

POLICY DEVELOPMENT AS A PROCESS OF RENEWAL IN A SCHOOL COMMUNITY

A THESIS

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ABSTRACT

This thesis documents the development of a Behaviour Management Policy in a primary school. Its broader scope explores the concept of renewal; a school community engaging in an activity of school improvement which reflects the needs and wants of that community and is geared towards satisfying the global needs and requirements of that community. As such renewal concerns itself with the possibility of change in the perceptions and attitudes of the various stakeholders in a school community. The policy making exercise was generated by a committee equally representative of staff and parents and this research explores whether it is possible for a renewal process such as this to be 'owned' by the whole school community.

This study was informed by the literature relating to Behaviour Management. Renewal involves an openness to change. Hence the literature on change was explored and revealed that effective change takes place in a collaborative culture which creates a climate conducive to change. Renewal encompasses a broader perspective than change, being a holistic process managed in a planned and systematic manner. The literature suggests that if renewal is to be an authentic expression of action based on choices made in a reflective environment, the culture of the school needs to be collaborative, the community relational and the leadership service centred. A relational community and a collaborative culture can only find expression in its fullest sense if it is enriched by parental involvement which approaches partnership in reality not just in rhetoric. The literature indicates that parent participation can in fact approach the ideal of partnership and empower parents to work effectively in the policy making process with equal status to that of staff members on the committee.

Consequently, the following emerged as the major research question.

- * What are the appropriate processes a Catholic school uses when engaging in renewal?

Because the study focussed on a renewal project generated by a committee equally representative of staff and parents, the research question needed to be informed by two sub questions.

- * What structures and processes enable a representative sub group of staff and parents to generate a renewal project and be legitimised in their action by the school community?
- * Is it possible for staff and parents in such a sub group to be equal partners as leaders in a renewal process?

A case study approach was considered appropriate to report on the global perspectives of a renewal project and thus address these research questions. The procedure utilised for policy deliberation was one of Action Research, more specifically aligned to the process of reflective deliberation as proposed by Bonser and Grundy (1988).

The research concluded that :

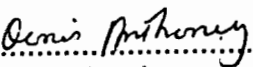
Bonser and Grundy's (1988) process of reflective deliberation was a suitable vehicle for a representative sub group generating a process of renewal if the community orientation of the school, its culture, the collaborative processes in operation and the leadership in the school are conducive to renewal.

It also found that a representative committee of staff and parents can generate a renewal project and be legitimised in this action by the school community if that community values renewal and if collaborative structures are in place which inspire confidence in that committee.

Parental participation in the leadership of renewal can be a reality if parental involvement is an integral component of the school community's culture. The process of reflective deliberation is pertinent to the needs of empowerment of teachers and parents on a committee leading a renewal process to equal partnership.

DECLARATION

I certify that this thesis does not incorporate any material previously submitted for a degree at any University; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.


.....
Denis Anthonisz

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CHAPTER ONE

THE RESEARCH DEFINED

1.1 BACKGROUND TO STUDY

Policy making has been a particular focus of educational endeavour in recent history. This research is a case study of a policy development process. While policy making itself is not the concern of this research project, its specific focus involved the evolution of a Behaviour Management Policy for the school at which the writer is principal; one that would serve well the needs of that school community. Its generic focus addresses the broader question of how this new policy could set a direction which is 'owned' by the whole school community (staff, parents and children) and how the writers of this policy could be a truly representative group of the adult members of this school community.

In essence, this research project is concerned with renewal and the possibility for change in the perceptions and attitudes of the various stakeholders in the school community. The literature on change invites exploration because change is both a dominant societal feature and a significant reality in contemporary schooling. According to Fullan and Stiegelbauer (1991) the complexity of change can only be addressed if what they term 'second order changes' work to alter the very structure of an organisation.

These authors suggest that change is best managed at the local situation. As such, change concerns the very culture of a school. Writers such as Rosenholtz (1989) and Henderson (1992) believe that it will enhance a vibrance of individual interpretation that could create a climate conducive

to change. Teachers and parents are more open to the processes of change in a culture which is collaborative in its structure.

It is a premise of this research project that parental involvement gives life to the culture of a school. For too long parents have occupied the peripheral realms of the educational sphere. Significant parental involvement in the creation of the Behaviour Management Policy attempts to address some of this imbalance. Parental involvement in education is of benefit to the students (Eckerman, 1985) and to teachers (Holden, 1990). Writers such as Fitzgerald and Petit (1978), Blakers (1983) and Ochiltree (1984) propose that if parental involvement evolves into participation, the oft quoted phrase 'parents as partners in education' could become a reality. A school community which promotes a collaborative culture could empower parents to be 'real' partners in the life of a school.

Renewal is broader than change. In a Catholic school, it encompasses the faith dimension and is a holistic process managed in a planned and systematic manner. The cultural framework of a Catholic school is the basis for renewal and if that culture is representative of a collaborative culture, the situation is ripe for renewal to be an authentic expression of action based on choices made in a reflective environment (Spry and Sultmann, 1994).

Renewal, or more specifically self renewal, is a systemic expectation of all Catholic schools in the Archdiocese of Brisbane; a policy which has a requirement that all schools undertake projects of self renewal in areas identified by their school communities. The writer, a principal of a Catholic primary school in an inner suburb of Brisbane, facilitated a process in the school community which identified and prioritised the areas in need of

renewal four years ago. The area of discipline was identified as the second priority behind Human Relationships Education. The latter was an area which was not addressed by the school curriculum and as such was an ideal project to be launched by the school's first major renewal process. While this project was in progress, a directive from the Catholic Education Office banned the use of corporal punishment in its schools. Even though corporal punishment was rarely used in the school which is the subject of this research project, it was in practice the final resort. Teachers used a variety of discipline techniques in the school and parents were also representative of various points on the conceptual continuum of discipline from an authoritative stance to a laissez faire attitude. The harmonisation of such diversity could not be addressed by a writing exercise undertaken by the school administration or school staff. Nor could it be undertaken as a major renewal project while the Human Relationships Education project was attracting such a huge impetus of energy from both the staff and the parent body. The staff and the Parents and Friends (P. & F.) Association agreed to delay the Discipline Policy (later to be known as the Behaviour Management Policy) until after the completion of the Human Relationships Education renewal project. The significant change necessary in the discipline area made it mandatory that it should be a renewal project responding to the views of the whole school community even if that meant persevering with the old policy of discipline. Corporal punishment, however, ceased immediately.

The writer has a personal philosophical conviction that parents should be equal partners in the policy making process. However, this has to be a gradual progression in a school which had no experience of this prior to the writer's appointment as principal. Its genesis concentrated on

increased participation in various aspects of the life of the school community, although early efforts in this arena would be more appropriately titled involvement rather than participation. Then followed parental representation on various committees and policy making bodies, the size of parental representation being incrementally increased as time progressed. The Human Relationships Education project incorporated the largest parental representation to date. However, the parents on this committee were outnumbered by staff in a ratio of 2 : 1. Although the contribution of parents on this committee was significant, their input was limited in the early stages. The writer observed an empowerment of the parents on this committee as the process progressed as did the staff and the general parent body. It seemed appropriate that the next renewal project be generated by a committee equally representative of staff and parents employing a process which would empower all members of the committee to equal partnership from its early stages.

This study recounts the story of this committee consisting of six parents, six staff members (including the writer) and an external facilitator undertaking an action research process of reflective deliberation to compose the Behaviour Management Policy. The process of reflective deliberation as proposed by Bonser and Grundy (1988) is viewed by the writer as being open to the vagaries and complexities of change, and true to the concept of renewal. As well as it has been attendant to needs of parent participation in policy making and the empowerment of members of the committee to equal partnership from the early stages of the process.

1.2 PURPOSE OF THE STUDY

Contemporary education experiences substantial change. In the last two decades, Catholic schools have had to negotiate the effects of economic

rationalism, limited government funding, accountability requirements, school based curriculum development and the school effectiveness movement, industrial action, the development of systemic control and, most significantly, the evolution of 'lay' administration and staff in Catholic schools. Given the complexity and enormity of such change in a relatively short time, it seems appropriate that change is best managed through a formal program of renewal;

One means of supporting Catholic schools in a period of unparalleled change is to give commitment to a formal program of renewal. It is through such a program that the members of a Catholic school community will be able to confidently chart a course through the challenge and change which they experience.

(Spry and Sultmann, 1994 : 2)

Two points from this statement are particularly pertinent to this study. Firstly, renewal is the prerogative of members of the school community, not just the administration or the staff. Secondly, not only is renewal an appropriate response to societal and educational change in general, but it is particularly relevant to change in the policy area of discipline because it requires such a huge perceptual and attitudinal 'conversion' in this school as in fact it does in most schools.

This thesis documents the development of a Behaviour Management Policy for the school, however, the essential focus is a case study review of the processes of renewal. Consequently, the major research question that evolved was:-

- * What are the appropriate processes a Catholic school community uses when engaging in authentic renewal?**

Inherent in this question is the need to examine the structures of a school which are conducive to renewal. Renewal should involve the whole school community if it is to be effective. Yet total involvement of the whole school community is neither feasible nor possible in the policy making process. This necessitates the major research question being addressed by two additional sub questions:-

- * What structures and processes enable a representative sub group of staff and parents to generate a renewal project and be legitimised in their action by the school community?**
- * Is it possible for staff and parents in such a sub group to be equal partners as leaders in a renewal process?**

This study utilises a case study approach to examine the process of renewal undertaken to produce the Behaviour Management Policy focusing in particular on the reflective deliberation process of the committee.

1.3 SIGNIFICANCE OF THE STUDY

Examining the appropriate processes a Catholic school community uses when engaging in renewal is a complex study itself because the unique nature of each school community does not allow a procedural manifesto to

guide the process. Renewal has to be flexible in its planning and implementation because change is neither a rational nor a predictable phenomenon (Fullan, 1982 : 95). The systemic Self Renewing Catholic Schools Policy identifies six process stages schools should use in a process of self renewal; initiation, reflection, examination, clarification, action and review (Appendix 9). It also focuses on the six cultural characteristics of the Catholic school; community of faith, religious atmosphere, relationships, developmental goals, parental involvement and organisation and administration. Spry and Sultmann (1991 : 15) claim that it is these cultural characteristics which give meaning to renewal being the "cultural elements of the school which bind the organisation together and rinse through all that the organisation is and attempts to achieve". The process stages and the cultural characteristics are a guide for reflective action, not a blueprint. However, it is the uncertainty and unpredictability of a renewal process which makes it worthy of study because if it is attendant to the unique culture of the school and truly representative of the school community, the result, regardless of its unpredictability, is a product of authentic action.

The literature on change, parental involvement and renewal will suggest that the following dynamics are central to success in these areas; community orientation, culture, collaborative processes and servant leadership which is empowering of others to assume positions of leadership. It is the presence of these dynamics in a school community which will enable a committee of parents and teachers to generate a renewal project and allow them to be legitimised in their action by the whole school community. Two further factors are significant to this study.

Firstly, while the study is more concerned with these areas than the actual production of the Behaviour Management Policy, the policy itself is of importance because it addresses an area in need of change in the school which needs to be 'owned' by the whole school community. Furthermore, much of the data gathered are context specific to Behaviour Management because the process of reflective deliberation worked on the actuality of developing this policy. The data gathered is however reflective of the broader context. Secondly, the level of participation necessary for the involvement of parents in a policy making process and the factors which promote such higher levels of participation are of interest as they are pertinent to the success of the renewal project.

The aims of the study, then, can be categorised as follows:

- * to examine the processes and structures pertinent to a successful renewal project in a Catholic school community focusing in particular on the dynamics of community, culture, collaborative processes and leadership which may be empowering.
- * to identify the factors which enable a committee equally representative of staff and parents to be legitimised by the school community in their leadership of the renewal project.
- * to test the validity of the process of reflective deliberation based on the work of Bonser and Grundy (1988) specifically as it relates to the empowerment of teachers and parents on this committee to equal partnership.

- * to use the process of reflective deliberation at the committee level to create a new Behaviour Management Policy for the school.
- * to identify the factors which promote parent participation in the higher levels of parental involvement, namely policy making.

1.4 LIMITATIONS OF THE STUDY

The study examined the renewal process in only one context, i.e. one Catholic primary school. Because the cultural characteristics and structures of each school are unique, this study in another school community may have produced different results. It would have been interesting to compare the results of this study to that of a similar study in another school where a collaborative culture was not already existent in the school community.

The renewal process documented is concerned with the development of a Behaviour Management Policy and not with its implementation in the school. While this allows one the opportunity to examine the development of the renewal process, it does not allow one the opportunity to judge the success or otherwise of the policy in its procedural implementation in the school.

As the study focuses on a small group of parents and teachers at the committee level in an intense and time consuming process, the involvement of staff and parents in the school community who are not on the committee is problematic. While they were kept informed and consulted throughout the process, their direct input occurred on only one occasion. It is a personal frustration that the whole staff and parent body was unable, for reasons of practicality, to be involved in the process of reflective

deliberation which saw the evolution of a common statement of beliefs within the committee. Furthermore, the students, because of their tender age and immaturity, could not be involved in the process even though they were always the focus of the committee's deliberations.

The eighteen month period necessary for the policy development process was a lengthy period of time which was not seen as a problem by members of the committee because of their vital involvement in the process. However, it may have been a source of frustration for teachers and parents not on the committee regardless of the level of information conveyed to them and the consultation which occurred.

The writer's personal biases towards parental participation in policy making, empowerment and small group decision making may not be shared by everyone in the school community. Hence there is a danger that the writer's analysis of the case study may not be inclusive of other possible points of view in the evaluation of the process. Furthermore, the writer, as principal of the school, initiated the process in accordance with the dictates of the Self Renewing Catholic Schools Policy. He was later to become a member of the committee. It is possible that members of the committee may have had difficulty initially coping with this role change from leader to facilitator and may have had conceptual expectations of continued leadership in the committee process. Furthermore, while operating at the committee level in equal partnership with other committee members, the fact that the writer facilitated the process may have diminished the writer's objectivity. It is also pertinent to note that because of the writer's awareness from the outset that this was to be a research project and because of the writer's intention clearly stated that it was to be the subject of a thesis, it was important that the process of reflective deliberation was adhered to

throughout the study. No doubt, this process served the policy development process well and was true to the guidelines of the Self Renewing Catholic Schools Policy. However, it may have precluded the possibility of the Committee changing its direction or its mode of operation during the course of its deliberation.

1.5 OUTLINE OF THESIS

An outline of the remainder of the thesis documentation is as follows. Chapter 2 of this thesis will examine the context of the situation in which this study evolved giving details of the school situation which may illuminate the reader's understanding of the study. Chapter 3 will review the literature on change, parental involvement, renewal and behaviour management. Chapter 4 will detail the design of the study and explain the methodology. Chapter 5 will present the results and an analysis of the findings. The thesis will conclude with Chapter 6 which will undertake a review and synthesis of the study.

CHAPTER TWO

CONTEXT

2.1 School

The site of this study is a Catholic primary school on the northside of Brisbane. It is situated in an established suburb eight kilometres from the centre of the city on two campuses 1.6 kilometres apart; one campus housing Year 1 and 2 students and the other, students from Years 3 - 7. Each campus was originally a separate school catering for the large number of children in a new suburb. One opened in 1962 and the other in 1969. Declining numbers required that the schools become a two campus school under one administration in 1975. Eight years ago the school enrolment was 290. In 1994 it is 510. An anticipated enrolment of 550 in 1995 has necessitated a new building program due for completion in 1995, incorporating four new classrooms, a new tuckshop, administration area and staffroom.

The school population is basically of the 'middle class' socio economic status. Many of those families who cannot be classified into this criteria on economic grounds, aspire to 'middle class' values. The growth in numbers in recent years in a 'non growth' area is not reflected in other schools in the area whose numbers are in a gradual state of decline. Why is this so? It is the opinion of the writer that the good reputation enjoyed by the school is due to the fact that the local community values its culture, its curriculum and the climate of the school community (See Appendix 1, part of an interim Case Study report of the Primary School Planning Project, a current research study looking at the effects of planning in primary schools in Australia, England and Denmark).

What are the structures and features which define this culture and climate? In answering this question one needs to examine the following areas which bear contextual relationship to this research project; religious affiliation, staff, parents and major change projects.

2.2 Religious Affiliation

Ninety percent of the school's students are Catholic. Of this number about thirty per cent of the students come from families which practise their faith as gauged by their weekly attendance at Mass. The remainder of the Catholic population comes from families who are supportive of the Catholic ethos of the school. The majority of non-Catholic students come from families who are active Church goers. The staff is comprised of a Principal, an Assistant to the Principal (Religious Education) who is released from classroom teaching duties for sixteen hours a week, sixteen fulltime classroom teachers, a full time Teacher Librarian, ten part time teachers (two of whom are classroom teachers, two resource remedial teachers, two language teachers (Japanese and Italian), one general music teacher, one instrumental music teacher, one E.S.L. (English as a Second Language) teacher and one Hearing Impaired support teacher, two full time ancillary staff (secretary and groundsman), and five part time ancillary staff (teacher aides). Two members of the teaching staff are religious sisters. All but one member of the staff are practising Catholics. The non-Catholic part time teacher is a committed church goer. The composition of the school community, thus, can be seen to embrace a common culture of adherence to the Catholic faith and/or its ethos.

2.3 Staff

The staff of the school operates in a collegial mode within a collaborative culture. Leadership takes the form of servant leadership from the

designated leaders and is empowering in that it encourages leadership from all staff members (See Appendix 2; documentation of an interview with a teacher as part of the Case Study of the Primary Schools Planning Project). The collaborative culture is reflected in the decision making process as it operates in the school. The Administration Team meets fortnightly or as a specific need arises. The Principal, Assistant Principal and Teacher in Charge of the Infant Campus are permanent members of this team. Each member of the teaching staff participates as a member of the Administration Team on a fortnightly rotational basis. All major decisions, however, are made by the whole staff at Staff Meetings held fortnightly. These meetings are chaired by the staff member who is on the Administration Team at that particular time with a pre-determined agenda which is the responsibility of that staff member who meets with the Administration Team to frame the agenda. Decision making is supported by a committee structure which is diverse in its orientation and includes such committees as the Curriculum Committee, the Social Committee, the School Musical Committee, the Health and Safety Committee, and the Language Arts Committee to name but a few. All committees report directly to the Staff Meeting which ratifies or rejects the outcome of their deliberations. A description of the operation of the Curriculum Committee illustrates the committee structure. This committee has a teacher representative for each curriculum area and meets approximately once a month. All incoming mail dealing with curriculum goes directly to these curriculum co-ordinators and pertinent matters ensuing are dealt with at these meetings.

While the principal is also a member of this committee, the chair is occupied by an elected staff representative. The Curriculum Committee is responsible for curriculum policy development, initiates change in school

based curriculum documents, discusses matters relating to curriculum, and manages in-service. All decisions of the Curriculum Committee go back to the whole staff meeting for ratification. (See Appendix 3 for an observational record of a Curriculum Committee Meeting as documented for the Case Study of the Primary Schools Planning Project).

Staff communication is formally addressed by the production of a weekly Bulletin (See Appendix 4). It also takes place informally at the weekly gathering at each campus for Staff Prayer, during recess and at the various social functions and celebrations of birthdays, weddings, births etc. Staff communication in this informal context is a visible expression of staff community.

Staff supervision and development are an entity in this school. The principal reviews teachers' work programs twice a year. Each term the principal teaches in each class on two occasions, for a one and a half hour session in particular curriculum areas designated for that term. The teachers are released to undertake planning, preparation or professional development activities. The permanent members of the Administration Team meet with teachers twice yearly to discuss planning, preparation and professional development. Members of the Administration Team undertake collaborative goal setting activities twice a year. Staff members also engage in goal setting activities on two occasions in a year; once with a member of the Administration Team and once with a peer teacher (An example of a teacher goal setting document can be found in Appendix 5).

Whole staff, group and individual in-service needs flow naturally from this structure and are articulated and organised by the Curriculum Committee.

It is the opinion of the writer that the structures in this school support rather than overtly organise staff and curriculum development. Such structures appear to enhance collegial interaction and personal growth within a collaborative staff culture which empowers all staff members to assume leadership roles.

2.4 Parents

The parents in this school community can also be seen to be part of a collaborative culture. Evidence of this can be seen in the attendance and participation at the various functions and school celebrations which are very much part of the life of the school; liturgies, class masses, Patron's Day, family picnic days etc. Two particular cases in point illustrate this. The performance of the school musical which involves Year 6 and 7 students and which plays to a capacity audience of 300 at each performance sells out within a day of the tickets going on sale. The Family Camp, an annual long weekend away at a recreation complex for the school community, is booked out by 8:00 am on the morning after the letter inviting bookings goes home.

Parent involvement goes beyond the bounds of ancillary support in the classroom, tuckshop assistance, book shop etc. Parents actually take on the role of teachers in L.A.P. (Learning Assistance Program) which individualises teaching for children with special needs. Following a four session training program provided by the school and after a consultative meeting with the classroom teacher and Learning Support Teacher, each parent in this program plans and completes a weekly program of half an hour to an hour with an individual child. The P. & F. Association is much more than a fundraising body. At each meeting, staff members and outside personnel present an educational input in a guest speaker capacity. The

topic for this guest appearance is decided by the parents at the previous meeting. The P. & F. meeting is consulted and involved in major educational policy decisions. It nominates parents to be part of the various committees in the school who report back to meetings on the progress of the committee deliberations and planning. An example is the Building Committee, undertaking the huge task of organising and co-ordinating the new building program. It is equally representative of staff and parents, the latter nominated by the P. & F. Association. The Chairman of this body, elected by committee members, is a parent. His expertise has seen other committee members including the principal and parish priest play a subsidiary role in the committee's function. The Parent Report (See Appendix 6) also illustrates the level of parent participation and involvement in the life of the school. Its genesis was a discussion at a P. & F. meeting in 1992 led by the principal in an evaluation of the system of reporting to parents. An expressed view at the meeting pointed to the fact that the Parent Information evening and Parent Teacher Interviews offered at that time were a 'one way' process. A committee of parents and teachers was constituted to investigate the matter. This committee developed the Parent Report, the context of which was further developed and then ratified at staff meetings and P. & F. meetings. Parents complete this report and bring it with them to Parent Teacher Interviews. They use it to illustrate their view of their child prior to the teacher's analysis of the child's progress. Interestingly, it has become a catalyst for change in the school in a manner which the committee did not initially envisage.

The voluntary 'tear off' section on School Administration is collated and analysed at staff and P. & F. meetings. Innovations such as the recent change in the school uniform and the introduction of the school

instrumental music program and the school motor development program were developed from initial suggestions via the Parent Report. Parents' needs for information, be it school related, personal or pertaining to parenting, are well served. Every year the 'Parents as Teachers Learning Together' program, a commercial course, is presented by members of the staff. This program looks at modern teaching methodology in reading, spelling and writing and runs for eight two hour evening sessions. The average annual attendance at this course is fifty and thus over the years a large pool of expertise has built up; expertise which can be used to help children with their work at home and expertise which is a valuable resource in the classroom. Every second year, the Parent Maths Program is offered, looking at the philosophy and teaching methodology of modern maths. This course was written by staff members in the school and is presented by them. In 1994, seventy-four people attended this two-session evening course. Each term adult faith education is catered for by the provision of guest speakers on a variety of topics, Mission, Change in the Church, The Historical Jesus, Loss and Grief and Sacraments to name but just a few. Parent programs specifically related to a major school development project currently underway are also offered. For example, during the development of the school Human Relationships Education program, guest speakers presented workshops for parents in the following areas; Self Esteem, Sexuality, Protective Behaviour and Conflict Resolution. Speakers' fees are always met by the P. & F. Association. All parent meetings, lectures, etc in the school finish with supper. It is here that the 'community' aspect flourishes. Communication is best served by the various gatherings of the school community. Formal communication is accorded by letters to parents on subject specific topics and in general by the school newsletter. (See Appendix 7).

Some of the features of parent involvement of the school community have been described to illustrate that parents are very much part of a collaborative culture. It is this collaborative culture which empowers some parents to assume positions of leadership in the various renewal projects and change processes that take place in the school.

2.5 Major Change Projects

A description of major projects of change in the school will illustrate the fact that either staff members or a combination of both staff members and parents are the major initiators and agents in the processes of change in the school. All projects are 'driven' by a committee rather than by the principal or another member of the Administration team.

The school based Maths Program was co-ordinated by a staff committee who met with Year level groupings of teachers to formulate the content of the program. The Year 2 content development for example involved Year 1, 2 and 3 teachers as well as members of the committee. The committee's task, apart from convening these meetings, was to put the results together before presenting it to several staff meetings and one specifically designated P. & F. meeting for ratification. The new English Language Arts program which is currently being devised follows the same process. In 1993 a new Science program was implemented in the school and its implementation followed a different path because it was a commercial program and the school was a trial school. The catalyst for change was the Science Co-Ordinator on the Curriculum Committee who brought the offer of the opportunity to trial the program to the committee's attention and strongly advocated the need for change. The program outline was presented to the Staff Meeting and to a specifically designated P. & F. meeting, both of which endorsed the Curriculum Committee's initiative for

change. A great deal of staff in-service was then organised by the Australian Academy of Science who offered the trialling opportunity to the school. The Science Co-Ordinator conducted an information evening for parents prior to the program's implementation.

The development of the Mission Statement (see Appendix 8) and the School Policy was generated by a committee of four staff members and two parents. A guest speaker spoke to a meeting of all staff and parents (approximately forty parents accepted the invitation to take part in this level of involvement). Following the presentation everyone at the meeting completed a sheet detailing their dreams for an 'ideal' Catholic school. This data was used by the committee to write a draft Mission Statement which was sent to all parents and staff members for written comment. The comments were then taken on board by the committee to prepare the Mission Statement. Following this, the committee and staff spent three full days (the staff being withdrawn from teaching duties) to develop policy statements based on Gospel values on a variety of areas from AIDS to Supervision. The Committee then took over the writing of procedural statements to accompany each policy. As each procedural area was written it was presented to the whole Staff Meeting for ratification. A Policy and Procedures Manual was produced at the completion of this process with each policy housed in a plastic sleeve because such a document needs to be a 'living' document reflecting change. Because change is a constant, policy or procedural statements can only be varied by a whole staff decision to do so. When this takes place, all manuals are called in and the change effected in each copy.

The Human Relationships Education program was the first major Self Renewing Catholic Schools project of the school and the first to take on

parental participation in policy making or curriculum development. Following extensive staff and parent in-service on the Self Renewing Catholic Schools Policy which was an initiative of the Catholic Education System, this curriculum area was prioritized as the area of need in curriculum development. A committee of six staff volunteers, the principal, three parent volunteers and two external consultants from the Catholic Education Office was constituted to steer the project. Parent Information evenings were held during the course of the program development. The program itself was developed via committee meetings with year level teachers. This process was enhanced by the facilitation and co-ordination of another external consultant who was an 'expert' in this curriculum field. The document produced was the final product of the renewal project. Its effectiveness can be gauged by the success of the program implementation in the school and by the fact that a number of schools have used it to introduce this curriculum to their schools. However, the writer sees as most significant the fact that the level of parent participation in the program development brought about an unprecedented parent commitment to and support for this curriculum innovation. It even spawned a parent H.R.E. group which meets fortnightly and sets its own agenda with topics for discussion such as Violence Against Women; an agenda which meets adult needs. Early in the project, however, the parents on the committee took a subsidiary role, seemingly subdued by the imbalance of professionals on the committee. Their empowerment was a gradual evolutionary process. Could this be addressed by an equal representation of parents and staff on the committee? Was there a process which could empower all members of the committee to equal partnership from the outset? The stage was set for the Behaviour Management Policy renewal process to address these questions.

CHAPTER THREE

LITERATURE REVIEW

3.1 INTRODUCTION

What are the appropriate processes a Catholic school community uses when engaging in authentic renewal? One needs to look at the structures of a school which are conducive to renewal if one is to attempt to answer this question. Renewal should involve the whole school community if it is to be effective. Yet it is not feasible for the whole school community to be totally involved in a policy making process which is the focus of renewal in this research project. The question posed at the start can therefore be broken down into two context specific sub questions : What structures and processes enable a representative sub group of staff and parents to generate a renewal project and be legitimised in their action by the school community at large? More particularly, is it possible for parents and staff in such a sub group to be equal partners as leaders in such a renewal project?

In an attempt to answer these questions this literature review will focus on the areas of change, parental involvement and renewal and review the literature of Behaviour Management because that is pertinent to the particular definition of this research project.

Authentic renewal cannot be addressed until the literature on change is explored. Change is a societal constant which impinges greatly on the life of a school and how a school community manages change is central to its effectiveness. If a renewal process is to be owned by a school community,

attendant changes in the attitudes and perceptions of members of that school community need to be addressed. What are the dynamics of change which allow this to take place in the culture of a school community?

Parent involvement gives life to the culture of a school. Petit (1984 : 40) maintains that "schools are places that can both create and reflect culture that people wish to see shaped in their own image. It is only in such forms that they feel able to play a part comfortably". If parents are to play an important role in a renewal process, the school must be a viable community representative of that culture. Parental involvement within that context does not relate to mere lip service which denigrates it to the peripheral and ancillary areas in the life of a school. Nor does it relate to the other extreme of the parental involvement continuum, power. Power is not in partnership with renewal. Renewal equates with empowerment rather than power. Power implies control and control does not allow authentic renewal to take place. Parent participation in policy making can be empowering to the culture of a school community.

In the culture of a Catholic school, authentic action should be based on the foundation of effective evaluation. Evaluation allows the school community to give life to its vision in reality. If evaluation is to be renewal for a school community it should be embedded in the culture of a school. According to Treston (1992 : 51) there "is no point in implementing an evaluation process of school effectiveness unless the evaluation becomes a starting point for self renewal of the school". Such renewal needs to be holistic, embracing the school's curriculum in its entirety (both formal and hidden), attendant to the life of the school community and framed by its culture. The literature review will attempt to identify dynamics common to the three areas of change, parental involvement and renewal, and answer the question

posed initially concerning the processes appropriate to authentic renewal in a Catholic school pertaining to the development of the school Behaviour Management Policy.

3.2 CHANGE

This thesis focuses upon the development of a Behaviour Management Policy which is owned by the school community. Such a process demands changes of perceptions and attitudes by the various stakeholders. In order to generate such a renewal, an appreciation of the dynamics of change is demanded and will be elaborated on in the following review.

Change is, and always has been, a dominant societal feature. Recent history has seen the pace of change accelerate significantly. According to Minzey (1982 : 15), "our social structure is undergoing a tremendous change, perhaps the greatest in the last 100 years". School is a child of society and therefore schools can neither remain aloof from change nor should they be a sponge absorbing its every whim. Change is a societal constant which has to be properly managed to serve each school and its particular situation well. It is the contention of this researcher that change is most effectively managed in a school climate which is a collaborative culture. Moreover, it is most successful if the onus for the change process belongs to the local community. Before examining these basic premises in detail, it is important to examine the history of change theory as it impinges on schools, its complexity and the phases of the change process.

3.2.1 Change in Schools

The history of change processes in schools has not focussed on the local situation or the significant actors in that local situation. Cuban poses the

question; "How can it be that so much school reform has taken place over the last century, yet schooling remains pretty much the same as it always been?" (quoted in Fullan with Stiegelbauer, 1991 : 29). The school as an institution has been a bastion of conservatism in a world where change has been dynamic.

According to Fullan (1993 : 12) the 'status quo' has been maintained in schools because of teacher training structures, school organisational structures and hierarchies of decision making and administration. Gibbons and Norman (1987 : 103) concur with this observation while adding the other dimension of tradition in programs and instruction:

Although driven toward new designs and approaches to schooling by dramatic developments in society, technology and world affairs, the accumulated history of traditional programs, instruction, administration and architecture holds the nature of schooling firmly in place. In the struggle between the new and the familiar, the familiar prevails.

According to Fullan and Steigelbauer (1991 : 29) the 'status quo' has been maintained because most contemporary changes have been first order changes which have looked to improve the efficiency and effectiveness of what is current practice in schools without addressing the need to alter the roles that children and adults perform. Second order changes address the need to alter the fundamental structure of organisations. They hold that the "challenge of the 1990's will be to deal with more second order changes - changes that affect the culture and structure of schools, restructuring roles and reorganising responsibilities, including those of students and parents". Change processes in schools have faltered because of their pre-occupation with an imposed model. Henderson (1992 : 204) calls the history of curriculum change a 'technocratic fantasy' which saw "technically

trained experts rule by virtue of their specialised knowledge and position in dominant political and economic institutions" (Fischer, 1990 : 17). Highly trained curriculum specialists would devise the correct theoretical guidance for practising teachers. Imposed, top-down change mechanisms instituted by state or system find infertile ground in the life of a school. Huberman (1982 : 9) calls it planned change, "an elaborate, 'up front' exercise of marshalling resources, training by practitioners, mapping out strategies in advance and setting time lines for the introduction of more complex components". Yet the life of a school expresses itself in a more vibrant, fluid form which repels highly structured, imposed models of change because of this very fluidity. The history of change as it applies to the school situation has acquired a negative connotation for the participants in the process because its external *modus operandi* has not permeated the culture of the local situation.

3.2.2. Complexity of Change

The complexity of the change process in schools is a challenge for educators. Cannings (1983 : 33) postulated that "educational change is complex and our understanding of the change process is incomplete". Change is not a particularity, but rather a process. Second order changes are more complex. Yet, if the process of change is to be successful this complexity must be explored because real change entails changing the very structure and culture of schools at a cost to the local situation which Huberman goes as far as to term "turbulence". "The more complex the change the greater number of parts, of actors, of changes required in working arrangements, curriculum components, instructional practices, training and assistance devices, the greater the chance of internal turbulence" (1992 : 6). Fullan and Stiegelbauer (1991 : 32) also refer to the 'downside' of real change; "Real change, then, whether desired or not,

represents a serious personal and collective experience characterised by ambivalence and uncertainty". However, they argue that such a cost is worthwhile if successful change eventuates; "if the change works out it can result in a sense of mastery, accomplishment and professional growth". Huberman (1992 : 6) calls this a paradox of change which draws "our attention to the intricacies of managing change in schools".

The complexity is manageable if one is aware of, and attendant to, the intricacies. Fullan and Stiegelbauer (1991 : 91 - 92) maintain that there are four elements which are central to a successful change process. Initiation should be active. There should be a "bias for action" characterised by "learning by doing". A balance between pressure and support should prevail. "Pressure without support leads to resistance and alienation; support without pressure leads to drift or waste in resources". Changes in behaviour and belief need to take place within the main actors in the change process and it matters not which comes first. Lastly, the significant change agents must take on a sense of ownership. Ownership is a progressive process which may occur at the outset of a change process or may in fact be the result of successful change.

3.2.3. Phases of Change

Fullan and Stiegelbauer denote three broad phases of the change process; initiation, implementation and continuation. It is not a linear process "but rather one in which events at one phase can feed back to alter decisions made at previous stages, which then work their way through in a continuous interactive way" (Fullan with Stiegelbauer, 1991 : 48). All three phases sit most comfortably in the local culture. This is the case in this particular research project even though it operates under the umbrella of the systemic Self Renewing Catholic School model.

The first phase of initiation categorises the process which leads up to the decision to proceed with implementation. It can take the form of an imposed mandate from a system authority, legislated curriculum change via a government authority or change which is developed locally or school based in its interpretation. If change is to ascend to the level of meaning for the major participants in the process, however, Fullan and Stiegelbauer (1991 : 52) maintain that schools "must design their own versions, given what they know and understand about how the innovation might best work in practice". Fullan and Stiegelbauer (1991 : 62) quote Miles' research (1987) which found that successful initiation was characterised by a combination of strong advocacy, need, active initiation and a clear model or process. Alienation and or confusion could result if these characteristics are not present. To combat these barriers to successful initiation, Fullan and Stiegelbauer (1991 : 63 - 64) advocate the three R's of relevance, readiness and resources.

Relevance includes the interaction of need, clarity of the innovation and utility. Readiness involves the school's practical and conceptual capacity to initiate, develop, or adopt a given initiation. Resources concern the accumulation of and provision of support as a part of the change process.

"Stated simply, implementation is learning to do and learning to understand something new" (Fullan, 1992 a : 23). Clark, Lotto and Astuto (1984 : 52) emphasise the importance of the implementation stage;

If planning for implementation is minimised, logistical shortcomings are likely to defeat the users. If the process is hyper-rational, the prescriptive plan of action often becomes the focus of attention for central administrators, and users' needs are lost in the process.

Ownership needs to become a reality for the major participants at least by this stage. According to Fullan and Stiegelbauer, (1991 : 69) ownership occurs if the participants see their needs being addressed and progress made towards meeting these needs.

Implementation which is complex brings with it attendant conflict. Huberman (1992 : 16) claims that "implementation is a political process, one that involves conflict. What constitutes school 'improvement' for some means rubbish for others, at least initially. What planners of educational change construe as 'support', some users construe as intrusiveness or belittling". Only a very simple change process avoids this inherent conflict in the implementation stage because complexity involves multiple realities for the major actors in the change process. Clark et al (1984 : 52) agree that the multiple realities are often conflicting. Yet while complex change has a great potential for failure because of this conflict, successful implementation can make a real difference. Fullan and Stiegelbauer (1991 : 72) claim that success involves breaking "complex changes into components" and implementing "them in a divisible and/or incremental manner". This research thus saw the implementation of the process managed by a committee of committed parents and teachers, doing so in such an incremental manner. Complexity, properly managed, can create a climate for successful change. Huberman (1992 : 13) states that:

Implementation creates interdependence between members of an institution - as much between administrators and teachers as between teachers who, up to then, had carefully organised their work so as to be as free as possible of the effects of others on the accomplishment of their core tasks. On an institutional level this can be the beginning of more general changes in climate, in collaboration, in collective responsibility for the career of pupils - that, here again, transcend any particular intervention.

The committee structure and process was such that interdependence between all members of the committees, regardless of their status, was in evidence throughout. The collaborative climate of the school was already in place and enhanced the interdependence.

The third phase of continuation sees the change "built in as an ongoing part of the system or disappear by way of a decision to discard or through attrition" (Fullan with Stiegelbauer, 1991 :48). Successful initiation and implementation give life to continuation. Laboured or meaningless initiation and implementation give way to attrition.

3.2.4. Local Situation

Whether change is from within or without, effective change sits most comfortably in the local school situation. "Creative experimentation with instruction and improvement will be unlikely if changes are implemented from the outside by a heavy handed administration" (Hargreaves and Fullan, 1992 : 13). Highly regulated change processes will not allow such creative experimentation to flourish. It is such creative experimentation which gives life to the change process because it aligns the participants with ownership and weighs in heavily on the support side of the balance between pressure and support. Rosenholtz (1989 : 216) concurs with the view of Hargreaves and Fullan decrying the role that bureaucracy and regulation plays in the change process stating that it negates the needs and aspirations of the local community.

Hall and Loucks (1977) contend that "change is a process, not an event" (quoted in Fullan, 1985 : 392). Both situations and individuals are acted upon in the change process and change takes place over a period of time. Change has become a major focus of educational institutions and yet the

starting point for change has to be the local actors in the local situation and this reality can be the very nemesis of successful change.

There are exceptional and appalling schools and school administrators, to be sure. But most are garden variety ones with weaknesses and strengths, with a few virtuoso and many more humdrum staff, along with some problematic people. This has to be the starting point for talking about educational change.

(Huberman, 1992 : 18)

This banality can also, properly managed and nurtured, be fertile ground for successful change. Effective change should focus on people rather than the institution.

When one overlooks people's lives to focus on events - and large scale school improvement efforts are mostly just that - or on the institutional theatres of those events, one is taking the actors out of the play and assuming that the scenery is animate enough to carry the plot and account for the denouement.

(Huberman, 1988 : 120).

Apart from teachers and principals, the other main actors in the local change process are parents and external consultants. Fullan (1985 : 402) nominated these four agents as the main actors in the change process and pointed to interactive relationships as basic to successful change:

Interactive relationships take place with a range of partners (other teachers, the principal, parents, external support personnel), in a variety of formats (one to one, small group, larger group, training sessions, planning and sharing meetings, etc.) on a sustained basis, and focus on specific problems or innovations. Getting people acting and interacting represents a major route to change.

As well as parents and teachers, this research project included the principal and an external consultant as full time members of the committee driving the process. The process entailed committee members working in pairs, in small groups and as a large group. Acting and interacting characterised its every deliberation.

If the local school situation is the most viable context for the change process then, what sort of local situation is the most life giving to the change process? It is this researcher's contention that a school climate which can be described as a collaborative culture provides the opportunity for the change process to take on meaning for the participants and thus ultimately be a successful process.

3.2.5 Collaborative Culture

Change which leads to school improvement, has to delve into the very structure of schools rather than merely respond to the outside forces which can put schools on a merry-go-round of change, going round but getting nowhere.

The habits and values embodied in these structures formulate the culture of a school.

What is culture? It is a word used often which appears to have a breadth and depth of meaning as Lawton points out :

Raymond Williams (1976) has suggested that 'culture' is one of the most difficult words in the English language, partly because it has a history of shifting meanings, and partly because the word is now used to cover important concepts in several distinct disciplines and in several incompatible systems of thought.

(Lawton, 1983 : 24).

James Peacock more clearly defines the boundaries of the definition of culture as it applies to the school context. "Culture is shared meaning. To comprehend meaning, one must see the world as others see it, to comprehend experience in terms of others' frame of reference" (as quoted in Dwyer, 1993 : 1). Dwyer (1993 : 2) further reduces the boundaries. His description is closely aligned to the local situation as it applies to a Catholic school context; the culture of a community.

A group's culture is the way it has of meeting its members needs, finding meaning in their lives, and expressing that meaning. It is the composite of ideas, values, symbols, customs and stereotypes that are shared. It is what we learn from those whom we are with. In a nutshell, it is life as people understand and live it.

Egan (1978 : 127) describes culture using the metaphor of a conversation which takes place in public and within individuals. Cultural objects provide the 'words' of the conversation yet an individual's interpretation and use of them is critical.

The culture of a school which enhances a vibrance of individual interpretation empowers a climate of change. Downey "believed that if people could engage openly in democratic enquiry, they could progressively construct a vibrant culture" (Henderson, 1992 : 207). A vibrant culture lives within a flexible structure. Rosenholtz (1989 a : 71) maintains that if organisations are to remain viable and productive, they must be adaptive to changing needs, be problem solvers and develop knowledge, skills and ideas. If they have this capacity, they have the capacity for self renewal.

3.2.6 Teachers in a Collaborative Culture

Teachers, administrators, parents and external consultants are the main

actors in the change process within a collaborative culture. Hargreaves (1992 : 220 - 229) categorises teacher culture into four broad forms;

***individualism** where teacher isolation is the norm, **balkanisation** where teacher culture takes form in small groups, **contrived collegiality** which uses bureaucratic procedures to facilitate teacher planning and consultation and **collaborative culture**.*

In a collaborative culture "failure and uncertainty are not protected and defended, but shared and discussed with a view to gaining help and support (Hargreaves, 1992 : 226). He also describes collaborative cultures as spontaneous, evolutionary and unpredictable (235). However these very characteristics which make a collaborative culture the effective nurturing ground of change also make change slow and unpredictable. A collaborative culture does, however, promote meaningful change, because it can impinge on the beliefs, values and attitudes of the major actors in the scenario of change, the teachers. According to Hargreaves (1992 : 219), "Changes in beliefs, values and attitudes in the teaching force may be contingent upon prior or parallel changes in the ways teachers relate to their colleagues, in their characteristic patterns of association".

Fullan (1992 a : 25) agrees with Hargreaves but argues that these changes in beliefs are related to changes in behaviour;

the relationship between behavioural and belief change is reciprocal and ongoing, with change in doing or behaviour a necessary experience on the way to breakthrough in meaning and understanding.

Changes in behaviour and beliefs are the very basis of successful change. Fullan (1992 a : 103) states that "teacher collegiality and other elements of collaborative work cultures are known to be related to the likelihood of

implementation success". Collaborative cultures can not be force-fed however. They are not motivated by external change where there is little or no local input into the process, nor are they necessarily the vehicle for consensus because of their spontaneity and unpredictability. Because of this, Fullan and Stiegelbauer (1991 : 137) suggest that small groups could be the focus of innovation.

Consensus seeking may inhibit creativity and may result in the wrong solution. Instead of seeking widespread involvement in the use of a particular innovation, it may be appropriate, especially in larger schools, to stimulate multiple examples of collaboration among small groups of teachers inside and outside the school.

In this research project, a small group comprising teachers, parents, the principal and an external consultant was the focal point of the change process. Teachers must be seen as the main actors of change in the change process rather than the consumers of change. The history of change processes has been dogged by failure because teachers have been seen as mere consumers by the 'experts' driving school change.

The image of the teacher which emerges when the experts plan for school change, or which shapes the way they think in the first place is one in which the teachers are depicted as agents and consumers of curriculum innovations who are characterised by powerlessness, passivity, uniformity and malleability.

(Common, 1988 : 3).

Kemmis places the onus for change on the symbiotic relationship between teachers and the school stating that "schools can no more change without the informed commitment of teachers than teachers can change without the informed commitment of the institutions in which they work" (1987 : 74). This is only possible if the institution is a collaborative culture.

Within such a collaborative culture, the individual teacher and that teacher's classroom are both the focus and the driving force for effective change. Commons and Egan assert that "the key arena of implementation is the individual teaching situation such as the classroom, and that the key agent is the individual teacher" (1988 : 1). This very reality, however, makes change a difficult process because teachers have an innate tendency to resist change and return to the familiar. The institutionalised reality of the classroom can become the bastion of isolation. Fullan and Stiegelbauer describe the reality of the classroom condition which can so easily become the prime mover in resistance to change by referring to Huberman's (1991 : 33) classification of the interruptions, adaptations and unpredictability as the 'classroom press' :

The 'classroom press' according to Huberman and to Crandell and Associates, affects teachers in a number of different ways : It draws their focus to day-to day effects or a short term perspective; it isolates them from other adults, especially meaningful interaction with colleagues, it exhausts their energy - 'at the end of the day they are tired; at the end of the year they are exhausted' (Crandell et al, 1982 : 29); it limits their opportunities for successful reflection about what they do.

Thus the "temptation is great to latch on to the quick fix, to go along with the trend, to react uncritically to endorsed innovations as they come and go. Local educators experience most school reform as fads" (Fullan and Miles, 1992 : 747). Consequently teachers often hide behind the defence mechanism of 'it's just another fad'. Given this reality, "teachers' involvement in school improvement has to 'fit' as a regular part of their daily work" (Clark et al, 1984 : 54). Fullan and Stiegelbauer (1991 : 128) list the criteria used by teachers in assessing any given change:

1. *Does the change partially address a need?*
2. *How clear is the change in terms of what the teacher will have to do?*
3. *How will it affect the teacher personally in terms of time, energy, new skill, sense of excitement and competence, and interference with existing priorities?*
4. *How rewarding will the experience be in terms of interaction with peers and others?*

Change must pass the test of practicality if teachers are to be supportive of it. "Practical changes are those that address solvent needs, that fit well with the teachers' situation, that are focussed, and that include concrete how-to-do-it possibilities" (Fullan with Stiegelbauer, 1991 : 72 & 73). Teachers are not the mere consumers of change. They are "partners and prime movers in the process of change, having needs and aspirations from which they act out their approaches to their work" (Wideen, 1987 : 5 & 6). This is the point that Common and Egan (1988 : 3) highlight suggesting that "teachers do not see themselves as agents, nor consumers, but, rather, as actors and defenders who are characterised by authority, action, autonomy and stability".

Teachers can become the 'partners and prime movers'; the 'actors and defenders' if they work in a collaborative culture. They can then engage in reflection interpreted as "an evaluative dialogue that enriches the self and enhances professional practice" (Butler, 1992 : 223). When teachers engage in such reflection, change may move out of a 'happening' mode and into a process which is potentially meaningful.

Appropriate staff development supports teachers in a collaborative culture and facilitates teacher growth. Fullan (1992 a : 114) maintains that "teacher development and school development must go hand in hand". Clark et al

(1984 : 57) make a similar claim but go further than Fullan to signify the importance of a collaborative culture. "The focus of staff development must be not only on the development of new skills, but also on the development of new concepts and behaviours in a supportive organisational climate". Site based professional development goes beyond the one-off context of workshops and seminars. In a collaborative culture it incorporates "practices which support collegiality and co-operation which are embedded in the fabric of school life" (Shanker 1990, as quoted in Seller, 1993 : 23). The writer feels that the school in which this research takes place is a collaborative culture. Within this culture teachers and their classrooms are open to each other and to change because they are vitally involved in any change process from the outset. Staff development supports any change process in such a climate. Staff celebrations and camaraderie give life to the staff community.

3.2.7 Parents, Principal and External Consultants in a Collaborative Culture

Like teachers, parents can be a force which works against change. Clark et al (1984 : 56) hold this premise. "Communities and parents appear to be more effective at preventing change than promoting it". Fullan and Stiegelbauer (1991 : 56) also express the negative potential of parents in the change process stating that "some communities support innovation, others block it, most are apathetic, and even more are all these things at one time or another". Moreover Rosenholtz (1989 : 435) values the importance of parent involvement as being a support mechanism for teachers stating that "if commitment to teaching depends in part on receiving recognition for work and experiencing work as meaningful, parent involvement by schools becomes crucial". Parental involvement and support is important in a collaborative culture. However, significant parent

involvement in the change process itself not only gives life to such a collaborative culture but also legitimises a particular change as well as the partnership between home and school in the educational endeavour. The need to raise parent involvement to the higher level of parent participation will be reviewed in detail in a separate section.

"The image of the principal in research and policy literature has shifted since the early 1980's from the principal as 'gatekeeper' to the principal as instructional leader" (Fullan 1992 a : 82). Strong instructional leadership, however, negates the change process because it takes away from the role of teachers as the main actors in the change process.

All major research in innovation and school effectiveness shows that the principal strongly influences the likelihood of change, but also indicates that most principals do not play instructional or change leadership roles. Principals' actions serve to legitimate whether a change is to be taken seriously (and not all changes are) and to support teachers both psychologically and with resources.

Fullan and Stiegelbauer (1991 : 76)

Teacher support is multifaceted. Fullan (1985 : 401) quotes Peters and Waterman (1982 : 287) stating, "An effective leader must be the master at two ends of the spectrum : ideas at the highest level of abstraction and actions at the most mundane level of detail". The actions need to be those which are supportive of teachers. According to Glickman (1991 : 8) the principal should not be the instructional leader but rather the educational leader who supports and co-ordinates the work of teachers as instructional leaders. The principal as instructional leader may err in programming change rather than intuitively enabling change and empowering others in the process. Hopkins (1987 : 120) maintains that effective school leadership has to do with an individual's intuitive feel which is more like sailing a ship than driving a car. Such an intuitive feel is the result of

reflection on experience.

Reflection on experience must be the focus of the principal's vision. Such a vision must embrace the creation and maintenance of a collaborative culture in which change can flourish. It cannot be a singular vision because this can stifle change. "Rather than impose individual visions, principals would do well to develop collaborative work cultures to help staff deal with all these innovations" (Fullan, 1992 b : 19). Rosenholtz (1989 b : 427) maintains that "principals shape the organisational conditions under which teachers work and definitions of teaching they come to acquire". If these organisational conditions and definitions give birth to a collaborative culture, the change process can become meaningful and lay the foundations for successful innovation. "The role of the principal is not in implementing innovations or even in instructional leadership for specific classrooms. The larger goal is that of transforming the culture of the school" (Fullan and Stiegelbauer, 1991 : 161). A collaborative culture is the result of thoughtful planning, sustained effort and commitment to openness. It needs careful nurturing and ongoing support :

Although many principals may define school reality as collaborative, its momentum most likely will flag without ongoing teacher support. That is teacher collaboration is unlikely to stand in the shadow of one powerful action alone. Instead norms of collaboration tend to maintain themselves through daily activities led by those who possess such inclinations.

(Rosenholtz, 1989 a : 64)

Just as change is a process, a collaborative culture is not a singular structural process and the principal can empower the enculturation process. According to Fullan and Stiegelbauer reform "is not implementing single innovations. It is changing the culture and structure of the school. Once that is said, it should be self evident that the principal

as head of the organisation is crucial" (1991 : 169).

Leithwood and Jantzii (1990 : 22) found that successful principals in transforming school culture towards improvement took the following actions:

- . *Strengthening the school's improvement culture*
- . *Used a variety of bureaucratic mechanisms to stimulate and reinforce cultural change.*
- . *Fostered staff development*
- . *Engaged in direct and frequent communication*
- . *Shared power and responsibility with others; and*
- . *Used symbols to express cultural values.*

(quoted in Fullan with Stiegelbauer, 1991 : 161)

According to Hargreaves (1992 : 235) being part of a collaborative culture is a humbling experience for principals. "Ultimately the challenge is one of administrative humility in sharing out the responsibility for educational purpose and in deferring to the inevitably modest pace of human growth that underpins the development of teachers (as, indeed, of anyone else)". This sits comfortably in the Catholic school context where the metaphor of servant leadership is aspired to.

In a collaborative culture principals share the role of facilitation of the change process with teacher leaders. Glickman (1991 : 8) states that in a school where change is a successful process "principals aren't threatened by the wisdom of others : instead they cherish it by distributing leadership". To the principal belongs the role of facilitating and enhancing this supportive climate for change.

Norms of collaboration do not just happen. They are not the result of serendipitous combinations of people. Rather they appear to be the product of social engineering by principals who, guided by school goals and the belief that teachers can improve, both encourage collegial leadership in their schools and provide opportunities for

collective teacher involvement in instructional decision making.

(Rosenholtz, 1989 b : 431)

If a collaborative culture offers to teachers and to parents (the vital component of Hargreaves' (1992 : 235) 'anyone else') a climate which engenders change, growth and renewal, the stage is set for the establishment of the ideal situation for change to be a meaningful and successful process, a critical community of emancipatory action researchers - which, according to Kemmis (1987 : 81) "is concerned with revitalising educational values in school communities, and with empowering members of school communities to act in the light of their critical reflection".

The writer sees his leadership style as being that of a servant leader whose vision is based on reflective experience which has its foundations in maintaining and sustaining a collaborative culture. Within this culture teachers are empowered to be critically reflective with teacher leaders at the helm of every curriculum area. These teacher leaders are members of the Curriculum Committee of which the principal is a member but not the chairperson. Change is both initiated within and monitored by this committee structure. Its decisions are ratified by the whole staff. The implementation of a particular change process itself is driven by a specific committee, in the case of this research, the Behaviour Management Policy Committee.

The school needs support in the change process. Fullan and Stiegelbauer (1991 : 75) maintain that "the support of central administrators is critical for change". "Effective district level involvement seems to include strong initial commitment to change in the adoption stage, continued general support

and assistance in the implementation by personnel described by Loucks et al as 'local facilitators' " (Clark et al, 1984 : 53). In this research project 'central administrators' and 'district level administrative involvement' equate with the Catholic Education Office and its administrative hierarchy and 'local facilitators' with the school support staff from that office. The Catholic Education Office provided the policy umbrella for this change process, the Self Renewing Catholic Schools Policy. One of this Office's support staff was a member of the committee driving the process while other support staff were consulted or supportive of the process.

The literature suggests that change is a complex process. It is best managed if the local situation is the major focus for change. If that local situation is a community which is a collaborative culture, teachers, administrators, parents and external consultants working within such a culture can be empowered to be the agents of successful change.

3.3 PARENTAL INVOLVEMENT

The Wiltshire Committee argues that parental involvement in schools is a pre-requisite for accountability (Ministerial Statement, 1994 : 1). Parent participation is central to the mission of schools today. Phrases such as the 'home school partnership', 'parents are the first educators of their child' abound in educational rhetoric. Statements about parent involvement are part of the contemporary school's development plan and mission statement. However, the question needs to be asked if parental involvement that is often termed participation is in fact participative. Is participation in fact a reality? Surely only parental involvement which rises above the levels of ancillary support to involvement in decision making and policy making can be termed participation.

It is the writer's hypothesis that increased parental participation gives a more integrated dimension to the culture of a school. If the school community is a collaborative culture, parent involvement may rise above the peripheral spheres of support and service to the school and assume the level of participation in decision making and policy formulation. Such participation may empower parents in the process, if the participation promotes parents sharing in the decision making and policy formulation rather than simply being part of a legislated body of control such as a school board. Effective parent participation is important to this particular research project because the project was steered by a committee of parents and teachers in equal partnership.

3.3.1 Definition of Parent Involvement

What is parent involvement? It is a concept which may be open to vagaries of interpretation and is given form in practice in schools in a variety of ways because it exists within the socio-cultural environment of the school. According to Eckermann (1985 : 11), education itself is the process of acquiring the store of knowledge which characterises our socio-cultural environment. However, society has handed education over to schools thus formalising the diminishing responsibility of parents and community. Parent involvement in schools gives expression to a full range of diverse practices. The literature reveals many classifications of parental involvement. Builder (1986 : 19) maintains that parental involvement can be classified into four forms: "Financial; housekeeping; monitorial, technological, and clerical support; instructional support. This includes teaching individuals or small group decision making support and In-service".

Other classifications include:

Type 1. The basic obligations of parents refers to the responsibilities of families to ensure children's health and safety.

Type 2. The basic obligations of schools refers to communications from school to home about school programs and children's progress.

Type 3. Parent involvement at school refers to parent volunteers who assist teachers, administrators, and children in classrooms or in other areas of the school.

Type 4. Parent involvement in learning activities at home.

Type 5. Parent involvement in governance or advocacy.

(Brandt 1989 : 25)

Parent involvement is categorised as a five part typology by Jackson, Davies, Cooper and Page (1988 : 11 and 12); decision making, parents as educators, advocacy, school support, parent education and support. Hawley, quoted in Holden describes four types.

"One type involves the community being involved in the school. Another are those programs where parent involvement is centred at home. There are also programs which centre involvement around meeting the basic needs of children. While others involve parents in decision making about how the school will operate".

(Holden, 1990 : 11).

While there are subtle differences in the categorisation of all these definitions of parent involvement, there is also a basic commonality which differentiates involvement into activities of an ancillary or supportive nature and decision making. Of all the literature on parental involvement, the most succinct categorisation can be found in the work of Rasinski and Fredericks:

"1) those that monitor, 2) those that inform, 3) those that encourage parent participation, 4) and finally those that empower parents" (as quoted in Holden 1990 : 9). They express parental involvement as a developmental entity. Parental involvement is developmental and a school must build on the initial levels before full participation can be achieved. Empowerment is the result of carefully nurtured participation.

3.3.2 Barriers to Parent Involvement

Before focusing on the positive effects of parent involvement, the barriers to involvement need examination. Unfortunately, the current Australian situation suffers from a negative connotation on the part of schools.

It might with some truth be said of Australian society that keeping parents out of school is as much a matter of policy and concern as keeping children in. But the statement would be less generally true now than it would have been ten or fifteen years ago.

(Blakers' 1983 : 114)

Sadly this amusing description has been very much a part of the history of parent involvement in Australian schools. The barriers to parent involvement are, more often than not, the result of generalisations perceived from both school personnel and parents. According to Coletta (1977 : 1) "teachers' or parents' negative experiences with the other lead to unfair generalisations about most teachers or most parents".

A number of writers have indicated that negative experiences in their own schooling are significant barriers to parents' involvement in their own children's schooling. "Some parents may have had negative school experiences themselves and feel uncomfortable coming to school" (Olmsted, 1991 : 229). Moreover, many parents appear to be in awe of

schools because of the memories of their own school days (Ochiltree, 1984 : 85). A feeling of powerlessness also contributes significantly to the self imposed parental isolation. "Many parents actively resist school involvement because they presume that they won't be able to understand the new curriculum or because they see no benefit for themselves or their children" (Builder, 1986 : 20).

Parents also have difficulty with the displayed attitudes of some school personnel who appear to be too businesslike or patronising (Lindle, 1989 : 13). While teachers' pursuit of professionalism is admirable and necessary, it can also exert a negative influence if it allows the teacher to hide behind professionalism used as a smokescreen. "Parents respond to the majority view of extreme professionalism by withdrawing into 'the plumber syndrome' : teachers and parents should get on with separate jobs" (Kirner, 1978 : 82). The barriers have not been the sole prerogative of parents. Parents have been effectively kept on the periphery by the isolationist policy of schools. Claydon (1975) claims "that many schools had adopted a 'fortress-like' isolation from their communities, the epithet struck because it accurately evoked the reality of experiences" (quoted in Petit, 1984 : 39). The very structural basis of schools is a barrier to parent involvement (Fitzgerald and Petit, 1978 : 26). As is the case with parents, past history is a stumbling block. Principals and administrators must actively initiate processes to dissolve these perceived barriers on the part of many parents.

Many teachers object to what they term 'lay' interference in schools in such areas as parental involvement in curriculum.

There have been attacks on the competence of 'expertise' of parents to engage in curriculum. Yet if they fail to conform to the pre-determined agendas and criteria for involvement laid down

by teachers, they are denigrated as being apathetic.

(Petit, 1984 : 41).

Failed attempts at parent involvement generate negativity. This tends to have a spiralling effect which reinforces the isolation.

In too many cases, schools blame parents for not coming to the school building. The parents feel guilty for not coming, and their children feel bad because their parents didn't participate.

(Brandt ,1989 : 25)

Many teachers are wary of 'hyperactive parents' (Hill, 1979 : 32), a term used to describe appropriately the minority of parents in every school who promote defensive strategies among members of the teaching fraternity. This is further compounded by 'hypersensitive teachers' under the guise of professional autonomy. "Australian teachers, unlike their peers in some other countries, have tended to be almost defensive about the idea of others seeing what they are doing" (Hill, 1979 : 32). Professionalism is the 'sacred cow' of the teaching profession. A number of submissions to the *Review Committee of Education 2000* expressed concerns that the professionalism of teachers is threatened by parental involvement (Department of Education, 1986 : 46). This defensiveness (Ochiltree, 1984 : 85) is partially resultant from the teacher training cycle in Australia which houses teachers in schools from school entry to retirement with little direct experience outside the school setting.

While the barriers are real, they do not apply to all teachers or all parents. Given the appropriate school culture, parent involvement which could be termed effective can be nurtured.

3.3.3 Reasons for Parent Involvement

Because schooling is the shared responsibility of society, the professional - client relationship of staff and parents is not completely appropriate in the education context because of its holistic attempt to integrate the 'business of school' with nurturing and care. Consequently, education demands partnership. The need for this was recognised long before it became acceptable in education. "We must labour as earnestly in the homes as in the kindergarten. The former is the starting point of civilisation to strengthen and purify, if possible, the home (Gordon, as quoted in Colleta, 1977 : 7). While this may appear patronizing, it does recognise the vital educational contribution of the home. Principle seven of the 1959 United Nations Declaration of the Rights of the Child places the onus for responsibility in education squarely with parents. Describing the rights of parents in schooling it states that "the best interests of the child shall be the guiding principles of those responsible for education. That responsibility lies in the first place with the parents" (Petit, 1982 : 3).

While schools have been constituted to educate children, children do not exist solely for school. Parental involvement is necessary if formal education is to be enriched by the socio cultural environment of the children.

The Moore study of a generation of New South Wales Secondary students drew out the critically important issues for a close interaction between the school and the community, in particular parents. It concluded that 'it is the parents who can accept or reject aims projected into the home from the surrounding environment; it is the parents who reject or accept the family system of values about education; and it is the parents who accept or reject school values'.

(Petit, 1982 : 3).

As part of the Plowden Report (1968), the Manchester Survey examined the relationship between school attainment and the child's environment in ten year old children. The results indicated that the school contributed 18 per cent, the neighbourhood 20 per cent and the home 62 per cent towards the child's school attainment (Builder, 1986 : 20). Such findings emphasise the importance of a positive parental attitude towards education. According to Holden (1990 : 16 and 17), parental attitudes set the stage for children's learning success. The role of parents in the educative process is broader than learning. Petit (1981 : 5) argues that the world views of children in the realms of making meaning are shaped by parents, especially in the early years. The importance of parents to the educational process of the child is clearly evident. But one could well question why it appears to be restricted to the early years. Parental involvement "makes sense because schools aim to help children cope with real life; not learning for its own sake, but learning for living " (Hill, 1979 : 31).

3.3.4 Benefits to Children.

Given this clear assertion by Hill it is appropriate that 'learning for living' entails the children having some control over their own lives. This emphasizes the importance of the home/school partnership. Schools need to develop the partnership between home and school "if we are to maximise children's participation in the education process and its rewards, i.e. some control over their lives" (Eckerman, 1985 : 12). Learning for living is especially pertinent to the educational philosophy of Catholic schools where the curriculum places an onus on the holistic dimension. Indeed the lived experience in this holistic development is the integrating dynamic in Catholic schools.

As the lived experience of students, the curriculum of Catholic schools embraces all aspects of their human and personal development -physical, intellectual, social, emotional, moral, aesthetic, vocational and religious -and contributes, in partnership with other agencies of education towards the development of the whole person.

(Flynn, 1925 : 114).

The child is well served if a quality home/school partnership develops. The child benefits greatly if the home school guidance is complementary rather than conflicting (Blakers, 1983 : 118). Bloom (1964) argues that academic differences may be related to the value placed on learning in the home (Coletta, 1977 : 14), however, other research indicates a broader base. Hoover and Kathleen see the benefits to the child of parent involvement being broader than the academic arena alone. They found that parental involvement had an incremental effect on not only achievement but also on behaviour, attitudinal development and homework habits while reducing student absenteeism as well (quoted by Holden 1990 : 19, 20).

3.3.5 Effects on Teachers

Modern education demands that the roles of parents and teachers be complementary. Teachers must step down from their pedestal of demagogue in the educational process, a situation for so long propped up by the very structure of schooling. Teachers and school administrators need "to act on the premise that 'though there may be only one God, no longer are Sir and Miss the only prophets'" (Kirner, 1978 : 85). If parental involvement is to be effective, the attitudinal perspective to parental involvement on the part of school personnel must be positive. This in turn can pave the way for an effective structure which enables parental involvement to serve both the needs of the students as well as the school.

Such a structure requires a school administration and its staff to be open to and supportive of effective parent participation since "the structure and form of co-operation depends to a large extent on the way administration and teachers perceive the schools' and parents' function" (Schleicher, 1984 : 9).

If the attitudinal mindset of teachers and administrators gives form to a structural basis which enhances parental involvement, the benefits of parental involvement can in fact support and legitimise teachers' professionalism. This possibility is supported by the research of Hoover and Kathleen (1987) who concluded that "higher teacher efficacy, the belief of teachers that they can teach and their students can learn was associated with more parent involvement" (Holden, 1990 : 22). Teachers valued by their community are empowered by the support and dynamics of the partnership.

3.3.6 Participation

Parent participation is a higher level of parent involvement than that which most parents are comfortable with - the ancillary roles of help in the classrooms, tuckshop, fundraising etc. There is a clear distinction between involvement and participation. The former is centred on having parents in the school to take part in activities while the latter involves parents sharing in decision making.

The principle of pluralist values in a democratic society is widely accepted in the Australian community. Participation in schooling is concurrent with the general trend of democratisation in Australian society. In Australia, the Karmel Report legitimised the notion of parent participation in schools advocating "arrangements whereby teachers 'must expect to share

planning and control with parents and interested citizens" (Fitzgerald and Petit, 1978 : 3). Parental involvement in planning is however more appropriate than control.

The focus of control is central to many models of school boards which delegate to a small group of parents and staff members an authoritarian, decision-making function. In contrast, quality "participation in decision making requires a fundamental readjustment to processes which overrun the established divisions of power, authority and responsibility" (Blakers, 1983 : 8). Parental participation in decision making in most school board models does not overrun the established divisions of authority. Rather it diverts power to the representative group of which parents are a part. Parental participation emphasises empowerment in contrast to power. The latter may well serve to divert suspicion and mistrust away from the former administrative structures to the representative body such as a school board. Empowerment has a broader base and is concerned with collaboration. The board model cannot be said to be representative. Parent participation in the board model is an example of indirect representation.

The concept of representative democracy is more suitable to the workplace than to parent participation because parents in schools are not a homogeneous group directly connected with the daily experience of schooling.

The indirectness lies in the fact that parent representatives have no day to day experience of schools other than what their child conveys to them. In addition parents form a relatively loose and heterogeneous constituency by comparison

with workers on the shopfloor or students in a faculty, and their common interests may be quite difficult to define.

(Blakers, 1985 : 3).

Rather than power and its corollary concept of control, parent participation incorporates the concept of sharing since "it is not enough to invite parents to participate in school activities; teachers and parents must share perceptions and knowledge in order to build common ground" (Eckerman, 1985 : 13). Sharing does not imply that parent participation should be just a supportive annex to the professional planning and activities of school personnel; a consultative group of parents which is a 'front' for parent participation. Many "consultative groups are facades, giving the appearance of participatory planning without the reality" (Hill, 1979 : 33). The sharing model of participation focusses appropriately on merging the educative role and relationship of school and family which is the most significant aim of parental partnership (Ochiltree, 1984 : 29). Such a relationship exists only in a school climate where the role of parents is valued by the school community as a whole. Such a climate empowers group participation which is truly representative of the whole school community and its decisions and findings reflect the viewpoints of the majority while being open to those of the minority.

Diverse groups composed of teachers, administrators and parents usually end up making decisions which provide for more scope and flexibility than most of the individuals in it might have chosen prior to group participation. Group processes, conducted in an effective fashion, tend to foster tolerance for diversity, greater open-mindedness, and more respect for minority viewpoints.

(Della - Dora, 1979 : 70)

The sharing model copes with diversity and gives life to appropriate processes which are not singular in their orientation as is the case with the board model. In this research project the Behaviour Management Committee began its deliberations with individuals representative of the huge diversity of viewpoints on the subject of discipline. After a period of time the processes adopted by sub groups generated a general consensus of common beliefs within the whole group.

3.3.7 School Community

A partnership of sharing between parents and staff is only possible in a viable school community. Appropriate processes function in a school community which is in fact a community. Konig in 1968 defined a community thus:

A community is first of all a global society of a local unit type embracing an indefinite multiplicity of functional spheres, social groups and other social phenomena, and conditioning innumerable forms of social interaction, joint bands and value concepts.

(as quoted in Fitzgerald, Musgrave and Petit, 1976 : 18).

Community is characterised by diversity. Schools cannot thus operate out of a model of co-opting, controlling and socialising parents in such a community. Nor can parent involvement be politically motivated or single minded in a community. Its focus, like that of the school community itself, must be of benefit to the children in the school. A Catholic school community with a shared ethos as its pivotal focus creates the opportunity for a relational climate to be developed in a community. In such a community not only can the quality of the children's learning experiences improve but one can better provide for the holistic development of the child. "The development of persons only takes place in a relational

environment. Accordingly the social climate and ethos of a Catholic school mediates the school's influence in the all round development of its students" (Flynn, 1985 : 22). A school community which operates as a relational community promotes parental participation in a climate of trust in contrast to the board model of participation in so far as "a community can only effectively consult its members if a climate of trust pervades and if a representative group of parents possesses the confidence and communication skills to express their views" (Builder, 1986 : 20 and 21). The confidence and communication skills required are attendant to parents who are involved in a participative model within a school community which is in fact a real community. More specifically, in this project, these skills were actively enhanced for parents on the committee by the process of Reflective Deliberation elaborated on in Chapter Four on Methodology.

3.3.8 School Structures

Having established that a school community should be characterised by a relational and representative dynamic, then one could well pose the question : What structures promote such characteristics?

Where a school's internal and external relationships are encouraging, consultative and participatory, its services are negotiable as distinct from pre-determined, its clientele respected by the staff rather than disdained or threatened, the self esteem, competence and satisfaction of those involved is enhanced, and their lives and the life of their community enriched.

(Petit, 1980 : 193)

The structure of such a school is characterised by openness. An open structure cannot be defined 'per se'. Rather it is a catalyst for a school community to be well informed, active and adaptive, participatory, sensitive to the total community's needs and flexible in its procedures. While

openness of structures defies definition it "can be gauged by the welcome it accords parents and visitors, and the structures that it creates to encourage closer personal contact" (Petit, 1980 : 73). Open structures enable a community to recognise changes in society and reflect it appropriately thus giving to schools the quality of relevancy. The importance of openness in relation to a community's sensitivity to change is a significant factor.

I believe that if a school is not sensitive and not adaptive to the sort of changes which are taking place in society, then that school will inevitably be bypassed by the society as having no relevance to its needs. One aspect, therefore, of the concept of openness of schools relates to their sensitivity to change.

(Petit , 1982 : 1)

3.3.9 Collaborative Culture

Change is consonant with a collaborative culture in which parents are partners with the school staff (Taylor, 1988 : 38). A school's culture is defined as including "values, symbols, beliefs, and shared meanings of parents, students, teachers, and others conceived as a group or community" (Sergiovanni, 1984 : 9). In a Catholic primary school, the significant 'others' he described would constitute the parish community. The culture of a community is passed down while at the same time being open to change.

Schooling is part of the process of education and education, whether provided formally or informally, has traditionally been the means whereby the knowledge and skills considered essential to the culture and identity of the society are passed from one generation to the next. In the process it becomes a breeding ground of new ideas which contribute to change and development in the society.

(Blakers 1983 : 115)

Schools both absorb and reflect culture and if people see this shaped in their own image they feel able to play a part comfortably (Petit, 1984 : 40). Sergiovanni makes this point even more strongly. "The more understood, accepted and cohesive the culture of a school, the better able it is to move in concert towards ideals it holds and objectives it wishes to pursue" (Sergiovanni, 1984 : 9). Such a cohesive culture can only move in concert if the structures are open and if the school community is in fact a real community. A community moving in concert constitutes a collaborative culture, a situation which empowers all parents and all staff members to contribute to the life of the school. Parent partnership rather than parent control is the central focus of such a paradigm. Parent partnership is empowering not only to the parent community but also to the teachers and students who are energised by the reality of a harmonious school community.

Empowerment entails a paradigm shift from the view of parents as subordinates in the educative process to that of equal partners. Empowerment is the antithesis of power. "Conflict, contradictions and consensus exist primarily because of relations of power which produce subordination, and which assign some voices to silence and marginalisation" (Lincoln, 1989 : 176). The perspective of empowerment is consonant with the notion of transformative research. Beder (1991 : 4) defines transformative research as that which "produces reflective knowledge which helps people to name their world and in doing so, to change their world". Reflective knowledge is only possible in a school community which is a collaborative culture, where all members of the school community are empowered to work in equal partnership. Such partnership raises parent involvement to the level of parent participation.

The school in which this research takes place is a community which aims to embody the characteristics of a collaborative culture. Parents appear to be empowered to take part in the school in the spheres of both involvement and participation. In the higher levels of participation such as membership on the Behaviour Management Committee, not only can they be in equal partnership with staff members but can share with staff members reflective knowledge which enables them to act in the light of their critical reflection.

3.4 RENEWAL

In examining the development of a Behaviour Management Policy which is locally based and owned by the school community, the literature reviewed thus far has examined change and parental involvement. The dynamics of change are pivotal for effective renewal. Parental involvement which is participative in reality and not just in name can lend school community ownership to the renewal process.

Change moves into the realms of renewal when a school takes a deliberative stance in managing change in a planned and systemic manner rather than merely reacting to external and internal pressures. Renewal is especially pertinent to the culturally unique context of the Catholic school.

A formal process of renewal must address both the culture and the complexity of a Catholic school. Moreover, a formal program of renewal is able to address the complexity in a period of unparalleled change since through such a program of formal renewal "the members of the Catholic school community will be able to confidently chart a course through the challenge and change which lie ahead" (Spry and Sultmann, 1994 : 2). Project Catholic School in 1978 clarified the ideal Catholic school as being characterised by a commitment to shared decision making and its capacity

to self renew (Spry and Sultmann, 1991 : 12). It is suggested that shared decision making is an essential pre-requisite for effective self renewal. Renewal is an evaluation process which if effective could be a means of individual and communal empowerment with the marrying of a school community's vision to the school reality. Such a position finds support in the literature. Self renewal in a Catholic School is "an ongoing endeavour to match the workings of the school with the values of its core vision" (Treston, 1992 : 76). Ramsay and Clark (1990 : 23) maintain that renewal is "intrinsically bound up with a school's vision, its social capital, leadership, school culture and collaborative management". All these factors were found to be essential to processes of successful change and effective parent participation as well, as elaborated on in the previous two sections of this literature review.

3.4.1 Renewal Defined

The concept of renewal invites further elaboration both in its professional dimensions and in its particular relevance to Catholic schools.

Blank and Kershaw (1992 : 208) offer a definition of renewal stating that it focuses on enhancing current practices to achieve desired outcomes and therefore better meets the needs of the school community. Renewal should focus on envisioning the ideal state, and, in a Catholic school, renewal encompasses the added dimension of faith as a central ideal thus aligning such renewal to the mission of the Catholic Church. Renewal in the language of the Church Council Vatican II invites Catholics to partake in ministry.

Renewal in Vatican II terms involved everyone in the Church; laity, religious and clergy alike being called to holiness and being challenged to assume a responsible, prophetic role in living

and proclaiming the faith. This call to ministry is a call to spirituality, a call to contemplation and discernment.

(Spry and Sultmann, 1991 : 3)

Ministry in the life of a school community involves the enabling of all members of a school community to take part fully in that community. Renewal is much more than just an evaluation of a school issue or curriculum area in a school. It has the characteristics of a journey.

The broadest interpretation of renewal is that it encapsulates a cycle of birth, life, death and re-birth. It is essentially a natural law, a developmental phenomenon which occurs repeatedly, connects the past to the present and provides a base for on-going growth into the future. No person, living thing or group can escape this natural activity which seemingly suggests a journey, or continuous cycle of planned change towards perfection.

(Spry and Sultmann, 1994 : vii)

No doubt, this may be an idealistic generalisation of the concept of renewal and begs the question as to its practical application in schools, however, in the framework of ministry, a Catholic school and everyone in a Catholic school is called to journey towards renewal. Renewal is holistic, a journey which searches for congruence between vision, values and ethos and the realities of the school situation. Renewal therefore is a call to wholeness, to fullness of life and thus is central to the Christian message.

Renewal encourages the school community to reflect on its endeavours in the light of the mission of Jesus and to channel the expertise and energies of the school community towards a fullness of life.

(Treston, 1992 : 61)

When examined from this perspective renewal should be a significant focus

of a Catholic school's endeavours because this qualitative and religious challenge is the essence of its mission.

3.4.2 Philosophical Bases for Renewal

A formal program of Catholic school renewal should be founded on Jesus' life and message, the teachings of the church, the Critical Theory of recent Social Science literature and the experience of Catholic education (Spry and Sultmann, 1944 : 10-11). According to these authors the central message of Jesus' mission was the Reign of God which is primarily concerned with the quality of human relationships. The Church, through the Second Vatican Council, calls its members to work towards personal renewal for the sake of the Kingdom. The experience of Catholic education has given educators an appreciation of the uniqueness of each Catholic school and an awareness of a need for a mechanism which both recognises this uniqueness and fosters the process of renewal.

The philosophical stance known as Critical Theory needs further elaboration because it views the school as a social system and it is that social system which is the foundation for renewal. The very complexity of such a system makes renewal both complex and challenging. According to Spry and Sultmann (1991 :5) "schools are systems and are made up of component parts which are interactive, developing, dynamic and complex". Habermas's 'Theory of Communicative Action' offers to a formal program of renewal the language to describe both the experience and the process, while giving expression to the complexity and the inherent dynamics. He defines social reality as consisting of two parts, 'lifeworld' and 'system'. The Catholic school and the education system can be categorised as both 'lifeworld' and 'system'. The 'lifeworld' constitutes the subjective world of the individual, which although unique for each individual is also a shared

experience. The 'system' is the objective reality concerned with material reproduction. So while the 'lifeworld' is concerned with 'cultural reproduction' the 'system' details 'material reproduction'. The 'lifeworld' has become subservient to the 'system' in the evolution of the capitalist welfare state resulting in both a loss of freedom and a loss of meaning for individuals.

The 'Theory of Communicative Action' addresses this imbalance by exhibiting a concern for emancipation which evokes the freedom to act rather than to be acted upon, and in this sense it is similar to the process of renewal (Spry and Sultmann, 1994 : 20 - 25). This theory introduces a framework for 'meaning making' in the modern world (Spry, Sultmann and Ralston, 1992 : iv). The system has been the dominant influence in recent educational endeavour. This deficiency can be addressed if the 'lifeworld' is enhanced thus integrating the social reality into a more balanced social system. Renewal can breathe life into the 'lifeworld' and instil meaning as the essential focus of the school culture. Moreover, "communicative action enables participants to maintain reflection in relation to their beliefs and action which encourages them to act in a self-critical mode" (Spry, Sultmann and Ralston, 1992 : 7). Critical reflection is the creator of meaning.

Catholic School renewal is not a blueprint but is rather a process because "each person and each school community has its own 'system' and 'lifeworld'. Therefore it is not possible to specify a detailed path of how to proceed" (Spry and Sultmann, 1994 : 45). According to these authors there are three elements of Catholic school renewal which are essential in this flexible process; cultural characteristics which renewal tries to balance to create an integrated whole, renewal processes of becoming aware, making

choices and taking action and principles based on Gospel values (45 - 49).

The cultural characteristics are the essential focus of the Queensland Self Renewing Catholic Schools Policy (1986) and the Brisbane Archdiocesan Guidelines for Self Renewing Catholic Schools (1989). Gospel values pervade and are the essence of both these documents. The processes of renewal, i.e. becoming aware, making choices and taking action are the challenge of individual school communities and invite a synthesis of reflection on Jesus' life and message, the teachings of the Church, the 'Theory of Communicative Action' and the experience of Catholic education. If the processes are focused on cultural characteristics and Gospel values, the action produced by renewal can be in fact, authentic action.

3.4.3 Policy

The Self Renewing Catholic Schools Policy was launched in October 1986 by the Queensland Conference of Catholic Education (See Appendix 9).

Central to it is the premise that the six cultural characteristics termed as Community of Faith, Religious Atmosphere, Relationships, Developmental Goals, Parent Involvement and Organisation and Administration are present in the school and formal school renewal processes will give life to them and nurture their growth. The policy identifies six stages of self renewal; Initiation, Reflection, Examination, Clarification, Action and Review. In Chapter Four it will be seen that this particular research project functions under the umbrella of these six stages. The Brisbane Archdiocesan Guidelines in November 1989 particularised the formal renewal process thus moving from policy to practice (See Appendix 10). The year of 1990 was designated as a year of preparation for school

communities. In the writer's school, the policy was explored through staff and parent participation in workshops facilitated by office personnel. All participants then took part in micro-projects on an individual basis which were acted upon in the light of the policy. From 1991 onwards formal renewal processes were to take place. Staff and a group of parents took part in a workshop which looked at the Catholic Schools Index (See Appendix 11). This identified areas of need for renewal. A process of prioritization identified Human Relationships Education (H.R.E.) at the top of the school's needs and Discipline as the next priority. In 1991 and 1992, the H.R.E. area was undertaken, the process generated by a committee of staff and parents. The evaluation of this process is fully documented in Appendix 12. The success of this renewal process established the practice of committee leadership in renewal projects and a committee became the lynchpin of this particular research project which began in 1993. However, the writer was struck by the 'empowerment' process which gradually took place for parents on the committee as the H.R.E. renewal evolved and wanted a process which could achieve this from the outset. The Behaviour Management Policy Committee was then constituted with equal membership of parents and teachers and Bonser and Grundy's (1988) process of Reflective Deliberation (as described in Chapter Four) was employed to address this question.

3.4.4 Implementation of the Renewal Process

What then are the components influencing Catholic school renewal in theory and practice? According to Spry and Sultmann (1991 : x) :

Reflection on the theory and practice of Catholic school renewal has led to the identification of some key themes which support its implementation. These include:

. *the essential culture of the Catholic school*

- . *the importance of reflection in action*
- . *recognition of the uniqueness of each school community*
- . *leadership which is service centred*
- . *processes which are collaborative*
- . *systemic support which empowers*
- . *change which is incremental*

All of these themes will now be explored in detail with the exception of the last since this was explored in detail in the first section of this literature review.

3.4.5 The Essential Culture of a Catholic School

The six cultural characteristics of a Catholic school as defined earlier are central to the very functioning of a school, as well as being the foundation stones for renewal. Habermas's theory of Communicative Action gives us a framework for meaning-making. "It is culture that gives meaning to life" (Blake, 1986 : 55). Moreover, culture provides "a unique and distinct way of life which gives meaning and order to the adopting community" (Millikan, 1984 :5). Schools give expression to their culture which incorporates its community's shared values and beliefs through symbols, processes and structures such as myths, rituals, stories, legends, language, policies, rules, regulations and organisational structures (Sergiovanni 1984, in Duignan, 1987 : 210). A school's culture contributes to the life and meaning of its community's 'lifeworld'. In addition culture can be described as a "collectivity of images which serves both physiological and psychological needs and which governs interpersonal interaction and social support" (Beare, Caldwell and Millikan, 1987 : 177).

The Vatican II document 'Gaudium et Spes' (Joy and Hope) also defined culture in the physiological and psychological domain stating that it "indicates all those factors by which man refines and unfolds his manifold

spiritual and bodily qualities" (Flynn, 1989 : 23). The words 'refine' and 'unfold' define culture's pre-eminent role in renewal. Every school's culture is both unique and complex, yet if it is encapsulated by a clear, articulated and shared vision, school renewal has the capacity to be effective and life giving. However, because culture is by its very nature evolutionary and dynamic, those involved in the process of renewal must be constantly aware of the 'refining' and 'unfolding' which takes place and which should be the focus of this evolution.

The cultural fabric of Catholic schooling has changed in recent decades. The Catholic School system was initiated by the Australian Catholic bishops in the 1860's and 1870's (Collins 1991 : 106). The first hundred years of Catholic schooling displayed a clearly distinguishable culture. The Catholic school ethos was an identifiable and observable entity characterised by its student population of an essentially Irish ethnic background where practice of faith was almost universal. The Irish ethic was central to being Catholic in Australia partly as a result of emigrant nostalgia and partly the result of a deliberate policy by the Australian bishops (Campion, 1982 : 47). Irish Catholics were generally of the same social and economic status. Teachers from religious orders staffed the schools. Catholic schools inculturated the young within the narrow conservative guidelines and edicts of the hierarchical Church. Thus the culture of Catholic schools was clearly identifiable as a social, religious and educational entity differing only marginally according to the charism of the particular religious order staffing the school. The last thirty or forty years have seen changes in these once unifying cultural characteristics. Firstly the success of Catholic schools educationally saw divergence develop in the social and economic status of the Catholic population. Other significant changes in the Church included theological pluralism, declining numbers in

religious orders, a democratisation within Church hierarchy, decline in Mass attendance, the new sexual morality, confusion in catechetical teaching and the decline of traditional spirituality (Collins, 1986 : 51). This recent changing fabric of the Church was reflected in Catholic schools.

Yet the fact that non practising parents choose to send their children to a Catholic school today highlights the fact that they value what the Catholic school offers (culture and ethos). The culture of a Catholic school has the potential to be empowering because it "encourages members of a school community to create their own reality through the enactment of a preferred culture" (Spry, Sultmann and Ralston, 1992 : 13). In addition, the culture of a Catholic school gives to the Catholic school community the capacity to manage and nurture the inherent shared meanings, however more diverse they may now be, which are still manifest in the cultural fabric of a Catholic school community. It is this shared understanding of a Catholic school's 'lifeworld' which energises its cultural essence. Renewal can thus empower people by promoting the 'lifeworld' and thereby bring a non-rational, natural, sensitive dynamic to the process (Spry and Sultmann, 1994 : 77). Thus, the culture of a Catholic school may facilitate renewal as a meaningful, shared experience because the cultural elements of a Catholic school integrate the organisation.

Authentic renewal attends to the essence of Catholic school life; that is, those cultural aspects which give it meaning. It is these cultural elements of the school which bind the organisation together and rinse through all that the organisation is and attempts to achieve.

(Spry and Sultmann, 1991 : 15)

The evangelising mission of the Church was the essential focus of early Catholic schooling in Australia. With the contemporary reality of declining,

observable practice of the faith, the Church values the school's evangelising role. However, this traditional aspect of evangelisation has had a narrow faith dimension. According to Dwyer, the task is not simply one of evangelising individuals in a strictly faith dimension.

In the broadest sense, we are called to evangelise our culture, to identify and celebrate the humanising and ennobling elements within it, and to offer the Gospel's alternatives to these definitions of reality that oppress and enslave this human spirit.

(Dwyer, 1993 : 18)

Such a role for culture not only broadens its scope, it also ennoble it to a holistic view of evangelisation which is congruent with the contemporary Catholic school context. Renewal in such a context tends to bind the spiritual and human dimension into a single entity, a synthesis central to the mission of Catholic schooling. It allows culture to promote meaning for members of a school community and provide the framework within which authentic renewal can take place.

3.4.6 The Importance of Reflection in Action

The second theme identified as important to renewal is reflection in action. Dwyer (1993 : 26) asserts that a Catholic school culture that is reflective is one that values thought and discussion, respects criticism and searches for truth as well as laying the foundation for review and renewal. According to Kemmis (1987 : 75) critical reflection locates one in an action frame. Consequently, renewal involves reflection in action. If aspects of renewal invite a reflective evaluation, then choices emerge from deliberation so that the resultant action may be appropriately defined as reflection in action. Such reflection is a praxis approach to school renewal which "involves members of the school community working together through moments of reflection, examination and action to create their own solution" (Spry and

Sultmann, 1991 : 23). Praxis links thought and action (Kemmis, 1987 : 75). Action and reflection are in fact the constitutive elements of praxis. There is no sequential relationship between these elements. "Rather it is a reflective relationship in that the former determines the latter" (Spry and Sultmann, 1991 : 8). The process of renewal (i.e. Awareness + Choice = Action) itself is reflective. While reflection is the second of the six stages of self renewal in the Self Renewing Catholic Schools Policy, reflection in action should pervade the 'mindset' of the whole renewal process. Self renewal involves reflection in action.

This involves conscious efforts to raise awareness as well as conscious choices to grow. Therefore in order to become self renewing, the school must be continually reflective of its purposes and performance.

(Spry and Sultmann, 1991 : 19)

If renewal is to be a reflective process for a group, the starting point needs to be personal renewal of the individual. Personal renewal is understood in terms of a 'maturity continuum'(Covey, 1990 : 48 - 52). This is a journey through the stages from dependence to independence to interdependence where empowerment is the outcome of such personal renewal (Spry and Sultmann, 1994 : 61). Personal renewal harnesses an individual's potential to the stage of awareness which stimulates one to make choices and choose authentic action in a reflective mode.

In this research project reflection in action and empowerment at the committee level were engendered by Bonser and Grundy's (1988) process of reflective deliberation. The process began with individual reflection. From that starting point, the process moved from small group interaction to large group interaction, where each stage involved individuals in a process of reflection which saw them making choices and taking authentic action.

3.4.7 Recognition of the Uniqueness of Each School Community

Recognition of the uniqueness of each school community is identified as the third of Spry and Sultmann's themes important to renewal. Glickman (1992 : 24) equates school renewal with educational success.

In order for a school to be educationally successful, it must be a community of professionals working together toward a vision of teaching and learning that transcends individual classrooms, grade levels and departments.

For the writer, renewal incorporates a wider community base. Renewal flourishes in a total school community which has a shared vision within which a community of professionals working together gives visible expression to the function of that community. "Communities are not defined by instrumental purposes, rationally contrived work systems, evaluation schemes designed to monitor compliance, or skilfully contrived positive internal climates" (Sergiovanni, 1992 : 41). Relationships are the central focus of community, wherein every individual is surrounded by a network of relationships. The culture of a Catholic school is such that a shared vision which is broader than education 'per se' is possible.

This social network of relations is found in Catholic schools which combine with Church and parish to form a supportive enclave of adults who, with their children, are united around a system of shared beliefs and values about the nature and role of education.

(Ramsay and Clark, 1990 : 182)

If the basis of relationships is centred on Starrat's description of the 'ethics of caring,' a school community is 'ripe' for renewal.

An ethos of caring requires fidelity to persons, a willingness to acknowledge their right to be who they are, an openness to encountering

them in their authentic individuality, a loyalty to the relationship. Such a relationship does not demand relationships of intimacy; rather it postulates a level of caring that honours the dignity of each person and desires to see that person enjoy a fully human life.

(Starrat, 1991 : 195)

A community characterised by such relationships becomes conscious of the 'lifeworld' of every individual within it. Such a situation resonates with Frankena's (1973) principle of justice which Spry and Sultmann (1994 : 35) describe as the expression of equal treatment of and respect for each individual's integrity. Acceptance of this principle "means that every parent, teacher, student, administrator, and other members of the school community must be treated with the same equality, dignity and fair play" (Spry and Sultmann 1994 : 35). If an individual perceives this as a reality, he or she is capable of existing in a relational environment which enlivens that community. Frankena's principle of beneficence gives expression to such a community where every member of that community has the opportunity to be interdependent and every action of the school must seek to enhance the welfare of the community (Spry and Sultmann 1994 : 35). In such a community, true collegiality, shared meaning, a common vision as well as trust and mutuality can be a reality. Mutuality, according to Johnson (1986 : 35) "is about 'open relationships', which requires being open WITH you and being open TO you". Trust and mutuality heighten the level of awareness thereby allowing renewal to be a real expression of making choices and taking authentic action.

It is suggested that the community in which this research takes place is a relational community. This relational climate is given expression by its various gatherings of members be they staff meetings, assemblies, family camps, school celebrations, etc. It is suggested that there is an almost

tangible quality of trust, mutuality and community present. Such a unique community may enable renewal to be a reality. However, the large size of such a community negates a renewal project's generation by the whole community. Hence, this project has been facilitated by a committee equally representative of staff and parents within the community. A small group such as this fosters practice of the ethics of caring, the principles of justice and beneficence. Trust and mutuality can be a tangible reality. Choices and authentic action can be made within the realms of heightened awareness because reflection in action has been a feature of the committee's deliberations throughout the project. A representative small group may be empowered to steer a renewal project by the appropriate relational climate of the whole school community which bestows trust to this group, is consulted and informed, and is secure in the knowledge that its endeavours are dedicated to the renewal of the whole school community.

3.4.8 Leadership Which is Service Centred

Service centred leadership is the fourth of the components cited as important to renewal.

The Self Renewing Catholic Schools Policy accords to the principal the task of overseeing and managing the renewal process. However, this is not an overt, managerial role since such a perspective would not enable a community or individuals in that community to be empowered to undertake a renewal process which would aspire to the state of heightened awareness and taking authentic action.

It is not the task of the principal to make decisions for individuals and groups but rather to act as 'servant leader' and thereby work with others as supporter, participant, visionary,

resource person and a person of prayer within the overall process.

(Spry and Sultmann, 1991 : 25)

In essence, servant leadership can nurture the 'lifeworld' of the school. A school which is a real community does not need strong organisational or managerial leadership. Leadership of schools which are communities are characterised by four qualities; negotiation, environments of inquiry and open exploration of ideas, consensus and win-win solutions (Lee 1993 : 3).

As stated earlier, the cultural characteristics of a Catholic School provide the framework for renewal and are in fact the foundation stones of renewal. Thus leadership and cultural formation must be interwoven. "For Sergiovanni, cultural leadership seeks to define and give value to those abiding values, beliefs, history and culture which make the school unique" (Slattery, 1989 : 32). Moreover, Sergiovanni (1986 : 8) states that the object of leadership is the "stirring of human consciousness, the interpretation and enhancement of meanings, the articulation of key cultural strands, and the linking of organisational members to them". This linking cannot be a forced or overt action which would be the very antithesis of servant leadership. Using the language of the 'ethic of caring' the linking should occupy a subtle role within a climate of trust, honesty and open communication sensitive to the dignity and uniqueness of every individual in the school community. The administrator can indeed "promote an ethic of caring by attending to the cultural tone of the school" (Starrat, 1991 : 196). Sergiovanni sees leadership as culture building and argues that the centrality of leadership activity should be the communication of meaning (Duignan, 1987 : 211). Leadership thus is symbolic where the communication of meaning involves the interplay

between the values inherent in the school community and the agreed vision of that community. According to Highett (1992 : 27), "Deal and Kennedy (1982) indicated that symbols keep alive the spirit of the goals and help keep people focused. The modelling done by the principal within that school is part of the symbolism". Greenfield (1986) also denotes leadership as a cultural focus centred on the unification of people around values. He views leadership as the business of being an entrepreneur of values (Beare, Caldwell and Millikan, 1989 : 110).

Schon's contribution to the literature on leadership is framed by a business context. He postulates on a manager's need for reflection in action which he describes as "on the spot surfacing, criticising, restructuring and testing of intuitive understandings of experiences and phenomena" (Schon, 1986 : 42). All of these modes take the form of a reflective conversation with the situation. A leader in a Catholic school who is focused on renewal needs to be in intuitive conversation with all aspects of the cultural characteristics of that school.

'Transformational leadership' is pertinent to the needs of a self renewing community because it is a recipe for collective action which empowers individuals. The transforming leader is intuitively responsive to the needs of followers, constantly looking for potential motives in followers, seeking to satisfy their higher needs and engaging the full person of the follower (Beare, Caldwell and Millikan, 1989 : 106). Leithwood (1992 : 9 -10) examines transformational leadership in a staff context, seeing transformational leadership in pursuit of three fundamental goals:

- 1) *helping staff members develop and maintain a collaborative, professional school culture*
- 2) *fostering teacher development and,*

3) *helping them solve problems together more effectively.*

If this context is broadened to include parents, a collaborative culture, development and effective problem solving can also develop. The result is a "relationship of mutual stimulation and elevation that converts followers into leaders and leaders into moral agents" (Beare, Caldwell and Millikan, 1989 : 106).

Ironically, a good leader minimises leadership. Sergiovanni (1992 : 43) maintains that an "important purpose of leadership is to establish the professional ideal and community norms as conditions that make leadership no longer needed!" Good leadership empowers followers by imparting meaning and generating understanding, thus enabling them to take on leadership roles themselves. This creates the heightened awareness which enables good choices to be made and authentic action to be taken within the cultural framework. "It is through a heightened awareness and commitment to culture building that all who work in schools can in fact be leaders" (Duignan, 1987 : 212). Leadership rather than the leader is the dynamic which shapes and is shaped by the school's culture thereby creating opportunities for other than the designated leader to aspire to leadership. The school's culture is paramount to renewal. In such a culture, the designated leader's role is that of facilitator; servant leadership which empowers others to lead. In this research project, the process of Reflective Deliberation aimed to share leadership opportunities amongst all the members of the committee, teachers and parents.

3.4.9 Processes which are Collaborative

Another important component of renewal is a collaborative culture which

enables processes in that culture to be collaborative. Collaborative planning, evaluation and review within a climate of collegial relationships nurtures and develops a school culture which is conducive to renewal. Collaborative decision making supports collegiality amongst members of a school community, heightens teacher and parent involvement and participation in the renewal process and instigates a common vision. Collaborative decision making within a collaborative culture alters the power relationships within a school by empowering those involved in the collaborative decision making to be leaders in their own right. Sharing power has a two fold manifestation; it contributes to the achievement of shared goals and a common vision which in turn develops a shared culture and a sense of cohesiveness (Lee, 1993 : 3). Collegiality is the expression of the shared culture and cohesiveness by individuals who are empowered. Sultmann and Burton (1993 : 126) hold that a collaborative work culture provides emotional support, confidence, increased understanding, new perspectives, a realm of energy and a basis for planning action. All these qualities are evident to varying degrees in the school community where this research occurred. However, these attributes were more observable within the ranks of the committee during this renewal project, a sub group which epitomises a collaborative culture.

Authentic renewal has infinite possibilities within such a collaborative culture.

3.4.10 Systemic Support Which Empowers

Systemic support is necessary if renewal is to be successful. The Self Renewing Catholic Schools Policy was a system response to the need for accountability in schools. While it is prescriptive in its definition and in the edict that all Catholic schools in the Archdiocese of Brisbane will engage in

the process, it differs from school development plans in other secular systems which tend toward prescription in process. Its basis is grounded in the cultural characteristics of a Catholic School and the six stages of self renewal enable a school community to undertake renewal processes which are pertinent to the uniqueness of every school community. Renewal then can be a process where a community can become holistically aware, its members make rational choices in this state of heightened awareness and take authentic action in the light of this. This research project has its conceptual basis in the policy and has been fully supported and assisted by system personnel.

3.5 BEHAVIOUR MANAGEMENT

Discipline has a rather nebulous connotation which describes behaviour patterns. While discipline has long been part of the language of schools, policy making in the behaviour management area has been a more recent phenomenon. Jones (1987 : 9) describes this historical anomaly stating that discipline "has been the bastard child of education - a topic nobody wants to own. It has gone noticed but unattended".

The change from a negativist reactive connotation of the term 'discipline' to a positive proactive understanding of it in terms of behaviour management is reflected in the democratisation of society in general. The increasing influence of psychology in education has also been a motivating factor. Dreikurs and Cassell (1974 : 7 - 8) align the change to an historical movement in a societal quest for equality and participation which first found expression in the political and legal arenas and later stimulated movements such as racial equality and women's liberation. Balson (1984 : 3) claims that the democratisation of society has seen the values of social equality,

mutual respect, co-operation and shared responsibility replace those of domination, competition, rewards and punishments. The influence of psychology in education, according to Slee (1992 : 1), together with the general democratisation of society has witnessed schools undertake psychologically based behaviour management models to counter misbehaviour.

Behaviour management encapsulates a broader perspective than the term 'discipline' because it has an all encompassing influence which permeates the life of the school. Discipline tends to have behaviour specific connotations. Pupil behaviour is influenced by the broader context of the life of the school; its philosophy, climate, counselling and pastoral care arrangements and the attitudes and actions of its staff towards students' academic, social and emotional needs (Cohen and Cohen, 1987 : 5). Behaviour management cannot simply be a means to the end of exerting authority. Its gestation is within a democratic context and therefore it should be based on democratic principles. Thus, behaviour management policies need to be holistic, encourage decision making and growth, and should cultivate a sense of belonging amongst the student body of a school community.

Slee (1992 : 2) maintains that behaviour management has a much broader context than authority and control. "It has become an educational issue which challenges the way we shape the organisation of schools, the way we teach our students, and what we include in the school curriculum." Behaviour management, then, must sit comfortably within the context of the school's culture. Dreikurs and Cassell (1974 : 9) claim that misbehaviour is not the result of personal maladjustment but is, rather, a cultural predicament. "Children are social beings who want to belong". 'Belonging'

in a school community is the central positive focus of a good behaviour management policy.

That discipline is central to a school community's function is beyond question. According to Dreikurs and Cassell (1974 : 19) discipline "is the fulcrum of education. Without discipline both teacher and pupil become unbalanced and very little learning takes place". The staff at the school which is the focus of this study value the need for 'good' discipline. Parents concur that discipline is important and could be said to be generally happy with the tone of the school. However, there is no common articulation of behaviour management in terms of a current written policy nor is there a commonality in the modes of discipline used by teachers.

Strategies employed fall within the full range of eight models of discipline described by Charles (1989).

- 1. The Redl and Wattenburg model: This model is based on the use of techniques which deal with undesirable aspects of group behaviour (Charles, 1989 : 10).*
- 2. The Kounin model : Good classroom behaviour is based on effective management which highlights the importance of individual accountability (29).*
- 3. The Neo Skinnerean Model : Discipline is managed by means of the systemic application of reinforcement (41).*
- 4. The Ginnot Model : This model uses messages (aimed at the situation rather than the individual) and steers children away from inappropriate behaviour towards appropriate behaviour (56).*
- 5. The Dreikurs Model : This model is based on the premise that all students want recognition and most misbehaviour comes from their attempts to get it.(70).*
- 6. The Jones Model : The main focus of this model is geared toward helping students support their own self control (89).*
- 7. The Canter Model : Canter's model assertively insists*

on proper behaviour and incorporates well organised procedures to reinforce these behaviours (104).

8. *The Glasser Model : Glasser asserts that school discipline has two main focuses. The first looks to provide a classroom environment and curriculum that meets students' basic needs for belonging, power, fun and freedom. The second is based on helping students make good behavioural choices which ultimately lead to the achievement of personal success (19 : 120).*

All of these models are capable of use in addressing behaviour situations in the classroom, although none of the strategies used by teachers in the school are model specific. Two of the teachers in the school are still proponents of the authoritative model of discipline and are floundering in a societal, system and school situation which cannot support such a model. Discipline techniques used in the homes served by the school community also reflect the full range of the behaviour management continuum. The need is very much in place for the development of a behaviour management policy which incorporates the whole school community in the process.

A school behaviour management policy should have a broad base. Jones and Jones (1990 : 391) state that it must be based "on the creation of positive, productive learning environments, and a commitment to helping students develop skills they need to become responsible self managers". The former of these pre-conditions is in place in the school, however it needs to be related to discipline '*per se*'. The latter needs articulation and development. Jones (1987 : 306) argues that successful school discipline is associated with ownership, maintaining that "the ownership of the values, rules and procedures of school site discipline management will be much greater if the people responsible for implementing them are enfranchised in the process of development".

If ownership is pivotal to renewal which Slee (1992) equates with school development, it engages the whole school community in the process and creates the threshold for successful policy development and implementation. "Bonding students, teachers and parents to school development contributes to greater levels of achievement and, in turn, to greater discipline within the school" (Slee. 1992 : 9). This would be most effectively served by a committee of parents and teachers driving the process within the Self Renewing Catholic Schools model. While policy development belongs to the whole school community, implementation and procedural manifestation of the policy is the responsibility of the staff.

What this process ultimately determines for the behaviour management policy will evolve as the process unfolds. The researcher believes that it is appropriately positioned somewhere within Olsen's structure for discipline and/or Jones and Jones' Major Components of Effective School Management Program.

O-LADS (Olsen, 1992 : 135) provide a framework that can "help teachers structure the school, classroom and interrelationships between the school, child and home so specific classroom behaviour can be identified and managed". It is encapsulated under the following parameters.

Ownership - teachers parents and students must be involved in fashioning the behaviour management plan and must own the plan of management.

Limits - Boundaries for behaviour must be set and adhered to.

Acceptance - Acceptance is crucial for the security of every individual within the group.

Direction - Clear goals which are growth oriented must be set.

System - Parents and teachers should work as a team to set co-operative goals.

(Olsen 1992 : 135 - 141).

All of these components are consistent with a process for renewal because they are symptomatic of community growth. The O-LADS framework also highlights parent teacher partnership and therefore is particularly relevant to this research project.

Jones and Jones' Major Components of an Effective School Management Program can be summarised as follows:

- 1. A positive school climate and positive consequences for responsible behaviour should be in place.*
- 2. Teachers are responsible for effective classroom management and an appropriate instructional program.*
- 3. Training which develops staff's and students' personal skills should be part of the program.*
- 4. The program should include rules which are regularly communicated to staff, parents and children.*
- 5. Consequences for violating these rules should also be clear.*
- 6. Administration must respond consistently to students referred by a staff member.*
- 7. A systematic procedure must be in place for individual parents to work with their child to alter behaviour.*
- 8. The program should be periodically evaluated and its procedure analysed.*

(Jones and Jones, 1990 : 398 - 410).

Here again the school climate, and therefore the school community, and parental involvement in the procedural arena, are highlighted.

A positive school environment and the personal well being of the students in such an environment are the central focus of the behaviour management plan of Condon and Dundas (1992). The writer agrees that this systematic discipline policy is appropriate to the needs of the school in question. Apart from the school and student focus, it categorises the major components of an effective school discipline policy as being proactive and reactive.

	School Focus	Student Focus
Proactive	1. School Environment eg. . School Discipline Policy . Class Discipline Plans . Classroom Management . Appropriate Instructional Level . Positive school climate	2. Personal Well Being eg. . Social Skills . Self Esteem . Positive Consequences . Behaviour Teaching . Goal Setting
Reactive	3. Conflict Resolution/ Problem Solving eg. . Student Representative Council . Class meetings . Glasser Steps . Contracting . Dispute settling mechanisms . Friendship building	4. Specific Responses (Consequences) eg. . Behaviour Management Programs . Behaviour Modification Program . Gradual isolation . Counselling

Table 3.1 : Components of School Discipline (Condon and Dundas, 1992 : 1)

While based on the premise of creating a positive school climate and students' personal well being, it contains structures which enable members of the school community to resolve conflict. According to Condon and Dundas (1992 : 2), the first two components can be categorised as preventative while the third addressed most behaviour problems which may

still occur within such a structure. The fourth section of Specific Responses propose possible consequences for the small percentage of behaviour problems not addressed by the first two components.

Condon and Dundas' Behaviour Management Plan combines the philosophy of Spencer and Piaget. Piaget championed the idea of the powerful influence of the social group while Spencer was a proponent of the application of natural consequences.

Herbert Spencer, about one hundred years ago, pointed to the ineffectiveness of punishment in a democratic society and distinguished between punishment and natural consequences. Piaget extended this concept by distinguishing between retributive justice, which is punishment, and distributive justice which is the power and force of reality and of the social group.

(Dreikurs and Cassell, 1974 : 60)

The Behaviour Management Program of Condon and Dundas is based on the principle of behavioural consequences rather than punishment. According to Balson (1984 : 121 - 122) the "rationale of this approach is that all behaviour is shaped and maintained by its consequences and that individuals will not continue to behave in ways which distress or harm nobody but themselves". Gradual isolation is the ultimate negative response to misbehaviour framed within the principle of behavioural consequences. It should have limited use in a behaviour management policy such as that proposed by Condon and Dundas which places the positive aspects of school community life on a pedestal.

Were the Behaviour Management Policy to evolve in such a manner in this renewal project it would successfully address Jones' anomaly posed at

the outset. Discipline would be owned, it would be noticed AND it would be attended.

3.6 SUMMATION

In examining the process of a school renewal project aimed at implementing a new Behaviour Management Policy, the literature on change, parental involvement, renewal and behaviour management has been reviewed. Renewal should be the focus of a whole school community and therefore the dynamics of change were examined because a renewal process demands changes of perception and attitudes within a school community. Parental involvement was reviewed because this particular process attempted to address the imbalance of parental participation in policy making in the school.

The literature suggests that complex second order changes are best managed within the local community. As change is a process not a particularity, change has to be embedded in the very culture of a school. A school community which is a collaborative culture creates a climate for successful change and empowers members of a school community to be significant actors in the change process. Teachers and parents can become leaders in such a climate if the principal foregoes the role of instructional leader. Strong instructional leadership may negate the partnership of parents and teachers as significant agents of change. The principal's role in a collaborative culture should be that of facilitator and servant leader.

The literature suggests parent involvement is significant in giving life to the culture of a school. If parent involvement is to assume the realms of

participation, the school community should be a real community, characterised by openness of structures and a climate of trust. A collaborative culture in such a community empowers parents and staff to be in real partnership in the policy making process.

Change becomes renewal if it is managed in a planned and systematic manner. The faith dimension of Catholic schooling demands that renewal should be a holistic process; a journey of heightened awareness which sees members of a school community make informed choices which lead to authentic action. The cultural framework of a Catholic school is the basis for such renewal because it addresses the uniqueness of each school community. Leadership which is service centred and collaborative processes can make effective renewal a reality.

The literature on change, parental involvement and renewal has heightened the importance of a number of dynamics; community orientation, culture, collaborative processes and servant leadership. This commonality suggests that all these facets are paramount if a policy making process focusing on heightened parental involvement is to bring about change which is in fact renewal.

It is the process rather than the particularity which is important to this research project. However, the literature on Behaviour Management would suggest that a policy which encapsulates the essential features of Condon and Dundas' behaviour management plan and the frameworks of Olsen and Jones and Jones would well serve the needs of the community in question. Interestingly, the literature reveals that community, culture and

collaborative processes are also features of a good behaviour management plan.

CHAPTER FOUR

DESIGN OF THE STUDY

4.1 Introduction

This thesis examines the development of a Behaviour Management Policy for a school in the context of a renewal project undertaken by a school community. The policy development was undertaken by a committee equally representative of parents and staff. The literature review focused on change, parental involvement, renewal and behaviour management. It suggests that the community orientation of a school, the culture of a school, collaborative processes operational in a school and servant leadership to support these dynamics are integral factors pertinent to successful change in a renewal project.

The major research question is :-

- * What are the appropriate processes a Catholic school community uses when engaging in authentic renewal?**

If the dynamics mentioned above are present in a school community, the 'ground is fertile' for the appropriate processes of authentic renewal to 'take seed'. Renewal invites the participation of the whole school community in the process. However, because it is neither feasible nor possible to involve the entire school community in the policy making process, two particular focuses of this major research question are pertinent :-

- * **What structures and processes enable a representative sub group of staff and parents to generate a renewal project and be legitimised in their action by the school community?**

- * **Is it possible for staff and parents in such a sub group to be equal partners as leaders in a renewal process?**

Case study is the approach adopted to report this research. However, because the focus of the policy making is developmental and because the committee leadership of the project calls for empowerment, action research in general and the process of reflective deliberation in particular provides the framework for the policy development.

The sections which follow address the methodology pertinent to this research project. The means of data collection and analysis are then discussed followed by an examination of the issues concerning the validity and the reliability of this data.

4.2 Research Orientation

These research questions can best be addressed using ethnographic methods of investigation and data collection procedures, qualitative research characterised by a concern for the individual in keeping with the 'interpretive paradigm'. Qualitative techniques are based on the assumption that research data are reliable only if conducted from a micro-perspective (Cohen and Manion, 1985 : 29). As such they are context specific, reflective and responsive to the environment. They gather information about human behaviour that is "impossible to obtain by the more quantitative methods" (Wilson, 1977 : 246 - 247). Because the

emphasis of ethnographic research is on the context without superimposing the researcher's own value system, it takes a qualitative - phenomenological approach (Wiersma, 1991 : 219). Such an approach creates a framework within which the subjects interpret their thoughts, feelings and actions (Wilson, 1977 : 249).

Ethnography is historically associated with the discipline of anthropology, however ethnographic methods sit comfortably in the school situation because they can be interpretive of the dynamics of such a social context. Ethnographic research has a number of essential characteristics. It creates social relationships and places the researcher in that *social milieu* in the context of a learner. Ethnographic research is long term and based on firsthand observation. The ethnographer's observation is naturalistic and participative. Ethnography takes an eclectic approach in collecting and analysing data and is an interactive - reactive approach rather than a linear process. It is both holistic and humanistic (Zaharlick, 1992 : 116). These characteristics enhance its comfortable existence in the educational arena, for the 'life' of a school is not quantifiable.

4.2.1 Case Study

A case study approach is employed to observe the processes appropriate to a Catholic School community engaging in renewal. Case study is "an umbrella term for a family of research methods, having in common the decision to focus on inquiry around an instance" (Adelman et al, 1976 : 140) in order to "capture and portray those elements of a situation that give it meaning" (Walker 1980 :33).

Case studies are not simply observational studies. "The understandings generated by case study are significant in their own right" (Adelman

Jenkins and Kemmis 1976 : 140). Case study does not define a methodological stance which is standard but does determine the form of a study using techniques for the collection of information from the fields of sociological and anthropological fieldwork. While case study methodology is eclectic, techniques and procedures commonly used include observation, interview, audio/video recording, field note taking, document collection and the negotiation of products. This study uses all of these techniques to varying degrees with the methodological emphasis being on the first two mentioned.

Case study methodology is particularly suited to the educational endeavour which focuses on curriculum, not just to the narrow orientation of curriculum as it is related to subjects but to its broader scope which involves the hidden curriculum, the informal social structures and the consequences of action (Walker, 1983 : 155). As such it is particularly suited to a school community's undertaking of a renewal project to develop a behaviour management policy as it can explore the hidden curriculum, delve into the social structures of that community and focus on the actors both in their actions and their perceptions relevant to their actions. The emphasis then is on synthesis rather than just on analysis; an attempt "to get beyond illustrative examples of more general phenomena to the particularities and idiosyncrasies of the instance" (Walker, 1983 : 155).

Wilson (1979 : 448) delineates four basic generic qualities of case studies as particularistic, holistic, longitudinal and qualitative. This study is particularistic in that it portrays the development of a behaviour management policy. It is holistic because the particularity is centred in the history and context of the school and is thus illustrative of the various features and forces which bear on the specific project of renewal. It is

longitudinal in its coverage of the events, relationships and story over an eighteen month period. It is qualitative in that it presents a literary description of the documentation of the interviews, observation, process and the broader overarching perceptions. It is indeed then a "process of research which tries to describe and analyse some entity in qualitative, complex and comprehensive terms not infrequently as it unfolds over a period of time" (Wilson 1979 : 448).

In its 'unfolding' it goes far beyond the boundaries of its stated particularity, the research of an innovation, namely the development of a behaviour management policy. In making generalisations about the case, the boundaries become increasingly permeable because "it is not possible to treat an innovative program as a bounded system isolated from its host institution" (Adelman et al, 1976 : 142).

The history of the school, the existent and developing structures, the reality and perceptions of the actors in the situation all bear upon and illuminate the particular case in question. The broader context breathes both 'life' and meaning into the particularity.

A review of Adelman's (1976 : 148 - 149) stated advantages of case study justifies the choice of this methodology for this research project. Although difficult to organise, case study is strong in reality. Thus it is attendant to the reality of the complexity and subtlety of a school situation and allows the reader to come to terms with this reality. In recognising this complexity and subtlety, case studies can represent the discrepancies of viewpoints held by participants. Case study allows the reader the opportunity for interpretation and reinterpretation. Case studies are 'a step to action'. In this study it was the ideal launching pad for the process of reflective

deliberation. As such, it contributed to the democratisation of decision making in that process. Finally, case study allows the reader to judge the implications of the study.

Walker (1983 : 156 - 164) cites three major problems of case study research. It is intrusive in the lives of the subjects of the case study. Secondly, case studies can give a distorted view because it is not easy to balance interview data against observation and in the school situation it may place too heavy an emphasis on what teachers say. Thirdly, case studies can be conservative in that they can "embalm what is established practice simply by describing it" (163). These disadvantages can however be addressed and if this occurs it will actually contribute to the strength of case study methodology. It is not intrusive if the processes used are not foreign to the participants and if the participants are comfortable with the researcher. With the notable exception of the recorded interview which will be discussed later, all the processes employed in this research project were familiar to the participants. Furthermore, the researcher has worked with the participants in similar studies as both facilitator and participant prior to this study. Nor are teachers in this study given precedence or power. An express purpose of this study, in fact part of the major research question, attempts to address the imbalance of parent and teacher power. The nature of conservatism has also been addressed. While the processes of case study were familiar to the participants in this school, the process of reflective deliberation did not allow the policy development to be merely a reflection on established practice.

4.2.2 Action Research : Reflective Deliberation

This process, because of its careful orchestration of deliberation in the light of reflection, is action research which is both transformational and

empowering and as such is the very antithesis of 'embalming established practice'. Action research is a valuable vehicle for educational improvement. It has emerged as a viable tool for the merging of school improvement and educational research (Carr and Kemmis, 1986 and McTaggart and Garbutcheon - Singh, 1986). It allows for critical reflection and self evaluation which is the basis for educational innovation and change (Kemmis, 1987 : 74). Action research represents a deliberate approach to problem solving and concerns itself with a local problem conducted in a local setting (Gay, 1987 : 3). A case study report of action research enables the generation of its discussion and findings to go beyond the local situation adopting "a historical format; telling the story as it has unfolded over time" (Elliot, 1991 : 88). Burns (1994 : 294) maintains that there are four basic characteristics of action research; it is situational, diagnosing a problem in a specific context, collaborative, participatory and self evaluative. Because its action is reflective and open to change it is also interpretative and emancipatory, thus eminently suitable to a research project focusing on renewal.

The term action research was coined by Lewin whose model involves a cyclic sequence:

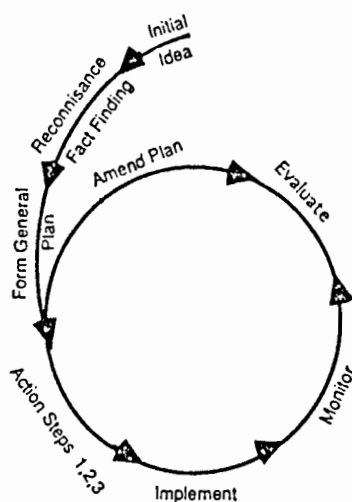


Figure 4.1 : Lewin's Cyclic Model of Action Research (Burns, 1994 : 295)

Action research in such a cyclic sequence contains moments of planning, acting, observing and reflecting and as such is suited to curriculum policy making. Normal practice in curriculum policy making in schools moves from research (observation) to analysis (reflection) followed by policy development (planning). "However, action which follows from the development of policy (acting), is not included within the actual development process" (Bonser and Grundy, 1988 : 37). Rather, it is separated from the development of policy and regarded as the implementation of policy thus policy is developed prior to action not through action.

Smyth (1985 : 42) recognised the reality of this separation of policy and action. While conscious of the strengths of the action research spiral, he outlined a process of assisted self evaluation which highlights the act of data production. This is both preceded and followed by deliberative moments of planning and reflection, thus modifying the action research process for the purpose of policy development. Deliberation can be a source of meaning making if the research interview enables participants to understand how and why they produced the text which results from this interview (Young, 1984, in Bonser and Grundy, 1988 : 38). Harris (1986 : 1, 4) also supports written codification of interviews as a powerful vehicle for guiding practitioners.

Bonser and Grundy (1988) have utilised Smyth's process of assisted self evaluation as well as their principle of a variety of discursive forms to devise the process of reflective deliberation.

The process allows participants to express ideas in the spoken conversational mode and to reflect upon the transcribed spoken word. This leads to a written statement considered to be an authentic

account of the participants' ideas. It is this written codification of ideas which then becomes the basis for group reflection.

(Bonser and Grundy, 1988 : 38)

Not only does such a process promote reflection and deliberation but it utilises the action research spiral to incorporate policy development and the action which follows from it into the process. As such it is a viable vehicle for curriculum policy development. The framework for the process of reflective deliberation is illustrated below with slight changes to Bonser and Grundy's model specifically related to this research.

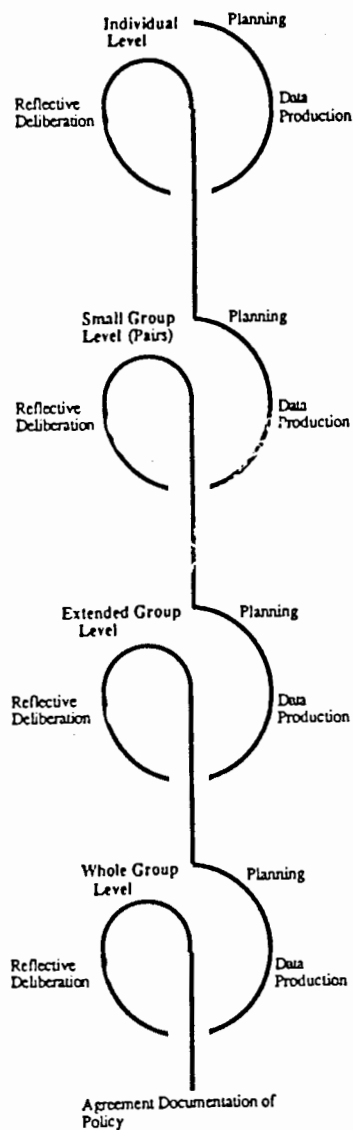


Figure 4.2 : The process of reflective deliberation based on the model of Bonser and Grundy, 1988 : 40.

The process "broadly presents a systematic way of thinking and acting in order to raise and formulate ideas which are then open to further reflection and subsequent refinement" (Bonser and Grundy, 1988 : 39). It involves participants in a cycle which incorporates the interrelated 'moments' of planning, data production and reflection. The deliberation is thus both systematic and reflective.

In this study the participants moved through four such cycles. The planning 'moment' of each cycle allowed the researcher and the participants to clarify the purpose and the intent and discuss the use of the subsequent data produced. The data production 'moment' of the initial cycle engaged participants on an individual level in a semi-structured interview on the topic of discipline. This oral report was audio recorded and transcribed. The participant was allowed the opportunity to reflect on the transcript and make any necessary adjustments, but no additions and deletions. In the second cycle two participants (a parent and a teacher) jointly reflected upon their transcribed reports clarifying, modifying and elaborating on their ideas. This critical reflection upon the transcribed report resulted in the production of a jointly authored statement of common beliefs on discipline. This reciprocal relationship between the data production 'moment' and the reflective 'moment' was repeated in the next two cycles. The jointly authored statements of two pairs become one statement of common beliefs and then the three jointly authored statements produced by these groups of four proceeded through a lengthy cycle of discussion and reflection before a statement of common beliefs owned by the whole group was produced. The group's reflection on these common beliefs was then written up as a draft policy on behaviour management for dissemination and discussion by the wider school community. This reflection on the draft policy by the wider school community cannot, however, be deemed part of the process of

reflective deliberation because it did not equate with the level of data production and reflection engaged in the various cycles of the process by the participants on the committee. The spiralling process of reflective deliberation in the four cycles, however, enabled the participants to engage in 'meaning-making' through the moments of planning, data production and reflection.

The process of reflective deliberation provides a basis for action which enriches the deliberative experience of the participants rather than determining them. Participation is both reflective and collaborative because the process involves the participants in talking at length about their ideas and writing about them. "The approach to meaning-making offered through a process involving reflective deliberation allows for the negotiation of meanings rather than spontaneous selection and isolation of ideas in a brainstorming mode" (Bonser and Grundy, 1988 : 43). Such an approach does not allow conflict to be simply resolved by a voting procedure. The extensive process of spoken and written articulation of ideas appears to give participants the confidence to express and defend their points of view and provide a forum for discussion of conflicting points of view and resolution. It was interesting to observe the conflicting views of some members on the committee on the topic mesh into a commonly held statement of beliefs as the lengthy process evolved. The process didn't diminish ownership of the individual's ideas. Rather it enhanced the possibility of change. The researcher's role in the process was one of facilitation in the planning stages in leading the discussion as to what each next stage aimed to achieve.

In the stages of data production and reflection, however, it was one of participation on an equal basis with the other committee members. The

committee then, operated as a critical community, a sub group of action researchers of equal power and status who reached out and engaged others in their work (McTaggart and Garbutcheon-Singh, 1986 : 45). The process of reflective deliberation enables individuals in such a sub group to be empowered and the sub group to be emancipatory in its action. Curriculum development sits comfortably in such a situation.

4.3 Sample : Participants

The major focus of this research project is the committee which developed the Behaviour Management Policy. It comprised six teachers (including the researcher), six parents (three of whom were also teachers) and an external facilitator. All the teachers had been involved in extensive in-service on self renewal in the Self Renewing Catholic Schools model and three of the teachers had been involved, at a committee level, in the earlier renewal project developing the Human Relationships Education curriculum. The other teachers had an extensive awareness of the functioning of this committee via feedback through staff meetings and had taken part in the program development phase of this project. The parents' experience of renewal was the shared experience gleaned from information through newsletters and P. & F. meetings on the progress of the Human Relationships Education project. However, one of the parents, a teacher at another school, had undertaken the in-service in self renewal and had been vitally involved in a major research project at that school. Two of the parents had been involved in the in-service on renewal offered at the school two years prior to the commencement of this particular project. The external facilitator, a consultant with the Catholic Education Office, had extensive experience of renewal and had led the in-service on Renewal in the school.

Five staff members volunteered to be on the committee after the researcher, who was also to be a member of the committee, outlined the process at a Staff Meeting. Six parents volunteered after a similar process at a P. & F. meeting. A brief pen picture of these participants follows:

D-	Researcher and principal of the school; male; early forties; six years teaching experience; a principal for 15 years; principal of this school for seven years.
G.	Assistant principal of the school; male; early thirties; 14 years teaching experience; 3 years assistant principal of this school.
C	Teacher; male; early thirties; 13 years teaching experience; at this school for 4 years.
A	Teacher; female; late forties; 24 years teaching experience; at this school for ten years.
M	Teacher; female; mid twenties; 5 years teaching experience; at this school for five years.
L	Teacher; female; early forties; 12 years teaching experience; at this school for six years.
L.D.	Parent; female; late forties; parent at this school for four years.
S	Parent; female late thirties; parent at this school for seven years
B.	Parent; female; mid thirties; parent at this school for three years.
S.D.	Parent; female; early forties; parent at this school for eight years; also a part time teacher at this school.
B.Q.	Parent; female; late thirties; parent at this school for eight years; also a supply teacher at this school.
P.	Parent; male; early thirties; parent at this school for two years; full-time teacher at another school.
J	External facilitator; male; early fifties; Education Officer School Development with the Brisbane Catholic Education Office; previous experience as a teacher, principal and guidance officer.

Table 4.1: Pen Picture of Participants on the Behaviour Management Policy Committee

As the researcher and the external facilitator conducted the initial interview in the process of reflective deliberation, the researcher did not have a transcript to reflect on and thus did not take part in the first cycle of the process. He did, however, take part in the other cycles as a full committee

member, reflecting on the data production of the second cycle with a parent, using only one transcript. The external facilitator participated as an observer until the third cycle where he facilitated the discussion between the extended groups.

Because this research focused on renewal, the sample of participants is wider than the committee alone. It embraces the whole school community of staff and parents who were informed of the committee's progress throughout. The structures and relationships in this community are pertinent to the discussion on renewal. More particularly, all the staff and a large number of parents were actively involved in the consultation process on the draft policy. All members of the teaching staff gave their views on the process through a questionnaire as did a number of parents present at a P. & F. meeting.

4.4 Instrumentation

Wolcott (1988 : 192) maintains that ethnographic research involves four strategies of instrumentation; the critical techniques of participant observation and interviewing augmented by the use of written sources and the analysis or collection of non written sources. "Taken together, these four categories are sufficiently inclusive to encompass virtually everything ethnographers do to acquire information" (192). This research utilises all four of these categories, leaning heavily on the first two techniques.

Participant observation is a process "through which and by which the phenomena of the investigation are selected and filtered as well as interpreted and evaluated" (Schwartz and Schwartz, 1992 : 343). It is the

means by which reality can be transposed into data because the observer is in face-to-face relationship with the observed and gathers data by participating with them in their natural life setting. Thus one is attending to the cultural context of the behaviour being engaged in or observed looking for "mutually understood sets of expectations and explanations that enable us to interpret what is occurring" (Wolcott, 1988 : 193). Hence the observer and the observed are important to each other and "constitute a context which would be different if either participant were different" (Schwartz and Schwartz, 1992 : 346). Such mutuality is the very essence of the richness of ethnography in educational research because the school situation is illustrative of a particular culture and the relationships within that culture are of paramount importance to its interpretation or understanding.

Wolcott (1988 : 194) identifies three different participant observer styles; those of active participant, privileged observer or limited observer and states that most field workers in schools are privileged observers. In this research, however, the researcher can be seen to be an active participant because of his presence on the staff of the school and his involvement in the committee deliberations which are the central focus of the research. Schwartz and Schwartz (1992 : 347) differentiate between passive participation and active participation with the latter denoted by the level of emotional interplay between the participants and the researcher. In such a context this researcher can be viewed as an active participant because his involvement on the committee and his status as principal of the school pre-determine emotional involvement in a project so vital for this school community. Spradley (1990 : 58 - 61) categorises participation into five types, non participation, passive participation, moderate participation, active participation and complete participation. Complete participation is the zenith of this categorisation and it is to that level which this researcher

aspires. "The highest level of involvement for ethnographers probably comes when they study a situation in which they are already ordinary participants" (61). One could well question whether the researcher's position as principal of the school allows him to operate as an 'ordinary' participant. However, the culture of this particular school is such that the role of principal is not hierarchically pre-ordained and allows the researcher to be already functioning as an ordinary participant. In this research, participant observation allows the researcher to interpret the observations gleaned as during participation in the conduct of the research. These interpretations tend to be more global than particular.

Interviewing is the other major strategy of instrumentation used in this research. Unlike participant observation it intrudes upon the natural setting with the express intent of obtaining direct information from the subjects of the research. Interviewing can be used to gather data or to gather evidence and in this research it is utilised as a source for both. According to Gay (1987 : 202), an interview "is essentially the oral, in-person, administration of a questionnaire to each member of a sample". As such it has the advantages of obtaining more in-depth data than a questionnaire, is both more flexible and adaptive and offers the interviewer and interviewee the opportunity for clarification.

There are three basic types of interviews, the structured, the unstructured and the semi-structured. The semi-structured interview was used to obtain the initial data for reflection and deliberation in the first cycle of the process of reflective deliberation. It was recorded on audio tape and then transcribed. Participants on the committee were initially asked to talk openly on the topic of discipline. The researcher used prompts and further open ended questions when it was necessary to assist the participants in

their discourse on the topic. (See Appendix 13 for the transcripts of these interviews). While this process was extremely valuable in that it gathered all the data offered by the participants, the presence of the tape recorder induced nervousness amongst all the participants and some participants were embarrassed on seeing their transcripts and the word for word detail which they produced. This latter problem was allayed by allowing the participants to amend their personal copies of the transcripts for the purpose of deliberation with a partner on these transcripts, the second cycle of the reflective deliberation process.

The second major interview with the committee members needed to overcome this problem. Its intent was different, occurring as it did at the end of the process of reflective deliberation for the purpose of gleaning participant's insights into the broader issues of renewal, collaboration, leadership styles, etc. As such it was a more structured interview. This shift from a less structured to a more structured approach is valid.

During the initial stages of action research, when one wishes to remain as open as possible on the question of what information is relevant, an unstructured interview format is probably best. Later, when one is clearer about the sort of information which will be relevant, one can shift towards a more structured approach.

(Elliot, 1991 : 80).

The problem of the tape recorder was countered by note taking on the part of the researcher to the structured questions. This allayed the fears of the interviewees. Rather than being faced with a tape recorder and an interviewer, the interviewer sat beside the interviewee. The comparative ease which this situation created allowed the interviewee to be more reflective in responding. The interviewer worked on pages ruled with a vertical line recording catchwords and key concepts on the left hand side of

the line as recommended by Stenhouse (1982 : 55 and 56). After the interview, the researcher wrote up the responses and gave them back to the interviewee who had the licence to adjust this written record to more clearly illustrate viewpoints but not to make any additions or deletions. The written record was then typed (without the notes from the left hand side of the page) and can be found in Appendix 14.

Wolcott (1988 :196) includes the questionnaire as a sub-type of interview. Such a systematic procedure is valid in ethnography if it is used in conjunction with other ethnographic techniques of data gathering and does not constitute the essential element of such data gathering. The questionnaire (Appendix 15) was used to gather insights rather than raw data from staff members not on the committee and from a sample of parents not on the committee at a P. & F. meeting. Its purpose was to glean their views of the process of reflective deliberation utilised to develop the policy from the point of view of an 'outsider' looking on.

The third of Wolcott's four strategies of instrumentation is the collection and analysis of written sources. In the domain of analysis, this research utilised a piece of reflective writing undertaken by committee members at the last meeting of the committee (see Appendix 16). Committee members were asked to reflect on their experience, analysing their perceptions at the start of the process and how they felt at the end of the process. Furthermore, all the written data produced by the committee during its deliberations were collected and some of this is worthy of analysis, as is the written data gleaned from the evaluation of the draft policy with the wider school community. It is also possible that communication in school newsletters to the wider community about the progress of the committee's deliberations could be included in this category.

Non-written sources complete the ethnographer's strategies of instrumentation. In this research, the tapes used for the transcripts and the video of the launching of the draft policy with the wider community fall into this category. Throughout the process the researcher informed staff verbally of the committee's progress and kept parents informed at P. & F. meetings. This communication cannot be classified in the category of interviews because it tended to be a one-way communication. It can, however, be classified as a non-written source because the researcher was able to gauge the attitudinal perception of this wider group of participants from their reaction to the information being given.

4.5 Conduct : Timeline of the Research

This research occupied an eighteen month time frame. It will be seen later that this lengthy time factor was both problematic as well as a strength of the process. The timeline below briefly outlines the process.

Table 4.2: Timeline of Research

February 1993	Staff volunteers were invited to join the committee at a staff meeting as were parent volunteers at a P. & F. Meeting. The committee was thus constituted with six members of the teaching staff including the principal and six parents.
February - March 1993	Cycle 1 of the process of reflective deliberation. The researcher and the external facilitator conducted semi-structured interviews on the topic of discipline with other committee members. Transcripts were made from the audio tape of these interviews.
April 1993	Cycle 1 continued with the transcripts given back to the interviewees for reflection and deliberation. They were given the opportunity to adjust their transcripts to more clearly define their meaning.
May 1993.	Cycle 2 of the process of reflective deliberation. Committee members worked in pairs (parent/teacher) to reflect on their interview transcripts. Deliberation saw each pair arrive at a jointly authored statement of common beliefs (Appendix 17).
June 1993	Cycle 3 of the process of reflective deliberation. Two pairs met together to repeat the above process and arrive at a jointly authored statement of common beliefs (Appendix 18).

July 1993	These groups of four categorised their jointly authored statements under the headings of person; strategy; concepts/words; task; vision/beliefs/values (Appendix 19). This categorisation was necessary to facilitate a common set of beliefs from the whole group.
August - September 1993	Cycle 4 of the process of reflective deliberation. Each group contributed their beliefs in each of the categories in a whole group retrieval process. An outside facilitator with expertise in policy and renewal conducted this process of deliberation focusing on the disparity that still existed in some areas. A whole group statement of common beliefs was finally devised (Appendix 20).
October 1993	A sub committee elected by the committee used this joint statement of beliefs to devise a concept map of the ideas under the following headings; Paradigm, Principles; Vision; Reality; Processes (Appendix 21). From this map a draft rationale was devised (Appendix 22).
November - December 1993	The whole committee drew up a draft policy statement from this rationale following further reflection and deliberation, adding the area of Guidelines for Procedures (Appendix 23).
February 1994	The committee devised the procedure to launch the draft policy with the wider school community.
March 1994	All staff and a large number of parents attended the evening launch of the draft policy. The focus of the policy direction was introduced by a dramatic presentation of 'The Hypothetical' (video available). Committee members then withdrew with small groups to work through the draft policy. All comments offered were recorded.
April - May 1994	The committee met a number of times to reflect and deliberate on these comments. The leaders of each group presented the comments for each section. These were discussed and then a decision made by the committee to make appropriate changes. This process is recorded in Appendix 24. The Behaviour Management Policy was completed following this revision.
June 1994	Committee members were asked to reflect on their feelings about the process in writing focusing in particular on the change in their thinking as the process evolved. These reflections are recorded in Appendix 16.
July 1994	The Behaviour Management Policy was distributed to all staff members and parents (Appendix 25). A questionnaire was distributed to all teaching staff members not on the committee and to parents at a P. & F. Meeting. The aim of this questionnaire (Appendix 15) was to gauge their assessment of the policy making process from the point of view of an 'outsider looking in'.
August 1994	All committee members were interviewed in a structured interview situation by the researcher to assess their reflections on the broader issues of renewal, community, culture, parental involvement and leadership.

4.6 Issues of Reliability and Validity

According to Le Compte and Goetz (1982 : 33), "reliability is concerned with the replicability of scientific findings, validity is concerned with the accuracy of scientific findings". Reliability and validity are easier to define and more clearly identifiable in quantitative research. The structures of experimental control required for reliability cannot find a place in ethnographic research

because it occurs in natural settings and its very basis often records processes of change. Ethnographic research may however approach rather than attain reliability (Le Compte and Goetz, 1982 : 37 - 43). The external reliability of data may however be enhanced by a number of factors. In this research, the researcher's role and status within the group is clearly identified. The potential threat of informant bias is handled by the researcher's previously defined status and position in the school community, the wide range of participant experiences and the empathy he had with the participants. The physical, social and interpersonal contexts of the data gathering procedures are clearly defined and openly discussed. The careful definition of the process of reflective deliberation also enhances replicability. Triangulation ensures that the data gathered is not the result of a single method. Le Compte and Goetz (1982 : 38) identify three areas of triangulation. In this research data are collected from a variety of subjects in a variety of settings. There is also a degree of investigative triangulation because of the high profile role played by the external facilitator in the reflective deliberation process. Methodological triangulation is present because multiple instrumentation was employed in the collection of data. In this study internal reliability is heightened by the preservation of all the raw data and the presentation of most of the raw data. The role played by the external facilitator is such that it replicates to a certain degree the presence of multiple researchers. The significant contribution to the research of the members of the committee also gives them some degree of status as participant researchers.

"Although the problems of reliability threaten the credibility of much ethnographic work, validity may be its major strength" (Le Compte and Goetz, 1982 : 43). Internal validity is strengthened by the triangulation of data gathering techniques, the strength of interview techniques and

participant observation which discipline the subjectivity of ethnographic methodology. History and maturation are important facets of this study, given the eighteen month time frame. The former involves changes in the overall social scene while the latter denotes changes in individuals. Both are observable and pertinent in this study where change is the keynote because of the researcher's participant observation status and his presence on the staff at this school. It is possible in ethnographic studies that the subjectivity of informant interviewing and participant observation may produce data reflective of informant bias. However, because the process of reflective deliberation constantly analyses the data in group situations, any possible distortion of the results is countered. Bias and possible distortion on the part of the researcher is also countered by the selection of a representative group of parents and teachers who volunteered to be on the committee rather than being chosen by the researcher. Diversification occurred by the various attempts to go outside this group for data verification and analysis. Mortality was not a significant problem. One teacher on the committee left the school in July 1994 on travel leave. The only part of the process she was not involved in was the final structured interview of committee members. As the purpose of this interview was to investigate global trends rather than being context specific, the consequence of this mortality is not significant.

While internal validity is a strength of ethnographic research, external validity cannot be a major priority because it deals with a small group of participants in a particular social context. A different context would significantly effect the results.' Burns (1994 : 301) maintains that action research can only in fact possess internal validity because it is a one-off intervention which is context specific. "The results, findings and recommendations can only have relevance for that unique setting." Action

research essentially sets out to improve a situation and to involve participation. The case study reporting of this research goes beyond the singular orientation of the action research process of reflective deliberation and as such its external validity can be judged by the insights it contains which can be generalised beyond the situation studied.

4.7 Overview of the Research Design

Table 4 : 3 provides an overview of the research design.

Table 4.3 : Overview of Research Design

Research Question No. 1.	What are the appropriate processes a Catholic School uses when engaging in authentic renewal?	Source of Information	Obtaining Information	How	When
Information Required	Evolution of the Behaviour Management Policy.	Members of the Committee	Semi-Structured Interview		February to March 1993
			Process of Reflective Deliberation		February 1993 to July 1994
			Structured Interview		August 1994
			Reflective Writing		June 1994
			Participant Observation		February 1993 to July 1994
	What role do community, culture, collaborative processes and leadership play in these processes?	Members of the committee	Structured Interview		August 1994
		School Community	Participant Observation		February 1993 to July 1994
Sub Question No. 1	What structures and processes enable a representative sub group of staff and parents to generate a renewal project and be legitimised in their action by the school community?				
Information Required	Structures and processes which enable a sub group to generate a renewal project.	Members of the committee	Process of reflective deliberation		February 1993 to July 1994
			Reflective Writing		June 1994
			Participant Observation		February 1993 to July 1994
	Legitimation of the committee's work by the school community.	School Community	Questionnaire		July 1994
			Structured Interview		August 1994

Sub Question No. 2	Is it possible for staff and parents in such a sub group to be equal partners as leaders in a renewal process?			
Information Required	Factors which promote parent participation in policy making.	Members of the Committee	Structured Interview	August 1994
			Participant Observation	February 1993 to July 1994
	Empowerment of teachers and parents on the committee to equal partnership.	Members of the Committee	Reflective Writing	June 1994
			Structured Interview	August 1994
			Participant Observation	February 1993 to July 1994

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF FINDINGS

5.1 Introduction

In this chapter the results of the research are presented and analysed. The research documented the development of a Behaviour Management Policy for a school engaging in a process of renewal. As renewal is an essential focus of Catholic schooling, the major research question addressed the global issues of renewal thus:

- * What are the appropriate processes a Catholic school community uses when engaging in authentic renewal?**

Authentic renewal involves the whole school community in a process of change. However, the policy generation was led by a committee equally representative of parents and staff in the school. Hence the major research question was addressed by two sub questions:-

- * What structures and processes enable a representative sub group of staff and parents to generate a renewal project and be legitimised in their action by the school community?**
- * Is it possible for staff and parents in such a sub group to be equal partners as leaders in a renewal process?**

5.2 Methodology

As stated in Chapter Four, this research project utilised ethnographic methods for data collection. A case study approach was utilised to study a specific school undertaking renewal processes. The particular focus of the study, i.e. the development of a Behaviour Management Policy for the school, used Bonser and Grundy's (1988) process of reflective deliberation because Action Research is a viable vehicle for the merging of school improvement with educational research.

The research question and its two sub questions were addressed by a variety of ethnographic approaches of instrumentation. Though these questions may appear to be distinct, the research methodologies addressed them concurrently. However, each of the research questions will be explored individually as detailed in Table 5.1 .

Table 5.1 : Overview of Research Design

Research Question No. 1.	What are the appropriate processes a Catholic School uses when engaging in authentic renewal?	Source of Information	Obtaining Information	
			How	When
Information Required	Evolution of the Behaviour Management Policy.	Members of the Committee	Semi-Structured Interview	February to March 1993
			Process of Reflective Deliberation	February 1993 to July 1994
			Structured Interview	August 1994
			Reflective Writing	June 1994
			Participant Observation	February 1993 to July 1994
	What role do community, culture, collaborative processes and leadership play in these processes?	Members of the Committee	Structured Interview	August 1994
		School Community	Participant Observation	February 1993 to July 1994

Sub Question No. 1	What structures and processes enable a representative sub group of staff and parents to generate a renewal project and be legitimised in their action by the school community?			
Information Required	Structures and processes which enable a sub group to generate a renewal project.	Members of the Committee	Process of reflective deliberation	February 1993 to July 1994
			Reflective Writing	June 1994
			Participant Observation	February 1993 to July 1994
	Legitimation of the committee's work by the school community.	School Community	Questionnaire	July 1994
			Structured Interview	August 1994
Sub Question No. 2	Is it possible for staff and parents in such a sub group to be equal partners as leaders in a renewal process?			
Information Required	Factors which promote parent participation in policy making.	Members of the Committee	Structured Interview	August 1994
			Participant Observation	February 1993 to July 1994
	Empowerment of teachers and parents on the committee to equal partnership.	Members of the Committee	Reflective Writing	June 1994
			Structured Interview	August 1994
			Participant Observation	February 1993 to July 1994

5.3 Research Question No. 1

What are the appropriate processes a Catholic school uses when engaging in renewal?

5.3.1. Evolution of the Behaviour Management Policy.

Firstly, this question is explored by examining the evolution of the Behaviour Management Policy itself. The instrumentation used to gather data will inform the analysis and discussion pertinent to this policy development :

5.3.1.1. Evolution of the Behaviour Management Policy : Semi-Structured Interview.

- 5.3.1.2 Evolution of the Behaviour Management Policy : Process of Reflective Deliberation.
- 5.3.1.3. Evolution of the Behaviour Management Policy : Structured Interview.
- 5.3.1.4. Evolution of the Behaviour Management Policy : Reflective Writing.
- 5.3.1.5. Evolution of the Behaviour Management Policy : Participant Observation.

It is envisaged that this data will illustrate whether or not the process of reflective deliberation is an appropriate process for a Catholic school when engaging in renewal.

5.3.1.1 Evolution of the Behaviour Management Policy : Semi Structured interview

This process began with the semi structured interview undertaken by members of the committee which asked the participants to talk about the topic of discipline and used prompts when the interviewees needed assistance. The transcripts of these interviews are found in Appendix 13.

The main points of these transcripts have been extracted below for the purpose of analysing the similarities and differences in the committee members' ideas at the outset of the process. Extracting these main points necessitated a degree of interpretation on the part of the researcher because, as stated earlier, the nervousness induced by the interview situation did not allow the participants to articulate their ideas clearly.

Table : 5.2 Researcher's Interpretation of Main Ideas Expressed in Semi-Structured Interview.

<p><u>C - Teacher</u></p> <ul style="list-style-type: none"> • Children need to respect authority. • That authority doesn't need to be stringent but can be gentle. • We have to facilitate self discipline. • Children need to realise that there are consequences for their actions. • Consistency and fairness are important • Children have to feel secure. 	<p><u>S.D. - Parent</u></p> <ul style="list-style-type: none"> • Children like to know their restrictions and boundaries. If they step over these boundaries they know there will be punishment. • A good smack on the bottom doesn't hurt. • Punishment has to fit the crime. • Consistency is important. • The ground rules need to be laid early. Children need to know their restrictions from the start.
<p><u>A - Teacher</u></p> <ul style="list-style-type: none"> • Consistency is important. • Sometimes a smack on the backside works. • Rules are important. • There has to be a baseline. • Children have to learn to discipline themselves. • A process of discipline common to the school is needed to support the teacher. This helps one to be positive rather than negative. 	<p><u>B - Parent</u></p> <ul style="list-style-type: none"> • Guidelines are necessary. • Consequences result if a child doesn't abide by these guidelines. • Discipline at school has to cater for the individual child. • A situation of love and comfort is important for the child. The child responds with respect. • Children need to learn self discipline to distinguish right from wrong. • A religious flavour also comes into discipline in a Catholic school.
<p><u>M - Teacher</u></p> <ul style="list-style-type: none"> • A community, be it a school or a class needs rules so everyone can grow and develop in it. • Boundaries are important. • Class rules need to be developed between teacher and children at the outset. • Consequences for misbehaviour need to fit the indiscretion. • Flexibility is important because each child is an individual. • Parental backing is important for teachers • Self discipline is important and needs to be developed. 	<p><u>S- Parent</u></p> <ul style="list-style-type: none"> • Discipline is getting children to be responsible for their actions. All actions and interactions have consequences. • It is good to have a time out period when there is a problem and then come back later to discuss it. • Discipline needs to fit in within a set of rules that are acceptable to all. • Fairness is important. • Children need to know they are loved, be accepted for themselves and not their actions. • Communication, understanding and sympathy are important.
<p><u>L. Teacher</u></p> <ul style="list-style-type: none"> • Children have to be given choices and face the consequences of their choices. • The children need to know there is a process for discipline in their school. • Parents need a parenting program which helps them and also backs up the school. • Self discipline is important and it can be taught. • The school needs a relatively uniform discipline policy. • Children need to know they are loved even when they are being disciplined. 	<p><u>P. Parent</u></p> <ul style="list-style-type: none"> • Children need to have a respect for authority. • Discipline needs to be a system operating in a social setting. • Self discipline is important. A child needs awareness, expectations and set goals. • Children need to feel loved and wanted. Communication between all parties is important. • A child needs to know the parameters and act accordingly within them. • A community needs to work together to develop a discipline policy. • I have some reservations about the 'out system'. • Parents, teacher and child need to be involved in goal setting if behaviour is a problem.

<p><u>G. - Teacher</u></p> <ul style="list-style-type: none"> • Each child is an individual. However a consistent school policy is necessary. • A discipline policy needs parent involvement and support. • Options are necessary for teachers to deal with misbehaviour because the good of the whole class is important. • Although corporal punishment isn't now an option, it used to work. We need something to replace it. • Punishment needs to be fair and appropriate to different year levels. • Children need to know what is expected of them. 	<p><u>L.D. - Parent</u></p> <ul style="list-style-type: none"> • Discipline is necessary if a child is to lead a happy and social life. • Occasionally, a smack is given in anger. • A child comes to school to learn and fairness demands that the discipline in a school allows that to happen. • It is pity that corporal punishment is out. • Serious discipline breaches should see the parent consulted. The school and parents need to work together. • Self discipline is the starting point. • Children need to learn respect and behave in a socially acceptable manner. • A child needs to feel loved and comfortable. An indiscretion should be punished but followed up with a talk and a hug.
<p><u>B.Q. Parent</u></p> <ul style="list-style-type: none"> • Discipline means control - not upsetting the social order. • Children learn to have control as they work is a social situation. • Children develop and grow through stages and rules need to cater for this situation. • Children need to feel loved and comfortable in a situation and have good self esteem. • A good self esteem correlates with good self discipline. • Discipline and a regard for authority has changed so much in the last ten years, however a convergent change in self discipline hasn't taken place. • Rules are important. Children need to be aware of these and aware of changes to them. They need to know the boundaries in a school situation. • The dignity of the child is important. 	

Diversity of Initial Views on Discipline

A brief analysis of these initial thoughts by committee members reveals the following common elements : the necessity for rules and boundaries of behaviour, a valuing of the concept of developing self discipline and the importance of love in a given social situation. However, there were differences in the interviewees' perceptions. There is disparity in their views of punishment and consequences. Some value corporal punishment. Others talk of consequences for misbehaviour, however, the focus of consequences has a punitive connotation. Only a couple of

respondents view consequences in the terms of natural consequences for an individual's actions. Only a few respondents mentioned the importance of parental involvement in any discipline policy. Other features not adhered to by the whole group included a need for respect of authority and the importance of individual differences being taken into account in the development of a discipline policy.

Initial Broad Generalisations

Three broad observations are discernible from this initial input. Firstly, there is no marked difference between the views of parents and teachers. Differences of ideas tend to take on an individual flavour which cannot be categorised to either of these groups. This is important when one considers that the major thrust of this research was the equal importance of parents and teachers to the policy development. The question that remains to be answered is whether the process of policy development enabled the parents on the committee to have an equal input into the process. Secondly, the negativist reactive connotation of discipline is more fervently articulated than the positivist, proactive connotation central to the behaviour management plan proposed by Condon and Dundas (1992). The latter is however, evident in the transcripts. Thirdly, the ideas expressed by the participants occupy the full range of the discipline continuum from an authoritative stance to a *laissez faire* expression, representative of many of the facets in the various models of discipline described by Charles (1989 : 10 - 120).

5.3.1.2 Evolution of the Behaviour Management Policy : Process of Reflective Deliberation

The next stage of the process of reflective deliberation involved the participants coming together as a pair (parent and teacher) to reflect and deliberate on their transcripts and produce a jointly authored statement. The table listed previously denotes the partnership with the main points of the teachers' transcripts listed opposite those of the parents who were to become their partners. The parent denoted as B.Q. worked with the researcher in this process as the researcher was the interviewer and thus did not produce an interview transcript. The jointly authored statements which resulted can be found in Appendix 17. It was interesting to observe the interest generated among the participants in this endeavour, a marked contrast to the apprehension in the semi-structured interview. The jointly authored statements which evolved were expressive of a more positive, proactive interpretation than were the transcripts. This is possibly due to the fact that working with a partner on reflection and deliberation of one's own original ideas is an empowering process. It is also possible that the participants' interpretation of the main ideas from their transcripts was different from the researcher's analysis of these main ideas. There is also no clear evidence of teachers' ideas dominating these jointly authored statements. It does seem likely, however, that the language used in these statements exhibits a teacher, rather than a parent perspective.

The next stage of the process saw pairs combine to produce jointly authored statements (Appendix 18). These group statements display an even more noticeable positive , proactive connotation than the statements of the pairs. By this stage, an understanding of consequences had replaced punishment, although one group still questioned whether corporal punishment should be an option as a last resort. Common to all these statements is the paramount importance of the individual, the importance of self discipline, the need for an atmosphere of love/comfort for the children,

the fact that appropriate behaviour is learned and the need for parental involvement in a discipline policy. The need for a positive school environment and the personal well being of the students in such an environment has also become a feature. Condon and Dundas (1992) maintain that this has to be the central feature of any behaviour management plan. This is balanced by the expressed need for addressing misbehaviour which conflicts with the harmony of the whole group. It was at this stage of the process that the group decided to change the focus from the development of a discipline policy to that of a behaviour management policy.

The development of a whole group statement of beliefs was the next major thrust. The committee expressed the opinion that this would be a difficult task because there were still points of disparity within the group. At the suggestion of the external facilitator, each group of four categorised their jointly authored statements into five sections (Appendix 19). A group retrieval process arrived at a whole group statement in these categories (Appendix 20).

An outside facilitator was invited to take part in this process. Everyone on the committee had to agree to the inclusion of the data on the whole group chart. A great deal of discussion and at times argument took place before decisions were made to include data. This was in contrast to the process which developed statements of common beliefs in pairs and in the groups of four. It seems that individuals had developed a strong sense of ownership of their ideas and of the appropriate language throughout these processes. The difference between 'punishment' and 'consequence' was not resolved and both terms were included in the whole group statement.

It was decided by the members of the committee that the policy would be more easily drawn up by a sub-committee representative of each of the groups. The whole group statement of common beliefs was analysed into a concept map (Appendix 21). This was a relatively simple task because the ideas from the whole group statement of common beliefs were similar, though the language was different. The term 'punishment' was eliminated in favour of 'consequence'. A draft policy (Appendix 23) was written using this concept map and this was accepted by the members of committee.

The committee then generated a process to present the draft policy to the wider community. It was decided to present a dramatic presentation of 'The Hypothetical' to launch the presentation of the draft policy in its positive, proactive light to parents and teachers who had been informed of the committee's progress but had not taken part in the lengthy process which saw the policy develop. This preparation induced nervousness amongst many committee members who were making their adult acting debut. The presentation on the night was innovative, entertaining and warmly received by the wider school community in attendance. Following the presentation, committee members worked with groups to examine the draft policy. All comments and suggestions made by these groups were recorded. With one exception, this process worked well. Participants tended to debate or question the terminology rather than the ideas. Many participants stated that the dramatic presentation had brought about an ideological conversion from a negative view of discipline to a more positive focus on behaviour management. The one exception was a parent who dominated his group because of his strong personality. He was convinced that discipline in the school wasn't strict enough and quoted instances of misbehaviour from other children in the school which adversely affected his children. The group process was somewhat negated by this instance.

The committee then worked on taking the recorded comments on board, again focusing on reflection and deliberation (Appendix 24). Each section of the draft policy was examined separately. Firstly, all comments and suggestions were offered by group leaders and recorded on a large chart. These were discussed by the committee and changes were made to the draft policy if the whole committee agreed to them. Although time consuming, this was a relatively easy procedure. Comments or suggestions outside the scope of the policy direction 'owned' by the committee were rejected. Those within this framework of ownership, if recorded by more than one group, brought about changes in the policy. All the changes made were minor ones which did not involve an ideological change but rather involved a change of language to make ideas and concepts clearer.

The final policy was then presented in a booklet form to all parents and staff members. Although outside the scope of this research project, the procedural details of the Behaviour Management Policy have been devised by all staff members and the parents on the committee and are being trialled at the time of writing. The focus of these procedures is very much a positive, proactive approach with a community orientation. Had this lengthy process of policy development not taken place, one would speculate that a procedural document drawn up by staff or parents or a combination thereof would have taken on a negative, reactive focus similar to the initial responses in the semi-structured interview.

Shared Decision Making, Vision and Self-Renewal

How did the evolution of the Behaviour Management Policy reflect the appropriate processes a Catholic school should use when engaging in

renewal? This school community is accustomed to engaging in renewal activities. A Catholic school needs a commitment to shared decision making and its capacity to self renew (Spry and Sultmann, 1991 : 12). A commitment to shared decision making is evident in the school (see Appendix 26 : A case study on the previous renewal project conducted in the school by an outside researcher). This case study is also illustrative of Treston's (1992 : 23) view of renewal, an "ongoing endeavour to match the workings of the school with its core vision". However, this policy departed from the norm in three respects : There was an equal representation of parents and teachers on the committee for the first time. This was the first time the process of reflective deliberation was used. Interviews were a part of committee deliberation for the first time. Furthermore, the eighteen month time frame for development of a policy was the longest period given to such an activity. All these facets have been, or will be, discussed in greater detail. Suffice it to say at this point of time that all factors contributed positively to a commitment to shared decision making in the school, to its capacity to self renew, and to effectively matching the workings of the school to its core vision.

5.3.1.3 Evolution of the Behaviour Management Policy : Structured Interview

The structured interview conducted at the end of the process throws light on Research Question No. 1. Question 1a asked committee members what structures and processes are in place in the school to enable renewal to take place (see Appendix 14). The responses to this question have been summarised in Table 5.3 :

Table 5.3 : Responses to Question 1a on Structured Interview

Parents	Teachers
Good communication - parents staff and children (3 times).	Committee structure in place in the school enables an openness to renewal (twice).
Parents are comfortable in the school environment - atmosphere of belonging (3 times).	Staff and parents know there is a process for improvement and for problem solving (twice).
Parents appreciate the opportunity to be a part of the renewal process (twice).	Any major policy or change involves parents, teachers and administration (twice).
Staff willing to share decision making with parents and listen to them (twice).	Previous experience of renewal gives it a positive focus for both staff and parents.
P. & F. Association contributes to policy making and decision making in the school (twice).	Parents find staff approachable.
Renewal activities are a response to need.	Good tone.
The children are in a caring environment.	Principal has an open door policy for teachers, parents and children.
There is a constant re-evaluation of policies.	He is involved in everything in the school community.
There is an open structure of decision making in the school.	The children now have an input into decision making via the Student Council.
The Parent Report allows parents the opportunity to initiate change in the school.	
Adult education in faith contributes indirectly to renewal.	

Collaborative Culture

When examining the responses that were mentioned on more than one occasion, it is evident that there is little commonality specifically expressed by parents and teachers. However, all facets mentioned by both groups allude to the collaborative culture of the school. This collaborative culture was variously expressed in terms of good communication, a feeling of comfort, parent involvement and access to decision making, staff involvement and access to decision making and the committee structure. It is evident that a collaborative culture is a necessary structured pre-requisite for renewal to take place. In essence a collaborative culture contributes to a sharing of power. This contributes to the achievement of shared goals and a common vision which in turn develops a shared culture and cohesiveness (Lee, 1993 : 3).

Other Issues

Of the responses that were mentioned only once, the following issues are discernible; renewal is need orientated; it involves constant re-evaluation; it has been a positive experience in the school; everyone has access to the

process; openness and caring are characteristics of the school environment. All of these factors support a collaborative culture and enhance renewal. These in turn promote the 'lifeworld' of the community members and encourage freedom to act rather than be acted upon (Spry and Sultmann, 1994 : 20 - 25).

There are items of common agreement between parents and teachers in the data expressed on only one occasion. Both groups mentioned the role played by previous renewal projects in giving renewal activities a positive focus and a sense of ownership and/or opportunity to be involved. There is an appropriate tone in the school which enables parents to be comfortable and gives them a feeling of belonging, creating easy access for parents to staff, whom they find approachable. The decision making structure in the school is seen as open to all, be they staff, parents or children. Parents, teachers and children find the principal open and approachable. While these facets are also reflective of the collaborative culture they are more context specific in that they refer to the access to the decision making processes in the school.

Change

Questions 2 a, b and c on the structured interview are also pertinent to Research Question 1 because they focus on change and how the school community handles change. Most of the responses were similar in context to those dealt with in Question 1a and therefore will not be analysed. However, responses which differ are listed below in Table 5.4 Common ground between parents and teachers was evident in the following areas:-

Table 5.4 : Common Grounds between Parents and Teachers on Change

<ul style="list-style-type: none">• Parents trust the staff and know they have the best interests of the children at heart.• Staff are professional and implement change well.• Change is handled well in this school because people are comfortable with the carefully orchestrated processes in place to manage change.

The word 'freedom' was used by both staff and parents, however the context was different. A parent response targeted a sense of freedom amongst staff because parents have confidence in them. A staff member maintained that this sense of freedom amongst staff was attributable to their degree of comfort in the decision making processes.

Other responses expressed only by parents on the committee not surfaced in Question 1a are listed below :-

Table 5.5 Parent Responses on Change

<ul style="list-style-type: none">• Parents have an understanding of changes taking place and a knowledge of it.• The culture of the school is open to change.• Parents contribute positively to change processes because the well being of their children is paramount and therefore they support anything that contributes to it.• The good relationships in the school community enhance the change process.• Parents support change because they have a pride in the school.
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Other responses from staff on the committee not provided in Question 1a are listed below:

Table 5.6 Teacher Responses on Change

<ul style="list-style-type: none">• The Administration is committed to change and walks through it with staff.• Staff members are excited by change.• The number of parents in attendance at the various functions and gatherings is incredible.• The community has coped better with change as time has gone on because change is increasingly perceived to be part of the school's culture.
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All of these factors listed contribute in some way to enhance the processes which facilitate renewal. The evolution of the Behaviour Management Policy was a window which reflected these processes.

Time: A Negative Aspect of Change

Some respondents discussed negative aspects of change. Time was a common problem addressed by both parents and teachers. This related to both the length of time needed to undertake renewal appropriately and to the extra time commitment it demanded from participants. This is a negative constraint and if not appropriately addressed could be a barrier to effective change and renewal.

Other Negative Aspects of Change

Two other negative factors were also offered. Because parents' access to committees is via nomination from the P. & F. Association, parents who choose not to attend these meetings were not able to be involved in these higher levels of participation. This situation has, however, been addressed in recent times. Prior to a P. & F. meeting, the Newsletter now advertises the fact that nomination to a particular committee will take place at a meeting. The last committee to be constituted in the school (September 1994) was a committee to examine the education of gifted children in the school. All five of the parents who became members of this committee were parents with a particular interest in this area. Four of the five parents were not regular attendees at P. & F. Meetings.

Financial constraints are also a problem. This however is a reality which can only be addressed by a commitment by both the school and the P. & F. to contribute to the needs of renewal projects. While this has always been the case, no doubt if more funds were available from either source, more could be achieved.

Committee Satisfaction with Process

Question 4d in the structured interview addressed the processes of renewal by asking participants whether they approved of the policy which was developed. All answered in the affirmative, possibly indicative of the large role that ownership and involvement play in such a process. According to Fullan and Stiegelbauer (1991 : 69) ownership occurs if the participants see their needs being addressed and progress made towards meeting these needs. The policy making process this committee engaged in can thus be adjudged to have met these criteria. Two respondents believed that those not on the committee would not have as great an understanding of the policy as those on it. This will be addressed in detail later. In answering this question a number of points were made that have been discussed earlier : the process was long but the result was worth the time factor; the policy matches the school community and its culture; everyone in the school community feels that he/she is a stakeholder. Two committee members expressed the focus of their pleasure in the policy was the fact that the child as an individual was at the centre. Another two respondents, while claiming to be pleased with the policy developed, implied that its success will be judged by the procedures to be implemented in the next stage of the process.

5.3.1.4 Evolution of the Behaviour Management Policy : Reflective Writing

The members of the Behaviour Management Committee were asked to write reflectively on how they felt about the process at the last meeting of the committee following the completion of the policy. The researcher asked them to focus their reflection on how they felt at the beginning and at the end of the process (see Appendix 16).

Reaction to Initial Interview

Eight participants mentioned that the semi-structured interview was an unnerving experience using descriptors such as 'threatening', 'harrowing', 'novel', 'put on the spot', 'embarrassing' and 'intimidating' to indicate their discomfort. It was because of this reaction that the researcher decided to use Stenhouse's (1982) process for recording interviewees' responses in the structured interview conducted at the end of the process. One participant mentioned that the tape recorder was a problem in the initial interview. Another stated that there was no time to reflect on questions or answers. Both these problems were addressed in the structured interview. Positive responses were also noted. One participant believed that the semi-structured interview helped one verbalise one's ideas. On reading the transcript the participant realised he had a very authoritarian approach to discipline. Another noted that it was an appropriate vehicle for integrating early involvement. Another believed that the initial embarrassment at seeing the transcript was an 'icebreaker' at the first meeting with other committee members because others felt the same; "a good conversation point to relax and aid in group inter-relations at the start of the committee".

Positive Aspects of the Process of Reflective Deliberation

There was limited correlation of other ideas from the reflective writing exercise as it pertained to the evolution of the policy. Two committee members wrote that the process stimulated a feeling of ownership and satisfaction. Two participants enjoyed their involvement in the dramatic presentation of 'The Hypothetical'. A number of committee members lauded the process with such comments as 'lengthy but valuable', 'logical

and well sequenced'. One mentioned that the facilitators knew what they were doing. This was not the case! They were following a prescribed process and making adaptations to it pertinent to the particular situation. One comment was particularly gratifying because it unknowingly summarised the basis of the process of reflective deliberation. The process "allowed for the information to be collected, reflected upon, sorted, edited and then reorganised".

A number of respondents commented on the process as it related to a sharing of ideas. "It challenged subconscious views as a group and as individuals." Another response dealt with the fact that the process didn't change individual viewpoints but made one's viewpoints clearer as time went on. Bonser and Grundy's (1988) claim that this process is superior to voting and consensus were borne out by two respondents who stated that a diverse group of ideas and experience came together as one, yet individuals didn't lose their identity in the process.

5.3.1.5 Evolution of the Behaviour Management Policy : Participant Observation

The participant observer status of the researcher is obvious in the interpretation of the data presented thus far. In summary, the following broad generalisations were observable in the policy making process. Participants both within and without the committee were comfortable with the process (with minor exceptions to certain processes, e.g. the semi-structured interview) because they had a feeling of ownership and belonging. This is attributable to the collaborative culture operative in the school and the 'openness' of the school community. The researcher, however, feels a certain sense of frustration that it is not feasible for every

parent and teacher to experience a process such as that experienced by the committee. Those outside the committee however were content with the process because they are used to a committee structure which consults and informs. The community atmosphere of trust in the school and the good communication, both formal and informal, enhances the workings of such a structure. Shared decision making was a feature of the process. Whether in pairs or small groups within the committee, the committee as a whole, or large groups outside the committee, shared decision making was always central. The process certainly focussed on reflection and deliberation and the policy evolved because of it, during the process. Bonser and Grundy (1988 : 37) designed this process because they believed in the need for policy development to take place through action rather than prior to it. This was indeed the case during this research. It is the researcher's observation that all members of the committee were empowered by the process. This is discernible by their stated feelings of accomplishment, the fact that they felt their ideas were valued and important, and the 'ownership' they felt both for the policy they developed and the process which developed it.

5.3.2 Role of Community, Culture, Collaborative Processes and Leadership

Having analysed the process of reflective deliberation it has been demonstrated that it was seen as an appropriate process for engaging in authentic renewal by members of the committee. One needs to now examine what factors need to be in place in a school community if a renewal process is to be successful. The literature review on Change, Parental Involvement, Renewal and Behaviour Management all indicated that the operative dynamics of community, culture, collaborative processes and service centred leadership were important pre-requisites. The instrumentation utilised to gather data will now be analysed in examining

these hypotheses :

- 5.3.2.1. Community : Structured Interview
- 5.3.2.2. Culture : Structured Interview
- 5.3.2.3. Collaborative Processes : Structured Interview
- 5.3.2.4. Leadership : Structured Interview
- 5.3.3. Community, Culture, Collaborative Processes and Leadership:
Participant Observation

It is envisaged that this data will illustrate the important role that appropriate expressions of community, culture, collaborative processes and leadership need to play in a school community if a process of authentic renewal is to be successful.

5.3.2.1. Community : Structured Interview

Question 4a in the structured interview asked the question; "Do you think this school is a 'real' school community? Why?" Two features were observable in the responses. There was no discernible similarity or difference between the responses of the parents and the teachers. There was little commonality in the responses. Three people (two parents and one teacher) identified parental involvement as significant to the sense of community. The rest of the responses can be grouped under a variety of themes.

Table 5.7 : Responses to Question 4a on Structured Interview.

<u>School</u>	
.	Open communication is a feature and is a two way process (two responses).
.	Good staff relationships.
.	A happy school and a busy school.
.	Positive atmosphere. People feel comfortable and good about the school.
.	Wonderful tone.
.	Feeling of ownership.

<u>Children</u> <ul style="list-style-type: none"> . Children enjoy an atmosphere of pastoral care. . Children care about each other. . Children are involved in the life of the school and some of the decision making. (Student Council).
<u>Parents and Teachers</u> <ul style="list-style-type: none"> . Parents are free to express concerns and are confident in and comfortable with staff. . Parents and staff are involved in the life of the school as equally as is possible. . Teachers and parents exhibit a sense of care for the children.
<u>Principal</u> <ul style="list-style-type: none"> . Open door policy of the principal gives equal input into decision making. . A good principal makes for a happy staff. A happy staff makes for happy children. . The children have a sense of belonging because the principal knows them all well. They know they can go to him when they have a problem.
<u>Community</u> <ul style="list-style-type: none"> . Everything is done for a purpose. It is alive, pulsating and it works. . We share happy times together. We pray for each other and support each other at sad times. . Everything is inclusive of the family and its input. . Not just an educational community but a Christian community whose major focus is the development of the child.

All respondents answered yes to this Question 4a. However, one, a parent, made the point that over the last few years the school has grown into a real school community. Yet there is room for it to grow into a closer knit community where the relationships extend in networks beyond the school's boundaries.

Certainly the responses point to the fact that this school community is characterised by a relational climate which is vibrant and alive, a community where the processes of renewal would be effectively nurtured. Such a relational climate is demonstrative of what Starrat (1991 : 195) describes as an ethos of caring, not one which demands relationships of intimacy but rather a level of caring that honours the dignity of each person and desires to see that person enjoy a full human life. In such a community true collegiality, shared meaning and a common vision can be a reality. No

doubt this view of a relational climate is gleaned from the responses of people who volunteered to be on the committee which was vitally engaged in the generation of a renewal project and comfortable with the school community and the conceptual basis of renewal. Therefore, they are comfortable with the school community and what it has to offer.

5.3.2.2. Culture : Structured Interview

Question 3a in the structured interview asks the question; "Does parental involvement in this school contribute to its culture? How?" The question was posed on a basis of parental involvement because the researcher feels that this is the most significant contributing agent to a school's culture. Without a high level of parental involvement, a school is denied the diversity and richness of the community it serves. Most of the responses to this question detailed the high level of parent involvement in the school thus supporting the researcher's premise. However, these will not be detailed because they have been analysed before. Rather, comments as they relate to culture will be detailed.

Table 5.8 : Responses to Question 3a on Structured Interview

.	Family life and the life of the school are one.
.	Parental involvement in decision making and policy making enrich the culture because of the richness of ideas.
.	The culture of the school is one of collaboration.
.	Parental presence on committees and the P. & F. 's involvement in decision making sees them significantly effect the culture.
.	Parents contribute a multiplicity of different dimensions to the life of the school.
.	Relationships broaden the network of relationships and relationships are very important.
.	The differences amongst parents contribute to the richness of the culture.

These responses indicate that the culture of the school is relational, enhanced and enriched by parental involvement, and collaborative. Millikan (1984 : 5) describes culture as "a unique and distinct way of life which gives meaning and order to the adopting community." If the culture of

this school as defined by these responses from committee members is in fact relational, enriched by parental involvement and collaborative, not only can it give meaning and order to the community but it can also lay firm foundations for authentic renewal to take place.

5.3.2.3. Collaborative Processes : Structured Interview

Question 4b of the structured interview posed the question; " Is there a collaborative culture operating in the community? How?" In examining the responses of the parents on the committee it seems that they see it as a collaborative culture. The vagaries of such an interpretation are supported by comments like; "The P. & F. and school work well together. There is an openness and sharing from both sides"; "The student Council is an example of a collaborative culture;" "Everyone works together".

Parental Perception of Collaborative Processes

The responses also imply that while the culture may be collaborative, the collaborative processes are not open to all parents. One parent commented that "parents see collaborative processes in operation in the school". However, that may imply that while they see it in operation they cannot be involved in it. This may of course be a matter of choice. Another parent holds that everyone is given the opportunity to be involved in decision making and makes the point that people who complain are those who choose not to be involved. Another makes the point that while a collaborative culture is in place some see this as tokenistic while for others it is of vital importance. Again a choice is implied for parents in their existence in the collaborative culture. The most telling statement differentiates between opportunities for staff and parents in taking part in

collaborative processes : "The committee structure operational in the school allows all staff and interested parties to be a part of this collaborative structure". The differentiation is telling. The opportunities for involvement in collaborative processes is open to 'all' staff and 'interested' parents. However, even though choice plays a part, many parents are not involved in collaborative processes regardless of how supportive they are of the perceived collaborative culture. While it seems that access to collaborative processes is not the prerogative of all parents in the school, this community is not however indicative of Clark et al's (1984 : 56) premise that "parents appear to be more effective at preventing change than promoting it". The collaborative culture seems to be supportive of change and renewal.

Teacher Perception of Collaborative Processes

The teachers' responses also support the notion of a collaborative culture:

"The children feel they are an important part of the school. They feel responsible".

"All members of the community have a feeling of equal importance. The decision making processes have lent themselves to making everyone feel they are valued members of the school community".

"Parents have a willingness to be involved. There is a communal nature to policy making rather than an hierarchical structure".

Here again, however, the idea that the collaborative processes are not the prerogative of all is implied. One teacher maintains that the committee system operating in the school makes a collaborative culture possible. Staff are listened to and their ideas accepted. The principal is seen as "the master of gentle persuasion". Another teacher leaves parents out of the picture completely in answering this question as it applies to decision

making : "Major decisions undergo a process where everyone on staff has an opportunity to be involved. Minor decisions are made by the administration and discussed with staff who have a feeling of sharing in the common endeavour and develop a sense of ownership". This comment accurately reflects the reality of the school situation. It is a collaborative culture and parents have an opportunity to be involved in policy making. However, decision making is the prerogative of the staff with the P. & F. Association playing an advisory role in this domain. Such a situation does not negate the process of renewal, since renewal has a policy making focus rather than a decision making focus. Policy making belongs to the whole school community. Procedural implementation should belong to the staff. Parental involvement in the fullest capacity in decision making such as the school board model takes on the perspective of 'power' rather than 'participation'. Power invested in a few has no place in renewal. In the school board model 'power' is invested in a few parents, simply diverted from the administration to a slightly more representative group. Quality participation however, "requires a fundamental readjustment to processes which overrun the established divisions of power, authority and responsibility" (Blakers, 1983 : 8). The collaborative processes of renewal projects in the school do overrun the established divisions of power and are more reflective of empowerment than power.

5.3.2.4. Leadership : Structured Interview

Question 4c in the structured interview asks ; "Does the leadership in the school support a collaborative culture?" All respondents answered in the affirmative. Most of the responses were related to the position of principal

and seem to imply that the collaborative culture is attributable to this leadership. This is reflected by a selection of the responses listed below:

"The principal involves parents in everything that happens in the school and so people feel comfortable to contribute and be involved".

"The collaborative culture in the school would not be possible without the leadership. Everyone is invited to be involved. Everyone's opinion is listened to. The culture would not be possible unless the leader is open to this freedom and involvement".

"The leadership is democratic. On major decisions the principal is prepared to go along with staff decisions even if his personal opinion is different".

This view of leadership is pertinent to Lee's (1993 : 3) view of leadership of schools as communities which he categorises as being characterised by four qualities; negotiation, environments of inquiry and open exploration of ideas, consensus and win-win solutions. However, the researcher is of the opinion that the ideal of leadership is to create opportunities for a multiplicity of leaders. Duignan (1987 : 212) claims that it is "through a heightened awareness and commitment to culture building that all who work in schools can in fact be leaders". Four respondees implied that this is the case. One parent stated that leadership is empowering. A teacher replied that teachers, children and parents have leadership roles in this school maintaining that the committee structure in the school supports the breadth of leadership opportunities. Another teacher made the point that the processes operating in the school support a collaborative culture. One parent ties the empowerment of other leaders to the 'person' of the

principal. Leadership in the school revolves around the 'person' of the principal because people are comfortable to take on positions of leadership in the structures that have been created in the school. This is consistent with Glickman's (1991 : 8) view of principal as educational leader rather than instructional leader. The former organises curriculum while the latter supports and co-ordinates the work of other leaders. The role of educational leader is one of "administrative humility in sharing out the responsibility for educational purpose" (Hargreaves, 1992 : 235).

In summary, then, it can be seen that the members of the committee believe that the leadership in the school and the leadership structures are conducive to a collaborative culture and thus to renewal. It is the researcher's contention that this particular process of renewal empowered the members of the committee to be leaders.

5.3.3. Community, Culture, Collaborative Processes and Leadership : Participant Observation

How are these facets viewed by the school community as different from the views of the committee who were so vitally involved in the process? The researcher, as principal of the school for seven years, is in a position to comment globally on these areas as there is no instrument to specify such opinion. All the staff and the large majority of parents would describe the school as a community with a relational climate which is 'alive' and open to renewal. Some parents may choose not to be a part of such a community and may perceive the community as 'cliquey'. The researcher however believes this to be a rationale for their choice not to participate. Committee members described the culture of the school as relational, enhanced by parental involvement and collaborative. All the staff and most of the parents

would hold a similar opinion. It is possible that some staff members would still be uncomfortable with the high level of parental involvement and participation.

A number of parents, by choice, are not involved in the collaborative processes. They prefer to leave this to the staff and those parents who want to be involved. Collaborative processes in policy making have a higher level of parental involvement than is the case with decision making. The staff are more involved in the collaborative processes than are the parents. While staff members and the majority of parents would see the leadership in the school as being conducive to a collaborative culture and to renewal, a smaller proportion of the community would believe the process of renewal in the school empowers others' leadership potential. These renewal processes and the process of reflective deliberation in particular create a core group generation of action in an atmosphere of critical reflection, what Kemmis (1987 : 81) describes as a "critical community of action researchers" who are empowered in the light of their critical reflection.

In summary it could be hypothesised that this school is one where the community, culture, collaborative processes and leadership are appropriate for the processes of authentic renewal to flourish.

Spry and Sultmann (1991 : X) identify the following key themes which support the implementation of renewal : the essential culture of the Catholic school, the importance of reflection in action, the uniqueness of each school community, service centred leadership; collaborative processes, systemic support which empowers and change which is incremental. The processes used in this renewal project focussed on the cultural characteristics of the school community and the ensuing result was

authentic action. A Catholic school culture that is reflective, respects criticism and searches for truth is essential for successful renewal. The processes employed in the evolution of the policy were reflective, open to criticism and searched for truth. The uniqueness of this school community served the purposes of renewal well because it is a relational community bounded by a network of relationships incorporating a shared vision. The leadership is service centred and empowering of others to be leaders. A collaborative culture is in place and collaborative processes are operative and certainly pertain to renewal projects. The systemic Self Renewing Catholic Schools Policy (Queensland Catholic Education, 1986) provides the umbrella and the support for renewal to take place in the school. Furthermore, system personnel (officers from the Brisbane Catholic Education Office) were actually involved in this particular policy development. Change was not only incremental in this project, it was the focus for policy development.

5.4 Sub Question No. 1 : What structures and processes enable a representative sub group of staff and parents to generate a renewal project and be legitimised in their action by the school community?

This research question will be examined and analysed in two parts, this analysis informed by the instrumentation used to gather data. Firstly, the structures and processes which enable a sub group to generate a renewal project will be explored :

- 5.4.1.1 Structures and Processes which enable a sub group to generate Renewal : Process of Reflective Deliberation
- 5.4.1.2 Structures and Processes which enable a sub group to

generate Renewal - Reflective Writing

- 5.4.1.3. Structures and Processes which enable a sub group to
generate Renewal : Participant Observation

Secondly, the level of community support for such a group generating renewal will be explored.

- 5.4.2.1. Legitimation of the committee's work by the School
Community : Questionnaire
- 5.4.2.2. Legitimation of the committee's work by the School
Community : Structured Interview

It is envisaged that this data will illustrate that committee generation of a renewal project is appropriate in a culture which enhances renewal. One needs to examine the processes which enable a sub group or committee to generate a renewal project. It has been the recent custom in this school for renewal projects to be generated by a committee. In this school the committee structure undertakes all policy making ventures and most major decision making endeavours. Parents are involved on all policy making committees and some decision making committees. This project was the first time that parents were represented in equal numbers to teachers on a committee. The committee structure was firmly entrenched and understood by all members of the school community.

**5.4.1.1. Structures and Processes which enable a sub group to
generate Renewal : Process of Reflective Deliberation.**

Not only was the equal representation of parents and teachers on the committee new to this project but so was the process of reflective

deliberation. Past projects had utilised brainstorming and consensus as the bases for development and deliberation. Bonser and Grundy (1988 : 43) maintain that this process of reflective deliberation is superior to brainstorming because it creates meaning, stating that "the approach to meaning-making offered through a process of reflective deliberation allows for the negotiation of meanings rather than spontaneous selection and isolation of ideas in a brainstorming mode". The novelty of this process may have caused some initial consternation amongst the committee members. It is also possible that committee members may have initially felt unsure because they were unaware of where the process was going to lead them. However, neither of these initial problems negated renewal. They may have even promoted a more authentic renewal process because participants had to take risks and trust the facilitators and each other. Thus, while the structure was not new, the processes were. Working from the initial interview transcripts as a basis gave committee members the opportunity to reflect and deliberate on their own ideas about discipline. This was also empowering because participants felt that their ideas were important from the outset as well as formulating the basis for the remainder of the process. Working in pairs, larger groups and then a whole group situation allowed participants to crystallise their own ideas, hear others and come to a common statement of beliefs which each individual owned. The process linked observation, reflection, deliberation and planning into one entity and therefore constituted authentic action or renewal because it "broadly presents a systematic way of thinking and acting in order to raise and formulate ideas which are then open to further reflection and subsequent refinement" (Bonser and Grundy, 1988 : 39).

5.4.1.2. Structures and Processes which enable a sub group to generate Renewal : Reflective Writing

The Reflective Writing exercise (Appendix 16) will be analysed here from the point of view of a committee generating a renewal project. Every committee member found the process of reflective deliberation a positive one. Their responses can be categorised under two headings; 'How I felt about the Process' and 'How I felt as an individual contributing to this process'.

Table 5.9 : Reflective Responses of a Sub Group Generating Renewal

<u>How I felt about the Process</u>	
.	Every step was important in bringing it all together.
.	Working in pairs and small groups was good.
.	A very logical sequence built upon at each stage.
.	Very thorough process.
.	Process very logical and well sequenced - moved smoothly.
.	All had an equal opportunity for input.
.	Ideas came together through compromise and enlightenment, through the process of sifting and analysis.
.	A valuable and honest way of bringing a diverse group of ideas together as one.
<u>How I felt as an individual contributing to this process.</u>	
.	I felt good all the way through the process.
.	We were very productive as a group and as individuals.
.	We worked well as a team.
.	The social aspect of the meetings was good.
.	Felt from the start that we would achieve something of great benefit for the school.
.	Being a part of the process has been a time of growth for me.
.	Felt a part of it from the start.
.	At the beginning I did not feel I had a lot to offer. However as our task unfolded it became clear that we needed several different perspectives to achieve our goal.
.	At the end of the process I feel confident of my own opinions and in my ability to make my voice heard.

The responses would indicate that committee members found the process of reflective deliberation both satisfying and productive from an individual viewpoint and that it achieved its purpose, viz. producing a policy of behaviour management that was owned by the whole group. Committee members, then, were not only comfortable with the committee structure, but also with the process.

5.4.1.3. Structures and Processes which enable a sub group to generate Renewal : Participant Observation

While the committee generated the policy making process and was vitally involved in it for a long period of time, parents and teachers not on the committee were spectators who were regularly informed on its progress right until the time that they had an opportunity for input into the draft policy. The researcher believes they would have been comfortable with the committee structure because this school community is used to such. The perceived collaborative culture then is the basis for that comfort. Sultmann and Bolton (1993 : 126) maintain that a collaborative culture provides emotional support, confidence, increased understanding, new perspectives, a realm of energy and a basis for planning action. Confidence and increased understanding are observable qualities in this community. This provides not only the basis but also the support for planning action which is renewal. However, they did not have knowledge and understanding of the process of reflective deliberation. Their satisfaction with the process was only possible by default, if they were satisfied with the policy that was produced. Committee members discussing the process with their peers may have been the only way that they would have had anything but a sketchy outline of the process.

5.4.2.1. Legitimation of the Committee's Work by the School Community : Questionnaire

The Questionnaire (Appendix 15) was designed to gauge whether members of the school community not on the committee were comfortable with the fact that a committee representative of the wider community was generating the renewal project. It was administered in July 1994 to

fourteen staff members at a Staff meeting and twenty-seven parents at a P. & F. Meeting. As such it surveyed the opinions of members who were involved in the life of the school even if they were not on the committee.

School Community's View of the Policy Making Process

The first question attempted to gauge the overall view of the policy making process. The majority of comments were positive using such descriptors as 'thorough', 'well planned', 'logical', 'well organised', 'involved' and 'broadly participative'. However, one teacher reported interest as 'remote' during the process and a parent as 'passive'. It would seem that those members of the community not on the committee were supportive of the process in 'good faith' rather than with a thorough knowledge of what was going on. There is an apparent comfort level with the committee structure and little knowledge of the process *'per se'* other than that it seemed to be an appropriate one. It is possible that this view was either gleaned through conversation with members of the committee or could be a result of their satisfaction with the policy. Only one person, a teacher, indicated a thorough knowledge of the process in his/her response talking about the "logical progression from individual to groups to whole group". In essence then, the support can be perceived as a positive response to the culture of a school, a culture which provides "a unique and distinct way of life which gives meaning and order to the adopting community" (Millikan, 1984 : 5).

Community

Question 2 asked whether the school was seen as a real community and a collaborative culture thus empowering a committee to work on behalf of the whole school community. The majority of responses were a simple yes.

Comments were supportive of the community orientation of the school positively effecting the legitimisation of a representative committee to work on their behalf. An example of a comment from a teacher was, "this policy signifies the positive collaboration", while a parent commented that "it is a real community which empowers a representative committee". Sergiovanni (1984 : 9) maintains that a culture which is understood, accepted and cohesive is better able to move in concert towards its ideals. Such a culture is empowering of a representative committee. Only one response, from a parent, was negative, albeit tentatively. This person made the point that a 'real' community is an ideal when looking at a school this size. Certainly, this is a reality, however, it seems obvious that the notion of community is well supported and therefore legitimisation of its work is not a perceived problem.

Representative Committee

Question 3 attempted to glean whether the committee was representative and worthy of the community's trust. There was no negative response to this question. Most responses were a 'yes' and very few comments were offered in support of this, no doubt due to the fact that it was perceived as similar to the previous question. Four of the comments applauded the equal representation of parents and teachers on the committee and the other two lauded the commitment and effort of committee members. Here, again it is clear that there is support for the committee structure for generating renewal.

Information of Committee's Progress

The fourth question asked whether information about the committee's progress was sufficient. All teachers responded in the affirmative as did the majority of parents, however, two parents made the point that the feedback

was erratic and unclear in the initial stages. The policy progress was repeated fortnightly in the staff meetings but only sporadically at monthly P. & F. meetings and in school newsletters. Even though this reporting to parents was rather detailed, in retrospect it could have been more regular.

Community Input into Draft Policy

Question 5 invited comment on the process which widened the net of the policy making by attempting to gain input into and comment on the draft policy. All teachers answered "yes" to this question and the comments offered were supportive of the small group discussion sessions which allowed them an input into the policy. Parental responses also were supportive of the small group discussion process. One parent commented that the dramatic presentation of 'The Hypothetical' at the start of the evening was both entertaining and helpful in focusing on the policy orientation. Another commented on being unable to attend the evening and taking the opportunity to borrow the video of the dramatic presentation from the library having heard how good it was. There was one negative response from a parent who made the point that offering such an opportunity on only one occasion was discriminatory to people who had commitments on that night. It can, however, be surmised that in general the school community is satisfied with a structure that sees decision making in the policy area undertaken by a small group if they have an input into it at some stage. There was general satisfaction with the process for retrieving this input.

Time Factor

The next question asked whether the eighteen month duration of time for this policy development was problematic. Two teachers and three parents responded that it was. The remainder thought this not to be the case although many justified its length with comments such as 'a major issue deserves time', 'effective change can only take place in this way' and 'the end result was worth it'. The literature resonates both of these findings. Fullan and Stiegelbauer (1991 : 32) postulate that real change is characterised by a degree of uncertainty and ambivalence and the negativity about the length of time taken for policy development is representative of this. The response of the majority however, reflected a commonly held belief that the end justifies the means. Fullan and Stiegelbauer (1991 : 32) argue that regardless of the time factor and other costs, if successful change eventuates a sense of mastery and accomplishment results.

Questions 7, 8, and 9 asked for general comment. The purpose of these questions was to find out if the specific questions previously asked on the policy process were so specific as to invite a positive response. Approximately half the respondents did not comment in these sections. Those who did only reiterated points made earlier applauding the policy development process, congratulating the committee or expressing satisfaction with the policy document. One comment was indicative of support not only for the policy and the process, but also for the policy making structure in the school."Don't stop the good processes we have in the school!".

In summary results of the questionnaire confirmed the researcher's observation that the school community is supportive of the committee

generated structure for renewal if it is representative of both parents and teachers. Collaborative decision making within a collaborative culture alters the power relationships within the school and is empowering. Sharing power has a two fold manifestation : it contributes to the achievement of shared goals and a common vision which in turn develops a shared culture and a sense of cohesiveness (Lee, 1993 : 3). While shared decision making is more empowering of those most vitally involved, such as members of the committee, successful ventures in this domain enculturate the wider community in their support for the common vision and the shared culture and cohesiveness. A structure which gives the wider community information and some input legitimises the committee's work. The particular process used by the committee to generate the policy is not of particular interest to the wider community. Rather, the end product and the fact that it is seen to be a thorough process is important to the wider community.

5.4.2.2. Legitimisation of the Committee's Work by the School Community : Structured Interview

One would predict that members of the committee would expect that the school community would legitimise their work in a renewal project given that those outside the committee were found to support this situation. Question 1b of the Structured Interview asked this question. All committee members felt that this school community supports the action of a committee acting on its behalf. The responses to support this are listed below. It can be seen that they reiterate the major points of the questionnaire and also add further dimensions.

Table 5.10 : Responses from Structured Interview Supporting Legitimation of the Committee's Work

.	There is confidence in the committee structure because of its success in the past (4 responses).
.	Communication of the progress and work of committees has created a situation of confidence (4 responses).
.	The good relationship of parents and teachers in the school (2 responses).
.	Parents have a sense of trust in other parents involved (2 responses).
.	Opportunities are given for wider input (2 responses).
.	The even representation of parents and staff on the committee.
.	Parents in this school support initiative.
.	A professional staff sees members happy to work on behalf of others or have others work on their behalf.
.	The teachers are happy with the level of parent input.
.	The principal has enabled parents and staff to work together.
.	The fact that staff and parents volunteered to be on this committee in the presence of their peers legitimises the committee structure.

Renewal must involve the whole school community in the process. It is intrinsically bound up with the school's vision, its social capital, its leadership, the school's culture and collaborative management (Ramsay and Clark, 1990 : 23). If renewal impinges on so many areas it should be representative of the totality of a school community. However, it is not practical for primary school children to be involved in a policy making level nor is it practical for all the parents and teachers to take part in renewal on the policy making level. Given these limitations, it is the view of the researcher that this is best pursued by a committee equally representative of staff and parents. Data from the questionnaire and the structured interview support the fact that at this school, because of previous success and because of the level of community trust and collaboration, a representative sub group of parents and teachers can generate a renewal project and be legitimised in their action by the school community. This is consonant with Blank and Kershaw's (1992 : 208) definition of renewal. It focuses on enhancing current practices to achieve desired outcomes and therefore better meet the needs of the community. The current practices enhanced in this project centred on the improvement of the committee structure by making it more representative of the parent community and by choosing the process of reflective deliberation to generate the renewal.

5.5 Sub Question No. 2: Is it possible for staff and parents in such a group to be equal partners as leaders in a renewal process?

Before examining the possibility of parents and teachers working in equal partnership on a committee to generate a renewal process, the factors which promote parental participation in policy making need to be explored. This will be informed by the instrumentation used to gather data. :

5.5.1.1. Factors which Promote Parental Participation in Policy Making : Structured Interview.

5.5.1.2. Factors which Promote Parental Participation in Policy Making : Participant Observation.

It is the researcher's basic premise that a high level of parent participation gives a more integrated dimension to the life of the school and its culture. In a collaborative culture it can in fact be participative in the higher levels of policy making and in decision making. The term 'participation' is used to describe these higher levels of involvement and 'parental involvement' describes the levels of ancillary support from parents in the classroom and in the school. Both participation and involvement are important because parents feel able to contribute in different ways and it is no longer appropriate for parents to be treated as clients. Educational rhetoric talks about parents and teachers as partners in the education of the child. This is confirmed in the literature by Coletta (1977), Hill (1979), Petit (1982), Builder (1986) and Holden (1990). It is even more pertinent in Catholic education because the partnership is more viable when the faith dimension of education is encompassed. Partnership should be the reality rather than the rhetoric of schools today.

5.5.1.1. Factors Which Promote Parent Participation in Policy Making : Structured Interview

Three questions on the structured interview explored this question. Firstly, questions 3b and 3c explored the basic questions of the positive and negative aspects of parental involvement in this school. The positive aspects far outweigh the negative aspects. The responses show some correlation between the views of teachers and parents and because so many positives were listed, all the responses are tabulated in Table 5:11.

Table 5.11 : Positive and Negative Aspects of Parental Involvement in the School

Parent Responses	Teacher Responses
Positive Points	of Correlation
<ul style="list-style-type: none"> .Parents have a sense of ownership in the school. . Teachers feel the positive support of parental involvement (2 responses). . Parents' assistance in classrooms helps teachers spend more time with individual children. . Parents get a feeling of being valued in the educational process. . Parents' involvement allows the children to see parents as significant in the educational process. 	<ul style="list-style-type: none"> There is a feeling of ownership because of parents' input into the school. Staff feed on parents' enthusiasm and are motivated by it. Parents are of assistance to teachers in classrooms. Parents enjoy contributing and being a valued part of the school community. Children see the interest of these parents in school activities (2 responses).
Positive Points	with no Correlation
<ul style="list-style-type: none"> Large numbers of parents are involved in the classrooms and activities outside the classroom. Teachers are willing to work with parents. Parents have ample opportunities to contribute their ideas through Parent -Teacher Interviews, Parent Nights and the Parent Report. Parents feel free to discuss their problems and concerns with admin and staff. The P. & F. is very active and involved in the life of the school. Parent involvement in the day to day functioning of the school gives them confidence to be involved in the higher structures. Things get done at school. Parent involvement builds co-operation in home-school relationships. 	<ul style="list-style-type: none"> Parents get first hand information. Parents identify with the school and what it's about. Parents are good role models for the children. Parents support change because of their opportunity for input. The processes used in policy making in the school enable parents who may be negative in other spheres to contribute positively.
Negative Points	of Correlation
<ul style="list-style-type: none"> The occasional odd personality may negate a teacher's positive attitudes to parental involvement (2 responses). There may be problems with confidentiality when parents work in the classroom (2 responses). 	<ul style="list-style-type: none"> Occasionally an individual oversteps the mark (2 responses). Some parents in classrooms struggle with confidentiality (3 responses).
Negative Points	of No Correlation
<ul style="list-style-type: none"> Parents whose commitments don't allow them the time to be involved may feel left out. 	<ul style="list-style-type: none"> The level of parent involvement is time consuming from a staff point of view.

Positive Aspects of Parental Involvement

The large number of positives listed by both parents and teachers is indicative of the positive focus both groups have of parental involvement in this school. It is indicative of the broader focus of education in a Catholic school encompassing the holistic dimension of education. Parental involvement "makes sense because schools aim to help children cope with real life, not learning for its own sake, but learning for living" (Hill 1979 : 31). Not only does it do this but it also enlivens the total educational endeavour and enriches the breadth of its scope. Schliecher (1984 : 119) maintains that co-operation between home and school "depends to a large extent on the way administration and teachers perceive the school's and parents' function". The interview data not only bears this out but also indicates that parents are as comfortable with the school's function and with the staff.

Negative Aspects of Parental Involvement

The negative responses are minimal in comparison. Hill (1979 : 32) postulates that many teachers are wary of hyperactive parents. This is reflected in the negative responses by both teachers and parents who point to the 'odd' parent who oversteps the mark and to problems with confidentiality. A number of other barriers to parent involvement in the literature do not find resonance in these responses however. Coletta (1977 : 1) claims that teachers' or parents' negative experiences with each other may lead to either party making generalisations about most teachers or most parents. The data would indicate that this would be the case in a positive rather than a negative framework. Nor is Lindle's (1989 :13) assertion that parents struggle with the patronising attitude of staff apparent. Neither is there reflective in this data Builder's (1986 :20) claim that parents

resist involvement because they presume the curriculum is beyond their understanding.

Questions 3b and 3c would indicate that not only is parent involvement in its many forms in this school alive and healthy, but also that both teachers and parents, as represented on the committee, have a very healthy and positive attitude towards parental involvement and towards each other.

Participation : A Higher Level of Parental Involvement

Parent involvement is the broad base on which the higher level of involvement, namely participation, can be built. "It is not enough to invite parents to participate in school activities; teachers and parents must share perceptions and knowledge in order to build common ground " (Eckerman, 1985 : 13). Involvement in its many ancillary forms enriches the culture and the community. A collaborative culture and a vibrant school community pave the way for real parental participation in policy making. Question 3d on the structured interview asks committee members whether parent involvement can actually be termed participative in this school. All respondents answered in the affirmative. Most cited the example of participation in committees involved in policy making as an example of participation. One parent made the point that this is open to all who are interested. It is a reality that participation at this level is exclusive to interest. Some participants also spoke about parental participation in decision making. This, while it may apply to decision making at a committee level as it pertains to policy making, is not the case if the whole spectrum of decision making in the school is at issue. Parents are involved in a consultative role in decision making if they attend P. & F. meetings. It would be more accurate to state that parents inform decision making in this forum

rather than participate in it. One parent mentioned that she worries that parent participation may go too far if it is not properly managed, citing a position of power on bodies such as a school board as a problem because it could make parental influence more powerful than that of the teachers. The researcher shares this philosophy and sees parent participation as more appropriate to partnership than parent power. Her comment echoes the researcher's feelings; "Participation involves sharing of responsibility not assuming positions of power". Participation focuses appropriately on merging the educative role and relationship of school and family (Ochiltree, 1984 : 29). Thus it is more aligned to a sharing model than a model which invests power in a few.

Participation implies partnership. Eckerman (1935 : 13) maintains that "teachers and parents must share perceptions and knowledge in order to build common ground". This is only possible if the community climate is relational and collaborative and the structure for participation is representative. A climate of trust is the pre-requisite if a representative group of parents is to possess the confidence and communication skills to express their views (Builder, 1986 : 20 and 21). The result of parental representation in policy making is greater scope, flexibility and richness. Hill (1979 : 33) maintains that most "consultative groups are facades, giving the appearance of participatory planning without the reality". Policy making groups in this school are not only consultative but, are in fact, decision making in their own right. Participatory planning is the reality. Parent participation in policy making is a result of parental involvement in the school. It has grown to a position of equal representation of parents and teachers on committees and is propped up by the committee structure which is the accepted norm in the school.

5.5.1.2. Factors which Promote Parent Participation in Policy Making : Participant Observation

The researcher's participant observation of the wider school community's perceptions of parent participation in the school does not differ greatly from the views expressed by the committee members. Parental involvement in classrooms, attendance at meetings and functions, celebrations and community activities like Family Days is characterised by large numbers in attendance and a 'feeling' of community and belonging. Visitors to the school always comment on both these features. Olmstead (1991 : 29) stated that "some parents may have had negative experiences themselves and feel uncomfortable coming to school". This has not been the case at this school. Because the community affords their children's development priority status and because parental involvement is consciously advocated by the administration and staff, parents seem to enjoy being in the school. A number of parents have commented on how different this school is to that of their own experience of schooling. Hence the community they now experience counters their own childhood experience with school. It would be the researcher's belief that almost all parents in the school have taken part in some way in an activity which could be termed parental involvement. The higher levels of parental involvement which have been termed participation are open to those parents with the time or interest to take part. The P. & F. operates as a consultative forum in decision making. A higher level still is the policy making committees which are not answerable to the P. & F. or the school administration but have full control of the policy making process. Because these policy making committees have, in the main, engaged in renewal activities they have conferred with and consulted the wider community in their action. This particular committee is the first that has been equally representative of parents and teachers. Its perceived

success should ensure that such remains as the *modus operandi*. Participation has not evolved into power for parents. Because of their different interests, the parents who volunteer for work on the various committees have been different. The issue of the 'professional parent committee member' has not emerged thus far. Even if it did eventuate, the researcher is of the opinion that the committee structure in place and the processes used by the committees, based on the Self Renewing Catholic School Policy, will minimise a position of power being assumed.

5.5.2 Empowerment of Teachers and Parents on the Committee to Equal Partnership

Can parents be empowered to equal partnership when working with teachers on a renewal process? The instrumentation used to gather data will be utilised to explain this question :

- 5.5.2.1. Empowerment of Teachers and Parents on the Committee to Equal Partnership : Reflective Writing.
- 5.5.2.2. Empowerment of Teachers and Parents on the Committee to Equal Partnership : Structured Interview.
- 5.5.2.3. Empowerment of Teachers and Parents on the Committee to Equal Partnership : Participant Observation

The data from the previous section suggests the fact that parent participation in policy making is not only a possibility but also a reality. The data from Sub Question No. 1 establishes that both committee members and members of the wider community perceive members of the committee to be leaders in a renewal or policy making project. The question remains as to whether parents can be empowered to be equal partners with teachers on a committee, given that the representation of teachers and

parents on such a committee is now equal. The recently completed 'Primary School Planning Project Case Study' (1994) studied the implementation of the previous renewal project, the H.R.E. Curriculum (Appendix 26). While parents were outnumbered by teachers on a ratio of two to one on this committee, the two parents from this project interviewed were reported to have enjoyed the experience. One was reported to claim the experience was a confidence booster. However, the researcher summarises that neither felt they had a great impact through their involvement. It is for this reason that a different process was used for this project, the process of reflective deliberation, to empower the parents on the committee to a status of equal partnership with teachers. Two factors may impede this empowerment. The perceived professional status of teachers could be inhibiting for some parents. According to Kirner (1978 : 82) many parents respond to the majority view of extreme professionalism by withdrawing into a defensive position which states that parents and teachers have separate roles in education and should restrict themselves to these. Secondly, because of this perception and because historically parents have been kept on the periphery of school involvement, some parents may see the role of parents as being that of client rather than partner. Some parents may not have worked their way through the shackles of the traditional client relationships of parents' role in schools.

5.5.2.1. Empowerment of Teachers and Parents on the Committee to Equal Partnership : Reflective Writing

The Reflective Writing exercise undertaken by the committee at the end of the process explores this question. There was minimal comment on this from the teachers. One could surmise from this that they did not see this as an issue. Two teachers commented positively on working with parents.

One teacher's comment however indicated that the empowerment of parents was a gradual process stating ; "At the beginning I felt the parents were always looking to the teachers for their 'training' however the atmosphere of group ownership changed this to a large extent".

All the parents commented on this aspect. Two of the parents felt empowered from the start. One stated; "I feel we all had equal opportunity to have input and to discuss our different viewpoints". The other expressed this more strongly.

From the start I did feel a part of it. I felt any contribution I made was valued. The process allowed for all on the committee to be empowered. At each step every member of the committee from the extrovert to the very quiet would be able to see their contribution.

All other parents indicated by their comments that empowerment was a gradual process:

Table 5.12 : Parental Perception of the Process of Gradual Empowerment

.	At the beginning I did not feel I had a lot to offer this committee.
.	At the end of this process I know I feel confident of my own abilities and in my ability to make my voice heard.
.	Teachers and parents worked well together but I think the teachers were more succinct in their viewpoints. Parents held their own in the discussions.
.	There appeared to be more verbalisation from teachers only because they were able to put it in the right terminology. Initially I wondered if I was up to the task. Did I have the skills to contribute to the policy we were after? I felt at times it was necessary for teachers to have more input as they have more direct dealings in this matter and I felt we parents assisted and kept things in balance. We grew to understand the jargon of educationalists.

The first of these comments indicates a feeling of personal inadequacy. The second and fourth comments point to the fact that the professional status and perceived expertise of teachers was daunting. The third comment is also indicative of this but one detects a note of inadequacy which takes on the 'client' role in the final sentence. They are however all indicative of personal growth experienced through the process which the

researcher would define as empowerment.

5.5.2.2. Empowerment of Teachers and Parents on the Committee to Equal Partnership : Structured Interview

The structured interview supports the findings of the Reflective Writing exercise while making a number of other points specific to the process of reflective deliberation. Data were gathered from Questions 1c and 3e which were more specifically related to the process of reflective deliberation.

The first of these asked participants if the process of reflective deliberation enabled teachers and parents on the committee to be equal partners as leaders in a renewal project. The second involved a different question for parents and teachers. Parents were asked if they felt empowered by the process of reflective deliberation while teachers were asked if they thought parents were empowered by the process of reflective deliberation.

Two parents and one teacher implied in their responses that there was empowerment from the outset. One of these parents responded that the process enabled all participants to share their ideas confidently while the other stated that everyone on the committee was empowered from the beginning maintaining that everyone was comfortable with the process and the group and therefore able to contribute. The teacher's comment centred on the equal numbers of parents and teachers on the committee enabling both parties to feel equal and have their say from the outset. One could hypothesise, however, that their observation of empowerment from the outset was the result of their own confidence which they presumed was the experience of the others. Four parents and three teachers made the point

that parental empowerment was a gradual process pointing to the jargon and terminology as an initial inhibiting factor. Hence initially, the perceived professional status of teachers can be seen to be a problem. One of these teachers stated that this was a pre-conceived conception, rather than one which was grounded in the experience of this committee. Two teachers who were on the previous renewal committee, the H.R.E. Curriculum Committee, commented that the empowerment came about much more quickly in this process than was the case in the previous one. One parent asserted that the language used by the facilitators early in the process was a barrier. The researcher would make the point here that the language of the facilitators did not change. The fact that this parent viewed this as a barrier early in the process indicates that she soon became familiar with the language.

A number of features of the process were highlighted as significant in bringing about a situation of equal partnership. Two teachers and one parent expressed the view that the initial pairing of parents and teachers working up to large group interaction as the process evolved achieved the equality of status, brought about a bonding, and established a comfort zone for classification of thoughts and ideas. One of these teachers stated that the parents contributed more than he did! One teacher also pointed to the initial interview as imbuing confidence in participants because it allowed them the opportunity to examine their own views on the subject. Three parents and one teacher also pointed to the fact that the process which brought about statements of common beliefs either in pairs, fours or as a whole group was an empowering one because it was basically a case of similar ideas being expressed and agreement on language being the only point of difference. "Because it recorded all contributions on paper, the process ensured equality. This did not allow the views of stronger

personalities to be dominant and gave individuals a feeling of ownership". Bonser and Grundy (1988 :38) place a great deal of importance on this practice of written codification of ideas because it is this which become the basis for group reflection. Another plus factor mentioned by two parents was the practice of sharing a meal or afternoon tea before a meeting of the committee. This helped to create "a feeling of comfort". While not being exclusive to this particular process, it is expressive of common practice in the committee structure and of the community aspect of the school's culture in general.

5.5.2.3. Empowerment of Teachers and Parents on the Committee to Equal Partnership : Participant Observation

The researcher's observation of this committee is that empowerment of parents on the committee to equal partnership did occur, but for the majority it was not immediate. Of the two parents who felt it was immediate, one was a teacher at another school and another a part time teacher at this school. Therefore the jargon was not an intimidating factor for these parents. Empowerment was forthcoming, however much more quickly than has been the case on previous committees, because the process employed, that of reflective deliberation, facilitated this. No doubt the equal representation of parents and teachers on this committee and the fact that parents felt legitimised in their charter to produce the Behaviour Management Policy were helpful pre-conditions.

The researcher also observed no definable difference between contributions of parents and teachers to the committee's deliberations. Contributions were personality based rather than accorded to status. In fact two teachers who are normally quiet and retiring in meeting situations of a

solely staff nature, seemed to undergo a similar gradual empowerment process to that of the parents.

5.6 Conclusion

This study was a renewal project for a school under the umbrella of The Queensland Self Renewing Catholic Schools Policy and its Brisbane Catholic Education Guidelines. Specifically, it sought to develop a new Behaviour Management Policy for the school which had been in the practice of generating policy making and renewal projects through a committee structure which was representative of staff and parents. The researcher, whose role as principal in the school made him responsible for initiating renewal processes, was conscious of the need to improve on this committee structure by making it more equally representative of staff and parents. The researcher also saw the need for a process to facilitate renewal which would involve and 'empower' parents on the committee to more fruitful participation at an earlier stage than had been the case in the past.

Six parents and five teachers volunteered to join the researcher on the committee. An outside facilitator was also a member of the committee. The process of reflective deliberation as proposed by Bonser and Grundy (1988) was chosen as an appropriate vehicle of policy evolution responsive to the tenets of authentic renewal. Such a process was found to be successful in a school community which is perceived as relational, representative of a collaborative culture and open to change. The process was found to enhance shared decision making at a committee level. It is thorough, well sequenced and based on action which utilises critical reflection as the basis for its deliberation. The process was also found to be

empowering of the committee members as demonstrated by their feeling of ownership and accomplishment of the policy developed and their comfort and satisfaction with the process used. The context of renewal was well served by this process of reflective deliberation.

The literature suggested that if a change process was indeed to be a process of renewal, the dynamics of community, culture, collaborative processes and leadership should be conducive to authentic renewal. The data collected suggest that this school community is enriched by a heightened level of parental involvement and is a relational community which nurtures appropriate processes for authentic renewal. The culture of the school was nominated by the school community to be relational and collaborative. As such it gives meaning to the shared vision of the community. This is significant because authentic renewal should marry renewal to the core vision of the community. Collaborative processes were found to be operative in the policy making endeavours of this school with parents having access to an equal involvement in shared decision making with the school staff. Decision making outside the realms of policy making, however, while informed by the committee structure, was found to be the domain of the staff. Parents who attend P. & F. meetings have an input into decision making because this association operates as a consultative body. This situation is both acceptable to the school community and conducive to renewal. Leadership is perceived as open and service centred creating opportunities for both staff and parents to assume positions of leadership within the committee structure. The dynamics of community, culture, collaborative processes and leadership, then, can be seen as enhancing of authentic renewal processes.

The data suggest that the committee structure operative in the school is valued by both staff and parents. This is the case because the school community perceives this committee structure as accessible to all who are interested in being a part of it. The school community also believes that it has been successful in generating renewal. The process used for this renewal project was lauded because parent representation on a committee was now equal to that of teachers. The process of reflective deliberation was conducive to a representative sub group generating a renewal project. Committee members valued the action and planning cycles based on reflection and deliberation and the ownership and empowerment generated by a structured process which moved gradually from an individual belief system to a whole group statement of common beliefs. Committee members indicated that they felt supported in their work by the wider community and were empowered by this support. While data from the wider community indicated support for the process of reflective deliberation, one could hypothesise that this support was more an expression of their comfort with the committee structure and the representative nature of this committee rather than gleaned from a thorough knowledge of the process. It was retrospective and was possibly reflective of their support of the policy which resulted, rather than the process which generated it.

The data also suggested that both parents and staff are appreciative of the high level of parental involvement in the school. It allows parents to be involved in the committee structure which is a higher level of parental involvement demonstrative of the notion of partnership and participation. If renewal is to be authentic, this partnership on a committee level needs to accord equal status to parents and teachers. The process of reflective deliberation was found to be empowering of this equal status. For some

parents with a teaching background this was evident from the outset because the professional status of the teachers on the committee and the educational jargon were not inhibiting factors to their participation. For the majority of parents on the committee, however, the perceived notion of teacher professionalism was initially daunting. Empowerment was a gradual process generated by the carefully orchestrated structure of the process of reflective deliberation. This process allowed for ownership and a level of comfort because it began with each member's initial input and built on this input in gradual stages until a common belief system evolved. Although this empowerment was gradual, the process of reflective deliberation engendered a noticeably quicker empowerment of these parents on the committee than had been the case on previous committees.

CHAPTER 6

REVIEW AND SYNTHESIS

6.1 Purpose of the Study

This thesis has examined the development of a Behaviour Management Policy for a school focusing, in particular, on its context as a renewal project and the importance of parental involvement in the process.

The following became the major research question.

1. What are the appropriate processes a Catholic school community uses when engaging in authentic renewal?

Because this renewal project was generated by a committee equally representative of parents and teachers from the school community, two sub questions became pertinent to the exploration of the major research question.

Sub Question 1 : What structures and processes enable a representative sub group of staff and parents to generate a renewal project and be legitimised in their action by the school community?

Sub Question 2 : Is it possible for staff and parents in such a sub group to be equal partners as leaders in a renewal process?

In order to inform the first questions, the following areas needed to be investigated.

- . The evolution of the Behaviour Management Policy and how it reflects the appropriate process of renewal.
- . The role that community, culture, collaborative processes and leadership play in these processes.

In order to inform the first sub question, the following areas needed to be investigated.

- . The structures and processes which enable a sub group or committee to generate a renewal project.
- . Legitimation of the committee's work by the school community.

In order to inform the second sub question, the following areas needed to be investigated.

- . Factors which promote parent participation in policy making.
- . Empowerment of teachers and parents on the committee to equal partnership.

A summary of findings to these questions will be discussed in this chapter. They are pertinent to policy making within a school in the context of a school community undertaking a renewal process. The findings are illustrative of the importance of parental participation in the process which is in fact a reality rather than a facade and supportive of the committee structure for generation of a renewal project.

6.2 Design of the Study

A case study approach utilising a variety of ethnographic methods for data gathering was considered appropriate for this research where the researcher was a member of staff and vitally involved in the facilitation of a renewal project. Case study methodology is particularly suited to curriculum development because it goes beyond the illustrative examples of general phenomena to the particularities and idiosyncrasies of the instance (Walker, 1983 : 155). As such, it is pertinent to an investigation of a renewal process because it can delve into the social structure of a community and focus on the main actors in the process, both in their actions and in their perceptions relevant to their actions. Wilson's (1979 : 448) four stated basic generic qualities of case studies serve this research project well. It is 'particularistic' in its study of the development of a behaviour management policy. It is 'holistic' because renewal demands that a particular activity be centred within the broader context of the school situation. It is 'longitudinal' in its coverage of the events and relationships within the school over an eighteen month time frame. It is 'qualitative' in its comprehension and complex exploration of the story of renewal.

The case study reports the Action Research orientation of the process used for policy development. Action research is both transformational and empowering and therefore eminently suitable to a research project which seeks to engender school improvement or renewal. Action research allows for critical reflection and self evaluation which is the basis for educational innovation and change (Kemmis, 1987 : 74). Bonser and Grundy's (1988) process of reflective deliberation is utilised to situate the policy development within the action research process thus developing the policy through the action rather than separating policy development from the

action. As such it promotes planning within a framework of reflection and deliberation thus incorporating the quality of critical reflection which is so vital to renewal.

6.3 The Research Questions Answered

6.3.1. The first question was

What are the appropriate processes a Catholic school uses when engaging in authentic renewal?

Firstly, this study revealed that the process of reflective deliberation as advocated by Bonser and Grundy in 1988, is a viable vehicle for a school community undertaking a renewal exercise. This process contributed to the commitment to shared decision making in the school and thus its capacity to self renew because in essence it married the working of the school to its core vision. The commitment to shared decision making was a feature of the school prior to the introduction of this particular process. However, this process was more representative of the school community than had previously been the case, more thorough and sequenced in its deliberation, and more reflective in its execution. All of these factors enhance authentic renewal. The process was demonstrative of a sharing of power. As such it contributed to the already vibrant collaborative culture in the school. Change is well managed in the school because the culture of the school is open to change which is due largely to the good relational climate in the school, a climate which encourages members of the community to take on positions of leadership. The process reflected this openness and the relational climate and was empowering of a breadth of leadership on the committee. This empowerment was obvious by the feeling of ownership

generated amongst committee members and the self satisfaction of accomplishment. As a general observation, one could surmise that the committee was both satisfied and comfortable with the process of reflective deliberation and the wider community was comfortable with the committee structure operative in the school. Thus the needs of renewal were well served by this process and attendant to the concept of renewal in the wider community.

The study also revealed that if processes are to be appropriate for a Catholic school engaging in renewal, the dynamics of community, culture, collaborative processes and leadership must be conducive to renewal. This was found to be the case in this school community. The school community is characterised by a relational climate which nurtures the processes of renewal. The culture of the school is relational, enriched by a high level of parental involvement and collaborative. Hence it gives meaning and a shared vision to the community laying firm foundations for renewal to take place. While the culture is collaborative, the processes were not found to be fully collaborative from a total school community perspective. The processes are collaborative in policy making and renewal activities and open to all who express an interest in such involvement. Collaborative processes in decision making are the prerogative of staff. Parents were found to have a consultative role in decision making. The researcher views this situation as appropriate to renewal, as full parental participation in decision making equates more with power than with the notion of participation. Power invested in a few parents as is the case with some School Board models is not conducive to renewal. Leadership in the school is open and service centred and through the committee structure empowering of other than the designated leaders to assume positions of leadership. The breadth of leadership opportunities facilitates renewal in

the school, and therefore it can be said that the appropriate processes are in place in the school for the holistic dimensions of renewal to be enacted. The process of reflective deliberation used in this study was appropriate for an authentic expression of renewal in action to take place, renewal based on choices and fashioned in a reflective environment.

6.3.2. The first sub question was

What structures and processes enable a representative sub group of staff and parents to generate a renewal project and be legitimised in their action by the school community?

The structure for managing an organised renewal process in the school was in place before this project was embarked upon. The school community had a good general understanding of renewal and the staff and parents active in the P. & F. Association had a good working knowledge of the renewal process. The school community was comfortable with the committee structure, because it was broadly representative of the school community and previous renewal processes generated by a committee structure had been successful. While the structure was not new, the process was. Because this committee was equally representative of parents and teachers, because the process enabled committee members to feel empowered in their actions and because the committee members felt support for their action from the wider community, this process authenticated a representative sub group of parents and teachers in their generation of a renewal project. The process of reflective deliberation allowed for action and planning based on reflection and deliberation moving as it did from the individual through small group to whole group level. Thus the committee members found the process both satisfying and

productive as well as engendering of ownership. Members of the wider community indicated that they were happy with the process. However, this expression was in reality an expression of support for the committee structure because detailed knowledge of the process was sketchy in comparison to the knowledge of the committee members. It seems that their support for the process was rather that of 'good faith' because of their ease with the collaborative processes and structures in the school. The end product justified their faith in both the structure and the process.

While renewal belongs to the whole school community, it is not practical for the whole school community to be vitally involved in the renewal process. The data supports the fact that previous successful renewal ventures, a collaborative structure and an atmosphere of trust support the notion of a truly representative sub group generating a renewal project and being legitimised in their action by the school community. It is this notion of community trust which legitimises the work of a committee in this school. Furthermore, the work of previous committees, while not being equally representative of parents and teachers, has been seen to be productive. The wider community is happy with the representative notion if it is informed of a committee's progress and if members of the wider community have an opportunity to have input into the process.

6.3.3 The second sub question was

Is it possible for staff and parents in such a sub group to be equal partners as leaders in a renewal process?

This is possible if the level of parental involvement in a school is such that it makes partnership possible. A high level of parental involvement bestows a more integrated and representative dimension to the culture of a school.

The holistic mission of Catholic education demands such a partnership. In this school community, the partnership is possible in reality not just in rhetoric. Both teachers and parents view parental involvement positively. It is healthy, vibrant and multi-dimensional. Teachers and parents have a high level of mutual respect for each other. Such a level of parental involvement provides the foundation for participation at the higher level of policy making, the only inhibiting factors being a lack of interest or a lack of time. While involvement enriches the culture of the school, the committee structure gives parents viable expression for equal participation with staff in the context of renewal in general and more specifically as it applies to policy making in this study.

It has been established that parent participation is a reality in this school and that committee members are seen as leaders in a renewal process. However, given the fact that the professional status of teachers, educational jargon and the shackles of the traditional client relationship of parents in schools are negative deterrents, can parents on a committee generating a renewal process be empowered to a position of equal partnership with teachers? If they cannot, renewal is no more than a tokenistic gesture of educational partnership. The data indicates that two of the parents felt empowered from the outset. They were both also teachers and hence the educational jargon and the professional status of teachers were not stumbling blocks. The other four parents, as did the majority of teachers on the committee, saw empowerment as a gradual process. Personal growth and empowerment were forthcoming as the process evolved. The process of reflective deliberation with its structure of moving from individual deliberation through various stages to whole group deliberation was found to be instrumental in this empowerment. The jargon encountered was eliminated by familiarity as the process progressed. This factor, however,

could not be said to be peculiar to this process. Both parents and teachers found the process mutually stimulating and acknowledged the richness of equal representation. It was also interesting to note that the social atmosphere, generated by the relational nature of the community, was perceived to be helpful in empowerment. Two other points are worthy of note. Teachers on the committee who were members of the previous renewal project noticed that parental empowerment was a much quicker reality on this occasion. This was due mainly to the process employed and, to a lesser extent, the equal representation of parents and teachers on the committee. It is also possible that empowerment was not specifically delineated as a gradual process on a parent/teacher basis alone. Confidence and verbal contribution to the deliberation process was observable on a personality level rather than on parent/teacher status. It was also discernible that the process of empowerment was gradual for two teachers on the committee.

In a culture where parental participation is active and where the collaborative processes are open to all, it is possible for a representative sub group of the school community to be equal as partners in a renewal process if the process itself cultivates and values the contributions of everyone on the committee.

6.4 Limitations of the Study

Most of the limitations quoted in Chapter 1 have been dealt with in the analysis of the data and in answering the research questions. They were also considered early in the study and conscious attempts were made to analyse the findings and draw conclusions in the light of these limitations.

Those which have not been addressed will now be dealt with. Renewal is specific to the uniqueness of a school community, hence the finding would not be replicated in another school. However, if the culture, community, collaborative processes and leadership were similar in another school and if the process of reflective deliberation was used to generate the renewal process, some of the findings could be replicated.

It is the researcher's contention that his change of role in the renewal process from leader to facilitator to fellow committee member was not a problem for committee members because they are comfortable with the relational climate and collaborative culture in the school community. Furthermore, it was a gradual process which was accepted over time as was the gradual process of empowerment a similar situation for some committee members.

The fact that the process of reflective deliberation was an 'absolute' for the committee's deliberation given that this was a major tenet of the research project, did not, in retrospect, detract from the renewal process. In fact, it exposed participants to a new process which proved to be highly significant in creating the conditions for authentic renewal based on action which was the result of reflection and deliberation.

6.5 Conclusions

This thesis concludes that the process of reflective deliberation (Bonser and Grundy, 1988) is suitable for a representative group leading a process of renewal in a school community. It is a stimulus for action and open to the possibilities of change due to its planned and structured procedural context of reflection and deliberation throughout every stage. It is demonstrative of a sharing of power, more effective than voting or consensus and is, by its

very nature, empowering. If this process is utilised in a school community which is a relational community, reflective of a collaborative culture and collaborative processes and displays leadership which is service centred and open to the empowerment of others, authentic renewal, in its holistic dimension, is a very real possibility.

This thesis also concludes that a representative sub group of staff and parents can generate a renewal project and be legitimised in their action by the school community if the school community has a working knowledge of the context of renewal and is supportive of the collaborative structures and processes which facilitate renewal in the school. The process of renewal itself is valued more by those vitally involved in it than by those on the periphery of the renewal activity. Previous success, collaborative structures and a common atmosphere of trust and support are the significant factors enabling a representative sub group to generate a renewal project.

Furthermore, this study illustrates that a high level of parental involvement is integral to a culture which is holistic and truly representative of the shared vision of the community. A high level of involvement is necessary if involvement is to aspire to partnership which can be termed parental participation. If parent participation is a reality, it is possible for parents to work in equal partnership with teachers as leaders in a renewal process, but it needs to be conducive to empowerment. In this study the process of reflective deliberation was found to bestow empowerment, albeit gradually on most of the parents and on some of the teachers on the committee.

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APPENDIX 1.

INTERIM CASE STUDY REPORT OF THE PRIMARY SCHOOL PLANNING PROJECT

PRIMARY SCHOOL PLANNING PROJECT

Interim Case Study Report

Dianne Reardon
Queensland Catholic Education Commission

Characteristics of the Case Study School

LOCATION

St. J's is a systemic primary school situated within the Brisbane Archdiocese. Its aspect on top of a hill surrounded by prime urban real estate reflects the now almost mythical talent of Archbishop Duhig (1917 - 1965) for acquiring prime property sites.

The school is situated on two campuses, approximately 1 kilometre apart. On the main campus the school buildings are an integral part of a large and impressive parish complex. This physical arrangement immediately gives the visitor the feeling of integration between community and school life.

REPUTATION

In speaking of the excellent reputation the school enjoys, the Principal jokingly commented that the school is on a "high" at the moment, and given the phenomena of reputation, "can do nothing wrong". There are waiting lists for most Years, but especially for Year One. The Principal accredits their "fashionable" status to the fact that they have managed to get the correct balance between focussing on academic achievement and engaging in child-centred teaching/learning processes. Such a balance is very much appreciated by a parent clientele that want "the best" for their offspring, and have the education to articulate that "best" in holistic development terms.

STAFFING

The school has 17 full-time equivalent teachers and one full-time administrator. The staff is stable but the school's growth has ensured a steady injection of "new blood" and this has resulted in a nice mixture of ages and experiences.

PARENTS/STUDENTS

Most school families fit comfortably within the accepted definition of "middle class". Speaking in general terms, the parents' view of schooling is that it is to prepare their children for jobs and for life, but the emphasis is on jobs.

My observation of students is that in general terms they represent a privileged slice of the broad primary school population. Most come from comfortable, stable homes where they are well loved and cared for. They are self-confident, healthy and happy, enjoying some years of innocence in a rather rarefied environment.

CULTURE AND CLIMATE

It was interesting to note that when the Principal was asked to describe the culture of the school his immediate response was to describe the staff- *"dedicated professionals who enjoy their jobs, no cliques etc."*

He went on to talk of the school as a "happy place" with a collegial approach to its work:

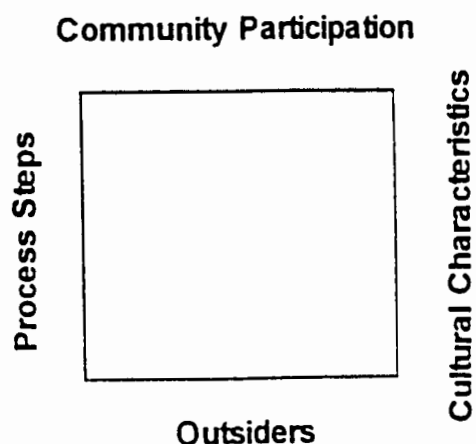
"There is collaboration and people are open to change. The school is a happy place. There is a feeling that we are all in this together. No power plays but some people are more powerful than others because of their talents."

This picture of the school as a place where relationships are positive, and people are united in working towards common goals in an atmosphere of good will, is validated in all I have been able to observe to date.

Planning Processes

SYSTEM LEVEL

The Self-Renewing Catholic Schools Policy has a framework of givens:



- * It is expected that schools will examine their operations in relation to at least the following cultural characteristics which are considered to be essential to an effective Catholic School:
 - Organisation and Administration
 - Parental Involvement
 - Religious Atmosphere
 - Developmental Goals
 - Community of Faith
 - Relationships

- * Such examination should involve the following process steps:
 - Initiation
 - Reflection
 - Examination
 - Clarification
 - Action
 - Review

There should be community decision making. "Outsiders" should be involved to give validity to the self-study process. The process is cyclical and on-going.

SCHOOL LEVEL

In its first cycle of "formal", whole school planning, St. J's closely followed the SRCS policy guidelines - the staff and parent representatives were inserviced in the process - a whole school scan of needs was undertaken, needs were prioritised and the priority need identified. **Human Relationships Education**, as the priority need, then became the focus of a similar planning process.

This process resulted in a school-based HRE program being developed and implemented. The program was reviewed at the end of 1992 and will be reviewed again at the end of 1994.

The second priority area identified by the SRCS process was **Discipline**, and this year work commenced on the development of a discipline policy.

In individual interview the Principal, Joe and Jan were asked for their impressions of the SRCS planning process. All spoke positively of it:

e.g. *"Encourages a culture of problem solving."*

"Having a shared purpose draws a community together."

"Dialoguing on goals, strategies and resources has been excellent professional development for teachers."

"Parents have become more involved - this allows problems to be discussed 'up front' rather than to grow as 'car park issues'."

Apart from the SRCS documentation, the only other written whole-school plan is the Building Plan. Ideas for change, however, come from a number of sources:

- * Principal Appraisal
- * Administration meetings
- * Staff meetings
- * Curriculum Committee (A teacher takes responsibility for each subject area. These teachers form the Curriculum Committee.)
- * Administrator and Teacher goal setting (engaged in annually)
- * P&F Meetings
- * Parent/Teacher Interview forms. (Prior to parent/teacher interviews, parents are given a form to complete which includes a question asking if they have any suggestions for improving the school.

The Principal identified staff meetings as the decision-making forum for all suggestions regardless of source.

EMERGING TRENDS

- * A Planning Pathway from System → School → Classroom is very clear at St. J's in relation to the SRCS development project. Less clear at this stage is the pathway along which the many other changes that have taken place/are taking place at St. J's have travelled. Do these pathways mirror the order, collaboration and participation evident in the SRCS planning process, or are there "short-cuts" used that change the locus of control?
- * Everything I have heard and observed to date supports the notion of a school culture characterised by substantial collaboration, but collaboration is time-consuming, and schools are very busy places. What are the structures and/or relationships at St. J's that enable collaborative decision-making? How important is an ethos of "good will" in juxtaposition to efficient structures in enabling successful collaborative planning?
- * St. J's has very much planned "by the book" in terms of a system initiative that addresses whole school planning. If the process meets a need, it will undergo mutual adaption and become part of the school's organisational structure. To what extent has this happened at St. J's and what mutual adaptations (if any) have taken place to date?

- * St. J's has a reputation within the education community as an effective school, worthy of study. The Principal indicated that at the present time the school is involved in 15 studies of one type or another. This "excellence status" must add a dimension to the life of the school. Does this dimension work positively or negatively on the planning process?
- * How truthfully are teachers involved in "choosing change", given the restraints of time, access to complete or even adequate information and limited decision-making process skills? Even in a school such as St. J's, where it would seem that the intention is authentic involvement, do the circumstances actually make planning a political instrument of control, because overtaxed teachers give away their right to indepth involvement? Since the surrender of the right to meaningful involvement is voluntary, they retain the obligation of compliance with the decision made by "others" who have found/made time to set the planning agenda. Who are those "others" at St. J's.

APPENDIX 2.

DOCUMENTATION OF INTERVIEW WITH A TEACHER : PRIMARY SCHOOL PLANNING PROJECT

QUEEN OF APOSTLES

Interview with Lorraine

5 May, 1994

(1) LEADERSHIP IN THE SCHOOL

It is democratic - Principal welcomes and encourages leadership by others, but will act himself if that leadership is not forthcoming. "He is a catalyst for action".

When Lorraine thinks of the leadership structure in the school, she thinks of the Principal and APRE and "other teachers who show leadership skills in other areas".

The Principal is not afraid to take the final decision if need be and this is seen as a strength.

Lorraine could not think of an instance where the Principal and Staff had disagreed on a decision to be taken. If a decision is proving difficult, the strategy would be leave it for a time and then come back to it with more thoughts/information.

(2) TIME / INTENSIFICATION OF TEACHERS' WORK

N.B. The development of statements for each subject area to go in the school's Curriculum Handbook was a third need identified by SRCS. It is being worked on now.

Lorraine finds the idea of a second cycle of SRCS daunting.

The HRE, Discipline Policy and Curriculum Statements have taken a lot of time and commitment. There has been a cost - "Something has to go, meetings are a real problem".

Lorraine believes that teachers being "who and what they are", are more likely to allow their personal, rather than their professional lives, to suffer. She believes that "Teachers need a break - a year with no initiatives".

At Queen of Apostles all teachers are involved in planned change in some way. Most choose their involvement locus e.g. Which committees they will belong to. Being able to do this, and limiting involvement to one "area" at a time is a luxury of being in a school big enough to support a Committee System.

Committee Structure:

Permanent Committees:

- Administration Team
- Curriculum Committee
- Environmental Committee
- P&F

Ad hoc Committees (Established to meet a particular need)

- ELA
- HRE
- Behaviour Management

Staff are the "Committee" that other Committees feed information to, or refer to for decision-making.

Lorraine believes that the Administration Team would make some decisions, but she knows of none that were "important" to the staff that have been made without reference to them.

SCIP money is used to resource teacher release for planning.

(3) STAFF TURNOVER

This has caused no problems at Queen of Apostles. New staff are inducted in the SRCS plan by the Principal or the Coordinator of relevant programs.

(4) HOW DOES THE SOCIO-ECONOMIC STATUS OF THE SCHOOL COMMUNITY HELP OR HINDER PLANNING?

Lorraine believes that the "middle class" status of parents makes participative school-wide planning easier. Queen of Apostles' parents are well educated and interested in all that goes on in the school. Just as importantly, they have the time to be involved (e.g. working hours are likely to be more flexible and shorter than "factory work", where overtime is common). Ninety to 100% of parents attend Parent/Teacher interviews. "Parents are right behind the school and the teachers."

A school with a student population like Queen of Apostles is a sought after place of work by teachers. This means that when vacancies occur there is a large pool to choose from in regard to either the transfer list or student applications. This should facilitate quality people being appointed.

SCHOOL CULTURE - DOES IT HELP OR HINDER PLANNING?

There is a sense of "positive integration" between children, staff, parents and parish at Queen of Apostles. The culture is very much one of shared purpose, particularly between staff and parents. The school's Mission Statement is written and articulated. It is frequently used at prayer meetings, and at the beginning of every year the staff read and reflect on it. Lorraine feels that it is lived out in the activities of the staff.

Relationships are very positive. There is respect for differences, but having a shared purpose is the key.

Lorraine believes that leadership has a lot to do with Queen of Apostles' positive culture. "Denis has a quiet way of developing positive relationships with staff" (e.g. The Principal releases staff members twice a term for 1½ hours {morning or afternoon}). They may do what they wish with this time and need not be at school. He writes personally to each member of staff at the end of the year and thanks them for their time. This is a personal and reflective letter.)

It is very important to a positive culture that teachers know what is going on. Queen of Apostles has a Monday morning Teachers' bulletin and a weekly newsletter.

(6) DEVELOPMENT OF NEW SKILLS?

Teachers have learnt new skills during the SRCS process. They have also learnt professionally from each other. The process nurtured relationships.

(7) WHAT HAVE BEEN THE BARRIERS TO PLANNING?

Not aware of any barriers.

(8) WHAT PART DO INTERPERSONAL RELATIONSHIPS PLAY IN SCHOOL-WIDE PLANNING?

At Queen of Apostles there is a good balance of the emphasis on structures and the emphasis on relationships. While Lorraine appreciated the importance of both, she does not believe that the structures would continue to work without positive relationships.

She believes that a culture characterised by shared purpose and positive relationships helps teachers tolerate the time commitment that school-wide planning demands.

(9) WHO DOES PLANNING BENEFIT?

"In this school students, and indirectly, parents. Eventually the whole community benefits from better educated citizens."

APPENDIX 3.

OBSERVATIONAL RECORD OF A CURRICULUM COMMITTEE MEETING : PRIMARY SCHOOL PLANNING PROJECT

QUEEN OF APOSTLES

Observation of Curriculum Committee

3.00pm - 4.00pm

27 April, 1994

OBSERVED POINTS OF INTEREST

- * Members of the Committee are volunteers. Each takes responsibility for a subject.
- * The Committee is chaired by a teacher (elected).
- * The Committee meets approximately once per month.
- * One member of the Committee undertakes to report on the meeting to the Staff Meeting.
- * Parents (at P&F meeting) have been invited to join the Curriculum Committee, but no-one has taken up the invitation.
- * Discussion was open, but some people were more vocal than others. While the Principal did not lead the meeting, he did take a leadership role.
- * At one stage during the meeting, the APRE drew people's attention to a document that set out 16 "aspirations" of the school.

This document is prepared for the CEO. It sets out what the school is striving to achieve in 16 different areas. Four of these areas were nominated by CEO. If the Director or Assistant Director etc. were to visit the school, they would read this document before the visit and would thus have a good idea of "what the school was on about". The 16 aspirations were drafted by the Administration Team, then taken to the staff for ratification. It is reviewed annually.

- * In some ways the Curriculum Committee acts as an executive for the Staff Meeting in matters related to curriculum e.g. If a curriculum matter comes up at the Staff Meeting that needs investigation or lengthy consideration, it is likely to be referred to the Curriculum Committee. All decisions at the Curriculum Committee go back to the staff for ratification.

APPENDIX 4.

STAFF BULLETIN

Q OF A MONDAY STAFF BULLETIN

5 DECEMBER 1994



May the last week be kind to us all!

MONDAY

- ... I'll be around to check Rolls today and tomorrow. Please ensure that all admission numbers, D.O.B., months enrolled etc. are in. Could you send the rolls in to the office first thing on Friday morning please.
- ... 3.00 Donna McSweeney and Troy Porter are here for their induction visit, meeting with Denis and Gary.

TUESDAY

- ... 8.15 Appleby Rd Staff Prayer (Gary W).
- ... Judy and Sr Rosemary are released from classes today to meet with parents.
- ... Author/Illustrator Rosemary Fagan to Chuter St.
 - 8.50 1B 1W
 - 9.30 1G 2W
 - 10.10 2B 2G
- ... 7.30 Music Soiree in the hall. Our band is playing Christmas songs. A party follows. All welcome.

WEDNESDAY

- ... 8.15 Chuter St Staff Prayer (Trish).
- ... Today is the end of the swimming season.
- ... Chris is taking Year 7 Basketball teams to Turner Park for a lunchtime game.
- ... 7.00 Parish Ministry Thankyou Mass. Supper follows. Please bring a plate.

THURSDAY

- ... PLEASE GIVE REPORTS OUT TODAY.
- ... 11.15 Christmas Celebration in the Church. Please bring 'stuff' for the St Vincent de Paul in boxes to the church and leave them in the entry.
- ... 7.30 Yr 7 Graduation. Please join with us to say GOODBYE to our Yr 7's.
- ... There are no Japanese lessons today. Kathryn is at the C.E.C. working on the Yr 4 Pilot Program.
- ... There are no Italian lessons today because of the 'excitement'.

FRIDAY

- ... No music lessons today.
- ... Please mark rolls early and send them into the office first thing. Pretty please!?!
- ... Closing Mass 11.15 in the Church.
- ... Lunch after Mass today is at the Australian Italian Bowling Club. Cost is your own (Smorgasbord (\$9.50 ish). How to get there? Drive along Gympie Rd. Turn right into Beams Rd. At the first roundabout turn left into Dorville Rd. The club is about 150m. on your left on Dorville Rd.

NEXT YEAR

- ... Pupil Free Days - Tuesday January 24 and Wednesday January 25 at Cedar Lake. The Bus departs school at 7.00 a.m. on the 24th. We finish at 3.00 p.m. on the 25th.
Monday January 30 - Staff Meeting 9.00.

APPENDIX 5.

TEACHER GOAL SETTING DOCUMENT

QUEEN OF APOSTLES

Teacher Goal Setting

(Adapted from the John McArdle model)

Name: LINDY CALLAGHAN Main System: MANAGEMENT SYSTEM
Recorder: SR ANITA Sub-System: EVALUATION SYSTEM
Date: 2 March 1994 Purpose: Try a new evaluation tool

Clarification Notes

Decided to do it to be more organised because of the new student profiles to be introduced.

I Want

- to try checklists
- focused analysis

I Have

- anecdotal records
- records of tests
- record book/samples of work
- observation

Goals Lindy will

- do some form of evaluation record weekly
- main focus on Maths and Language

Development Action Plan

- Draw up focused analysis A3 sheet
- Look at check lists in Rigby
- Make a checklist pertaining to a unit of work being taught

Time Year

School Support

Judy
Sr Anita

APPENDIX 6.

PARENT REPORT

PARENT REPORT

Please complete some or all of the items on this page and bring it along to your child's Parent Teacher Interview. We can use it as one of the focuses of our discussion.

My child

seems confident and enthusiastic about school work.

appears to enjoy learning.

works through tasks in a logical way.

uses language well - talks, listens, reads and writes effectively and with pleasure.

shows freshness and originality in thinking.

makes sensible decisions.

is considerate towards others.

can work independently.

can work as a member of a team.

uses homework/study time efficiently
(i.e. doesn't take an hour to do a 15 min job).

can handle conflict constructively.

accepts consequences of own actions.

can set goals, plan and follow through.

shows me work done at school.

makes use of the library regularly.

takes care in presentation of work.

seems confident in relationships with other children.

seems confident in relationships with adults.

participates in physical activities.

USUALLY SOMETIMES RARELY NEVER

Detach and hand to class teachers

SCHOOL ADMINISTRATION:

Please comment on any aspect of the school administration (pleasing and not so pleasing aspects of school policy, suggestions etc.)

Signature: _____

APPENDIX 7.

SCHOOL NEWSLETTER

MacIntosh, Jay McDowall, Katie Williams, Jay Drower, Haylee Funk, Sarah Van Duijn, Carlie Fosten, Julie Herring.

Piano for Sale: Upright - Older style - good working order and tone. Size approx 152cm wide, 141cm high and 71cm deep. Rosewood finish can be beautifully restored. Price \$300 or offer. Contact Pat Neilson 359 9462.

Speech and Drama News: After school Speech and Drama classes will commence in February 1995 on the following days in the Year 4 classrooms next to QAASCARE.

Monday 3.15 - Mixed class Grades 3,4,5. *4.00 - Grade 3

Wednesday 3.15 - Grs 1,2. 4.00* Gr 4. 4.35* - Gr 6, 7. * approx times - could vary

Thursday 3.15 - Gr 2. 4.00* - Gr 5. 4.30* - Gr 6, 7. 5-10 mins. depending upon numbers

If you wish to discuss times, please call Daphne next week on 851 2656. I will be busy with exams till Friday 9 December. Christmas greetings to all. (Daphne Davis)

Sue Howlett Swim School are running holiday intensive swimming classes from the 12 December 1994 through until the end of January 1995, in weekly blocks. These classes provide a wonderful opportunity for your children to receive an extra boost in their swimming skills before school re-opens for 1995. Both our swim centres are heated indoor pools avoiding summer's harsh UV rays. For further details phone 300 6603 for The Gap Swim Centre or 806 0666 for the Loganholme Centre - Every day except Sunday.

Our Place, Turner Playground, Teeyan Street, Stafford has supervised holiday activities from 12 December 1994 to 27 January 1995. Phone 356 9170 for information.

Children's Multimedia Workshops at Kelvin Grove Campus, S Block, Room 416.

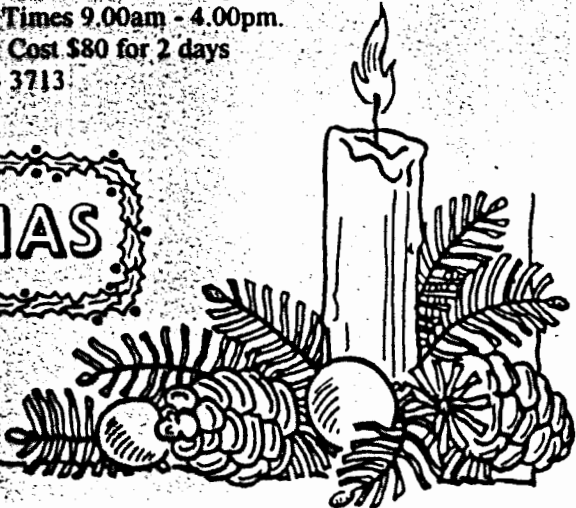
Dates: Session 1 16 - 17 January 1995 Times 9.00am - 4.00pm.

Session 2 19 - 20 January 1995 Cost \$80 for 2 days

Course Enquiries Mrs Jackie Stokes Ph 864 3713

Enrolment Enquiries Ph 864 3222

MERRY CHRISTMAS



QUEEN OF APOSTLES SCHOOL WEEKLY NEWSLETTER 8 DECEMBER 1994

Advent is not a season of pretense. We do not pretend that we are waiting for Jesus to be born in a stable. That happened once in history and it will not happen again. The birth of Jesus ushered in the 'last days'. The second coming of Jesus will complete them.

Advent is season of sensible hope and renewed sensitivity to the all pervading presence of the risen Jesus as Emmanuel - God among us.

We meet the God of Advent in the successes and the failures, the struggles and the decisions of daily human living, in the dirty clothes and the faltering speech under which a beautiful person hides.

"They watch for Christ
are sensitive, eager, apprehensive in mind,
who are awake, alive, quick-sighted,
zealous in honouring him,
who look for him in all that happens, and
who would not be over-agitated or
overwhelmed,
if they found that he was coming at once ...
This then is to watch:
to be detached from what is present, and
to live in what is unseen;
to live in the thought of Christ as he
came once,
and as he will come again;
to desire his second coming, for
our affectionate
and grateful remembrance of his first."



A Christmas Blessing

May the feet of God
walk with you,
and his hand
hold you tight.

May the eye of God
rest on you,
and his ear
hear your cry.

May the smile of God
be for you,
and his breath
give you life.

May the Child of God
grow in you,
and his love
bring you home.

Dear Parents and Friends,

1994 has been another good year for Queen of Apostles. A BIG THANKYOU to all for making our very special community here possible.

To the families who are leaving our school community this year a special thankyou for your contributions to the life of our school community. May God always work with you in the years ahead.

Our Year 7's 'graduate' tonight after a celebratory liturgy in the Church at 7.30 p.m. They have been a great group of kids and we wish them well.

And now for some special farewells to two ladies who have been at the forefront of the life of this school for a long time, vitally involved in establishing the marvellous academic tradition and pastoral community synonymous with Q of A.

Joan Mullins Joan retires tomorrow after a long and distinguished career in teaching. She began her teaching career at Yungaburra State School in 1949. Stints at Charters Towers and Hughenden followed before marriage and family saw her have a break from teaching in 1953. Joan took to the blackboard again in 1968 at St Clare's, Tully before beginning her 23 year stint at Queen of Apostles in 1972.

Thankyou Joan for your commitment and dedication, for the laughter and the joy you have brought to all of us who know you. We wish you well for your travel stints next year. We will beep you when we see you speed walking the streets of Stafford. We will cheer when we see your spectacular finish on T.V. in the next City to Surf Marathon. in Sydney.

Cath Maude Cath Maude began her teaching career in 1957 at Cloncurry State School. In 1961 she was transferred to Blackall State School before teaching at East Ayr from 1962 to 1964. Marriage and family saw Cath have a ten year break from teaching before taking on relief work at St Mary's, Bowen. In 1976 Cath began teaching a Year 3 class at Queen of Apostles and has been with us for 19 years of distinguished service.

Thankyou Cath for your wonderful contribution to teaching in these hallowed halls, for your compassion, your thoughtfulness and your involvement in so many areas above and beyond the call of duty. Cath also plans on some travel next year and spending time with her husband John who retired three years ago and has been keeping the home fires burning (or so he tells us!)

And Trish Trish Porta is on Study Leave for 1995. WE wish her well and look forward to having her back with us in '96.

Break-Up School breaks up tomorrow with the closing Mass which commences at 11.15 in the Church. Chuter St children will come to Appleby Rd for the Mass and be dismissed from here.

Tomorrow is FREE DRESS day ONLY for the Year 7's.

The bus departs Appleby Rd at 12.15.

We re-open on Tuesday January 31.

IMPORTANT!

Working Bees

Many ARMS
make light
work!



Please join us for the Working Bees next year to clean windows and generally spruce the place up for the start of the school year.

Chuter St - Saturday January 21

Appleby Rd - Saturday January 28

Both Working Bees begin at 8.00 a.m. You don't need to bring anything apart from yourself ... and some energy.

A Break from Cleaning Up The Fete Committee advised that the first Fete Collection takes place in February next year. So give yourself a break from Spring Cleaning at your place ... summer is not the time for it anyway! Do it in February and then you can bring all your 'excesses' to us for the Fete.

Cricket Our Year 7 cricket team recorded a historic win against St Dymphna's last Friday. After their 50 overs they were 7 for 170 thanks to a fine 55 not out from David Downey, 28 from Stephen McLellan and 17 from Stephen Dyer. A magnificent opening bowling combination of Steven Barea and David Downey then routed the opposition for 7 runs, Steven returning the figures of 7 for 3 and David 4 for 4. In their second innings Aspley were 6 for 50 when rain stopped play. Trent Bryant's leggies had them in a spin with figures of 4 for 10.

Although defeated, some good performances were recorded in the Year 6 game. Trent Farrah scored 32 runs out of our total of 82 and Evan Donaghue took 3 wickets.

Christmas Wishes May Christ's peace and joy be with you all at Christmas. Here's to 1995.

God Bless

David McLellan

Birthdays Ashley Jones-Terare, Jessica Clarke, Katia Lynch, Daniel Sciasci, Theresa Hoiberg, Chloe Wilson, Anne McLellan, Todd Gillard, Kerrie Grasso, Christopher Kearney, Garth Wilson, Andrew Dare, Jane McLean, Anthony Palella, Tara Kennedy-Cerruto, Emma Allen, Katie O'Brien, David Spensley, Dale Schreyer, Bradley Downey, Paul Anthonisz, Steven Sciasci, Andrea Pratt, Taryn Reeves, Jonathan Klaric, Laura

APPENDIX 8.

MISSION STATEMENT

MISSION STATEMENT

QUEEN OF APOSTLES SCHOOL, STAFFORD

Queen of Apostles School is a Christ centred community of children, parents and staff within the Parish Family. Our Mission involves empowering all with the wisdom to discern, giving hope for the future through living the Gospel Values.

We are a Christian community founded on love, living our faith in the Catholic tradition under the patronage of Mary, Queen of Apostles.

We will endeavour to develop the whole person to the fullest potential spiritually, intellectually, socially, emotionally and physically.

In our journeying towards God we will develop a respect and appreciation of the dignity and individuality of every person.

Open to the needs and wants of children and parents, a professional staff, committed to Catholic beliefs, will endeavour to administer in a manner that will benefit all within the school community.

As a caring community we accept the responsibility to live in and contribute towards the wider community.

APPENDIX 9.

SELF RENEWING CATHOLIC SCHOOLS POLICY

(b) identify areas for growth and improvement.

Clarification

Reporting and making recommendations to appropriate parties in regard to the present state of affairs and suggested future development.

Action

Implementing the recommendations by using any structured or un-structured programs designed for improvement.

Review

Reviewing the progress of implementing the action.

CONCLUSION

Catholic Schools will be distinctive by their ability to self renew. They embrace renewal in a spirit of hope, courage and love, and as a source of potential growth. In the words of Jeremiah (17:7-8) the self renewing school will continue to reflect:

A blessing on the community who puts
its trust in Yahweh, with Yahweh for its hope.

It is like a tree by the waterside
that thrusts its roots to the stream;
when the heat comes it feels no alarm,
its foliage stays green;
it has no worries in a year of drought,
and never ceases to bear fruit.

Self Renewing Catholic Schools in Queensland

INTRODUCTION

The Second Vatican Council calls all members of the faith community to renew their commitment to, and involvement with, on-going faith development. The Catholic School as part of the Church's mission to evangelize its young people, therefore, forms an integral part of the Catholic community engaging in this continual renewal of faith.

The view expressed by clergy, teachers, parents, students and administrators in "Project Catholic School" states that:

- the Catholic School will continually re-evaluate its own performance, structures and processes, its relationships with parents and its community, as well as Catholic Education at large, so that there is a consonance between the Christian values it espouses and its actual practice".

A Self renewing Catholic School engages in processes and procedures by which the school community and others continually look closely at the school's purposes and performance. This requires the nurturing of a school climate such that will enable positive change and growth to be experienced by the school community.

A self-renewing Catholic School by its very nature:

- Involves the total school community in such on-going efforts;
- is better able to provide quality Catholic Education;
- is accountable for its stewardship.

POLICY STATEMENT

All Catholic Schools in Queensland will engage in self renewing processes which reflect Gospel values and focus on distinctive characteristics of a Catholic School.

CHARACTERISTICS

The self renewing process will focus on at least the following characteristics of a Catholic School as outlined in documents such as 'Project Catholic School', 'Queensland Catholic Schools and Curriculum Policy', and other documents and policies endorsed by Catholic authorities.

Community of Faith

The Catholic School should be, essentially a community of faith, based on belief in God and a Christian way of life. The Christian Spirit and values will take precedence over all other values.

Religious Atmosphere

The Religious atmosphere of the school will depend on the presence of committed staff, participation by the clergy, and on the faith and values of parents and students. This faith community will strengthen and express itself in worship and prayer. It will give witness to Christ by its bonds of concern and its service to those in need. It will work in various ways to make the students aware of the total human family of mankind and to affirm its unity.

Relationships

The Catholic School will foster positive human relationships among students, staff and others associated with the school. It will encourage students to develop a sense of social responsibility and self discipline.

Developmental Goals

The Catholic School will strive to develop the total person. Gospel values, sound educational theory and experience will impact on all decisions concerning the purposes, content, teaching, learning experiences, evaluation processes and

structures which form elements of the curricula in Catholic Schools, all of which serve to promote the optimum development of students.

Parental Involvement

The Catholic School will recognise the decisive role of parents as the first and foremost educators of their children. This is achieved through the involvement of parents in a partnership relationship in the provision of education programs designed to aid the family and in the development of policy and management of the school.

Organisation and Administration

Structures in organisation and administration are developed in Catholic Schools to support the curriculum, give priority to person and develop healthy interpersonal relationships.

STAGES OF SELF RENEWAL

Self renewing Catholic Schools engage in multiple processes and practices which all lead to quality Catholic Education. Self renewing activities are undertaken in a systematic and planned way, by members of the school community and others, and involve the following cyclical stages.

Initiation

Deciding to accept the formal and informal inter-dependent processes in self renewing schools. These decisions are made by the school community, employing authorities, religious orders or by some combination of these agents acting together.

Reflection

Focussing on the role and mission of their school by using any of the structured and unstructured programs designed for this purpose.

Examination

Analysing aspects of the school in order to:

- (a) affirm practices consistent with Gospel values espoused by the school;

A Policy
Statement
by the
Conference
of Catholic
Education,
Queensland

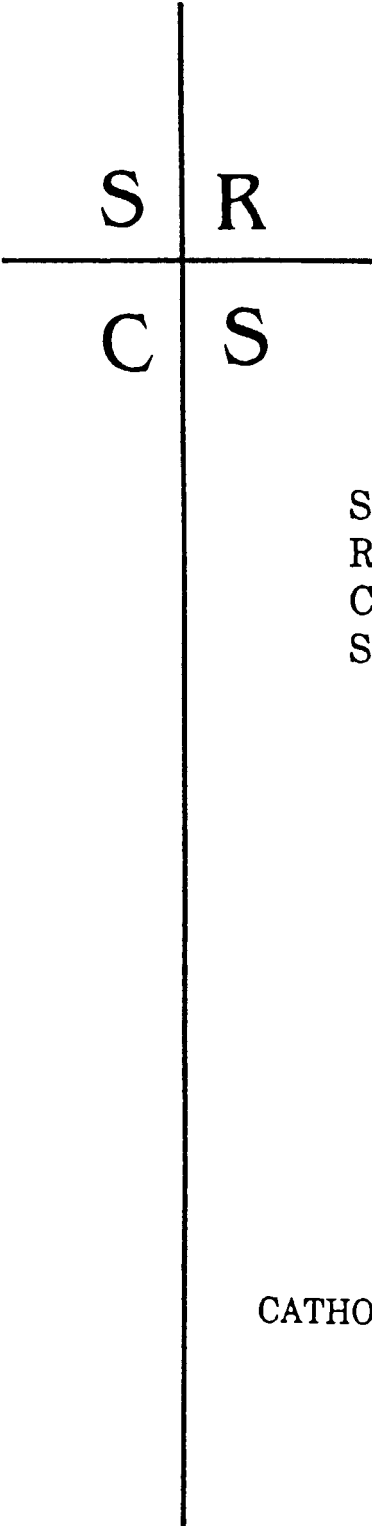


October 1986

APPENDIX 10.

BRISBANE ARCHDIOCESE GUIDELINES FOR RENEWAL

ARCHDIOCESE OF BRISBANE
CATHOLIC EDUCATION



SELF
RENEWING
CATHOLIC
SCHOOLS

A MANUAL FOR
CATHOLIC SCHOOL COMMUNITIES

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FOREWORD

SELF RENEWING CATHOLIC SCHOOLS

An extensive study of Queensland Catholic schools in the mid 1970s resulted in Project Catholic Schools being published in 1978. Among other things, a profile of the Catholic school of the future was outlined:

"The Catholic School of the future will continually re-evaluate its own structures and processes, and also its relationships with parents, community and Catholic Education at large, so that there is a consonance between the Christian values it espouses and its actual practice."

One of the many outcomes of Project Catholic School was a process of self evaluation for schools - School Level Evaluation (S.L.E.). This approach was taken up and developed locally by a number of dioceses during the early 1980s. A feature of the refinement was the establishment of teams external to the school but in support of school development.

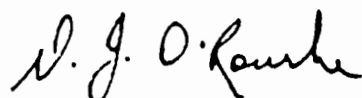
The various models derived from S.L.E. were evaluated by a working party of the Conference of Catholic Education. From this was developed a policy entitled "Self Renewing Catholic Schools in Queensland". It was released after extensive consultation in 1986 and is endorsed for your reference.

Our Archdiocesan policy forming body, the Catholic Education Council, had little hesitation in adopting the Conference policy and urging its implementation throughout the Archdiocese. To this end a working party was assembled to advise and consult on appropriate practices. Fr. Ron McKeirnan and Mr. Tom Fitzsimon took an active leadership role in early planning activities. They have been assisted by representatives from Primary and Secondary Principals, Principal Education Officers, Education Officers School Management, Faith Education Consultants and the Assistant Director (Schools).

The implementation documentation for the Archdiocese emerges after three years of development. It represents a commitment to school development and allows Catholic Education to be accountable for its stewardship. The policy, its implementation statement and companion resources provide opportunity for personal, community and organizational growth in accord with Catholic Education philosophy. The Archdiocesan policy is also commendable in its flexibility of implementation. I pass it on to our school leaders for whole hearted adoption in the knowledge that the genuine self renewing Catholic school will be:

"A blessing on the community who puts its trust in Yahweh, with Yahweh for its hope. It is like a tree by the waterside that thrusts its roots to the stream; when the heat comes it feels no alarm, its foliage stays green; it has no worries in a year of drought, and never ceases to bear fruit. (Jeremiah (17:7-8)

The enclosures in this folder are for the use of all within the school community. I wish you every success in your implementation of Self Renewing Catholic Schools Policies and associated documentation and trust that the process will be a mechanism for on-going achievement of our Catholic School mission.



V.J. O'ROURKE
Director.

ARCHDIOCESE OF BRISBANE
CATHOLIC EDUCATION
SELF RENEWING CATHOLIC SCHOOLS
IMPLEMENTATION OF POLICY

1.0 STATUS

The Archdiocese has endorsed and adopted the policy "Self Renewing Catholic Schools in Queensland". The policy document contains considerable detail. It allows flexibility for a school to respond to its implementation in terms of the school's local context and stage of development.

The following outlines the expectations of Systemic Schools in the Brisbane Archdiocese in relation to the implementation of the policy and lists the assistance which is available.

2.0 EXPECTATIONS

- 2.1 At least every five years each school will undertake a comprehensive review of its purposes and performance.

Note:

(The first of these will be completed during the five year period commencing in 1991, following an introductory period in 1990 during which schools will be familiarised with the policy).

- 2.2 Goals which emerge from the review will form a basis for on-going self renewing activity.
- 2.3 The primary responsibility for the implementation of the policy "Self Renewing Catholic Schools in Queensland" rests with the Principal.
- 2.4 In the Parish School the Principal will collaborate with the Parish Priest regarding the implementation of the policy.
- 2.5 Each school will report on the review of its purposes and performance to the school community and system authority.
- 2.6 An external validation of the review processes will be performed by a person or persons nominated by the school and authorised by the Principal Education Officer.
- 2.7 Goals arising from review activities will assist goal setting for Administrative team personnel both individually and collectively.

3.0 ASSISTANCE

Catholic Education is committed to making necessary resources available for systemic schools' self renewing activities. These resources will include at least the following:

- 3.1. Advice and facilitation to schools through the Educational Support Teams and other personnel of Brisbane Catholic Education.
- 3.2. Maintenance of an annual grant provided through the present School Community Initiative Program to assist school self renewal.
- 3.3. A compendium of resources. These will include information on
 - Conceptualising Renewal
 - Facilitation
 - Validation
 - Reporting
 - School Community Involvement
 - Financial resources
 - (School Community Initiative Program)
 - Bibliography

The above list is not exhaustive, and it is expected that further resources will be added as needs arise.

CONCEPTUALISING RENEWAL

Renewal - the notion of constantly becoming new - is essentially an organic conceptualisation, reflecting a holistic understanding of life and growth. Human beings function physically, emotionally, mentally, spiritually, morally. Likewise do communities function as human beings in relationship to one another. It is inherent in our humanity to grow. "Human" growth is the development of whole persons - the striving for completeness, for fulfilment, the journey of self-actualisation. This is natural and essential to our being, both as individuals and as communities. It is the yearning for perfection that is God's gift to each of us. Becoming more consciously aware of this individual and special need for growth to wholeness, enables the more effective use of free will (the capacity to choose and make decisions) that will enhance our individual and communal humanity.

Renewal is, for our purposes, to be seen as the constant need and conscious choice to grow as whole human beings and whole communities.

There are many implications of such an understanding of "Renewal" that must be clarified. They will form the underlying assumptions and principles of any policies, processes, programs and activities that are designed to enhance the possibility of attaining our full individual and communal potential.

These assumptions and principles are listed below. The list is neither exhaustive nor in any order of importance.

ABOUT SCHOOLS

- i) Schools are unique. Every school community is different.
- ii) Each school is at a different point of its development at any given time. Processes will vary between schools as regards appropriateness, and these processes therefore should be negotiated.
- iii) Schools are people.
- iv) Climate is a key element in a school's growth. Climate consists, in part, of lived values.

ABOUT CHANGE

- v) The most effective and enduring change emanates from within.
- iv) Change in attitude precedes change in behaviour.
- vii) Effective change takes place in an empowering climate.
- viii) When people change, structures will change.
- ix) Change must be a response to the needs and vision of the school community.
- x) Readiness for change requires extensive preparation of participants viz school communities, visitors.

ABOUT SHARED DECISION-MAKING

- xi) Ownership of decisions ensures commitment to action.
- xii) Those directly influenced by a decision have a right to participate in its making.
- xiii) Those directly influenced by a decision must be guided by a powerful sense of responsibility in their role(s) in making it.
- xiv) All decision-making must be characterised by justice.
- xv) The most appropriate site for decision-making is the site at which the decision will be implemented. (subsidiarity).
- xvi) Servant leadership is the most appropriate model for renewal.
- xvii) Decisions must be clearly consistent with the community's Mission Statement.

ABOUT STRUCTURES

- xviii) Structures serve people and at the heart of the school must be the student.
- xix) Structures should be responsive (to need and vision).
- xx) Structures should facilitate action, NOT determine and sanction action.
- xxi) Structures should promote quality and equity.
- xxii) Renewal is a process, NOT an event.
- xxiii) The Process is equally as important as the Product.

ABOUT RESOURCES

- xxiv) There are always resources available - people, time, materials, physical environment.
- xxv) Different schools will have different resources available to them.
- xxvi) Professional Development and inservice are necessary resources for change in most schools.
- xxvii) Effective participation requires that all those to be involved will be comprehensively informed.

FACILITATING THE PROCESS

INTRODUCTION

In many instances schools will contain personnel who are able to conduct or assist others to conduct reviews, generate ideas, make action plans and plan evaluation strategies. Where such expertise does not exist in a school external help should be sought.

SOURCES OF ASSISTANCE

In seeking external assistance there is value in seeking persons with a broad perspective in their area of expertise who might have an understanding of the type of school involved. The persons' knowledge of review and development strategies would be a prime consideration. Such persons might be found in

- Education Support Teams
- Central Services
- Faith Education Services
- Other Schools
- Tertiary Institutions.

SCOPE OF ASSISTANCE

Facilitators may be asked to assist with the overall planning of the policy implementation or may be involved only in areas relative to their particular expertise [eg an E.O.R.E. might assist in examining or reflecting upon Community of Faith or Religious Atmosphere while a curriculum consultant might be asked to assist with a curriculum review.]

The extent of the facilitations might range from the development of a total report to advice about minor elements. Some schools have found facilitators useful in

- conducting case studies
- preparing survey instruments
- interviewing
- recommending venues to visit
- recommending resources
- contacting resource personnel
- indicating relevant reading materials
- conducting group meetings
- conducting strategies such as:

- . History trips
- . Futures Search
- . Force Field analysis
- . Goal setting
- . Event tracks
- . Convergent interviewing.
- . Structural analysis of organization

FACILITATORS' ROLE CLARITY

Having negotiated assistance from a facilitator it is wise to document:

- nature of involvement
- time commitment
- secretarial support
- fees if applicable
- audience for reports
- confidentiality
- resource provision.

VALIDATING THE PROCESS

INTRODUCTION

In relation to the review processes associated with School-Renewal, Validation is used to confirm the appropriateness of the proposed procedures, those used, as well as the conclusions reached. It offers advice as to their suitability, objectivity and likelihood to produce desired outcomes.

The following information on Validation and Validators is provided to assist schools clarify the nature of Validation and the role of the Validator (s) in the processes used for the Summative and Formative Reviews of their purposes and performance.

THE NATURE OF VALIDITY

The Self-Renewing School's review process should be designed in order to take into account;

- (i) the nature of what is done;
- (ii) the nature of internal and external influences and the quality of both;
- (iii) the particular context of the school;
- (iv) the fact that interpretations of data and consequent decisions will be made in that context;
- (v) the handling of qualitative, non measurable data.

In this context, validity is concerned with two critical aspects:

- (a) are the processes and techniques appropriate to the context and the purpose of the evaluation?
- (b) are the findings and decisions made appropriate to the analysed data.

It is envisaged that the role of the Validator/s will consist of four functions:

- (i) examination;
- (ii) making judgments;
- (iii) reporting to Principal and significant school community personnel;
- (iv) commending/recommending

These four functions will be applied to:

- * processes and techniques employed by the evaluators;
- * relationships between processes, techniques and outcomes;
- * relationships between decisions, interpretations and data gathered during the course of the evaluation.

Validators should be persons who:

- * understand Self-Renewing Schools philosophy;

- * are perceptive of process and context;
- * are independent, open thinkers;
- * understand the mission and goals of the organisation;
- * will not impose their own contexts upon that which they are validating.

Having these qualities, the Validator/s will assure the school community and others of high professional standards in the conduct of the review.

The school community should involve the Validator/s in the review process as early as is necessary to ensure they are able to carry out their role effectively. This will usually require the Validator/s are involved from the very beginning of the review process.

VALIDATOR'S ROLE CLARITY

Having negotiated assistance from a Validator it is wise to document;

- nature of involvement
- time commitment
- secretarial support
- fees if applicable
- audience for reports
- confidentiality
- resource provision

REPORTING THE PROCESS

INTRODUCTION

As schools will be expected to report on their review and self-renewing efforts to the school community and system authority the following suggestions are offered to assist in the preparation of these reports.

REPORTING TO THE SCHOOL COMMUNITY

It is suggested that:

- i) there is some commonality between the report to the school community and to the system authority.
- ii) there is some on-going interim reporting to the school community;
- iii) the Principal in consultation with appropriate members of the school community and/or external expert personnel involved in steering or directing the review processes and renewal efforts would need to determine:
 - a) the specific timing of this reporting;
 - b) the nature of this reporting (i.e. its content and presentation) which will be influenced by factors such as
 - the audience for the report,
 - the specific tasks/activities/processes undertaken, and
 - the stage reached in the School's Development Plan;
 - c) the form of the reporting. Suggestions include:
 - an oral presentation to a meeting to which all members of the community are invited ;
 - oral presentations to various groups within the community by the Principal or significant others;
 - a brief written document in the form of a letter or as part of the regular school newsletter;
 - a special regular newsletter established for the purpose of reporting self-renewal activities;
 - several brief reports either oral or written issued throughout the year as significant aspects of the review are completed;
 - an audio-visual presentation of initiatives undertaken and plans for the future;

REPORTING TO THE SYSTEM AUTHORITY

The report to the Systems Authority, submitted at the end of the review stage of the five year cycle , should address at least the following areas:

- i) the review goals, timing
- ii) the processes undertaken in the areas of

Religious atmosphere,
Community of Faith
Relationships
Developmental Goals
Parental Involvement
Organisation and Administration

- iii) the nature of community involvement;
- iv) costs involved especially those relating to consultancy, teacher release, resources;
- v) external validation.

This report may also include any additional written, and/or audio visual materials considered to be suitable for inclusion in such a report by the school community .
For example:

- minutes of meetings
- action plans
- formative reports to the school community issued during the five years
- survey instruments
- summaries of data collection
- a copy of the external validator/s report.

SCHOOL COMMUNITY INVOLVEMENT

INTRODUCTION

The Self Renewing Catholic Schools in Queensland policy statement (October, 1986), recognizes "... the decisive role of parents as the first and foremost educators of their children".

The policy also states that "A Self Renewing Catholic School engages in processes and procedures by which the school community and others continually look closely at the school's purposes and performance."

The term school community involvement could normally be expected to refer to:

- (i) The work of representatives of Staff, Parents and relevant Clergy in the organization and implementation of the processes of the school's self review;
- (ii) The extent of the gathering of views of members of the school community.

SCOPE OF SCHOOL COMMUNITY INVOLVEMENT

The Principal, in consultation and collaboration with others of the school community, would decide on the scope of school community involvement that is seen to be relevant and useful for the school.

Such a decision could be one of the areas to be validated.

Differing school communities would have more or less wide interpretations of school community. For example, some may choose to involve students and/or members of a community wider than just the school.

REFERENCES AS RESOURCES

- (i) Informing the school community about the nature and purpose of the Policy and its implementation.

Processes for carrying out such an exercise will already be in use by schools.
Examples of such processes are:

- * Parent information evenings, parent/teacher meetings, newsletters, P & F meetings.

Some references for consideration are:

- * Catholic Education Policy and Practice "Community Orientation" section.

- * Guidelines for Catholic School Communities (Self Renewing Catholic Schools) Section 9 INITIATION (pink) page 19 produced by Queensland Catholic Education Commission.
- * Selling Education: ideas for promoting the excellence of education in Queensland" (25 idea sheets, 7 booklets) Department of Education, Queensland.
- * "School Public Relations" - an annotated bibliography of resource (books and audio visual) held in the Library, Bardon Professional Development Centre.
- (ii) The School Community having opportunities to provide information through various means of response.

Examples of such means are found in:

- * Guidelines for Catholic School Communities (Self Renewing Catholic Schools) Section 11 EXAMINATION (green) pp 43-68.
- * "Selling Education" - Selling Ideas Number 7. "What's your opinion: Gathering data through Surveys".
- ** Instruments for Data-Gathering from "Finding out: a unit of the Social Education Materials Projects" in the "Community", Curriculum Development Centre, Canberra, in Q.C.E.O. PROJECT, SLE Improvement, 1982.

INTRODUCTION:

The School Community Initiative Program (SCIP) is a professional development program for school communities. The focus of the program is the professional needs of staff; these being based on local priorities emerging from consultation with the whole school community viz. staff, parents, clergy. The Self-Renewing Catholic Schools process should be the basis of the determination of needs and priorities, and planning should occur over a three to five-year period.

SCIP expenditures on professional development may include the following:

- teacher release and costs of inservice
- teacher release for development of curriculum initiatives
- teacher release for the production of curriculum resources
- teacher release for the training in the use of curriculum resources and associated costs
- payment of consultancy costs associated with personnel and school development activities

Schools receive an annual allocation based on enrolment, however expenditure of the funds is subject to approval being given to the school's SCIP application by the relevant Education Officer (School Management)

FOR YOUR GUIDANCE

In your planning and decision making the following should be noted:

- (a) The whole school community should be involved in the setting of goals for the school community as per the Self-Renewing Catholic Schools implementation process. This should include at least staff, parents and parish clergy.
- (b) All schools are expected to give significant priority to the development of staff in the areas of Religious Education and Mission, Justice and Peace Education. Staff without formal training in these areas should receive particular support.
- (c) Approximately 20% of funds may be uncommitted during the year for professional development opportunities as they arise.
- (d) Funds may accrue to schools from year to year.
- (e) SCIP applications should be submitted to the relevant Education Officer (School Management) by the end of Term I and not later than the end of Term II.
- (f) Schools are required to provide an end of year report on the expenditure of SCIP funds and the achievement of the nominated goals. The Education Officer (School Management) provides a proforma for this purpose.

APPENDIX 11.

CATHOLIC SCHOOL INDEX

SELF RENEWING CATHOLIC SCHOOLS

S R

C S

CATHOLIC SCHOOL
INDEX

[AN INSTRUMENT IN SUPPORT
OF ORGANIZATIONAL RENEWAL]

NAME OF SCHOOL _____

RESPONDENT DETAILS (please tick)

☐

Pastor/Clergy

☐

Ancillary Support

☐

Board Member

☐

Parent

☐

Administrator(Pr.Dep.APA,APRE)

☐

Community Person

☐

Teacher

☐

Other
(please specify)

☐

Specialist Teacher

DATE OF COMPLETION _____

Characteristic - Description only

COMMUNITY OF FAITH

"The Catholic school should be, essentially a community of faith, based on belief in God and a Christian way of life. The Christian spirit and values will take precedence over all other values."

RATING SCALES

[Information only]

Degree of IMPORTANCE	Degree of ATTAINMENT
1. none	1. none
2. some	2. some
3. average	3. average
4. high	4. high
5. very high	5. very high

COMMUNITY OF FAITH

Item	Description	Importance	Attainment
1.	Fostering a belief in God and faith in the saving mission of Christ are part of the schools mission.	1 2 3 4 5	1 2 3 4 5
2.	The culture of the school reflects an acceptable integration of societal culture and Catholic faith.	1 2 3 4 5	1 2 3 4 5
3.	The mission statement takes into account the Catholic nature of the school.	1 2 3 4 5	1 2 3 4 5
4.	The faith formation objectives of the school reflect the agreed expectations expressed in the school mission statement.	1 2 3 4 5	1 2 3 4 5
5.	There are regular opportunities for staff members to engage in spiritual development.	1 2 3 4 5	1 2 3 4 5
6.	Staff participate in the liturgical life of the school.	1 2 3 4 5	1 2 3 4 5
7.	Staff and pupils pray together.	1 2 3 4 5	1 2 3 4 5
8.	Parents and others join in school liturgies.	1 2 3 4 5	1 2 3 4 5

- | | | |
|--|-----------|-----------|
| 9. Liturgical worship is integral to the life of the school. | 1 2 3 4 5 | 1 2 3 4 5 |
| 10. The school encourages students to be active in their parishes. | 1 2 3 4 5 | 1 2 3 4 5 |
-

Characteristic - Description only

RELIGIOUS ATMOSPHERE

"The Religious atmosphere of the school will depend on the presence of committed staff, participation by the clergy, and on the faith and values of parents and students. This faith community will strengthen and express itself in worship and prayer. It will give witness to Christ by its bonds of concern and its service to those in need. It will work in various ways to make the students aware of the total human family of mankind and to affirm its unity."

RATING SCALES

[Information only]

Degree of IMPORTANCE	Degree of ATTAINMENT
1. none	1. none
2. some	2. some
3. average	3. average
4. high	4. high
5. very high	5. very high

Religious Atmosphere

Item	Description	Importance	Attainment
1.	The religious education program is based on Archdiocesan guidelines.	1 2 3 4 5	1 2 3 4 5
2.	The religious education program is educationally challenging to students.	1 2 3 4 5	1 2 3 4 5
3.	The religious education program gives balanced attention to scripture, church history, doctrine, morality, sacraments, prayer, liturgy and the social teachings of the Church.	1 2 3 4 5	1 2 3 4 5
4.	Liturgical celebrations involve all within the school community.	1 2 3 4 5	1 2 3 4 5
5.	Clergy play an active role in the spiritual and liturgical life of the school.	1 2 3 4 5	1 2 3 4 5
6.	The religious atmosphere of the school receives regular support and review by members of the school community.	1 2 3 4 5	1 2 3 4 5

Item	Description	Importance	Attainment
7.	Adequate time is allotted to the religious education program.	1 2 3 4 5	1 2 3 4 5
8.	Religious education programs encourage students to live as active Christians in today's world.	1 2 3 4 5	1 2 3 4 5
9.	Religious education programs are well integrated with other subject areas, [eg moral issues in science and literature].	1 2 3 4 5	1 2 3 4 5
10.	Religious education resource materials are available and current.	1 2 3 4 5	1 2 3 4 5
11.	Teachers engage in regular professional development to support their religious education activities.	1 2 3 4 5	1 2 3 4 5
12.	The role of the Assistant to the Principal - Religious Education is applicable to school needs.	1 2 3 4 5	1 2 3 4 5

Characteristic - Description only

RELATIONSHIPS

"The Catholic school will foster positive human relationships among students, staff and others associated with the school. It will encourage students to develop a sense of social responsibility and self discipline."

RATING SCALES

[Information only]

Degree of <u>IMPORTANCE</u>	Degree of <u>ATTAINMENT</u>
1. none	1. none
2. some	2. some
3. average	3. average
4. high	4. high
5. very high	5. very high

RELATIONSHIPS

Item	Description	Importance	Attainment
1.	Codes of behaviour respect the dignity of people.	1 2 3 4 5	1 2 3 4 5
2.	Self esteem is fostered through interpersonal relationships.	1 2 3 4 5	1 2 3 4 5
3.	Staff engage in team activities.	1 2 3 4 5	1 2 3 4 5
4.	Administration team personnel interact positively with staff.	1 2 3 4 5	1 2 3 4 5
5.	Students experience school as as a place of personal support, and care.	1 2 3 4 5	1 2 3 4 5
6.	Morale is high amongst the school staff.	1 2 3 4 5	1 2 3 4 5
7.	Student teacher communications are fostered by appropriate structures and procedures.	1 2 3 4 5	1 2 3 4 5
8.	Relationships reflect gospel values.	1 2 3 4 5	1 2 3 4 5
9.	Visitors are made to feel welcome at the school.	1 2 3 4 5	1 2 3 4 5
10.	Procedures for managing conflict are pastoral.	1 2 3 4 5	1 2 3 4 5

Characteristic - Description only

DEVELOPMENTAL GOALS

"The Catholic school will strive to develop the total person. Gospel values, sound educational theory and experience will impact on all decisions concerning the purposes, content, teaching, learning experiences, evaluation processes and structures which form elements of the curricula in Catholic Schools, all of which serve to promote the optimum development of students."

RATING SCALES

[Information only]

Degree of IMPORTANCE	Degree of ATTAINMENT
1. none	1. none
2. some	2. some
3. average	3. average
4. high	4. high
5. very high	5. very high

DEVELOPMENTAL GOALS

Item	Description	Importance	Attainment
1.	Gospel values are evident in the teaching/learning experiences provided within the school.	1 2 3 4 5	1 2 3 4 5
2.	Curriculum offerings reflect student needs.	1 2 3 4 5	1 2 3 4 5
3.	Curriculum development and review involves all stakeholders within the school community.	1 2 3 4 5	1 2 3 4 5
4.	Curriculum includes an appropriate balance of knowledge, skills, values and critical thinking.	1 2 3 4 5	1 2 3 4 5
5.	Teaching/learning activities provide an appropriate balance of individual, small group and whole group interactions.	1 2 3 4 5	1 2 3 4 5
6.	Teaching/learning activities combine a balance of concrete and theoretical experiences.	1 2 3 4 5	1 2 3 4 5
7.	School resources are adequate for teaching/learning activities.	1 2 3 4 5	1 2 3 4 5
8.	Expectations are set for students in accordance with levels of development and personal needs.	1 2 3 4 5	1 2 3 4 5

Item	Description	Importance	Attainment
9.	Reporting on performance outcomes are made on the basis of a variety of indicators [e.g., teacher made or standardized tests, discussion, interviews, observations, etc.]	1 2 3 4 5	1 2 3 4 5
10.	Student progress is assessed in order to support and report on learning outcomes.	1 2 3 4 5	1 2 3 4 5
11.	Structures exist in the school for curriculum dissemination, debate and change.	1 2 3 4 5	1 2 3 4 5

Students demonstrate learning in areas such as:

12.	practice and knowledge of the Catholic faith.	1 2 3 4 5	1 2 3 4 5
13.	language skills.	1 2 3 4 5	1 2 3 4 5
14.	numeracy	1 2 3 4 5	1 2 3 4 5
15.	study skills	1 2 3 4 5	1 2 3 4 5
16.	critical thinking	1 2 3 4 5	1 2 3 4 5
17.	problem-solving	1 2 3 4 5	1 2 3 4 5
18.	responsibility	1 2 3 4 5	1 2 3 4 5
19.	values formation	1 2 3 4 5	1 2 3 4 5
20.	interpersonal behaviours	1 2 3 4 5	1 2 3 4 5
21.	creative arts	1 2 3 4 5	1 2 3 4 5

Characteristic - Description only

PARENTAL INVOLVEMENT

"The Catholic school will recognise the decisive role of parents as the first and foremost educators of their children. This is achieved through the involvement of parents in a partnership relationship in the provision of education programs designed to aid the family and in the development of policy and management of the school."

RATING SCALES

[information only]

Degree of <u>IMPORTANCE</u>	Degree of <u>ATTAINMENT</u>
1. none	1. none
2. some	2. some
3. average	3. average
4. high	4. high
5. very high	5. very high

PARENTAL INVOLVEMENT

Item	Description	Importance	Attainment
1.	Parents experience a sense of community and belonging in the school.	1 2 3 4 5	1 2 3 4 5
2.	Parents are involved in important aspects of the learning program.	1 2 3 4 5	1 2 3 4 5
3.	Communication with parents is regular, informative and effective.	1 2 3 4 5	1 2 3 4 5
4.	Parents participate in the policy development activities of the school.	1 2 3 4 5	1 2 3 4 5
5.	Parent involvement in the school supports their own personal development.	1 2 3 4 5	1 2 3 4 5
6.	Regular communication exists with parents.	1 2 3 4 5	1 2 3 4 5
7.	Programs and practices of the school are sensitive to family demands.	1 2 3 4 5	1 2 3 4 5
8.	Parent organisations empower the school through advice and support.	1 2 3 4 5	1 2 3 4 5

- | | | |
|---|-----------|-----------|
| 9. Consultation occurs with
parents on issues affecting
school life. | 1 2 3 4 5 | 1 2 3 4 5 |
| 10. Parents are involved in
the counselling of students
for non-acceptable behaviour. | 1 2 3 4 5 | 1 2 3 4 |

Characteristic - Description only

ORGANISATION AND ADMINISTRATION

"Structures in organisation and administration are developed in Catholic Schools to support the curriculum, give priority to person and develop healthy interpersonal relationships."

RATING SCALES

[information only]

Degree of IMPORTANCE	Degree of ATTAINMENT
1. none	1. none
2. some	2. some
3. average	3. average
4. high	4. high
5. very high	5. very high

ORGANISATION AND ADMINISTRATION

Item	Description	Importance	Attainment
------	-------------	------------	------------

Organisational practices in the school include:

1. delegation of responsibility/ies	1 2 3 4 5	1 2 3 4 5
2. working together	1 2 3 4 5	1 2 3 4 5
3. sharing decision making	1 2 3 4 5	1 2 3 4 5
4. consulting those influenced by decisions	1 2 3 4 5	1 2 3 4 5
5. empowering others to participate	1 2 3 4 5	1 2 3 4 5
6. affirmation and encouragement	1 2 3 4 5	1 2 3 4 5
7. goal setting and program planning	1 2 3 4 5	1 2 3 4 5
8. evaluation and reflection of program implementation.	1 2 3 4 5	1 2 3 4 5

Administrative duties within the school give regular attention to:

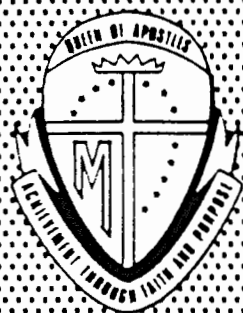
9. enrolments	1 2 3 4 5	1 2 3 4 5
10. general enquiries	1 2 3 4 5	1 2 3 4 5
11. maintenance of plant and equipment	1 2 3 4 5	1 2 3 4 5
12. student health, safety and supervision	1 2 3 4 5	1 2 3 4 5

Item	Description	Importance	Attainment
13.	transport	1 2 3 4 5	1 2 3 4 5
14.	student record keeping	1 2 3 4 5	1 2 3 4 5
15.	leave	1 2 3 4 5	1 2 3 4 5
16.	resources maintenance	1 2 3 4 5	1 2 3 4 5
17.	tuckshop	1 2 3 4 5	1 2 3 4 5
18.	personnel replacement	1 2 3 4 5	1 2 3 4 5
19.	visitors	1 2 3 4 5	1 2 3 4 5
20.	school ceremonies	1 2 3 4 5	1 2 3 4 5
21.	newsletters/communications	1 2 3 4 5	1 2 3 4 5
22.	financial record keeping	1 2 3 4 5	1 2 3 4 5
23.	whole staff professional development	1 2 3 4 5	1 2 3 4 5
24.	individual professional development	1 2 3 4 5	1 2 3 4 5

APPENDIX 12.

HUMAN RELATIONSHIPS EDUCATION EVALUATION

QUEEN OF APOSTLES SCHOOL



SELF RENEWING CATHOLIC SCHOOLS REPORT
HUMAN RELATIONSHIPS EDUCATION

1990, 1991, 1992

SELF RENEWING CATHOLIC SCHOOLS

PROJECT TITLE:

Human Relationships Education

PARTICIPANTS:

Committee: Facilitator - Margaret O'Gorman

Validator - Harry Newman

P.D.E. Consultant - Margaret Ford

Staff Representatives - Denis Anthonisz, Sr
Anita Litwin, Gary Creevey, Cath Maude, Lorraine
Warland, Lindy Callaghan, Maureen Whiting, Lisa
Searle.

Parent Representatives - Lorraine Ford, Margaret
Gagen, Rosemary Haydock, Leanne Wrench.

Whole Staff

Parent Community

Student Community

HISTORY:

This Self Renewing Catholic School Project began in mid 1990 and was completed at the end of 1992. Because it was very much a journey for the committee, staff and parents it will be written up in the format of a 'story' of our journey, with a reflective/evaluative component as part of that journey.

CHARACTERISTICS:

Our broad goals were conceptualized within the six characteristics of a Catholic School.

<u>COMMUNITY OF FAITH</u>	<u>RELIGIOUS ATMOSPHERE</u>
<ul style="list-style-type: none">* to create an awareness of being a part of a wider parish community* to celebrate the dignity of each person within the community* to be tolerant of the individual differences of people within the community* to realize that we are all created in the image and likeness of God.	<ul style="list-style-type: none">* to maintain the dignity of each child* to develop the self esteem of each child* to celebrate the matching of achievements with goals* to see God in others

<p style="text-align: center;"><u>RELATIONSHIPS</u></p> <ul style="list-style-type: none"> * to examine our own attitudes and behaviour in relationships * to develop caring attitudes towards peers and others * to offer education to assist children in dealing with boy/girl relationships * to be open to the other person's thoughts, feelings and points of view in relationships 	<p style="text-align: center;"><u>DEVELOPMENTAL GOALS</u></p> <ul style="list-style-type: none"> * to enhance integration across curriculum areas * to instil in children the ability to cope in a changing society * to assist the development of the whole child * to create a balance between the purely academic and life skills
<p style="text-align: center;"><u>PARENTAL INVOLVEMENT</u></p> <ul style="list-style-type: none"> * to be aware of current thinking in this area * to enable parents to assist in planning of the program * to develop a bond between parents/teachers/children * to encourage involvement in order to build commitment * to create a feeling of ownership 	<p style="text-align: center;"><u>ORGANIZATION AND ADMINISTRATION</u></p> <ul style="list-style-type: none"> * to empower others to participate in decision-making and planning * to re-evaluate and change constantly so as to streamline policy and procedures * to affirm and to encourage people in order to motivate them towards higher achievements * to consult with stakeholders thus promoting ownership

GOALS:

The specific goals of the project are:-

PROGRAM:

- * The whole staff with the parent representatives will set the broad areas for the program.
- * The whole staff and the parents on the committee will work with a consultant to develop a school based program.
- * The staff will experiment with areas of the program with which they feel comfortable
- * The committee will review and revise the program evolved via the process above.
- * The staff will be supported via in-service and or consultants in the implementation of the program.

PARENTAL INVOLVEMENT:

1. The parents will be invited and actively encouraged to:-
 - * view resources
 - * attend a meeting to address trial programs
 - * survey the finalized program
 - * attend the launching of the program
2. Parents will be given the opportunity to attend adult education in the areas of:-
 - * sexuality
 - * self-esteem
 - * conflict resolution
 - * protective behaviour
3. Regular updates will be given via the P & F Meetings and the school Newsletter.

RESOURCES:

1. That resources presented reflect a Gospel Value System in a sensitive, accurate way.
2. Resources cover all aspects and topics of the program.
3. Resources are integrated into other subject areas.
4. Resources are updated and evaluated on a yearly basis.
5. Resources must present non-stereotype role models and reflect gender equity at all times.
6. Resources are available for borrowing by parents.

CHAPTER 1 - IN THE BEGINNING

In mid 1990 the staff discussed the S.R.C.S. model in printed form. We decided to explore it through In-Service with John McArdle. The Pupil Free Days 1991 were targeted for this In-Service.

Reflection/Evaluation

- * *The whole staff examined the S.R.C.S. Document. We found it daunting in the printed form and looked to in-service to give meaning to the model.*

CHAPTER 2 - THE PROPHETS PLANT THE SEED

John McArdle, Gail Spry and John Leyden led us in a two day in-service exploring the S.R.C.S. model in the Pupil-Free Days. The staff of Kedron, Northgate and Hendra joined us for the in-service which was conducted on a day/night format where meals, drinks and community were a feature. Parents from our school attended this in-service. All participants at the In-Service gave meaning to their knowledge by conducting micro-projects using the S.R.C.S. model.

Reflection/Evaluation

- * Parents and staff were equal partners in the process.*
- * The interaction with staff from other schools was positive.*
- * The informal, celebratory atmosphere was conducive to building a community of faith.*

CHAPTER 3 - CHOOSING THE RIGHT PATH

The whole staff was released under SCIP funding for a day, to be held at Lindy Callaghan's home. John McArdle was facilitator. Teachers shared their mini projects in small groups. Using the Catholic School Index individual teachers and parents identified areas of need in our school. Each of the S.R.C.S. models was discussed by the whole group and the preferred option was finalized. In the afternoon we once again broke into small groups and listed areas of need within the school associated with each of the six characteristics.

Reflection/Evaluation

- * Many fears were allayed through the clarification of the S.R.C.S. model.*
- * Ownership and willingness to be involved became evident.*
- * The Catholic School Index highlighted many areas of need in our school.*

CHAPTER 4 - THE BIRTH

The responses from Chapter 3 which covered the six S.R.C.S. characteristics were analyzed and a list compiled from these which avoided any overlapping of ideas. This resulted in fourteen possible topics for our proposed S.R.C.S. project. These fourteen areas were discussed at subsequent staff meetings and then prioritized, the result being the need for an H.R.E. program in the school. Staff volunteers were called upon to form an H.R.E. Committee as were parents at a P & F Meeting. Parents at this meeting were introduced to the topic by means of an informal talk and video depicting schools already involved in an ongoing S.R.C.S. Program. The staff invited Margaret O'Gorman to facilitate the program and Harry Newman to be a validator. Both generously accepted.

Reflection/Evaluation

- * The uniqueness of our program was established.*
- * Individuals were empowered to be responsible for much of the organization and initiation.*
- * Community involvement was heightened.*

CHAPTER 5 - MAPPING THE JOURNEY

The Committee listed their goals for our school's H.R.E. program. Once this list was formulated we broke into small groups with each group selecting one of the six characteristics of the S.R.C.S. program. We then listed our goals under the relevant characteristics to ensure that it fitted in with the S.R.C.S. structure. All this was done bearing in mind our school's mission statement.

Reflection/Evaluation

- * We determined the focus for our future direction.*

CHAPTER 6 - SPREADING THE TENTS

At a meeting of the H.R.E. Committee in June 1991 the areas to be targeted within the H.R.E. program were decided upon. These areas included - self esteem building, life skills, social skills, emotional development, ability to be proactive instead of reactive in areas of human relationships and skills to work out conflict. It was decided to make the general parent body aware of the work being done by the committee by holding a series of information nights presented by experts in the areas of Conflict Resolution, Human Sexuality, Protective Behaviour and Self-Esteem. These sessions were well received by parents. Parents were asked to return an evaluation sheet at the end of each session.

Reflection/Evaluation

- * The project began to take on meaning for the broader parent community.*
- * Parents requested ongoing education and support in these areas.*
- * We need to look to evaluative forms other than that of a written format in the future.*

CHAPTER 7 - COMPANIONS ON THE JOURNEY

One pupil free day was spent with Eleanor Davis as facilitator in inservicing staff and committee parents personally on the selected topics of H.R.E. which were:-

- * Centering*
- * Living our Emotions*
- * Sexuality*
- * Protective Behaviour*
- * People Skills*
- * Self Esteem*
- * Family Life*

Reflection/Evaluation

- * Personal and professional development took place for staff and students.*
- * The content areas of the program began to take form.*
- * Outside expertise was a vital catalyst in the formation and development of the program.*

CHAPTER 8 - THE GOSPEL IN THE CHOSEN LAND

All teachers and committee members met in their year levels with Eleanor Davis to look at objectives, teaching strategies, resources and evaluation in each of the seven areas our program was to address. This planning covered the four school terms at each grade level, and happened one night a week over nine weeks. From here some committee members plus the secretary and the librarian were withdrawn to collate and work on the resources and the continuity of the program.

Reflection/Evaluation

- * A need for better communication beyond the committee was heightened.*
- * A wider ownership of the program was fostered.*
- * Small group planning process was productive but hindered continuity.*

CHAPTER 9 - SPREADING THE WORD

The committee decided to present the trial program to the parents one evening as a social and educational exercise. The format of the evening was an introduction by Margaret Ford (E.O.P.D.E.) followed by a rotational arrangement of activities presented by the committee members and volunteers covering the main topics of the program. Other teachers acted as guides and were available to discuss the program with the parents at each year level. Class programs and resources were on display.

Reflection/Evaluation

- * The positive response by parents validated the H.R.E. Program as a vital need in the school.*
- * It was a valuable learning experience for all involved.*
- * The rotational format of the evening was an ideal strategy for a parent night.*
- * Parental response indicated the need for an ongoing parent group.*

CHAPTER 10 - DESTINATION BOUND

It was decided that the program would be printed in two ways.

1. a whole school program
2. a year level program

Trialling of the program began at this stage. It was felt that the printed program should allow teachers the opportunity to add to the year level program in areas they deemed appropriate. The format therefore was developed with this in mind. A committee group addressed this need by putting spaces within the program allowing teachers to put in written comments and thoughts. This revised program was then given to Margaret Ford for printing on the condition that it could be used in other schools.

Reflection/Evaluation

- * The year level program diminished the planning burden for teachers and heightened the possibilities for integration with other subject areas.*
- * A sense of achievement and pride was felt by all committee members on the completion of the printed document.*

CHAPTER 11 - CELEBRATING THE JOURNEY

The staff and parents celebrated the culmination of the Self Renewing Catholic Schools Project.

Reflection/Evaluation

- * The celebration highlights the manner in which the school community can come together to create growth and renewal.*
- * On-going staff evaluation and the involvement of the parent group will act as indicators for the continuing development of H.R.E. in this school.*

APPENDIX 13.

**TRANSCRIPTS OF SEMI-STRUCTURED INTERVIEWS
UNDERTAKEN BY MEMBERS OF THE COMMITTEE**

G. - Teacher

It's generally just my thoughts on discipline?

Well I suppose it is an integral part of the entire school. It is very important. I see it as being a two fold thing. I think that whatever we decide with regards to discipline has to have the support of the parents. Because I think that, I might be stepping ahead, but I think the idea that if corporal punishment is no longer an option then we've got to have something that is, I suppose a deterrent to children and it also has to be something that has the support of the parents too for it to work. I think that if corporal punishment is then I think that it's something that parents are made aware of the children's misdemeanours or whatever is an important option.

Generally I suppose it is up to individual teachers with regard to how they..... how they enforce such discipline but I think a general discipline policy is necessary. And I think all teachers and parents should be aware of the stages that children go through with regard to what is considered even a low level form of discipline that we can address through talking etc. but what sort of thing we might need to look at as a higher option. You know what I mean.

I'd love you to ask another question.....

Qs.

Well I find it quite easy to organise discipline at home. I just sort of get up and do what ever I want, whenever I want sort of thing.

Oh. I suppose in my experience of families, having lived with my brother and his family for quite a few months you tend to find that after a while what works with individual children and then you become aware of what is an appropriate form of punishment I suppose for that. But then I don't see discipline as entirely being just punishment either. I think discipline has got to be tied in with how can we positively address, as far as possible, discipline. Some would see discipline not being a negative thing. I think you can respond to something in a positive way at the same time also taking the opportunity to discipline a child but also mention the positive about that. Well you know, perhaps say.... they misbehave blah blah blah but that's not normally part of your make up to do that. So I think we probably, if we're going to do something along the lines that of a discipline policy etc., perhaps we could probably, it shouldn't read as something negative. I think its got to try and sort of incorporate that into it. And I think that through the parent involvement I think we've got to try and make that across the parents as well. It's got to be something agreed on in the home situation. Discipline falls apart or appears to fall apart if Mum says something and Dad doesn't agree with it and follow through with it. Similarly vice versa. That if Dad says something and Mum gives the lollies to the child behind Dad's back sort of thing. I think that well it's the same situation within the school. That unless it has everybody is aware of what the procedure is with regard to discipline or ideas with regard to discipline and we don't have the full support of everybody involved then the whole discipline process and that includes the children too that they understand what the consequences of their

actions are, then it will fall apart. So you have the children involved, you have the parents and teachers aware of what we're all going to try and achieve and you also have the parents aware of what teachers are going to what responsibilities they are going to assume.

Qs. 3

What my role in the formation of it is or?

Well I ... from a personal point of view I suppose, within the classroom setting, it is always nice to know thatwhat my options are with regard to discipline and I wouldn't like to think that I was limited just to having to talk to the children all the time. I think that there's an occasion when there needs to be some other form of discipline available whether it be a withdrawal room or something. Whether it be a comment ... a discussion with parents or whatever it is but I think that I, I need to be aware that I do have other options. I think also from a teaching point of view it is important that you have the support mechanism because there are going to be occasions where behaviour you might get in a classroom may get to a stage where you feel as though you've run out of options. So I think that you we've got to sort of ... have some sort of support mechanism set up to ... to assist teachers in that respect. I don't know at this stage what that support mechanism is but I should imagine the administrative staff would have to sort of have some ideas or some sorts of regard to that as well but also the teachers aware that - Well I can turn to or it might be a peer situation with another teacher or along those lines. I would probably see in my self as one of a group having a responsibility. So I suppose being the adult ... I suppose that's where the focus is ... deciding what will provide the best learning situation for the children not only the child being disciplined but also what is best for those around. Because quite often if we harp on one particular child all the time it is not that child that is suffering but the other 29 in the class that suffers.

Qs.

Discipline for this school? When I first came to this school I'd been in the situation where corporal punishment was an option and even though it wasn't used nearly as regularly in the last few years I was there, there was a situation where it was an option. There were quite a few behavioural problems etc. so I don't think anyone sort of felt awkward about using it as an option. I came here and it wasn't really an option and it has been quite easy to it hasn't really.... as far as I've been where my own teaching it hasn't been even a consideration because it hasn't been I can't even think of an instance where I considered using corporal punishment. Which I like in myself but I also believe that if there has to be some deterrent that children are aware of is a possible option you know within our school situation that that possible option was corporal punishment and yet I think out of the 400 odd children you have here I don't know that anyone has actually suffered. All the children would have been aware that that was an option and of course if it did occur, if it was some very serious thing. I think we need something to replace that but something that the parents are aware of, something that the parents support.

QS.

For myself or for the children having.....

I think there's always the first step. The first step with is obviously a very serious thing straight off but the first step should be to try and appeal to that side of the children so in most cases with these children usually you can appeal to that side of the children by simply addressing it and talking to them and most of them be made aware of where they've gone wrong. So I think the first step if we do have some sort of step situation within our discipline policy then I think the first step should be something that engenders looking at bringing up that self discipline. And then of course, obviously you're going to have children who go past that. They are going to be given that option and be spoken to etc. and then they are going to go on and you know it's not going to work the second time. You can't always be appealing to their self discipline because some children it would seem can't control the way they behave sometimes. I assume then you have to go one step further.

Qs.

I would hope that it was very clear as to what would be acceptable in school and what wasn't. So that way I'd be fully aware that when I did get in trouble that I knew that I was getting in trouble because of this. Not because I felt that the teacher was picking on me or something like that. So that there is a definite where possible a definite yes or no situation. This is allowed this isn't allowed. And that way if I did something you know that wasn't allowed then I would be less likely to get upset and brood about it. I would like to think that if I did make a mistake that the teacher would probably talk to me about it first. Even though that mightn't be in my thinking initially but I think that if it were made clear at that initial talking about it that if I sort of transgressed again then something else would occur. I think that if that were made clear then I would understand then that if I mucked around again or did something wrong. So I think probably making it clear to teachers and parents and definitely to children; right this is acceptable this isn't acceptable. And if it is not acceptable then we're going to have to look at some sort of consequence.

Qs.

Fairness. Both sexes. I don't think that corporal punishment was particularly fair in that respect. Fairness for year level. I don't know that we can have the same forms of punishment across just a general thing for the children. What is appropriate for younger children compared to older children. Relating back to what I said I think that one word, two words are important. Definite Outline. Definite rules and regulations that everybody is aware of. I think that allows the fairness then so children and everybody can understand why they're getting punished and why they're not.

SD - Parent

Qs.

Well, Firstly I think children need to know their restrictions. I think they like to know their restrictions. I think both at home and in the classroom you have to sort of state at the beginning, what you expect. How, what you're level of discipline will be. Your expectations of them. Once they know that they have to know the boundaries. And if they step over those boundaries there will be some form of punishment. I think they like to know the restrictions that are placed on them.

Qs.

Well as the boys have got older of course it's changed. I'm one of those who believe that a good smack on the bottom doesn't hurt. Even though they're abolishing that. I think that in the younger years just a smack, I don't think that hurts at all. Along with reasoning once again making it clear what you expect. As the boys got older of course smacking doesn't do anything anyway. Just hurt my hand. So I don't do a great deal of that anymore. But I'm not adverse to that. I don't think it hurts if it's instant. So punishment has to fit the crime of course. Depending on what they've done how severe the punishment is. And I think just consistency, is the main thing. And at home it has to be father and mother together so that they stick together so that they don't play one off against the other.

Qs 2

With the class. I sort of lay down what I expect - manners, and consideration and all that sort of thing. You know, respect for others and so forth. Hopefully if we work together on that there shouldn't need to be a lot of discipline if they respect my beliefs and I theirs sort of thing. I believe that any disruptive influence should be segregated in the class. It only takes one child to set off a group of three or four you know and they get out of hand. If you nip it in the bud by a bit of peer pressure occasionally. I just really believe just letting them know that you won't take it and that either ... you know some work at lunch time or going without or giving up something they would enjoy doing. Not art or something like that which is part of the curriculum. I don't believe that they should miss out on things like going swimming or things like that. That's part of their education so I don't think that helps. But peer pressure helps a lot especially in the upper grades.

Qs.

Consistency. I think they need to know as a whole what the Principal expects, Deputy expects and that each class teacher whether they're their own class teacher or not is to be respected and that their rules whether they change or not must be obeyed the same as their own class teacher.

Qs.

I'm not scared to do it, to discipline any of them. And I think in the long run they respect that. I don't restrict it to my own class or to my own boys at home if I've got visiting children there you know. I've got my rules that my boys have to live by so anyone who visits (including husbands); I expect them to abide by my rules.

Qs.

Consistency. I think they need to know why they're being disciplined. They have to know the reason they're being punished. If you say something like - No T.V. or something and they don't really know why you're not achieving anything. So I think really consistency and sticking to your guns. Not changing once you've said something. Not changing your mind.

Qs.

I think all kids want to know their boundaries. You know they also want to get away with things if they can. Fairness. Consistency in relation to just them but also fairness you know : "If I do this and get into trouble. If he does it he should get into trouble too" Most of them don't like discipline at the time of the incident.

Qs.

Consistency. Fairness. They need to know their restrictions and limitations right off, straight off.

M - Teacher

Qs.

I guess when I first hear the word Discipline the word that springs to mind is punishment, for some sort of crimes I guess if you think of it that way. That's what first springs to mind but initially it all comes back to a belief of what you're asking of a person or a child. To see that the way they're acting might be hurting someone else or putting other people out in a way that is not good. Like for my own. For my own personal experiences I didn't come from a big discipline area of approach as far as I know. My father was the disciplinarian in the family and having gone to a private girls' school, run by the nuns everything was set. There were certain rules which you didn't step out of the boundaries and if you did, you were punished. They were really figures of authority and I think that it is important that there are figures of authority who do have the ability to set some sort of standards and maintain that standard. That's really important that once the boundaries are set someone knows they have the security by knowing what sort of actions they are allowed to do and that if they do step outside those boundaries there's a good reason for them having to take some sort of punishment or complete some sort of activity or something like that which is seen by a figure in authority as appropriate for the situation and I feel that being appropriate is very important as well. Whether it is parents or teachers or whether it is the police or whoever. It is important that certain rules are followed so that everyone is happy in the community and everyone has a fair chance. So bringing it back to the classroom, I see myself as a teacher as the disciplinarian in the room because I'm helping those children grow in a way that favours all the kids. And stick by the school rules that are set by all of us together and those rules also come from our own belief of how we should live our lives. And with the Catholic ethos as well that certainly reflects the way we believe here that we live our lives. Whether it's the same at another school varies.

Qs.

I think that at home parents are definitely the authority or disciplinarians but there are a lot less rigid boundaries because we've got fewer children and you are able to work so much more with that child's personality and from where they're coming from and within a family setting it is really important that the kids have respect for their parents and so that the parents have to be able to step in and say: "That's not right. If you continue doing this then I'm going to have to get you to do this because you're upsetting the order you're hurting your brother or whoever."

Qs.

Oh yes definitely. There's got to be love there. That the child knows also that they are comfortable with what they've done and know that their parents and teachers or whoever are going to consider them a special person regardless of what they've done and that it is for their own sake. Because their parents do love them and care about what will happen to them that they are asking them to do something different or punishing them or whatever it may be. There're lots of different forms of discipline that's involved.

Qs.

Well I always like to establish with the class the rules that will be our rules for the year. I don't make them up myself. I talk to them about them. A lot of them I know exactly what I want but I like them to be able to feel comfortable. I think it's really important too that if the situation does crop up in the classroom that all children know if needs be that that's happened and why you're going to act in a certain way and that you show that you are as fair as possible that there's no delineation between boys and girls or the child who does the same things fifteen times a day rather than the child who does it once a day. That also, that it is important though that will take in these individual differences of each child so there will be times too where something may happen that will not effect the rest of the class and if they don't need to know about it so in that case you have to be very flexible in how you treat any situation that comes in but that kids must always see you as being just and fair . But still caring for them as well. It's the only way to go. I think they accept that.

Qs.

Well, depends on the situation doesn't it? It is important that they can see some sort of correlation between why they are being disciplined and what the discipline is. So if its throwing notes in class then it has to have something to do with the notes that you would use as a discipline.

Qs.

That's a hard one.

I think discipline at this school is really good. It is important that the whole school is able to have some sort of flexible initial plans so as to what would happen if something did happen. What if this, then that. And we have a really informal way of doing that at the moment rather than a formal structure. Up until now I've never really thought a formal structure was necessary but as we get more and more kids with discipline problems in the school it is becoming more and more necessary. And I can see that this committee is a way of getting into place those sort of structures everyone who's involved having some sort of input which is really important too.

A lot of schools have rigid routines of having withdrawal rooms and stages of different behaviour and as to how bad it gets how long you spend and that sort of thing. I'm not necessarily keen on that because I think that it doesn't necessarily take into account each child's individual differences. You have to be really careful that everyone in this school is able be flexible enough so that the "crime" really justifies the punishment. The withdrawal room works really well or so I've heard from many people.

So there needs to be a process but people should act upon it differently. You know there should be an agreed to process but teachers should have you know the onus so as to determine where the kids go into the process.

That 's right. I think that from stories I've heard from other people from teaching in State Schools that we in the Catholic Schools have either a better approach to discipline or that perhaps that we've been lucky enough to avoid having any over-abundance of difficult discipline problems and that perhaps that really contributes towards it. I tend to think that from everything I've seen here the parents are very very involved and they really care about their kids and because of that their kids are more secure in themselves which I feel makes them less likely to be a discipline problem and that the parents are really backing them up all the way so if something happens it doesn't really get a chance to get out of control before the parents are in there wanting to know what's going on and quite prepared to step in and distribute any sort of discipline they think is necessary so that their child is working to the best of their ability.

Qs.

Figure of authority. Flexibility in administration. The need for structures that allow people to work within them.

Qs.

I think that's really important that we're aware of fostering a child's self-discipline and that as a child grows they're allowed more freedom to make their own decisions but I think its also that it enforces decision making accompanied with self esteem, things like we've influenced in the HRE program really help in that respect because different kids develop at different ages and self discipline is necessary as an adult. There's just no way around it and with so many different things happening around children these days there isn't a lot of need for self discipline in initial years. What I'm trying to say is that they're not as capable of developing self discipline as maybe 20 years ago because their environment has changed, their culture has changed. I don't know whether that's a good thing or a bad thing. I really see a need for us to have a program so we take us through these decision making techniques. I guess the moral standards of people have declined so much in the last 20 years or so that it really shows and that there are so many other things that can influence a child, so many bad things that are so much more accessible now than they ever were.

C - Teacher

Qs.

To me discipline is . Can I start again. I didn't think it was going to be like this I thought you'd give me a question and I'd say yes or no.

In my classroom I see myself as the authority figure and I think people have to learn to respect authority and so I expect the kids to do what I've told them to do. You know I tell them gently but I expect them to do what I say. Can you lead me on....

Qs.

I was brought up on a real hierarchy. When we had that family get together it was interesting that you know some of the younger ones were complaining that I ruled with an iron fist. You know that Dad ruled and then I ruled and then not that I necessarily think I'm like that but that I must have been because I fitted into that role of where what I said went. But I suppose I'm not like that in a classroom. But at home I haven't got any children pretty much the same I think. If I say to them to do something I'd expect you know I'd like to give them the skills to be able to communicate with me you know sort of thing. Or if they disagree you know, I'd like to be open to, in a proper sense to listen to them.

Qs.

I think what the kids need is a lot of self discipline. I think we've got to facilitate that in some way. Just general discipline around the playground. I think that the kids have to realise that there are consequences to their actions. I think that they have to know what's at the end. Today a lot of the Grade 7 boys were, you know, I told them to sit down. They wouldn't sit down. I told them again to sit down. They have to realise that you know they're making choices and so if they make the wrong ones there's consequences to them. Maybe sitting outside the office isn't that drastic but at least it is some consequence.

Qs.

Yeah I think so. Even if it's like a time out or writing notes, progressive notes to parents is something. Like in the classroom, I've done that with a couple of troublemakers. You just write them daily at the end of the day just write you know... "Well behaved today" something like that. I feel the kids have to own responsibility.

Qs.

I suppose I need skills to deal with children that work against it. I haven't had trouble at this school with the children in my class. They have been really good. I know that like if I put myself in my last situation there were a number of children in just about every class I taught and I don't know that I dealt with them well enough. You know ones with real emotional problems, the real attention seekers. I suppose I need more skills to deal with those sort of children.

Qs.

Definitely consistency. You know like if some other kid got away with it you'd think like I suppose that comes down to fairness too. I think kids will accept discipline and they know that when they've done the wrong thing. I just think they do need that consistency. I suppose that's why you might need that structure where you know they can see in front of them what's been happening.

Qs.

To a degree working together. But really it's doing what they're told. But being able to accept it and understand why they're doing what they're told. I think there's a lot of preamble that goes on before it. You know I'm saying I expect them to do this and still when I tell them but that's like coming up with class rules and discussing them together. They would come up with them so that they can own them.

Qs.

I feel the kids have to feel secure. Some kids have trouble with discipline. Often they're the ones with the hard background I suppose they need that little bit more understanding but there again there's the consistency.

P - Parent

Qs.

Discipline from a parental point of view, as a parent I think of discipline in my own family, where I believe if I'm I've been responsible for the discipline of my children and teachers are only there to support what I do. I think that disciplinary nature is started at home. So I feel a great responsibility as a parent and as far as methods of disciplining at home I'd say I was a fairly strong disciplinarian. Not physically but a strong disciplinarian. What I ask for I expect at home. So as a teacher I suppose I take a lot of that, of my beliefs at home to what I do at school. I believe that the children need to have respect for authority. Need to have respect for their elders whether it be a person who's one of their peers in school in Grade 7 or High School or an adult. There has to be a certain amount of respect for someone who's older and more experienced than he is. And that's probably the basis of my disciplinary approach. Gee wizz. You want me to give do you want me to give you a sort of definition of discipline?

A definition of discipline. Well ... a method of making a child ...do what you want him to do. To a point. I suppose a system of operations a system of operating in a social setting is discipline operating effectively. Where a parent's concerned a child needs to be disciplined to be able to operate effectively and operate in that within that group to achieve an end result. Whether that be result a result being educational or whether the result be to eat your dinner. There is a purpose to all we do and there's ways and means of going about it and its all got to be done in harmony.

Qs.

Self discipline is extremely important I believe that every being has to have an awareness of themselves and their own limitations and their own expectations of themselves and through that you've got to discipline yourself to achieve any goals that you wish to achieve. Everyone has goals and you've got to do that in some sort of planned manner. And that involves some sort of discipline. I reckon that self discipline also encompasses self evaluation. Where you evaluate yourself as far as how you believe you're operating in a particular system.

Qs.

Absolutely. Yeah. And that really hits home to me with my own son who is a kid who really can't operate under a system unless he feels he's wanted and is loved by the people around him. All children need that. All children need to operate in a system where they are wanted, they are loved. I really believe that as being true.

Qs.

Okay. I need also to be loved. I need also to be cared for. It's got to be a two way thing. It can't be the all powerful giver of discipline and all punishments that go with it. It's got to be a two way thing between adult and child, adult and adult etc. So I need that , I need that love. I need communication. There's a need for communication between all parties involved. There's got to be a lot of talking going on and you know just within my own family setting we've got to believe that we've got to communicate. So as far as any family or any parent I believe number one priority is to sit down around a table and talk or whatever.

Qs.

I like to know where I stand . I think a kid's got to know where they stand and where they stand in the system matters. From day to day they know exactly what is expected of them. If I was a kid and as long as I knew where I stand, what my parameters were, I could set my goals accordingly. And accept my pattern of behaviour.

Qs.

Well I think that everybody needs to be informed of some sort of policy. I'd love to see everyone informed about procedures about what expectations are of the children about what the school rules are. That's not to say it's not happening. Yeah I'd like to see a community pulling together to achieve some sort of policy document and to work to a policy document. And to implement that policy document.

Qs.

I have reservations about that out system that you're talking about. We renamed it by the way. Have you heard the new name for it? The Partial Displacement Theory. I have reservations about it. We we're using it in the present situation I'm working in. It's a lot of work to the teachers in making sure the kids who are partially displaced have not missed out on anything. So in a way it's a two way punishment. It's a punishment for the child and a punishment for the teacher in some cases. That's one of the negatives of it that I've experienced myself. The positives of it though. It has to this out system has to reach an end point where a child is placed say to the back of the room and then to the door and then the next step is hell sort of thing. The good thing about it is you involve parents in some sort of goal setting approach with child, parent, teacher. And that has to be written into the document. That would be the way Queen of Apostles would go. Where parents can actually come up and work through a process. It's not just a lah de dah name full of the collaborative thing and pay no heed to it. It's got to be done properly. So there are a lot of children. And I know in my situation there's a few children who if the out system was used you know to the letter you would be having to interview the parents on a daily basis. This is just not workable. But at the same time you've really got to have a system where the parents are involved.

Qs.

Trust. Love. Affection. Concern. Respect. Consistency. Goal setting.

L - Teacher

Qs.

Denis this is really putting me on the spot. Discipline. Well its something that's necessary in the school. I don't particularly believe in corporal punishment. I think children should be it doesn't always work in schools but I think children should be given choices and if they make the wrong choice then they have to face the consequence of what they chose. If they chose the wrong choice then they have to accept what they did. But I mean that's very difficult, I think in a whole school situation it's more in the parent line.

Give me some leading questions. I read a bit about Glasser and I do like his ideas. I've put a couple of those things into practice in the classroom but I do like his ideas. I like the idea of a withdrawal room and things like that.

Qs.

Yes. Yes. Yes I do, definitely.

And I think that the children should know that there is a process in the school that is adhered to once it is set into action. Oh. Yes. Yes .. definitely. And I think parents are looking for discipline these days because there seems to be such a lack of it that I think they would welcome a discipline policy with open arms really.

Qs.

I think we don't have any disciplinary problems. And the way you handle it is quite satisfactory. I mean there have been a number of problem children but the way you handle it has been fine. And we always know that if we've got a problem in the classroom we can always come to you if need be like last week.

Qs.

As I said before. I think there is a lack of discipline. And I think that parents coming through today need parenting skills and part of those parenting skills is to teach them effective ways of disciplining children. And I think they should back up what we do in the school. So if we develop a discipline policy maybe it would be very effective to have a parenting program that linked up to go with it. Some of them just are clutching at straws saying: "What will we do next with this child?"

Qs.

I'm a very self-disciplined person Denis you know that. Oh me and my big mouth. What do you mean about self discipline?

Oh I think it's very important. It's in your whole development. I mean if you haven't got self discipline the way you lead your life could be very erratic. Yet, people can be over disciplined, can over discipline themselves and put too much stress on themselves. I can see a discipline policy and HRE program

overlapping and children could be taught self discipline and the consequence, all those sort of things. Yes it's very important.

Qs.

Oh. Well I think that they've got to display a sense of discipline within themselves. They've got to set an example for the child. You understand what I'm saying now. And I also think there should be a balance in the home. If you discipline, your partner should back you up in what you do and not go against you. I think that's even important with the teachers in the school. That we have an overall understanding of where discipline is in the school and that we will carry it out relatively uniformly.

Qs.

My mother never disciplined me. Right I would like especially love. If they're being disciplined they should also know that they are still loved. That they shouldn't be played one off against the other for example. If one was naughty the rest would face the consequences because of that sort of thing.

Qs.

Eight key words for discipline. You mean like Conflict. Resolution. Balance. Oh God. Key concepts. Understanding. Love. Consequences. That's really hard when you're put on the spot.

A. - Teacher.

Qs.

Well I think it's important. I mean you've got to be consistent in whatever you do. Wherever it is. You can't sort of change and chop. I know I don't always stick to what I say but it sort of I think it is very important. In school the kids need to know where they stand and they sort of need to know how far they can go and there needs to be consistency in whatever you're doing. I mean you know I mean I also tend to sort of tend to agree sometimes a good smack on the backside doesn't go astray especially with kids who you've tried everything else with and sometimes I found once you know a few times that's all I've done is once a smack on the seat and something has changed. And there are a few others that no matter how many times you smack them nothing works so you've got to change to another way of trying to get through to the child.

Qs.

Yes. It sort of gets to the stage when you think what am I going to do. You can't smack. The way we have at Chuter Street. Sit under the school. That doesn't work. Or even behaviour in the classroom. I had a child last year. What do I do I've tried everything. I don't know what else to do now. So there has to be something that the child knows so when he sort of oversteps the mark this far this is the next step and it's worse than the step before.

Qs.

In some cases, Yes. In some depending on the child and the situation. If we've tried everything and it doesn't work, the parents have to come into it. Sometimes like just sending the child like even just to you Denis, when you come around, or to one of the other teachers is all that it needs because he's either embarrassed and it isn't the reason for sending him or otherwise you'd strangle him or something. Yeah. There needs to be a process. The teachers need to know where to go when they reach a stage and a child knows when you've reached your final stage now the next one is the punishment. Not so much the punishment but this is what we're going to do. And he knows he has to know or they have to know the consequence of their actions.

Qs.

Oh the same thing. You have to be consistent. There has to be consistency between both parents and the child also has to know how far they can go. There have to be rules and there has to be some kind of a base line that a child knows they have to go above that and they know what the consequences are going to be.

Qs.

That's the hardest one.

Qs.

That's the other thing. That's the other thing that they have with children all these you know the person themselves have to be able to discipline themselves. They have to sometimes I don't know if give in is the right word but they have to be able to learn ways of disciplining themselves in whatever area whatever function whether it's in play or work or whatever. They have to learn ways so that as they get older they know how to.

Qs.

I think the greatest one I mean I found that last year, not knowing where to go after you've sort of tried everything you know. You sort of yeah I think that's the hardest one. You've sort of tried everything and you know people have suggested things and it doesn't work and I know there've been many times especially last year that I've sort of not only last year but a few times when you have a difficult class you think if I only knew how best to help this child so I'm not frustrated and he's not frustrated. You don't want to hurt or harm the child but you know that something has to happen and I think that its not having a process probably of knowing where to go or who to get help from.

Qs.

Well I think it's the same thing. Consistency. You know ... If I do something wrong one day and I got belted for it and the next day I did the same thing and Mum or Dad didn't say anything and I think that's where the problem comes in. If there's no consistency then the child gets mixed up and I think the same thing with school. If there's no consistency.... I mean I'm that way too. I do something and somebody doesn't pull me up and next time somebody pulled me up for doing the very same thing. You sort of you don't know what it is if he's had a bad day or you did something really wrong.

Qs.

Yes. I do and I suppose because of the way I've been going at our children to try and keep them quiet on the verandah we sort of had a little HRE thing today about it. That sometimes I look like because I care about things doesn't mean I don't care I want them to be considerate and kind to others. Yeah I think that's a good thing.

Qs.

Well I go back to consistency. I mean I know I find it difficult sometimes at school when we sort of say something and then not all teachers always are consistent in it and I know a few times I've almost blown my stack because I sort of try and get the kids to be quiet and the teachers are talking in the background and it sort of shows you, it's sort of telling the kids something different. So we change tack Now if you're quiet you're going to get a surprise at the end of the week sort of thing. But I feel if everybody did it then there wouldn't be one or two teachers who always seem to be the ogre in the second term you know sort of thing.

Qs.

You'd have to be firm and consistent. Kind. Having a standard that you can reach. Having set standards that they know how far they can go.

S - Parent

Qs.

Discipline means to me I did try and read about discipline but it all went straight over the top. Discipline I suppose trying to get children or anybody to be responsible for their own actions. That one action ... action and interactions have consequences. And that if the consequences aren't acceptable then they have to be responsible.

Yes. Well we did discipline just the other week or at least at the end of the year with HRE. So I pulled out all the bits I had photocopied and read through it and said Yes. Yes. Yes. Discipline seems to change from one age group to the next age group. What I can apply to my 3 and 4 years olds I can't apply to a 6 and 11 year old because its worn off. So I find threatening with a wooden spoon is fine for juniors but talking seems to be a better form of discipline. And getting your point across with the heat of the moment. So having a time out period and then coming back and talking about what the problem was or what discipline is for and then having them understand what they did was wrong or unacceptable or whether it hurt somebody and then deciding if they usually agree then whatever I've done is fair.

Qs.

Similar to being at home and there's a set of rules that you have to work with, it doesn't matter whether you are at home or school at work on the street. There are rules or laws that we all have to work with that are acceptable or not acceptable. So discipline just sort of fits in there.

Qs.

Yes. I think that's very important. I think it's important for the parents as well to know what the system is. To know what the steps and the procedures are. If step 1 doesn't work then go to step 2 and if it doesn't work you go to step 3 and so on until we find some form of discipline that works for that situation or that particular child.

Qs.

Yes. Because we are all individuals. Each situation is probably still individual even though they can be similar it all depends on personalities. A lot can depend on home life and so all avenues would have to be looked at, each situation if it be an ongoing thing.

Qs.

My needs. I suppose to be fair. To discipline without I suppose the fairness to be not uninvolved without taking a really personal it's hard to explain isn't it to be discipline without being really emotional on my part. You know I like the time out for both. Cause usually I need to cool down as much as they do and sometimes in the heat of the moment the discipline can be a lot more than need be if you haven't thought about it or thought about the

whole situation. Discipline for one often involves more than one person and the reason and the motive behind the action is important.

Qs.

I think that whoever was disciplining me was willing to listen to my reasons for whatever happened. You know. Don't come the heavy with me if you haven't listened to my side of the story. It was somebody else's fault. So I think listening and talking it out first and asking some questions is important.

Qs.

Yeah. I think they have to be accepted for themselves and not for their actions. That sometimes their actions were provoked so its not a reflection of themselves often. They're not always like that or it was just circumstances that made that happen. You have to say: "Okay I still love you. I don't like what you did but I still love you as a person." Yeah. That's very important.

Qs.

Love. Motivation I suppose. What the situation was. Communication. If there was a lack of it or a need for more of it. Communication. Motivation. Understanding. Sympathy. Maybe putting yourself in their situation and trying to see what your reactions under the same circumstances would have been . It might not have been acceptable but may have been a fair reaction to the situation.

L.D. - Parent

Discipline means to mean that my child is taught right from wrong that if there's a situation where other children are egging them on to do things they will have to know not to do what somebody else does and they will have enough stock to be able to join in socially and at school and to lead a happy and social life.

Qs.

Discipline at home I think its very important. I think it's also very hard for the child. Really making what I expect her to do within reason what she is told if not she is punished. But mainly at the moment we're taking TV away. I do get cranky at times I admit when things get really bad then it's a smack or something. But I expect her to live up to normal expectations of living.

Qs.

I feel that each child has a right to come to school and to be able to learn that if they're disrupted by other children or that child disrupts the class I feel that they have to be disciplined. I expect a fairness for each child in the class that they get a proper education that they are able to listen without interruption by other children and to be disciplined in such a way that they behave as they are expected to behave. And I feel very strongly that there must be some sort of discipline to make them behave. Like if they are being bullies I would expect my child to be chastised and some punishments. If they are being bullied I would expect something to happen to the child who is doing that and as I said the same thing with school. If they're disruptive I would expect if it was bad I would expect to be told about it and to expect to work in with the teacher to be able to do something about it or to be told where I can go to get some help for that child if he needed the help. I feel that point very strongly that some children do need extra help and I feel that parents sometimes do not know. They get to a stage where they just don't know where to go next. I think they need information on that and I would hope that between the teacher and us that we could work it out.

Qs.

I feel that the children I'm sorry myself that corporal punishment is out. I don't think it should be used everyday but as a deterrent I think it is wonderful. I do feel now that we haven't got it that it's going to be very hard and I think that there should be a way that the children can be what's the term that the teachers can work with the children. They tell them the rules. They stand by the rules. If there's something wrong. If they do something against the rules the children should know about it. That they should have a certain punishment for that and it should be carried out. I think that if there is something serious the parents should be consulted. I think if there's a serious problem that is repeated over and over again I think that the children have some sort of access to some sort of counselling because there are children that no matter what you tell them they repeat and repeat. If it's serious disruption or serious offence I feel those children do need help and I agree that they should have some sort of school counselling. Not so much that they have to go off to a counsellor because I think that would frighten a lot of parents but I think that if they can work it out through the school somehow that we could get someone to help these children and with the parents work in with the parents.

Qs.

Yes. Extremely because I don't think that without self discipline you are going to get ordinary discipline. I don't really know how it is going to work because the teachers have got a lot on their plate and I realise that it could be very difficult. I mean extra time spent on that sort of thing is going to be difficult. But I'd really hope that the parents and the teachers could get together to work out some sort of system where the kids that really needed help got help. Not just say to them all don't do this and don't do that. Or I'll tell Mum or I'll tell Dad but really got the help they need and I don't know how. I'm sorry. I don't know how.

Qs.

You mean as far as the discipline that we give our child at home? I think it's very, very difficult. Sometimes you tend to let things go too far before you do something about it. I'd find that's my hardest thing. Like I say ... sometimes I get so violent I whack sort of thing. I think as long as they've got respect and they're behaving in a socially acceptable manner I think that's all you can really ask of a child. I don't believe that you should be at them and at them all the time. I think if they've done something wrong one or two days then that's it. You don't go around all day saying you've taken away the television. It's off and then you go on and do. That's it that's finished. If you smack then give them a cuddle in two minutes time. Send them to their room for a few minutes. Okay. Then they come out. You don't go on an on about it.

Qs.

I would hope I would like to be happy and be socially accepted I think.

Qs.

From the discipline. As a child I would like to know how far I could go. If I go past those guidelines I would want to be let known about it. I think a child needs to know exactly what they can do and what they can't do. I would expect to get into trouble. I would think I would probably be frightened but I would hope that I could still talk to my mother and father and tell them if there are any problems or if I'd done something wrong. That is very hard for a child sometimes. And really that's all. As long as they know their limitations. They know what they're allowed and what they're not allowed to do and they can talk ... I think communication is very very important.

Qs.

I don't think that you can separate love and feeling comfortable with children. I think love is the most important thing. I think if you haven't got love you wouldn't bother disciplining your children because you wouldn't care about what they did. And I think it is also very important when you are disciplining them that they know that you love them and that if you have to explain to them exactly why you're doing something. But soon as it's over show them that you still love them. It's not smack smack go away. Talk to them about it. Show them that their 10 minutes is up or your half hour or whatever in your room or

whatever it is. A big cuddle and always let them know that you love them. I think that's the most important thing.

Qs.

Well. Love. Happiness. Because I don't think they can be happy unless they have the discipline to control themselves to a certain extent. Social acceptance I think is very important. I also think that they will try harder if they have the discipline. The way the world has become with all the crime, the young kids that are getting into trouble and very young children are in heaps of trouble. I think we've lost the respect and we've lost all the self discipline that comes with it. If we had the discipline, self discipline and respect I feel that this world would not be in a mess.

B -Parent

Qs.

To me it's a really really important factor particularly at school because to me it's a back up other than at home. They're here probably more often than they are at home. To me it's got to be a back up for what I'm instilling at home. At the moment I'm a back up for what's instilled in the school. Because I'm looking at it from Phillip's point of view where I expect I possibly am an important part in his schooling. With his problems directly I need to know at what what I expect him what will happen to him given situations where he could get out of hand for the teachers. So I suppose to me its a I want a list of guidelines. Also so the kids know when they come to school. This is what happens, this does not happen. A lot of children don't have any sort of discipline or not strong as other people. But in an area where there is schooling they must learn that there are laws or whatever that govern you when you're in area with a lot of children. And if you don't abide by those things well then there are consequences.

Qs.

Well I don't . It's hard. I suppose 50% of the parents at home are still very strict. 50% aren't. I know for us personally it's very difficult. I look at others and think: Well maybe he's not so bad. But then I know . I watch him and how he plays up with his teacher and I really ... I'm really interested to see and I want to know exactly what happens to him and how it is dealt with at school and how that either agrees or conflicts with what we do at home. At the moment I'm going to enrol in that course simply so what where ... I think he's getting probably better discipline from Lindy or she's got her guidelines where at home we don't. We conflict a lot on our ideas so now I want to take what I'm going to learn at that course and put it into effect at home. So what he's learning at school, what he's getting there is the same dealings as what he's getting at home. So we approach areas of discipline the same way so there's the same continuity.

Qs.

Yes. Because on some children you can't do that. You could say: "Oh well Phillip you'll have to go into No. 5 instead of No. 1 because No. 1 isn't going to suit him." But then another child, someone with a timid personality No. 1 would be just great.

Qs. Oh yeah yes yes. I suppose you learn that as a parent don't you that you are disciplining your child for love not for the sake of you just want to beat him around the head. You are doing it so they learn they learn they must love and respect other people. That's part of the process. To love someone else you must respect them and their property so you can't just go out and do what you feel outside in the other world. Even though you might do that at home. The teacher also has to confront the situation with those things foremost even though no matter how horrible the child has been speaking for my own child I know that they can really you think, "Oh you horrible little so and so" but it's also someone else's child and you must approach it with those

things in your mind. That child has to be disciplined. That's all part of the umbrella.

Qs.

I see you mean from a teacher's point of view. From a parent's point of view. I suppose as a parent you've got to have a willingness to learn to have all avenues available and open to you. I mean you don't get taught. No one teaches you how to be a parent. And I find now that I'm grasping at any situation that I can grab and learn from it.

Qs.

Well I suppose understanding I think. But there again it comes back to people. An awareness of the personality of that child which is really difficult. I mean if it's a class teacher she knows what her children are like but a teacher out there that saw a child kick somebody else or whatever doesn't necessarily know the personality of that child or that say in Phillip's situation, that he had problems and that maybe part of the fact that he may be completely out of his tree that day and not have any awareness of what he's doing is wrong.

Qs.

I suppose I well I if I was him I'd expect to be confronted first and then possibly a compassionate way first to ascertain the situation. I'd expect the teacher to approach me sort of. What did you do? Was that wrong? Once that has been sort of ascertained by the teacher then I would expect some form of punishment. Don't even ask me on that one because I know now for instance Phillip gets sent to Sister Anita all the time. Go and visit Sister Anita and see what she's got to say. How does one deal with a child like that?

Qs.

Understanding. Compassionism. Is that a word? I suppose there has to be a certain amount of loving. Self discipline, awareness must come into it. The learning of right from wrong. Respect I suppose teaches a child a bit as well. To understand or learn about Christ you learn what's right and what's wrong. I just feel there has to be I mean the other day for instance, I got mad at my son ...He said, "You're not the boss of me!" I said, "Who is?" He said, "Jesus is." How can you argue with that. So I also found that there was an awareness with him. The parent is not necessarily in control.

B.Q. - Parent

Qs.

So. You've really asked me two questions then. "What is discipline to me?" Then you asked "What is the importance of discipline?" Which one would you like me to do first?

Qs.

To me discipline means order, control and not upsetting the social order or the status quo or the family members around you or the school people around you. And I think that as parents we start off by using very basic discipline in our homes with our young toddlers. Because we really have to control their urges. And they gradually learn to have some self control and at school the same sort of thing applies. Where they are aiming to have total self control by the time they are an adult. I think it's sort of discipline really goes through stages and you need rules and different emphasis for different age groups of children. Maybe even for different social classes. Maybe even for.... different temperaments and types of kids.

Qs.

Well one thing I thought of when you asked me that question was that I occasionally have arguments with my mother about the way I discipline my children. She expects me to discipline my children the way she disciplined us and yet I'm sure she disciplined us in a different way to what her parents disciplined her and her siblings. I'll give you an example of that. Maybe if one of our older children wants to wear a very large T shirt on an outing and it's really an oversized shirt which is really the rage for young boys. She would think that would be totally inappropriate for a family get together and she would say to me "Why did you let him wear that shirt? You should have made him change it and put on something more decent." Whereas I would say "I don't really think the shirt is the problem he still enjoys coming to these family things. He feels really good wearing that shirt. It makes him feel groovy or with it so I think it's better for him to feel happy and wear a daggy or what you would consider a daggy shirt Mum, and enjoy coming than for me to force him to wear a different shirt when he mightn't enjoy it and feel really silly. So that's just one instance. Or it might be another thing where people expect children to behave like miniature adults and sit in a corner and read a book quietly whereas they might want to tear around the yard and swing on the clothes line awhile before they sit and read a book quietly in the corner. And we do sometimes have conflict about that so I do think of discipline sometimes in the extended family situation.

Qs.

I think it must be very difficult to I don't want to use the word enforce but to help me out Denis use..... It must be very difficult for a staff and for a principal to discipline children at school because you have so many different temperaments and so many different characters. And for one child often a stern reprimand could reduce them to tears whereas another it would just make them shrug their shoulders and say, "Who do you think you are?" And with

another child if you put them in a withdrawal room they would enjoy that very much but with a different temperament child that might be the end of the earth and they might end up having claustrophobia forever. So I really think even with a discipline policy that is very broadly based and worked out by a wonderful group of people I think it is still going to be up to the discernment of the teachers and the staff and the Principal as to how that is going to be implemented in every single case. And I think that's where parents place their trust in teachers.

Qs.

That's correct. But that's where I think in a school like where there are over 450 children we are blessed with the fact that most of the teachers and the Principal seem to know every child. And that they seem to know the children well enough to know what their personality and character is like. Whereas I don't even think that it would work in a larger school where the children are known only by name or maybe not even by their name. Maybe I'm taking too much for granted there but I think that unless you really know the child you cannot discipline that child in the appropriate manner that is going to either deter that child from the unwelcome behaviour or get the child to try to control themselves so that they don't repeat that behaviour again and get into trouble.

Qs.

I do. I think that if they are comfortable with their life and if they are comfortable and feel loved and they have a good self esteem It doesn't always follow. It doesn't mean if you have love you have self esteem. I think that if they do have love and they have self esteem they will be less likely to be in trouble and would be less likely to need outside discipline because they have their own self discipline from within. It seems to be in-built in people who have a high self esteem. They seem to have that self-control with that.

Qs.

Definitely. I definitely think that is true but I don't think many parents have that skill themselves. And I would doubt that all teachers would have that skill either. And I think I don't know how to go about that I think that it's something society has to accept itself and that it will be part of social change.

I think that discipline and regard of authority has changed so much in the last few years say in the last 10 years but the self discipline and self control has not been learnt during that 10 years so we are really in a quandary as to what to do with discipline in society, and in schools and in our family.

Qs.

I think as a child I would definitely need to know exactly what was expected of me and what wasn't expected of me. So I would need to know what the policy was in a particular place. Like in the family, children usually know the boundaries that they can go to before they have to either control themselves or they know they are going to be controlled by an older person. And I think the same applies in a school situation. They need to know its boundaries and they need to know the rules of that school and I think they would change. Those

rules and the expectations would change from Year 1 to Year 7. They would change quite dramatically. And I think that the way to discipline would be quite different from Year 1 to Year 7 child as well. Did I answer that question?

Qs.

Discipline. D I S C I P L I N E . Order. Control. As in self control. Harmony Dignity. I'm thinking. Not rocking the boat. I think you can have discipline without love though. Respect. That's it.

APPENDIX 14.

WRITTEN RECORD OF DATA FROM STRUCTURED INTERVIEW

S.D. - Teacher

1a) What structures and processes are in place in the school to enable renewal to take place?

Renewal activities in the school are a real response to need. Parents really appreciate the opportunity to be part of renewal processes and activities.

1b) Do these structures and processes enable a group of parents and teachers to be legitimised in their action by the community at large?

Parents are happy to be a part of the various committees in operation in the school. Yes, as principal you have enabled people to work together; staff; parents, staff and parents together. Teachers in the school are happy with the parent input in the school.

1c) Did the process of reflective deliberation enable teachers and parents on the committee to be equal partners as leaders in a renewal project?

Yes.

The parents on the committee were a fairly vocal body.

At the outset some parents were happy to sit back and let the teachers take the lead in terminology etc. This situation changed as the process evolved. The process seemed to imbue confidence in these parents.

2a) How do you think this community handles change?

The majority of teachers and parents take on and cope with change well because they are aware of a process looking into the particular aspect of change carefully.

Staff and parents are adequately informed of change processes even if they are not directly involved in it at a committee level.

Parents are aware that they have the opportunity to be involved in change processes and that they have avenues to express their opinions.

2b) What are the positive factors which facilitate change in the school?

Parents are given the opportunity to be on committees and have an input into processes of change and renewal.

Parents have opportunities to voice their concerns as well as opportunities and avenues to disagree with aspects of change.

All staff have an input into decision making in the school.

2c) What negative factors are a barrier to change in the school?

There are some strong personalities in the school community who resist change. They are in the minority.

3a) Does parental involvement in this school contribute to its culture? How?

Definitely.

You as principal have fostered parental involvement in the school. This has resulted in a good tone in the school and a good rapport between parents and teachers in the school.

3b) What are the positive aspects of parental involvement in the school?

Parents have a sense of ownership in the school.

3c) What are the negative aspects of parental involvement in the school?

There are occasional instances of parents with an 'odd personality' whose actions may tend to negate the teachers' positive attitudes to parental involvement.

3d) Do you think parental involvement can actually be termed participative in this school?

Yes. Parental involvement in this school is participative. I worry about the fact that it may go too far and some parents may assume a position of power if it is not properly managed or fostered. I don't think the powerful position of parents on such bodies as school boards is a good thing because they would be more powerful than teachers. Participation involves sharing of responsibility not assuming positions of power.

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

Yes. Everyone on the committee felt empowered from the beginning. They were comfortable with the group and the process and therefore felt able to contribute.

4a) Do you think this school is a 'real' school community? Why?

Yes. Because of the parental involvement in decision making. I feel everything is inclusive of the family and its input.

This school community is not just an educational community but a Christian community whose major focus is the holistic development of the child.

4b) Is there a collaborative culture operating in the community? How?

Yes. Everyone works together. The child is the major focus of both teachers and parents.

4c) Does the leadership support a collaborative culture?

Yes. The principal involves parents in everything that happens in the school and so people feel comfortable to contribute and be involved.

4d) Are you happy with the Behaviour Management Policy we have developed? Why?

Ecstatic! The policy caters for every possible situation that may arise. It treats every child as an individual in their individual situation. The policy enables the school to cater for more problem children than other schools would be capable of catering for.

L. Teacher

1a) What structures and processes are in place in the school to enable renewal to take place?

The Principal has an 'open door' policy for teachers, parents and children. He attends and is involved in everything that happens in the school community. Any policy or changes in the school are the result of a collaborative effort involving parents, teachers and administration. The children now have input too, through the Student Council.

1b) Do these structures and processes enable a group of parents and teachers to be legitimised in their action by the community at large?

Both teachers and parents are given the opportunity to volunteer their involvement in a particular project. The fact that other teachers and other parents are present when this takes place legitimise their involvement.

The wider community is always informed about the progress of a committee. This feedback and the opportunities provided for input enable those not directly involved to feel that they are part of the process.

1c) Did the process of reflective deliberation enable teachers and parents on the committee to be equal partners as leaders in a renewal project?

Yes. What the teachers were asked to do was also asked of the parents. All went through the same process. The equal numbers of parents and teachers on the committee also enabled both parties to feel that they were equal.

2a) How do you think this community handles change?

Well. We have had so many changes in recent years. The parent community is a young, vital group who want to be involved. The majority of parents haven't been threatened by change because of the processes used. The teachers in this school are professional. Changes are not imposed but they have a great deal of teacher input and involvement. Those teachers who may be resistant to a particular change don't dig their heels in and fight it even though they may not take all the changes on board.

2b) What are the positive factors which facilitate change in the school?

The Administration is committed to change and leads by example. They are prepared to walk through it with you. Parents are open to change. The teachers are professional, see the need for change and are prepared to work through the appropriate processes to bring it about.

2c) What negative factors are a barrier to change in the school?

Time is sometimes a problem. There is too much to do in too short a time.

3a) Does parental involvement in this school contribute to its culture? How?

Yes. The number of activities which involves parents occupies the full range of possibilities from social, to helping in classrooms and the school, to decision making. The principal has engendered this involvement because of his rapport with parents. Parents feel important and very much a part of the community.

3b) What are the positive aspects of parental involvement in the school?

Parents are of assistance to teachers in the classroom.

They have the opportunity for involvement in policy making.

Children whose parents are involved get a 'buzz' from seeing their involvement.

Parents enjoy contributing and being a valued part of the school community.

The processes utilised in policy making enable even parents who can be negative in other spheres contribute positively in committees.

3c) What are the negative aspects of parental involvement in the school?

There are possible problems with confidentiality when parents work in the classroom.

3d) Do you think parental involvement can actually be termed participative in this school?

Yes because parents have the opportunity to be involved on an equal footing with teachers.

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

Yes. the parents on the committee were always enthusiastic. They always turned up and contributed. They may have been a little quiet at the outset but the process of reflective deliberation enabled them to feel confident to express their opinions.

4a) Do you think this school is a 'real' school community? Why?

Yes. The paths of communication are open between administration, parents, teachers and children and flow both ways. The open door policy of the principal gives parents equal input into decision making. The school has a positive atmosphere. People feel comfortable and have a 'good feeling' about the school. It is a happy school, a 'busy' school. Something is always happening and parents are always a part of it.

**4b) Is there a collaborative culture operating in the community?
How?**

Yes. All members of the community have a feeling of equal importance. The children feel that they are an important part of the school. They feel responsible. The decision making processes have lent themselves to making everyone feel they are valued members of the school community.

4c) Does the leadership support a collaborative culture?

Yes. While the principal may ultimately make the final decision, everyone is involved in the process.

4d) Are you happy with the Behaviour Management Policy we have developed? Why?

Yes. We didn't rush into it. We worked hard to develop an integrated policy that matches our school community and its culture. The committee process gave all teachers and parents access and input.

S - Parent

1a) What structures and processes are in place in the school to enable renewal to take place?

There is an easy access for communication in the school. Teachers are available to parents. The P. & F. structure invites open discussion and a sharing of ideas.

1b) Do these structures and processes enable a group of parents and teachers to be legitimised in their action by the community at large?

Yes. It allows those who want to get involved to do so.

Parents were happy with the structure of this committee because there was an even representation of parents and teachers on it.

1c) Did the process of reflective deliberation enable teachers and parents on the committee to be equal partners as leaders in a renewal project?

Yes.

Because the process began with a written account of the interview, we were able to examine our ideas carefully. This gave us a feeling of ownership. All stages of the process recorded ideas on paper and everyone felt confident to express their views because they could see their views being recorded.

We all seemed to say similar things in different ways whether we worked in pairs or larger groups. The selection of common beliefs during these processes tended to be the best expression of commonly shared ideas.

2a) How do you think this community handles change?

Parents adapt well to change when it is valid. They like to be informed and know what is happening. If this takes place there is an awareness of the process. They feel confident if they know some of the people involved. Parents trust the staff and adapt to change well because children are the major focus in this school.

2b) What are the positive factors which facilitate change in the school?

Communication is good, both formal communication and informal communication.

Change processes are well organised in the school and this makes you think about what is happening and focus on what is happening.

2c) What negative factors are a barrier to change in the school?

Sometimes I wonder if we try and fit too much into the school day. How do all the new things we are doing fit into an already packed curriculum?

3a) Does parental involvement in this school contribute to its culture? How?

Yes. There is a willingness of parents to help both in the classroom and outside the classroom. Parent involvement sees family life and school life become one.

There is a greater richness of ideas when parents are involved in decision making and policy making.

3b) What are the positive aspects of parental involvement in the school?

Teachers feel the positive support of parent involvement. Parent assistance in classrooms helps teachers spend more time with individual children in need. Parents involved in policy making keep the language simple and at the lay person's level. Parental involvement gives parents a feeling of being valued in the educational process.

3c) What are the negative aspects of parental involvement in the school?

I cant think of any.

3d) Do you think parental involvement can actually be termed participative in this school?

Yes. Parents are invited to be a part of most committees in this school where their participation is appropriate.

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

Yes. Initially I was nervous because some of the parents on this committee were also teachers. I was worried about the fact that my contribution would not be expressed in the appropriate language. Seeing my thoughts on paper helped my confidence because everything we did was on the basis of the written documentation.

4a) Do you think this school is a 'real' school community? Why?

Yes. We share happy times together. We pray for each other and support each other in sad times. The children enjoy the atmosphere of pastoral care and interact well across the year levels.

**4b) Is there a collaborative culture operating in the community?
How?**

Yes. The Student Council is an expression of this collaborative culture. The P. & F. and the school work well together. There is an openness and sharing from both sides.

4c) Does the leadership support a collaborative culture?

Yes. Both parents and children find the principal approachable. The administration of the school is seen as part of the school community, not as a separate entity.

4d) Are you happy with the Behaviour Management Policy we have developed? Why?

Yes because I was part of it and therefore have more of an idea of how the policy was formulated. It wasn't a statement made just to keep people happy but rather it was geared towards creating a better learning and working environment in this school.

B- Parent

1a) What structures and processes are in place in the school to enable renewal to take place?

The staff are approachable. This applies to both teachers and the administration.

The P. & F. contributes to decision making and policy discussions in the school.

Opportunities for adult education in faith contribute indirectly to creating an atmosphere for renewal.

There is a 'family' feeling about the school community. People feel that they belong.

1b) Do these structures and processes enable a group of parents and teachers to be legitimised in their action by the community at large?

Although many parents can't be involved in the levels of decision making and policy development, they trust others who are involved.

The various committees at work in the school inform the wider community of what they are doing. There is an opportunity for parents not on the committee to voice their opinion and get their opinions heard.

1c) Did the process of reflective deliberation enable teachers and parents on the committee to be equal partners as leaders in a renewal project?

Yes. Although the teachers knew the jargon, the process enabled the parents on the committee to have every bit as much input.

2a) How do you think this community handles change?

To a large extent this depends on the change. In general, this community accepts change well and is open to change. People seem to be happy with the various changes that take place because parents have an understanding of what is happening and a knowledge of what is happening.

2b) What are the positive factors which facilitate change in the school?

There is an 'openness' of information. Changes are explained well. The information is accessible to everyone. Good communication facilitates change.

2c) What negative factors are a barrier to change in the school?

I think parents of upper grade children tend to resist change because they can't see the long term benefits of a change having an influence on the lives of their children.

3a) Does parental involvement in this school contribute to its culture? How?

Yes, in every way. Parental involvement as expressed in numbers is significant in the P. & F., tuckshop, library and classroom assistance, school musical, etc. Nearly everything we do has parent involvement in contrast to many other schools where the majority of the activities tend to be teacher focused.

3b) What are the positive aspects of parental involvement in the school?

The P. & F. is very active and involved in the life of the school. Parental involvement provides assistance for the running of the school. Parental involvement in the various day to day school functioning gives parents confidence to become involved in the higher structures of parental involvement.

3c) What are the negative aspects of parental involvement in the school?

Some parents have concerns about confidentiality when parents work in classrooms. Parents whose commitments don't allow them to put as much time in as others may feel left out.

3d) Do you think parental involvement can actually be termed participative in this school?

Yes. because virtually all decisions are informed by parental involvement and policy making has a high level of parental involvement. The principal constantly invites parental involvement in the school.

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

Yes. It took a while for me to be comfortable while I took time to get the feel of what we were doing. The social activities like meals/afternoon tea which preceded our meetings helped to create this feeling of comfort. The format of the process helped me to feel confident to express my opinion.

4a) Do you think this school is a 'real' school community? Why?

Yes. Because of the parental involvement in decision making. I feel everything is inclusive of the family and its input.

This school community is not just an educational community but a Christian community whose major focus is the holistic development of the child.

4b) Is there a collaborative culture operating in the community? How?

Yes. Everyone works together. The child is the major focus of both teachers and parents.

4c) Does the leadership support a collaborative culture?

Yes. The principal involves parents in everything that happens in the school and so people feel comfortable to contribute and be involved.

4d) Are you happy with the Behaviour Management Policy we have developed? Why?

Ecstatic! The policy caters for every possible situation that may arise. It treats every child as an individual in their individual situation. The policy enables the school to cater for more problem children than other schools would be capable of catering for.

P - Parent

1a) What structures and processes are in place in the school to enable renewal to take place?

The structure of decision making in the school enhances renewal because every staff member has the opportunity to be a part of the committee structure and therefore is a stakeholder in its development.

Committees are seen to be working because 'things' happen. Input into the committee structure is listened to and acted upon.

The administration listens to teachers. Both formal and informal communication is good. Parents are secure in the knowledge that they can speak openly to the principal who will act on their representations if they have a valid argument. The Parent Report process enables parents to initiate action and change in the school.

1b) Do these structures and processes enable a group of parents and teachers to be legitimised in their action by the community at large?

Yes. The P. & F. is vitally involved in the life of the school. There is an excellent relationship between school staff and parents. Parents support initiation. Because the staff is so professional, staff members are happy for some of their number to work on a particular project on their behalf. There is an element of 'trust' between parents and staff.

1c) Did the process of reflective deliberation enable teachers and parents on the committee to be equal partners as leaders in a renewal project?

Yes. It was a long process. However, this was necessary for committee members to arrive at a statement. The process enabled all participants on the committee to share their ideas confidently. Because it recorded all contributions on paper, the process ensured equality. While there were stronger personalities on the committee, these were not delineated on a parent/teacher basis. Nor did the process of deliberation allow the views of the stronger personalities to be dominant.

2a) How do you think this community handles change?

The community handles change well. The staff seem to be well versed in the self renewal process. It is a very professional staff who handle change well. The parents are used to things constantly evolving and changing. The culture of the school community is such that it is both open to change and used to it.

2b) What are the positive factors which facilitate change in the school?

The staff and parents keep up with current educational trends. There is a good work ethic amongst the staff. Parents are interested and involved in

the school. Education is a high priority in their lives. Parents place their children on a pedestal. They are prepared to contribute whatever is necessary to enhance their children's growth and development.

2c) What negative factors are a barrier to change in the school?

Time is a problem for staff because the culture of the school demands a huge level of commitment. The expectations of the administration and parents may also be significant in putting pressure on some staff members.

3a) Does parental involvement in this school contribute to its culture? How?

Yes. The culture of the school is one of collaboration. The parents presence on committees which are decision making sees them significantly influence the culture of the school as does the P. & F. 's involvement in decision making.

3b) What are the positive aspects of parental involvement in the school?

Parents are involved in classroom and in extra-curricula activities e.g. musical, discos, fete etc. The L.A.P. program enables parents to be more than just classroom aides. Parents respond in large numbers to the various courses offered by the school. Teachers are willing to work with parents. They appreciate parental contribution. Parents have ample opportunity to contribute their ideas through such avenues as parent nights, parent teacher interviews and the parent report. Parents feel free to discuss problems and concerns with the admin. and staff.

3c) What are the negative aspects of parental involvement in the school?

Nil

3d) Do you think parental involvement can actually be termed participative in this school?

Yes. Parents are invited to take part in decision making and policy making bodies. The input from the P. & F. is significant.

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

Yes. I felt I was listened to. My input was seen as valuable by the committee members. Thus I enjoyed coming to the meetings because I felt I was making a valuable contribution and not just keeping a seat warm.

4a) Do you think this school is a 'real' school community? Why?

Yes. Education is taken very seriously by the admin., staff and parents. Everything is done for a purpose. It is alive. It is pulsating. It works!

4b) Is there a collaborative culture operating in the community? How?

Yes. There is opportunity for input for both parents and staff. The staff community seems to be collaborative. The committee structure operational in the school allows all staff and interested parents to be a part of this collaborative structure.

4c) Does the leadership support a collaborative culture?

Yes. The leadership is open. It allows communication to be a two way process. Leadership is empowering as opposed to a 'top down' approach.

4d) Are you happy with the Behaviour Management Policy we have developed? Why?

Yes. The policy development evolved in such a way that everyone feels they are a stakeholder. The policy makes sense. I look forward to being involved in the process which devises the procedure to implement the policy.

BQ - Parent

1a) What structures and processes are in place in the school to enable renewal to take place?

There is good communication amongst and between parents, staff and children. This is given expression in the parent teacher interview. The school assembly is informal and allows for a genuine sharing of ideas. The weekly newsletter keeps parents informed. There is an air of openness engendered by the newsletter.

There is a constant re-evaluation of policies which are in place. There seems to be a willingness on the part of staff to listen to parents.

1b) Do these structures and processes enable a group of parents and teachers to be legitimised in their action by the community at large?

Yes. Parents have a confidence in the committee structure because the processes engaged in by committees to date have been successful. The communication of the work of these committees to parents has been such that it has made them comfortable with the processes in place. I observed a positive attitude to this process amongst parents present at the consultation evening to discuss the draft policy.

1c) Did the process of reflective deliberation enable teachers and parents on the committee to be equal partners as leaders in a renewal project?

Yes. The process of reflective deliberation was an excellent tool which brought very different ideas to a commonly held viewpoint regardless of whether they were parents or teachers. However, the language used by the facilitators early in the process was a barrier to the parents and to some of the teachers.

2a) How do you think this community handles change?

Adequate preparation and consultation has seen most people look forward to or accept a particular change or change in general. The various changes have employed different processes in this school and occupied different time frames. The preparation and consultation for these changes has been positive.

2b) What are the positive factors which facilitate change in the school?

Members of the school community see a need for change and improvement. The school community is willing to work at a process to achieve change regardless of the effort and hard work involved. The good relationships of the school community are positive factors which enhance the change process.

2c) What negative factors are a barrier to change in the school?

Some parents and teachers like to stick to tradition; "this is the way it has always been here". Some parents and teachers want change for change sake and this is not necessarily a good thing.

A great deal of consultation occurs at P. & F. meetings and committees are elected from there. Therefore parents who are unable to attend P. & F. meetings are excluded from this level of participation.

3a) Does parental involvement in this school contribute to its culture? How?

Definitely. Parents involved in the school in whatever capacity, large or small, contribute a multiplicity of different dimensions to the life of the school.

Relationships are very important to a school's culture. Parents broaden the network of relationships in the school.

3b) What are the positive aspects of parental involvement in the school?

Because of class numbers, staff appreciate the help of parents in the classroom. Because of parental involvement in a school, children see parents as significant people in the educative process. They see their own education as part of a life education process. If children see their parents involved in the school, this results in an increased respect for their parents on the part of the children.

3c) What are the negative aspects of parental involvement in the school?

Some teachers could be threatened by having other adults in the classroom.

Some teachers are fearful of problems with confidentiality.

3d) Do you think parental involvement can actually be termed participative in this school?

Yes. Because I see parents participating in all facets of the school life (the nitty gritty, philosophy, maintenance, classroom routine etc.)

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

Definitely. I felt more empowered as the process unfolded. The gradual evolution of the process allowed each person to feel comfortable with the people they were with. The lengthy time period allowed us to come to terms with the policy as it evolved.

4a) Do you think this school is a 'real' school community? Why?

I think it is a real school community today. It still has room to grow into a closer knit community.

4b) Is there a collaborative culture operating in the community? How?

I see a collaborative culture in place in the school community. However, I am aware that for some people this is tokenistic while for others it is of vital importance to that community.

4c) Does the leadership support a collaborative culture?

I believe so. Most people in the school community need leadership. If the leader is open to the wisdom of others and truly listens, the gifts and skills of all those members of the community will be utilised.

4d) Are you happy with the Behaviour Management Policy we have developed? Why?

Yes. Because the whole community gave of their best and the process worked so well to develop this policy. However, I doubt whether other people not as vitally involved will understand and appreciate exactly what it means when reading it.

L.D. - Parent

1a) What structures and processes are in place in the school to enable renewal to take place?

The children are in a caring environment and are encouraged to be individuals, to show initiative, are taught respect for people and for goods and have a great deal of confidence in relating to each other, their teachers and parents.

Parents are encouraged to work with teachers. They find it easy to talk to staff about their problems. Parents are included in decision making. They know their opinions are valued. Staff are approachable. They have a willingness to share decision making with parents. Teachers are open to the special needs of children and are willing to take appropriate action to cater for their needs.

1b) Do these structures and processes enable a group of parents and teachers to be legitimised in their action by the community at large?

Yes. Because of the relationship between parents and teachers in the school.

1c) Did the process of reflective deliberation enable teachers and parents on the committee to be equal partners as leaders in a renewal project?

Yes.

The pairing off of parents and teachers early in the process enabled parents to ask teachers questions and clarify their thoughts. The process enabled parents and teachers to understand each other's point of view. I felt welcome and valued as a member of the committee. I didn't feel like I was just there to make up the numbers. It was a very valuable exercise for both parents and teachers because I feel teachers on the committee also gained from parents' insights.

2a) How do you think this community handles change?

This community handles change well because we have an innovative staff who have innovative ideas. The high degree of co-operation between parents and teachers and the information of changes taking place which goes home to parents facilitates parents' comfort with change. Parents also have a great pride in the school and therefore support changes taking place in the school.

2b) What are the positive factors which facilitate change in the school?

The following factors positively facilitate change in the school :-

- . the care for the children on the part of both staff and parents.
- . the parents' pride in the school
- . the Christian values evident in the school community
- . the confidence on the part of parents that staff have the children's best interests at heart.
- . this confidence gives the teachers a sense of freedom knowing that the parents will be supportive of them.

2c) What negative factors are a barrier to change in the school?

Sometimes getting the message across to those who don't want to be involved is difficult. Mistakes are possible in a school which is so open to change but this is really a positive because mistakes are a part of the process of learning and growing.

3a) Does parental involvement in this school contribute to its culture? How?

Yes. Many things wouldn't be possible without parental involvement. Parents of children with an ethnic background significantly contribute their culture to the school community.

The differences amongst parents contribute a richness to the culture of the school because parents know they are listened to and their views valued in this school.

3b) What are the positive aspects of parental involvement in the school?

Because of parental involvement things get done at the school.

The level of parental involvement in this school inspires confidence amongst the staff. Parental involvement in the school builds co-operation in home/school relationships.

3c) What are the negative aspects of parental involvement in the school?

The occasional instance takes place where a parent oversteps the mark and this frightens teachers and may make them reticent of further parental involvement.

3d) Do you think parental involvement can actually be termed participative in this school?

Yes.

Parents are involved in committees in the school and all parents are invited to take part in this higher level of involvement. Our P. & F. Association gets involved in decision making and consultation and the decisions are inclusive of all who attend these meetings.

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

I felt the process was such that it encouraged me to contribute. I felt I was a vital part in the committee's deliberations because of the process.

4a) Do you think this school is a 'real' school community? Why?

Yes. There is a sense of community amongst the children. There is a sense of community amongst the parents. There is a sense of community amongst the staff. The sense of community integrates these three groups because the community occurs between these groups too.

4b) Is there a collaborative culture operating in the community? How?

Yes. Everyone is given the opportunity to be involved in decision making. If people complain about aspects of the school they are the parents who choose not to get involved.

4c) Does the leadership support a collaborative culture?

Yes. This collaborative culture in the school would not be possible without the leadership. Everyone is invited to be involved. Everyone's opinion is listened to. This culture would not be possible unless the leader is open to this freedom and involvement.

4d) Are you happy with the Behaviour Management Policy we have developed? Why?

Yes. We made a policy to the best of our ability. The major focus of the policy is care of the children.

A- Teacher

1a) What structures and processes are in place in the school to enable renewal to take place?

There is a sense of freedom felt amongst staff. They seem comfortable in the knowledge that their suggestions will be listened to. Parents know their ideas and suggestions will be taken on board and examined.

1b) Do these structures and processes enable a group of parents and teachers to be legitimised in their action by the community at large?

Yes.

Past experience of the work of committees in the school have been witnessed by both staff and parents to have positive outcomes.

1c) Did the process of reflective deliberation enable teachers and parents on the committee to be equal partners as leaders in a renewal project?

Yes.

The initial interview allowed participants to look at their own views on the topic of discipline. The sharing of these personal viewpoints saw the opinions of both teachers and parents valued in reaching a statement of common belief in pairs. It was interesting that both my partner and I had expressed the same views using different language. It was easy to come to a common view because it simply meant agreeing on the language.

2a) How do you think this community handles change?

The community handles change well. It has had a lot of change and is used to it. It copes with change well because of the processes adopted to manage change. These processes constantly inform the wider community not directly involved in managing the particular change process.

2b) What are the positive factors which facilitate change in the school?

There is a sense of 'freedom' felt by staff who are comfortable with the decision making processes in the school. There is an atmosphere of caring and acceptance in both the parent and the staff community.

2c) What negative factors are a barrier to change in the school?

I can't think of any barriers to change at this point of time.

3a) Does parental involvement in this school contribute to its culture? How?

If parents are involved in the life of the school they are more likely to support what is going on. Because of this involvement parents know 'where staff are coming from' and are accepting of and supportive of the direction the school takes.

3b) What are the positive aspects of parental involvement in the school?

Parental involvement allows parents to get information first hand and observe what is taking place in the school. This enables them to identify with the school and 'what it's about!'.

3c) What are the negative aspects of parental involvement in the school?

Some parents who are involved in classroom activities struggle with the necessity for confidentiality.

3d) Do you think parental involvement can actually be termed participative in this school?

Yes. Interested parents participate in the higher levels of decision making and policy making in the many committees that are in operation in the school.

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

Yes.

Parents were more active in this committee than they were in the Human Relationships Education Committee. They were involved in the committee's deliberations from the outset and weren't afraid to give their opinions or share their concerns.

4a) Do you think this school is a 'real' school community? Why?

Yes.

There is a sense of belonging in the school community.

Relationships amongst the staff are good. Teachers and parents exhibit a sense of care and concern for the children. The children care about each other. Most parents feel free to express their concerns and are confident in and comfortable with the staff.

**4b) Is there a collaborative culture operating in the community?
How?**

Yes.

Major decisions undergo a process where everyone on staff has an opportunity to be involved. Minor decisions too which are made by the administration are discussed with staff who have a feeling of sharing in the common endeavour and develop a sense of ownership because they are confided in.

4c) Does the leadership support a collaborative culture?

Yes. The various processes operating in the school support a collaborative culture. Decisions aren't handed down from the top. People are consulted or vitally involved in the decision making.

4d) Are you happy with the Behaviour Management Policy we have developed? Why?

Yes. It was a job well done even though the process was long.

C - Teacher

1a) What structures and processes are in place in the school to enable renewal to take place?

Staff members are comfortable with the idea of being on committees and are accepting of the findings of committees which always report back to staff meetings.

Parents feel the staff are approachable. There is a good tone in the school. The children have respect for teachers and interact well with them. There is good feedback from the homes of these children.

1b) Do these structures and processes enable a group of parents and teachers to be legitimised in their action by the community at large?

I observed a general feeling of approval of the draft policy presented on the parent night.

Generally speaking, the school community is supportive of the work of the committee. Maybe we don't hear from those who aren't.

1c) Did the process of reflective deliberation enable teachers and parents on the committee to be equal partners as leaders in a renewal project?

Definitely.

I felt we all had an equal standing on the committee. The early pairing of a parent and a teacher to reflect on their interview helped this greatly. The parents contributed more than I did!

2a) How do you think this community handles change?

The staff are excited by change and keen to try new things in the curriculum area and implement new ideas in their classrooms.

Staff in the school have a solid theoretical base. Parents handle change well because they trust the staff and are involved in the school.

2b) What are the positive factors which facilitate change in the school?

There is an openness to change on the part of the staff.

The professionalism of the staff sees them have a concern for what is best for the children.

Parents are supportive of the school and are happy with the processes of change taking place in the school.

The numbers of parent in attendance at school functions is quite incredible.

2c) What negative factors are a barrier to change in the school?

Financial constraints sometimes limit change possibilities. This is especially true of physical attributes of the school environment which need change.

3a) Does parental involvement in this school contribute to its culture? How?

Yes. This is true especially in such things as the Family Camp which develop parents' sense of community and belonging.

Parents are involved in all aspects of the school life, e.g. the coaching of athletics teams.

3b) What are the positive aspects of parental involvement in the school?

Children see the interest of parents in school activities.

Parents are good role models for the children.

Staff 'feed on' the parents' enthusiasm and are motivated by it.

3c) What are the negative aspects of parental involvement in the school?

There is the odd individual who oversteps the mark.

Gossip (e.g. in the tuckshop) can be a problem in some schools. In this school even the gossip seems to be good!

3d) Do you think parental involvement can actually be termed participative in this school?

Definitely.

Huge numbers of parents attend functions, class masses, etc. The 'cuppa' that follows all of these functions enhances participation.

Parents who wish to take part in the higher levels of participation, e.g. policy making, have the opportunity to do so.

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

Definitely. Parents had equal opportunity to have their say on the committee right from the start of the process.

4a) Do you think this school is a 'real' school community? Why?

Yes.

A good principal makes for a happy staff. A happy staff makes for happy children. The fact that the principal knows the children well gives them a sense of belonging. They know they can go to the principal when they have a problem.

4b) Is there a collaborative culture operating in the community? How?

Yes.

The committee system operating in the school community makes a collaborative culture possible.

The ideas from everyone on staff are listened to and taken on board.

The principal seems to have an idea of who he wants to have on particular committees. He is a 'master of gentle persuasion'.

4c) Does the leadership support a collaborative culture?

Yes. The leadership is democratic. On major decisions the principal is prepared to go along with staff decisions even if his personal viewpoint may be different.

Staff members are comfortable to speak their mind to the principal.

4d) Are you happy with the Behaviour Management Policy we have developed? Why?

Yes. I am happy with the policy. I am keen to see that the procedures which will be developed to fit the policy will reflect the ideals expressed by the policy.

G - Teacher

1a) What structures and processes are in place in the school to enable renewal to take place?

The Administration Team involves others in decision making, not just the principal. Therefore there is a broad scope for identification of areas in need of renewal. The previous experience of renewal in the school, especially the parental involvement, helps renewal to take place.

Staff accept parental involvement in renewal because the previous experiences of their involvement in renewal have been successful.

The committee structure in the school allows an openness to renewal. If any group in the school (parents, staff, students) perceive a problem or a situation which needs improvement, they know there is a process for solving the problem or working on a situation.

1b) Do these structures and processes enable a group of parents and teachers to be legitimised in their action by the community at large?

The process of Reflective Deliberation kept the wider community informed at all times and this information and communication legitimised the committee's deliberations.

The consultation process after the first draft was produced allowed the wider community the opportunity to have an input into the policy.

1c) Did the process of reflective deliberation enable teachers and parents on the committee to be equal partners as leaders in a renewal project?

This was enhanced by the following factors :-

- . The interviews at the start of the process allowed participants to express their own views and not be influenced by the views of others.
- . The parent-teacher partnerships which followed the interview strengthened the bonds between parents and teachers.
- . The group felt comfortable with each other and bonded well because the process allowed gradual movement from small group to large group activities.

2a) How do you think this community handles change?

I have observed people in the community coping better with change as time has progressed because change is increasingly perceived to be part of the school's culture.

Change is seen to be embarked upon after a process of deliberation not just a sudden response to a need.

Parents are involved in various ways during any process of change and they accept change because of this opportunity for involvement.

2b) What are the positive factors which facilitate change in the school?

The parent body is very supportive. Staff are professional and well informed. They are aware of trends and shifts in education. There is a desire from staff, parents and children that the school achieve to its utmost in every sphere.

2c) What negative factors are a barrier to change in the school?

There is a minority of staff and some parents whose pre-conceived ideas are a barrier to change. This situation has changed in the last few years with the proportion constantly diminishing.

3a) Does parental involvement in this school contribute to its culture? How?

Parental involvement in the school provides direction for the school community. This direction is supported by all parents. Parent participation allows the school to be a community because all parents have an opportunity to be involved.

3b) What are the positive aspects of parental involvement in the school?

The positive factors are :-

- . an openness to change by parents
- . they support change because of their opportunity for input.
- . there is a feeling of ownership in the direction the school takes because of their involvement.

3c) What are the negative aspects of parental involvement in the school?

The level of parental involvement is time consuming from a staff point of view.

I wonder if some parents may overstep the bounds of their involvement. This hasn't happened at this stage.

3d) Do you think parental involvement can actually be termed participative in this school?

Yes, because parents are involved in visionary activities, policy making and decision making.

Parents have opportunities to voice their concerns as well as opportunities and avenues to disagree with aspects of change.

All staff have an input into decision making in the school.

2c) What negative factors are a barrier to change in the school?

There are some strong personalities in the school community who resist change. They are in the minority.

3a) Does parental involvement in this school contribute to its culture? How?

Definitely.

You as principal have fostered parental involvement in the school. This has resulted in a good tone in the school and a good rapport between parents and teachers in the school.

3b) What are the positive aspects of parental involvement in the school?

Parents have a sense of ownership in the school.

3c) What are the negative aspects of parental involvement in the school?

There are occasional instances of parents with an 'odd personality' whose actions may tend to negate the teachers' positive attitudes to parental involvement.

3d) Do you think parental involvement can actually be termed participative in this school?

Yes. Parental involvement in this school is participative. I worry about the fact that it may go too far and some parents may assume a position of power if it is not properly managed or fostered. I don't think the powerful position of parents on such bodies as school boards is a good thing because they would be more powerful than teachers. Participation involves sharing of responsibility not assuming positions of power.

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

Yes. Everyone on the committee felt empowered from the beginning. They were comfortable with the group and the process and therefore felt able to contribute.

3e) Parents - Did you feel empowered by the process of reflective deliberation?

Teachers - Do you think parents were empowered by the process of reflective deliberation?

Yes.

Some parents may have had a preconceived idea that teachers know best however, the processes allowed for equal involvement. A couple of parents were a little tentative for the first couple of meetings but this situation changed much more quickly than was the case in the last renewal process.

4a) Do you think this school is a 'real' school community? Why?

Yes, because all the different groups are involved as equally as is possible or practical e.g. P. & F. meetings, staff meetings, Student Council.

Open communication is a feature of the life of the school.

4b) Is there a collaborative culture operating in the community? How?

Yes.

The manner in which people give their time so totally in areas such as the Fete is an example.

Parents have a willingness to be involved at P. & F. meetings, parent nights, etc. There is a communal nature in policy making in the school rather than an hierarchical structure.

4c) Does the leadership support a collaborative culture?

Yes.

Issues are addressed democratically where possible.

Sensitive issues are discussed openly at Admin. meetings. As a member of the Admin. Team, this took a bit of getting used to at first because of my previous experiences. Teachers, children and parents have leadership roles in the school. The committee structure in the school supports the breadth of the leadership opportunities.

4d) Are you happy with the Behaviour Management Policy we have developed? Why?

Yes. I am confident the procedures that will be developed from it will be worthwhile.

APPENDIX 15.

QUESTIONNAIRE

QUESTIONNAIRE - BEHAVIOUR MANAGEMENT PROCESS

How did you see this discipline policy process progressing from the point of view of an 'outsider' looking in at the committee's work?

■

Do you feel this school community is a collaborative culture and a 'real' community which empowers some people to develop a policy on behalf of all members of the school community?

Did you 'trust' the people on the committee who were representing you? Were they representative of the school community?

Was the information given about the committee's progress sufficient?

Was the evening which offered you an opportunity to have an input into the policy an opportunity to have an input in the process?

Was the length of time taken to develop the policy problematic?

General comments on the policy.

General comments on the policy making process.

Any other comments.

APPENDIX 16.

REFLECTIVE WRITING DATA

TEACHER

START

At the beginning I had a very vague idea of where the whole process would lead us. The use of the interview was a real thinking time as we verbalised our ideas. My transcript was surprising as I think I had a very authoritarian approach to 'discipline' which I am now aware of. The gathering of ideas was a good process - I felt the summary was comprehensive yet concise and reflected a variety of view points. At the beginning I felt the parents were always looking towards the teachers for their 'training' however the atmosphere of group ownership changed this to a large extent. I felt good all the way through the process - I felt we were very productive and challenged many sub-conscious views as a group and as individuals.

END

Now that the policy is complete I look back and it took a long time. The length was appropriate as we seemed to refine and develop our ideas to a more common perspective after each meeting.

We worked well as a team. Working with parents was a great experience - both on the committee and at the presentation.

TEACHER

START

I felt from the start that what we would eventually achieve would be something of great benefit to the school.

The idea of the interview to glean people's ideas on discipline wasn't really daunting in fact it was rather novel and served as an indicator of how things in the future would go. I was always conscious of the need for parent input and therefore I gained satisfaction from the process which built on the initial support of a few swelling to that of the larger community.

Making the meetings as social as possible meant that the process would not become bogged down due to the participants lack of desire to be involved.

Establishing and naming where we were going was extremely important as it gave us a focus and a definite idea of where we were going.

END

A certain level of satisfaction can be gained from achieving something of benefit - particularly something which has taken a great deal of time and communal effort.

Yes there is that feeling of ownership and the desire to see the policy be put into effect in the future.

TEACHER

START

Being interviewed was a harrowing experience but I felt it was a unifying experience because all members of the group had to go through with it.

Personally I'm not a wiz in impromptu situations so I felt a little disappointed when I read my transcript - I had a lot of ideas which I had not expressed.

I felt I relied heavily on John, who was an excellent facilitator and at times I felt a little lost - working in groups throughout made the whole process much easier.

I tend not to speak out but I felt I was given plenty of opportunity to do so - but that's O.K. I can accept the way I operate and I did contribute more fully on the one-to-one with my initial partner.

The whole process was valuable in producing the final document and I feel every step was important in bringing it all together (though at times it seemed there were too many steps).

FINISH

Looking back it was good to get input from so many different areas. Meeting with the parents was interesting as their ideas will be invaluable in the steps to come. They will be an important cog in the whole behaviour management process. This is not really the finish as I see the whole programme as an ongoing process.

TEACHER

START - We were empowered right from the beginning to own the program? procedure? I did feel threatened by the interview (probably the tape recorder did it!!), but I feel it was a wonderful way to get involved from the start.

All through the process we were never left to our own devices (I would have disintegrated) but always worked in pairs or small groups.

Although we were guided by leaders we were given the opportunity to express our own views and thoughts. There were no 'put-downs' - we were all accepted as equal.

We were really asked to step out of ourselves at times (Hypothetical) - what fun that was! But that was a learning experience for me.

END - Is it over? It's really only beginning as we begin to put it into practice in the school environment. I am glad I was able to be part of the process of formulating the policy as I feel I will "own" it when it is being implemented in the school.

Very Logical Sequence
Built upon (each stage)

John and Denis obviously knew what they were doing!

TEACHER

START

Being part of the process has been a rewarding and growth time for me. However, I was very anxious when we were informed about the interview. I felt threatened, as I find it difficult to think on my feet, without time to reflect on questions and answers.

As we completed the process and worked through the various stages, it was satisfying to see the whole program coming together.

The process was very logical and well sequenced, with the process moving smoothly.

PARENT

Recorded Statement:

Embarrassing, but gave us a chance to state our convictions, and good conversation point to relax and aid in group inter-relations at the start of committee. I feel we all had equal opportunity to have input, and to discuss our different view points. It was very interesting to see the way peoples ideas came together through compromise and enlightenment, through the process of sifting and analysing, until the final document was decided on.

As a parent I feel the process gave us a much better understanding of the problems in the education and discipline of our children, gave us better understanding of 'self esteem' for the children, and a caring attitude to them and respect for them, the teachers and our school.

PARENT

The beginning of this process was intimidating. I did not feel I had a lot to offer this committee. However, as our task unfolded it was clear it needed several different perspectives to achieve our goal.

At the end of this process I know I feel confident of my own opinions and in my ability to make my voice heard.

PARENT

START

As a parent, and teacher, having journeyed through a very different policy writing exercise, I came in feeling very confident that I might be able to contribute something to the Q of A policy. From the start I did feel a part of it and felt that the process was very thorough as compared to the one I'd previously been involved in. I felt any contribution I made was valued.

END

The process allowed for all on the committee to be 'empowered'. Through the individual, paired, fours and whole group 'activities' right through to the delivering of information to the parent body, the process allowed for information to be collected, reflected upon, sorted., edited and then re-organised. And at each step every member of the committee, from the extrovert to the very quiet would be able to see their contribution.

PARENT

START

I was conscious from the initial individual interview that the emphasis on the word 'discipline' was a 'negative' concept and needed to become 'behaviour management'. The process of individual interview through to whole group decisions was very enlightening and I feel that through that journey my personal viewpoints remained basically the same throughout but became clearer as discussions went on.

Teachers and parents worked well together, but I think the teaching members of committee were more succinct in their viewpoints and the writing up of the Policy.

The process was really well facilitated by both Denis and John who led us through discussions and kept us on the right path.

Parents on the committee were quite vocal on all points of discussion and 'held their own through discussions'.

END

The final product to be implemented by staff members.

PARENT

START

I felt 'put on the spot' at the first interview but felt I could express my own feelings and expectations however trivial they seemed.

The process of two's and four's was fairly straight forward.

There appeared to be more verbalisation from teachers - only because they were able to put in the right terminology.

The initial first coming together of the committee left me wondering what the hell I was in for because it made me realise just how much detail, time, effort etc had to go into this policy - leaving me wondering if I was up to this task, did I have the skills etc needed to contribute to the policy we were after.

The final evening (before our dinner) left me feeling really good to remember the first meeting and to see where and what we had now put in place. (After the night of presentation I felt really like it was all worthwhile).

I have a great sense of achievement and to be part of this policy and committee gives me a real feeling of accomplishment.

I felt at times it was necessary for the teachers to have more input as they have more direct dealings in this matter and I felt we parents assisted but kept things in balance. (Not that I can remember balancing anything).

PARENT

START

We all began the journey from different positions - totally opposite in some cases. I believe were we able to keep our own dignity - retain our own ideas and beliefs...

But as we moved along, we mellowed, grew and adapted our own beliefs in 'discipline' we listened to one another, both parents and teachers.

We sifted and added to our lists and our phrases until the 'behaviour modification policy' began to really take shape. These of us not 'up on' the latest jargon of educationalists, even grew to understand and use some of this language!

After our hilarious, yet award-winning stage presentation, it was a most valuable exercise in ascertaining the parents thoughts and criticisms.

I certainly found the process a valuable and honest way of bringing a diverse group's ideas together as ONE.

APPENDIX 17.

**JOINTLY AUTHORED STATEMENTS (PAIRS) :
PROCESS OF REFLECTIVE DELIBERATION**

SD AND C

1. Children need to know their restrictions and our expectations (boundaries)
2. Punishment needs to be just (fit the crime) and consistent.
3. Children must respect others' rights - if this is achieved there should be less need for discipline.
4. Need for consistency from top-down and need for children to understand that all teachers are authority figures.
5. Children need to know why they are being disciplined.
6. Fairness is important.
7. Children need skills of self-discipline
8. Children need to know consequences and to own the responsibility for their actions.
9. Children need to know (H.R.E.) that their actions have consequences for others as well.
10. Need for liaison between parent and teachers.

B AND A

1. School needs to have guidelines that are known by the children and backed up at home.
2. There are laws in society and consequences when we break them and keep them.
3. Needs to be a continuity consistent of what is expected in behaviour at home and school (in a broad sense).
4. Need to be sensitive for the child's individual (behaviour needs not just a 'blanket' approach).
5. Children will learn through the discipline system
 - love respect of self others and property
 - self discipline is important
6. Teachers need to divorce the behaviour from the person
 - the behaviour is inappropriate but the person is a unique, important being.
7. Teachers and parents - we need to be open and continue to learn more appropriate ways of managing and leading children.
8. Parents need to be involved when there are difficulties.
9. Problems need to be treated with firmness and compassion.
10. There is a christian aspect flavour to influence discipline.
11. There needs to be a process of discipline followed.
(consequences of behaviour)
12. There is a need for parents and teachers to model behaviour and a reachable standard of acceptable behaviour. We need to be positive in our approach.

S AND M

1. Every action has a consequence and that everyone is responsible for their own actions.
2. Rules and laws are necessary to protect and provide justice for all members of the community.
3. Different forms of discipline are necessary in different situations for different ages/personalities.
4. Show fairness without differentiating between students through knowing individual differences do affect behaviour and take into account. Be flexible! Be calm!
5. Discipline clearly relates to crime.
6. School needs a formal structure or process (flexible) where any problems can be worked through.
7. Need to identify whole problem before action is taken.
8. We are trying to foster a loving, caring, self discipline in our children.
9. A definite structure of position where parental involvement is necessary.

D AND EQ

- * There is a need for discipline in any group to enable it to function properly.
- * Self control is a learning process which we are all aiming for.
- * Development of self discipline goes through different stages. We need to progress from one stage to the next in our growth and development as individuals.
- * There are different attitudes to discipline in different
 - age groups
 - generations
 - socio-economic groups
 - cultures
- * A discipline policy needs to be broadly based.
- * A discipline policy needs to leave room for discernment on those implementing this policy to cater for the individual.
- * Unless you really know the child you cannot discipline that child in the appropriate manner.
- * The aim of a good discipline policy is to stop inappropriate behaviour occurring again.
- * A child needs to feel comfortable, loved and have a good self esteem to behave appropriately.
- * A child needs to know and understand the rules and why they are in place. They need to be reminded of the rules.
- * A child needs to be aware of boundaries, consequences and the positive benefits of appropriate behaviour.
- * A discipline policy needs to be constantly reviewed and procedures amended according to change of circumstances.
- * A child's DIGNITY must be respected at all times regardless of the behaviour.

F AND L

- * Children, parents and teachers opeprate in an atmosphere where each is empowered to contribute to the social harmony and function of the group. There is no AUTHORITARIAN figure!
- * Balance between the three/teachers and parents are 'models' of appropriate behaviours.
- * teacher supports parents and vica versa - dialogue
- * correct behaviours are taught/modelled.
- * there is constant reteaching of appropriate behaviours
- * Policy and procedures are revisited and reviewed in order that consistently exists.
- * Self discipline - having an awareness of self and limitations and self expectations. Utilize this information then plan to help achieve goals
- * Self discipline encompasses self-evaluation - you evaluate yourself as far as how you believe you're operating in a particular system.
- * Where there is a behaviour management problem then child, parent and teacher need to undertake a formalized goal setting process.

LD & G

1. An expectation of fairness - justice.
2. Something that engenders the creation of self-discipline.
3. Rules etc. need to be known and understood.
4. Consistency in the use of disciplinary procedures.
5. Access to counselling - "Help the children to sort themselves out".
6. A variety of disciplinary options need to be available.
7. Development of respect for self and others.
8. Discipline should not be perceived as negative and the policy should read as a positive statement. i.e. a positive response to this issue.
9. Discipline is there to improve the child.
10. Focus on deciding what will be best for the whole class not just the child being disciplined.
11. A need for children to understand the consequences of their actions.
12. Corporal punishment - is it an option?

APPENDIX 18.

**JOINTLY AUTHORED STATEMENTS (GROUPS OF
FOUR) : PROCESS OF REFLECTIVE DELIBERATION**

1. There is a need for discipline in any group to enable it to function properly. Children, parents and teachers operate in an atmosphere where each is empowered to contribute to the social harmony and function of the group.
2. There are different attitudes to discipline in different:
 - * age groups
 - * generations
 - * socio-economic groups
 - * cultures
3. A child's dignity must be respected at all times regardless of the behaviour. A child needs to feel comfortable, loved and have a good self-esteem to behave appropriately.
4. The process of self-discipline is learned through the different stages in our growth and development as individuals.
5. A child needs to know and understand the rules and why they are in place.
6. A child needs to be aware of boundaries, consequences and the positive benefits of appropriate behaviour.
7. Appropriate behaviours are taught/modelled and revisited.
8. A discipline policy needs to be collaborative between parent, teacher and child.
9. A discipline policy needs to leave room for discernment on those implementing this policy to cater for the individual.
10. A discipline policy should be constantly reviewed.

C, SD, LD AND G

1. Punishment procedures need to be fair, just and consistent.
2. Children need to develop skills of self-discipline.
3. Rules need to be clearly stated and teachers' expectations understood.
4. Access to counselling for those who need it.
5. If we develop children's respect for self and others rights there should be less need for discipline.
6. Discipline needs to be about teaching
 - appropriate behaviour
 - accepting responsibility for actions
 - consequences of actionsso the statement should reflect a positive response
7. Discipline for one child should not be to the detriment of the whole class. Children need to know that their actions have consequences for others as well as themselves.
8. Corporal Punishment - is it an option? as a last resort?
9. Need for consistency from top-down and need for children to understand that all teachers are authority figures.
10. Children need to know why they are being disciplined.
11. Need for liaison - positive and negative - between parents and teachers.

B, A, S AND M

1. Rules and laws in society are necessary and there are consequences when we break these.
2. Children will learn through the discipline system
 - love, respect of others, self and property
 - self discipline is important
 - individuals are responsible for their own actions
3. The school needs a formal structure of discipline with a definite position where parental involvement is necessary.
4. Teachers need to divorce the behaviour from the person
 - the behaviour is inappropriate but the person is a unique, important being.
5. We need to show fairness and firmness and sensitivity to children's differences - needs - behaviour - personalities (not just a blanket approach)
6. As parents and teachers, we need to be open and positive in our approach to discipline and be role model for reachable, acceptable behaviour.

APPENDIX 19.

CATEGORISATION OF JOINTLY AUTHORED STATEMENTS UNDER HEADINGS : PROCESS OF REFLECTIVE DELIBERATION

C, SD, L, G.

PERSON

- * Children
- * Teachers
- * Parents
- * Counsellors
- * Liaison Officers

STRATEGY

- * To develop skills of self-discipline
- * To identify those who would benefit. To investigate what agencies are available
- * Consistency
- * Explanation to children
- * Liaison between parent and teacher

CONCEPTS/WORDS

- * Punishment
- * Self-discipline
- * Rules
- * Expectations
- * Counselling
- * Respect
- * Discipline
- * Rights
- * Consequences
- * Consistency
- * Authority
- * Positive

TASK

- * To set punishment procedures
- * To develop skills of self-discipline
- * To make rules and expectations understood
- * To make counselling available
- * To develop self respect and respect for others
- * Set up liaison process

VISION/BELIEFS/VALUES

- * Fair, just, consistent
- * Self-discipline
- * Teaching children respect
- * Discipline is taught (learnt)
- * Appropriate behaviour - "is there such a thing?"
- * Children accepting responsibility
- * Consequences of actions
- * There is a need for punishment
- * Punishment should be positive
- * Consequences affect self and others
- * Corporal punishment??
- * Alignment - top down
- * Children to need to be given reasons

D. BQ. P. L

PERSON

- * Children
- * Parents
- * Teachers

STRATEGY

- * individual differences - age groups (stages of growth)
 - generation
 - socio-economic
 - groups
 - cultures
- * self discipline a learning process
- * child awareness of boundaries, consequences and positive benefits of appropriate behaviour
- * modelling - modelling revisiting
 - review
- * evaluation of the policy

CONCEPTS/WORDS

- * collaborative
- * rules
- * empower
- * social harmony
- * different attitudes
- * comfortable
- * self esteem
- * self-discipline
- * consequences
- * growth
- * justice
- * discipline
- * atmosphere
- * consistency
- * dignity
- * appropriate behaviour
- * boundaries

TASK

- * to teach good discipline
- * to teach appropriate behaviour
- * to teach/learn rules and reasons for them
- * modelling

VISION/BELIEFS/VALUES

- * a group needs discipline to function properly
- * an empowering atmosphere
- * contributes to social harmony
- * a child's dignity must be respected regardless of behaviour
- * good behaviour requires the child to feel comfortable, loved, and have good self esteem
- * discernment is important to cater for the individual

A, M, B, S

PERSON

- * Children
- * Parents
- * Teachers
- * School Personnel

STRATEGY

- * Formal structure of discipline with parental involvement
- * Parents, teachers - open, positive approach
 - role model acceptable to behaviour
- * Recognise individual differences
- * Not a blanket approach

CONCEPTS/WORDS

- * rules
- * law
- * consequences
- * individual differences
- * behaviour
- * appropriate/inappropriate behaviour
- * reachable
- * personality
- * parental involvement

TASK

- * School needs a formal structure of discipline
- * Children need to learn - discipline system

VISION/BELIEFS/VALUES

- * Individual responsibility
- * Each person - important, unique being
- * Rules and laws are necessary in society - consequences if broken
- * Self-discipline - important
- * Fairness, firmness, sensitivity
- * Divorce behaviour from person
- * Children will learn
- * Love, respect of others, self and property

APPENDIX 20.

**WHOLE GROUP STATEMENT OF COMMON BELIEFS :
PROCESS OF REFLECTIVE DELIBERATION**

TASKS

- to teach appropriate behaviour
- to teach/learn rules and reasons for them
- modelling
- to establish consequence procedures
- to develop skills of self-discipline
- make counselling available
- to develop self-respect and respect for others
- set up liaison process with parents/teachers
- procedures for crisis management
- reconciling to community
- establishing class community
- establishing school community

STRATEGIES

- structure for discipline with parental involvement
- to be open and positive
- role model needed for acceptable behaviour
- to recognise individual differences
- to develop skills of self discipline
- identify children who would need special programs
- investigate agencies available
- be consistent (non-discriminating)
- child awareness of boundaries, consequences and positive benefits of appropriate behaviour ("out system")
- on going evaluation of policy
- teaching behaviour and social skills
- consistency in process of dealing with concerns
- consistency in way we teach behaviour

PERSON

* Children/parents/teachers/school personnel/counsellors

Who else? Priest
C.E.C.
Law

BELIEFS/VISIONS/VALUES

- * Christian perspective/dimension
- * a group needs discipline to function properly/social harmony
- * child's dignity respected regardless of behaviour
- * a feeling of comfort/love/self esteem
- * empowering atmosphere
- * discernment for individual's needs, firmness/justice/fairness/sensitivity
- * the individual is responsible for behaviour
- * teach behaviour/children learn behaviour

- * love, respect of others, self, property
- * consistency is important
- * belief in appropriate behaviour??
- * children need to accept consequences of their actions
positive / negative
- * punishment is necessary (reasons)
- * consequences/actions have societal effects
- * christian community/Catholic tradition

CONCEPTS

Self esteem punishment positive boundaries

self discipline individual differences law rules

appropriate behaviour inappropriate behaviour

expectations counselling reachable personality

respect parental involvement discipline fairness

firmness rights sensitivity justice consequences

collaboration consistency empowering growth

authority social harmony atmosphere differing

attitudes dignity comfortable

APPENDIX 21.

CONCEPT MAP : PROCESS OF REFLECTIVE DELIBERATION

PARADIGM

- * Individual is responsible for behaviour (self discipline)
- * behaviour can be taught and learnt (consequence procedures)
- * Self-renewal (ongoing evaluation)

PRINCIPLES

- * firmness/justice/fairness/sensitivity/love
- * respect of others, self, property
- * all actions have consequences
- * modelling
- * open and positive (values of...)

VISION

- * dignity of child
- * comfort/love/self esteem
- * empowering atmosphere
- * belief in culturally based behaviour norms
- * belief that commonly agreed to boundaries are essential
- * school community collaboration/growth
- * co-ersive/non-co-ersive management???
- * establishing class community and school community
- * reconciling to community

REALITY

- * Christian persepective/community/Catholic tradition
- * discipline necessary for social harmony
- * Our behaviour management policy is real/ reachable/attainable

PROCESSES

- * discernment of individuals needs
- * teach behaviour
- * consistency
- * application of natural and social consequences for behaviour
- * counselling for teachers, parents and children
- * developing rules of living and learning together
- * crisis management
- * identify children who need special programs (utilizing outside help)

APPENDIX 22.

DRAFT RATIONALE

DRAFT RATIONALE

VISION: In a spirit of collaboration focussed on individual growth, the Queen of Apostles School Behaviour Management Policy will give direction and life to our class and school community. Community based behaviour norms will govern the establishment of boundaries of behaviour.

Such a community will be both empowering and reconciling; a community in which the dignity of every child is of paramount importance.

REALITY: Queen of Apostles school is a Christian community following the Catholic tradition. In a large school such as ours there is a need for social behaviour norms to promote harmony and productivity. We have developed this Behaviour Management Policy which encourages real and attainable relations between all members of the school community. Corporal punishment is not an option in Catholic Schools nor a desirable one in this context.

PARADIGMS

Responsibility: All behaviour has a purpose which is to meet our needs and wants. We choose our behaviour and our behaviour represents our best choice at the particular time for the particular situation. Our challenge in learning is to act responsibly i.e. to choose to meet our behavioural needs without denying others the right to meet theirs.

Behaviour Is Learned: We choose behaviours from our personal repertoire to fit specific situations. We learn and can be taught what behaviours are best suited in social settings. Teachers and parents, as educators, teach appropriate behaviour and use consequences as part of their teaching.

Self-Renewing: As an organisation and as individuals we continually grow and develop. In the Catholic school context, renewal takes place in alignment with our vision of the 'Characteristics of the Catholic School'; Community of Faith, Religious Atmosphere, Relationships, Developmental Goals, Parental Involvement, Organisation and Administration. Self review is part of the process of self renewal.

APPENDIX 23.

DRAFT POLICY STATEMENT

RATIONALE

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PRINCIPLES:

Principle of Love: Love is unconditional.

Principle of Modelling: We teach more by what we do than what we say.

Principle of Consequence: From every action there is a consequence.

Value and belief: We value a belief in being positive and open.

PROCESSES:

The Queen of Apostles Behaviour Management Policy has at its core the understanding that all individuals are different in their modes of learning, relating, behaving and general operation within the school community. Thus consistency in implementation of the policy must also respect all children's individual needs.

The following processes are integral to the Behaviour Management policy.

- * Behaviour teaching
- * Out system
- * Case Conferences
- * Counselling
- * Parental Involvement
- * Process of reconciliation
- * Continuous renewal of the Behaviour Management Policy
- * Modelling
- * Teaching of Self Discipline
- * Collaborative naming of community norms
- * Development of rules for being and learning together
- * Integration of H.R.E.
- * Teacher - Child Conference

GUIDELINES FOR PROCEDURES

- * Acceptable and appropriate behaviours will be acknowledged and positively supported.
- * The school will collaboratively develop its codes of behaviours
- * Each year the teacher and children together decide on specific class rules aligned to school norms
- * Each teacher will teach the children specific behaviour expectations and the out system will be an expression of consequences of misbehaviour
- * The school administration will support behaviour teaching and apply the out-system
- * Confidential records will be kept throughout the stages of the process.
- * Parents will be informed/involved in the behaviour management process as appropriate (e.g. case conferences/special needs, consultation with teacher)
- * Outside agencies will be included as required
- * Behaviour teaching is integrated into the whole curriculum.

APPENDIX 24.

**PROCESS RECORDING CHANGES TO THE DRAFT
POLICY FOLLOWING COMMUNITY CONSULTATION
BY THE COMMITTEE.**

VISION

CHANGE

- "Culturally based behaviour norms"
- drop "culturally based"
 - which culture?
 - liked "culturally based"

COMMITTEE DECISION

Change "culturally" to "community" because the cultural context saw many people see it as an ethnic scenario.

REALITY

- * "Christian community following the Catholic tradition"

Reverse wording (two groups)

- * "Social norms" - say what you mean (comment from one group)

COMMITTEE DECISION

- Leave sentence as is because the word Catholic does belong to tradition. As a school community our interaction needs to be "Christian" rather than "Catholic".
- Change "social norms" to "social behaviour norms" to convey the idea that they are appropriate behaviours acceptable to the majority of members in a school community.

PARADIGMS

RESPONSIBILITY

- * replace "needs" with "needs and wants"

COMMITTEE DECISION

Behaviour relates to needs as well as wants. It was decided to delete the word "life" as that was no longer needed with the broader context of needs and wants.

BEHAVIOUR IS LEARNED

- Insert "We" in last sentence to make sentence clearer.
- Comment - children know all their rights but don't realise their responsibilities.

COMMITTEE DECISION

- a. Change last sentence to convey the meaning more strongly .
Now reads; "Teachers and parents, as educators, teach appropriate behaviour and use consequences as part of their teaching."

SELF RENEWING

- * comma after context.
- * name "characteristics" of the Catholic school.

COMMITTEE DECISION

- a. insert comma and delete the word "that" to make the idea clearer.
- b. name the six characteristics of a Catholic school as outlined in the Self Renewing Catholic Schools document.

PRINCIPLES

COMMENT Brief and to the point.

COMMITTEE DECISION

No changes.

PROCESSES

COMMENT

Consistency - all teachers should take it on board and there should be a common thread as child moves from class to class.

ADD

- * early parental involvement
- * recognition of rights of the children discussing problems with teacher/ 'dobbing'
- * bullying

COMMITTEE DECISION

Change parent involvement to "parental involvement"

ADD

"Teacher - child/conference

GUIDELINES FOR PROCEDURES

- * position of word 'position'
- * form of measuring 'out system'
- * work or no work when OUT
- * evaluating the program
- * counsellor to be employed in the school
- * modification of a number of children OUT
- * labelling
- * confidential record keeping

COMMITTEE DECISION

- a). Take "all" out of second last statement and move statement to the beginning of the list
- b). Take "noticed" out of this statement
- c). Add "confidential records will be kept throughout the stages of the process".
- d). Change last statement to "Behaviour teaching is integrated into the whole curriculum".

APPENDIX 25.

BEHAVIOUR MANAGEMENT POLICY

GUIDELINES FOR PROCEDURES

- Acceptable and appropriate behaviours will be acknowledged and positively supported.
- The school will collaboratively develop its codes of behaviours
- Each year the teacher and children together decide on specific class rules aligned to school norms
- Each teacher will teach the children specific behaviour expectations and the out system will be an expression of consequences of misbehaviour
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- Confidential records will be kept throughout the stages of the process.
- Parents will be informed/involved in the behaviour management process as appropriate (e.g. case conferences/special needs, consultation with teacher)
- Outside agencies will be included as required
- Behaviour teaching is integrated into the whole curriculum



This document provides a direction as to the approach to behaviour management at Queen of Apostles School.

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- * Integration of H.R.E.
- * Teacher - Child Conference

APPENDIX 26.

**PRIMARY SCHOOL PLANNING PROJECT CASE
STUDY : "SCHOOL-WIDE DEVELOPMENT PLANNING
- ONE SCHOOL'S MOVE FROM POLICY TO
PRACTICE". DIANNE REARDON. QUEENSLAND
CATHOLIC EDUCATION COMMISSION SECRETARIAT.
SEPTEMBER 1994.**

PRIMARY SCHOOL PLANNING PROJECT
CASE STUDY

**"SCHOOL-WIDE DEVELOPMENT PLANNING -
ONE SCHOOL'S MOVE FROM POLICY TO PRACTICE"**

Dianne Reardon
Queensland Catholic Education Commission Secretariat

September 1994

PRIMARY SCHOOL PLANNING PROJECT CASE STUDY

"SCHOOL-WIDE DEVELOPMENT PLANNING -

ONE SCHOOL'S MOVE FROM POLICY TO PRACTICE"

This case study provides an account of the process of school wide planning in a medium sized Catholic primary school situated in the Brisbane Archdiocese. It seeks to illuminate the process of school-wide development planning in this school by following the "planning pathway" from system intention → school initiative → classroom practice → pupil outcomes.

CONTEXTS:

The last decade has witnessed an increasing commitment by governments in many countries, including Australia, to policies drawn from economic rationalist perspectives. The ideology of economic rationalism is characterised by calls for efficiency, effectiveness and public accountability, and the promotion of modes of operation that have their roots in the private corporate world and focus on quality. One such mode of operation that has become influential in the Australian schooling system is development planning. This concept is usually understood as: the setting of goals, the identification of strategies and resources necessary for achieving those goals and the review of effectiveness. [DEMSPTER, LOGAN, SACHS 1994]

In the early 80s the Queensland Catholic Education sector responded to the prevailing national focus on quality management (more frequently referred to in that decade as "school improvement") and to research within its own sector on desirable characteristics of the Catholic school of the future [PROJECT CATHOLIC 'SCHOOL', MCLAY, 1979] by implementing, with Commonwealth Government financial assistance, a school development project known as *School Level Evaluation (SLE)*.

Project Catholic 'School' points to the Catholic school of the future being one that would:

"... continually re-evaluate its own structures and processes and also its relationship with parents, community and Catholic Education at large so that there was a consonance between the Christian values it espouses and its actual practice". [MCLAY, 1979, P. 82]

The SLE program was developed to meet this challenge posed by *Project Catholic 'School'* and government initiatives in devolution. In essence, SLE asked school communities to reflect on their purposes and their practices, to identify areas for development and to plan for that development in terms of strategies and resources. It was a voluntary process that was initiated, controlled and conducted from within the school.

Paralleling the government sector's tendency to accompany the process of devolution with the tightening of accountability procedures, in the mid 1980s the Queensland Catholic Education sector moved to formalise and systemise school development processes.

In Queensland there are five independent diocesan offices of Catholic Education. The Diocesan Directors of Catholic Education, together with representatives of parents, priests and teaching orders, form the Queensland Catholic Education Commission. The Commission develops policy in those areas in which there is consensus on the value of having a statewide perspective. One such area is school development and in 1986 the Queensland Conference of Catholic Education (the forerunner of the present Commission) ratified a policy on school development known as *Self Renewing Catholic Schools in Queensland* (SRCS). The method and timing of the implementation of any Commission policy is at the discretion of each Diocesan Education Office. After a deliberately prolonged preparation and trialing period, the SRCS policy was implemented in the Brisbane Archdiocese in 1990.

The SRCS policy is not prescriptive, but provides a framework of guidelines within which schools build their own implementation strategies. For example, it is expected that:

- * Schools will examine their operations in relation to at least the following cultural characteristics which are considered to be essential to an effective Catholic School:
 - Organisation and Administration
 - Parental Involvement
 - Religious Atmosphere
 - Developmental Goals
 - Community of Faith
 - Relationships

- * Such examination will involve the following process steps:
 - Initiation
 - Reflection
 - Examination
 - Clarification
 - Action
 - Review
- * There will be community decision-making.
- * The process will be cyclical and ongoing.

Put simply, school communities are asked to identify what they have (the actual situation), express what they want (the ideal situation) and plan development that builds on strengths and addresses areas in need of improvement. Planned initiatives may be expressed in a school development plan.

CHARACTERISTICS OF THE CASE STUDY SCHOOL:

History:

St Scholastica's aspect on top of a hill surrounded by prime urban real estate reflects the now legendary talent of Archbishop Duhig (1917-1965) for acquiring prime property sites. The school opened in 1962, with four classrooms. Building on a second stage of seven classrooms began immediately (cost \$20,000!) and this stage was opened in 1963. A further block of classrooms was added in 1964. In 1969 the school spread to a second campus, approximately one kilometre from the first. Presently Years 3 to 7 are housed on the original campus while Years 1 and 2 are housed on the second campus.

The St Scholastica's Parish was established in 1957. Its first decade saw the building of an impressive complex consisting of a church, school, community meeting centre, presbytery and convent. This ethos of building has remained a feature of the parish and today the school is probably the least impressive set of buildings within a very impressive complex consisting of Church, Community Hall, Parish Offices, Meeting Rooms, Credit Union Office, Presbytery and Convent. Care in providing for community interaction is evident in the open architectural style of the new church, the provision of facilities for after school care and a Parish Credit Union, meeting rooms and community hall. (Four new classrooms will be opened in 1995.)

The fact that the school buildings are physically an integral part of a large parish complex immediately gives the visitor the feeling of integration between community and school life. One can stand in the school assembly area and observe school children practising on the hall's stage; senior citizens "setting up" for a meeting at the other end of the hall; people visiting the Credit Union and a group of parishioners having a prolonged after-Mass chat in the church's comfortable outdoor foyer.

It is in the twin spirits of development and community that the past and present of the school find continuity.

The School's Reputation:

During one interview the Principal spoke of the excellent reputation the school enjoyed. He made the comment (in a joking context) that the school is on a "high" at the moment, and given the phenomena of reputation, "can do nothing wrong". There are waiting lists for most Years, but especially for Year One, and the Principal suspects there is something in the old adage that people want what they can't have - so a waiting list enhances a reputation. There is little doubt, however, that the school is doing something right. It is located in an established urban area with little new building, but numbers have gone from 280 to 500 in six years, and there is the expectation that demand will increase at least in the immediate future. The Principal accredits their "fashionable" status to the fact that while the school has always had a reputation for high academic standards, they have now managed to get the correct balance between focussing on academic achievement and engaging in child-centred teaching/learning processes. Such a balance is very much appreciated by a parent clientele that want "the best" for their offspring, and have the education to articulate that "best" in holistic development terms.

"Parents value our 'middle of the road' educational philosophy. We seem to have found a nice balance between child-centred and content-oriented curricula. Change is a constant." [PRINCIPAL]

Staffing:

The school has 17 full-time equivalent teachers and one full-time administrator. (A teacher is released for 12½ hours per week to perform the duties associated with the role of Assistant to the Principal - Religious Education [APRE]. There are specialist teachers in the areas of Library and Remedial/Resource. With five males (including the Principal) on staff, the gender balance is better than in most Catholic primary systemic schools. The staff is very stable with only one person having transferred out in the last 6 years. However the school's growth has meant that a number of new people have joined the staff over that period. This situation has ensured a steady injection of "new blood" and this has resulted in a nice mix in terms of both age and experiences. The organisation of curriculum delivery is mostly traditional with one teacher presiding over a group of age peers within a single room.

The Principal described the staff as "excellent" and a major reason for the long standing reputation for academic excellence that the school has enjoyed. The Principal is of the opinion that two or three teachers show a keen interest in the education agenda at national and regional level, while the majority are just interested in doing "their bit" for the school and "the kids in their classroom". The Principal himself is a man in his early 40s who has had fourteen years of experience as a Principal, six of these at St Scholastica's.

School Culture and Climate:

It was interesting to note that when the Principal was asked to describe the culture of the school his immediate response was to describe the staff: *"dedicated professionals who enjoy their jobs, no cliques etc"*.

He went on to talk of the school as a "happy place" with a collegial approach to its work:

"There is collaboration and people are open to change. The school is a happy place. There is a feeling that we are all in this together. No power plays but some people are more powerful than others because of their talents."

This picture of the school as a place where relationships are positive, and people are united in working towards common goals in an atmosphere of good will, is validated in all I have observed. I have enjoyed several morning-teas, lunches, etc with the staff and these occasions are a wonderful mix of business and pleasure. The time is often used to organise some forthcoming school event and a good deal of co-operative give and take is always observable. Good-humoured personal bantering goes on among staff and between the Principal and staff.

Interactions observed between various parties while I have been in the school office have been characterised by the same relaxed and friendly, but none the less purposeful, style.

The Principal described his leadership style as Servant Leadership.

"People follow me because they see me working hard."

The school has a four person Administration Team - the Principal, the APRE, Teacher in Charge of the Infant Campus and a rotating staff member. The staff member serves for a two week period. During the two weeks this person takes responsibility for organising and chairing the staff meeting and attends any administration meetings as a fully participating member.

Parents/Students:

According to the Principal, most school families fit comfortably within the accepted definition of "middle class". There are a *"sprinkling of upper class families and an increasing sprinkling of lower class families."* This latter situation has caused some concern among certain sections of the parent body in relation to the possible *"lowering of standards"*.

Speaking in general terms, the parents' view of schooling is that it is to prepare their children for jobs AND for life, but the emphasis is on jobs. Most parents are not interested in the actual Religious Education program offered by the school, but they are interested in values education and in the Christian Ethos of the school.

Parent involvement is high and is very much encouraged by the staff. Most regular involvement is at classroom level, but Family Days and Family Camps, which give the opportunity for different community groups (parents, students, teachers) to interact away from the school site, are held regularly.

My observation of students is that they represent a privileged slice of the broad primary school population. Most come from comfortable, stable homes where they are well loved and cared for. They are self-confident, healthy and happy, enjoying some years of innocence in a rather rarefied environment.

SCHOOL-WIDE PLANNING PROCESSES:

Eventually all Brisbane systemic schools will engage in School Renewal but in the early stages of implementation it was decided that schools would enter the program on a voluntary basis. St Scholastica's was one of the first schools to enter.

One of the advantages of being a "first cab off the rank" was the thorough preparation provided for school community members. The "journey" the school travelled in this, its first cycle of "formal" whole school planning was documented as a "SRCS Report" and appears at Appendix 1. The following is a brief overview of the planning journey 1990-92.

In mid 1990 the staff examined the system documentation on SRCS. This proved a rather daunting experience and it was decided to explore the program further through inservice before proceeding.

Two pupil free days at the beginning of 1991 were used to explore the SRCS model. These days were led by three consultants from central office, one of whom was the author of much of the SRCS system documentation. As part of the exploratory process participants used the SRCS model to design micro development projects for implementation in their own classrooms. Staff were joined by parent representatives at these sessions which were conducted on a day/night format with shared meals, drinks and community building activities featured.

In March the school used part of its inservice funds to release all staff for a further day. This day was held at a staff member's home and was again facilitated by a central office consultant. Teachers and parents shared the micro projects and discussed positives and negatives of implementation strategies. Using the "Catholic School Index" (an instrument designed by the Brisbane Archdiocese to help schools compare their practice with the "ideal") individuals identified areas for development at St Scholastica's.

In small groups areas for development were listed under the six "essential characteristics" outlined in the SRCS policy:

- i.e.
- | | |
|------------------------|---------------------------------|
| ▪ Community of Faith | ▪ Relationships |
| ▪ Religious Atmosphere | ▪ Developmental Goals |
| ▪ Parental Involvement | ▪ Organisation & Administration |

The whole group then collated and collapsed these lists. This resulted in the identification of 14 possible areas for development.

It was decided that St Scholastica's would use a project or issue focused approach to Renewal (i.e. one priority area for development would be dealt with at a time, but development in that area would be guided by goals set within areas represented by the SRCS Policies' six "essential characteristics").

The fourteen areas were discussed at subsequent staff meetings and then prioritised by staff.

At this time (early 1992) staff and some parents were concerned that the behaviour towards one another among certain groups of children did not reflect the values that home and school were trying to instil. The addressing of this situation was identified as the priority area for development and it was decided that a comprehensive program of Human Relationships Education (HRE), complemented by the development of a Code of Conduct or Discipline Policy, would best address the situation. These two initiatives became the focus for development planning for 1992, 1993, 1994.

Staff and parent volunteers formed a HRE Committee. A facilitator for the project was chosen and a validator whose task was to validate the process of change in terms of the SRCS's policy guidelines was appointed. Both these people were central office employees.

From this point onwards the project became one of curriculum development. Salient features were:

- * reflection on the school's mission statement and then the listing of program goals under the six characteristics of the SRCS policy;

- * a series of information nights for parents, presented by "experts" in the areas to be covered in the HRE program;
- * intensive inservicing of teachers in HRE;
- * extensive involvement of all teachers in the planning process. (Teachers worked in year level groups one night per week for nine weeks to develop year level programs that covered: objectives; teaching strategies; resources and evaluation.)
- * presentation of the trial program to parents via participation in simulated classroom situations;
- * the formation of a parent group focussed on ongoing self-education in the HRE area;
- * the holding of a party to celebrate the publication of the HRE program documents.

This case study commenced in July 1993 just after the full implementation of the HRE program. After the efforts of the previous two years it was natural for teachers to translate "SRCS process" for "school-wide planning". Thus this study became focussed on that phenomena.

The preceding account of the SRCS planning journey at St Scholastica's highlights:- the thorough preparation of staff; the support of system and school authorities; the allocation of substantial resources; ongoing professional development; and minimal external restraints. Add to this supportive set of circumstances the fact that the planning process resulted in a successful "product" directly related to the business of teaching and it is not difficult to account for the very positive perceptions that St. Scholastica's staff hold in relation to school-wide planning processes.

The Principal and all teachers I spoke to were positive about the SRCS planning process:

"Encourages a culture of problem solving."

"Having a shared purpose draws a community together."

"Dialoguing on goals, strategies and resources has been excellent professional development for teachers."

"Parents have become more involved - this allows problems to be discussed 'up-front'."

The sense of a "shared direction" seemed to be the common positive associated with planning. "Pressure of time" was by far the most common negative.

Apart from the SRCS "journey" document, the only other written school-wide plan is the Building Plan. Ideas for change, however, come from a number of sources:

- * Formative and Summative Principal Appraisal processes;
- * Administration meetings;
- * Staff meetings;
- * Parent/Teacher interview forms; (Prior to these interviews parents are given a form to complete which includes a question asking if they have any suggestions for improving the school.)
- * Administrator and teacher annual goal setting;
- * Curriculum Committee; (A teacher takes responsibility for each subject area. These teachers and the principal form the Curriculum Committee.)

The Curriculum Committee is a very important structure within the school in terms of planning. All members are volunteers with a real interest in the subject area they represent. The meetings are open and any staff member can attend at any time. The committee meets regularly (approximately once per month). Staff members bring issues and ideas to this forum through the agenda but the committee also initiates ideas for change and takes these to staff.

Policy and professional development are the areas that are most consistently addressed by the Curriculum Committee. However, since the view of curriculum is broad ("all the learning experiences offered by the school") the brief of the committee is also broad. At the meeting I attended the following items were discussed:

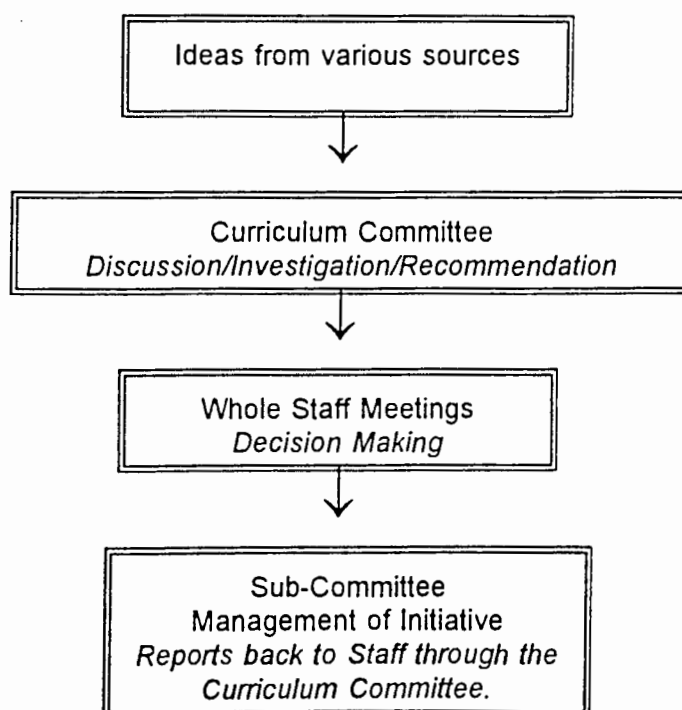
- (1) Compilation of a statement on Science. (The school is compiling a statement for each subject. HRE is next on the list.)
- (2) Whole staff inservice day organisation. (Topic: Taking Behaviour Management Policy into procedures.)

- (3) ELA sessions.
- (4) School response to the Wiltshire Report. (Two parents have volunteered to be involved.)
- (5) A need to review the policy regarding student teachers.
- (6) Organisation of a parents' "Maths Night".
- (7) Teachers to be involved in presenting the program "Parents and Teachers Working Together".

(The issue of infusing the teaching of morals into the HRE and RE programs was deferred to the next meeting.)

Decisions made by the committee are taken to the staff meeting for ratification. If the staff agrees with a planned initiative and that initiative needs further planning in terms of development and implementation a sub-committee with membership appropriate to the purpose is formed. This group then becomes responsible *"for managing the project for the staff"*.

Diagrammatically the school-wide approach to planning on curriculum issues looks something like this:



There is definitely school-wide planning involving all members of staff and frequently parents and/or "outside experts" at the sub-committee level through this structure but such planning does not usually result in a written plan and there is no long term development or strategic planning for curriculum. The same project or issue focused approach to planning adopted as the preferred model within the SRCS program is very evident in the established approach to curriculum planning.

The school has, in fact, neatly and successfully integrated the system-directed planning initiative into its own structures. For example, first the HRE Committee and now the Behaviour Management Committee function as sub-committees of the Curriculum Committee.

IMPACT AND EFFECTS OF PLANNING

Staff

As stated previously, the timing of this Case Study meant that data became focussed on the implementation of the SRCS policy. This initiative involved identifying and prioritising needs then planning and implementing chosen change - in St Scholastica's case the development and implementation (throughout 1991 and 1992) of a school wide Human Relationships Education Program.

Thus, when staff were asked about the impact of school-wide planning the following quote represents the almost universal immediate reaction:

"Well we now have a HRE Program and it is working really well."
[TEACHER]

Secondary reactions usually focussed on the process:

"The process caused good bonding among staff - they had to talk and listen to one another. Together they produced something successful, this helped the bonding." [TEACHER]

"The process was thorough, professional and comprehensive." [TEACHER]

The success of the product of planning has undoubtedly had a positive effect on the perceptions of the planning process at St Scholastica's but the process is also appreciated in its own right.

In fact, in survey responses the staff supported 38 of the 40 claims made for school-wide planning identified in the literature-search associated with the Primary School Planning Project (PSPP) of which this Case Study is a part.

At least 13 of the 14 respondents agreed or strongly agreed with the following statements that relate to the work environment of teachers:

School-Wide Planning:

- * *Establishes a clear direction for my school*
- * *Facilitates greater involvement in decision-making processes*
- * *Makes public the aims, purposes and values of the school*
- * *Develops agreement amongst the administration and staff about the goals of my school*
- * *Establishes a clear direction for teacher activity*
- * *Provides ways to review and revise policies*
- * *Improves teacher morale*
- * *Creates a greater sense of responsibility among staff*
- * *Makes teachers feel more confident to initiate change*
- * *Ensures that staff development programs are relevant to my school*
- * *Encourages high professional expectations amongst teachers*
- * *Improves communication between administrators, teachers and parents*
- * *Ensures that changes are planned and systematic*
- * *Results in better use of teachers' time.*

While it would be difficult to directly link them to the presence of school-wide planning it is possible to observe that many of the characteristics (e.g. shared vision, high morale, professionalism, effective management structures) represented by these statements are present at St Scholastica's.

The school has a written Mission Statement which is more than a piece of paper. It is frequently used as the focus of prayer at meetings and at the beginning of every year the staff read and reflect on it. It was used as a starting point in the SRCS process and is used in the formation of curriculum statements. The principal and senior teachers believe that it is lived out in the activities of the staff.

"A Self Renewing Catholic School continually re-evaluating its performance, structures and processes so that there is a consonance between the core values it espouses and its actual practice."

[SPRY, SULTMANN, 1994, P.6]

There is a culture of renewal at St Scholastica's. Through the Committee Structure they are continually planning, acting, reviewing and evaluating. Planning processes are viewed as ways of directing development rather than ways of remediating problems.

Gayle Spry, the author or co-author of most of the system's documentation on SRCS writes:

".....the net effect of a cultural focus in Catholic school renewal may be to bond together the various members of the school community as "believers" in the work of the school. In this case, their work takes on a new importance, one characterised by richer meanings, an expanded sense of identity, and a feeling of belonging to something special - all highly motivating conditions."

[SPRY, 1994, P.133]

My observation is that the staff at St Scholastica's is a group of highly motivated people who are committed and dedicated to their work, but just as importantly, are enjoying that work because they believe in what they are doing and in each other.

The Principal speaks very positively of the staff:

"We have been blessed with a fantastic staff, they are professionals, talented and always giving of their time and energy."

Parents speak positively of them:

"I am very happy with the staff and the administration ... there is an openness about the school"

and they speak positively of themselves:

"The staff are very good - very dedicated - very professional"

[TEACHER]

With such an appreciative atmosphere, morale is naturally high. St Scholastica's is a successful school and the euphoria of success creates its own momentum in search of further success. The staff, through structured processes are in control of planning this momentum. Their substantial and consistent involvement in Committees (both permanent and ad hoc) whose task of managing change is mostly conducted out of school hours is a concrete expression of their appreciation of the value of participative planning:

"School planning for me means whole staff or groups of staff members spending time together working towards common goals" [TEACHER]

A hallmark of professionalism is said to be responsibility for client welfare. When asked "Who does school-wide planning benefit?" one teacher replied:

"In this school students and, indirectly, parents. Eventually the whole community benefits from better educated citizens"

This notion of "students first" is a strong operational principle at St Scholastica's. In the ad hoc planning of immediate events carried out in school breaks, in the more formal Language Unit planning on the ELA inservice day, in classroom lesson planning for HRE, in the development of curriculum statements at the Curriculum Committee, I observed the baseline question "How does this benefit students?" being consistently inferred if not actually asked in those words.

Professional development is driven by the initiatives planned through the Curriculum Committee structure, including those that originated in the SRCS planning process. For example during 1992 when the HRE program was being developed, professional development for the whole staff and some key individuals was focused on topics and methodologies within Human Relationships Education. In 1994, the focus has been on behaviour management.

One teacher noted that school-wide planning increased the focus on professional development because teachers were more aware of the need for it.

"Teachers want to go because they see a need." [TEACHER]

Participation in the planning process is considered to have been *"definitely a professional development exercise."*

It was noted that all teachers being familiar with the 7 levels of the HRE program, through involvement in its development, had "opened classrooms a little". Certainly there is more sharing of teaching resources and the sharing of teaching strategies through visits to other classrooms is "coming".

The "claimed benefit" that received the least support on the staff survey (1 agree, 13 disagree) was: *"School-wide planning reduces teacher stress"*. The issue of "Pressure of time" was in fact the only serious negative impact that I encountered throughout the whole study. Teachers spoke consistently of "endless meetings".

"There has been a cost - something has to go - meetings are a real problem"

However without exception all who spoke of this problem saw it as a loss balanced or outweighed by the gains. As one teacher put it:

"School planning involves - boring meetings, linguistic gymnastics, imposition from above, heavy demands on time and timetable BUT ALSO great support and affirmation from fellow teachers and parents."

Students

A guiding question for this case study was: *"How does school-wide planning influence what pupils do in the classroom?"* Two classrooms were used as "windows" in attempting to answer this question. My first "window" was Patricia's classroom. Patricia has taught for twenty years, 17 in Catholic Schools. She has been at St Scholastica's since 1991. In Patricia's class it is easy to see the dedicated professionalism that the Principal referred to when speaking of the staff.

Patricia was suggested to me as someone who might be interested in participating in this study because she had coordinated the development and implementation of the HRE program. As stated previously, this program was the major initiative from the school-wide planning that the school engaged in during 1991/1992. The first goal articulated for this program is:

"a sense of the worth and dignity of self and of all human beings"

and the culture of Patricia's classroom makes this sentiment a lived experience for the children within it. Patricia's love of teaching and commitment to the development of the potential of her students is exercised in an atmosphere of order, routine and mutual respect.

My second "window" was a Year 7 class. The teacher was a young male named Jay. In contrast to Patricia's carefully planned approach, Jay appears to prefer to "wing it on talent". (Coincidentally he recently had a year away from teaching to upgrade his pilot's license.) The atmosphere in the classroom is one of business - "things to do and places to go". He was suggested to me as a study participant because he was the APRE and therefore obviously had a particular interest in the HRE Program. His enthusiasm and interest in his students again supports the Principal's high opinion of the staff's commitment. Jay transferred from the school at the end of 1993 and as the class had also left the school I decided to limit classroom observation in 1994 to Patricia's class.

Both classrooms were a micro reflection of the macro school culture of collaboration and open, positive relationships. Because a lot of my time in the classrooms has involved the observation of the implementation of the HRE program's goals, either through formal HRE lessons or in integrated situations, I have seen the active cultivation of the skills, knowledge and attitudes needed to support and nurture such a culture. The broad goals of the HRE program were conceptualised within the six characteristics of a Catholic school nominated in the SRCS Policy.

PROGRAM GOALS

<p><u>COMMUNITY OF FAITH</u></p> <ol style="list-style-type: none"> 1) to create an awareness of being a part of a wider parish community. 2) to celebrate the dignity of each person within the community 3) to be tolerant of the individual differences of people within the community 4) to realise that we are all created in the image and likeness of God. 	<p><u>RELIGIOUS ATMOSPHERE</u></p> <ol style="list-style-type: none"> 1) to maintain the dignity of each child 2) to develop the self-esteem of each child 3) to celebrate the matching of achievements with goals 4) to see God in others
<p><u>RELATIONSHIPS</u></p> <ol style="list-style-type: none"> 1) to examine our own attitudes and behaviour in relationships 2) to develop caring attitudes towards peers and others 3) to offer education to assist children in dealing with boy/girl relationships 4) to be open to the other person's thoughts, feelings and points of view in relationships 	<p><u>DEVELOPMENTAL GOALS</u></p> <ol style="list-style-type: none"> 1) to enhance integration across curriculum areas 2) to instil in children the ability to cope in a changing society 3) to assist the development of the whole child 4) to create a balance between the purely academic and life skills
<p><u>PARENTAL INVOLVEMENT</u></p> <ol style="list-style-type: none"> 1) to be aware of current thinking in this area 2) to enable parents to assist in planning of the program 3) to develop a bond between parents / teachers/children 4) to encourage involvement in order to build commitment 5) to create a feeling of ownership 	<p><u>ORGANISATION AND ADMINISTRATION</u></p> <ol style="list-style-type: none"> 1) to empower others to participate in decision-making and planning 2) to re-evaluate and change constantly so as to streamline policy and procedures 3) to affirm and to encourage people in order to motivate them towards higher achievements 4) to consult with stakeholders thus promoting ownership

Within the HRE program I observed lessons on: Protective Behaviour; the skill of Centering; Self-Esteem; Problem-Solving; Family Relationships; Conflict Resolution; Productively Releasing Emotions. Outside this program I observed lessons in Religious Education, Sport and Physical Education. Observation periods were between one and two hours, and although each lesson had objectives related to a particular subject, integration within the one lesson of many recognisable syllabus elements from a number of subjects was the norm.

After each observation period I would review my notes in terms of the stated objectives for HRE. Before the end of the first semester of observation I had been able to observe, sometimes many times, each objective being met, not only in the content of lessons but, much more impressively, in the behaviour of teachers and/or students.

Although all objectives were addressed there were three themes, all related, that ran consistently across all observed lessons in terms of both content and methodology:

- * the celebration of the dignity of each person
- * the development of self-esteem
- * self actualisation (expressed as "You are in control of you")

Children were consistently encouraged to recognise the innate worth and the unique abilities of themselves and others, and that there was always a choice in terms of behaviour, and they and nobody else were responsible for that choice. The language and actions of teachers reinforced these themes:

e.g. *"What would have been a better way to choose to behave?:"*

"What reaction to the situation would have been a better choice?"

"Power is the ability to be in charge of your own life. It is this power to choose that we can use to resolve conflict"

"You are choosing to behave rudely"

When children were told they had a choice (e.g. "invited" to join a creative movement exercise) it was a genuine choice and no direct or indirect censures were applied to not joining in or sharing experiences.

Teachers deliberately look at and listen to children when they are speaking. They stop speaking if a child talks while they are talking and children "holding the floor" are encouraged to follow this practice.

If a wrong answer is given the child is carefully "coached to correctness" or simply provided the opportunity for self-correction whichever is more appropriate for the individual. Children are treated with respect and it is expected that they will treat others the same way.

One parent described the atmosphere in Patricia's classroom as one that "trusts in goodness" This was a very apt way of expressing the high expectations teachers have of students - it is expected that children will work well and behave well. Every opportunity is made to boost self-esteem and to reinforce good behaviour. Unacceptable behaviour is commented on in terms of a "wrong" or "disappointing" choice, but choosing is conceptualised as a continual process and it is expected that the next choice will be a better one.

"It is disappointing that some people forgot what the bell meant, but I am sure people will remember next time" (PATRICIA)

The focus of displeasure is always on the children's behaviour not on the children themselves.

Students respond well to this atmosphere of trust and, on the whole, meet expectations. Classrooms are characterised by high levels of time on task and cooperative behaviour.

For example, during one lesson children paired off to co-author a story. They felt free to lie or sit on the floor often seeking privacy in corners or just outside the door. In twenty minutes I only observed one (1½ minutes) incidence of time off task.

During a Year 4 Physical Education lesson the audiovisual Monitor for the week voluntarily gave up his precious job to a child with a sore foot *"Because he will have something to do with us"*. Without being asked, another child brought a chair for this child to sit on. Multiple examples of the sorts of incidents cited above were observed over the study period.

In Patricia's room the organisation and physical environment were used to foster the attitudes the HRE program promotes.

Each week new strategically placed signs such as the following would appear on the walls:

'INTERESTING PEOPLE SHOW INTEREST IN OTHERS'

'HAPPINESS IS.....(E.G. A FRIEND)

'NOTHING IS SO AWFUL THAT YOU CAN'T TALK ABOUT IT'

THE SKILL FOR TODAY IS....
(e.g. cooperation)

'MISTAKES ARE OPPORTUNITIES TO LEARN'

'WE ALL HAVE THE RIGHT TO FEEL SAFE ALL THE TIME'

'LISTEN WHILE OTHERS SPEAK'

From the Year 7 Room:

*"EXPECT THE BEST
CONVERT PROBLEMS INTO OPPORTUNITIES
BE DISSATISFIED WITH THE STATUS QUO
FOCUS ON WHERE YOU WANT TO GO
INSTEAD OF
WHERE YOU'RE COMING FROM
AND MOST IMPORTANTLY
DECIDE TO BE HAPPY
KNOWING ITS AN ATTITUDE
A HABIT GAINED FROM DAILY PRACTICE
AND NOT A RESULT OR PAY OFF"*

Job lists, classroom rules, guidelines for group work, problem solving steps are all prominently displayed.

The product of planning (HRE) taught in the "immersion" style that Patricia in particular used has had an observable impact on what students do in the classroom.

Patricia and Jay both believe that the HRE program has made students much more aware of social relationships and that this has led to an improvement in the dysfunctional playground behaviour that initiated the program's development. Positive changes in behaviour were certainly observable in the short term. For example, a lesson on co-operation would inevitably lead to an observable increase in incidences of cooperation among students during the remainder of an observation session.

The program was deliberately used by teachers to address emerging problems. For example, Jay altered his classroom program to address the emotion of anger when he observed students displaying inappropriate coping strategies in the playground. He focused on centering and goal setting when students appeared to be having problems coping with the number of new experiences being offered to them in Year Seven.

Parents believed that the HRE program had "helped the children" but were not usually specific:

" I like what is being taught to children - I like to think children are gaining from this but can't quote anything. I like the idea that it is not just a half hour lesson but that the ideas run across the day." [PARENT]

However, the foster-mother of a child with special needs told Patricia that since exposure to the program she had noticed a definite improvement in the self-esteem and social skills of this child who was now coping much better with a difficult home situation.

Parents

The two parents who were formally interviewed were both members of the HRE Committee. They spoke of the impact of school-wide planning from two perspectives: the impact of being involved in the planning process and the impact of the implementation of the HRE program.

The impact of involvement in the process, for these two parents at least, appears to have been minimal. Although one did describe the experience as a "confidence booster" and both obviously enjoyed the experience. Neither thought any new skills had been learnt. When prompted with possible improvement in negotiating skills, conflict resolution, and consensual decision-making, responses were:

"No, nothing specific comes to mind - in my opinion those things operate fairly well at St Scholastica's. I guess that the parents that get involved at this planning level are parents with similar goals as teachers. This makes those things easy".

"I have always found the school very open. I don't find it any different now - but being involved (in planning) could have perhaps helped parents not feeling so positive about the school"

These parents held positive perceptions of teachers before involvement in the planning process and maintained these afterwards. They had no previous involvement in school planning and have had no subsequent involvement.

All parents spoken to informally had had no involvement in school-wide planning and expressed no concern at this situation. Like the two parent interviewees they were very quick to express their satisfaction with the school:

"It's a great school".

"We very much like it here".

"There is just always an openness in the school".

"People work together and things get done, probably because of the Principal".

In terms of the implementation of the HRE program both parent interviewees agreed that its impact on parents had been small but significant. The "launch" of the program had been very well handled with parents being able to experience first hand small teaching segments from across the seven years of the program. This evening launch had been well attended and feedback was very positive. Parents appreciated not just having access to printed material that said what was being taught, but being able to experience how it was being taught.

Parents had the opportunity to attend sessions that addressed topics within the HRE program, and small numbers (10 to 12 per session) had taken advantage of this. These sessions had led to a group of parents meeting monthly with invited speakers on topics of interest, e.g. Stress Management, Self Defence.

Since one of the focuses of the HRE program is family relationships, parents have indirectly (e.g. through project work such as the writing of a biography of a family member) or directly (e.g. attending a grandparents morning tea) become more involved in children's learning experiences. Learning strategies within the program encourage children to discuss issues at home and Patricia has had feedback from parents saying that this has meant that some 'taboo' subjects have been discussed and that discussions in many sensitive areas have been made easier.

Most parents I spoke to had not been involved in any planning exercise but their attitude towards this is probably best summed up by a group interview participant: *"We get asked if it is important to us"* - every head in the group nodded agreement.

LEARNINGS FROM THE STUDY

School-wide planning at St Scholastica's has been an almost unqualified success. Collaborative planning has resulted in the implementation of school-wide initiatives, which have impacted on learning in classrooms.

It is my observation that the following characteristics of the school and/or the planning process have played a significant role in the success of school-wide planning at St Scholastica's.

(1) FREEDOM OF CHOICE

The implementation of Self Renewing Catholic Schools Policy has been mandated in the Brisbane Archdiocese and all schools will eventually engage in some documented 'renewal' process. However St Scholastica's chose to implement the policy as a trial school. (Teachers agree that the decision was theirs.) Some teachers had been involved in a program that was a forerunner to S.R.C.S. (*School Level Evaluation*) and had been impressed with the notion of a whole-school approach to development that pivoted on self-evaluation. Therefore the school entered the program with at least a core of teachers - and these were the longer-term, perhaps more influential members of staff - holding an expectation of success, and all staff holding a positive attitude in terms of "giving it a go".

(2) PREPARATION FOR PLANNING

Being a "trial subject" has its positives. A positive for St Scholastica's was that preparation for "formal" school-wide planning was 'by the book' and extensive in comparison with the preparation in most schools. e.g. The whole staff spent two inservice days exploring the S.R.C.S. model. These days were led by three experienced "outside" facilitators, one of whom had carried major responsibility for writing the "for schools" documentation for the program in Brisbane. Staff had the opportunity to design and implement individual micro-projects using the SRCS model before meeting for another released and facilitated in-service day. At this day mini-projects were shared; a preferred model of SRCS was chosen for St Scholastica's; a needs analysis (using two methods) was conducted.

This commitment of resources to preparation no doubt sent a strong message to school personnel about the value placed on Renewal by the "system". Thorough knowledge of a situation gives people a certain power over that situation. Teachers at St Scholastica's knew the planning process steps, their expected outcome and the roles and tasks to be undertaken.

(3) THE SUBJECT OF PLANNING

On the third inservice day staff and parent representatives engaged in a process designed to have them reflect on their mission and reaffirm the shared vision articulated in the school's Mission Statement. They considered the 'vision in action' and made judgements about the matching of practice with intention across the scope of the school's operations. Areas of achievement were affirmed and areas for development explored in terms of solution.

This process identified a shared concern that the behaviour towards one another among certain groups of children did not reflect the values that home and school were trying to instil. The addressing of this situation was identified as the priority area for development and it was decided that a comprehensive program of Human Relationship Education (HRE) complemented by the development of a Code of Conduct or Discipline Policy would best address the situation. These two initiatives became the focus for school-wide planning across 1992-93-94.

Thus at St Scholastica's the subject of planning was something that both staff and parents wanted to see happen. The planning was directed towards meeting a genuinely felt need. The specific subjects of planning were directly related to teachers' work in the classroom and fell within their area of expertise. There was a sense of ownership because of the process, but there was also a sense of control because of the subject.

(4) RESOURCING THE PLANNING PROCESS

Systemic Catholic Primary Schools in Brisbane have available to them money under the "School Community Initiative Program" that can be used for professional development. Over recent years St Scholastica's has used a substantial portion of this money to implement initiatives arising from the Renewal process. Thus the HRE Committee members received some release for planning and Patricia received two days release for progressive review of the program. Behaviour Management Committee members have also received some release and shortly the whole staff will be released for a day to examine the draft policy and work on procedural issues.

The release time available by no means covers the out of hours time teachers devote to planning, but it gives practical support and perhaps more importantly emotional support by extrinsically recognising the value of what they are doing.

Other resourcing of the SRCS program has included:

- the provision to schools of material on the process of renewal in the form of workshop outlines and videos;
- extensive inservice opportunity for Principals in planning processes;
- the provision of experienced facilitators and validators.

(5) **LEADERSHIP**

When Patricia thinks of the leadership structure in the school she thinks of the Principal, APRE and, "other teachers who show leadership skills in other areas".

"The Leadership is democratic - the Principal welcomes and encourages leadership by others, but will act himself if that leadership is not forthcoming. He is a catalyst for action."

Interestingly, while Patricia nominated one of the Principal's strengths as not being afraid to take the final decision, she was unable to think of any occasion when he had acted alone in decision-making on "anything important".

The Principal named staff meetings as the final decision-making forum and all teachers I spoke with confirmed this. Patricia was unable to think of an instance where the Principal and staff had disagreed on a decision. If a decision was proving difficult, the strategy was to leave it for a time and then come back to it with more thoughts and/or more information.

There is a well established Committee structure in the school with all teachers seeming to be involved. The Principal is a member of all permanent committees:

COMMITTEE STRUCTURE:

PERMANENT COMMITTEES:

- Administration Team
- Curriculum Committee
- Environmental Committee
- Parents & Friends

AD HOC COMMITTEES (Established to meet a particular need):

- E L A (English Language Arts)
- H R E (Human Relationships Education)
- Behaviour Management

Staff are the "Committee" that other Committees feed information to, or refer to for decision-making.

With the exception of the Administration Team, membership of committees seems to be by expression of interest. Each staff meeting involves a short report from each committee.

The Principal prepares a weekly newsletter for parents and staff and a "Monday Bulletin" for staff only. This communicate sets out all "comings and goings" at the school in that week. Patricia and Jay commented on the Bulletin's value and I saw it attached to classroom walls, or prominently placed on desks, around the school. There is a large blackboard in the staff room obviously used by staff and administration for requests, messages and reminders.

These communication strategies combined with the Committee structure and a gregarious principal add up to internal communication described by teachers as "very good".

The Principal at St Scholastica's is worthy of a separate study. I shared a number of morning teas and lunch periods with the staff and he was present on each occasion. The staff room is characterised by a mixture of "work talk" and good natured bantering. The Principal participated comfortably in both types of exchange. He participated alongside staff in all school events I attended (e.g. Inservice Day, Parent HRE night, Class Mass, Curriculum Committee meeting). His opinions are not deferred to but they are certainly listened to. Every teacher and parent I spoke to obviously liked and respected him. He finds time to relieve every teacher for 2 x 1½ hour teacher periods per term. (They can use this time to do whatever they like and it need not be related to school work.) At the end of each year he writes to each staff member thanking them for their contribution during the year. These letters were described as "personal and reflective".

The Principal describes his leadership style as "Servant-Leadership"

"People follow me because they see me working hard"

Here is a man who definitely lives up to the adage "do as I do". His attitude is genuinely collegial and the structures he has put in place are collaborative.

(6) **SOCIO-ECONOMIC STATUS OF THE SCHOOL COMMUNITY**

"The 'middle class' status of parents makes participative planning easier. St. Scholastica's parents are well educated and interested in all that goes on in the school. Just as importantly they have the time to be involved - working hours are likely to be more flexible and shorter than factory work where overtime is common. Ninety to 100% of parents attend Parent/Teacher interviews."

[TEACHER]

St Scholastica's draws its students from a relatively confined geographic area within which the quality of housing is consistent and could probably best be described as established and well maintained. The traditional family structure predominates.

As with all Catholic schools, most parents have made a deliberate decision to choose "this school" for their child. Such a choice is usually based on perceptions rather than detailed knowledge of the school but it is a deliberate decision based on a set of values none the less.

The parent body is thus relatively homogenous and this comfortable state extends to the teaching staff. Most teachers come from the "comfortable middle class". This is true of Catholic teachers in general and St Scholastica's Teachers in particular.

People finding teaching jobs in Brisbane Catholic Primary Schools over the past ten years have either come directly from a Catholic University (which means that they almost certainly went to a "private" secondary school where they achieved well) or have come with very strong professional and personal references (at least one of which is from a Parish Priest). Since most people who have an active relationship with their Church are "middle class" and hold the values of that class, it is reasonable to assume that teachers at St Scholastica's share a common set of values with the parent body that accords with belonging to a common socio-economic group.

"Our children come from "good" homes where their parents are supportive of their every educational endeavour"

[TEACHER]

"The parent community is something special and the relationships between staff and parents are a high point. Parent involvement is much more than peripheral."

[PRINCIPAL]

Teachers and parents thus share a common frame of reference for making value judgements and a common language in which to express those values. These things make working together in setting a direction for the school's development a relatively uncomplicated task.

The couple of teachers I spoke to on these issues, as well as articulating the advantages to the planning process when there are common purposes:

"There is no problem really - we all want the same thing, to see the kids get on."

also commented that the education level of most parents made them confident enough to participate in decision-making as equals and feel comfortable working alongside teachers. It was also the opinion of these teachers that development planning was probably part of the working environment for many St Scholastica's parents. Certainly *"Reflection on action for the purpose of improvement"* was a well-understood and approved concept.

(7) QUALITY OF STAFF

Since only a voluntary teacher transfer system exists in the Brisbane Archdiocese, teachers, like parents, are at St Scholastica's by choice. The school enjoys an excellent reputation and any teaching vacancies are very much sought after. The school's growth from two hundred and eighty students to over five hundred students in the past five years means that vacancies have occurred and that the Principal has had the opportunity to "pick and choose the best". The result is a staff of high calibre with commitment to a school they have chosen and that has chosen them. A culture of commitment to excellence in terms of holistic education exists. It is supported by both parents and teachers and is so strong that it would be difficult to "survive" in the environment unless you prescribed to it.

In a recent article on the school's reputation the principal commented:

"We have been blessed with a fantastic staff.. They are professional, talented and always giving of their time and energy"

"We enjoy each other's company, have fun together and celebrate everything and anything"

As far as I was able to observe the staff of St Scholastica's is a group of "like-minded" people in terms of education philosophy and approach who like each other.

In speaking of the success of the planning process, both Patricia and Jay made mention of the positive relationships among staff and a shared view of education as enablers to collaborative planning.

"Relationships are very positive. There is respect for differences but having a shared purpose is the Key"

[PATRICIA]

Another teacher commented:

"We are more the same than different. Everyone takes a mature approach to differences"

(8) THE CULTURE OF CATHOLIC SCHOOLS

In the early 80's the Queensland Catholic Education Commission received money from the Commonwealth Government to implement a program known as *School Level Evaluation*. This program promoted the self-evaluation process cycle that is now so familiar in School Renewal / Collaborative Review/ School Development / School Review etc. programs. A team of three travelled across the state in-servicing teachers and administrators in the process. Many Catholic schools (in some dioceses ALL schools) used the process. An evaluation in 1983 (Hewitson, 1983) indicated that most of these schools were successful in bringing about the changes they planned. Thus school-wide collaborative planning is not new to many personnel in Catholic schools.

The systemisation of Catholic Schools is relatively new and, compared to State systems, reasonably loose. Primary Catholic schools are still considered to be "parish based" and there is the expectation that the Parish Priest and community members will be involved at the policy making level. Since policies must sit within a system framework but reflect local purposes there is a history of using the sort of negotiating process involved in collaborative planning. (What has been missing are reasonable structures to let this happen with equitable representation by all parties.)

As stated previously people are part of a Catholic School Community because they choose to be. It is expected that they will share a set of values embedded in the Catholic Faith. Sharing of these values makes the sharing of values relative to other aspects of life such as social responsibilities and education probable.

All schools are expected to have a Mission Statement that has been developed through a collaborative process and is regularly reviewed or "revisited". This statement articulates the values that will guide school policies and procedures. The Mission Statement should be an active document. For instance, at St Scholastica's it is used by staff in a reflective exercise at the beginning of each year, frequently used at prayer meetings and used as a reference in policy and procedure decision making (e.g. at the Curriculum Committee meeting I attended the draft Science Statement was reviewed in light of the Mission Statement).

Thus we have in Catholic School Communities a group of people who because they share an articulated set of values and experience in negotiation should find it relatively easy to set a shared direction through school-wide planning.

(9) **TIME/INTENSIFICATION OF TEACHERS' WORK**

I discussed this topic at some length with Patricia. The development of the HRE program, the Discipline Policy and now the Curriculum Statements (a third initiative arising from the SRCS process) has taken a lot of time and commitment. Patricia believes that there has been a cost to herself and others. She believes that teachers being "who and what they are" are more likely to allow their personal, rather than their professional lives to suffer.

She would like to see a moratorium on change:

"Teachers need a break - a year with no initiatives"

When I first spoke to the Principal about this case study he named fifteen initiatives that were being implemented in the school at that time. The school has sustained this rate of activity over a number of years and (Patricia and the Principal agree) *"just seems to get better"*.

Discussion with Patricia identifies the following factors as important in allowing teachers to cope:

- (1) positive interpersonal relationships;
- (2) active, visible leadership that overtly values teachers' work;
- (3) a shared and clearly articulated purpose;
- (4) release time for planning;
- (5) recognition for achievement. (The HRE program was launched with a celebration and the same will happen with the Discipline Policy.)
- (6) true collaboration in decision-making leading to responsibility for decision implementation;
- (7) the committee system that means effort is expended in an area of interest and the level of effort can be varied over time.
(e.g. Patricia was the coordinator for the HRE Committee which worked intensely to develop and implement the program across 1992/93. She has made a deliberate decision not to be part of the Behaviour Management Committee whose intensive work period will be 1994.)

Without detracting in any way from St Scholastica's status as a "renewing" school, in the context of "lessons learnt", there is one area of 'silence' in the data that is perhaps worthy of note - i.e. the authentic influence of parents in decision-making.

The guidelines of the SRCS policy specify community involvement in the process and one of the characteristics the school is asked to examine itself under is "Parental Involvement". I was consistently told that there was a "high level of parent participation" at St Scholastica's, that the school was "very open", that "leadership is democratic" - all true statements in my opinion. However, parent participation is of a traditional nature with the focus on fundraising, social events and assistance in the classroom rather than on decision-making. There is no school board and the P & F is seen as having an "advisory" role. No parents are members of the strategically important Curriculum Committee (despite an invitation having been issued). Only a few parents participated in the SRCS planning process and they were not involved in the prioritising that led to program planning. Parents are involved in the sub-committees set up to manage particular projects, usually with equal representation to teachers, however, the following quotes from two such parents are telling:

"It seemed that a lot of things had been discussed beforehand - but I felt comfortable with that - teachers see each other all the time and that is how you would expect it to be."

"Teachers are trained and I was just working from life-experiences. But I felt very comfortable - no one put me down."

During the course of the study I spoke to a number of teachers, parents and administrators about decision-making in the school, the word 'democratic' was used over and over again, but not one person included parents in their description of the "democratic process". The Principal, in collaboration with the staff, was universally viewed as the decision-making forum. The acceptance of the "rightness" of this situation is reflected in the following comments:

"Parents are right behind the school and the teachers" [TEACHER]

"The school is very open to parent involvement and encourages it, but it is mostly at the support level rather than at the decision-making level - I have no problem with this" [PARENT]

"Dennis (is in charge) with an administration team behind him that works well. In fact I see all the staff working well together. Things do not just come down from the top, the whole staff is in it" [PARENT]

"Very few parents are actually involved at the school. Parents are happy to be involved with the school musical, the fete, etc. but not to be on a committee for HRE or Discipline - "leave this to teachers is the feeling" [PARENT]

"Parent involvement is very high. Mainly in the classrooms, family days, camps etc. There is no school board but the P & F is consulted and informed. Opinions are asked for and acted upon, but the Principal and staff are the final decision-makers." [PRINCIPAL]

There is no doubt that there is parent participation in decision-making at St. Scholastica's and that it is of a nature that has the tacit consent of the school community. The *silence* and the *lesson* are in the awareness that the concept of participative decision-making has within it the reality of differential influence.

Implementation of Policy, not documentation of it, determines outcomes. St. Scholastica's has implemented the SRCS Policy, so that the outcomes are a process of planning that suits the people and the structures, and a product of planning that has had a positive impact on teachers and students.

END NOTES

1. The data for this study were collected during numerous school visits spanning a two semester period. Observation, formal and informal interviews and document analysis were used.
2. The usual convention of employing pseudonyms is observed.
3. I formally record my thanks to the principal, the two teachers whose classrooms "hosted" my school visits, all other teaching and support staff and participating parents for the open, generous and professional manner in which they facilitated the conducting of this study.

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