assessing learning, and are in a position to improve their teaching (Fullan, 1993).

Sixthly, teachers individually and collectively should develop the habits and skills of continuous inquiry and learning. Teachers cannot rely on the principal to be the sole conduit of outside developments.

Seventhly, teachers must involve themselves in the dynamic complexity of the change process, i.e. conflict vision formulation and a sense of how one never arrives at full knowledge and development.

Fullan (1993) stresses that teachers cannot afford to wait for the system to change itself but must engage in efforts that both restructure and reculture schools towards learning for all. Teachers need to be prepared to take risks and have a sense of openness. Above all, teachers must develop their personal change capacity as they form and reform relationships ove time.

Fullan (1993) warns about "group think" and "balkanisation" in hyper-collaboration. Group think is the uncritical acceptance and or suppression of disagreement in going along with group decisions. Superficial agreement and not conflict is often the source of faulty decision-making (Fullan, 1993). Conflict and disagreement are part of all change processes.

Balkanisation occurs when strong loyalties formed within a group result in indifference and hostility to other groups. Teachers need to be prepared to form

and reform a variety of relationships.

6.11 Conclusion

The overall message for teachers is that to improve their teaching, it is necessary to become involved in ideas and issues outside their immediate environment. Teachers need to engage with the school as an organisation in addition to their own classroom, and the environment in addition to the school - without losing focus on the core mission of teaching and learning. The Learning Organisation is a dynamic structure that needs to be placed in its context. Individuals in a Learning Organisation must be able to form new learning partnerships constantly. This requires a deep appreciation of the relationship between Learning Organisations and their environment, a situation of dynamic complexity. It is also through a system synthesis that any contribution can be made towards a proposed model of school organisation and development

CHAPTER SEVEN

CONCLUSION: SYNTHESIS

7.0 Introduction

This chapter attempts to contribute towards a proposed model of school organisation. In this chapter a proposed model is drawn from the concepts discussed in the Literature Review together with the data that has emerged from the research. The proposed model relates to the system dynamics that form the relationships of influence and interaction within the system of school organisation. This contribution (towards a proposed model of organisational development for schools) is constituted as a model through a system synthesis of the characteristics of a Learning Organisation and Catholic Whole School Renewal.

7.1 Conceptual Framework

Both Learning Organisations and Catholic Whole School Renewal have a similar framework:

7.1.1 There is no definitive approach to Catholic School Renewal and to the building of a Learning Organisation;

7.1.2 The uniqueness of individuals, groups and school communities makes it impossible to provide a plan for all to follow;

7.1.3 There are three elements that constitute a framework for Catholic Renewal (Spry and Sultmann, 1997). The Renewal Programme requires that the members of the school work within a framework that allows for the combination of freedom and creativity, on the one hand, and guidance as to the focus, processes and principles, on the other;

7.1.4 A Learning Organisation and a Renewal Programme exist as an ideal and are unlikely to exist in full manifestation. They can be regarded as a response to a changing environment which requires flexibility, diversity and creativity in organisational structures. There are some pointers towards what management processes and structures might consist of in a Learning Organisation. Bartlett and Ghoshal (1995) believe that the Learning Organisation is "one that can move beyond the traditional constraint of strategy, structure and system to a framework

built on purpose, process and people" (1995, 9).

7.1.5 Both these developmental programmes (Catholic School Renewal and Learning Organisation) have the following common elements:

- Purpose (Focus)
- Process
- Principles.

7.2 The Commonality of Catholic Renewal and Learning Organisations

7.2.1 Cultural Focus or Purpose

Catholic schools have identified the cultural characteristics in terms of "community of faith, religious atmosphere, relationships, parental involvement, and organisation and administration" (Spruy and Sultmann, 1997). These characteristics describe what is significant in the life of a Catholic school.

The cultural focus of renewal works on enhancing the specific culture of the Catholic school. This is achieved by working holistically within the cultural variables. The beliefs and values are expressed in the vision and mission of the school, and do not belong to an individual perception—but are expressed as a shared understanding. According to Senge (1994) a Learning Organisation constantly has to revisit its vision and mission to ensure commitment to rather than compliance with the vision. Smircich (in Spry and Sultmann, 1997) identifies three perspectives as to how culture might be understood and described.

The first perspective provides a cognitive view. The second interprets culture from a symbolic perspective. The third examines the psychological life of the organisation. It highlights the relationship between the management of an organisation and the needs of its members for belonging, security, care, prestige and self-fulfilment (Spry and Sultmann 1997).

According to Robbins (1996) the specific culture of a Learning Organisation has the values of openness, growth and breaking down barriers which also underpins the Catholic School Renewal.

7.2.2 Process

Process is a key element of any organisational development programme. The creative paradigm has been discussed in the Conceptual Framework and in the Literature Review of this study. This creative process nurtures mutual dialogue and encourages creative possibilities for individuals and school communities. Creative tension or generative tension develops from seeing where we want to be, our vision and where we are at the moment, i.e. our current reality. Creative tension should develop into a creative process that works towards attaining a synthesis that would contribute towards a proposed model.

Renewal involves initiation, examination, reflection, classification, action and review (Spry and Sultmann, 1997). These processes do not occur in a linear format or in equal time intervals. These processes also do not require formal meetings - people can reflect individually and also together in the course of their daily work. People learn to alter their mental models (Senge, 1994) of what they believe and how things are done. They find meaning in themselves and in the organisation to which they belong. They communicate and interact and so learn from each other through dialogue and discussion. Learning spreads dialectically from the personal level to the organisational level. These processes are common to both Learning Organisation and Catholic School Renewal.

7.2.3 Renewal Principles

Covey (1990) suggests that principles provide a "compass" that guides us in what we do, and helps us to travel in the "right direction". Sergiovanni (1992) argues for the principle of justice in terms of equal treatment and respect for individuals, while there is also concern for the welfare of the entire school community.

7.3 Common Elements

None of the three elements (purpose, process and principles) applied alone is sufficiently powerful to make a difference in bringing about a Learning Organisation within the Catholic School Renewal Programme. The three elements could be woven together in a proposed model for organisational development and renewal, provided they are sustained

by values of trust and moral laws. Added to these three elements is the necessity of a supportive and stimulating environment with a focus on teaching and learning.

Research conducted in the USA (Bryk, 1994) and South Africa (Christie and Potterton, 1996) has provided evidence showing that the organisational structure and normative environment within Catholic schools exert a positive influence on the academic results of students irrespective of their background.

7.4 Summary of Contribution Towards a Proposed Model

The Catholic School Renewal programme, together with the disciplines of a Learning Organisation, could contribute towards a proposed, integrated model of organisational development that focuses on teaching and learning. Catholic schools that aspire towards this model of organisational development need to develop a dual approach. This approach involves striving to adopt the principles of becoming a Learning Organisation and the principles of Catholic Whole School Renewal. Schools constantly need to revisit and evaluate their present organisational structures and focus on their vision and mission i.e. it requires a process of constant evaluation and renewal.

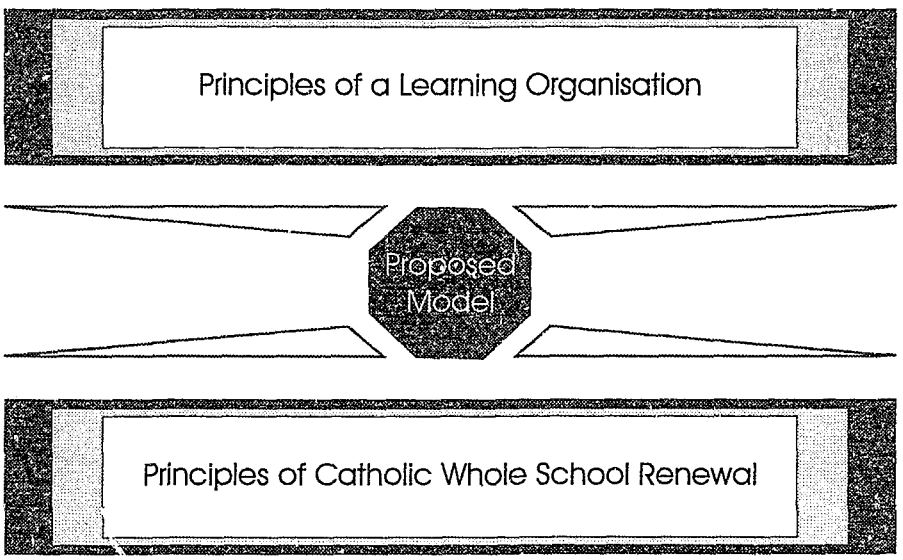


Figure 10 : Conceptual Framework Towards a Proposed Model

The three elements of organisational renewal (purpose, process and people) are separate

but interdependent realities that function systematically within the system of school organisation. The dominant image for the integrated model of renewal and development is one of a journey within the creative paradigm as a school moves from current reality towards an ideal organisation.

7.5 Journey

Members of the school community come together as "companions on the journey" and travel together to a "better" place (Spry and Sultmann, 1997). Renewal journeys begin when an individual or a group becomes aware of "where they are at" in respect to a particular issue as well as "where they wish to be". The "vehicle" for the journey could be a concern from the whole school community or only one member. The process will affect the personal, interpersonal, management and organisational dimensions of the Catholic school. A journey requires that those on the journey are consciously aware of their cultural focus, their processes and their principles (Spry and Sultmann, 1997).

The journey image of development or renewal also suggests an "inside-out" approach that encourages individuals to have a personal renewal experience by focusing on their personal beliefs, values and behaviours. Senge (1994) describes the process as turning the mirror inwards to examine our internal understanding of issues. An understanding and a preparedness to learn more of oneself is essential in order to attain shared understanding with others and thereby to work towards building a Learning Organisation that will enhance learning.

7.6 *What is required for the leadership role?*

The five learning disciplines discussed in the Literature Review (Senge, 1994) are important to the leader of the Learning Organisation. They provide a framework for developing the capacity to lead. Systems thinking, personal mastery, mental models, building shared vision and team learning might as well be called the Leadership Disciplines; the learners will be the natural leaders of Learning Organisations (Senge, 1994).

7.7 Recommendations for Future Research

This research could be a starting point for further debate and research on issues such as:

- The influence of specific structures in the organisation of the school on teaching, e.g. decision-making procedures;
- The particular management structure in suburban and township schools;
- The management challenges facing Catholic schools;
- Essential characteristics of leadership that enhance teaching and learning;
- The leadership required to change a school into a "Learning Organisation";
- Outline of implementation programme for the proposed model.

Any further research can only enrich our understanding of structures within the school organisation that would promote and sustain a culture of teaching.

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APPENDIX A

3 November 1998

Dear Colleague

I am presently doing research towards my M. Ed. Degree in Educational Management at the University of the Witwatersrand. The attached questionnaire was drawn up in consultation with the Catholic Institute of Education and forms part of my research on **"The Influence of the Management Structure of the School on Teaching".**

The research is being conducted in a cluster of Catholic schools in the Johannesburg area.

The aim of the questionnaire is to establish the influence of the organizational structure of the school on teaching. The organizational structure of a school is influenced by the culture and ethos of the school which we believe influences the quality of teaching and learning.

I would appreciate it if you could ask your teachers to complete the enclosed Questionnaire. There is also a brief information sheet that I would be grateful if you could complete and return with the Questionnaire.

I will arrange for them to be collected on the 13 November if that is convenient. The responses will be held in the strictest confidence and only the results will be forwarded to the C.I.E. for future research.

Thank you for the favour and your valuable contribution. It is highly appreciated.

Regards

ROSA CALACA
(Tel: 917-5150/1 082 4906 712)

APPENDIX B

SCHOOL AND HEAD-TEACHER PARTICULARS

1. Name of School: _____

2. Type of School (Please tick the appropriate box).

Boys only school		Girls only school		Co-ed school	
Primary school		Primary school		Primary school	
High school		Secondary school		Secondary school	

3. Total number of pupils in the school?

Less than 400	
401-600	
601-800	
Exceeding 800	

4. Total number of teachers?

Less than 10	
11-20	
21-30	
31-40	
Exceeding 41	

5. Head Teacher's particulars

Name: _____

Age: _____

Qualifications: _____

Years in present position: _____

APPENDIX C

QUESTIONNAIRE TO ESTABLISH THE INFLUENCE OF THE ORGANISATIONAL STRUCTURE OF THE SCHOOL ON TEACHING

INSTRUCTIONS:

This questionnaire is to be completed by teachers in the school. The aim of this questionnaire is to establish the impact of the organisational structure of the school in enhancing quality teaching and learning.

Questionnaire No:			

1 What is your post?	Head	1
	Deputy Principal	2
	Head of Department	3
	Other	4

2 How long have you been in this post at this school?	0 - 3	1
	4 - 9	2
	> 10	3

3 What is your highest educational qualification?	Diploma	1
	Degree	2
	Hons/B. Ed.	3
	Masters	4
	Doctors	5

4 What field are you teaching in?	Languages	1
	Maths	2
	Science & Biology	3
	Social Sciences	4
	Technology, H. Ec., Computer Literacy etc.	5
	Art	6
	Life Skills, (R.E. Guidance etc)	7
	Other	8

SECTION B

1 DEVELOPING MISSION AND GOALS

	Not at all	Fair extent	Completely
1.1 How effectively are goals framed in your school?			
1.2 How effectively are the goals communicated by the school management?			
1.3 Do top management ensure that everybody in the school is united around common goals?			

2 MANAGING THE SCHOOL EDUCATION PROCESS

	Not at all	Fair extent	Completely
2.1 Is quality teaching promoted and/or recognised?			
2.2 Does the principal equip everybody with a sense of self-leadership?			
2.3 To what degree do work practices militate against the effective use of time for teaching?			
2.4 Are these practices monitored to assess their impact?			
2.5 Is the curriculum defined and co-ordinated in your school?			
2.6 How effectively are objectives, materials, and assessment co-ordinated in your section of the school?			
2.7 Do you feel that your views are taken seriously by management?			
2.8 Are you consulted when important decisions are being made?			
2.9 There is adequate discussion and notification of school functions and events at staff meetings.			

	Not at all	Fair extent	Completely
3.1 Are expectations and standards emphasised at your school?			
3.2 How effectively are these expectations and standards communicated to students?			
3.3 How effective is the monitoring/reporting system in improving student learning?			
3.4 Do the teachers continuously develop strategies in order to improve the effectiveness of teaching and learning?			
3.5 Is effective student learning recognised/ rewarded in your school?			
3.6 How effectively is professional development planned at your school?			
3.7 Do you get opportunities to talk to colleagues about aspects of your teaching?.			
3.8 Do you get adequate help and support from departmental colleagues?			
3.9 I would welcome more consultation with colleagues about classroom discipline.			
3.10 I feel able to deal with new developments and new challenges.			
3.11 If I have a problem it is usually dealt with swiftly and effectively.			
3.12 I would welcome the opportunity to discuss my role in the school with senior management			
3.13 I am encouraged to develop my own teaching and learning material.			
3.14 I would welcome more workshops dealing with staff development issues.			

	Not at all	Fair extent	Completely
4.1 Is the learning environment of your school made safe?			
4.2 Is the learning environment of your school made orderly?			
4.3 Is the learning environment of your school made attractive for students to learn in?			
4.4 Does your school try involve students actively in their own learning?			
4.5 Do teachers allow pupils to evaluate their own scholastic progress independently?			
4.6 Would you regard these practices as successful?			
4.7 Are the staff involved in collaborating to promote student learning?			
4.8 Are staff members involved in their own learning and teaching?			
4.9 Is the school curriculum designed to cater for the particular needs of the community it serves?			
4.10 Does the school attempt to forge links with parents to improve student learning?			
4.11 Do these approaches give some power to parents to assist students?			
4.12 Do you get the resources you need to do your teaching?			
4.13 Do you get help and support from school management in general?			
4.14 I would welcome more structure time to discuss the progress of my pupils with their parents.			
4.15 I am consulted with my department in projecting future resources that may be needed.			
4.16 I feel confident that I would be granted a fair hearing if any conflict situation were to arise.			

GENERAL

1 What management and organisational structures are most helpful to you in terms of supporting your teaching.

2 What are the strengths and limitations of the management structures of your school?

3 What links exist between professional development opportunities and major school goals?

4 Has the school been successful in terms of its professional development programme. Explain.

5 What are the major areas in the organisation of your school that you feel require improvement or restructuring?

6 What possibilities in the organisational structure of the school seem untapped?

7 How does the management of the school handle discipline issues?

8 What do you know about organisational structures in other schools that are effective?

9 How does the school management assist you in providing the necessary feedback to parents with regard to the progress of their children?

10 How does the school encourage parents to become involved in the various associations of the school?

Author Calaca R
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