

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

SCHOOL DEVELOPMENT: A CONSULTATIVE APPROACH

A Thesis presented in partial fulfilment
of the requirements for the degree of
Master of Arts in Education
at Massey University

David James Stewart
1980

ABSTRACT

This thesis uses a case study approach to show how a strategy of 'School Development' might be applied to New Zealand schools. It is argued that a policy of school based staff development and training will lead to greater school effectiveness. Such a policy uses a coordinated organizational approach rather than the more traditional reliance on withdrawing teachers from their classrooms for a time in order to concentrate on elements of the teaching-learning process. Support for this concept is derived from Organization Development theory and research. The term 'School Development' has been used to distinguish the particular New Zealand modifications which have been made to the more generic organization development theory. The notion of a consultant is central to the approach described and tasks and procedures which would be used by interventionists are discussed. School development assumes that schools have the capacity for self renewal. The consultant merely helps the school to realise this capacity. Components of teaching practice can be addressed within the framework of the school where they occur. Teachers can in this way increase their effectiveness with their present classes. The study concludes with a discussion of the implications of school development for teacher education generally.

ACKNOWLEDGEMENTS

I am indebted to the 'Arden' Principals' Association for allowing us to work with them over the last three years. Particular thanks are due to the principals and staffs of 'Belmont' and 'Dee Street' Schools.

'Arden' is a pseudonym for the district in which we worked. The names of schools and staff members have also been changed in order to guarantee their anonymity.

The research described was conducted in collaboration with Dr Tom Prebble of Massey University during my time there as Visiting Lecturer in Educational Administration. His editorial advice and general assistance has been most valuable.

Grateful thanks are also due to my typists Marion Somerville and Sharon Brizzel.

CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
SCHOOL DEVELOPMENT: A CONSULTATIVE APPROACH	<u>Page</u>
INTRODUCTION	1
- In-Service Training	2
- Organization	4
<div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 10px 0;">PART I</div>	
ORGANIZATION DEVELOPMENT	7
- Characteristics of OD	7
- OD and Increased Effectiveness	10
MODELS OF CHANGE	11
USE OF CONSULTANTS IN OD	13
- Process Consultation	15
TYPES OF INTERVENTIONS	15
SCHOOL DEVELOPMENT	20
THE ARDEN PROJECT	22
- School Development Consultancy	24
THE USE OF A CASE STUDY APPROACH	25
<div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 10px 0;">PART II</div>	
CASE STUDY 1. BELMONT SCHOOL	26
Figure 1 Summary of Staff Decisions and Plan of Action	27
First Meeting	28
Figure 2 The School Development Process	29
Figure 3 Contract with Belmont School	30
Data Gathering	31
Figure 4 Interview Schedule with Belmont School	32
Figure 5 Schedule filled in by groups of Teachers	33
Second Staff Meeting	34
Report to Belmont School	34

	<u>Page</u>
Figure 6 A Proposed Programme of Management Development	37
Reaction of Staff to Data Feedback	39
An Interview with Ron McGregor	40
DISCUSSION OF BELMONT SCHOOL CASE STUDY	41
CASE STUDY 2. DEE STREET SCHOOL	43
A Developing Situation	43
Figure 7 Contract with Dee Street School (I)	46
Figure 8 Contract with Dee Street School (II)	51
April Bugs Meeting	52
A Staff Training Session on Decision Making	53
Figure 9 Contract with Dee Street School (III)	55
Report to Dee Street School	56
A Meeting on Meetings	59
Figure 10 Questions About Staff Meetings	60
Case Study 'Mr Chairman you are out of order'	62
Figure 11 Guide for Role of Convenor	65
Information Dissemination	66
Decision Making. Form and Structure of Meetings	66
Staff Meeting 18th August	67
Figure 12 Agenda Blackboard	67
Future Role of Consultants of Dee Street School	68
DISCUSSION OF CASE STUDY	69

PART III

MANAGEMENT DEVELOPMENT AND SCHOOL DEVELOPMENT	70
SUCCESS AND FAILURE OF OD IN SCHOOLS	71
- Dee Street	73
OUTCOMES OF SCHOOL DEVELOPMENT	73
- Participation	75
CAN SCHOOL DEVELOPMENT WORK?	76
TOWARDS A THEORY OF SCHOOL DEVELOPMENT	80
- Incentives and Support	83
- Changing Instructional Modes and Techniques	84

	<u>Page</u>
- Schools and Crisis Management	85
- Summary	85
CONCLUSION. SCHOOL DEVELOPMENT: POSSIBILITY OR PIPEDREAM	86
- Development Sequence	87
- Some Guide Lines for Future School Development	88
APPENDIX A1 Dee Street Junior School Syndicate Meeting	92
" A2 Dee Street Middle and Senior School Syndicate Meeting	93
" B Dee Street Teacher Only Day	95
BIBLIOGRAPHY	97

LIST OF FIGURES

		<u>Page</u>	
Fig.	1	Summary of Staff Decisions and Plan of Action. Belmont School	27
"	2	The School Development Process	29
"	3	Contract with Belmont School	30
"	4	Interview Schedule with Belmont School	32
"	5	Schedule filled in by group of Teachers. Belmont School	33
"	6	A Proposed Programme of Management Development	37
"	7	Contract with Dee Street School (I)	46
"	8	Contract with Dee Street School (II)	51
"	9	Contract with Dee Street School (III)	55
"	10	Questions about Staff Meetings	60
"	11	Guide for Role of Convenor	65
"	12	Agenda Blackboard	67

SCHOOL DEVELOPMENT: A CONSULTATIVE APPROACH

INTRODUCTION

'Schools are failing' insist many commentators when attempting to explain some of the problems we are presently facing as a society. It would appear that many of the older traditional institutions are under attack. The churches have a declining membership, the courts are increasingly questioned, democratic government itself is described by some as inadequate, ineffective and obstructionist.

Young people undoubtedly behave differently, both at school and after leaving, than they did a generation ago, but does that mean that schools are unsuccessful? Some would argue that the reverse was the case. Nevertheless criticism of the functioning of schools linked with general economic decline have focused public attention on the stated role of schools in New Zealand communities. Within the profession there is general agreement that 'school effectiveness' could be improved.

The official response has been to reassure the public that the overall direction of education has been correct and that 'basic standards' compare favourably with other countries. At the same time pre-service and in-service training has been examined in order to maintain and, if possible, improve this position.

Consequently pre-service training has been increased to three years in the primary sector, a curriculum studies unit has been created at the Department level, university courses aimed at increasing specific teaching competencies have been developed, the correspondence school has offered a variety of courses through the 'Advanced Studies for Teachers' unit, and local and regional in-service courses have been widened and made available to a greater number of teachers.

Throughout the emphasis has been on improving specific skill based components of the system. It has then been left to individual schools to incorporate these improvements into their own organizations. Little assistance has been directed to this level. The introduction of 'New Maths' is a good illustration. Courses prepared by the Curriculum Development Unit were sponsored widely up and down the country. Teachers were withdrawn from their classes and instructed in this 'new' curriculum. It is now apparent that the majority returned to their schools and injected some of the jargon into their previous teaching strategies. The cupboards bursting with unused materials in many of our schools bear mute testimony to the failure of this in-service effort.

In Service Training

The assumption that withdrawal types of in-service training programmes would result in changed teaching behaviour is not supported by the literature (Courtney 1972, Perlberg 1972, Borg 1975). The usual pattern of withdrawing teachers from their classrooms for a short period, exposing them to a variety of new ideas and experiences, and then sending them back to their classes to implement these ideas simply hasn't worked. The nature of the training has been too general and those forces working against change have been too strong.

Attention has been directed to educational innovations which emphasize a particular skill, or a specific instructional process, or as with 'new' maths, a particular curriculum. Too little attention has been given to those organizational features of schools which impede or aid the adoption of such innovations. Similar assessments have been made in other school systems (Schmuck *et al* 1975).

The structure of the support services to our education system further promotes thinking about components rather than processes. For example both the visiting teacher service and the psychological service tend to focus on pupil problems rather than school or class room problems. It is unusual to view these specialists as an organizational resource although they have that capacity.

During the last two years there has been a renewed emphasis on educational administration training. From beginnings at a national seminar in 1978 the Department of Education has fostered national and regional courses through frequent use of the Hogben and Lopdell House residential venues. Districts have also co-operated and there have been numerous 'Principalship' courses. The pattern which is emerging is one where the residential courses attempt to 'train the trainers' and the district courses call upon these newly created resource people to replicate their training in the local area. This social integrative approach has not proved particularly successful in curriculum areas in the past and there is no reason to presume that educational administration training will fare any better.

Many of the people involved in planning these courses are well aware of this danger and consequently a number of innovations have been introduced. One that is significant is the practice of ensuring that at least two people from the same institution attend a withdrawal course. On returning to their school they are able to support each other. It is not that the withdrawal idea should necessarily be replaced with other forms of on-going training, although ideas exploring this notion should be encouraged, but rather that some system of support operate once the teacher, principal, head of department, or senior teacher returns to the school. Furthermore such training should be focused on specific

strategies which have the potential to change teachers' classroom behaviour (McGee 1978).

Purpose

What we were attempting to do in this study was to establish a school-based approach to management training and development. The intention was to encourage a number of schools to engage all their staff in this task. We would act as consultants and assist with data gathering, feedback and general process development. By dealing with the problems of individual schools and generating training which endeavoured to increase their effectiveness, we proposed to illustrate an alternative view of in-service teacher education and management training. Considerable time was spent both in seminars and in general discussion with principals from the 'Arden' Principals' Association. Two schools which we have named 'Belmont' and 'Dee Street' invited us to work with them as they attempted to implement school-based training.

Organization

This thesis is divided into three parts.

Part I deals with the literature related to organization development theory and details how this concept originating in commercial and industrial enterprises has been increasingly applied to schools. The notion that consultants are central to the process is elaborated. Strategies and types of interventions are discussed with reference to a variety of models. A modified approach called 'school development' is advanced as more suitable for New Zealand conditions.

Part II follows a description of the 'Arden' project which details how the participant-observer research began. It is a record of two consultancies lasting throughout 1980. Case 1, 'Belmont' School, illustrates a problem-solving approach which ran into serious difficulties and Case 2, 'Dee Street' School, illustrates a task-oriented approach which was successfully developed. 'Dee Street' School translated to a problem oriented mode later in the year.

Part III explores the implications that these case studies have for future school-based management training and staff development. Attention is directed to the results of organization development interventions in other school systems. Emphasis is given to the necessity of staff participation. It is suggested that the more generic organization development can be modified and applied in New Zealand schools as school development. Some specific guidelines are proposed.

In service training is aimed at increasing educational effectiveness. This all encompassing aim has been its downfall. What is being advocated in this thesis is that this general aim should be replaced with a specific school development programme.

At present, because there is some recognition that individual organizational features influence the adoption or rejection of innovations in schools, senior administrators are being trained to recognise these factors. Unfortunately such training is being undertaken by conventional methods. Once again courses focus on elements or components, with the participants removed from their place of work. Little effort is made to focus on organizational interpretation of the processes involved. To be successful in-service training needs to be school based, organization specific, and valued by all

the participants. Optimistically, a few schools are taking advantage of the school-based in-service days they have available to them to begin school development training similar to that described in Part II. As on going training, centred on the individual, withdrawn from his place of work, has been shown to have serious deficiencies we now turn to a discussion of how training could be centred on the organization.

PART I

ORGANIZATION DEVELOPMENT (OD)

Organization development theory offers one of the more promising patterns for school-based management training and development. It enables an institutional as well as an individual response to be invoked in answer to a problem. Furthermore it can be modified to take advantage of the training and reconceptualization processes that New Zealand school administrators have recently experienced.

Use of organization development theory offers a co-ordinated approach to improve a school's effectiveness. Although developed as a means of improving industrial organizations, OD research through its twenty year history, has provided a number of useful case studies based on schools. This thesis is founded on the conceptual base which these studies provide. School effectiveness depends upon the organization's ability to maximize its internal resources; to engage in discussion of goals and procedures; to confront and resolve conflict; to conceptualize alternative directions; and to adapt constantly to environmental pressures. Organization development theory contributes to all these factors. Traditional definitions of OD are discussed below and then a modified form, called 'School Development' is advanced as being suitable for New Zealand conditions.

Characteristics of OD

"Organization development is an effort (1) planned, (2) organization-wide, and (3) managed from the top to, (4) increase organization effectiveness and health through (5) planned interventions in the organization's 'processes', using behavioural-science knowledge." (Beckhard 1969:9)

Beckhard goes on to elaborate each of the factors listed above. Planning, for example, is with the whole system; 'top down' assumes that the principal is aware of and committed to the programme and its management; it is a long term effort lasting perhaps two or three years; activities are action-orientated and focused on changing attitudes and behaviour. An OD effort, therefore, will include some form of "diagnosis, strategy planning, education, consulting and training, and evaluation training" (Beckhard 1969: 105).

A typical OD intervention would begin with an invitation to consultants to meet with all the staff to discuss the range of problems that the organization currently faced. Before progressing on to training or change strategies, valid and objective data would be gathered. Staff would be involved in this collection and the analysis would be made available to all organization members. Action arising from this activity would be the result of consensus decision making. Throughout it would be the responsibility of the consultants to establish and coordinate the processes necessary for such activity. A wide range of interventions are possible, dealing with individuals, groups, tasks and processes. French and Bell (1973: 107) list, among others:

- "role analysis
- education and training to increase skills
- decision making
- problem solving
- planning
- goal setting
- team building
- survey feedback
- techno structural activities
- confrontation meetings".

All are designed to increase the effectiveness of the school in its priority function - to optimize pupil learning.

Within OD the concept of 'organizational culture' is used by a number of writers (French and Bell 1973; Brown 1976; Blake and Morton 1969). They are referring to the

prevailing patterns of beliefs, attitudes, norms, values and activities that occur within the organization. This culture is frequently an 'informed system' and as such can be perceived differently by different members of the organization. OD addresses organizational culture by making overt the human and social processes through which it works. Before the culture can be changed it must be described.

Collaborative problem solving and the use of an action-research model are central characteristics in many of the reported case studies. Often, through an examination of the problem solving processes, an organization is alerted to its methods of decision making. Such an examination provides information about the involvement of members in the decision making process as well as clarifying whether real, current or perceived problems are being addressed. The action-research model refers to the particular nature of interventions which are discussed below on page 13.

Importantly, the characteristics which need to be emphasized are the on-going, interactive nature of the process. Beginning with an action-research model French and Bell (1973) place much emphasis on the use of a goal oriented normative - re-educative change strategy based on experience. In order to achieve reliable experiential data an applied behavioural science approach is recommended which uses a systems orientation and looks mainly at work groups.

It is the on-going, or cyclical nature of OD which is sometimes called 'self-renewal' or 'self-correcting' (Mulford *et al* 1977: 213). Clearly the aim is to provide the organization with both the desire and the means to adapt continuously to the opportunities and challenges of its environment. In addition to the factors already mentioned this will involve trust,

uncovering and confronting conflict, dealing with techno-structural factors, heightening task accomplishment, improving the quality of life for individuals and collaborating in the generation of valid data (Fullan, Miles and Taylor 1980: 125).

OD and Increased Effectiveness

A recent review of OD (Fullan *et al* 1980) recognized that there is no general overarching theory which points the way towards increased effectiveness. The theories which are available focus on *what* was changed rather than *how* the change occurred. To complicate the issue further, Argyris and Schön (1976) argue that there are two sets of theories operating for groups and individuals within an organization. 'Espoused theories' or what groups report as their theories and 'theories in use' which are those which may be deduced from their behaviour. Effectiveness increases in inverse proportion to the gap between these two. 'Theories in use' will usually have to be made explicit prior to being either tested or taught to others. When it is necessary for individuals to collaborate while at work and to be seen to operate similar 'theories in use' in the interests of their clients, the notion of 'satisficing' can be useful. The ideas of satisfying and sufficing have been combined (Argyris and Schon 1976: 66). OD allows such activity to be undertaken. It allows those within an organization to explore what they wish their norms and criteria to be and come to an appropriate agreed position (Argyris 1970). Organizational effectiveness is dependent on personal satisfaction and development, identification, participation and commitment.

This is a difficult proposition for schools because: school administrators have traditionally viewed their organizations in a hierarchical way; staff development had mainly been directed from outside the school; and

current economic conditions will affect the amount of in-service training which is possible (Blumberg 1976). Furthermore this emphasis on openness, risk taking, creativity and collaboration is not a common feature of schools which often exhibit rather low levels of interdependence, high individual autonomy and lack reliable indicators of performance (Derr 1976).

It would seem, however, that a move towards greater effectiveness by a school would require a readiness to undertake action strategies. Milstein (Fullen *et al* 1980: 140) would go as far as to argue "OD is not something which can be 'explained' it must be experienced." If this is true, then there is also a need for success to closely follow the initial experience if staff are to be convinced that the expenditure of energy which is obviously required is warranted. Perhaps a useful beginning could be made by addressing a real issue. By intervening and actively helping an organization to execute specific changes it may be possible to generate the knowledge from which a more general theory can be built (Argyris 1970).

MODELS OF CHANGE

Blake and Mouton (1969) believe that there are three models of change: evolutionary; revolutionary; and planned change. The New Zealand education system has certainly been affected by evolutionary change but this thesis is concerned with the third category, that of planned change. It is interesting to note that Blake and Mouton's prescription for such change has similar characteristics as Beckhard's definition (cf page 7)

- ie The need for total organization involvement.
- The need for the administrators to be committed to such change.
- The need for the involvement of participants.
- The need to relate what is to what should be.
- The need to be focussed, sequential and orderly.

(Blake and Mouton 1969: 10-12)

Developing the concept of culture to include the idea that a school could be a bicultural organization if staff were conceptualized as one group and pupils another, Brown (1976), questions whether working with one culture, such as the staff, could change the other, (the pupils). He suggests that such an approach could be counter-productive. The solution and model for change that he would espouse, has at its nucleus, a team of change agents composed from all cultures involved. In such a way bargaining and coalitions among individuals would be facilitated (Greenfield 1973).

Havelock (1973) has written about what he sees as a three-fold categorization of change strategies. These are the research, development and diffusion strategies, social integration strategies, and problem solving strategies. The first two commonly arise as innovations from outside the organization seeking to be adopted by the organization, while the third is largely organization-centred. It is with this last category that OD is concerned.

Within this problem-solving approach Havelock examines the role of a change agent. He suggests that a person may act as a change agent in four primary ways. Firstly as a catalyst, secondly as a solution giver, thirdly as a process helper and finally as a resource linker. Even though these roles are treated independently they are not mutually exclusive. As will be obvious from the section 'Use of Consultants' there can be some blurring of the divisions. Nevertheless within an OD framework the role of the change agent/consultant must be predominately that of process helper.

The term 'change agent' is perhaps a misnomer. Argyris (1970) offers a persuasive argument that change should not be the primary task of the interventionist. Rather it is his view that the consultant's task is to help the

school generate valid information, make informed and responsible choices, and inculcate internal commitment to the choices. Change may be among the choices but that is the client's not the consultant's prerogative.

USE OF CONSULTANTS IN OD

Throughout the literature much emphasis is placed on the use of consultants or as they are occasionally called 'interventionists'. Argyris (1970) states that the very nature of consulting turns it into an organizational intervention.

Organizations forming as they do a culture of their own, often allow a number of habitual behaviours to develop. These are seldom questioned by the members. Schools are no exception. Consequently an outsider is needed to illuminate these actions and attitudes.

"Within the workshop or the classroom, or in other types of relationships within the school culture, there is a concept of learning that makes it next to impossible to take account of factors *that are always present*."
(Sarason 1971: 43)

These "factors that are always present" may have a powerful influence on the work of the school. When particular behaviours are observed by colleagues they are viewed within the context of past experiences and perception is influenced by why the behaviour was thought to occur and how the perceiver personally feels about it. They see persons rather than behaviour. A consultant can be used to help organization members recognize and understand the school culture. Such roles and relationships cannot be seen in the same way as one sees individuals (Sarason 1971). The history and research evidence of how schools develop would lead to the view that use of a consultant is

essential if increased teaching effectiveness is the goal.

Reviewing their own work Schmuck *et al* (1975) argue that it was the use of consultants that resulted in goal setting and instructional planning becoming a collaborative activity. They believe that such co-operation can also be shown to be flowing over into classrooms.

A person acting as an OD consultant does not bring to the school a set of ready made solutions, but instead offers his knowledge about human interaction and social processes, in order that the group can identify its own circumstances, determine its own goals, and select the methods and strategies it might use to pursue these (Schmuck and Runkel *et al* 1977).

It must be the goal of every consultant to phase himself out eventually. This will occur when his expertise, relevant knowledge and skills have been transferred to the school or a group within the school. OD will have then become an integral part of the dynamics of such a school.

Broadly, therefore, the role of a consultant will embrace both cognitive and affective processes. Schools may need, for example, to undertake training in interpersonal skills; to develop consultative approaches between intact work groups; and to make changes in structural and normative features of their organization. The emphasis throughout will be on working with groups but it is important to think about people in schools not as clusters of individuals working at a variety of tasks but rather as "systems of people working independently at particular tasks and moving into co-ordination with other sets of people as they move from task to task" (Schmuck and Runkel *et al* 1977: 8).

Process Consultation

It can not always be assumed that the organization can enunciate its problem. A process consultative model would be used, therefore, to help define the problem.

Essentially, process consultation involves the consultant ensuring that the participants perceive, understand, and are then able to act upon the 'process events' which occur in their environment (Schein 1969).

In a school such activities would most likely be related to communication, group functions, problem solving and decision making, power, leadership, competition and co-operation. A consultant working in this area would need to be trusted, know what data to gather, and be competent to intervene in a way which helped these processes to be improved. In support of Argyris' contention that consultation is intervention Schein (1969) suggests that data gathering and intervention occur simultaneously. An observation, a question, or a meeting can each constitute an intervention into the ongoing process of the school.

A process consultant has the task of assisting the school to solve its own real or perceived problems. This can be done by making all aware of the organizational processes and the ways by which they can be changed. The understanding engendered by such work will enable the school to develop models of self-diagnosis and self intervention.

TYPES OF INTERVENTIONS

It is salutary to accept the notion that everything that a consultant does constitutes an intervention (Argyris 1970, Schein 1969) but it is also necessary to look closely at the particular types of intervention activity.

One taxonomy (Argyris 1970) uses three states of knowledge. The first group based on existing knowledge and technique would make use of available validated questionnaires, meeting procedures, confrontation meetings or perhaps 'T' group approaches. A second group of interventions would be based on a "creative arrangement of existing knowledge". Simulations, group and inter-group exercises would predominate in this category. The third group would generate new knowledge. Detailed analysis of the on-going intervention activity would be undertaken in an attempt to develop new conceptual models which could in turn be translated into basic theoretic issues.

Friedlander and Brown (cf Fullan *et al* 1980: 124) describe interventions in two categories. People oriented or 'human processual' where the major thrust is to human fulfillment as opposed to task accomplishment and technology oriented or 'techno-structural' where the reverse is the case. This categorization is perhaps better viewed as a continuum with few interventions being at either extreme.

It is more usual for this dichotomised typology to be expanded into four sub sections - survey/feedback, interpersonal process consultation, task process consultation, and laboratory training (Fullan *et al* 1980: 152). Survey feedback describes a strategy of data gathering followed by feeding back the information to the organization members. Interpersonal and task process consultation are self explanatory and as mentioned previously often overlap. Laboratory training is the term usually applied to 'T' group or sensitivity type exercises which take place away from the work situation.

The Michigan study by Bowers (1973) which attempted to assess the relevant merits of these different strategies

had the following results:

Survey feedback - statistically significant improvement on a majority of measures;

Interpersonal process consultation - improvement on a majority of measures;

Task process consultation - a little or no change;

Laboratory training - associated with decline.

Even though this study focused on industrial situations it has clear implications for the way consultants should work in schools.

By looking at the tasks that a consultant undertakes it is possible to distinguish four kinds of activities: working with teams; working with relationships between teams and between subsystems; planning and goal setting; and working with key individuals with the intention of improving their knowledge or skill (Beckhard 1969). These activities do not form exclusive categories but will dictate the type of intervention planned. Results from one will lead progressively to the next.

In an action-research approach, therefore, the consultant would be engaged in a series of activities. He would probably begin with some form of problem-solving where in addition to facilitating the identification of problems, effort might be applied to the establishing of educational priorities, and a variety of intervention strategies for dealing with a specific problem considered.

A second stage could then be called 'plan-making'. It would be at this level that a specific intervention addressed to a selected educational priority would be implemented. Differences within the organization are inevitable. Consequently, a series of activities to negotiate such differences, or indeed confront them, would be appropriate here.

Finally a process such as this would culminate in techno-structural change where systems within the school would be changed or adapted. These might include work flow routines or administrative procedures but would be aimed directly at enabling teachers to improve the effectiveness of their classroom activities. At this point the cycle, commencing with problem solving, would begin again (Ends and Mullen 1973).

Throughout the literature there is a predominance of case studies reported where the consultant works only with the school staff. A useful concept of 'interfaces' is introduced by Lawrence and Lorch (1969). They suggest that there are three: the organization - environment interface; the group-to-group interface; and the organization individual interface. By conceptualizing the areas in which a consultant might work in this way, it highlights the idea that schools are idiosyncratic organizations which have no one best way of being organized, and it allows a somewhat different variety of intervention activities to be considered.

For example the 'organization - environment interface' would obviously include the students but could also include parent and community groups. In deciding who could be included in particular intervention activities consultants would need to survey the total interface perimeter related to the educational issue under study. Present 'stand off' debates relating to school standards would be clarified and perhaps even resolved by such methods of involvement. Participants would, however, be committing large quantities of time and much energy if such pursuits were adopted.

The notion of group-to-group interface and organization to individual interface, alerts proponents of OD in schools to the complexity of relationships within the organization. Syndication in primary and intermediate

schools is an attempt to address the group to group interface and by so doing imposes barriers between individuals. Lawrence and Lorsch (1969) help consultants to think more clearly about the relationships between organizations and individuals and thereby help design more effective interventions. They see OD as a process, being able to maximize organizational goals while at the same time allowing individuals within the organization to satisfy their own needs.

Intervention processes, then, cover three major areas. Communication skills, which include enabling the organizations's members to better understanding each other's goals, and how aspects of behaviour affects one another is an essential beginning. This leads on through the possibility of changed norms to structural change. A consultant seeks to assist the school perceive and address its own problems using resources already available (Schmuck and Miles 1971).

Essentially interventions involve organization members in training or consulting (Schmuck and Runkel *et al* 1977). Training is a portmanteau term which would include teaching and learning experiences designed with a particular skill acquisition in mind. Case study 2 'Dee Street School' illustrates an intervention beginning in this way. 'Consulting' groups together such experiences as data feedback, confrontation meetings, and process observation and feedback. Case study 1 'Belmont School' began in this mode.

None of the intervention types elaborated in this section are pure types. The consultant selects from the skills and strategies available to him in order to promote organizational development. Schmuck and Runkel's training or consulting mode is a useful co-ordinating concept. By differentiating the teaching of a skill from such processes as data feedback and interaction observation the consultant is better able to encourage

growth towards autonomy and self renewal.

SCHOOL DEVELOPMENT

The predominately American based Organization Development approach is unlikely to be successful if applied directly to New Zealand schools. Most reported studies have two alternative means of commencing a consultancy. Either the total staff are involved in an extensive series of training simulations prior to engaging with the problems of the school or a wide ranging data gathering exercise is initiated.

Either way involves both staff and consultants in large amounts of time and energy devoted to discussion and analysis. There is also much dependence on wide ranging questionnaires and surveys elaborating the differences between the actual and desired state of the organization.

Even after the consultancy has been established there is a reliance on withdrawal workshops each usually lasting two or three days. The Open University case study (1976) involved the staff for 232 hours during the year. This was the result of 40 hours of workshops, 113 hours of 'planned events' and 79 hours of 'informal processes'. The writers' experience in New Zealand schools suggests that such a time commitment is unlikely in this country, and that cultural differences militate against local teachers being prepared to expend energy in the simulations and pre-organizing activities reported in the American research.

An alternative approach which we have called 'School Development' commences the consultancy by conducting a limited programme of school-based management training before embarking on more ambitious problem-solving or data gathering exercises. In this way principals and staff can address 'real' issues and evaluate the effectiveness of the process skills which are introduced at

the same time. By keeping written questionnaires to a minimum and arranging to gather most data orally it is possible to develop a model of school development which operates within the time constraints present in the average New Zealand school. School-based inservice days can be used to teach specific skills, weekly staff meetings used as the vehicle for organizational training, and data gathering performed throughout the school day by consultants working in pairs - one relief teaching and the other interviewing.

School development then, is a planned, continuing effort to address the way the institution diagnoses and makes decisions within its sphere of influence. It relates change with purpose, makes overt the prevailing beliefs, values and norms of its population and begins with the assistant of a consultant who has the confidence of the entire group.

Implicit within this definition is that such an effort must be a collaborative relationship dealing with both real and perceived problems. Where it differs from other change strategies is in its acceptance of OD theory where schools are viewed as unique cultural systems capable of self improvement through applying behavioural science techniques in reflexive, self-analytic ways. As such it has to do with growth and effectiveness between and amongst the people in the institution.

In this way, the school becomes capable of coping with systematic change and development without gross disruption of existing programmes. Prime emphasis is on task-related learning which can be collectively experienced by the entire work group. The consultant using a 'School Development' approach will combine the functions of training and consultancy. That is to say that he will encourage the development of specific skill

training such as 'in-class supervision' as well as ensuring that the staff as a group have opportunities to learn and acknowledge the range of values and feelings present in the organization. Furthermore, as the consultancy develops, opportunities will exist for the adoption of a more problem oriented stance.

When this occurs it will be possible to involve members of the school in their own data gathering. Such action can then be demonstrated as an aid to problem solving rather than as a means of enforcing a power position, maintaining a traditional position, or persuading reluctant participants, as is often the case when only one member of the organization has accurate information.

'School Development' can take place within the existing in-service regulations, without necessarily creating large amounts of extra work for the staff and drawing on those features of organization development theory most likely to be acceptable to New Zealand teachers.

Our research has been centred on a group of schools within the district that we have called 'Arden'. In particular we have had a close association over a number of years with the school principals in that area. The description of the events, seminars and training episodes that took place with these teachers we have called 'The Arden Project'.

THE ARDEN PROJECT

Following the establishment of the first national in-service training course at Lopdell house in 1977 Dr Tom Prebble and I became closely involved with the Arden Principals' Association. We wished both to monitor the diffusion of educational administration to a local level and to develop some of our own ideas regarding how best schools might be assisted. During 1978 and 1979 we

helped them to plan and execute a series of two day seminars. These generally took the form of one day as an input session and the second day as a sharing session where the principals reported on activities which they had engaged in within their own schools. The following topics were covered:

*the role of the principal;
communication;
problems of middle management and the
Professional Development Consultation
Conference Cycle;
problem solving; and
supervision with particular emphasis on
'in-class' supervision.*

It was our belief that before any change in the behaviour of principals could be reasonably expected, they had to have the opportunity to think about their job in a number of different ways. The sharing sessions were particularly useful in this regard. All took part and it was obvious that many gained confidence and support from hearing and discussing the efforts of others.

These two day seminars were the traditional withdrawal kind and consequently were open to the criticisms made on Page 2. By ensuring, however, that each participant came to the second day prepared to talk about an experience related to the course work which he had undergone in his own school, theoretical concepts were seen to be translated into practice.

The third year, 1980, took a somewhat different emphasis. To encourage wider use of the school based in-service days principals were invited to attend three single day seminars - one each term - where on-going school development projects were discussed and demonstrated. We were closely involved with two schools on a contractual consultative basis and most of the others were endeavouring to establish some of the strategies discussed over the previous two years.

It had been intended that these seminars would be hosted by a number of different schools and that in some instances visiting principals would be the resource people for the staff of the host school. A change in the regulations relating to school-based inservice frustrated this planning when it was well advanced.

Significantly, emphasis by the principals in the group has been directed towards supervision and problem solving. In order to decide what training is necessary or desirable they have recognized that they need to know the present state of the art. Secondly they have demonstrated that greater participation by the staff often results in creative solutions to problems.

Using both principals' association meeting days and regular withdrawal seminars to discuss progress and problems has allowed this organization itself to become a resource. Due to the variety of ways individual principals have initiated school development strategies in their own institutions there is now a great deal of corporate experience within the group. Consequently interschool visits among colleagues are increasing and members find supportive help and analysis can usefully be applied to problems they raise.

The time is rapidly approaching when it will be possible for a number of principals to act as consultants, on a longer term basis, for their colleagues who wish to develop the school development concept more fully. When this eventuates it is our intention to offer a number of seminars related to the problems of consultation. These will, of course, be open to all members of this principals' group.

School Development Consultancy

As the long term development of in-service training in this area depended on the establishment of a support

group containing a measure of expertise in consulting, it was essential that the writers also gain practical experience. Following an offer to work in depth with a few schools we were approached by Belmont and Dee Street schools with specific proposals they wished us to examine.

The two case studies which follow chronicle our work as consultants in these schools. They also provide a description of two different forms of entry. Belmont School represents a problem centred approach and Dee Street School consultancy began with the teaching of a specific skill. Both, however, represent a search for the answer to the question "How could school effectiveness be increased in this institution?"

THE USE OF A CASE STUDY APPROACH

Case studies are a useful method of generating knowledge about what happens in schools. Constraints of time and resources limit the number of alternatives open to researchers. Even more importantly, as we wish to stimulate other groups to become involved with school development strategies a case study approach shows one way of getting started. It is recognized that such a method may lack generality (Argyris 1970) but a careful description of procedures used and responses arising from the interventions could form the basis of further work by others in this area. Even more positively we believe that it will be the foundation for peer consultancies within the ARDEN principals group.

PART IICASE STUDY 1 - BELMONT SCHOOL

After attending a Principals' Association meeting at which the SIX STEP PROBLEM SOLVING METHOD* was discussed, Ron McGregor, the principal of a fourteen teacher primary school in a small depressed rural township, decided to apply it to his school. For some months he had been concerned with the morale and general level of functioning of his school. Specifically, staff turn over was high, many teachers had severe classroom discipline problems, and there was a general lack of co-operation amongst the staff. Support for the school from the community was not very encouraging, and the academic and social performance of the pupils was significantly below the national average.

He thought that this problem solving approach could result in staff having a high commitment to an agreed plan of action. To give the task some focus he suggested that they initially address the issue of learning failure. Consequently with the help of two colleagues from the Arden Principals' Association a series of open staff meetings were held. The stated problem was; "How can we more effectively help the remedial child using the resources available?"

Figure 1. contains a summary of the plan of action finally decided upon.

*For a full discussion of the 'Six Step Problem Solving Method' see Schmuck and Runkel (1977: 293 - 306).

Figure 1. Summary of Staff Decisions and Plan of Action.

1. Mr McGregor to submit the outline of the part-time teacher's role during the current month to the District Senior Inspector, Primary Schools.
2. The part-time teacher's time to be divided according to the needs of the three departments. This to be decided during the six-weekly meetings of the three departments of the school.
3. There be free movement by all teachers and pupils within the school in 1980. This is to include co-operative planning.
4. In 1980 a 'buddy system' to be established with all teachers but particularly with those new to the staff.
5. In 1980 there be release time for all teachers. This is to be negotiated at six-weekly meetings of the staff and within the three teams.
6. In February 1980 teachers be released from classes by the part-time teacher to visit homes of all children in their classes. This is to enable them to meet all parents and to allow teachers to establish a list of parents who will be able to become involved in school programmes.
7. Prior to the home visiting a 'role play' workshop be held to train teachers in home visiting techniques.
8. The junior school in 1980 to become involved with pre-school groups and explore the possibility of a pre-entry class.
9. The six-weekly meetings be used to evaluate the use of the part-time teacher and the success in implementation of the staff plan as outlined.

Early the following year the writers were invited to carry out a consultancy to establish how the plan was progressing, and to feed this information back to the staff. It was hoped that such action would further extend the problem-solving sequence and initiate a sustained school development cycle.

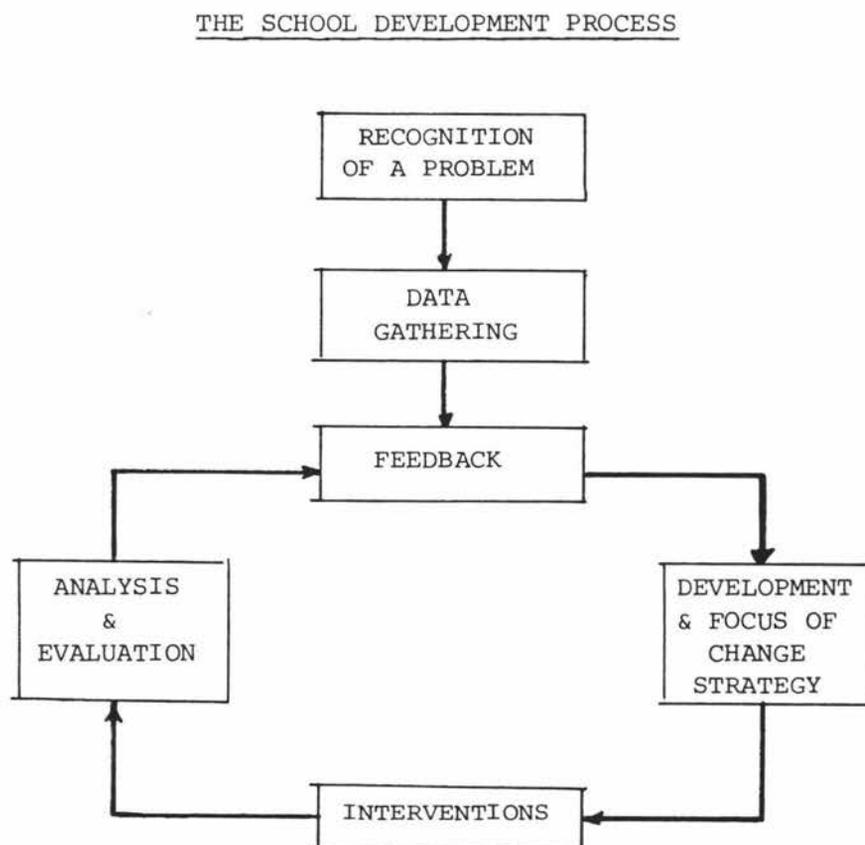
First Meeting With All Staff 7th February

Ron McGregor's two colleagues, who had helped with the problem solving method at the end of the previous year, briefly summarized what had taken place. All staff had a copy of the 'Plan of Action'. (Fig. 1)

The idea of a consultancy was introduced by speaking to the questions, "Who are we and why are we here?" Two possible roles were elaborated; a training role to impart specific skills, and a process role to facilitate a school development task.

The video-tape, "School Development Simulation: Paraphrasing and Surveying" was then shown. It uses the model (Fig. 2) reproduced below to illustrate the continuing nature of school development and the importance of data gathering and feedback. Also demonstrated by the video-tape were the specific process skills of paraphrasing and surveying (Schmuck and Runkel 1977: 93 and 104). The writers considered that these two skills would be vital to the development of the consultancy.

Figure 2. The School Development Process



Following this presentation the proposed contract (Fig. 3) was circulated.

Figure 3. Contract with Belmont School

Contract with Belmont School 7 February 1980

Period of Contract: 7 February - 17 March

The consultants will:

- 1. Explain their role at a staff meeting on 7 February and take part in the 'school development' provided a majority of staff agree to their presence.
- 2. Gather data relating to the "Plan of Action".
- 3. Feedback data to a staff meeting on 17 March. Help staff to reach a decision regarding this data, and renegotiate a contract for the remainder of Term I.

The Principal and staff will:

- 1. Provide information to the consultants where requested regarding the problem solving sequence and the "Plan of Action".
- 2. Gather data individually or in groups where appropriate.
- 3. Attend a staff meeting to present and discuss data.
- 4. Attend a subsequent meeting to negotiate and agree to a revised plan of action for the remainder of Term I.

General:

- 1. Normal school work and class teaching will always take precedence over the work of the consultants.
- 2. Where possible data gathering will be done orally.
- 3. Any subsequent publication making use of the consultancy material will restrict its attention to the negotiated focuses of study, and preserve the anonymity of individual members and groups of staff.

Signed on behalf of staff

Principal (R. McGregor)

Consultants

Discussion ranged widely and generally at this stage.

The following questions were asked:

Did we, the consultants, have a preferred course of action in mind?

Would something more than talk occur?

Were the staff committed to the 'plan of action' as proposed in 1979?

Could emergent issues be examined?

Could home visiting coaching be started immediately?

How were decisions going to be made?

What sort of data would be gathered?

Who would gather the data?

Could new problems take priority over the 'plan of action'?

Our replies stressed the fact that School Development meant that they, as a staff, would determine which issues were addressed and the direction taken. The consultant's role would be one of process facilitation and skill training when group consensus decreed this to be necessary. As a result the contract (Fig. 3) was signed.

Data Gathering

Data gathering was undertaken in two ways. Firstly from staff who were willing to be interviewed, a selection was made ensuring that all syndicates were represented. A total of seven teachers plus the principal were involved in this manner. The procedure adopted involved one consultant teaching the class while the other conducted a structured interview using the form (Fig. 4).

Figure 4. Interview Schedule Belmont School

Interview Schedule Individual Discussion

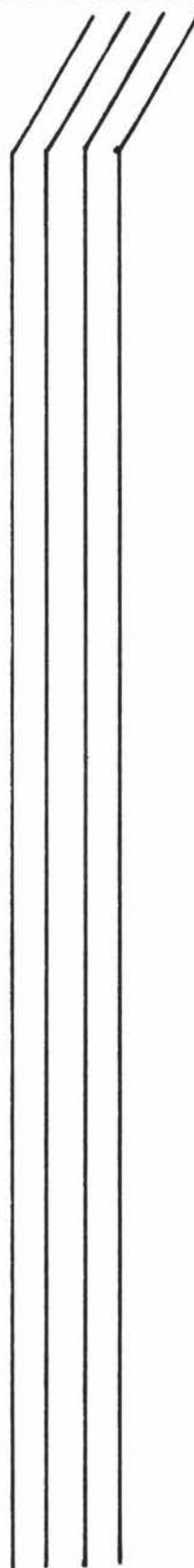
1. Name _____
2. Were you here last year? Yes/No
3. What do you think of the 'Plan of Action'?
Priority
Feasibility
Scheduling
Resources
4. What were your concerns at the staff meeting
7 February?
5. What is the one thing you would most like us
to do?

Additionally, each syndicate was asked to complete the 'Syndicate Schedule' (Fig. 5) as a group and return it to the consultants.

Figure 5. Schedule filled in by groups of teachers at Belmont School

Syndicate Schedule

- A. In thinking about the problem solving sequence you worked through as a staff
1. Was it effective?
Discuss reasons in your group and list those you think are important.
 - i)
 - ii)
 - iii)
 - iv)
 - v)
 2. The problem solving sequence involved several lengthy meetings. This suggests staff were highly motivated. Were you enthusiastic at that time? Why?
 - i)
 - ii)
 - iii)
 - iv)
 - v)
- B. During the staff meeting on 7 February some reservations were expressed regarding the 'plan of action'.
1. Do you have some reservations? Could you list them please?
 - i)
 - ii)
 - iii)
 - iv)
 - v)
 2. Name columns and ✓ for agree
 × for disagree
 ○ for uncertain.



Second Meeting with Staff 17th March

From the data gathered by interview and questionnaire a report was prepared and circulated to all staff prior to the meeting on the 17th March. It is reproduced below.

17 March 1980

REPORT TO BELMONT SCHOOL

Reasons for Consultation

During Term III 1979 the staff followed a problem solving sequence, assisted by Des Muir and Bill Lister, to clarify the problems that the school was facing at that time. The outcome was a 'Plan of action' which was to be implemented in 1980.

It was our task to gather data relating to this plan and feed it back to the principal and staff. That is the major purpose of today's meeting.

How data was gathered

There were three modes used:

- i) Seven staff members were interviewed individually.
- ii) Syndicates completed a short questionnaire.
- iii) The principal was interviewed.

Results:

1. Reasons for school embarking on problem solving sequence.

The principal was concerned that the school staff did not seem to be acting as a team. There had been massive staff changes and the collegial spirit seemed to be missing. After discussion with two members of the Arden Principals' Group it was decided to apply the problem solving method which had been explained at a recent in-service course.

The staff lacked the same initial clarity as to the purpose of the meeting and at a later stage saw the reason as providing strategies for dealing with exceptional children.

2. Reactions to Problem Solving Sequence

Many staff have reservations about the strategy.

Points in its favour:

- i) "Effective to Step 4".
- ii) "Allowed free expression of ideas".
- iii) "Encouraged the process of talking together about the school".
- iv) "Allowed others apart from principal to chair staff meetings".

Points against:

- i) "Tended to emphasize difference rather than unity".
- ii) "Felt final plan forced upon all".
- iii) "Didn't address the real problem".
- iv) "Took a long time".

3. The 'Plan of Action'

There are strongly held opinions amongst the staff that the process of working towards this plan was more worthwhile than the plan itself. This opinion is shared by the principal. The sentence "we are doing these things already" was often used.

Some thought that the problems didn't appear specific enough and others thought the plan addressed administrative matters only. There is general consensus that the 'plan' has not made much significant change to the school's direction.

4. Does the school have a problem?

The number and length of meetings in 1979 would suggest a high motivation by the staff to discuss the practice and policy of the school. From the

information given to us we have made the following observations.

- i) Many teachers feel that they cannot originate their own policy regarding their teaching style and way of working.
- ii) Some feel frustrated about how decisions that involve them are made or policies changed. (One example given was the family grouping proposal).
- iii) Some are concerned that the principal may not know what many staff think about aspects of policy.
- iv) The principal is concerned about the absence of a healthy team spirit.
- v) Senior teachers feel rather like the ham in the sandwich, unsure of their total role, under pressure from the principal to run an efficient team, and under pressure from their syndicate to carry messages upwards.

In summary there would appear to be two competing views of what may be the same event. Some would call this 'not pulling together' while others might use the term 'management style'.

5. Discussion

The meeting will follow the agenda below.

- i) Comment on the report above.
- ii) Specific comment on point 4. 'Does the school have a problem?'
- iii) Could a continuation of the consultancy be beneficial?

David Stewart

Tom Prebble

This report was both an agenda for the meeting and a summary of the information given to us. The plan from the previous year was obviously thought, by the staff,

to be the result of a worthwhile process but most agreed that no significant change in the school's direction had resulted from it. Section 4 identified some dissonance in the perception of the roles, tasks and working relationships of the management team and consequently we recommended that this area might usefully be pursued by the school staff.

A proposed programme of management development was circulated in order that informed discussion could take place (Fig. 6).

Figure 6. Belmont School: A proposed programme of Management Development

17 March 1980

Focus: Data gathering during February and March indicates that there may be a need for the redefinition of the roles, tasks and working relationships of the management team at Belmont School.

Programme Requirements:

The programme should satisfy the following requirements:

1. The authority of the principal should in no way be diminished.
2. Members of senior staff should take the initiative in defining their own roles, tasks and areas of special interest.
3. The syndicate organization should be strengthened, and areas of responsibility to be covered by the syndicates should be made more explicit.
4. Teachers should be allowed a real measure of involvement and responsibility in the direction of syndicate affairs.

5. The principal should have regular information concerning the work of syndicates and senior teachers, and there should be mechanisms for him to discuss and influence this work as well as to co-ordinate developments across the school.
6. Upward as well as downward communication should be encouraged.
7. In addition to their syndicate responsibilities senior teachers should form part of an effective senior management team sharing responsibility for the policy making and administration of the school.

Elements of the Programme

The elements of the programme will be arrived at through discussion with the senior staff, but there would seem to be two essential elements to such a programme:

1. The first task is to encourage senior teachers to redefine their roles, their tasks and their priorities in ways that are meaningful to each of them. This task should be shared with the members of their syndicates (e.g. "What does it mean to be a ST?"; "How should we exercise leadership?"; "How much joint planning, teaching and evaluation should we do?" etc.). The results of these deliberations should be re-negotiated with the principal, probably on a one-to-one basis. The principal in turn will have considered the work of each of his senior teachers, and through discussion they should arrive at a mutually acceptable statement of the role, tasks and priorities of the latter. This agreement should take the form of a statement on agreed functions, limits on authority and broad targets which would hold good for a specified period - say, six months.

2. The major, school-wide areas of delegation should be discussed and re-negotiated at a series of senior staff meetings. Here again, major points of policy, limits on authority, and patterns of reporting should be agreed on at an early stage both to ensure overall co-ordination and to allow a reasonable measure of authority and autonomy for each senior teacher.

Immediate Action

The first step is to convene one or more meetings of the senior staff and the consultants:

1. To clarify the foregoing discussion of 'the problem'.
2. To study and develop further the programme suggested above.
3. To plan a programme for the implementation of that programme.

Reaction of Staff to Data Feedback

The immediate reaction from the majority of the staff to the report was one of hostility. They stated that it was not constructive, over emphasized negative aspects, had a narrow focus and was generally devisive. A number vigorously disagreed with the reported lack of team spirit.

"As Indians we have pulled together well this year" (T 4).

Ron McGregor, the principal, intervened at this point, restated the original 1979 problem and described what he saw as the benefits of the problem-solving technique.

He wished to continue with the consultancy but, it became abundantly clear as we 'surveyed' the staff that the majority opinion was to 'go it alone'.

Clearly the data feedback process had been too threatening for most of the teachers. As the authors of the report we, the consultants, were the target of forthright and forceful disagreement. Some saw our activities as widening rifts amongst the staff, many stated that they could solve their own problems, and with a few exceptions we were being told that we were no longer required.

Before the meeting closed we stressed again that the report contained only a summary of their ideas. At no stage had we introduced material or ideas which had not come from the data supplied to us. We also stated that we would be available again, later in the year, if they wished to renegotiate a further contract. The consultants then terminated their association with Belmont School.

An Interview with Ron McGregor

7 May

He reported that there had been considerable discussion amongst the staff following the meeting of 17 March. A small minority was supportive of what had been attempted but most were still firmly of the opinion that a consultancy was unnecessary. All had agreed at the following week's staff meeting that middle management was an area of concern. Questions had been asked regarding communication up and down, and there was general dissatisfaction with methods of decision making.

At staff meetings it had become the norm to use 'surveying' as a means of establishing precisely where the discussion was heading and the positions that various members held. Ron McGregor reported that by the middle of April he had received considerable feedback regarding training needs, and that the staff were working together much more

cohesively. He described how all the staff were attending voluntary meetings on curriculum matters as an instance of this.

A Return to Belmont School

October

A unanimous decision by the senior staff late in term two resulted in the consultants being invited to meet with them and to discuss in detail the 'Proposed Programme of Management Development' (Fig. 6) first presented on 17 March. This was to be a meeting with the principal and senior staff open also to any other interested staff member.

DISCUSSION OF BELMONT SCHOOL CASE STUDY

A problem-solving approach, as illustrated by this case study, demonstrates the difficulty that consultants have in gaining entry and in establishing a working relationship with a school staff. Past experience of school inspectors and advisors leads most teachers to expect that a critical evaluation will be made and furthermore that a preferred solution is likely to be offered. Few have the expectation that they will be involved in the process to the extent of finding their own answers.

Consequently, the early data gathering increased the general level of anxiety in the school that a rationale for imposing change was being compiled. Insufficient time had been spent in establishing how a school development process would operate. One teacher offered the comment during an early interview that she had found the original discussion of 'SD' confusing and unhelpful. "What were the consultants trying *to do* in the school?" For her and some others the writers were probably seen as agents of the principal.

In retrospect, it is not surprising that a hostile meeting ensued. Most staff had acknowledged that a variety of problems existed within the school but their treatment could possibly be more painful than continuing to live with the symptoms. Considerable energy was required to be expended in teaching at the level currently attained.

A 'solution' which required even greater commitment was unacceptable. There had not been time or opportunity to consider the option that it might be possible and desirable to work *differently* but not necessarily *harder*.

The interview with the principal on 7 May confirmed the writers' belief that middle management problems were at the heart of the issue. Furthermore, it was apparent that staff were gradually coming to accept this themselves. The later invitation by the senior staff to reactivate the consultancy demonstrated their preparedness to address the issue. Nevertheless there remained a need for serious renegotiation of protocols before the school development process could recommence.

CASE STUDY 2 - DEE STREET SCHOOL

The first part of this case study has been reproduced from

Prebble, T.K. and Stewart, D.J. School Development: Strategies for Effective Management. Palmerston North, Dunmore Press, 1981.

A Developing Situation

Roger Pearson had been principal of Dee Street School for eight years. He enjoyed his job but had felt lately that the school was merely idling along. There had been many staff changes over the last eighteen months and although he had attempted to organize induction sessions, he was aware that the school was not as 'happy' as it had been in the past. In an attempt to increase knowledge and participation, Roger had instituted a daily staff memo. which gave advance notice of visitors to the school and events within the organization. This document was distributed to all teachers daily by morning tea. Furthermore a planning calendar of meetings and school fixtures for the year had been distributed.

Nevertheless he felt vaguely dissatisfied, both with his own role performance, and with the functioning of the school. "It would be easier if there was a specific problem to solve," he reflected.

There was no doubt that the in-service training that he had attended during the year had contributed to his feelings of discontent. It seemed also as if his endeavours to involve and consult the staff were being misinterpreted as interfering or 'passing the buck'. As he thought about the school he reviewed in his mind some of the topics which had particularly interested him at the principals' courses.

The Professional Development Consultation (PDC) Cycle, middle management issues, and in-class supervision¹ had made quite an impact on the group. A number of the principals had signified their intention of instituting these ideas. At the time Roger had felt that he was already doing most of the things suggested in an informal and friendly way. He talked regularly with his senior staff and they assured him that they were often 'popping in' to the other rooms in their syndicates. Anyway, even if he did wish to implement some of these procedures, how would he get started? Would strategies such as these enable the school to become more dynamic, more sensitive to children's needs, more effective, and more satisfying to those who worked there? What guarantees were there that ideas such as these would not increase conflict, pose further problems and generally unsettle everyone?

Roger Pearson had a choice. To continue the present pattern was to opt for safety. The maxim 'don't go seeking trouble' would apply. An inherent danger, however, was a slow increase in staff and community dissatisfaction perhaps leading to a major confrontation. On the other hand, even if he were convinced that change was necessary how would he begin?

Roger decided that the way he could get started was to engage in some specific school based in-service training using consultants as his training source. Consequently he invited them to a staff meeting at the school where he outlined his proposal.

In reply the consultants introduced the idea of consultancy by speaking to the questions: "Who are we and why are we here?" Roger had decided to begin his School Development intervention by introducing the concept

¹See Prebble and Stewart (1981)

of supervision through the PDC and in-class supervision cycles. The consultants explained how this could operate at two levels; PDC between the principal and senior teacher, and in-class between senior teacher and classroom teacher. As the visitors were being asked to perform two quite different functions, the distinction between process facilitator and skill trainer was made. Following some extended discussion with the staff the contract, Fig. 7, was distributed.

At this point it was necessary to explain the in-class supervision cycle. Some illustrations were given of the kinds of observations which might be useful to make in the early cycles, in order to build both the confidence of the teacher and that of the 'supervisor'. One staff member expressed doubts about having another teacher in her room and it raised the whole issue of teacher competence. Some classroom teachers could well be more competent than senior teachers.

This was an issue which would be addressed during the training phase. At the end of this discussion staff agreed to sign the contract which allowed for a reassessment at the beginning of the following month.

The training duly took place using two school based in-service days. One full staff meeting was used for evaluation and analysis.

Training Day One

1. Teachers were introduced to the concept of 'in-class' supervision. It was emphasized that the process was cyclical and collegial, rather than summative and hierarchical.
2. A video tape of a classroom lesson was then shown. Participants were asked to act as supervisors, observe the instruction, and as a group prepare for the conference.
3. After further discussion a second video tape portraying how a conference could be conducted was shown.
4. The day concluded with a survey of a variety of instruments which could be used to assist classroom observations.

Training Day Two

1. The senior teachers met individually with the teachers whom they were going to observe. They discussed the planning already agreed to (Phase 2), and decided how the observations would be carried out (Phase 3).
2. A short discussion with the consultants followed in order to clarify individual intentions.
3. Individual observations were then made.
4. Time was taken to analyse the process involved (Phase 5) before returning to the seminar.
5. In discussion with the consultants each senior teacher decided on a strategy for their conference.

The actual conference (Phase 7) and renewed planning took place at a later date.

Staff Meeting 4 March

A one-hour, whole-of-staff meeting was held to discuss progress to date, share perceptions and impressions and to decide whether or not to continue the process.

Agenda

1. Review of in-service days.
2. Brief synopsis by each senior teacher of in-class supervision cycle that they have engaged in.
3. Comment by any staff on 'in-class' cycle (both those who had taken part and those who had not).
4. Renegotiation of new contract: (Fig. 8)
 - (a) continuation of supervision cycle.
 - (b) data gathering.
 - (c) process facilitation in regard to meetings, decision making, communication etc.

Notes from the meeting

Senior staff reports.

- Teacher A. Has to date used in-class supervision with three teachers.
'Time sampling' procedures have been used predominately.
Would like to continue.
Tried anecdotal recording but found this resulted in information overload.
- Teacher B. Has been to both teachers in her syndicate.
Is now into second cycle with one.
Used Flanders Interaction Scale initially.
The conference from this led to a second cycle being established.
- Teacher C. Observed in one class and focussed on a problem child.
An anecdotal recording method was used.
Information not known by the class teacher was elicited.
The conference provided ideas for a solution to the problem.

In general discussion that followed, the following points were made:

Some staff members expressed a vague feeling of unease.

Did the consultants have a 'hidden agenda'?

Regarding the conference, one teacher expressed the view that she would welcome being told what to do. It had been stressed at the training sessions that the senior teacher should not dominate the discussion, i.e. they were to be meetings of colleagues.

One teacher expressed doubts about whether the in-class supervision process would have much effect on her as a teacher.

The visiting teacher, who had been invited to be present, noted that there had been fewer calls on his or the psychologist's time.

General agreement was reached that focusing on a particular and limited area was both possible and beneficial.

At the end of this meeting a further contract, (Fig. 8) lasting to the end of term was agreed to.

Figure 8. Contract with Dee Street School (II)

Contract with Dee Street School

4 March

Period of Contract: 4 March - End of Term I

The Consultants will:-

1. Provide support with the continuing development of the in-class supervision cycle, by making available a variety of methods of observation and helping plan conferences when requested.
2. Gather data relating to 'in-class supervision' and make such information available to all staff through a meeting and a report.
3. Act as process facilitators during whole of staff meetings to allow principal and staff to explore alternative methods of running meetings, making decisions and communicating generally.

The principal and staff will:-

1. Continue to develop the concept of in-class supervision.
2. Take part in training sessions, where appropriate to develop skills in communication, decision making, problem solving etc.
3. Provide information to the consultants, where requested, regarding the supervision processes in the school.
4. Attend a full staff meeting 21 April at 3 p.m. to discuss the progress of the consultancy.

General:

1. The protocols agreed to in the contract of 5.2.80 will continue to apply.
2. Suggestions for future contracts or consultancies could be made during data gathering sessions.

Signed on behalf of staff _____

Principal _____

Consultants _____

THE APRIL BUGS MEETING

The next major task for the consultants was to attend a full staff meeting where the principal intended to examine the operation of the school to date. This he had entitled 'The April Bugs Meeting' and in the weekly newsletter he had included the following message.

Dee Street School Staff Newsletter

Week 9 Term 1

April Bugs Meeting - 1st April, 3.00 p.m. - the Library.
Consultants will be attending the meeting as agreed.

Agenda

(a) The Good News

Please bring to the meeting a list of the things that have pleased you - and things that others have assisted you in your teaching to date this year.

(b) The Bad News

Yes, let's hear of the things that haven't pleased you, that you believe may have not helped your teaching, have been inappropriate, that you disagree with, or that just bug you.

The pattern of the meeting will be to take the order of the planning document covering all stated areas, making a list of comments and suggestions and then adding anything not covered in the document.

It is proposed to examine the list as a whole and to explore the possible ways of removing the bugs.

Possible methods could be:

- to apply the problem solving model.
- to take immediate action.
- to obtain assistance from outside.
- to mount a school based course.

Please consider *how* you think your bug could be removed. Remember - some bugs are super bugs and may now require a 'new' treatment.

From this meeting the consultants were able to identify five main groups of problems.

1. Induction

Help was needed to assist new teachers to settle in quickly.

2. Use of Resources

This group related specifically to the use of space, free rooms and books, and included teacher help for under-achievers.

3. Decision Making

Many staff were concerned that some aspects of decision making were rather cloudy. For example, who could change a decision made by the administration meeting? How long should such decisions remain in force before being reviewed? Who should be consulted for routine type decisions?

4. Roles and duties of playground and accident supervisors.

5. Routine matters, mending fuses, inadequate cleaning, litter, etc.

Before the meeting concluded time was taken to examine these headings and staff agreed that they were a reasonable summary of what they had discussed. Subsequently it was agreed that the consultants would run a training session elaborating item 3, Decision Making.

A Staff Training Session on Decision Making

During a one hour staff meeting all were introduced to Vroom's (1973) normative model which is essentially a flow diagram which allows a decision maker to decide what sort of decision he is faced with. By asking a series of questions and moving through the flow chart a conclusion is reached as to whether an autocratic, consultative, or group consensus style is liable to be effective.

Staff were also introduced to the six step problem solving model as an illustration of the process which might be helpful if a consensus decision was thought to be desirable. Staff were then invited to submit for the second meeting, which was scheduled for the following week, a written statement of a problem that the school currently faced.

From these written statements it was obvious to us that there was general dissatisfaction with the functioning of an art and hobbies room. It was agreed that the meeting focus on this problem. Consequently an application of the Vroom model to the question resulted in a 'Group Consensus' decision being thought to be necessary. It was further agreed that the use of the six step problem solving model could best facilitate such a decision. Thus, before the agreed meeting time of one hour had expired, it was quite clear what the staff desired. A small sub-committee was then empowered to design a plan, or plans which would be circulated to all prior to a final meeting where consequences would be forecast.

The result of these procedures were: the plan was adopted by the staff without dissent; the teacher in charge had an agreed and public job description; all were aware of the contributions necessary from them if implementation of the plan was to be successful; there was a genuine wish to continue with the school development process; and a new contract was signed for term II (Fig. 9).

This contract specified that the initiative was now in the hands of the principal and staff. Further involvement of the consultants would depend on requests generated from the school.

Figure 9. Contract with Dee Street School (III)

Contract with Dee Street School

5 May 1980

Period of Contract: Term II

The Consultants will:-

1. Be available for facilitating such processes as group problem solving, decision making, clarification of roles and duties, and task analysis etc.
2. Gather data, as and when necessary to confirm or to illustrate how such procedures are operating within the school.
3. Make such data available to the whole staff.
4. Be available for discussing such processes with the whole staff or sub groups if requested.
5. Be available to help the principal and staff evaluate school development innovations if requested. (viz. how PDC is working, consequences of hobbies room org. etc.)

The principal and staff will:-

1. Take part in training sessions, where appropriate, to develop desired skills.
2. Provide information to the consultants, where requested regarding the process or development currently being clarified.
3. Attend a full staff meeting 18 August at 3.00 p.m. to discuss the progress of the consultancy.

General:

1. The protocols previously agreed to will continue to apply.
2. No data will be gathered without the prior agreement of the principal and staff.
3. This contract places the initiative in the hands of the principal and staff. Further involvement depends on requests generated from the school.

Principal

Staff

Consultants

A request came, via the principal, shortly after the commencement of term two. Staff had been discussing the effects of the decision making sequence on the running of the school and many were interested in improving the procedures for meetings. He asked if we would like to gather data relating to these areas.

We decided that we would interview all staff members including the principal and ask the following questions;

1. Has our involvement in the school made any difference to your job or the way that you think about your job?
2. Would you care to comment on the decision making sequence?
3. Could you see the decision making model being applied to meetings?
4. What would you like from us this term?

The answers to these questions were collated and fed back to the staff.

Report to Dee Street School

by David Stewart and Tom Prebble

Data gathered by individual interview on Friday 6th June and Monday 9th June.

The principal and each member of staff were asked the following questions.

1. Has an involvement in the school made any difference to your job or the way you think about your job?
2. Would you care to comment on the decision making sequence?

3. Could you see the decision making model being applied to meetings?
4. What would you like from us this term?

Response to Question 1. The involvement of consultancies

Eight replied positively, three negatively and two that the question was not applicable to them. Many replies included comments about the pleasant working atmosphere in the school during the term. A number of staff attributed this to the increased staff participation during meetings, and to a clarification of the role of the principal and the use of senior teachers.

Staff appreciated the way the principal was prepared to encourage new processes in the school. They liked the opportunity to contribute more at meetings and many felt that a greater measure of trust was being accorded to them.

Comment

Regular opportunities to discuss problem areas in the classroom and in the school generally are welcomed by the staff. If these take the form of whole of staff meetings the following opinions may be important:

- (a) Procedures which allow all to participate are enjoyed.
- (b) A neutral, or perhaps rotated office of chairman was mentioned.
- (c) Many comments related to the adherence to a finite time to end meetings.

Response to Question 2. Decision making sequence

There was general agreement that the six step problem solving method was useful both for professional and personal matters. It clearly was seen as a pattern that could be applied to future problems. The Vroom model and associated discussion alerted some staff and reassured others of the limits of their authority.

Many perceived decision making as a vital process in the school which needs further developing. For example,

"We still need an understanding of what consensus really is. Is it binding on all staff?"

Comment

Staff obviously wish to be part of the decision making process. Discussions such as those on the Art and Hobbies room alert all to undercurrents and grievances and allow for a reasonable open solution. Once again the notion of a set time for discussion was expressed.

"I like the idea of set times and contract periods."

Response to Question 3. Meetings

"Different meetings should take different forms."

"Do all schools have as many meetings?"

"Very important to know in advance what the point of a meeting is."

"Still a place for sub-committees - perhaps within the staff meeting structure."

"Need further attention."

"Very drawn out- people switch off."

"Should know what you have done when you are finished."

"Ground rules are necessary."

"We are looking for a purposeful pattern."

"Should have a set time limit."

"I quite enjoy them if discussion gets going."

Comment

There is no agreement on when administration meetings should be held but most agree that the idea has merit. A policy which expresses clearly when, for what purpose, and for whom, needs to be clarified. The Vroom model could be useful here. "Should the administration meeting make decisions or farm information out for others to make decisions from."

Response to Question 4. From us

It was clear that many staff would like process help focused on meetings and their structure. One person expressed this as a 'meeting on meetings'.

"Help with meetings so that the necessity of a direct outcome is accomplished."

"Explore ways of having independent people run meetings."

"Further work with who makes decisions."

Comment

We would be prepared to offer a contract, on meetings, similar to that used for decision making. This would involve one session related to communication generally within the school, and a second designed to set up a structure and operating procedures for meetings. A data gathering session would follow prior to the end of the year.

A staff meeting was held to check that the summary was truly representative of their opinions. There was consensus that the two sessions as outlined should take place and dates and times were agreed to.

A Meeting on Meetings

21 July

Dee Street School staff were introduced to the four categories Drucker (1967) uses to distinguish types of meetings from each other. He states that they can be held: to spread information; to make decisions; to generate ideas; and to clarify a procedure, policy or understanding. Effective meetings, it was suggested, result when the purpose of each agenda item is made overt to all participants.

Staff were then asked to complete the 'Questions about Staff Meetings'. (Fig. 10)

Figure 10. Questions about Staff Meetings

QUESTIONS ABOUT TOTAL STAFF MEETINGS (From Schmuck *et al*
1975: 373-4)

Usually	Some- times	Seldom	
			1. When problems come in the meeting they are thoroughly explored until everyone understands what the problem is.
			2. There is a tendency to propose answers without really having thought the problem and its causes through carefully.
			3. The group discusses the pros and cons of several different alternative solutions to a problem.
			4. People bring up extraneous or irrelevant matters.
			5. Someone summarizes progress from time to time.
			6. Decisions are often left vague - as to what they are and who will carry them out.
			7. Either before the meeting or at its beginning any group member can easily get items on the agenda.
			8. People are afraid to be openly critical or make good objections.
			9. People do not take the time to really study or define the problem they are working on.
			10. The same few people seem to do most of the talking during the meeting.
			11. People hesitate to give their true feelings about problems which are discussed.
			12. There is a good deal of jumping from topic to topic - it's often unclear where the group is on the agenda.
			13. The same problems seem to keep coming up over and over again from meeting to meeting.

Usually	Some- times	Seldom	
			14. People don't seem to care about the meeting or want to get involved in it.
			15. When the group is thinking about a problem, at least two or three different solutions are suggested.
			16. The results of the group's work are not worth the time it takes.
			17. People give their real feelings about what is happening during the meeting itself.
			18. People feel very committed to carrying out the solutions arrived at by the group.
			19. When the group is supposedly working on a problem, it is really working on some other "under the table" problem.
			20. Solutions and decisions are in accord with the chairman's point of view, but not necessarily with the members'.
			21. There are splits or deadlocks between factions or subgroups.
			22. The discussion goes on and on without any decision being reached.
			23. When a decision is made, it is clear who should carry it out, and when.
			24. People feel satisfied or positive during the meeting.

A group exercise followed based on the Case Study "Mr Chairman you are out of order" reproduced below. Staff were asked to list and discuss the problems highlighted by the case study.

Case Study: Mr Chairman, you are out of order

(T. K. Prebble, 1980)

"Alright people. It's five past three so I think we had better make a start. There are lots of items we need to discuss today and I know you won't want the meeting to go on too long. I have a number of important notices first of all. The first of these concerns the middle school syndicate. The liaison inspector is doing a survey of remedial reading needs in this part of the board area. Can you give me a quick indication of the number of children in your classes who are reading at 18 months or more behind their age norm. Veronica, you have quite a few reading problems in your class haven't you?"

"Excuse me, Mr Carr," interrupted Phillip White, one of the Standard III teachers. "You said you might want a report on Boys' Sport at today's meeting. I have to leave in a few minutes to attend an inter-school sports planning meeting across town. Did you want my report this afternoon?"

"Yes, Phillip, I did intend to ask you to bring us up to date on the sport situation, but I was more concerned with the tournament we are holding next month. If you have to leave soon perhaps you should have your say now."

"Sorry, Mr Carr, I misunderstood you. I thought you wanted something on Boys' Sport. But as it happens I have all my tournament information here as well because I shall need it at my planning meeting in a few minutes. I may be able to give you a rough idea of what's in the air. Now ... where shall I start ..."

Phillip's talk lasted for almost twenty minutes, counting the confused discussion that followed his rambling presentation. Then the discussion got back to the remedial reading item. While Phillip had been talking about the tournament there had been several frantic whispered exchanges among the Junior School teachers. Formal discussion of the matter took only a few minutes as more than half the teachers concerned said that they would need to consult their records before they would be able to estimate the number of such cases in their rooms. A succession of other items followed: a hurry-up about tea coupons, an information item about in-service courses for the following term, a word of caution about playground accidents, some questions and answers about Progressive Achievement Testing, and a few teachers being 'chased up' about overdue library books. The clock stood at 4 p.m. Eyes were glazing, people were fidgeting, and at least one teacher was quietly going on with her marking in a corner of the staffroom. As the clock crept on to five minutes past the hour, Marjory Peters excused herself icily and hurried out the door.

"A pity Marjory had to leave," the Principal said. "The next item concerns her as much as it does anyone. I want to talk about next Tuesday's Parent-Teacher night. As Marjory was responsible for the last Parent-Teacher night we held I had hoped that she would lead some of the discussion. Perhaps we had better have a special meeting at lunchtime tomorrow to finalize this." (Audible groans from a number of teachers). "That leaves just one item. You will remember that two weeks ago some of the staff were looking for some help with behaviour management in their classrooms, and we agreed to set aside some time to discuss

it. I've put together a few thoughts of my own which may serve to kick off the discussion. The first thing a new teacher should remember is to start off the year as she hopes to continue it. Children need and expect firm guidelines. Ten years ago we had a teacher in the school who ..."

It was half past four before the meeting finished - shorter than usual!

Finally a 'Guide for Role of Convenor' (Fig. 11) was distributed to all and a general discussion ensued relating to meetings at Dee Street School. It was decided that the following week a meeting would be held to formulate a policy for meetings in the school.

Figure 11.GUIDE FOR ROLE OF CONVENOR

(Schmuck & Runkel 1970: 193-4)

1. Before the meeting:
 - (a) Review the agenda.
 - (b) Appoint a secretary to take minutes.

2. During the meeting:
 - (a) Call it to order promptly.
 - (b) Lead the group to establish priorities in the agenda and to specify the time to be spent on each agenda item.
 - (c) Keep the group at the task (i.e. monitor discussion and inform group when it strays from agenda item at hand).
 - (d) Keep the group to its time commitments for each agenda item.
 - (e) Be attuned to feelings of confusion and try to clarify them.
 - (f) At the end of each agenda item:
 - i) Check to be sure that everyone who wanted it has had a chance to contribute to the discussion.
 - ii) Check whether anyone is not clear about where the matter now stands.
 - iii) Summarize or ask someone else to summarize. Be sure that the secretary has recorded the summary.
 - (g) Take process check whenever they seem appropriate:
 - i) Regarding satisfaction of group members with their participation.
 - ii) Regarding decision-making being done.
 - (h) Conduct or ask someone else to conduct a debriefing session during the last ten minutes of the meeting. Consider the following:
 - i) Did we accomplish our goals for the meeting?
 - ii) Did we use our resources effectively?
 - iii) Did we avoid pitfalls such as wasting time?
 - (i) Call the meeting to a close *promptly*.

3. After the meeting:
 - (a) Check with secretary to see that he is clear about minutes.
 - (b) Transfer left-over agenda items to the agenda for the next meeting.

At the policy planning meeting 28 July, a wide ranging discussion resulted in the identification of what they saw as three major issues.

1. Information dissemination.
2. Status of decision making in meetings.
For example a policy could give a guide as to the kind of items that should be brought to meetings as opposed to those items individuals should rule on.
3. Form and structure of meetings.

Further general discussion was then encouraged to explore the dimensions of these areas. By consensus each syndicate then took responsibility to present to the rest of staff at the next meeting a written summary addressing one of these areas. The senior syndicate took responsibility for 1, junior syndicate 2 and middle syndicate 3. Subsequently the junior and middle syndicate decided to amalgamate. The resultant reports are reproduced in Appendix A.

Information Dissemination

This report summarized the present position and made a number of suggestions that were adopted by the staff as a whole. Specifically, the projected use of a small blackboard in the staff room as an aide memoire and a public staff meeting agenda was agreed to. Confirmation of the present useful function of the staff newsletter was also made.

Decision Making, Form and Structure of Meetings

These teachers presented a comprehensive report which detailed precisely how they would like meetings to be conducted. Following a lengthy discussion the report was adopted and it was decided to trial the ideas (see Appendix A2) for three months. Evaluation, and any necessary amendment would be made in November.

Before the meeting concluded staff were invited to contribute agenda items for the first meeting to be held under the new procedures. These were written up, in the order given, on a small blackboard.

Staff Meeting 18 August

The consultants attended as observers. Displayed prominently in the room was the blackboard with the agenda items from last week. The numbers encircled referred to the order items would be addressed, an appropriate time limit was given as well as some indication of the type of reaction expected.

Figure 12. Agenda Blackboard

AGENDA BLACKBOARD

Teacher Only Day. 20 mins	⑥	Reactions to principal's proposal. Acceptance or alternatives.
Minister's Grant 5 mins.	⑤	Suggestions for spending grant of \$1200. (Principal)
Ground Marking 3 mins.	④	Any proposals for improvement. (Principal)
Teacher Duty 5 mins.	①	Change in roster. (Ann)
Writing Scheme 10 mins.	③	Reaction to trials. (Miles)
Children Inside 5 mins.	②	Decision on when children may be inside during free time. (Jan)

Chairman for this inaugural meeting was the deputy principal, and the order of the agenda items and approximate time limits had been established in

conversation with the principal, prior to the meeting beginning. As suggested by the discussion paper (Appendix A2) a specific recorder had been appointed.

With minor exceptions the meeting proceeded as it had been planned, concluded on time, and satisfactorily dealt with the items raised. The principal was very supportive of staff making consensus decisions in the areas where these were appropriate and in turn found that support for his proposals for the 'teacher only day' elicited a most favourable reaction. Indeed, when the staff were surveyed, following the circulation of his proposal (see Appendix B) there was total agreement with his plan, and a number of complimentary remarks addressed to him.

A summary of the meeting was made by the recorder after the business had concluded. By so doing, status of decisions were confirmed, delegations acknowledged, and responsibilities clarified. Furthermore a number of suggestions relating to meeting procedure were accepted and noted in the records for future convenors. These were of a minor nature but underlined the determination of the staff to increase meeting effectiveness.

Future Role of Consultants at Dee Street School

The only projected activity for the consultants for the remainder of the year was that of analysis, evaluation and feedback relating to meetings and decision making. It was anticipated that data would be gathered during November in order that staff could be assisted in formulating ideas and procedures for the following year. This school had developed a significant capacity to recognize and solve its own problems. It had also discovered that consultants, in the role of process facilitators, add significantly to effective development. The consultants would of course, respond to their requests if asked but future initiatives rested with the principal and staff.

DISCUSSION OF DEE STREET SCHOOL CASE STUDY

The consultancy at this school began in response to a request to teach a particular skill - in-class supervision. Consequently the consultants were able to demonstrate their competence and during evaluative discussions relating to the effectiveness of in-class supervision were also able to introduce a range of process skills.

Observations at staff meetings led progressively to in-depth examination of decision making and meeting procedures. As trust and acceptance increased it was possible to gather objective and valid data relating to the functioning of the school. From these observations it would appear that the techno-structural changes which have occurred have contributed to teacher satisfaction and benefits have flowed over into the classroom. The recent reorganization of meetings have alerted the staff to their own capacity for problem solving. They have discovered that it is seldom necessary to vote formally on issues if a proposed solution has both a fixed time span of operation and a confirmed date for re-examination. Consensus is seen as an agreement to allow a course of action to occur for a time without active resistance rather than total approval. Opportunity can always be given for a reappraisal.

Significantly the School Development which has occurred at Dee Street school has taken place within the normal 'in-service' time available. Whole of staff sessions have been conducted in normal staff meeting times. Data gathering has been oral, in the main, and little additional work has been required of the staff. One measure of their commitment to the process has been their continuing requests to us, as consultants, for further interaction.

PART IIIMANAGEMENT DEVELOPMENT AND SCHOOL DEVELOPMENT

Management development, or more specifically, principal development strategies are complimentary to the concept of school development. A programme aimed at the professional growth and development of a principal is one of the several options available to a school development consultant (Burk, 1971). Traditionally, management development interventions have involved business organizations and have focussed their attention on outputs. Schools can be more clearly seen as input focussed organizations (Fullan *et al*, 1980). This essential difference points up some of the deficiencies in relying on management training alone. No matter how effective the principal becomes teachers still remain relatively autonomous while teaching.

Furthermore within a school co-ordination and control often differs from the pattern shown in many business organizations. Teachers consider themselves professionals and consequently value independence and individual choice. Weick (1976) suggests that we think of schools as 'loosely - coupled' systems where allegiances and groupings will change as circumstances demand. Conditions such as these militate against management training permeating the school. While it may be necessary to include principal development interventions as an introduction to a long term school development consultancy, on their own they are unlikely to have any significant impact on school effectiveness.

It is the need to improve the organization's overall effectiveness that distinguishes school development from the more narrow management development. Not only do principals need particular skills in order to operate as

effective educational leaders but so also do staff, individually and as groups, need an awareness and understanding of how organizations function. Their work in classrooms does not necessarily give them the skills they need for their role as organization members. School development recognizes the training needs of both principal and teacher. It is an approach that caters for a variety of goals, allows maximum collaboration and participation, concentrates on openness and sharing of data, operates over a prolonged time span and emphasises rationality and honesty. Helping the leader to improve his skills is just one aspect of this process.

SUCCESS AND FAILURE OF OD IN SCHOOLS

Many attempts have been made to list the conditions and criteria which would enable an observer to predict the success or failure of OD in schools (Beckhard, 1969; Franklin, 1976; Fullan *et al*, 1980; Kaplan, 1979). Clearly some factors will always be specific to particular schools at particular times. Nevertheless, there are a number of more general statements which have been found to apply to most studies.

Specificity of interest is a high priority on this list. Schools which identify a particular problem and as a consequence commit themselves to a particular development strategy are generally successful. Conversely an examination of many of the unsuccessful outcomes reveals that more generalized problems such as 'poor human relationships' or 'inadequate communication' have been chosen.

Another high priority for success is knowledge and acceptance of the consultants by the school staff. There appears to be a strong link between this factor and specificity of interest. Trust in the consultants' expertise would seem to allow them to facilitate the staff's progress towards identifying the initial problem, and then adopting an effective intervention strategy.

Initial strategies which combine logical and rational values, which are pragmatic in their approach, and which are oriented towards person growth usually succeed. Argyris (1970) called such a combination a "primary task model" as it emphasized valid information, free choice and internal commitment by the participants.

The need for valid information requires an acceptance by school staffs of the survey-feedback strategy. The acceptance and use of this mode of data gathering and information dispersal is common to a very high proportion of the successful studies surveyed.

Recognition of a problem within a school does not on its own lead to a successful conclusion. For example, many urban schools accept a variety of problems as a fact of life. In addition to problem recognition, a willingness to change is also necessary. This factor is particularly important where an overload of problems is apparent and school systems are stretched to their maximum merely coping. It would appear that readiness to change requires additional energy. Before staff are prepared to invest this energy they have to be convinced of the value of the projected change. As Kaplan (1979) has suggested OD will work best in a group that is already 'well functioning'. Thus the very schools which could benefit most are more liable to failure, unless issue-oriented approaches are used.

The delicate relationship between consultant and client is illustrated by a number of studies which apparently failed due to over-reliance on this outside help. A corresponding group also failed due to overdependence on inside specialists (Beckhard, 1969).

In summary OD is successful in schools when the principal is involved and supports the effort; when there is a mix

of internal and external change agents; when survey - feedback is used; when the initial focus is on a specific problem using an agreed intervention strategy; and when participation and collaboration modes are widely used.

On the other hand failure is as often reported as success. There is no doubt that many of these failures are due to inept consultants. Often the issues addressed are superficial, the case study presents little evidence of a coherent model of change or the interventions simply do not match the diagnosed problems.

Dee Street

The Dee Street study illustrates many of the characteristics shared by other successful interventions. In-class supervision was the specific task initially addressed by the school. The consultants had been previously involved with in-service training in the area and were seen by the staff to have the necessary level of expertise. Senior teachers worked firstly with their own syndicate members, generated valid information and made their own decisions about future cycles. As the consultancy progressed the survey - feedback model became the central strategy. Throughout the year a series of formal contracts ensured that a consensus was maintained between the staff and the consultants. Decisions were shared between inside and outside teams.

OUTCOMES OF SCHOOL DEVELOPMENT

Reported outcomes of school development efforts range widely. Some studies concentrate on how individuals have learned to cope with conflict, have developed tolerance and understanding of different points of view, and have systematically co-ordinated their own aspirations with the goals of the organization. Another group of studies cite evidence related to organizational

performance. Here particular attention is given to such aspects as the conduct of meetings, morale, patterns of communication, degree of staff participation in decision making, and how data is collected and disseminated. A third group focus on productivity or measurable school outcomes. External examinations and standardized tests form the basis for these judgements.

Runkel and Schmuck (1976: 23) acknowledge this variety in a review of twenty studies with which they have been involved.

"Our research and the analysis of others indicate that OD methods (properly chosen, sequenced and applied) can increase a school's spontaneous production of innovative social structures to meet internal and external challenges, improve the relationship between teachers and pupils, improve the responsiveness and creativity of staff, heighten the influence of the principal without reducing the influence of the staff (and vice-versa), expand the participation of teachers and students in the management of the school and alter attitudes and other morale factors towards more harmonious and supportive expectations."

In a recent review of the literature Fullan *et al* (1980) note that the success rate for OD interventions in schools is around 50%. They argue that the main reason for such a modest outcome is that many of the reported programmes are not in fact organization development. Perhaps, as their emphasis was mainly training, many studies should have been labelled "OT". Staff were trained in a number of useful techniques such as paraphrasing, group problem solving, risk taking and confronting but little attempt was made to institutionalize these skills as part of the on-going life of the school. Individual participants may have increased some of their own interactive skills but no evaluation was made of the effectiveness of transfer to their work groups.

'Training' in this sense suggests that there is an optimum way to organize and to promote school effectiveness. The high rate of failure confirms that this view is erroneous. When organization *development* is instituted in a school emphasis is placed both on the goals of the school and the desires of the individual. A process of encouraging negotiation, participation and tolerance begins. Training then takes its place as just one of the development activities. Schools are complex organizations and issues involving individuals, groups, the environment and the institution itself form many interfaces for development. A mere training stance represents a gross oversimplification.

Participation

Part I of this thesis examined OD research in schools. Most of these studies place heavy emphasis on participation. This is particularly evident in relation to decision making. Teachers generally claim professional status and participating in decision making is totally consistent with this view. By encouraging a high level of participation in decision making, resources which already exist within the school are unlocked and made available. In every organization there is a 'variety pool' of talent and ideas which can be applied to current problems and dilemmas. What may be missing are the processes which enable this expertise to be used by the organization.

School development can be the means of providing support and encouragement for the free exchange of ideas and collaboration within the teaching function. By opening the areas of problem diagnosis and decision making to all members of the school community leadership styles, role expectations and attitudes within the organization will inevitably change. Such change may lead to more effective schools.

Participation as understood in this sense can also lead to a changed view of consensus. Rather than the somewhat unrealistic ideal of total agreement it is possible to develop this concept to mean that:

"a sufficient number of participants are in favour of a decision to carry it out, while others understand the decision and will not obstruct its implementation"
(Schmuck et al 1975: 357).

It will be accepted by members of the school that no decision is final or absolute. Renegotiation, realignment, and re-evaluation is always possible. Participation will lead to a variety of people having authority for a particular purpose and usually for a particular time. Communication networks will be enhanced and status considerations less dominant.

CAN SCHOOL DEVELOPMENT WORK?

Many change efforts directed at improving school effectiveness fail. Significantly they have often failed to take account of the clients' viewpoint. What do the principal and teachers get in return for the efforts they are asked to expend? Strong internal commitment to increasing effectiveness can best be fostered by a culture which allows power to be shared. While consensus applies, or while decisions made by others remain in teachers' 'zone of indifference', a steady state can be said to predominate. Here a traditional role culture, or bureaucratic structure can exist with little tension. This stable situation is threatened when conflict occurs or when policy needs to be altered. At such times rules are often found to be inappropriate, roles inflexible, and tensions intolerable.

A school development philosophy may provide an organization with sufficient flexibility to alter its culture. A crisis could lead to power being redistributed,

the issue resolved and a consequent return to the steady state.

For example, the introduction of an innovation to a school requires a 'task culture'. Here the emphasis is on getting the work done. If the idea is to establish mastery learning, subject specialists will interact with the designers of evaluative procedures, timetabling and equipment use will be the responsibility of others and all involved will share the task of establishing the new learning mode. While such innovations remain relatively small scale and confined to a few enthusiasts little impact need be made on the majority of teachers at the school. The predominant 'steady state' will continue to persist. If, however, the innovators desire to expand their area of influence and have mastery learning become an official policy for the school to promote then it is likely that conflict and tensions will surface.

Two administrative alternatives are readily apparent. Firstly, the principal can adopt a power-coercive style and either support or resist the change, or secondly, the staff can adopt a school development mode where the decision will be made by the principal and staff as a whole group, following data gathering, feedback and examination of possible alternatives. With this latter approach the whole staff would be adopting a 'task' cultural approach as a temporary device to address the problem in the most effective manner. Such a strategy would enable the network of views to be equally and openly represented. On a satisfactory resolution of the issue most of the school would return again to a new 'steady state' (Handy, 1976).

This example also illustrates the way a school development approach has the concern for the student as well as the teacher at its core. Processes which improve the

working relationships and effectiveness of staff groups are facilitated. The intention is to increase the teaching-learning dynamics of the school.

An emphasis on teaching and learning creates the very conditions that distinguish schools from other organizations. Most schools exhibit a wide range of teaching styles. In fact there are likely to be as many different theories about teaching and learning as there are teachers on the staff. Consequently, between various groups in any school there are likely to be a number of apparently incompatible but legitimate interests. School development, as elaborated in the case studies in Part II, allows this strain and conflict to be accepted and understood. Polarization is prevented and it becomes an accepted convention that coalitions are formed to resolve particular issues. Membership of such groups is always open to negotiation, and will inevitably change as individual and organizational priorities vary.

It is likely that this kind of organizational behaviour will take some time to establish. Furthermore, schools will probably need some assistance, particularly in the early stages. Throughout the case studies and literature reviewed much emphasis has been placed on the use of consultants. It is not practical to have such people continuously present in a school. An alternative is the creation of a special 'inside' team which is trained and provided with appropriate support and which eventually replaces the outside consultants. Independent, trusted, process facilitators are a vital link in school development strategies and the concept of an inside-outside consultancy holds much promise.

To be successful school development must give priority to the following considerations.

- (a) *Problem solving should be a demonstratably co-operative staff enterprise.*
- (b) *All members of the organization should have ready access to the resources available in the 'variety pool'.*
- (c) *Staff should be supported in their endeavours to seek the best possible solution given time and energy constraints.*
- (d) *Running throughout the whole intervention should be a continuing analysis and assessment of movement towards agreed goals.*

The Dee Street case study provides evidence to support these ideas. In the decision-making sequence, use of the six step problem solving model to examine the hobbies room demanded a co-operative effort by the whole staff. Ideas previously not available to the total group were elaborated during these sessions, and it became increasingly obvious that a generally satisfactory resolution was available if control was passed to a relatively junior member of staff. It is significant that this course which represented a consensus view of the best possible solution was adopted. Also illustrated by this sequence was the use of a real problem for staff training. By so doing an important task was accomplished at the same time as structures for training were elaborated. One of the practical difficulties of withdrawal in-service training is for the participants to transfer the experience back to their own situation (South, 1976). This problem was avoided at Dee Street by working with the total work group on a problem of their choice.

Case studies like Belmont and Dee Street demonstrate that school development can work, at least in the short term.

The goal of SD is a system that is in a state of constant self-renewal. At the time of writing Dee Street school has maintained a continuing relationship with the consultants for a full school year. At the same time there has been significant progress in areas of teacher supervision, staff participation in decision making, conduct and control of staff meetings, and in general levels of understanding and tolerance of the variety of goal orientations individuals hold. The criterion of continuous renewal, however, can not be applied comprehensively for some time yet. What is apparent is that school development has the potential for significant change.

TOWARDS A THEORY OF SCHOOL DEVELOPMENT

Organization Development theory needs modification before it can be directly applied to New Zealand schools. Implicit values are often more appropriate to North American culture. The emphasis on training prior to dealing with real issues is also unlikely to be accepted here. Furthermore it is possible to make major progress towards a more effective school without the over-riding demand for total staff consensus often expressed by OD theorists. School Development is not a fully developed theory but rather a label for a method more relevant to New Zealand conditions.

This modified approach of school development is not offered as a universal panacea for the ills of schools. Rather it is suggested as an alternative to the present methods of innovation and change which are aimed at increased school effectiveness. The following assumptions about the nature of people and their interactions in schools form a basic starting point and highlight the similarities and differences between school development and the more traditional organization development theory.

1. OD works towards consensus and stresses the universality of goals. Professionals engaged in these strategies will generally follow the same direction.

SD contends that opportunities should be provided for the expression and communication of the varied educational philosophies and teaching styles that teachers within the organization may follow. Plurality within schools should be encouraged.

2. OD suggests that over time an organization will become more cohesive and integrated.

SD takes the position that the expression of differences is essential to the operation of the school. Every member of the organization should have the chance to influence the direction and mode of operating of the school. Dialogue should be encouraged between those representing the administration and individuals; between the many groups within the school; and between the school and its community.

3. Both OD and SD agree on the place of conflict.

Conflict is endemic in most organizations and should be expected to be so in schools. By acknowledging its existence and dealing with it openly school effectiveness will be increased.

4. OD uses the concept of allegiance and commitment to the organization as a means of releasing powerful motivational forces.

SD acknowledges that teachers are motivated to behave in their present mode. By examining a range of alternatives the strength of the tendency to continue or to change is made overt. Present levels of energy may then be redirected rather than increased.

5. OD is often seen as a top down approach, adopted by a school system or district and imposed upon all its schools.

Conversely, a school development process can not be imposed from without. It can only succeed with the agreement and support of the principal and staff.

6. School development assumes that a thorough knowledge of the organizational process in a school is a necessary prerequisite to intelligent change.
7. School development involves the participants in gathering their own data. This ensures a high commitment to any implications suggested by the data.

Schools are ready to benefit from school development if they demonstrate that variety and disagreement are valued and that working collaboratively is a preferred mode.

Withdrawal in-service training could usefully be directed to creating the predisposition for collaborative work in schools. Such training could successfully create the readiness for intensive, organization-specific development. Miles (1976) suggests that the catalyst for the development of the latter local programmes is usually a prominent member of the school who has a detailed knowledge of the appropriate literature. If school development programmes are to proliferate therefore, it is vital that information regarding the process should be widely available and specifically directed to potential advocates. In our schools these 'primary gatekeepers' are predominantly school principals and it would seem that an effort to enthuse and involve them would offer the most promising course of action.

Incentives and Support

School development is largely untried in New Zealand schools. Based on organization development literature but adapted to local conditions it offers exciting possibilities. The Diploma of Educational Administration at Massey University is currently fitting a number of practitioners for future work as consultants. The problem is now one of providing appropriate incentives and support in order that principal and senior staff involvement might be widened.

By the very nature of our educational system, most schools are islands cut off from one another and often only aware of practises in neighbouring establishments through communications from the central office. School development theory, while recognising that each school has its own unique problems, proposes a number of strategic orientations through which a wide range of problems can be addressed. A useful way of first raising the level of consciousness to this different conceptualization of school administration could be through local principals' associations. If time were allocated both for initial meetings and subsequent intervisiting to view each others' interpretation of various strategies, an attractive incentive would have been provided.

Secondly, for those schools which would like to commence a long term school development effort, release time could be made available to their selected consultants. These may be other principals or teachers from the area who have appropriate qualifications in this field.

Problems of incentives focus on the value that central education authorities are seen to place on the school development process. The awareness raising exercise,

already begun in many areas in New Zealand is in their domain. To progress from this point needs flexibility, trust and an understanding of the long term benefits.

For the schools which develop such programmes the benefits must be seen to be worth the expenditure of time and energy which will most probably be beyond the level currently allocated for in-service training. A number of studies are reported in the literature where the allocation of too little time was counter productive. A decrease in school functioning occurred (Miles, 1976: 243). The Dee Street School case study demonstrates that a compromise position is possible. Time formerly devoted to staff meetings was incorporated into the training allocation.

Changing Instructional Modes and Techniques

It is likely that present moves towards individualized instruction techniques will intensify. Teaching roles will become increasingly differentiated. Small integrated teams of professionals, semi professionals and aides will probably proliferate. Without a process like school development it is difficult to imagine how schools which develop in this way can be administered and maintained. Present structures will be unlikely to bear the competing strains and tensions which will inevitably be generated. Within a structure dominated by a school development culture, roles, relationships, agreements, procedures, expectations and perceptions could be continuously negotiated and clarified. Such a structure would allow changes to occur in individual behaviour, in the long term interests of organizational effectiveness and individual satisfaction. It would allow the development of a self-correcting, self-renewing school.

Schools and Crisis Management

School development is a long term process needing at least two years to show full benefits. Many schools are looking for short term solutions which are immediately available, and in some cases necessary for their very survival. SD is unlikely to succeed in these situations. While schools are in a state of crisis a school development strategy is inappropriate.

There are however sound reasons to believe that widespread encouragement of SD interventions could prevent schools reaching the precarious crisis state that some of our urban institutions endure. SD is not just a collection of techniques and strategies but has at its core a set of values and conceptual bases which provide primary guidance to both client and consultant. Time and reflection are necessary for this understanding to occur. This amount of time is unlikely to be available while a school is facing a desperate crisis. Once the crisis has been averted entry can be achieved by applying interventions to less critical processes and thereby gradually building up the relevant concepts amongst the staff.

Summary

A theory of School Development could include:

- (a) *Provision for the expression of difference, collaboration and power sharing.*
- (b) *Recognition that conflict is inevitable and consequently should be dealt with openly.*
- (c) *Awareness that staff as professionals wish to increase their individual competence and be members of an effective school.*

- (d) *The knowledge that SD can not be imposed from without. Consequently an awareness of, and predisposition towards collaborative methods may need to be inculcated in some schools.*
- (e) *Provision of incentives to encourage school development strategies to spread.*
- (f) *Changing designs for school administration to cope with changing instructional modes and techniques.*
- (g) *The need to develop crisis management techniques which could be used prior to the implementation of SD.*

CONCLUSION. SCHOOL DEVELOPMENT: POSSIBILITY OR PIPEDREAM

As the case studies show, school development has the possibility of raising the effectiveness of schools. A task oriented approach and a readiness to consider structural change would appear to offer the best chances for success. Competent outside consultants are essential in the early stages to help with initial planning and programme development. Reliance on them decreases as 'inside teams' gain experience and expertise, until only occasional use of them is made.

Principals are often surprized at the energy which is released when teachers, through a school development programme, find that their increased interdependence on each other makes the school a much more exciting place in which to work. A coherent, well designed development programme allows this energy to be harnessed and applied to emergent problems. Schmuck *et al* (1975) suggest that school staffs progressively develop a new image of school

life which includes the idea that problem solving is a continuous and cyclical function in which they will all be involved. Communication will be open, direct and clear, and conflict previously thought to be destructive and impeding work will be seen as inevitable and healthy and a useful means of bringing about change.

Development Sequence

North American studies would suggest an initial two year cycle beginning with an effort to improve communication skills. Our limited experience in New Zealand schools would concur with the North American experience. Many North American studies begin with simulation exercises prior to addressing 'real' problems. This emphasis is unlikely to find much support in New Zealand and was omitted from both the Dee Street and the Belmont programmes. Use was made of simulation to provide the conceptual bases for dealing with the real problems of decision making and meeting procedures. Furthermore by means of an introductory video tape the writers were able to introduce the ideas of paraphrasing and surveying very early in the sequence in both schools.

The second phase of using group problem solving situations in order to change group norms is well illustrated by the Dee Street hobbies room decision. In this intervention the principal discovered that there was a marked degree of willingness to engage in co-operative interaction. Staff were prepared to spend time developing ideas because they perceived a genuine re-allocation of power in their favour. They also began to rethink the role and position of the principal.

A third phase where consensus leads to a structural change is again illustrated by the Dee Street School programme. Major changes have been made to the operation and purpose of staff meetings as a consequence of a school development

intervention. As an observer at these reorganised meetings the writers were impressed with the satisfaction and high participation levels which existed.

Schmuck *et al* (1975) recommend that a final phase of 'curriculum and instructional changes' should take place during the second year of development. Dee Street school began their school development involvement with a school based in-service effort directed to in-class supervision - an instructional change. Our experience, therefore, would suggest that instructional change can be addressed at the very beginning of the sequence whereas curriculum change could well be left to follow in the second year. Indeed, it was the desire to improve the quality of supervision in his Dee Street school that attracted Roger Pearson to a School Development approach in the first instance.

Throughout this initial period the change in thinking essential to programme success should be towards the concept that:-

"... organizations are ideas held in the human mind, sets of beliefs, not always compatible - that people hold about the ways they should relate to one another" (Greenfield, 1973: 560).

If organizations are ideas then they are open to change and adaption as knowledge and environments grow and vary.

Some Guidelines for Future School Development

School development efforts can only succeed within an optimistic environment. It is optimistic to assume that teachers wish to improve their practice. It is optimistic to expect that teachers and administrators can examine their own behaviour without feeling unduly threatened. Optimism is also the crucial factor in ensuring that power and personal prestige contribute towards school effectiveness rather than inhibiting its growth.

Programmes constructed within the school development framework should take the form of reciprocal social contracts. That is to say, all involved should have a clearly stated role, the level of involvement should be explicit, a time span should be specified and methods for concluding or extending the contract provided for. Protocols covering confidentiality, the place of interventions in the life of the school, and the frequency of training should also be stated.

Staff participation and consensus decision making should be a conscious bias of consultants. The emphasis is away from 'change for change sake' and towards participant choice with a knowledge of viable alternatives. School development can function in this sense to create an awareness of present situations. By clarifying consequences, groups can be made more cohesive and more open to a variety of values. A knowledge of consequences is a necessary precursor to responsibility.

It would be naive to expect that power-coersive leadership styles would disappear in the face of school development strategies. Client schools must be taught methods for adjusting to conflict and bargaining for mutual adjustments. Self interests are always likely to remain an issue. School development aims at encouraging as many people as possible at all levels within the school to recognize the power that they have and how to use it.

A long-range school development effort will focus on both formal and informal systems. The formal or overt aspects will include goals, technology, structure, skills and financial resources whereas the informal or covert aspects will include attitudes, values, feelings, group norms, and interactions (Golembiewski, 1974). Entry is often through the informal system where interventions stress discrepancies, relationships, dilemmas and culture.

Behaviour change does not of itself lead automatically to the structural change which may be necessary to its support over time. Looking for ways of reinforcing such change will lead the organization to acknowledge what could be done even if such a choice is not viable at that time.

School Development is more than a pipe dream. It is a proven strategy for increasing school effectiveness. Emphasis is placed on the school structure, and its coherence, and the role expectations of the staff. It seeks to help schools solve their own problems with the resources which are already available. Diversity is tolerated and the principal is seen as a vital link. Outcomes result not only in improved staff morale but flow over into classrooms and teaching/learning generally.

Summary

- (a) *School Development can increase school effectiveness.*
- (b) *A task oriented approach is recommended.*
- (c) *Competent outside consultants are essential until inside teams can take over.*
- (d) *Participation creates energy.*
- (e) *Conflict may aid change.*
- (f) *Sequencing could begin with communication skills and lead on to problem solving approaches. Order is not as important as dealing with issues thought by the organization to be important.*
- (g) *All decisions and policies should be open to change.*
- (h) *SD will only succeed within an optimistic environment.*

- (i) *Reciprocal social contracts protect all interests and encourage participation and commitment.*
- (j) *Emphasis should be on valid data and participant choice given a knowledge of alternatives and consequences.*
- (k) *Long range efforts will focus on both formal and informal systems.*
- (l) *SD assists problem solving and plan making, enables differences to be negotiated and provides for the development of techno-structural change.*
- (m) *The improvement of teaching and learning is a central rather than a peripheral focus.*

Carefully conceived and intelligently applied school development is a coherently sustained strategy, focused on the school as an organization, enabling reflexive thought and action. It is aided by a catalyst-consultant using behaviour science methods which are oriented to both system and individual improvement.

Appendix A1

Syndicate Meeting

Agenda - Dispersing Information

Information may be needed for

- (a) An individual teacher, pupil class
- (b) Syndicate
- (c) Staff as Whole

Means of Information Dispersal

- A Oral
 - (a) Chat to person concerned.
 - (b) Announcement to staff on sounding "end of play" bell.
 - (c) Formal talk to staff at staff meeting.

- B Written
 - (a) Note by carrier room to room.
 - (b) Note on staffroom blackboard. (Signed for further reference)
 - (c) Staff Newsletter especially for coming events. (Better than continual class interruptions!)
 - (d) Copy of notes into each room cubby-hole in Staffroom.

- C Non Verbal Smoke signal or Morse code on heaters.

Suggestions -

- (1) That teachers continue to give information at end of play (Teacher on duty should come in at bell time. Teachers in adjoining rooms note the others absence and pass on information).
- (2) Small staffroom blackboard. Note to be made and signed so that further elaboration can be made.
- (3) Continue to use Staff - Newsletter especially for predictable events. A thought perhaps to changing Newsletter from Monday to Friday.
- (4) For special needs, application could be made to have access to Staff (meetings) agenda.

Second half of blackboard to be used for agenda ideas for Staff and Admin. meetings.

Choose priorities.

Note Chairman - turns from each syndicate.

Appendix A2

5th August.
Junior/Middle School Syndicate Meeting.
Unchaired.

Meeting types - Syndicate Meeting - to concern members of syndicate.
- Staff Meeting - to concern all staff members.
- Orientation Meeting- to concern all staff members.

Scope of Meetings

- Syndicate Meeting - to cover teaching, classroom practices and administration within syndicate area(s).
- Staff Meetings - to cover all school matters relevant to two or more areas of the school. (Information dissemination not to be included.)
- Orientation Meetings - to cover the matters arising at the beginning of the year.

Status of Meeting

Decisions Syndicate Meetings - binding on those present and by previous agreement all members of the syndicate.

Staff Meetings - binding of all staff (time span of decision to be part of the decision.)
- to 4.00 p.m. decisions by majority.
- if extension past 4.00 p.m. then decisions must be unanimous to be binding.

Venues of Meetings

Syndicate Meetings - By agreement of syndicate members.

Staff Meetings

Orientation Meetings-Staff room.

Times and Dates

Syndicate Meetings - 3.05 p.m. to 4.00 p.m. - 2nd and 4th Monday.

Staff Meetings - 3.05 p.m. to 4.00 p.m. - 1st and 3rd Monday.

Orientation Meetings - 3.00 p.m. to 3.30 p.m. - 1st and 2nd Week of first term (Excluding Friday.)
* if Monday is a holiday then meetings on 1st day thereafter.

(Appendix A2)

No agenda - no meeting.
 No postponement - cancellation.
 Chairperson opens and closes
 meeting by the clock.

Agenda

- Syndicate Meetings - Set at a previous meeting
- Staff Meeting - Written up on Agenda Board -
 ordered and refined on day of
 meeting by the chairperson -
 Times for 'Headings' to be
 included by Chairperson.
- Orientation Meeting- Handed out by Chairperson
 * with note space included.

Chairperson

- Syndicate Meetings - Senior Teacher or other by
 mutual agreement.
- Staff Meetings - Rostered Chairpersons by
 Room Nos.
 Principal - No. 13.
- Orientation Meeting- The following order, Principal,
 Senior Teachers, Resource
 Teachers, Others.

Recording

- Syndicate Meetings - By mutual arrangement.
- Staff Meetings - The Chairperson for next
 meeting.
- Orientation Meeting- Prepared notes of Chairperson.

Meeting Format

- Syndicate Meeting - By members' mutual agreement.
- Staff Meetings - Chairperson opens at 3.05 with
 spoken agenda and time
 allocations.
 Headings proceeded with per
 time allocations.
 3.55 Recorder reads summaries.
 4.00 Chairperson closes meeting.
 * At this time a motion may be
 put to review and continue a
 heading.
- * Agenda headings -
 Introduced by instigator
 Discussed
 Summarised or dismissed
 decided
 A motion moved
 Deferred.
 Decision to be made.
- Orientation Meeting- Chairperson opens for 10 mins.
 Questions and answers for 5 mins.
 Summary from Chair
 (or their appointee for 5 mins.)

Appendix B

SUGGESTED TEACHER ONLY DAY 1980

- A. The day should answer a real and specific need within the school.
That there is a need for a short clear up to date statement for each subject in the school scheme for the guidance of class teachers.
- B. Objectives which are realistic must be set for the day.
To discuss the prepared amended or confirmed statements presented by the task force.

Proposed Timetable.

9.00 - 10.30	Language - Convenor - Miles Reading 9.00 - 9.20 a.m. Spelling 9.30 - 9.45 a.m. Handwriting 9.45 - 10.00 a.m. Oral lang. 10.00 - 10.15 a.m. Written lang. 10.15 - 10.30 a.m.
10.45 - Noon	Mathematics Junior 10.45 - 11.30a.m. Convenor Ann. Senior 11.30 - Noon Convenor Ken.
1.00 - 1.30	Social Studies Convenor Sue.
1.30 - 2.00	Science Convenor Ken.
2.00 - 2.30	Phys.Ed. & Health Convenor Roger.
2.30 - 3.00	Art and Craft and Music Convenors Mary.

- C. A Task force should be set up to effect the desired changes.
The task force should produce the statements which are then put to the staff on the day for discussion, amendment, adoption, and implementation.

Task force Personnel

Language Miles (Resource) and Jan + Ross

Mathematics and Science Ken (Resource) and Ann (Resource) + Shirley

Art and Craft Mary (Resource) and Catherine

Phys. Education & Health Paul (Resource) and Mavis

Social Studies Sue (Resource) and Roger

Library Jane (Resource)

Possible outcomes

- will assist classroom teachers to achieve a balanced programme.
- will assist in the orientation and induction of incoming teachers.
- will assist resource and senior teachers in carrying out their role.
- will enable school resources to be mobilised.

(Appendix B)

- D. The Task force should Monitor the Changes.
- the completion of the scheme statements.
 - the availability of the statements to staff.
 - the implementation of the statements.
 - evaluation of the programmes in action.

Suggested Day

Monday 8 September, 1980.

Reasons - To continue the concept set in term one of teacher only day followed by a full school day.

- Secondary pupils still on holiday.
- Intermediate Teacher Day.
- The day is not too close to the mid-term break.

If accepted the planning would need to start immediately and both the Education Board and the parents advised.

BIBLIOGRAPHY

- Arends, R.I., Phelps, J.A., and Schmuck, R.A. Organization Development: Building Human Systems in Schools. Eugene, Oregon, Centre for Ed. Policy and Management, 1973.
- Argyris, C. Intervention Theory and Method. A Behavioural Science View. Reading, Mass., Addison-Wesley Pub. Co., 1970.
- Argyris, C. and Schön, D.A. Theory in Practice: Increasing Professional Effectiveness. San Francisco, Jossey-Bass., 1976.
- Beckhard, R. Organization Development: Strategies and Models. Reading, Mass., Addison-Wesley Pub. Co., 1969.
- Bennis, W.G. Organization Development: Its Nature, Origins and Prospects. Reading, Massachusetts, Addison-Wesley, 1969.
- Blake, R.R., and Mouton, J.S. Building a Dynamic Corporation Through Grid Organization Development. Reading, Mass., Addison-Wesley Pub. Co., 1969.
- Blumberg, A. OD's Future in Schools - Or is There One? Education and Urban Society 8: 213-226, 1976.
- Borg, W.R. Moving Towards a Breakthrough in Teacher Education. Education 95: 302-23, 1975.
- Bowers, D.G. OD Techniques and their Results in 23 Organizations: The Michigan ICL Study. Journal of Applied Behavioural Science 9: 21-43, 1973.
- Brown, L.D. Organizational Change from the Bottom Up. Education and Urban Society 8: 159-171, 1976.
- Buchanan, P.C. Laboratory Training and Organization Development. Administrative Science Quarterly 14: 466-80, 1969
- Burke, W.W. A Comparison of Management Development and Organization Development. Journal of Applied Behavioural Science 7: 569-579, 1971.
- Courtney, P.E. In-Service Education: A Survey of Opinions and Needs of Primary Teachers in the Canterbury Education Board District. Thesis, M.A., University of Canterbury, 1972.
- Derr, C.B. 'OD' Won't Work in Schools. Education in Urban Society 8, 2: 227-247, 1976.

- Drucker, P.F. The Effective Executive. London, Pan Books Ltd, 1967.
- Ends, A.W. and Mullen, D.J. Organization Development in a Public School Setting. In Partin, J.J. (ed.) Current Perspectives in Organization Development. Reading, Mass., Addison-Wesley Pub. Co., 1973.
- Flanders, M.A. Analyzing Teaching Behaviour. Reading, Massachusetts; Addison-Wesley Pub. Co., 1970
- Flynn, C.W. Collaborative Decision-Making in a Secondary School. An Experiment. Education and Urban Society 8, 2: 172-182, 1976.
- Franklin, J.I. Characteristics of Successful and Unsuccessful Organization Development. Journal of Applied Behavioural Science 12: 471-492, 1976.
- French, W.L. and Bell, C.H. Jr. Organization Development Behavioural Science Interventions for Organization Improvement. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1973.
- Friedlander, F. OD Reaches Adolescence: An Exploration of its Underlying Values. Journal of Applied Behavioural Science 12: 7-12, 1976.
- Fullan, M., Miles, M.B., and Taylor, G. Organization Development in Schools: The State of the Art. Review of Educational Research Spring, 50, 1: 121-183, 1980.
- Geertz, C. The Interpretation of Culture. New York, Basic Books. 1973.
- Goodstein, L.D. and Dovico, M. The Decline and Fall of the Small Group. Journal of Applied Behavioural Science 9: 551-574, 1973.
- Greenfield, T.B. Organizations as Social Inventions: Rethinking Assumptions About Change. Journal of Applied Behavioural Science 9: 551-574, 1973.
- Golembiewski, R.T. 'Some Guidelines for Tomorrow's O.D.', in J.D. Adams (ed.) New Technologies in Organization Development: 2 La Jolla. Calif: University Associates, 85-118, 1974.
- Handy, C.B. Understanding Organizations, Middlesex, England. Penguin Books, 1976.
- Havelock R.G. The Change Agent's Guide to Innovation in Education. Englewood Cliffs. New Jersey, Ed. Tech. Pubs., 1973.

- Hornstein, H.A., Bunker, B.B., and Hornstein M.G. Some Conceptual Issues in Individual and Group Oriented Strategies of Intervention into Organizations. Journal of Applied Behavioural Science 7: 557-567, 1971.
- Jung, C.G. Training materials and training for OD in education. Education and Urban Society. 8, 2: 145-158, 1976.
- Kaplan, R.E. The Conspicuous Absence of Evidence that Process Consultation Enhances Task Performance. Journal of Applied Behavioural Science, 15, 3: 346-360, 1979.
- Lawrence, P.R. and Lorsch, J.W. Developing Organizations: Diagnosis and Action. Reading, Mass., Addison-Wesley Pub. Co., 1969
- Leawitt, H.J. Applied Organizational Change in Industry: Structural, Technological and Humanistic Approaches. In J.G. March (ed.) Handbook of Organizations, Chicago. Rand McNally. 1144-1170, 1965.
- McGee, C.F. Changing Teaching Behaviour and Pupil Attainment in Inquiry-Based Social Studies Lessons. Unpublished PhD Thesis, University of Waikato. 1978.
- McGee, C. In-Service Education: Research and Trends. Social Studies Observer.
- Miles, M.B. Critique: Diffusing OD in Schools. Education and Urban Society 8: 242-254. 1976.
- Miles, M.B. Organizational Development in Schools: The Effects of Alternate Strategies of Change, New York: Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University. Mimeographed research proposal.
- Mulford, W.R., Conabere, A.B., and Keller, J.A. Organization Development in Schools: Early Data on the Australian Experience. The Journal of Educational Administration XV, 2: 210-237. Oct., 1977.
- Open University E321 Management in Education Unit 6, Organization Development (OD): The Case of Shelton High School. Open University Press, 1976.
- Partin, J.J. (ed.) Current Perspectives in Organization Development. Reading Mass., Addison-Wesley Pub. Co., 1973.
- Perlberg, A. Microteaching. In Flanders, M. and G. Nuthall. The Classroom Behaviour of Teachers. International Review of Education Special Number 18: 547-559, 1972.

- Prebble, T.K. and Stewart, D.J. School Development: Strategies for Effective Management. Palmerston North, Dunmore Press, 1981 (In press).
- Runkel, P.J. and Bell, W.E. Some Conditions Affecting a School's Readiness to Profit from OD Training. Education and Urban Society 8, 2: 127-144, 1976.
- Sarason, S.B. The Culture of the School and the Problem of Change. Boston, Allyn & Bacon, Inc., 1976.
- Saturen, S.L. OD in Adams County School District No.50. Education and Urban Society. 8, 2: 196-212, 1976.
- Schein, E.H. Process Consultation: Its Role in Organization Development. Reading, Mass., Addison-Wesley Pub. Co., 1969.
- Schmuck, R.A. and Miles, M.B. Organization Development in Schools. Palo Alto, California, National Press Books, 1971.
- Schmuck, R.A., Murray, D., Smith, M.A., Schworzy, M., and Runkel, M. Consultation for Innovative Schools: OD for Multi-unit Structure. Centre for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon, 1975.
- Schmuck, R.A. and Runkel, P.J. Organizational Training for a School Faculty. The Centre for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon, 1970.
- Schmuck, R.A., Runkel, P.J., Arends, J.A., and Arends, R.I. The Second Handbook of Organization Development in Schools. Centre for Educational Policy and Management. University of Oregon. Mayfield Pub. Co., 1977.
- Schmuck, R.A., Runkel, P.J., and Langmeyer, D. Improving Organizational Problem Solving in a School Faculty. Journal of Applied Behavioural Science 5: 455-482, 1969.
- South, O. Diffusing a System. Education and Urban Society 8, 2: 183-195, 1976.
- University of Oregon. Centre for the Advanced Study of Educational Administration. Handbook of Organization Dev. in School. Schmuck, R.A., Runkel, P.J. *et al.* 1972.
- Vroom, V.H. and Yetton, P.W. Leadership and Decision Making. Pittsburgh, University of Pittsburgh Press, 1973.

- Walton, R.E. and Warwick, D.P. The Ethics of Organization Development. Journal of Applied Behavioural Science 9: 681-698, 1973.
- Weick, K. Educational Organizations as Loosely-Coupled Systems. Administrative Science Quarterly 21: 1-19, 1976.
- Wyant, W. Effects of Organization Development Training on Intrastaff Communication in Elementary Schools. Doctoral Dissertation, University of Oregon. 1974.