Towards the Teacher as a Learner

CONTEXTS FOR THE NEW ROLE OF THE TEACHER

The impact of the information society, internationalisation and the scientific and technical world is strongly influencing and challenging education all over Europe. The many complex changes taking place in European society not only transform the nature of work and the organisation of production but also strongly emphasize the necessity for new methods and strategies for teaching and learning. Education should focus on the learners and provide for lifelong skills but is also strongly obliged to identify vital competences for the future teachers of Europe.

In modern society there is an indisputable task for school management and teachers alike to create the most favourable conditions for learning, enabling learners to learn and perform from a variety of perspectives, learner-centred approaches and methods. Implicitly this also calls for removing obstacles to learning. Parallel to this, there is a mission to transform schools into professional learning communities, and to confront policy-makers with professional values and requirements.

This book describes and discusses basic approaches and contexts for the new role of the teacher. Within the context of the Comenius 3 network 'The Learning Teacher' this book reflects initial discussions among educationalists and practitioners all over Europe, working together towards a European dimension in the answers to the challenges.
TOWARDS THE TEACHER AS A LEARNER
- CONTEXTS FOR THE NEW ROLE OF THE TEACHER
TOWARDS THE TEACHER AS A LEARNER

CONTEXTS FOR THE NEW ROLE OF THE TEACHER
This publication has been carried out with the support of the European Union in the framework of the SOCRATES Programme. The content of this publication does not necessarily reflect the position of the European Union nor does it involve any responsibility on the part of the European Union.

Magnus Persson (Ed.)
Towards the Teacher as a Learner
- Contexts for the new role of the teacher

ISBN 91-975204-0-3

© The authors and The Learning Teacher Network 2004
All rights reserved. The publication is protected by copyright law. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the author.

PRINT: Tryckeri Knappen, Karlstad, Sweden
ISO 14001 Certified with Swan, Nordic, eco-label no 341.218
Printed in Sweden 2004

This publication can be ordered from Barn- och ungdomsförvaltningen, Karlstads kommun, SE-651 84 Karlstad, Sweden. Tel +46 54 29 50 00  Fax +46 54 29 57 90
CONTENTS

PREFACE 7
INTRODUCTION 9

PART 1  THE ‘HELICOPTER’ PERSPECTIVE 13
CHAPTER 1: LEARNING – PERCEPTIONS, CHALLENGES AND STRATEGIES (Magnus Persson) 15
CHAPTER 2: NETWORKING – LEARNING NETWORKS FOR THE LEARNING TEACHER (Bill Goddard) 29

PART 2  TEACHER COMPETENCE 39
CHAPTER 3: COMMUNICATION PROCESS IN SCHOOL (Nevenka Lamut) 41
CHAPTER 4: COACHING AND PEER MENTORING (Bill Goddard) 47
CHAPTER 5: WHY AND HOW? (Elisabeth Björklund) 55
CHAPTER 6: THE REFLECTIVE TEACHER: A RESEARCH PARTNER OR GUIDE? (András Tarnóc) 61
CHAPTER 7: THE REFLECTIVE TEACHER IN PRACTICE (Mija Koderman, Mateja Štih and Jasna Škarič) 69
CHAPTER 8: TEACHERS’ OWNERSHIP OF THE PROCESS OF CHANGE IN THE CULTURE OF PEDAGOGY (Gyöngyi Fábian) 83

PART 3  MANAGEMENT OF CHANGE 93
CHAPTER 9: MANAGEMENT OF CHANGE (Wiebe Goodijk) 95
CHAPTER 10: UNDERSTANDING CHANGE (Francia Kinchington) 109
CHAPTER 11: CHANGING THE CULTURE AND PRACTICE OF THE EDUCATIONAL ORGANISATION (Mary Stiasny) 121

CHAPTER 12: MANAGING CHANGE: USING SHARED EXPERIENCE TO REFLECT ON THE MANAGEMENT OF CHANGE IN OUR INSTITUTIONS ( Francia Kinchington, Wiebe Goodijk, Ivan Lorenčič, Tony Hayes, Mark Tompkins) 129

CHAPTER 13: FROM TRADITIONAL SCHOOL TO THE SCHOOL AS COMMUNITY CULTURAL CENTRE (Ivan Lorenčič) 135

CHAPTER 14: SCHOOL-BASED PREPARATION FOR HEADSHIP: THE NEW APPOINTMENT OF NON-TEACHING DEPUTY HEADTEACHER (Tony Hayes) 143

PART 4 THE PROCESS OF LEARNING AND TEACHING 153

CHAPTER 15: FROM FACTORY TEACHING TO SEARCH OF KNOWLEDGE (Annelie Fräjdin) 155

CHAPTER 16: THE READING AND WRITING FOR CRITICAL THINKING PROJECT (RWCT) (Marjeta Zabukovec) 167

CHAPTER 17: DRESSED FOR SUCCESS: DOCUMENTING CHILDREN’S LONGTERM LEARNING (Birgitta Andersson, Irene Andersson, Christina Johansson, Michael Kisberg, Caroline Säfström, Per-Ove Wramstedt) 173

CHAPTER 18: ‘LISTEN TO ME’ (Helen Masani) 183

PART 5 APPENDIX 197

CHAPTER 19: A BRIEF OUTLINE OF FURTHER TEACHER TRAINING IN THE CZECH REPUBLIC (Jaroslav Richter) 199

CHAPTER 20: A SHIFT OF PARADIGM 203

FINAL REFLECTIONS 205
PREFACE

This publication is one of the outcomes of the first year of The Learning Teacher Network on the new role of the teacher. Working within the framework of the European Union SOCRATES Programme, The Learning Teacher Network comprises 26 partner institutions from 10 European countries and joined by a growing number of non-contractual member institutions from more countries.

The publication is mainly a reflection of the issues raised during the first year of the network and presented at the first international conference in Albufeira, Portugal on May 5 to 7, 2004. With more than 100 conference delegates from 14 European countries participating and actively discussing at sessions, workshops and during breaks, already this first conference was an important step in promoting the thematic debate on a European level. As witnessed from both the participants' spontaneous feedback and from the formal conference evaluation, the conference was regarded successful as to content, organisation and 'atmosphere' but additionally - and not the least - also a very valuable learning and contact event.

Providing for venues and different ways of learning can be seen as a core philosophy of The Learning Teacher Network, and hopefully the reader of this publication will find also this book to be a valuable contribution to knowledge and learning.

As the coordinator of the network I would like to express my gratitude to the partners and contributors, who have shown strong commitment and devoted much time to develop the thematic issues, to share and to contribute generously not only to the content of the first conference and to this publication but to the network activities in general.

I would also like to thank the partners who organised the two network meetings held this academic year, which took place in Maribor, Slovenia in November 2003 and in Albufeira, Portugal in May 2004. By these well prepared and well organised meetings the network has had excellent venues for discussions and for developing the thematic area of the network.
Finally, a word of thanks to the European Commission, without whose financial and moral support *The Learning Teacher Network* would never have materialised.

Practitioners, schools and other educational institutions may find more information about the network on the website [www.learningteacher.org](http://www.learningteacher.org) or by contacting the network coordinator magnus.persson@karlstad.se.
INTRODUCTION

A starting point

This volume contains an initial series of papers that correspond with the thematic areas which were discussed during the first international conference (Albufeira, Portugal on May 5-7, 2004) of The Learning Teacher Network, an educational network on the new role of the teacher. The book is based on work carried out by the network partners, to a large extent reflecting the content of the workshops, presentations and plenaries at the first annual conference.

The overall aim of the network is to conceptualise a European dimension framework and to pin down and extract key factors in professional teaching and learning that will meet the demands of the future, and define competences that will be needed for professional teachers in order to perform for years ahead. Living in the information society creates a demand for flexibility and open-minded approaches to solutions, hence forcing education to provide for elements of lifelong skills. If professionals are to prepare an even more diverse group of learners for much more challenging work they will need substantially more/new knowledge and radically different skills than most now have. The network also aims to contribute to the deployment of schools as professional learning communities, thus also revealing the competence of the future teacher.

The network aims for empowering and raising awareness amongst professionals in education by identifying sustainable strategies for gradual transformation from ‘teaching’ to ‘learning’ to ‘the learner’ to ‘the provider for learning’, thus describing and making visible the future role of the teacher.

Realising the considerable proportions of these issues, it would be presumptuous to assume that one single network would achieve a rapid transformation of teaching and learning patterns in the whole educational community. However, by providing venues for professional debate we widely and explicitly invite all European professionals in education to participate in the thematic discussions on the new role of the teacher. As a network learning community in itself, the network provides for a
communication platform for practitioners across Europe but furthermore also functions as a source for knowledge and inspiration. Already we have encountered a rapidly growing interest from all over Europe in joining these negotiations, adding to the thematic debate amongst practitioners and policy-makers which in turn and over time will impact on the educational community agenda.

The activities of the network include taking stock, making a comparative analysis and defining a conceptual framework for the thematic areas investigated. The first year of the network activities has intended to raise essential key questions and to identify vital issues as a common core of principles applicable to teachers’ learning, as a consequence recognizing key elements pointing towards the teacher as a learner. In order to support learners’ learning and to adapt to changes in society teachers must themselves be in the process of continuous learning. The work undertaken has collected baseline information that may assist schools and organisations in their exploration of own practice and the search for common goals.

The focal points of the new role of the teacher are the nature and practice of learning, and the power of the professionals. Successful school improvement grows from the practitioners themselves, consciously framing the questions and as a learning community at school proficiently answering to these, and with ownership taking action. In modern society there is an indisputable mission for school management and teachers alike to create the most favourable conditions for learning, enabling learners to learn and perform from a variety of perspectives, learner-centred approaches and methods. Implicitly this also calls for removing obstacles to learning. Parallel to this, there is a compelling challenge to transform schools into professional learning communities, and to confront policy-makers with professional values and requirements.

In addition to the international conference, this publication is to be seen as a contribution to the European dialogue on learning and teacher competence.

How the book is structured

As the reader will discover the book is composed of a variety of contributions, from theory and academic papers to practice and accounts of practitioners’ experiences. The papers are written by authors from a number of European countries, thereby also reflecting the prosperity and qualities of education in Europe. Seen as a whole, the papers are making apparent the unanimity in the thematic field addressed. Furthermore, it is
apparent how fundamental values are shared by the authors and to which extent the papers show a concordance about what is truly essential.

The first part of the book comprises two articles that give a wider perspective of working and acting in an international environment. In chapter 1 Magnus Persson portrays the course of action in Europe, reflects on the challenges of today and puts forward some strategies for learning. In chapter 2 Bill Goddard gives an overview of networks and argues that the vast range of networking possibilities which exist offer teachers the possibility of effective professional development across all kinds of boundaries.

In part 2 the attention shifts to essential teacher competences. Starting with chapter 3, Nevenka Lamut emphasizes communication as a key factor for learning. In chapter 4 Bill Goddard discusses the notions of coaching and mentorship, explaining that we all pass through a process within our profession of being mentors and mentees, sometimes simultaneously. We are able to mentor each other, which is what peer mentoring is about.

The following three chapters tackle the importance of professional reflection. In chapter 5 Elisabeth Björklund - by asking ‘why’, ‘what’ and ‘how’ - describes a method used and practised in the Teacher Education in Karlstad. In chapter 6 András Tarnóc establishes a theoretical model for the reflective teacher, followed by an examination of its feasibility within the Hungarian higher educational arena. In chapter 7 Mija Koderman, Mateja Štih and Jasna Škarič present the reflective teacher in practice in the form of tools for reflection, supervision, and portfolio. In chapter 8 Gyöngyi Fábian outlines teachers’ ownership of the process of change in the culture of pedagogy, thereby also bridging over to the next part of the book.

Part 3 deals specifically with change management through a coherent set of articles. In chapter 9 Wiebe Goodijk presents a theoretical overview of the management of change. In chapter 10 Francia Kinchington examines the personal and interpersonal dynamics that underlie change in an educational setting, to give insight to those aiming to lead the process successfully. In chapter 11 Mary Stiasny discusses important aspects of changing the culture and practice of the educational organisation. In chapter 12 the workshop group reports from the seminar at the international conference, where specific case studies were examined in the context of theory, reflective practice and a range of strategies, and the outcomes drawn from these brought together in the form of a SWOT analysis. In chapter 13 Ivan Lorenčič presents a case study about changing
the role of a school by describing the school’s cultural development and its role as the town’s cultural centre. In chapter 14 Tony Hayes describes a changing role of the deputy head through a school-based preparation for headship with the new appointment of non-teaching deputy headteacher.

In part 4 the focus lies on teaching and learning processes in practice. In chapter 15 Annelie Fräjdin puts forward four learning styles and argues that the choice of method used is crucial for successful learning. In chapter 16 Marjeta Zabukovec presents the reading and writing for critical thinking project. In chapter 17 Birgitta Andersson, Irene Andersson, Chrstina Johansson, Michael Kisberg, Caroline Säfström and Per-Ove Wramstedt describe a local school project which focuses on documenting children’s’ progression in learning and the handing over of information. In chapter 18 Helen Masani presents an evaluation of the use of a pupil perspective questionnaire and its impact upon pupils’ individual education plan targets and support provided.

In part 5, in chapter 19, Jaroslav Richter gives a brief outline of future teacher training in the Czech Republic. In chapter 20 is shown the shift of paradigm from teaching to learning, illustrating the change from teacher-oriented to learner-oriented learning.

Magnus Persson

*The Learning Teacher* Network Coordinator
PART 1:
THE ‘HELICOPTER’ PERSPECTIVE
1

Learning
– Perceptions, challenges and strategies

Magnus Persson

From Comenius to Comenius

400 years ago, in 17th century Europe, medieval scholars kept a firm hold on curriculum and teaching. For the few students allowed to attend education all teaching was in Latin. The norm was lifeless learning by rote under the stroke of the whip. Teaching was mechanically drummed into the pupils. It was empty and dry, segregated from real life and knowledge.

At that time a man by the name of Jan Amos Komensky entered the scene, describing the prevailing system as “a torture chamber for brains”. Step by step he formulated a new view on knowledge and learning, on a school system and on didactics. This man was later forever to be remembered in European educational history under his Latin name Johann Amos Comenius. He was a thinker on didactics and pedagogy who would strongly contribute to reforming the concepts of education.

Comenius was the very first one to advocate education for everyone in the true sense. It was based on humanism, broad-based knowledge, and the orientation towards ‘the things themselves’ - adapted to each children’s
conceptions and their needs. He argued that the aim of education was to get free of prejudice and idols, in order to find the truth behind these. We should all strive to cultivate mankind, and in education cautiously maintain and watch over the pupil during a slowly progressing and developing process. Teaching should be a reflection of life, related to the environment formed by people and the surrounding world. Throughout his life, John Amos Comenius worked for educational, scientific and cultural cooperation, enlightenment and understanding, social peace and the unity of mankind. Do not these statements strike a chord of recognition in us all?

The school of developing of knowledge advocates reason and optimism, that a person is good by nature and that people can change, and believe in the progression in learning. I believe we can embrace this and follow the historical path from Socrates and Comenius to Rousseau and Marx, Piaget and Vygotsky, and the 20th century reform pedagogues.

Moving 350 years forward in time, to the 1990’s, we are closely linked with Comenius again, by networking within the European Union Comenius action. The European scenario, including education, has been suddenly changing, bringing discussion on all levels from European Union policy-making to classroom performance. So then what has been on the agenda for education during the last ten years?

The European agenda

In the mid 1990’s, among the many complex changes taking place in European society, three major trends were particularly manifest. Firstly, the impact of the information society, not only transforming the nature of work and the organisation of production but also strongly influencing the methods and strategies for teaching and learning. Secondly, the impact of internationalisation, not only radically affecting trade, removing the barriers between labour markets, but also quite suddenly making schools and educational organisations realise the need to take on an international perspective. Thirdly, the impact of the scientific and technical world, led not only to the emergence of more sophisticated products and new production methods, but also ‘over night’ to the provision of computers, e-mail, mobile phones and a plethora of new technological words for teachers and students.

The European Commission’s answer to and proposed solution to these challenges came 1995 in a White Paper titled ‘Towards the Learning Society’, focusing on broad-based knowledge and employability. The learning society was and is facing a double challenge, both to take better care of and strengthen the main resource which is the human resource, and
to combat social exclusion in order to reduce the risk of social gaps dramatically occurring in society. In a society in which everyone is obliged to understand complex situations which fluctuate unpredictably and where one is swamped by a vast quantity of varied information, there is an apparent risk of a rift between those who are able to interpret, those who can only use, and those who can do neither.

From this EU initiative all of us saw ourselves in a growing debate about quality and efficiency in school education, on strengthening language learning, and attempts were made to enhance flexibility and mobility in systems and in work.

Following the white paper, the year 1996 was proclaimed the Year of Lifelong Learning. At the same time the Commission took another initiative called ‘Learning in the Information Society’ in an initial effort to define objectives and priorities for the European schools’ entry into the information society. One purpose was to encourage the educational use of multimedia and to create a ‘critical mass’ of users, products and educational services. Another reason was to strengthen the European dimension in culture and language in education with the help of information and communication technology (ICT).

In 1997 the concept of the new, second generation SOCRATES Programme for education was introduced, aiming for ‘the gradual construction of an open and dynamic European educational area’ and formally launched in the year 2000. The three objectives for the present SOCRATES programme are a) increasing the access of European citizens to the full range of Europe’s education resources, b) innovation in resources, and c) wide dissemination of good practice in education. It might be interesting to know that this was also the starting point of Comenius 3 networks from 2001, in line with the new objectives.

One basic starting point has to be stressed. Whenever we talk about Europe and education and training we need to bear in mind that all decisions on education have to be taken on national, regional and local levels, closely connected to linguistic, cultural and social factors. The EU is neither allowed to intervene in the national organisation of education nor the forming of educational content. This is clearly stated in the Article 149 of the European Union Treaty (Figure 1). Instead, the EU agrees on common objectives and takes complementary initiatives, such as cooperation, exchanges of practices, etceteras.
In March 2000 the leaders of the European Union member states met in Lisbon, forming and adapting a text into the Lisbon Declaration on education and training. The European Union is not looking for an American model, but instead developing a social model where human resources are one of the main tools. The strategic goal for the EU to 2010 defines Europe as becoming the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs, and greater social cohesion. The so-called Lisbon strategy indicated close co-operation and phased objectives of education and training systems in Europe, which were followed by an extensive discussion in Copenhagen on vocational education. The process of co-ordination within higher education, e.g. regarding diplomas, was initiated in Bologna, followed by co-ordination on context. At a summit in 2002 a European lifelong learning strategy was adapted.

The European Union works with systems, which are included in the so-called ‘The Open Method of Cooperation’: common objectives, indicators and benchmarks, exchange of good practice, and peer reviews. The recently adapted work programme for cooperation consists of 3 strategic objectives, 13 objectives and 33 indicative indicators.
Europe is facing major challenges within education when looking some years ahead. In Europe about 1.4 million teachers will retire before 2010, resulting in a drain of professional experience, a substantially lowered average age of teachers in Europe, and of course showing a massive need for recruiting new teachers. At the same time education is undergoing rapid change due to new technology, new learning approaches and research, and an expectation of education that differs from before. Which are the skills necessary to have for the future in order to be active citizens and for working in the future labour market? The answer to this question emphasises the necessity to find sustainable conceptual frameworks for learning in the 21st century, thereby also addressing our network thematic area, being the new role of the teacher.

In 2003 the European Council defined a number of benchmarks such as:

• Basic skills: By 2010, the percentage of low-achieving 15 years old in reading literacy in the EU should have decreased by at least 20% compared to the year 2000, which means from 17.2% of the pupils to under 14%;

• Mathematics, science and technology: The total number of graduates in mathematics, science and technology in the EU should increase by at least 15% by 2010 while at the same time the level of gender imbalance should decrease;

• Early school leavers: By 2010, an EU average rate European benchmark of no more than 10% early school leavers should be achieved;

• Completion of upper secondary school: By 2010, at least 85% of 22 year olds in the EU should have completed upper secondary education;

• Lifelong learning: the EU average level of participation in Lifelong Learning, should be at least 12.5% of the adult working age population; today the number is only 8.5%; the definition here is the percentage of population participating in education and training in 4 weeks prior to the survey.

In all these five benchmarks these aims reflect high ambition and a substantial improvement compared to the present situation.

**Lifelong learning**

Let us pay some attention to the issue of lifelong learning, which is not the same as continuing education in the formal education system. On the contrary, lifelong learning crosses over or ‘dissolves’ boundaries, regardless of observing subjects and courses or policy sectors. Lifelong learning is a holistic view of education and recognizes learning from a number of different environments. The concept consists of two
dimensions. The lifelong dimension indicates that the individual learns throughout his/her life-span. The life-wide dimension recognises formal, non-formal and informal learning. Lifelong learning and life-wide learning is an issue for educational policy, labour market policy and the workplace as well as civil society.

The concept of lifelong learning is not new, but its importance has varied over time and place. The form remains, but the contents vary, which is worth bearing in mind when comparing earlier and current debate on lifelong learning. This in itself is not remarkable; political ideas and concepts may re-emerge with different attributions depending on interests and context. There are a number of words with undoubted political and rhetorical power, which function as ‘semantic magnets’ and which are given an interpretation to serve different interests. Democracy, justice, freedom are some, lifelong learning is another. These terms in themselves are ambiguous.

The idea of lifelong learning was first introduced 30 years ago by UNESCO - and together with closely related ideas on ‘éducation permanente’ from the Council of Europe - immediately making a great impact in the debate on educational policy. Then as now, the debate centred also on the individual’s responsibility of taking advantage of the opportunities provided by lifelong learning. Lifelong learning should be understood against the background of the political cultures of the times. The idea was grounded in a humanistic tradition and interwoven with expectations of self-realisation, equality, a better society and higher quality of life. However, being too vague, these ideas were not transformed into implementable strategies.

At the end of the 1980’s and throughout the whole of the 1990’s, the idea of lifelong learning resurfaced but in a different policy context. As described earlier, throughout Europe and formulated in EU policies but also by OECD in 1996, lifelong learning was now used in a more narrow interpretation responding to the needs of the economy for skilled labour with the necessary competence.

Where does this leave us? Well, we would conclude that the individual’s learning is to be regarded as a lifelong project, which takes place not only in formal educational contexts, but also in all human activity. People learn throughout their lives, from the cradle to the grave, and they learn from all aspects of life. This requires a new educational perspective. At the same time lifelong learning can neither be implemented from above nor be controlled. The starting point must be the individual and an appreciation
that different people have different needs, which vary over time. At each moment of time in an individual’s life span, there should be appropriate educational opportunities with the requirement also of being equally distributed.

The definition of lifelong learning would be: ‘All purposeful learning activity, undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and employment perspective’.

Living in the information society creates a demand for flexibility and open-minded approaches to solutions, hence forcing education to provide for elements of lifelong skills. If teachers are to prepare an even more diverse group of pupils for much more challenging work – for framing problems; investigating, integrating and synthesizing information; creating new solutions; learning on their own; and working co-operatively – they will need substantially more/new knowledge and radically different skills than most now have.

Taking the individual perspective leads to demands for study guidance and counselling, individual study plans and a variety of educational environments, which can satisfy the needs and backgrounds of people. Personalised learning would be the educational focus, thus also implicitly announcing the arrival of flexible learning, independent of location, specific institution and time of the day. Therefore, the concept of e-learning is closely connected. In practice this also means that the view of knowledge, what the school should teach, is shifted from specific subjects to the individual’s learning potential. Explicitly, the individual is clearly the sole owner of his or her own knowledge. As a consequence, we need to raise the issue of which knowledge and competence is to be predominant for the future.

**Professional Learning Communities**

This macro context gives the need to address key issues vital to education. Is school prepared for the future, or do we believe that the status quo will do? Learning is taking place everywhere and all the time; is there learning only school can provide, or could learners get education for life anywhere else? Does school give learners the power and responsibility of their own learning, and if so, to what extent? When asking teachers about who is responsible for the school, why do they answer ‘the head teacher’? When asking students about who is responsible for their learning, why do they answer ‘the teacher”? Are schools framing questions for thinking, reflection and learning, or are the learners simply responding to curriculum
requirements and facts from textbooks? What constitutes and promotes good learning? Are schools today actually learning communities in a true sense?

Fullan makes the point that research on educational change is a young branch of science, finding the lack of systematised study of educational change remarkable. Not until the 1960’s did we start to understand how school improvement works in practice. Fullan describes four phases of development since that time, where the 80’s and 90’s showed what he calls intensification by accentuation of ‘what’ and ‘how’ in teaching, and restructuring by school based autonomy in starting to create responsibilities, common objectives, cultures of cooperation, and radical transformation of teacher training.

What is more and more clear is the need to create professional learning communities, at schools, within organisations and in networks. At schools it is essential to manage and develop human resources and give the investment in people the priority it deserves. The complexity of teaching and learning today makes it impossible to remain as a single performing teacher, closed from the surrounding world and the colleagues. More and more important for success and for reaching objectives are to work together, interact and communicate with others, not only to gain professionally but also to empower others and to develop professional connections. Dialogue and communication are fundamental and it is more than a way of finding solutions to problems. Dialogue means to start from an attitude where the objective truth does not exist, but instead different truths depending on choice of perspective. To describe a landscape round a house gives different answers depending which window you are looking from. In order to deepen the understanding of other people’s thoughts and ideas - and finding understanding and acceptance for each other - one needs to move to each other’s windows. To take time to understand someone else’s perspective means a challenge to your own conceptions and to deal with your own learning. Divergent views on the issue are vital, and show in the interaction between people. A continuing dialogue and process instead of a rigid standpoint, an open mind instead of a closed mind, motivation and curiosity instead of resignation, are tools for lifelong learning instead of daily tests. This is the challenge of interactive professionalism.

By doing so, the aim would be to build a common vision for learning and doing, describing where to go, why and how, and from there creating the future as a community of learners, where teachers as well as students learn as learners and together with each other. By doing so, there is also a
platform to combat alienation, which is a growing problem, and to provide to all professionals and learners a learning and social community that is inclusive and distributed. The essential issue for everyone of how to be motivated and valued goes hand in hand with the concept of a learning community. To borrow an expression from the researchers Fullan and Hargreaves: ‘Do extend what you value!’

There is to be seen a changing discourse from management to leadership to leadership for learning. For headteachers, this means a change from planning and organising the content of teachers’ workload to leading their learning. By this it is understood that the headteacher needs to contribute to a deepened understanding of the mission as well as create meetings where teachers’ notions of teaching in relation to pupils’ learning are challenged.

Another characteristic of a learning community is to develop a professional culture and knowledge base, by researching, sharing and improving educational practice to improve learners’ learning. As a professional it is essential to keep learning at the centre of all activities, and to learn with the learners. Learning is a doing word, as Harris and Lambert put it – it only exists through its manifestations and it is profoundly interpersonal. All learning as well as social and intellectual growth occurs in the meeting between people, where teacher leadership and two-way communication is crucial.

A university study made in Karlstad in 2003 sums up that the most important task for the teacher is to lead the pupil’s learning processes. The most important task for the head teacher is to support and challenge the teacher’s learning processes, and the most important task for the Location Education Authority is to lead the head teacher’s learning processes.

The importance of reflection as a basic part of professional life is to be stressed. Lack of time is one of the factors that most strongly brings superficial solutions. The compression of time and space has real advantages such as the pace of turnover increases, travel is faster, decisions can be taken quicker, the level of service rises, and there is less waiting time. However, the compression of time and space has its price in the function of learning, in the quality of our private and professional lives, as well as impacting on the ethics of our actions. In a learning environment there has to be defined time for reflection with regard to both working and processes. Imagine learners spending a 45 minute lesson just working and processing a product and then proceeding on to another similar lesson, and so on, without time allocated for reflection on what took place, on the
results and on what you de facto have learnt. Without time for reflection the process is merely an act of pure consumption, not of true reasoning, conclusion drawing and learning. Reflecting on learning and experiences lead to new reflections, thus being a base for continuous learning and doing. The focus must be on the process through which learning takes place.

In a professional learning community learners ask questions such as ‘What are schools for?’, ‘What happened during this session?’, ‘How do learners learn the best?’, ‘How can I improve in supporting the learner?’, ‘How do we know that this is true?’ and ‘Why did this work out so well this time?’. Asking questions and reflecting on the answers is vital for learning, for improving and for the creation of new knowledge. Learning is not only about information; it is about problem solving, adapting, adjusting, transferring and transforming, thus creating continuous learning. A professional teacher working for 25 years may have one year of experience 25 times, but preferably the case is 25 years of experience by developing as a learner him- or herself. By evolving strategies for learning, strategies for values, and conscious approaches we give true contribution to a learner’s lifelong growth from a beginner to a master. As the title of the first conference: towards the teacher as a learner.

Follow-up and evaluation are also matters of great importance. In order to build knowledge about learning and teaching it is essential that the professionals get a response from the surrounding world. The focus for evaluation needs to be on the process between goals and results.

Learning is closely related to understanding and therefore one benchmark is the emphasis on learning with understanding. Often learners have limited opportunities to understand or make sense of topics because many curricula or teachers have emphasised memory rather than understanding. Textbooks are filled with facts that learners are supposed to memorize, and most tests assess learners’ abilities to remember the facts. The information society showers us all with facts and information from early morning to late evening. Simply by surfing the Internet you can obtain more written facts than ever was available throughout history. Factual knowledge is of course important for thinking and problem solving. However, education of today needs to help learners to sort and handle all this information, to create a meaning and structure, and to be a venue for critical thinking and for face to face and group discussions on how to relate to and exist in this new environment. Research shows clearly that ‘usable knowledge’ is not the same as a mere list of disconnected facts. What characterizes the professional’s or expert’s knowledge is that it is connected and organised
around important concepts, e.g. the concept of tolerance. Knowledge is a question of context, to understand something and be able to transfer this knowledge to other contexts and use it in other situations. As Nobel laureate Herbert Simon stated, the meaning of ‘knowing’ has shifted from being able to remember and repeat information to being able to find and use it.

Understanding may mean different things. One may have understanding of the complexity of being a teacher or a head teacher. On the other hand, one may have the ability to understand and grasp intellectual thoughts, concepts or context, or theory. The ability to understand is a key factor for continuous learning within and about daily practice.

An emphasis on understanding leads to the focus on the processes of knowing, a field of research connected to e.g. Piaget and Vygotsky. Everyone has learning competencies - understanding, resources, and interests - on which to build. Humans come to formal education with a range of prior knowledge, skills, beliefs, and concepts that influence what they notice about the environment and how they organise and interpret it. People construct new knowledge based on their current knowledge. Learning does not begin from knowing nothing to learning that is based on entirely new information.

Since understanding is viewed as important, people must learn to recognize when they understand and when they need more information. Therefore, it is to be viewed as important to help learners take control of their own learning. What strategies might they use to assess whether they understand someone else's meaning? Teachers have a critical role in mentoring learners to engage their understanding, building on learners’ understanding, correcting misconceptions, and observing and engaging with learners during the processes of learning. The most effective learning occurs when learners apply what they have learned to various and diverse new situations. An individual moves from being a novice in a subject area toward developing competency in that area through a series of learning processes. For learners and learning this is a matter of developing expertise and competent performance.

Conclusion

Research made by the American sociologist Ronald Inglehart proves a change of values in society that he calls ‘The silent revolution’. Silently and slowly the western society transforms from a focus on material welfare and physical security towards the emphasizing of quality of life in a wide sense - post materialistic values. Our challenges for tomorrow lie in the
The Learning Teacher Network

fact that values change, that technology revolutionizes the way we communicate, not only ourselves but also our thoughts and our learning. The trend from unity to diversity, from parochial values to global thinking, from immobility to mobility – of course all these shifts in the minds of young people have a major impact on how education is to develop. Only ten to fifteen years ahead the teenagers of today will be the decision-makers, and their values will be paramount.

The rationale for the Learning Teacher Network is a number of coinciding shifts of paradigm deriving from the information society. These are creating major challenges to the educational community in all parts of Europe. The answers have to be framed by the professionals themselves but through a conscious and extended cooperation with research and researchers. For sure we know that change is the only certainty. But change is not revolution, change happens through a series of small steps. Change can only be realised by a focus on schools as professional learning communities, and school development and successful strategies growing from a bottom-up perspective. Hence we strongly advocate the power of the professionals, aiming to enhance professional empowerment. Teacher empowerment and school development are still to be bedfellows.

In brief, although it is still early days in the development of a conceptual framework for the new role of the teacher, I would like to present the development of professional learning communities as working hypothesis for The Learning Teacher Network, based on four distinguishing features, and always to be related to the increasing importance of sustainability:

- **continuous learning** - as professionals need to be skilled in the identification and understanding of learners’ learning processes, not only the learners but then also one’s own, in the context of continuous learning; and it is required that he or she allocates time for observation and tries to find evidence, asking ‘Why?’ and ‘What practice makes a difference?’;
- **interaction and communication** – as practitioners must have the ability to communicate around aspects of learning, and by doing this, interact with the learners and the professional colleagues; and in this also developing skills for coaching and mentoring;
- **ownership and management of change** – as professionals are to be the actual change agents, owning the processes and being equipped with consciousness, flexibility and skills to manage change and adjust practice from a learning perspective; and integrating follow-up and evaluation
- **reflection**, which has to be an integral part of education for today and tomorrow.
We look forward to elaborate on the thematic area on the new role of the teacher. We look forward to deriving principles from school practice, research and the sharing of knowledge. The network is an international professional learning community, a European platform for professionals to discover, disclose, share experience, and to reflect and act upon findings. It is a professional journey, not a blind search but a quest with a direction and an aim. There are no recipes but a portfolio of choices. So, the Learning Teacher Network is also about capacity building, where we, by interacting and discussing professionally, get new knowledge and strengthen our personal and joint strategies for learning.

Writing in *Creating the Future School*, Beare concluded about those who will work in the school of the future with these words:

‘This terrain is not for the immature, the shallow, the unworthy, the unformed, or the uninformed, and society needs to be very careful about what people it commissions for this task’.

**References**


Utbildningsdepartementet (2002) *Curriculum for the compulsory school system, the pre-school class and the leisure-time centre*, Stockholm: Utbildningsdepartementet


---

*Magnus Persson is International Education Manager at the Directorate of Education of Karlstads kommun, Sweden.*
Networking
- Learning networks for the learning teacher

Bill Goddard

Introduction
The intention of this paper is to focus on the rhetoric and reality of networking in the educational context. It is intended to discuss theoretical perspectives on networking and then relate them to the reality of the education professional. There will be discussion of the range of networking possibilities currently undertaken by education professionals and a consideration of how professionals can reflect on their practice and identify how networking may enhance their activities as a learning teacher. An expectation is to identify the elements of networking which will be important for future teachers' learning.

Description of the context
Not too many years ago it was quite normal for teachers to go into their classrooms, close the door, and shut out the world. It used to be said that no-one could know what went on behind closed doors once the teacher had closed the door and started a lesson other than the teacher and the pupils. In the UK this approach has been seen as part of the past for many years.
Parents’ evenings began in the 1960s and that marked the beginning of greater external involvement in schools. Further on we have had increasing developments which have embraced more inspection, by local authorities or by Government inspectors, and by the gradual introduction of classroom or teaching assistants. These various developments have led to more transparency about what takes place in schools and within classrooms.

However, my personal development as a teacher and subsequently a lecturer in Higher Education led me from the beginning of my career to be involved with bodies external to the schools in which I worked. As a young teacher I was involved in a national Schools Council curriculum development project, through personal interest, and this led to further opportunities as a teacher with teacher training institutions. I became an elected member of my local University teacher education committee and was an active member of two teacher unions. Ultimately this led to teacher training in higher education and latterly in continuing professional development for teachers.

Throughout my career networking has been an active part of my professional life and it continues to be a major part of my work within higher education.

What has been the point of this? I believe that networking has been a catalyst to development for me in my early career through involvement with peers working in schools and universities outside of my own school and university connections. This professional networking from the beginning has developed a set of close contacts or associates who have helped me to become aware of and also to deliver my value to the market place. This has been possible through being oneself and using the essence of my self in order to build long-term successful and sustainable relationships with other people.

Nowadays I believe that the need for networking is a need brought about by the developing work styles of the modern world. The worldwide web has brought access to much knowledge and minutiae and remote technology enables learners to vary their access to learning opportunities. In the workplace there is an increasing development and use of alliances and partnerships and of dispersed teams. In terms of education, alliances and partnerships now variously exist between schools and other schools, with local education authorities, with Universities, and with other external commercial partners.
As Day (2003) notes
“networks of teachers and schools have been an effective strategy to reduce the isolation and conservatism of teachers……. Networks serve to link individual teachers with learning opportunities in the formation of a teacher community and collective strategy to work on instructional improvement at a school or individual classroom level.”

Further afield Avalos (2003) describes the development of networks in Chile where secondary school teachers met regularly. She notes that the purpose of establishing these groups was to
“stimulate teachers to install their own professional development activities in schools, focusing on their own growth as people, professionals and members of a professional community.”

In Singapore there is a Teachers’ Network which is a system-initiated strategy for teacher continuing professional development. Day (2003) notes that
“the professional development activities seek to increase teachers’ capacity to learn, cultivate collaborative enquiry, manage knowledge and value diversity. This is done through the establishment of learning circles comprising four to ten practitioners. Here teachers come together to identify and solve common problems and to address shared classroom concerns.”

In Australia the National Schools Network and the Innovative Links project are examples of attempts to bring together the broad education reform agenda with a revitalisation of teachers through continuing professional development.

In the UK a major innovation of the National College for School Leadership (NCSL) has been its support for networked learning communities. As Bolam and McMahon (2003) point out the rationale for this approach is that “schools are being asked to educate a growing and diverse population, yet school systems that are organised bureaucratically and function traditionally have difficulty adapting to change.”

David Jackson (2002), an experienced headteacher now working with the NCSL, points out that networks give teachers the opportunity to create as well as receive knowledge.

To emphasise the importance of the informality of networking and effective networks Sugrue (2003) points out that
“teachers as learners realize that it is the informal networks in and around the ‘set piece’ formal contact hours of such courses that the ‘real’ learning is made to happen, often through sustained engagement with peers. In such scenarios they are taking control of their own learning, beginning to feel empowered in the process, and acquiring a new and emerging confidence to meet new challenges head on and in ways that previously they did not imagine were possible.”

Little (2003) notes that “organized opportunities for learning in and from practice seem sparse.” But there are examples where teachers in the USA have relied “on artefacts and accounts of classroom practice as central resources in professional development.” These include:

- The Bay Area Writing Project and other practice-based networks
- Video clubs
- Case-based investigations of student learning
- Lesson study
- Collaborative student assessment
- Teacher research networks
- The use of multi-media archives

In England one of the most interesting recent opportunities for teachers to learn from their own research and practice, and to network that experience, was through the government inspired Best Practice Research Scholarships. Unfortunately this initiative was curtailed after three successful years due to the needs of the Department of Education to identify additional funding for schools.

**Network development**

What are the key attributes we could identify in the building of professional networks? Clearly it is something which takes time and in fact is an activity which cannot be developed by dictate. I believe that effective networks are built through the common interests of like-minded people who embrace trust and respect for fellow professionals who are motivated by similar goals. The building of relationships is a time-consuming business but through it networks are able to build a social capital and a value-added social network for tomorrow.

Cope (2003) notes the following key elements related to the investment in social capital:

- Get the best from social relationships
- Don’t create connections with negative people
- Don’t rush a relationship – give it time to grow
Find opportunities to derive synergies across your different networks
Spot potential to create synergies between people within the current community
Be prepared to spend time with people even if you don’t see a potential for connection at the moment
Look out for good people and link up with them
Try to connect with people who know where they are going and have a clear sense of purpose
Try to connect with people who are skilled at what they do.

He also notes that behavioural, affective and cognitive considerations are core elements of networking. He lists the following key elements:

- Sustainable relationships are founded on a win/win mentality
- The ability to build an effective social relationship is at the heart of any networking process
- As the size of a network increases in size and complexity, it will need careful management to maintain currency and coherence
- Any professional community is a marketplace where people need to promote themselves and their services
- Trust is the oil that lubricates the network; without this, knowledge and goodwill will cease to flow
- All networks will try to decay once constructed

_Cope, M (2003)_

In England the Department of Education and Skills have recently identified the following characteristics of effective networking:

- Groups of teachers who meet formally with a common interest
- Membership is voluntary
- They may operate for a short or long period but they are rarely permanent
- The leadership role is crucial and may not be the most senior person
- They can operate across subjects, schools and LEAs

_DfES (2003)_

In terms of role networks are able to provide:

- Opportunities for teachers to both consume and generate knowledge
- A variety of collaborative structures
- Flexibility and informality
• Ideas that challenge teachers rather than merely prescribing solutions
• A vision of reform that encourages risk taking in a supportive environment
• A community that respects teachers’ knowledge as well as knowledge from research

_DfES (2003)_

Through both sets of listings we can see how the generic expectations of Cope are reflected through the more focused professional expectations of a body such as the Department for Education and Skills.

**Range of networks**

Learning Networks could be seen as local, regional, and national, as well as international.

Local Networks have a wide range of potential stakeholders and is where most teachers would network most. They include fellow teachers, pupils or students, support staff, parents, business, local education authorities, local consultancies, and higher education. In the UK there is a long tradition of local authority involvement within the governance and management of schools and in fact the legally accountable body within a state maintained school within the UK is the governing body. Originally formed with many local councillors and dignitaries the formulation of governing bodies has been transformed over the past twenty five years so that there is now much more involvement of parents, teachers, and business people, with less influence being carried by local politicians. The opportunities here for local networks of parents and businesses to work with schools and with headteachers and teachers are manifold and clearly some schools utilise this opportunity more productively than others.

Regional Networks embrace government regional organisations and collaborations of schools. Increasingly in the UK we are seeing clusters of schools (such as in the county of Kent), or in terms of clusters of types of schools (such as the Technology Colleges). Throughout England the National College of School Leadership has regional affiliated centres which provide a networking possibility for headteachers and teachers throughout their regions through their initiatives such as Consultant Leaders. Indeed the affiliated centres are providing a focus for regional initiatives which did not exist previously in any kind of organised form. Networks of headteachers, and of middle managers, can come together to discuss and develop their ideas for the further development of their schools. Also the affiliated centres provide a forum for local education
Government education departments clearly influence practice in the classroom. They are responsible for the development of the education system through their participation in the development of laws in Parliament and through their role in monitoring practice in the classroom. It is certainly possible for teachers to learn through various networking activities which are set up by Government departments. In the UK the Department for Education and Skills (DfES) works through the Teacher Training Agency (TTA), the Office for Standards in Education (OFSTED), and other Non-Governmental Organisations (NGOs). All of them offer the opportunity for teachers to attend conferences or meetings in order to stay abreast of current or recent developments.

Universities play a role in the learning of teachers through their teacher training activities, mentioned below, or through other opportunities which are offered to teachers for their involvement. Universities have large bureaucracies with committees set up to fulfil a multiplicity of roles. Sometimes they could simply be the conduit through which a variety of training opportunities could be offered. These opportunities offer teachers the opportunity to learn new knowledge and/or skills but also the opportunity to network with other participants and to learn from their experiences and from potentially alternative perspectives.

Teacher training establishments have relationships with schools and teachers for many reasons. They have a need to make connections with schools for purposes of school practice for their teacher training students. Typically these connections will embrace some of the senior management of schools and also classroom teachers as mentors for the trainee teachers. In the UK there are also needs for the teacher training establishments in terms of the provision of continuing professional development (CPD). The Department for Education and Skills, through its agencies, such as the Teacher Training Agency, or the National College for School Leadership, requires providers of CPD to bid for contracts for the provision of CPD programmes and increasingly those bids require the CPD providers to explicitly indicate the partnerships which they embrace. School partnerships, as well as Local Education Authority partnerships, form a key part of such bids. Networking facilitates these partnerships.

Teachers also have networking opportunities afforded by the teacher unions. These can be through activity at school level, local or regional level, or national level. There are also annual conferences through which
professional networks can be generated. Through participation of networks such as these it is possible to develop a greater awareness of professional activity. A greater awareness of the micro-politics of schools is a potential gain and a deeper insight into the official discourses produced in relation to educational initiatives is a clear possibility. How does this affect the professional activities of the teacher as a learner?

Teacher professional associations are also potentially useful networks through which teachers may learn. In the UK there are professional associations for just about every possible pedagogical activity, ranging from subject associations, such as the Association of Science Education, or the Design and Technology Association, or the phase organisations, such as the National Association for Primary Education, or the National Association for Special Educational Needs. Teachers in all phases and of all subjects have the opportunity to network through membership of organisations such as these. Generally they conduct annual conferences, produce journals, newsletters, and have local meetings and/or conferences. Through such activities it is possible for teachers to learn about new initiatives or developments as they affect the curriculum or their pedagogical expectations.

In Europe opportunities are afforded for teachers to network under the umbrella organisation of the European Union (EU). The increase in the number of member countries, in addition to the candidate member countries, means that there are increasing opportunities to network through the EU funding mechanisms. The Comenius programme has afforded many possibilities for different players in the education world to work together with a view to raising standards of teaching and learning and of pupil outcomes. Schools are able to bid for funds to work together, as are universities. Local authorities are able to work with schools and with universities and the projects developed by these means can use the strength of networks in order to raise awareness of the participants of alternative approaches to teaching and learning. Each country in Europe has a National Agency which is part of the whole EU system, supporting centralised initiatives and promoting projects and programmes.

But networks extend beyond the borders of Europe. Apart from Comenius there are international conferences which education professionals are able to attend, given the funding and the opportunity. The American Educational Research Association conference regularly attracts large numbers of UK-based academics to its conference in the USA. Subject associations in the UK, such as the Design and Technology Association, hold an annual international conference which attracts educators from...
across the world. School exchanges take place – not only across Europe but also across continents. All of these activities are brought about by networks of professionals interacting in various informal ways through conferences and meetings and which eventually lead to action.

**Objectives and expected outcomes**

Within the Learning Teacher Network we hope that the formal organisation of the network will facilitate the informal networking of partners and members to the extent that completely separate developments of projects and work can take place outside of and separate from the original network. This Learning Teacher Network hopes to facilitate the exchange of perspectives of the participants in terms of what the future landscape of teaching and learning will look like.

At a recent presentation of the outline of this paper to an international conference in 2004 the feedback from delegates reflected a positive acknowledgement of the need for and the development of networks. In that international context the participants were clearly motivated to attend to international events, as well as domestic ones. The issue of the language of communication of such conferences seems to be of least importance when considering participation. The potential benefit of such networking with colleagues from across Europe, or across the World, is seen by such participants as a very positive opportunity, for learning and future collaboration in the development of their own work in schools. Personally I would hope that teachers in each individual country would embrace more widely the possibilities of networking, both locally and more widely, as a tool to be used to enhance their pupils’ experience and hopefully to raise their standards of education.

**Implications for the future**

With the various examples that have been cited in this paper we can see that there are opportunities for teachers to take control of their own development, as learners as well as teachers. A wealth of knowledge and skills resides with teachers in our schools and through informal networks it is clearly possible for professional development to take place and be effective. The barrier expressed by most teachers is that of time. Teachers everywhere do seem to be pressured for time. Many activities rely on professional goodwill in order that ideas may be pursued. Nevertheless the vast range of networking possibilities which exist, and many of which have been outlined in this paper, offer teachers the possibility of effective professional development across all kinds of boundaries. The enhancement of experience, knowledge, and pedagogical skills is the prize offered to
those with the time and energy to devote to their own professional
development through networking and the consequent establishment of
groups of like-minded professionals whose interest is in learning and the
dissemination of learning and opportunities for learning.

References

Avalos, B. (2003), *CPD Policies and practices in the Latin American
region*, in Day, C. and Sachs, J. (2003), International Handbook on the
Continuing Professional Development of Teachers, Open University Press,
Maidenhead.

Bolam, R. & McMahon, A. (2003), *Literature, definitions and models:
towards a conceptual framework*, in Day, C. and Sachs, J. (2003),
International Handbook on the Continuing Professional Development of
Teachers, Open University Press, Maidenhead.


Professional Development of Teachers*, Open University Press,
Maidenhead.

Jackson, D. (2003), *The Creation of Knowledge Networks: Collaborative
Enquiry for School and System Improvement*. Nottingham: NCSL

of competing impulses in professional development, in Day, C. and Sachs,
J. (2003), International Handbook on the Continuing Professional
Development of Teachers, Open University Press, Maidenhead.

Sugrue, C. (2003), *Rhetorics and realities of CPD across Europe: from
cacophony towards coherence?* In Day, C. and Sachs, J.(2003),
International Handbook on the Continuing Professional Development of
Teachers, Open University Press, Maidenhead.


---

*Bill Goddard is Head of Department of Education Leadership and
Development at School of Education and Training, University of
Greenwich, London, England UK.*
PART 2:
TEACHER COMPETENCE
In school, the basis of entire educational process is actually communication. Being successful in educational work largely depends on the quality of interaction and on the level of interaction connection in communication. The interaction is displayed in reciprocal people’s activities, adopting standpoints, and rules of behaviour. However, it is necessary to take into consideration, beside verbal communication, also nonverbal communication, which is certainly neglected in schools (Bratanić, 1993, p. 75).

Ms Bratanić (1993, p. 76) has defined communication in educational process as “a process of creating meanings between two or more people”. The definition is acceptable since, from the point of view of learning process, a teacher helps a pupil create meanings, develop statements, and form beliefs.

Mr Malić and Mr Mužić (according to Ms Bratanić, 1993) wrote that communication process is an educational activity where there are reciprocal activities among individuals, its fundamental purpose being to act upon the pupils’ development.
Learning depends mostly on the teacher’s communication abilities, since they determine all of the teacher’s actions: planning, class work, and evaluation of their own work. During learning and teaching, the communication and interaction process is going on. With these reasons “modern didactics defines learning process as a multidimensional system of didactic procedures and communications by means of which the aims and tasks of lessons are accomplished” (Tomić, 1999, p. 45).

The fundamental instrument of educational work is conversation between the teacher and the pupil, among teachers, among classmates. Interpersonal communication, contemporary science about conversation, is the theoretical and professional basis of reciprocal communication skill, which is becoming more and more also the strategic science of contemporary education.

**Model of interpersonal communication in class**

In class, the teacher sends messages intentionally, consciously, according to the plan, and searches for feedback on their reception and effect. The basic model for understanding of communication is Lasswel’s description of interpersonal communication: who, what, through which channel, to whom, and with which effect they communicate (source – message – channel – recipient – effect). The process of interpersonal communication could be described as follows: in class, “who” is a teacher, a pupil or some other source – message sender; “to whom” is the message recipient – a pupil or a teacher – and “what” is the message, the means is the communicative manner (“channel”), while “effect” is the influence of the message on the recipient’s behaviour (Tomić, 1999).

*Figure 3.1 Model of interpersonal communication in class* (Tomić, 1999, p. 48)
The diagram shows a model of interpersonal communication in class. Mostly, it is explained according to its content. However, the relations are rarely taken into consideration, although both aspects are practically indivisible and connected (Bratanić, 1993).

There are at least two requisite factors in order for the communication to arise, which means that the message has to be sent as well as received.

The first intention refers to the message the teacher wants to send to pupils or a pupil or inversely. The teacher is usually the sender of the message and the pupil is its recipient. The sender’s intention is to transfer a thought, emotion, perception, idea to the recipient; therefore the message is coded – converted into a spoken word, gesture or outline. Thus the code denotes a system of signals or signs which the message is formed with. Consequently the messages are combinations of symbols by means of which the meaning is transferred between the sender and the recipient (the teacher and the pupil). In order for the teacher to be successful in his or her communication, he or she has to choose signs and symbols that pupils can understand. If new notions are used, they need to be explained in advance. That is why it is of great importance for the teacher to be familiar with pupils’ prior knowledge, their level of intellectual development and current situation (tiredness, concentration) to be able to transfer appropriate messages. Communication from the perspective of the content can be accomplished solely with the use of symbols having the same meaning for the teacher and for the pupil.

The message is often replaced by the content, which is incorrect from the communicological perspective, since the content is merely one of the aspects of the message. According to Brajša (1990), each message has four aspects; namely, content aspect (the content of the message), personal aspect (pushing yourself away in the message), relation aspect (the sender’s attitude towards the content and recipient), and influential aspect (the influence on message recipient’s behaviour – what we want to influence).

The message has an informative and redundant value. Information is actually the transfer of structures of meaning or comprehension of something yet unknown. On the other hand, redundancy is the part of the message structure establishing the connection between the known and the new. The proportion of the redundant and the informative part of the message is called calibration or apportionment. It is highly important for the teacher to find the appropriate proportion of informative and redundant
part of the message, since the pupils can accept 2 words per second and 7 +2 visual impressions (Tomić, 1999, material of the Andragogical centre).

To transfer the message the teacher uses the transfer or communicative channel by means of which he or she transfers the message to the pupils. It can be a verbal, non-verbal or technical means. As a matter of fact, this is the path of the message from the teacher to the pupil.

There is a possibility of disturbances or noises between the sender and recipient, which are restraining factors of the efficient message transfer. During transfer the message can even lose its content - it can disintegrate. In communicology this is called entropy. There are three kinds of disturbances, namely: mechanical, semantic and psychological. All three cause the message to lose its content. The teacher’s or pupils’ relation to learning content, the relation to the teacher or pupil, and the relation to oneself can be classified among psychological disturbances. The power of expectations we have for other people or for the content is so strong that we influence their behaviour by mere expectations. The semantic disturbance is caused by comprehension, since our words can provoke in other people ideas or emotions that are different than ours. Usually the disturbance appears if there is a difference between codes used by the teacher and pupils (incomprehensible words, different notions of word meanings, the subject of the message being too demanding, etc). The mechanical disturbance is connected to the number of pupils in the class, classroom arrangement, etc (Tomić, 1999).

According to Brajša (1993) the spoken message can be heard badly or can be misunderstood. The comprehension of teacher’s messages is the fundamental condition of successful teaching. Messages have to be simple (short, recognisable, concrete), clear (the content is linked, analysed, logical and it emphasizes the essence), concise (a lot of information in only few spoken words) and interesting (using direct speech, examples, analogies and visual aid).

When describing our communication scheme, we have come to the handle and further destiny of the sent message depends on the recipient, on pupils or a pupil in our case. The pupil receives sent signals and has to decode them, which means to convert them into symbols and to form the received message, which can correspond to the sent one or not. It depends on the individual pupil, as the author of the message is the recipient. By means of a thought pattern the pupil then interprets and comprehends this message, which can only then affect the recipient. Thus, the recipient can receive it, store it into the memory or not. The remembering is certainly more
successful if the message is sent in more manners, if we can see and hear the signals at the same time.

Pupils’ reaction indicates the outcome of the message interpretation to the teacher, which is why he or she has to be extremely attentive to examine the destiny of the sent message. Namely, whether the pupils even heard it, how they understood it, in which form and content it affected them. All can be examined by feedback, which he or she has to listen to or by metacommunication and constant observation of nonverbal communication, which often provides the best feedback on his or her work.

The key to the efficient communication is attentive observation of gestures and harmonised linguistic and non-linguistic transfer. There are two very important rules that are subject to communication: “There are no mistakes or defeats, there are only feedback messages on our behaviour in communication.” and “If something does not work, try it differently.”

In school, the teacher is responsible for sending, receiving and functioning of his or her messages. The expertise and perfection of his or her communication involve the control and awareness of receiving and functioning of matters he or she communicates. The communication has to be such that pupils receive messages, that it is understandable and that it affects them in accordance with the intention. The teacher’s role is to indicate and lead the act of communication. Pupils, by receiving the message, conclude the communication circle (Tomić, 1999).

Mastering of communication manners is not all that is relevant to teacher’s professional development but also judging when to use one method, whilst paying regard to all external circumstances and particularities of participants (Greene, 1991).

References

*Nevenka Lamut is Headteacher at Osnovna šola Vižmarje Brod in Ljubljana, Slovenia*

*Chapter 3: Communication process in school*
Coaching and Peer Mentoring

Bill Goddard

Introduction

Coaching and mentoring have become more prominent in our awareness in recent years as developments in the training and induction of new teachers have been made in the UK. Coaching, in particular, has always been connected with athletics, and other sports, but not until fairly recently have we discussed the idea of coaches in education. Mentoring had been the preserve of business and industry but started to make its presence felt in education in the UK as a result of the Education Reform Act of 1988. What this paper focuses on is the idea of coaching and mentoring within education.

To begin with we need to provide some definitions of what we mean when we talk about coaching and mentoring.

Alred, et al (2003) say that mentoring offers support and advice to someone as a person, and may touch any aspect of their life. The mentor may offer coaching or training from time to time as appropriate, but may also encourage the mentee to seek help from specialists in these roles. As a contrast they say that coaching tends to have a specific and tightly-focused goal (e.g. helping someone to prepare for an interview or to make a presentation).
The Prudential Corporation defined mentoring as “the formal pairing of an employee with a more senior manager who acts as personal guide and helper” (Prudential Corporation plc (1993)). And Watkins and Whalley defined it as “the process of helping another learn and enhance their professional role” (Watkins and Whalley (1993)). In a 1995 project Barnes & Stiasny (1995) indicated that:

“the mentoring relationship needs to be seen as a partnership in which both mentor and mentee are equally willing participants……... the paradigm of teacher education….views mentoring as a process aiming to change and develop the mentee, in an institutionally imposed system.”

Fleming and Taylor (2003), however, indicate that coaching means improving performance at work, by turning things people do into learning situations, in a planned way, under guidance (my emphasis). Cobb, et al (1995) indicate that a coach provides guidance and demonstration whereas a mentor provides advice, opinion and wisdom.

So we have a range of potential definitions from a variety of sources and of course there are many more. What it is possible to do is to pick out particular characteristics which seem to indicate the particular understanding that we have of these terms. These are highlighted above either by the bold text or by the quotations.

Coaching

In terms of coaching Fleming & Taylor (2003) list a range of characteristics which could be attributed to the role of a coach. They relate to someone who is prepared to let go rather than wanting to be in control, someone who is prepared to share knowledge rather than keeping it private, and someone who is able to adopt an open style with others by being available. The latter in particular involves people rather than keeping them at a distance. From my perspective this importantly is about encouraging others to go beyond their current levels of ability – it is about fostering positive messages about what can be done rather than focusing on what may be thought cannot be done. Also, in our current climate, coaching nowadays could be said to be about working in partnership and through such activities it is about building up special relationships where people are treated as equals. Coaching may also be said to be about learning from failure, or what went wrong, as well as learning from success but ultimately the process can only achieve real results by promoting the practical action of doing something rather than simply talking about the issue. I believe that this is about fostering positive action.
and through that empowering colleagues by sharing skills and experiences as well as values. Ideally the process should exist within an on-going relationship rather than being seen as a one-off event. Partly this is to do with the building of trust and respect because I believe that without trust and respect the process of coaching will be ineffective for the person being coached.

In terms of skills Fleming and Taylor (2003) go further and identify a range of skills which could be expected of a well developed coach. They include a demonstration of excellent inter-personal skills in the areas of:

- building rapport
- asking questions/gaining information
- giving and receiving feedback
- listening
- persuading, influencing and encouraging others
- observing and interpreting what is happening
- helping others learn, and continuing to learn yourself
- thinking on your feet and tackling situations creatively
- helping others paint a picture of a higher level of performance

In terms of practice there are four elements of expectation which we may have with regard to coaching. Fleming & Taylor (2003) note these as being:

Competency, where current levels of performance are assessed; outcomes, where outcomes for learning are set; action, where tactics are agreed and action is initiated; and checking, where feedback is given and sense is made of what has been learnt.

In terms of styles we can note that we might expect coaches to *tell* those with low knowledge or skill, *help* those with basic abilities, *challenge* capable performers, and *encourage* the highly skilled to set new goals. This clearly indicates that coaches need the ability to differentiate between the different needs of their clients so that they are able to effectively plan an appropriate programme or package which is likely to be effective.

Recently in the UK the Department for Education and Skills developed a programme of coaching for schools and characterised its implementation as:
• A 3-point process based around lesson observation
• General applicability for all teaching and learning strategies
• A confidential process based on trust
• The coached teacher should be encouraged to analyse and reflect on practice.


We see in this quotation that the elements of trust and differentiation are seen as part of the needs of an effective coaching relationship. In addition to these there are a range of skills which could be itemised to indicate the training needs of potential coaches. In the book ‘Coaching and Mentoring for Dummies’ ten skills to strengthen coaching are noted. They are Active Listening, Assertive Speaking, Time Management, Meeting Management and Facilitation, Change Management, Team Development, Problem Solving, Conflict Resolution, Project Management, and Leadership. Clearly this is a list of people and communication skills which is of course at the heart of good teaching. But good teachers are not automatically good coaches. There may be elements of the role which need further training or further refinement and a further elaboration of the list of aspects of the role noted above would help to improve practice.

Mentoring

In seeking to find a description of what counts as a mentor in terms of skills or abilities I begin by quoting four sets of authors below, all of whom have worked on the idea of making mentoring work.

In 1991 Hutto quoted the following definition of what a mentor should be for teachers in Texas:

“an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship”.


Healy and Weichart (1990) defined it as:

“a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both”.

Healy & Weichart (1990)

Hall & Kinchington (1995) noted certain characteristics that they felt were important, principally that mentors need to be:
• established teachers in their own institutions and with several years’ experience;
• experienced trainers of student teachers in school;
• reflective about their own practice;
• accessible and flexible;
• able to employ counselling skills;
• capable of empathy and having emotional strength.

Allen (2003) focused on components of mentoring sessions and identified the following characteristics:
• Specific direction in the selection of appropriate strategies
• Assistance with organisational issues and management of instructional time
• Knowing of additional support of a mentor helped mentees feel successful

So what could we reasonably say are the uses of mentoring? Our expectations might nowadays include a requirement of mentoring to take place during the training of teachers and the induction of newly qualified teachers. Following through from the beginning years of teaching we might suggest that mentorship should be provided for the development of teachers in their early years of teaching as part of their career progression. This support for learning on the job could be seen as an essential part of mentoring especially if the mentor is highly skilled and knowledgeable and has the trust and respect of the mentee. Mentorship could also be seen to be a key element in equal opportunities programmes in terms of raising awareness both of the issues and of the practice within teaching. Clearly teachers’ who are facing redeployment or redundancy could do with effective support and mentoring could be a helpful vehicle for this. Within schools teachers also become redeployed in new roles as they become more experienced as practitioners. Nevertheless mentoring could be seen to be a helpful way to induct and support teachers into new projects or jobs and also within change programmes within schools.

**Mentoring and values**

As Alred et al (2003) note mentoring helps people to understand how an institution’s values are realised in the institution. It helps people feel that they are making a worthwhile contribution. Mentoring also has strategic development implications and often supports an institution’s development and training strategy. It can make a contribution to the delivery of the mission and strategy and the achievement of an institution’s objectives and it helps to uphold the organisational values of a school. Ultimately
mentoring helps individuals to develop within an organisational framework. Frequently teachers need to become attuned to the micro-politics of schools in order to work out how to make an effective contribution within them. Knowing who the influential staff are, whether they are post-holders or not, is an important element of this. Certain members of a school staff are influential and are opinion formers and knowing about this and how this works could be an essential element of one’s mentoring experience.

Mentoring - benefits

There are benefits which could be identified from the role of mentor. As Alred et al (2003) note mentors benefit by acquiring improved ways of working with people and satisfying the desire to help others. In teaching becoming a mentor encourages the more conscientious to reflect on their own practice and to use their experience of practice, skills, and knowledge, in order to inform their role as a mentor. Arguably it might also be said that this process encourages the mentor to more clearly identify their own practice, good practice, and good strategies and practice for communicating to mentees. They, the mentees, benefit by developing confidence, learning more effectively and quickly, and acquiring new perspectives. Within the context of a school the effective and respected practice of an effective mentor can be recognised by mentees and the recognition of effective practice goes a long way towards helping mentees to understand and appreciate the value of the mentor’s input.

Mentoring skills

The same respect can be attributed to skills. Alred et al (2003) point to the required need of relevant job-related experience and skills, well-developed interpersonal skills, an ability to relate well with people who want to learn, and a desire to help and develop mentees. In addition it is important to have an open mind, a flexible attitude, and a recognition or their own need for support, as well as the time and willingness to develop relationships with mentees. Clearly this points to the need for a positive attitude towards the development of one’s colleagues.

Areas of development

Within the very busy world of schools the one thing that teachers everywhere say is that they never have enough time to do their job properly. For those teachers who become or wish to become mentors there may be a range of areas of development which it may be beneficial to understand. Alred et al (2003) list them as:
• Understanding appropriate behaviour in institutional situations
• Understanding the workings of the institution
• Acquiring an open, flexible attitude to learning
• Understanding different and conflicting ideas
• Awareness of institutional politics
• Overcoming setbacks and obstacles
• Acquiring professional expertise
• Gaining knowledge and pedagogical skills
• Developing personally
• Adjusting to change
• Developing values

This may be thought to be yet another task for mentors to undertake and in a sense it is. On the other hand it is a part of the professional development of experienced teachers whom I believe have a responsibility for educating and training their successors in the schools. Developing themselves is part of the story for mentors. What they have is experience of doing the job, as well as qualifications and knowledge. The time to become more aware of the knowledge and skills embedded in the list above has to be found and the best solution is when the appropriate time is given to mentors for their personal development. The worst option, as always, is when there is an expectation of the job being done, properly, but in actual fact without managerial or administrative support being given. The consequence of this is that the mentoring role is devalued, not seen as being important by the mentor or mentee. Provision of time and resources to do the job properly are clearly a requirement.

Conclusion

This paper has been discussing the notions of coaching and mentorship. It is not exhaustive but hopefully it has been a beginning from which teachers may reflect on their own needs, either as existing mentors, potential mentors, or indeed as mentees. As I see it we all pass through a process within our profession of being mentors and mentees, sometimes simultaneously. We are able to mentor each other, which is what peer mentoring is about. What I have tried to do here is to begin a discussion within teachers about the ideas of coaching and mentoring as part of the ongoing professional development of all. Personal reflections on the issues raised and the needs listed will no doubt be illuminative but at the end of the day I would hope that the practice of coaching and mentoring will be thought to be a useful one and one which must be taken seriously.
References


*Bill Goddard is Head of Department of Education Leadership and Development at School of Education and Training, University of Greenwich, London, England UK.*
Why and How?

Elisabeth Björklund

Some theoretical background regarding the importance of professional reflection

Why do we consider it important to become a reflective teacher? What are the benefits from the teacher’s point of view and, maybe even more important, from the pupils’?

An example of this good practice is the Teacher Education Programme at the University of Karlstad where regular reflection and response are central tools. The students are introduced to this way of working on their first day at the University and they develop it all the way through their education, in order for them to grow into the role of the reflective teacher.

The didactic triangle is an often-used picture, showing that we deal with three main questions in teaching. The questions are why do we do; what we do; how are things done by us? This paper, which deals with the concept of reflection, is based upon those questions.

The main topic for my paper is the description of a method used and practised in the Teacher Education in Karlstad.
Why?

Do we really need to reflect? For what purpose? Why do we think reflection is a tool towards a more fulfilling teachership? Why should teachers bother to reflect?

I will try to answer some of these questions as well as some arguments for practising and using the reflection concept in everyday work.

As my example is from teacher training, the answers to the why-question are in terms of training - reflecting upon the student’s own future role. In other words, the student tries to catch sight of the teacher within him/herself.

I believe it to be crucial and important for teachers (and students) to have a metaperspective. That is to be aware of one’s own thoughts and to see oneself from outside one’s own mind.

A useful concept is the one called Teacher’s Practical Professional Theory - the sum of all personal values, experiences, knowledge (including the so called tacit knowledge) and of all actions. This theory is also known as The Praxis Triangle. The Triangle has three levels. The base - what is shown in action, what we do. The second level consists of our motives for the actions - both practical (experience) and theoretical (knowledge). Finally, what we do is influenced by our values, ethical as well as political - the top level of the triangle. Further reading on The praxis Triangle may be found in books by the Norwegian researchers Handahl and Lauvås.

In short, we can express the answer to the why-question as follows: The overall aim for becoming a reflective teacher is that of looking for and finding one’s own practical, professional and personal theories.

I believe that if you don’t know why you act as you do in your professional life you are not open to change; you don’t see your own role in what is happening and you don’t know about your influence on others.

So, reflection as we see it, is necessary to promote good practice in education where the aim is to help the students to become reflecting practitioners. Another useful term here is self-awareness.

I would like to recommend Van Manen’s book *The Tact of Teaching* (1993). He states that a teacher should continue to learn; to return to his experiences. This enables s/he to be open to understanding and connect his/her feelings to knowledge.
Teaching itself is an act of self-reflection.

A teacher has to be self-aware in order to be able to handle the unpredicted. W. Doyle is another author whom I recommend. He describes the complexity of the classroom and gives good reasons for teachers to be flexible and reflective.

**What?**

What then is reflection? Etymologically the word means *careful and long consideration or thought*. It comes from the latin verb *reflectere*, meaning to *mirror* or *throw back*, and also *think* and *meditate*.

Here are some aspects of the reflection concept, or rather some short descriptions of it. These are expressed in different ways but I believe they could give you some inspiration to formulate a definition of your own.

- Reflection is a way of looking forward by looking back.
- Reflection leads to action or to a decision not to act.
- Reflection is thinking, taking a break and giving your thoughts form and language.
- Reflection is a means of understanding oneself.

It sometimes demands tools outside yourself and you have to make an effort to reflect. Tools can be, for example, writing diaries, or observations made by colleagues. It is an on-going process but it has to be acknowledged to become visible and conscious. It is a mental process where the topic is one’s own role in relation to other actors. It also concerns the intrapersonal processes as well as the interpersonal ones.

Dewey described reflection as something that takes place when we deal with a problem to be solved. We reflect from a distance. We step out of our own context and look upon our actions from the outside.

Finally I would like to mention Schön who in the book *The Reflective Practitioner* (1995) describes reflection as a way of developing a professional attitude. He uses the metaphor “stepping back”, which I think is most apt.

**How?**

Reflection is closely connected to language. If you want to be aware of your thoughts you need to verbalise them.
When we talk about reflection in relation to teaching, I would say that writing is the necessary tool. The way to an increased reflective ability is to write your thoughts down, literally speaking, to see your words.

Vygotskij talks about connections between thoughts and language. His belief is that language ability increases thinking ability; that we have to develop our language in order to gain higher thinking skills. I believe that one of our tasks in education is to help our students (and thereby their future pupils in school) to develop language and to help them to “see” their thoughts.

This is how we work in the initial course in our education programme

We have classes of at least thirty students. The classes are divided into groups of five or six. The small groups are called study groups. When we have lectures and lessons the class-size is much larger. I will now describe the work in the small study group, which is the arena and base for reflection. Two ways of reflection are used parallel in the course and I will try to explain how they interact. One concerns the students “meeting” with literature and the impact it gives. The other one deals with all that gives input and make the student think and react.

I will describe the routines and the interaction between the two ways of reflection. Every week we have the same schedule for this.

- The student comes to his group after having read the piece of literature for the week. Whilst reading s/he has written down his/her reactions, thoughts, objections, questions and whatever related to the texts. This document is called a reader’s logbook. The student brings the log to his group and they all discuss their work. Everyone has their own log as a starting point. This of course inspires and affects the student so that new, alternative or more “confused ideas” begin to form.
- On returning home a new document is written. This is called a “letter to the tutor”. The tutor is one of the lecturers or teachers from the course. Every study group has a tutor who remains with that group for the duration of the whole course period.
- Tutors prefer getting this letter as e-mail. Every Monday morning during the course period they receive the e-mails and are obliged, by a mutual contract, to answer, give response and feedback.
- For some weeks during the course the students are out practising in schools. Even during that period we have the mail contact every Monday.
• At the end the whole course there is an examination, which takes the form of having to write a paper.
• The task in short is: Choose one of the main themes of the course (e.g. the dialogic room, gender as we see it in school, communication, conflict, the knowledge concept). Write an essay, (we call it a report) where the student describes his/her chosen theme related to all his/her experiences whilst on the course.
• The student now has all his/her logbooks and the letter correspondence, as well as other documents and his/her school practice experiences to relate to. The result should be a paper, about ten pages long.
• The students then read all the papers from the others in the group. At the last seminar of the course we all discuss and reflect upon the texts.
• After that the students have a last opportunity to work on their texts before handing them in to the examiners.

The course I have described here is the very first one in the education programme. The teacher education is four years and the reflection theme is present all the way through.

Variations, different methods and alternative ways are being used and worked with over time. The aim is an even deeper understanding and more intensive work with increased reflection ability. We already see that the concept of reflection gets more personal and creates new ideas within every single student, which encourages us in continuing and exploring our methods even more.

We hope and believe that students educated at Karlstad University will work as and look upon themselves as reflective teachers.

References

Elisabeth Björklund is Lecturer of Educational Sciences at Karlstad University, Sweden

Chapter 5: Why and How?  59
The purpose of this presentation is two-fold. First it will establish a model for the reflective teacher, to be followed by an examination of its feasibility within the Hungarian higher educational arena. The model construction effort will entail the following steps: identification of context, elaboration of a methodology for reflective teaching in addition to delineating or defining the features of the personality of the reflective teacher, and the last two elements of the model will focus on challenges to and evaluation of the reflection process. The model to be applied can be denoted by the CIMCE acronym, respectively including: **Context, Identity, Methodology, Challenge, and Evaluation.**

A college teacher, or any other education professional functions in a constantly changing teaching or instructional environment. As a result of revolutionary developments in ICT, the Gutenberg Galaxy was transformed into the information society, a process dramatically altering not only social and economic relations, but the means of knowledge acquisition as well. As the noted Hungarian psychologist, Csaba Pléh, asserts, the aforementioned factors resulted in the modification of cognitive architectures in which traditional information and knowledge
transmission schemes gave way to network-based learning. The traditional learning/information transmission process entails a sustained learning effort with limited access to knowledge, while the teacher is considered the sole owner of knowledge, and knowledge acquisition is seen as a virtue or reward earned or fought for. In network-based learning, knowledge acquisition requires shorter time as the learner via the Internet enjoys unlimited accessibility to learning materials, knowledge is shared between teacher and the learner, and learning is not result, but process oriented (18).

Another ontological issue characterising this period is post modernity, a period mirroring the distrust of grand narratives, the disappearance of the dividing line between mass and high culture and the crisis of values previously considered absolute. In fact, what we are experiencing is that humans have advanced from the Gutenberg Galaxy or culture to the network society. The former is characterised by the spreading of thought on a mass level, and in this framework knowledge transfer is based on authority, while the latter entails shared memory and the combination of personal and impersonal knowledge transmission (Pléh 15).

Consequently, the previously top to bottom oriented learning environment was modified into a service-conscious structure characterised by student empowerment and cooptation. Just like the present social and economic structures undermined the notions of a constant career path, making it virtually obsolete and thereby promoting career adjustment and the need for life-long learning, teachers themselves have to be involved in lifelong reflection, or a continuous self-evaluation process. This evaluation or reflection is to varying extents performed by most education professionals unwittingly, inadvertently, or subconsciously either after completing an assignment, or just finishing a week load of work.

The next element of this model is the elaboration of an apt methodology. I propose that a dual approach be used, dividing the process into external and internal reflection. In order to elaborate the methodology, I turn to Dewey and Scheffler’s notions on the reflective teacher. Dewey posits that the idea of a reflective teacher is based upon three elements: open-mindedness, responsibility and wholeheartedness. Scheffler argues that teachers have to be concerned with values or contexts beyond the classroom or academic setting (www.Iloveteaching.com/mentor/during/index).

The following elements will be allocated into the external/centrifugal reflection category: efficient task management, creation of a dynamic
learning environment, and partner-oriented teaching. Internal, or centripetal reflection will include open-mindedness, wholeheartedness, and meditating on one’s teaching approach via the construction of a metaphor. The application of the abovementioned conceptual apparatus is justified by the very fact that teaching is an interpersonal activity, placing either the teacher or the learner in the centre, depending on the respective paradigm. External reflection with its direction away from the centre, that is the teacher, is considered centrifugal. In order to become a task manager or create a dynamic learning environment, and a partner oriented teaching framework, one’s attention has to extend outward, while wholeheartedness, metaphor construction, and meditating on the nature of one’s teaching efforts aim inward. Furthermore, at the outset of the examination it has to be pointed out that following Newton’s Third Law of Motion centripetality and centrifugality are mutual forces as centripetality in one direction is simultaneous with centrifugality to the opposite way. In other words external reflection and internal reflection both performed within the personality and psyche of the teacher, not only mean being assessed, but evaluating or reflecting on oneself. Consequently it is a subjective process and one can be reflected on while he or she reflects on himself or herself. Thus the term external reflection could be substituted with outward reflection and similarly internal reflection should be modified to inward reflection.

The purpose of the reflection process is to provide a set of intellectual tools, or construct a mindset indispensable to the achievement of success. As in the introduction of this presentation the uncertainty and moral relativism of the post-modern and information age was hinted upon, accordingly the notion of success is a subjective, hardly quantifiable concept. Borrowing a metaphor or construct from the world of business, success entails efficiency, dynamism and partner-orientedness. Success, however, has a less external definition and in this case such terms as satisfaction, reward, wholeheartedness, and responsibility come to mind. The performance of the above-mentioned examination cannot overlook the identification of challenges and potential solutions. The last component of the model is evaluation, another troublesome concept giving rise to such questions as the effectiveness of the reflection process or its ability to nurture further reflection.

What kind of challenges can be identified? Since reflection takes place within the individual teacher the given institutional environment can determine the outcome of the reflection process. Another concern is temporal, simply can sufficient time be allocated for conscious reflection? The evaluation of the reflection process calls for a response to the
following question: does the management structure or organisational culture of the given institution promote reflection, and via reflection, change, because the true measure of the success of the reflection process is its ability to foster, promote or facilitate change.

II

The second part of the presentation will provide an account of the practical application of this model. The Hungarian higher education arena functions as the general context of the model. Ever since the change of government in 1990 higher education in Hungary has been subject to internal and external pressures resulting in structural changes, and an array of competing educational philosophies. A Hungarian college instructor has to fulfil three responsibilities: participating in the teaching process, performing research, and engaging either in community service or fulfilling different organisational tasks. One activity that combines two of the instructor’s most important roles is research paper or senior thesis consultancy. Within this context, both the researcher and educator side are operational. The senior thesis is basically the crowning achievement of a student’s academic career, as he or she demonstrates the acquisition of advanced research skills, language proficiency, content knowledge, and critical thinking. The process, on the other hand is also an important one for the instructor as his ability to guide students’ work or closely monitor candidates is tested. Since the emphasis in this aspect is on writing, and it is well-known that the writing process is preconditioned upon reflection, a continuous self and text evaluation takes place. The modification of cognitive architecture also applies as indeed this process blends both the traditional and network-based knowledge acquisition. Whereas the research and writing effort is indeed a lengthy one, the teacher is not the sole owner of the knowledge, since he functions as a guide in the information acquisition process. Indeed, knowledge is shared as its acquisition is not monitored or checked in the traditional form. Rather through a series of individual consultations, both parties agree on a usable and proper knowledge base. Also, both result and process-orientedness can be discerned in this case. Furthermore, the availability of sources, or the nature of the research changes with the appearance of electronic resources giving rise to the constant threat and temptation for plagiarism.

The next element of the model is identification, or establishment of the features of a reflective teacher, or research consultant. The efficient consultation process has certain parameters of involvement. One element is the optimal extent of teacher interference in the writing process. In my
opinion the ideal pattern is a hands-on approach blended with strict monitoring. The thesis writing effort can be divided into the following phases: identification of research topic, textual research, establishment of hypothesis, compilation and subsequent approval of thesis outline, the actual writing process including the testing of the respective hypothesis, and finally evaluation usually including proofreading. Whereas these parameters are set, the reflective teacher can enjoy a variety of involvement options. In which stage should the instructor’s involvement be most intensive, and at what phase should he play a more restrained role? While the answer of course depends on the motivation, language proficiency level, and knowledge base of the individual student, certain guidelines can be established. The teacher should take an active role in the topic identification, hypothesis establishment, outline approval, and final evaluation stages. The research proposal has to be accepted and the respective compiled outline also be approved by the teacher fostering the thought process eventually leading to the next stage of the writing effort. Research and writing are more individual endeavours in which the student’s efforts should be guided and monitored.

The optimal number of senior theses is an important concern. Once again, individual abilities and aptitudes can be determinative, however, certain topics can make an instructor teaching the given subject a popular choice for research paper consultancy. Whereas an ideal number appears to be between five and seven, some instructors are compelled to offer their research paper consultancy services to more students.

The next aspect of the present model is methodology, including both external (outward) and internal (inward) reflection. As it has been established earlier the first category includes efficient task management, the provision of a dynamic learning environment and partner orientedness. The number of senior theses receiving outstanding marks by reviewers can measure the efficiency of the task management effort. The creation of a dynamic learning environment raises the following issues: student-teacher interaction, differences of the nature of consultancy approach (workshop or shared research effort), and the above detailed recommended level of instructor involvement. The professional relationship between student and teacher appears to be less formal, as individual consultations can be arranged according to the scheduling priorities of both parties. Whereas geographical distance or scheduling conflicts could pose certain difficulties, consultations can take place via telephone and e-mail as well. The research paper consultancy effort can take the form of either a workshop or a shared research scheme. As the research topics offered to students usually coincide with the actual research theme of the professor,
both student and teacher can benefit from a workshop approach, in which the teacher transmits his or her knowledge to the student, who can add his or her points, or contributions to the work in question. The cooperation between student and teacher can take the form of shared research if the student’s research efforts help the teacher to achieve a new perspective on his or her professional inquiries. In this case, however, the clear delineation of the ownership of intellectual products is an important consideration. Partner-orientedness entails making the student a partner in the research process and accommodating his or her research needs, providing adequate research materials if needed, or allowing the student to find the way to proper research materials.

Internal, or inward reflection includes meditation on the instructor’s research consultancy effort, examining the applicability of open-mindedness and wholeheartedness. One possible approach is to construct a metaphor symbolising the above mentioned consultancy process. As research paper consultancy is preconditioned upon the appropriate knowledge acquisition of the given student, in this process the teacher performs a role similar to a tour guide, or a personal coach. The primary educational task is not imparting basic information or establishing the mental foundation of a discipline, but helping the student to summarise and organise existing knowledges. An open-minded research paper consultant allows the student to make his or her own mistakes, hoping that the student would learn from these errors. Wholeheartedness entails responsibility toward the student, and his or her intellectual product.

The preparation of a senior thesis is the first major intellectual product of a given student and the teacher often has to function as an amateur psychologist allaying respective passing related fears of the candidate.

What kind of challenges do reflective research paper consultants face? One is the already mentioned high number of papers and the limited ability to provide individual attention to thesis writers. Temporal considerations pose further obstacles as the time allocated for the writing process is relatively short, and the teacher’s several other responsibilities are not conducive to frequent and long-term reflection. The network-based availability of knowledge raises the problem of plagiarism, that is a direct transplantation of materials found on the web, can potentially go unchecked. One of the biggest problems of the writing process, naturally as a derivative of the students’ limited expressive abilities is the high number of stylistic and grammatical errors. Here the teacher is faced with the quandary of offering a correction for the given mistake, thus in effect becoming an active participant in the writing process, or just calling attention to the problematic areas.
In summary the following conclusions can be gained from the practical application of the model:

The fluctuating context of the Hungarian higher educational arena in addition to temporal pressures resulting from the multiple responsibilities of a college instructor are not conducive to the reflection process.

Institutional, or management-based pressure, especially in the direction of quality assurance and control of the education process facilitates reflection efforts.

The present partner or customer oriented education approach helps the reflection process.

Due to the overlapping of the external or outward reflection component of the methodology of the model with such institutional priorities as quality assurance, external reflection can be more feasible than its internal counterpart. As it has been mentioned above the quality assurance directives encourage reflection and self-evaluation. The success of the internal reflection effort can be limited due to temporal considerations.

Reflection, either external, or internal can be beneficial in promoting the success of the research paper consultancy effort. Real success, however is preconditioned on the existence of both external and internal reflection efforts.

References
Zeichler, Kenneth and Daniel Liston, Reflective Teaching: An Introduction. www.Iloveteachingcom./mentor/during/index

András Tarnóc is Director of the Centre for International Relations at Eszterházy Károly College in Eger, Hungary

Chapter 6: The reflective teacher: A research partner or guide? 67
ANNEX
THE REFLECTIVE TEACHER: A RESEARCH PARTNER OR GUIDE?
OUTLINE OF THE PRESENTATION

OBJECTIVE
To establish a model for the examination of the reflective teacher
To apply it in the Hungarian higher education arena

THEORETICAL BASIS: John Dewey’s concept of the reflective teacher, Scheffler’s principle, Csaba Pléh’s modification of cognitive architecture

THE COMPONENTS OF THE MODEL (theoretical approach)
CONTEXT: Information society, the modification of cognitive architecture, network society
IDENTITY: Any instructor willing to evaluate his or her work and aiming at efficiency
METHODOLOGY. External (centrifugal, outward) reflection: efficient task management, creation of a dynamic learning environment, partner-orientedness
Internal (centripetal, inward) reflection: meditating on the nature of one’s teaching approach, open-mindedness, wholeheartedness,
CHALLENGES. Institutional environment, temporal considerations, management or organisational structure’s attitude to change
EVALUATION efficiency of the reflection process, its ability to promote change.

APPLICATION OF THE MODEL (practical approach)
CONTEXT: Functioning as a college instructor in Hungary with multiple responsibilities: teacher, researcher, and organiser of scholastic or community programs
IDENTITY: Research paper consultant
METHODOLOGY. External reflection: quantity of senior theses receiving an outstanding grade, means and modes of interaction, workshop or shared research efforts
Internal reflection: meditating on the appropriate senior thesis consultancy approach, allowing students to make their own mistakes and learn from them, responsibility for the student as a potential junior scholar
CHALLENGES. Finding the optimal number of senior thesis consulting assignments, temporal and task-based limitations, danger of plagiarism
EVALUATION. The efficiency of the reflection process to promote change is yet to be proven
The importance of reflection of professionals in education
(Mija Koderman)

Professional certification is only the starting point on the way towards professional competence. In order to provide a quality educational process for children, a teacher should be in a process of continuous professional development because teaching is a highly complex professional activity that takes places in ever-changing circumstances. Teachers should realise the need for change and should constantly monitor and improve their practices.

Professional development consists of a variety of activities in which professionals are engaged for the purpose of achieving professional competence: attending seminars and conferences, reading professional journals and publications, exchanges with colleagues. Professional development depends also on work experience of an individual. But in order to achieve quality changes in practice it is usually not enough just to receive new information at seminars or from literature. Years of work experience are also not necessarily enough to achieve professional competence. It's very important that those activities are complemented...
with reflection in order to enable real changes in teachers understanding and practice. Through reflection, real growth and excellence are possible.

Figure 7.1 Professional Development

Reflection is not easy; it demands time and energy. Ur (1999) says that “first and most important basis for professional progress is simply the teacher's own reflection on daily classroom events. But very often this reflection is quite spontaneous and informal, therefore it is helpful only up to a certain point because it is not organized and it is solitary.” So, it's very helpful to have some support and some tools that could help you organize your process of reflection and make it really meaningful for you and your work and also to have someone you can discuss things through with.

Tools for reflection in Vrtec Šentvid

In kindergarten Šentvid we have recognized the importance of continuous professional development based on reflection. The next step is how to bring this into practice.

First we need to create the atmosphere in the institution that fosters reflection among teachers. Second we need to offer support to teachers,

---

1 Vrtec Šentvid is one of the public kindergartens in Slovenia. The preschool education in Slovenia lasts from the age of 1 to the age of 6. At the age of six children enter the elementary school which lasts 9 years. The preschool years are divided into two age periods: 1–3 years of age and 3–6 years of age. In the youngest groups there is a maximum of 14 children per group, and in the older groups the maximum is 24 children. There are 2 preschool teachers in each group.

Vrtec Šentvid is located in the capital city, Ljubljana. It has got 2 units, altogether there are 24 groups with over 400 children.

Web page: http://www2.arnes.si/~vvzljsen/
provide opportunities and give them tools for systematic and meaningful reflection process.

It is very important that we have a great support for the management for this, so different activities were already carried out that should foster and support the reflection of teachers. In this article we present two of them: (professional) supervision and teacher's portfolio.

My own experience with supervision
(Mateja Štih)

Introducing and thinking about changes are very topical issues nowadays. We live in a constantly evolving society and need to deal with continuously changing circumstances. Consequently, we are subject to change as individuals as well. If we wish to succeed and contribute to a better education process, we should adapt to changes by embracing them and upgrading our knowledge and skills in professional as well as personal spheres. School or pre-school teachers should, therefore, critically monitor/observe and assess their work, maintain a high level of performance and improve their weak points.

In our kindergarten we are constantly offered the help in and access to various forms of high quality continuous education and other kinds of professional support.

We were therefore invited to a seminar on supervision by our counsellor. While actively working with children, I am aware of the need to keep educating and working on myself as well. It was for this reason I decided to try supervision. I was wondering what it actually involved. When I started I did not imagine in what ways I would improve myself and how it would contribute to my work. I was driven by curiosity and my co-workers who recommended the seminar as very useful for our work. There is a growing awareness among teachers that we can help others to learn if we evolve and learn ourselves.

One of the methods which offers support to one’s own professional development is supervision. Developmental-educational model of supervision is a support method based on the process of learning and development, which enables an individual to gain new insights by reflecting on their working experience, and then to use those insights in future work situations. Professional experience is thus transformed into teaching material supervision in our kindergarten and was conducted in groups of six plus a 'Supervisor'. The participants of the group should be motivated and willing to learn. We discussed the problems we faced at
Supervision is a continuous process which requires 14 to 15 regular meetings. The meetings take place every two weeks and last 60 to 90 minutes.

Supervision supports a personal reflection about one’s own thinking, feeling and doing. The first step was a presentation of a problem which represented an obstacle in our work. The Supervisor facilitated, by leading us with questions e.g.:

- What happened? Describe your situation.
- What did you do? What was your reaction?
- What were you thinking? What was important to you in that situation? How did you feel?
- What do you think the others feel and think in this situation?
- What could you have done differently?
- What could you do next time in a similar situation?
- What are you going to do to solve this problem?

Through these questions we have learned to recognize the basic reasons for our actions. After these questions, other members added their view of the problem and their suggestions.

During the process the participant tries to observe the experience and tries to analyse it ‘from a distance’, from the ‘eyes of the third person'. You learn to see the problem from several points of view, more objectively. Each participant shares their own view of the problem and also their solution to the problem.

After every meeting each member had to write their own reflection of the meeting and then we shared these reflections.

Every meeting has the same structure:

1. At the beginning we exchange our responses to the reflective reports from the previous meeting.
2. In the working part of the meeting one of the participants presents her problem and we work on it with the guidance of the supervisor.
3. At the end of the meeting there is a short analysis of the meeting, feedbacks, sharing of the feelings and agreements for the next meeting.

Ideally, the participants should not be employees of the same unit, since it is easier for them to open up, expose their weaknesses and discuss the problems / mistakes at work. Although I participated in a group of co-
workers (we work in the same unit / kindergarten) I acquired valuable experience. In my experience, the team becomes more connected, it builds a supportive team spirit and enables good performance of the whole team. For me supervision was something completely new and has contributed a great deal to my professional and personal growth from several points of view:

1. **Point 1: Solving problems at work (with children, parents, co-workers, superiors, etc.)** Working experience became our teaching material. Every participant presented a problem, which they analysed with the help of the supervisor. The supervisor helped the participant to find their inner strengths and weaknesses, as well as their personal reactions needed to deal effectively with people. The supervisor helped the participant to develop the ability to work and make decisions independently. The participant starts to think about the background of an actual situation, and the reasons that always induced him to act in accordance with the patterns which one does not approve of and are ineffective from a professional point of view. The participant begins to discover why they acted in a certain way or in other words, what the decisive factors in making that decision were. The participant should think hard about what seems to be the core problem and should ask themselves the right 'supervisionary' question. Although it seems simple, it is actually a very difficult process, since we are not aware of the real problems which we try to conceal, or cannot deal with.

2. **Point 2: By reflecting on things, you learn how to think about an event.** In the process the participant tries to observe the experience and tries to analyse it ‘from a distance’, i.e. from the ‘eyes of the third person’. You learn to see the problem from several points of view, more objectively. The participants share their own view of the problem and also their solution to the problem.

3. **Point 3: You learn how to look inside yourself.** It is about grasping the meaning of your experience. It is a very important phase in the process when you reach certain conclusions, which you have to integrate into your cognitive structure and reorganise them at a higher level. When you look deeply into yourself with the help of your supervisor, you see recurring patterns of your own behaviour, your reactions which may be appropriate and effective or not. What is important is the connection between theoretical understanding and practical experience, that is, to find a way to apply the theory in practice.

4. **Point 4: Help in controlling the stress at work.**

5. **Point 5: Support in forming one’s professional identity.**
I warmly recommend supervision to anybody. It helped me to become aware and recognise my own patterns of behaviour and to pinpoint my weaknesses, to evolve professionally and to improve my professional relationships with my co-workers.

Reflecting on and insight into one’s own professional competence are the basis for systematic change and growth of any teacher or pre-school teacher. They must be aware of what they do, how they do it, why they do it and how successful they are at it. Supervision offers a lot of possibilities as well as those of professional growth. It enables a professional to reach new professional and personal conclusions by reflecting on their own experience, through looking for solutions to their problems on their own and are thus are more effective in facing stress and lack of energy.

**Teacher’s Portfolio**

(Jasna Škarič)

*The National Education Institute*

Program: Planning and development (leadership: Anka Zupan)

Project: Reflective education (leadership: Sonja Sentočnik)

Subproject: Portfolio in pre-school (leadership: Urška Stritar, Jasna Škarič)

Duration: throughout the school years 2000/01 – 2003/04: in progress, in 2004/05: preparation of the portfolio guidebook for pre-school teachers, as well as offering seminars, based on the project concepts

Our aim in the project was to support the professional work, in cooperation with the institutions and teachers, developing and supporting the reflection as one of the most important components of the learning process.

The “Reflective education” project included all levels of pre-university education: pre-school, primary and secondary education.

---

2 The Institute creates conditions for professional staff in kindergartens and schools, together with children/pupils and parents, to develop their work – teaching and learning – based on creativity, professionalism, quality and enthusiasm.

Our vision is to develop knowledge and values that support excellence, flexibility, diversity and autonomy in the partnership with kindergartens, schools and other organizations in Slovene education.

More than 180 high professional advisors work in the central unit and nine regional units over Slovenia. The success of our mission is based upon efficiency and quality.
There were counsellors from pre-school and advisors from the National Education Institute in the basic sub project group. In the sub-subproject groups, pre-school teachers and their counsellors (employed in the preschool institution) were involved.

In the sub project *Portfolio in pre-school* we developed the guidelines for the *pre-school child portfolio* and the *portfolio of a pre-school teacher* as a reflective teacher in practice – simultaneously, because both of these portfolios are connected in the same process - of preschool education.

Our developmental work was based on professionalism and ethics, described in the documents ‘The Curriculum for pre-school’, the knowledge of the philosophy of portfolios, as well as life – long learning aims.

By collecting and reflecting on the evidence of the individual development and improvement, as well as the learning process, its the results and context over a certain period of time, we used *portfolio as the instrument* which helped us to observe, monitor, reflect and to support the individual in planning.

*Teacher’s Portfolio* supports our strong will to receive better understanding of self, of the (learning) process we support, as well as the importance of our working environment and the relations we create in our working place. We fully endorse all the above as the basis for the development of the meta-cognitive skills and the possibility for self-regulation in the learning process.

One of the basic aims of all our activities has to be to create the *supportive environment* for the development of pre-school as the learning society. During our work in the project we saw the way to this aim through *cooperative learning*, the creation and the realisation of the vision and the pre-school development plan with the *active participation* of all the employers.

One of the most important things we developed in the *process of portfolio* was the role of “*the critical friend*”, which is based on *communication between the reflective teachers in practice*, and which, we believe, supports the *professional growth* of the individual and the community.

In the process of portfolio individuals are supported as the *life – long learners* and they create a *learning society* in the community of their institution.
Teachers reflected on their work and roles, so that they could find out their weaknesses and look for possible solutions to the learning process. They understand themselves and others, the situations and relations, so that they could also change, reconstruct and support their praxis with arguments.

Using portfolios we recognized the importance of reflection, and put it at the centre of the learning process. We believed that using the tools of reflection, the reflective teacher becomes aware of his/her learning strategies. He/she understands him-/her-self better (as well as the process he/she conducts and supports) and develops the abilities of meta-cognition and self-regulation. So, portfolio also helps teachers to understand their implicit theories and to find out the best way to improve their practice.

Key words: reflective education, portfolio, learning process, learning society, cooperative learning, supportive environment, reflection, meta-cognition, self-regulation, life-long learning

References


Mija Koderman is pre-school counsellor at Vrtec Šentvid, Ljubljana, Slovenia.

Mateja Štih is pre-school teacher at Vrtec Šentvid, Ljubljana, Slovenia.

Jasna Škarič is advisor for pre-school counsellors at Zavod Republike Slovenije za šolstvo (National Education Institute) in Slovenia.
ANNEX

THE REFLECTIVE TEACHER IN PRACTICE/ workshop

The aim
We would like to give participants a chance to discuss and reflection on the items we represent in the seminar.

Instructions

...common – for all participants
Every participant of the seminar/workshop received a paper as they entered the seminar room.
The papers were marked with different colours. Different colours were used to enable the formation of groups.
Groups of 6–8 members were formed.
When there were more participants, the group size could be changed to a total of 4 members.

... for the group work
Each group discussed only one question from the paper they received (marked!).
(This enabled all questions to be answered in limited time available.)
After discussion, one of the group members presented their answer, to all participants in this workshop.
After each answer the leader of the workshop added comments based on the experience gained in the project, presented to the seminar (Teacher’s Portfolio).

... optional – at the conclusion of the workshop
Some questions could be used for reflection of the process and for evaluation of the workshop.
We recommended that this should be done independently as a part of the process i.e. after the workshop during the conference and with people you’ve met there.
Find one person and share your experience gained in the workshop with them.
We believe that reflection is the certain way to recall the time we spent together and the people we’ve met as well as the items we discussed and the new knowledge that we’ve acquired…

Chapter 7: The reflective teacher in practice
QUESTIONS

... for the group work:

Imagine that you are in the position of a reflective teacher ...

1. Do you often question yourself in the process you conduct and support in your professional role/ environment?

2. Is there any person/group in your professional environment to discuss the things you are questioning yourself about, especially when you feel you need someone to get another point of view of the same thing?

3. Is there anybody in your professional environment that you can recognize as a ‘critical friend’? – What could be your definition of ‘the critical friendship’? Who could you see in this role of ‘a critical friend’?

... for reflection of the process and evaluation of the workshop:

We would like to help you recognize what you have found out during the time we spent together working in the workshop.

There are some themes and questions to think about and reflect on and also to value.

We believe this could help in finding the way to improve our practice and cooperation.

The questions are about …:

- ... The organization of this seminar and workshop (active participation; responsibility)
- ... The instructions for the workshop (presentation, understanding, use)
- ... The process (the quality, the criteria; roles/ competences/ behaviour/ circumstances, …)
- ... Your feelings, perception and behaviour
- ... New knowledge you constructed through the process and experience
- ... The possibilities to transfer/ to use this knowledge to/ in your situation/ community/ institution/ work
IN THE PROCESS OF REFLECTION IN PRACTICE

We set the questions and search the answers, first by ourselves and then also in dialogue with our ‘critical friends’ - colleagues or/ any persons who know our work and whom we trust.

We document the process of our work and learning in our portfolios to enable reflection, to recognize and understand ourselves, the others, the relations and the context. We find out the problems and possible solutions as well as the individual way (similarities and differences) of thinking, changing, rearranging and argumentation of the work we do.

In this way the portfolio is seen as a way to improve professional self-consciousness of the reflective teacher. We realized that through the combination of portfolios and the supervision process, we offered our teachers a real support in their individual professional growth and the growth of the kindergarten as a community.

We believe, simply, that this could be one of the ways to create the learning society with life-long learning aims.
IF YOU WANT SOME MORE …
… questions to help you to reflect on the process and to evaluate our workshop

… ask yourself about:

➢ … The organization of this seminar and workshop (active participation; responsibility)
   ✓ Were you satisfied with the organisation?
   ✓ What was the reason for your (dis)satisfaction?
      (e.g.: the organisation of time/ space; the number of participants, the possibilities/ the way of your participation, the way of the presentations, …?)
   ✓ Do you see yourself in the position to influence the things you were dissatisfied with?
   ✓ Do you believe that they could have been better? – How?
      (Try to define your participation from the point of the active role of yourself!)

➢ … The instructions for workshop (presentation, understanding, use)
   ✓ Were the instructions presented in the way you like?
   ✓ If not, what would you prefer; what would you like to change? – How and why?
      (Try to find some ideas and arguments!)
   ✓ Were the instructions clear enough?
      (Try to define what »enough« means to you:
      Did you understand them?
      Did you need more of them?
      Did you need more explanations (from colleagues, from the leader of the group)?
      Something else …?)
   ✓ Were they useful/ effective for your work in the group?
      (Try to identify the problems you found out during your work, as well as the ideas you have for how to solve the problems you had!)

Try to answer the questions by yourself in a similar way …
… and then search for the answers (first by yourself, and later also in discussion with your colleagues) about:

➢ … The process (the quality, the criteria; roles/ competences/ behaviour/ circumstances, …)
To define the quality necessary to define its characteristics and to check them with the others who participated in the same process! In our case it could be useful to think at least about:

✓ The way of forming the groups
✓ The way of communication in the groups
✓ The topic of discussion from different perspectives

... and don't forget to also think about:

➢ ... Your feelings, perception and behaviour
➢ ... New knowledge you gained through this process and experience
➢ ... The possibilities to transfer/ to use this knowledge in your situation/ community/ institution/ work
Teachers’ ownership of the process of change in the culture of pedagogy

Gyöngyi Făbian

*The Learning Teacher Network* is aiming to explore a new paradigm for the role of the teacher - that is the teacher as learner. Within this framework the thematic group ‘Ownership’ intends to study the power teachers possess over their students’ learning, that is the process of teaching and assessment, as well as their own learning, that is professional development.

In this paper an analysis of the concept of ownership, along with an exploration of the notion from the psychological perspective, will be provided with the conclusion that it is the autonomous individual ready to gain ownership of the processes of the world of pedagogy who is capable of initiating and successful management of the development of the art.

**Culture, change and autonomy**

Human culture is in constant change.

At the dawn of the evolution of man there was a crucial moment when some new biological traits appeared. They helped man to develop shared
ideas and shared action, which led to shared constructions of the individuals, and thus they helped man to develop what we now call culture. Developing culture through shared actions was a dominant factor in the development of the new entity: the group (Csányi, 1979).

The culture of the group was constantly under development under the control of the group; however, this development was constantly monitored at individual level. The culture of the individual was synonymous to that of the group. The individual’s full ownership of the change of the culture of the group meant that loyalty towards the community, its culture and other members was essential for survival. The development of human culture characterised by the full ownership of the individual was basically going on unencumbered for millions of years.

Although a thorough analysis of the culture of ancient times extends the scope of our writing, some of the above features might be useful tools if we want to understand where the development of human culture has arrived. A jump in time, which takes us to the present situation, will allow us an observation of the development of the culture of the human community we live in.

Among the countless differences, the most striking one we encounter when we ask ourselves the question which community we would like to take under consideration was essential for survival? The number of the communities the individuals of our times belong to has increased. As a result, our relationships to the other members, together with our relationship to the development of the culture of the community, have altered in many ways. A quantitative change in their number has lead to qualitative changes in the development of the culture of groups.

Another crucial difference can be identified in the amount of ownership the individual possesses over the change of the culture of the group. Each individual arrives in the community with his own individual culture, which is characterised by a unique mixture of all the cultural influences he has encountered in his life and has integrated into his own personality, which is the type of culture he can have full ownership of.

Furthermore, a major difference lies within the separation of the culture of the individual and the group. The culture of the group is a new entity created by the individual members, and thus clearly distinct from each individual’s culture within that community. Although every change in the culture of the group attempts to bring the individual cultures closer to each other, and thus to build the cohesion in the culture of the group, the
ownership of the individual over the process of cultural change can only be partial.

The individual is only successful in developing his own individual culture and in contributing to the creation of the culture of the group when he reaches a certain level of internal autonomy, that is the psychological state required for taking responsibility, planning actions and realising actions in his own life as well as in the community. (Csányi, 2002)

**Defining ownership**

So far we have used the concept of ownership of the process of change of culture in a variety of interpretations. The concept of individual ownership over the process of change in the culture of the community has three dimensions.

From a social perspective we can study the amount and quality of the ownership the individual shares with other members of the community. Looking at the current state will provide a picture of the situation of the individual.

From the aspect of social psychology we can study the interactions between individuals thereby enabling the evaluation of group culture. Looking at the dynamics of the process will inform us about the character of the power individual members possess.

From the psychological aspect we can analyse the concept of ownership within the self, looking at the dispositions, abilities and capacities of the individual.

**Change of pedagogical practice and teachers’ ownership**

The world of education is in constant change.

On one hand educational policies across Europe intend to introduce changes into the practices of teacher communities operating in the context of schools. On the other hand current research emphasises the importance of teachers’ ownership in fostering innovative processes.

Hayes (1995) claims that teachers’ ownership of innovation effort, facilitate their willingness to maintain the situation long term, and thus fosters the change to become integrated into the culture of pedagogy.
Elimination of the psychological barriers in the teachers’ minds and thus making them feel secure in their attempts to tackle the challenges of change appears to be a vital element. Sherwin (2004) outlines six conditions to help overcome the difficulties of changing teachers’ attitudes; enhancing teachers’ ownership of the innovation being one among them.

Besides the top-down approach to the above change the individual teacher’s gaining ownership over educational processes is a fundamental prerequisite in the development of the culture of education through a bottom-up process, and thus teachers must be given the possibility to exercise what Heyworth (2003:43) refers to as ownership, “the power to influence what is happening”.

Ownership – a psychological perspective

The individual’s psychological state of readiness to exercise power is a fundamental condition in gaining ownership. To have a better understanding of the nature of the state of readiness some theories with a sense of agency and attributions will need to be considered.

People’s belief about themselves is regarded as a vital component of the cognitive and social constructivist perspective of motivation in education. A constructivist view of motivation centres round the premise that each individual is motivated differently. People will make their own sense of the various external influences that surround them in ways that are personal to them, and they will act on their internal disposition and the use of their personal attributes in unique ways. However, an individual’s motivation is also subject to social and contextual influences, which include the whole of culture, the context, the social situation, significant other people and the individual’s interactions with these people (Williams and Burden, 1997).

Sense of agency

Researchers have proposed that the sense people have of whether they cause and are in control of their actions, or whether they perceive what happens to them is being controlled by other people is an important determinant in motivation. These factors are essential elements of what is known as sense of agency in literature.

According to research in this area, sense of agency is an overarching concept representing locus of causality, locus of control and effectiveness.
motivation. The definition of these concepts as well as their relationship with teachers’ successful management of change is discussed below.

Locus of causality
Locus of causality, a concept introduced by Richard de Charms accounts for whether people see themselves or others as the cause of their actions (de Charms, 1984). De Charms distinguishes between human behaviours when people feel largely responsible for originating their own actions and human behaviours when people see other people as causing what happens to them. According to the theory, we all demonstrate both types of behaviours at times. However, the consequence of feeling that the locus of causality lies basically within oneself is that choice, freedom, and ownership of behaviour become issues of personal responsibility.

Locus of control
While locus of causality is concerned with whether people see themselves or other people as the cause of their actions, the concept of locus of control developed by Rotter (1954, in: Findley and Cooper, 1983) refers to a person’s beliefs about control over life events. It involves people’s perception of whether they are or are not in control of their own actions, which has a pronounced effect upon their motivation to be continually involved in completing their action. Literature makes a distinction between internals, that is people who feel responsible for the things happening to them, and externals, those who feel their life events are determined by forces beyond their control, however, most people fall between the two categories.

A great deal of research in examining locus of control and its relationship with perceived success in life, particularly with regard to academic achievement, is analysed by Findley and Cooper (1983). From their review, they were able to conclude that locus of control and academic achievement is significantly positively related, with a magnitude of small to medium. The relation tends to be stronger for males than for females, stronger for adolescents than for adults or children.

Although locus of control is considered to be a relatively enduring dispositional characteristic, it is not a fixed, static feature of the individual. If we see locus of control as changeable, then we can look for ways of helping the individual to take control.

On the other hand there are problems with the locus of control concept. These problems suggested by Williams and Burden (1997) are the following.
• Situations are not always within the control of the individual.
• There may be different forms of control.
• We may see certain aspects of learning (or change processes in the case of teacher’s ownership of change) as always well within our control whilst others may vary according to particular circumstances.

Even so, analysis of locus of control may shed light on the individual’s view of his own actions, and thus may help to make their own sense of the process.

**Effectiveness motivation**

Effectiveness motivation is an innate drive towards the mastery that individuals possess. It differs from the need to achieve; while mastery involves succeeding in a task for its own sake, need to achieve entails succeeding in order to be better than other people.

The theory incorporates the notion of challenge and relates to uncertainty of outcome. When we seek to master something, the outcome is often uncertain, however, there is an optimum of uncertainty which provides for the most motivating conditions.

In addition, one may have all the necessary skills and competences to perform a certain task, but unless one believes in being capable of doing so, one is unlikely to demonstrate those skills in that context. Thus self-efficacy will influence our choice of activities that we undertake, and the amount of effort that we are prepared to expend and our level of persistence.

**Attribution theory**

Everyone has a unique perspective of the world, their place within it and their actions.

Locus of control has a major role in attributions, which is a further possibility for the individual to make sense of his own actions, a concept offered by social psychologists. The central aspect of the attribution theory is that it is people’s perception of the events that influence their behaviour rather than the events themselves, and thus Weiner (1986, In: Williams and Burden, 1997), who focused on individuals’ perceptions of the successes and failures of their actions, suggested that on the whole people tend to refer to four main sets of attributions for their results in life: (a) ability, (b) effort, (c) luck, (d) the perceived difficulty of the task with which they are faced.
He arranged these factors alongside two dimensions. One he called locus of causality, which distinguished between internal attributions, that is ones inside us (such as ability and effort) versus external attributions (such as luck and task difficulty). The other dimension, against which attribution elements can be gauged according to stability, looks at whether the factor can be changed or is stable (Figure 1).

Although research in the area later showed that there are differences among individuals in the way they perceive these factors, Weiner’s theory has proved to be of major importance in identification of individual differences in perceptions of actions, which is of fundamental importance in initiating change in one’s view of the causes of success and failure.

Table 8.1 The four main elements of attribution

<table>
<thead>
<tr>
<th>LOCUS OF CAUSALITY</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stable</td>
<td>Ability</td>
<td>Task difficulty</td>
</tr>
<tr>
<td>Unstable</td>
<td>Effort</td>
<td>Luck</td>
</tr>
</tbody>
</table>

Weiner (1986)

Later Weiner added a third dimension to his theory, that of controllability, which helped to distinguish between elements that people felt were within or outside their control.

Through a better understanding of one’s perceptions of the attributive elements one’s actions become more manageable; some factors thought to be outside one’s control can be internalised and thus brought under control; changes which might contribute to actions become more successful.
A cognitive theorist approach to the interpretation of different patterns of responses to perceived success and failure, which draws heavily on attribution theory, is represented by the notion of learned helplessness. It has proved useful in describing people who see failure as essentially due to a lack of ability, and who feel that they have no control over their actions, which can result in de-motivation or giving up trying.

An opposite group referred to as mastery oriented, tend to explain failure in terms of lack of effort and seek clues to their mistakes for ways of improving their subsequent performance.

Research has provided some evidence that motivational style is context specific rather than a static trait of the personality.

Applications of attribution theory have contributed to successful ‘reattribution training’ (Craske, 1988). It means changing people’s attributions, with the result that instead of viewing failure as due to stable and uncontrollable factors, they begin to consider it as controllable and unstable.

A small pilot study carried out into the attributions of language teachers of mixed nationalities (Williams and Burden, 1997), showed that raising awareness of individual teachers of their differences in their attributions of their own failures and successes might contribute to a better understanding of these differences and thus might indicate ways of changing their views.

Conclusions

The culture of pedagogy is a world of change. Autonomous teachers are agents of developing the unique culture of their pedagogical community through gaining ownership over the process of change. In order to do so, the teacher has to reach a state of readiness.

The analysis of the psychological aspect of ownership, showed that the overarching concept of individual ownership can best be explored with the help of some psychological theories of sense of agency and attributions. In order to facilitate change in their pedagogical practice, teachers can be further supported in the following ways.

1. Identification of forms of successful self-development practice for teachers which will help them improve their skills of self-management in the process of implementing change.
2. The findings of successful ‘retribution training’ theories might contribute to the design of successful practices of changing attributions of teachers, and thus facilitate their successful management of change.

3. By empowering teachers through awareness raising activities that they can be helped to become more autonomous in their actions.

References


*Gyöngyi Fábian is lecturer of applied linguistics at the Department of English Language and Literature at the Faculty of Teacher Training, Veszprém University, Hungary.*

*Chapter 8: Teachers’ ownership of the process of change*
PART 3: MANAGEMENT OF CHANGE
9

Management of change

Wiebe Goodijk

Introduction of the workgroup: management of change

Life is change
Change is Learning
So….life is learning?
The teacher is a learner!

In November 2003 we, a group of people joining the Comenius network, did choose to work on Management of change. We started by talking about change, our own experiences, theoretical issues and of course more practical: changes within schools.

We discovered that looking at change from a theoretical point a view would only let us touch the surface and we wanted to be more connected to the everyday practice of teachers and schools. This established a starting point from which we could examine case-studies. But what did we want to know about these cases? Looking at the obstacles would not be enough. We would need to find key-questions.

We introduced the STAR-model and added an E, so it became STARE:
We also knew that there was a challenge: preparing workshops for an international conference in Albufeira, May 2004. During the Albufeira conference the group workshops were built around this STARE-model. You will also find outcomes of these workshops and the STARE-model questions in chapter 12.

Aim of this paper is to present a theoretical overview of the management of change. Each section will enable the reader to examine and engage in the process of change. It contains a lot of questions you could use for your own situation.

The paper will examine

- Phases of change
- Management of change
- Resistance
- Changing is changing culture
- Take a look at your team

**Phases of change**

*Phase 1: UNFREEZING*

The purpose of this phase is to create the employees’ support for the change. There are several tools to achieve this: having the management and employees analyse the current situation together (using a SWOT analysis or another instrument), timely informing employees, recognising and handling resistance, and motivating employees.

*Phase 2: MOVING*

The purpose of this phase is to introduce the change effectively. Activities to be done by the manager include reducing resistance, motivating employees and implementing a cultural change.
Phase 3: FREEZING

The purpose of this phase is to evaluate the change. The outcome of the evaluation may be that an adjustment is required or that the change has to be firmly anchored in the organisation.

In a lot of cases and case-studies we discovered that phase 1 did not get enough attention or was just skipped. Most of the times the steps of the manager are different from the steps of a team. The first ones mostly pay attention to all the steps. But teams or individual teachers are not enough involved during the first step.

The management of change

Gleichter formula

\[ Ch = a \cdot b \cdot c, > R \]

Ch = change
A = degree of dissatisfaction with current situation
B = clarity of desired situation
C = practical first steps toward desired change
R = the cost of change / resistance to change

The main purpose of working out a change path and plan is to get a clear picture of the change and to reach agreement with the managers on several issues:

- A clear common understanding of the problem
- A clear set of next steps
- Clarity on the client's expectations
- Clarity on authorities and responsibilities
• Clarity on decision-making
• Clear agreements on time, effort and budget
• Clarity on when and how the next evaluation and adjustment will take place

In short: The intended results of the change must appeal/yield/inspire a lot more than the cost of introducing the change.

Therefore: The following points should be considered when introducing a change:

The necessity of the change:
is the current situation experienced as a problem?

Clarity on the goals:
do the employees understand what the change aims to achieve?

Degree of information:
what do the people involved know about the change?

Credibility of the plan and its initiators:
is there any resistance?

Energy and commitment:
how much commitment can be expected?
Ten rules for change (-management of change)

1. Ensure a shared vision
2. Work with personal action plans
3. Take small steps
4. Work with a partner
5. Ensure commitment
6. Work from the biographic perspective
7. Take enough time for reflection
8. Work with a change team
9. Use standards
10. Start today

You could answer the following question:
To which of these rules have you not paid enough attention?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What is the consequence of that?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Examining resistance?

*Demonstrations of resistance*
- Reduced commitment to the organisation
- Increased hostility toward the initiators of the change
- Increased absence, late arrivals, or sabotage
• Increased emphasis on group standards and increased pressure exerted in the group, which results in decreased performance and more conflicts within the group
• Increased interest in union activities
• Increased number of conflicts
• Avoidance and denial

When resistance is not dealt with adequately, it is likely that at least some part of the group with the least resistance goes over to the group with the most resistance.

Reasons for resistance
• The change is not in the interest of those who resist
• Lack of clarity
• Those who resist think it could be done better
• Fear of failing to meet the new requirements
• Those who resist feel as if they are not taken seriously
• Those who resist do not see the use of the change
• Those who resist are going through a certain phase in the individual change process

Ways to handle resistance:
• Making it concrete
• Recognising it
• Enquiring into it
• Taking it seriously
• Avoiding it
• Inverted intervention
• Judo technique
In martial arts, the opponent's strength is sometimes used to bring him down. This method is also used as an interview technique. Returning to our context of the change manager and the resisting employee, the manager goes along with the employee for so long that the latter is brought down by his own energy. Or the employee begins to resist the manager's exaggeration, which causes him to move in the direction intended by the manager, only now of his own accord. Examples of the judo technique include:

- confirmation and reinforcement
- exaggeration of the employee's point of view
- advising against a certain solution

Figure 9.1 Phases of Resistance
Strategies for handling resistance

Managers can choose from several strategies to ensure the cooperation of employees in a change:

- Avoidance: doing nothing
- Information: providing enough information on the change and its consequences
- Participation: involving the employees in the change process
- Manipulation: giving resistors a major role in the process
- Negotiation: agreeing on a compensation arrangement with employees
- Power/force: exerting power to force the employees to go along with the change

Which strategy initially appeals to you, and why?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Strategies to reduce resistance

- **Communication strategy** (initial phase): useful when there is much resistance. Change is a time-consuming process involving a lot of people who will need and want to know more about the change itself. Clarity first! Inform everyone on the change, the reasons for introducing it, advantages of the change. Clarity avoids wrong ideas of the change.

- **Facilitation strategy** (intermediate phases): when it becomes clear that many see the advantages of the change, it is time to use this strategy. The resistance is discussed in individual talks.

- **Negotiation strategy** (intermediate phases): when it is apparent that the majority is in favour of the change, a team discussion can be held about how to experiment with the change. This allows the sceptics to see for themselves how much good the change will do.

- **Persuasion strategy** (final phase): when some employees continue to resist during negotiations, this strategy can be adopted. Clearly state
why the change is necessary and what the advantages are. Make two specific groups: supporters and opponents.

- **In-or-Out strategy** (final phase): when people are still opposing the change, this strategy can be used. They are put on the spot and asked whether they are in or out. If they don't want to cooperate, they have to draw their own conclusions. The purpose is to get a team of people who all want to cooperate.

*Figure 9.2 Strategies to reduce resistance*

- Communication strategy: provide information on the change
- Facilitation strategy: clearly explain the necessity of the change
- Negotiation strategy: get sceptics to experiment with the change
- Persuasion strategy: make a clear division of supporters and opponents
- In-or-Out strategy: sceptics have to decide whether they are in or out

**Changing = changing culture**

- Culture = the way things are done in our organisation

An organisation's culture manifests itself in a set of behaviours considered normal by its employees, including the way in which people communicate with each other and the outside world. These behaviours are naturally determined by the mental model of each member of the organisation and by *beliefs* adopted by all of them. Creeds, in other words.
Change is movement
Life is change
Reinforcing teachers’ extensive conception of professionalism
Change is impossible without reflection and contemplation

Assessment of your own team

No two employees are the same. There are huge differences in the commitment of employees to organisational processes and in how people deal with change. In addition, school organisations have a specific group of employees called professionals. Knowing your employees is very helpful for successfully introducing a change.

Employee and change:

Employees of an organisation can have various attitudes toward change. We distinguish the following types of employees:

1. Innovators, they are enthusiastic about the change, want to start immediately or even initiate the change.

2. Leaders, they are open to change, but will think it through before taking action. They constitute the group who will get the confidence of the rest of the employees and who will set to work with determination.

3. The group of early followers consists of those who follow the previous groups in the change. Their level of acceptance and adjustment is slightly lower, which is evident from their cautious attitude when the change is introduced. They do not take a decision quickly and will not take the lead very often.

4. Late followers are a sceptical group of people who consider change an attack on the present (familiar) way to work. They constitute a challenge for the managers of an organisation. They do not follow without question. Persuasion and participation are probably the only ways to make them undergo the change.

5. The rejecters, finally, are mistrustful of change. They are often isolated within the organisation and experience the change as unnecessary because they themselves have little influence on it.
Fill in the overview below to assess which attitudes toward change are represented in your team. Estimate roughly how the members of your team will react to change (your case). You have a total of 100% to distribute among the various types.

**Innovators**

| Enthusiastic, start immediately, take the initiative | ...... % |

**Leaders**

| Open to change, think the process through first, gain confidence, show determination | ...... % |

**Early followers**

| Cautious, no quick decisions, do not often take the lead | ...... % |

**Late followers**

| Sceptical, change is an attack on the way things are done at present. | ...... % |

**Rejecters**

| Mistrustful, opposed to change, often isolated, little influence | ...... % |

Plot the % on Table 1 to show the profile of your team.
Table 9.1 Profile of the team

Important questions to look at the profile:

1. Look at the profile of your team. What does it tell you?
2. Does the team profile enable the team to function effectively or not?
3. Which of the specific groups within the profile give you the greatest concerns? Why?

Draw the results as a line graph in the chart below.

![Line graph chart](chart.jpg)
Now examine the following:

1. What is your team’s opinion of their personal and professional development?
2. Are the team willing and ready to learn?
3. Starting the process of change: what are the main obstacles? What are the main obstacles for starting a process of change for your team and colleagues?
4. What are the main strengths or qualities contributing to a successful process of change?
5. How does this information help you to move forward in the process of change?
   a) Do you need further information? If so what type?
   b) Identify the timeline (short, medium, long-term)
   c) Create an action plan

A final note:

Motivation is the motor of success

The motivation of employees is a crucial factor in a change process. It is required to start a change process, but also to continue the process. The most powerful motor in a change process is probably the result achieved by an individual - the observed effect of his/her effort. Symbolic success in the form of compliments can have an empowering impact.

The best (change-) manager is the one whose employees say:

We did it ourselves!

Wiebe Goodijk is senior consultant at Instituut Service Management in Leeuwarden, the Netherlands
‘Change’, according to Mullins (1999), ‘is a pervasive influence. We are all subject to continual change of one form or another. Change is an inescapable part of both social and organisational life’. For the majority, involvement in change is both psychologically and physically stressful. The degree of stress experienced by the individual is dependent on both internal and external factors. For some individuals, change is seen as part of a creative process and is viewed as exciting, yielding opportunities for development. For others however, change is equated with risk taking, a cessation of all things familiar and safe, requiring the individual to move beyond the ‘comfort zone’ into an area characterised by insecurity, loss of identity, status and power. This paper will examine the personal and interpersonal dynamics that underlie change in an educational setting, to give insight to those aiming to lead the process successfully.

The Context
Change at an institutional level can be viewed as either transformational or disabling. Change can realise an individual’s or an institution’s creativity enabling them to re-examine, re-appraise and resolve situations, transforming experience, practice and attitudes to create new perceptions and practice. On the other hand, it may create such stress and anxiety that there is a loss of focus and an unrealistic appraisal of the existing situation resulting in a sense of being overwhelmed and feeling powerless.
Situations involving change can be breeding grounds for conflict and stress, carrying with them the legacy of past experiences (Fransella, 1975).

Educational institutions (schools, Further Education colleges and universities) face constant change that is intended to reform, improve and bring them to account. There are tensions between the demands of society, the government, local education authorities, the needs of their students, governing bodies, parents, the community and other stakeholders. Since the 1988 Education Reform Act, a raft of changes has been implemented that have meant major changes for schools in England and Wales. These have encompassed the curriculum, assessment and testing arrangements, Special Educational Needs and integration, inspection and the way it is reported, the role of governors, financial management of schools, performance management, the public ranking of schools and the training of teachers. Changes in government and local authority education funding have left many schools feeling vulnerable and compromised, resulting in their having to cut back on staffing and equipment. In inner city schools, recruitment and retention of teachers remains an ongoing problem and attempts to resolve staffing issues have been tackled at both national and local level with varying degrees of success. Being a Headteacher or Principal under such circumstances is no easy matter since educational institutions now function in a market economy and successful management of the budget is a key to survival.

Educational institutions do not exist in a vacuum, they reflect society and inevitably students’ life experiences cross over from the outside world into the classroom. Whether they like it or not teachers, schools and colleges have to deal with the impact of poverty, violence, dysfunctional families, disaffection and extreme need whilst educating their students. Educationalists recognise that these act as barriers to learning and achievement, and acknowledge that in order to be successful, the curriculum cannot be separated from student welfare and support especially if one’s mission statement includes terms such as ‘inclusive’ and ‘enabling all students to fulfil their potential’.

Educational institutions are not isolated self governing and self directed entities. Whole infrastructures exist at local authority and government level dedicated to the support of institutions. The tension for schools and colleges is that although these bodies ‘serve’ institutions, they also make enormous demands on them, often driving change in an effort to call them to account. There are times however, when bureaucratic demands are perceived to overwhelm the institutions’ educational function, which is to teach. Maintaining the balance is critical. Under these conditions, the role
and purpose of the institution must be re-examined to clarify its vision, values, ethos, and its responsibility and relationship to these students, their parents and the community which these schools and colleges serve.

Educational institutions exist to educate pupils and students. The needs of the students, their achievement and successful progression are central to the existence of schools and colleges. Teachers and support staff are in turn, critical to the successful education of students. The bottom line is that a school or college is only as good as its staff. Motivated, confident and skilled staff will have a positive impact on the education and lives of their students. Stressed, de-motivated staff with poor classroom control and poor curriculum expertise will be cheating their students of their educational experience and future. Change associated with improving the quality of the learning experience and environment is normally acknowledged as worthwhile so long as it is paced, and there are periods of consolidation in between. Change is viewed with hostility where it is an-going experience, where the institution lurches from one change to another and where the only constant, is change itself. The whole effort and energy expended is devalued where the changes are not followed through, and integrated into existing systems and structures, and where there is no time for consolidation and evaluation between one wave of change and the next. Importantly there appears to be little respite for those at the ‘chalk face’ who are charged with making the change happen whilst still teaching and managing the problems that students bring, in addition to dealing with administrative duties and increasing paperwork. In these circumstances, experienced professionals may find it difficult to make sense of either individual changes or the whole picture. The result is one of disorientation and powerlessness; change, consequently, is viewed with antagonism.

Why change?

Most individuals and institutions seek stability. They would not actively seek out transformational change unless they were placed in a situation where there was little option. This situation could come about if:

- the boundaries of existing knowledge had been reached, and were insufficient to resolve an existing problem;
- there was rapid change in a situation, where the boundaries or rules appear to have changed so that existing practice was no longer appropriate, sufficient or viable, to allow things to continue as they had done before;
- the rules appear to have changed and the old rules no longer apply;
- survival is at stake
Change is not time bound, but timing is critical. Change is underpinned by a process, but that process can be condensed to meet urgent needs and priorities and deliver specific outcomes. If time allows, it can stretched out so that the process of change can be more organic and developmental. It does not have to be ‘either or’, but it does have to meet the needs of those involved and the time frame allocated. Good practice recommends that the process should involve consulting with all the parties involved and bringing them ‘on side’ to ensure compliance with the changes that have been set in process and in so doing ensuring a greater degree of success of the outcome.

Teaching staff are required to be intelligent, independent, responsive and self managing both as individuals and as team members. The effective management of change is dependent on the recognition of these factors and the responsibility that teachers feel towards their pupils and students.

Individuals enter the teaching profession for a wide range of reasons, including intellectual, social, economic and vocational. As individuals they acknowledge that there are aspects of the job that carry cultural capital and aspects that are either physically or emotionally difficult to deal with. It is a job that individuals take home with them and that inevitably has a major impact on their lives and that of their families. Balancing aspects that one has control over and aspects over which one has little control is no different from many other professions. Teachers however have an added pressure; it centres on the accountability that is central to their job; they are responsible for the education and development of their students. The quality of the educational experience that students receive whilst in the care of individual teachers and within the system eventually either gives them access to economic and social mobility or else closes the door firmly in their face. The educational experience of some students can be summed up in terms of feelings of disillusion, disenfranchisement, and the acquisition of low level basic skills. Many teachers battle with their impotence to affect change for these students, or else stay in the system out of responsibility and respect for their students. Factors such as these often give rise to stress, especially where leadership or management are seen as ineffectual in containing the problems that arise when dealing with students with challenging behaviours or complex needs, and lacking the imagination or skills to bring about change.

Management of Change: Areas underlying resistance to change

In trying to understand resistance to change, it is useful to deconstruct the concept and examine it both from the perspective of the individual directly involved, and from the perspective of the organisation or institution itself.
Individual resistance to change may be rooted in:

- Lack of trust in those leading the process of change
- Individual’s perception of the proposed changes and their purpose
- Lack of consultation and involvement in the process of change
- Loss of power or personal freedom
- Loss of identity where identity is tied into job title or position held
- Economic or status implications
- Habit / Security in the past in what for them is tried and trusted
- Fear of the unknown or the future
- Loss of skills and the need for retraining, thereby losing expertise and status

Organisational / institutional resistance to change may occur as a consequence of:

- Change not positively related to strategic development
- Process of change not effectively staged i.e. moves straight into ‘changing’ without ‘unfreezing’
- Organisational culture having an inbuilt lack of flexibility and a negative attitude to acceptance of change
- Existing systems, structures, procedures focused on maintaining stability
- Inexperienced or inflexible managers leading the process of change
- Lack of decisiveness
- ‘Wrong’ timeframe
- Threats to existing power and influence holders
- Poor communication and, or consultation processes
- Poor human resource management and an inability to keep staff ‘on side’ during the process of change
- Lack of a ‘fresh’ or unbiased view of the whole situation

Responding to Change

Two useful perspectives in helping to understand how individuals respond to change psychologically are:

Cognitive Dissonance (Festinger, 1957) – this is the term that describes the tension that results from having to deal with a contradictory situation or advice; either this is dealt with by ‘Defence Mechanism’s or else by incorporating the new information into the existing paradigm to create a ‘paradigm shift’ – normally this takes time but it can be rapid in situations...
where there is no choice e.g. the school will be closed if action is not taken immediately

**Defence Mechanisms** (Freud, S. and Freud, A., 1936)

- **Denial** - Refusing to acknowledge certain aspects of reality, refusing to perceive something which is distressing e.g. Refusing to believe that the school is in serious trouble or that there is bullying amongst staff
- **Rationalisation** - Creating an acceptable excuse for something which is quite unacceptable; justifying your own and others actions to yourself – and believing it e.g. I only did it for you; it was in the best interests of the school
- **Reaction-formation** - Consciously feeling or thinking the very opposite of what you really feel or think deep down; you consciously believe these feelings are real e.g. Being very polite to someone you cannot stand, even going out of your way to be nice to them
- **Isolation** - Separating contradictory thoughts or feelings into ‘logic tight’ compartments so that no conflict is experienced; separating thoughts and emotions which normally go together e.g. Calmly and clinically talking about traumatic experiences without showing any emotion

Stress is a factor that for many accompanies change. It manifests itself in a range of ways, from low morale, sickness, to constant tiredness, poor performance and the inability to manage change. Indicators of low morale and stress in schools and colleges include absence, sickness, high staff turnover, poor performance either in curriculum terms or classroom management. Getting to the roots of these common symptoms require the examination of a wide range of areas. These include:

- Job satisfaction
- Staff motivation
- Group cohesion – teamwork among the staff
- Organisation’s communication systems
- Management of staff welfare
- Staff’s trust in management
- Lack of opportunities for career development and progression
- Mismatch between individuals and their job
- Poor skills
- Poor health
- Perceived lack of recognition of oneself and one’s contribution to the institution
The price to pay: teacher stress and burn-out

Figure 10.1 Outcome of Teacher Stress in the U.K.

<table>
<thead>
<tr>
<th>Year</th>
<th>Nos.</th>
<th>Reason for retirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>1,400</td>
<td>Ill health</td>
</tr>
<tr>
<td>1995-6</td>
<td>5,980</td>
<td>Ill health</td>
</tr>
<tr>
<td>2000+</td>
<td>???</td>
<td></td>
</tr>
</tbody>
</table>

Woods et al 1997

Wood et al (1997) have reported a disoriented profession where those that have been able to retire early, have done so, and those that have been unable to cope with the change and stress that has accompanied the education reforms, have left the profession, denuding it of classroom practitioners, managers and Headteachers. Woods et al report that the extent of the stress and the problem may be concealed within ill health including heart attacks, panic attacks, sleeplessness, broken relationships, loss of confidence and excessive smoking and drinking.

Feelings of powerlessness and loss of competence in the workplace resulting from an inability to manage the changes required of them, impact directly on many teachers’ sense of self worth. This is often because the separation, as for many committed professionals, between their professional competence and their sense of self and self esteem is blurred. They define themselves through their job, so that when their competence is undermined, so is their sense of self.

Additional to institution derived stressors, are domestic stressors which lie within individuals’ personal lives. Recognition of, and sensitivity to, the events that occur within life, such as forming relationships, separation, partner’s employment, divorce, bringing up children, their education, examination performance, getting into college and university, death of parents, moving house and illness, will help to ensure that teachers feel supported. It should be recognised that teachers themselves are expected to support the young people in their care through all of these life events, but who supports the teachers themselves?

Change and issues that arise from a single source, either the workplace or from one’s home life can usually be managed, however when issues and
problems from both sources occur simultaneously, they can be overwhelming. The personal welfare of staff is an important consideration in the management of any successful and healthy school. Staff are an expensive resource and need to be nurtured and developed, especially in times of staff shortage and retention. At times like this, effective human resource management is critical.

**Managing conflict and aggression**

Workplace based conflict is difficult to deal with since it is personal and involves anger and frustration. When conflict occurs at personal or at the individual level, it is essential to ask:

- What lies at the root of this situation?
- What is in it for each of the players?
- Is the conflict centred within the classroom and rooted in poor classroom management?
- Is the conflict that has arisen between colleagues rooted in professional or personal differences?

Engagement in conflict is both emotionally and physically exhausting. It is frustrating and often demoralising and professionally undermining. In many cases conflict is poorly managed and situations which could be resolved at the outset through good communication and dialogue, are allowed to fester until they become obsessional and take over individual’s working, and even spill over into their domestic, lives. Conflict can arise between work colleagues and management, as well as in the classroom itself. In the main, conflict results from poor communication, power issues, disempowerment and individuals feeling undervalued, having ‘no voice’ and being placed under a degree of stress which they find intolerable. Many schools and colleges will provide staff with training on ‘Behaviour Management’ related to their students, but rarely extend and apply it to themselves. This is problematic since mismanagement of conflict can impact directly on health and staff morale.

Conflict is composed of two elements, the physical starting point or event and the emotional response to the event or experience. The emotional response may an appropriate response, or it might be one that is an over-reaction or reflects a heightened sensitivity to either the event or to other players directly involved.

Conflict can be likened to a game, and as such can be played at a range of levels: at group level where there is a collective response to a change event, or at an individual level where there is much to gain but also much to lose. A negative group response to a revised curriculum or performance
management provides collective support (all in it together etc.). However, conflict that focuses on two players whether two peers or a manager and a subordinate colleague, (even though it may originate with the same ‘revised curriculum’), becomes about power, status, loss of face and ultimately a personal power struggle.

The ‘game’ may be played in two ways, either out in the open, or it goes underground so that the issues, concerns or complaints are never articulated so cannot be challenged. Unless another individual acts as a mediator, the game of conflict then takes on another dimension and the hostility is played out towards a win and lose scenario. The resulting tension can impact negatively on other members of staff especially within a department or in a small school. Other members of staff may feel unable to confront one of the players for fear of being aligned to a weak individual, and so be ‘tainted’ by association, or feel that the other player is a bully who may in time, turn on them. Some staff may be torn in terms of friendship and alliances and may prefer to step out of the arena allowing the players ‘to get on with it’.

Conflict can often be an outcome of change and the stress that it generates. It can be successfully managed by supportive and confident management with mediation and good open communication. Where insecurity and poor management skills exist, power struggles often develop from the chaos. These power struggles tend to serve as a focus, leading to distortions of reality and distracting the players from the ‘real task’ which is about managing change.

Everard, Morris and Wilson (2004), point out that conflict becomes a dangerous and disruptive force whenever personal ‘glory’ is staked on the outcome. The further the conflict develops, the more ‘glory’ is staked, the more bitter the conflict becomes and the less easy it is to achieve a solution. Uncontained, these internal conflicts can fragment departments, schools and colleges, damaging collegiality, ethos and culture and resulting in tension and high levels of stress. Change in such cases is imperative.

Good working relationships and dialogue are critical in avoiding or minimising interpersonal conflict. Walton (1999) in Crawford, Kydd and Riches characterises these relationships as ones where the following attributes exist:
- ‘identification of and commitment to the largest set of common goals appropriate to the co-workers respective roles
- mutually agreed roles
- mutual trust and respect
- shared norms and expectations
- respect for individual differences and tolerance for diversity of views

Classroom focused conflict

Classroom focused conflict can undermine personal confidence and professional competence. It can equally affect an experienced teacher in the middle of the career as it can a newly qualified one because one of the basic tenants of a teacher’s job is to be able to control and manage the pupils or students in one’s class. Teachers faced with this, often feel helpless, unable to manage change either within themselves or in their students.

Whereas it might be thought that physical aggression towards staff or bullying might be common causes of conflict and stress in the classroom, both to teachers and students, the Leeds Positive Behaviour Project (1990), identified instead that talking out of turn, making unnecessary noise, hindering other pupils, poor motivation to work and pupils being unprepared for lessons, were the most frequently cited behaviour problems. The five most frequently cited behaviour problems around school (as compared to the classroom), were, making unnecessary noise, talking out of turn, persistent rule breaking, hindering other pupils, verbal abuse to pupils.

The strategies used to manage these behaviours included, verbal and non verbal praise, organisation of teaching groups, teaching co-operative behaviours, discussion of behaviour with whole class, increased individual attention, counselling and use of rewards. Underlying these strategies, were very specific aims: to promote a positive learning environment, pupils learning to respect for one another, pupils to learn to be responsible members of society, to develop a sense of self-discipline, to develop the self-esteem of pupils (AMMA report 1992: 14-15).

Managing Change successfully

Managing Change successfully requires clear thinking; a thorough understanding of the context; a belief in the importance of the change; respect for one’s staff; a collegiate approach, and finally, nerves of steel.

Where the following criteria are met, change is likely to less traumatic and a more successful experience:
Leadership

- there is ‘good’ leadership in place with experience in leading during periods of transition;
- the leadership recognise that organisational transformation is a people issue;

The Change itself

- the timing and timescale is appropriate;
- there is a collective acknowledgement of the appropriateness of the intended change;
- there has been a thorough and honest evaluation of the situation, its resource implications and the benefits of the intended change;
- the institution does not lose sight of the intended goals whilst the change is in process by getting distracted by side issues;
- once the process of change is in place it is monitored systematically;
- there is clear accountability;
- the whole process is dealt with in a ‘transparent’ manner;
- there is good communication at all time;
- the institution perceives itself as a ‘Learning Organisation’ in which a creative environment exists encouraging new ideas and staff research;
- there is an acknowledgement that ‘answers’ can be found from within the existing staff working collectively, in addition to being bought in from outside;

Staffing

- good communication systems are in place which are acknowledged as such by all staff and which promote ‘transparency’;
- staff have trust in those leading the change, and in one another;
- staff feel in control;
- staff feel personally valued and their skills and contribution to the institution publicly acknowledged.
- the institution fosters Continuing Professional Development of all staff;

Institutional Ethos

- there is a strong collective ethos and commitment to the institution, pupils and towards one another other;
- there is a high level of motivation.

Change, managed with confidence is empowering. Where change is viewed as a ‘critical incident’ (Kolb and Gibbs, 1984), it can become a positive learning experience, and anxiety allayed. This process model provides a framework that is used effectively by both education and health
practitioners to support personal growth and development, enabling both individuals and institution to evolve and grow towards their potential, to ‘actualize’ in Maslow’s terms (Maslow, 1950). The broader model of the ‘reflective practitioner’ (Schön, D. 1983, Erault, M. 1995) is invaluable in supporting this process. It enables both individual and institution to acknowledge and recognise the situation before, during and after the process of change and its resulting impact. ‘Action Research’ provides a powerful tool and methodology for working through and managing change, placing the teacher in the locus of control. Staff in education have enormous energy and drive which they invest in supporting and developing their students; it is vital that this support and development is reciprocated by those with management responsibility for the profession.

References


Fransella, F. (1975), ‘Need to Change?’ (Methuen & Co)


Francia Kinchington is Masters MA/Msc Programme Leader at School of Education and Training, University of Greenwich, London, England UK
Changing the culture and practice of the educational organisation

Mary Stiasny

Focusing on the process of managing change so very often means we focus on a series of steps in a mechanistic, systems-oriented way. These steps take us through an introduction to the organisation where change is needed; where a new perspective is needed on a familiar organisation. The next step is that of familiarisation - where we get to know the organisation better - or indeed, come to understand the new perspective better. This is followed by consultation - consultation with staff, students, stakeholders. Traditionally we then move to analysis in order to work out what the need for change might be. This leads to the next step where we make a diagnosis of the sort of change needed. Is the change to be remedial? Is it innovation? What is the change we are heading towards, either because we have come to the realisation that change is necessary, or because we have been invited to bring about change which others have deemed necessary? And finally if we are firmly committed to the course of action being proposed we begin to introduce the change itself.

Whatever the history it is essential that there is a personal investment throughout (Fernando Alberto Costa 2004). This is personal investment by
the change manager, the staff, the students and the stakeholders all of whom are involved, and all of whom will be affected by the post change reality. Awareness of the personal is, I believe, essential to every approach to change management. No effective process of change can in fact be managed by a strict adherence to a series of steps or discreet stages. It is both essential and critical if one is to bring about effective, significant change - change to which everyone is committed and for which everyone feels ownership - to see the change as a process where the stages are interconnected and interrelated and where analysis and consultation are conducted simultaneously, where diagnosis cannot happen at a distance and with detachment. Good management of effective change will empower staff, enabling personal investment to develop and to inform the outcomes. People are, after all, at the heart of an effective organisation and if they have not been involved in the process of bringing about change the solution may fit the textbook, but the hearts and minds of the staff will not have been won. The organisation and the change effected will be the weaker for it, and may not have any enduring quality.

In any one group of professionals it is always possible to ask every member of the group to think about their organisation, to analyse it and to make a diagnosis for change. The members of the organisation all have a view. This may be a partial view, but we must not ignore the fact that all staff have a view. Indeed, using their views may strengthen the effectiveness of the eventual change process when it happens. Rarely will they talk about structures as needing to be changed - they focus typically on one (or more) element of the culture of the organisation. Some may say “communications,” some will cite “opportunities for working together” and others will talk about “levels of trust”, but rarely will staff in an organisation talk about “structures”. This is interesting as it is typical for a new manager to turn to a review and restructuring process as her/his first act when starting in a new organisation. Restructuring is often used by a new manager as a part of the process of becoming established in that organisation. Sometimes the need to restructure has been established as a result of the diagnosis stage, but it is interesting how many organisations experience restructuring processes as a regular event. My own reflection is that restructuring may indeed be necessary, but so often the jump to set up a restructuring is premature and attention to the organisational culture is ignored, people are not consulted - the personal investment is not engaged. I suspect that restructuring is (wrongly) perceived as less hurtful to the staff and students. Where there has been a diagnosis that change is needed it is, I suspect, thought that restructuring is a kinder remedy because structures are seen as impersonal and as simpler (and quicker) to alter while the new manager gets to know the staff, business etc. The structures
can be changed while the culture can be worked on more gradually over time. I would argue that this is the wrong way round. Structures should surely be designed as fit for purpose, for the people in the organisation, for the aims of the organisation. These are where we must start if we want truly effective change. And it is important to recognise just how strongly people in organisations identify with the structures in which they work, often identifying themselves through and by the structure itself, e.g. “Head of Department”, “Director of Division”, etc.

In my own experience of managing change it is clear that structural change would have been seen as easy, and would have given big impact. It would have been a good way for me to make my mark as a decisive and dynamic manager bringing in a clear structure as my first act in my new organisation. But if change is really needed there are many layers to think about and if one is a people-centered manager then one will want to have a perspective on all elements of the picture and on the morale of the people in the organisation.

Stringer (Fullan, 2003) talks about there being six dimensions of an organisational climate - and structure is only one of these. He points out that there are also standards, where there is pressure to improve performance; responsibility, where staff feel encouraged to solve their problems on their own; recognition, where they feel appreciated and rewarded; support, where staff feel they are trusted and share mutual support; and finally commitment, which is demonstrated by a sense of the pride the staff feel on belonging to the organisation. These seem to me to be powerful messages about how change is managed effectively. Simply to focus on structures is to fail to understand the complex nature of an organisation which has its own culture and practices - and belongs to the people who work in it. Without these people there will be no effective change. If they do not have confidence in and commitment to the organisation then this is where the effective change management must start. Fullan and Hargreaves tell us that:

“It is individuals and small groups of teachers and heads who must create the school and professional culture they want” (1998). In other words, we must first focus on the people and then on the structures.

In consulting, analysing and diagnosing the situation and the changes proposed where one is facing a dysfunctional organisational culture or climate (Stringer, ibid.) it may be that the problem is really that there is an image problem in and of the organisation. Unless this can be shifted and improved there is little hope of achieving effective change. So often it is said of schools or other organisations that they have a poor image and
reputation. And folklore tells us that it takes years to change the reputation of a school with a poor image, and years, conversely, to lose the good reputation of a previously successful school which has seen better days. We have in recent years in the UK seen the decline of household retail companies whose image has suffered and faded. Gradually the profitability of this company has followed suit, the brand loyalty of the consumer lasting longer than the internal culture and morale of the staff. Other companies which are traditional “names” in the UK have worked to throw off stuffy images - but it takes a long time for the consumer to have the confidence that these companies are really revitalised and refreshed. In many cases these companies have only seen their profitability increased because they have sought new markets where they did not have to change their image - they could go into new markets with a new, unknown and un-prejudged image. Unless the image of the organisation can be changed, even if we were to change all the staff, all the structures and all the teaching programmes, the danger is that the old image sticks and all the change has been in vain because the new staff will still feel ashamed to work there; the wider organisation will still see the smaller microcosm organisation as problem, and the outside world of stakeholders, funding bodies, partners etc will still see the organisation as of poor quality and not a worthwhile partner. The image of an organisation has at least three important components; self image, organisational image and public image. The self image is that which belongs to the inhabitants or players in the organisation - in this case the staff. If they have no pride in their organisation they will not feel appreciated, or rewarded (Stringer, ibid.). The organisational image is that held by the wider organisation of which this is one microcosm (the university, if we are examining a faculty, the local authority if we are looking at a school, and so on). The key players in that wider organisation all hold an image of the microcosm organisation, and they are vital players holding a lot of power - the porters, other faculties and their staff, the student body and their families and friends, and the top management of the wider umbrella organisation. And finally the public image is that held by members of the public, the stakeholders, the partner organisations and the funding bodies - and the wider public at large, mediated through the press and media.

There is a key and vital relationship of image to performance - and this is why it matters so much. We know now after years of understanding both the psychology and the sociology of education that we perform badly when we have low self esteem or self image. Our expectations of ourselves are low when we have low self esteem and we do not expect that we will do well. We therefore do not expect that we will achieve much. Teachers know this about their pupils and teachers as learners must recognise this.
for themselves too. It becomes a self-fulfilling prophecy, where, ultimately, we perform less effectively and we do not achieve to our full potential. We know this for our pupils; it is true for us, too. We must build a professional learning community (Hargreaves 2003) and recognise the importance of our own professional self image and our organisational self image in order to avoid the downward spiral which can otherwise so easily follow.

It may sound simplistic, but it is essential therefore to find simple remedies and to believe in the positive to get out of this downward spiral. The aim must be for success and the vision must be that it can be achieved. In order to encourage and help staff to rebuild their professional self image they need to hear the message that success will be celebrated and that the manager - and the community- values good practice, while at the same time building what Fullan calls a culture of discipline (2003). The aim is not to establish change through a culture of “ anything goes” but rather through disciplined and clear understandings that there will be and must be good practice at all times. Indeed the aim must be that the change to be achieved is one where the organisation will be high quality at all times. In working towards this and in working on change there must be a continuous process of consultation with staff so that they feel that they are empowered and that they know what is going on. By building what Magnus Persson calls a “learning community” (2004) there develops a joint vision, a professional culture and a continuous process of reflection on the practice and outcomes of that community. If we do not build in this interactive process what we achieve will be at best mechanistic and at worst ineffective.

Change itself can be brought about in the short, medium and longer term and at each stage the role of the manager is to lead the change decisively and responsibly. Being consultative and reflective does not absolve the manager of the responsibility to be a decisive leader. The manager also has a responsibility throughout to value success, and to instill good practice. Short term measures are simple, but often overlooked in the interests of bigger, more dramatic changes. In an organisation where things have not been working well there is, for example, often a mountain of complaints waiting for the new manager - many complaints are there simply because no-one in the past has acknowledged the complaint, no-one has made the complainer feel they have been heard and no-one has made even the simplest apology. Often the problem is something which started small and grew - precisely because no-one answered, no-one listened and no-one apologised. The new manager confronted by such a mountain can fear that the structures are wrong, the systems at fault - often this is not the case, but
the organisation lacks a simple follow-up system. The change manager can find that the image of the organisation is affected by the public face of the organisation - often managed by the least paid staff who feel most demoralised and least valued themselves. If they feel like this, then their disempowerment will result in low self image as members of this organisation and they answer the telephone with a less than courteous, efficient or helpful manner. The member of the public who is met with a helpful, cheerful and friendly response when telephoning an organisation will feel very differently about that organisation. And the top management member or the wider organisation or the officer in a funding body who never receives official returns on time (if at all) from an organisation or microcosm, quickly forms an opinion that it is inefficient and poor quality, even if they are doing wonderful things in the work they do. It is attention to details such as these that bring a discipline to the organisation and help the staff feel better about their professionalism and begin to shift the public/ wider organisation view of our hanging organisation - quickly. The pay-back is enormous, even for small remedial actions like these. In the more medium term the change manager can begin to improve the environment and the processes and to look for systemic improvements, while beginning to work with staff on the vision and aims for the organisation. And in the long term, the manager will be able to look at the way she or he will work with the staff in the organisation towards that vision, to achieve the aims and to become a quality organisation demonstrating quality in leadership, conditions, service (teaching), response, advice, partnership and relationships. It is only at this stage that the change manager should begin to look to develop the structures appropriate for the organisational aims. At this stage the changes may naturally lead to structural change and also changes in or additions to the staffing - because as Fullan says (2003) we do not just need staff - we need the right staff. And at it is now that we may have some hard decisions to make and some of the more uncomfortable steps to take, but by now the future shape and direction of the organisation will be clear to all staff and the need to make changes in staffing should come as no surprise to the members of the organisation.

The messages throughout this process are that it needs time and it requires a real understanding of the people involved. It demands that we work with and through the people in the organisation to achieve the best practice. Making improvements in the image - the self image, the organisational image and the public image - is an essential first step while at the same time gradually making the changes to practice and culture. In this way we can develop clarity of vision so that there is a clear path to structural change if that is what we decide eventually is needed. Throughout this the
manager’s role is critical. She or he has to persuade the staff to see themselves as effective professionals, to persuade both the wider organisational community to value the organisation and recognise its worth, and also the public group of stakeholders and players with key relationships to be prepared to value the changes and the impact they have had on the organisation, recognising that they can now have trust and confidence in this organisation. Working on all these levels is immensely demanding, and immensely rewarding. I, myself, was aware that if I did not see and celebrate the positive it was unlikely that the staff would, nor would the partners and stakeholders. My role was to be the ambassador for our work and our worth. It was my responsibility to be a positive, decisive leader, an advocate for my organisation and its staff. The effective manager spends a lot of time smiling, praising and thanking in order to carry the message to the staff that she/he believes in what they are doing, and they should be proud of their work. The message to the outside world is that this is an organisation whose partnership is something for which they should be proud.

References

John Macbeath, Kate Myers; Effective School Leaders, 1999, Financial Times, Prentice Hall
Michael Fullan; The Moral Imperative of School Leadership, 2003, Corwin Press
Nigel Bennett; Managing Change in Education: Individual and Organisational Perspectives, 1992, Paul Chapman Publishing
Peter Clark; Back from the Brink: Saving Our Schools, 1998, Metro Publishing Ltd.
Fernando Albuquerque Costa; Why do teachers have to learn? 2004, Albufeira
Magnus Persson; Learning - Perceptions, Strategies and Challenges, 2004, Albufeira

Dr Mary Stiasny is Director of the Education and Training Group at British Council, England UK
Chapter 12: Using shared experience

MANAGING CHANGE
- USING SHARED EXPERIENCE TO REFLECT ON THE MANAGEMENT OF CHANGE IN OUR INSTITUTIONS

Francia Kinchington, Wiebe Goodijk, Ivan Lorenčič, Tony Hayes, Mark Tompkins

Introduction
This seminar used case studies and shared experience to enable participants to reflect on the management of change in their own institutions. Specific case studies were examined in the context of theory, reflective practice and a range of strategies, and the outcomes drawn from the specific studies were brought together in the form of a SWOT analysis (Strengths, Opportunities, Opportunities and Threats) to identify areas of commonality.

Chapter 12: Using shared experience
Participants brought a case study of change to share with the group (of approximately 200 words), as their contribution. The resulting discussion and reflection was intended to inform practice and give participants insight into underlying issues and the dynamics of successfully managing change.

Task: MANAGING AND IMPLEMENTING CHANGE

Please describe a ‘Change Situation’ case study from your institution using the questions from the STARE Model given below:

STARE Model

Setting the context: Give a short profile of the institution concerned. This will be kept anonymous

Situation
• What was the change?
• What were the reasons behind it?
• Was the change internally or externally driven?
• What were the funding arrangements or facilities available to you?
• Who were the members of the team involved?
• What was the team’s attitude to the proposed change?
• Were external agencies involved in the task?

Task
• What was the task?
• What was your role and involvement in the task?
• What was the timeframe?

Action/Activities
• Outline the process and identify the specific steps
• List the main activities that took place
• Did any training or Inservice activities take place to support the process?

Results
• Was the change successful? If so, why?

Evaluation
• What was the impact of your institution?
SWOT: The results of the SWOT are presented below

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses – Areas for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation</td>
<td>Resource leg</td>
</tr>
<tr>
<td>Agreement</td>
<td>Lack of planning</td>
</tr>
<tr>
<td>Initiative</td>
<td>Exploitation of ‘goodwill’</td>
</tr>
<tr>
<td>Internally driven</td>
<td>Budget constraints</td>
</tr>
<tr>
<td>National Strategy</td>
<td>No dialogue (or superficial)</td>
</tr>
<tr>
<td>Management led</td>
<td>No reflection/evaluation</td>
</tr>
<tr>
<td>Professional judgement</td>
<td>Vision not shared, or subscribed to by all staff</td>
</tr>
<tr>
<td>Consistency</td>
<td>Resistance to change not handled effectively</td>
</tr>
<tr>
<td>Keeping your word</td>
<td>Staff training (lack of)</td>
</tr>
<tr>
<td>Greater communication between staff</td>
<td>Resources (lack of)/money</td>
</tr>
<tr>
<td>Creation of new working teams</td>
<td>Logistical constraints</td>
</tr>
<tr>
<td>Focus on learning and the learner</td>
<td>Too many changes at once</td>
</tr>
<tr>
<td>More reflection of practices</td>
<td>Some teams are breaking down</td>
</tr>
<tr>
<td>Coherent policies – more teachers are following the same procedures</td>
<td>Can reduce staff morale</td>
</tr>
<tr>
<td>People are a resource</td>
<td>Retention of staff – a lot of movement</td>
</tr>
<tr>
<td>At least 50% were willing and ready to change</td>
<td>Consultation with students (lack of)</td>
</tr>
<tr>
<td>Making staff and children believe in themselves</td>
<td></td>
</tr>
<tr>
<td>Team work – teachers working with groups of students</td>
<td>Information channels – did not check if working</td>
</tr>
<tr>
<td>Government invite change</td>
<td>But without funding</td>
</tr>
<tr>
<td>Vision</td>
<td>Funding</td>
</tr>
<tr>
<td>Teachers agree to change</td>
<td>Aging workforce (change) but not until conditions improve</td>
</tr>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Weaknesses</strong> – <strong>Areas for Development</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Enthusiastic minority of teachers during change</td>
<td>Resistance of majority makes change of culture, or whole school change very difficult</td>
</tr>
<tr>
<td>Diverse government programmes</td>
<td>Diverse government programmes</td>
</tr>
<tr>
<td>Willingness to work as a team and share the experience (both positive and negative)</td>
<td>Lack of consistent political policy</td>
</tr>
<tr>
<td>Willingness to compromise</td>
<td>Will the change be transferred successfully to a new group of teachers?</td>
</tr>
<tr>
<td>Share vision and goals</td>
<td>Ensuring that time is built into the equation in order to achieve shared values/goals/and for reflection</td>
</tr>
<tr>
<td>Knowing the people you work with</td>
<td>The process of ‘Unfreezing’ is not allocated sufficient time</td>
</tr>
<tr>
<td>Seeing yourself as a learner</td>
<td>Resistance to change</td>
</tr>
<tr>
<td>Willing to put in 110% - to act as a ‘pathway teacher’</td>
<td>Conservative attitudes</td>
</tr>
<tr>
<td>Sharing good practice</td>
<td>Time</td>
</tr>
<tr>
<td>Consulting</td>
<td>Attitude – ‘Why should I change?’</td>
</tr>
<tr>
<td>Listening skills</td>
<td>Poor self-image results in defensiveness</td>
</tr>
<tr>
<td>Teachers working collaboratively sharing practice</td>
<td>Two camps each fighting for territory</td>
</tr>
<tr>
<td>Ability to motivate and</td>
<td>Lack of clarity</td>
</tr>
<tr>
<td>Money along with the change project</td>
<td>No evaluation of the change project in terms of impact on key aspects such as pupil learning and teaching</td>
</tr>
<tr>
<td>Mentoring coaching skills</td>
<td>Helplessness in dealing with tensions where specific market forces operate eg. Individually negotiated salaries in Sweden</td>
</tr>
<tr>
<td>Range of strategies in the tool kit – one size does not fit all</td>
<td></td>
</tr>
<tr>
<td>Opportunities</td>
<td>Threats</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>• Development of the curriculum</td>
<td>• Too many changes</td>
</tr>
<tr>
<td>• Development of teacher</td>
<td>• Unsure about results ‘will it work’?</td>
</tr>
<tr>
<td>• Partnership between schools</td>
<td>• Selling the change to staff</td>
</tr>
<tr>
<td>• Development of parental involvement</td>
<td>• Division of students and staff</td>
</tr>
<tr>
<td>• Learning</td>
<td>• Enough support to cope with change</td>
</tr>
<tr>
<td>• Discover skills in themselves</td>
<td>• Fear of change in teaching methods</td>
</tr>
<tr>
<td>• Changing Teachers’ minds</td>
<td>• Change of roles</td>
</tr>
<tr>
<td>• Teaching – Active learning</td>
<td>• Losing control</td>
</tr>
<tr>
<td>• Autonomy of schools in financing activities</td>
<td>• ‘Cultural’ change</td>
</tr>
<tr>
<td>• National – local funding</td>
<td>• Teacher not holder of all knowledge</td>
</tr>
<tr>
<td>• Teacher training from schools</td>
<td>• Taking on too many initiatives – disconnected projects</td>
</tr>
<tr>
<td>• Opportunities for personal growth</td>
<td>• Not being allowed to make a choice; not being allowed to prioritise</td>
</tr>
<tr>
<td>• Using networks to support change, sharing practice</td>
<td>• Government policies not linked to what is happening in schools e.g. the reality of Inclusion</td>
</tr>
<tr>
<td>• Local networks</td>
<td>• Rebellion</td>
</tr>
<tr>
<td>• Willingness to change</td>
<td>• Withdrawal of goodwill</td>
</tr>
<tr>
<td>• Using technology to aid meetings esp. where distance is concerned</td>
<td>• Budget, bankruptcy</td>
</tr>
<tr>
<td>• Consistency in planning</td>
<td>• Stability of the school</td>
</tr>
<tr>
<td>• Coherence in curriculum</td>
<td>• low morale</td>
</tr>
<tr>
<td>• Experience in teaching</td>
<td>• Overload of teachers</td>
</tr>
<tr>
<td>• Quality learning opportunities</td>
<td>• Decline in the quality of education</td>
</tr>
<tr>
<td>Opportunities</td>
<td>Threats</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Maintenance of long-term aims/goals</td>
<td>• Stress</td>
</tr>
<tr>
<td>• Team building</td>
<td>• Lack of vision</td>
</tr>
<tr>
<td>• Staff development</td>
<td>• New technology</td>
</tr>
<tr>
<td>• Ethics – improvement of the learning environment</td>
<td>• Inspection</td>
</tr>
<tr>
<td>• ‘Happy Hour’ – supporting staff</td>
<td>• Cultural divides</td>
</tr>
<tr>
<td>• ‘Friday Club’ – pupils bring teachers’ problems e.g. ICT to a surgery</td>
<td>• Media</td>
</tr>
<tr>
<td>• Staff decision making ethics</td>
<td>• Change resistance</td>
</tr>
<tr>
<td>• Parental involvement</td>
<td>• Can’t see the need to change – no incentive</td>
</tr>
<tr>
<td>• Network development</td>
<td>• Local authority attitude</td>
</tr>
<tr>
<td>• Marketing</td>
<td>• Being told ‘you are bad’ in the case of underachieving schools</td>
</tr>
<tr>
<td>• Staff empowerment</td>
<td>• Advice not properly thought through. This results in ‘trial and error’ and frustration</td>
</tr>
<tr>
<td>• Empowerment of the leader</td>
<td>• Not consulting or taking people with you</td>
</tr>
<tr>
<td>• Team work</td>
<td>• Lack of expertise in those leading the process</td>
</tr>
<tr>
<td>• Improved image</td>
<td>• Timing of meetings (eg. difficult to get to time of the day)</td>
</tr>
<tr>
<td>• Sense of success (celebration)</td>
<td>• Not allowing enough time for ‘the change’</td>
</tr>
<tr>
<td>• Raised achievement</td>
<td>• Not seeing oneself as a learner</td>
</tr>
<tr>
<td>• Recognising skills</td>
<td>• Willingness to change – change welcomed</td>
</tr>
<tr>
<td>• Student involvement in our learning</td>
<td>• Attitude of staff</td>
</tr>
<tr>
<td>• Workshops</td>
<td>• Pace of change</td>
</tr>
<tr>
<td>• Time (a grace period to prepare for change)</td>
<td>• Communication</td>
</tr>
<tr>
<td>• External eyes</td>
<td>• Transparency (lack of)</td>
</tr>
<tr>
<td>• Cultural diversity</td>
<td></td>
</tr>
</tbody>
</table>
From Traditional School to the School as Community Cultural Centre

- A Case Study

Ivan Lorenčič

Introduction

II. Gimnazija Maribor has a tradition of carrying out the secondary grammar school programme for more than fifty years and is one of the most successful schools in Slovenia. The main aim of the programme is to develop students’ creativity, independence, initiative and teamwork. The school places equal attention to academic performance and extra-curricular activities, where the culture plays the most important role.

At the beginning the school mainly carried out a cultural programme for the students of the school only. It was in the 1970s and 1980s that the school opened its door to different rock concerts and theatre festivals. In the 1990s the school had started to produce quality cultural events of its own especially in the field of music and musicals. With the organisation of the cultural events all year long, II. Gimnazija became a very important provider of cultural events in the town of Maribor, the second biggest in
Slovenia with 130,000 inhabitants. The process itself was a long-lasting one, which stemmed from the tradition of the school’s previous activities.

This article is about the school’s cultural development and its role as the town’s cultural centre where the activities going on at school play a crucial role. At the end are some conclusions about the development of the school as a cultural centre.

**About the school**

II. Gimnazija Maribor was established 55 years ago as a secondary grammar school. In the development of the school soon outgrew its local environment. It also became one of the thousand schools around the world which have an international baccalaureate programme.

Today the school has 845 students and 61 teachers. The programmes taught at school are for the secondary grammar school students with a special sports department. (Four of the students took part in the Olympic games.) The International Baccalaureate programme has been carried out since 1990 (Students from former Yugoslavian countries have attended IB classes since 2002/3). The school has sufficient financial funds to operate effectively. One of the assets is the big theatre for 250 people, which allows for successful work at school being carried out as well as having guest appearances from professional theatre companies. International exchanges, which play a very important part in our school, are another asset. The school has regular contacts with Sweden, Germany and France. For example, at the time of Spring Festival, II. Gimnazija welcomes around 100 students from twelve different European countries.

**The Development of Cultural Activities at II. Gimnazija Maribor**

1. **Period from 1950s to 1980s**

During this period the establishment of the theatre and the school’s choir were important. Recitals predominated with students making guest appearances around the country and achieving great success. Some of them were ‘Atom era’ recitals and cabaret. Several famous Slovenian actors attended II. Gimnazija Maribor. The school choir had a special role with over 100 students until mid 1960s and was one of the most distinguished secondary school choirs in Slovenia at the time. Later on the number of participants was down to 40-50, and in the 1990 the choir was no longer in existence.
With the building of the school’s theatre, the so called ‘Amphitheatre’, first performances were going on in the early 1970s. These were intended for a wide, young public. Several rock performances, minor theatre productions and folksinging took place. Jazz evenings were also very popular.

2. Period from 1980s to 1990s

From then on, there was a sudden change of scene for the town with the school II.Gimnazija organising guest appearances for well known Slovenian theatres. The first such performance was in 1984 with the best Slovenian and Yugoslavian theatres. SloveneYouth Theatre appeared onstage, with a set of performances in the main hall, which later became the amphitheatre. It was a great opportunity for the students to see the theatre being built in front of their eyes, as well as to see the performances. The festival grew in popularity because of the Slovenian Youth Theatre’s boycott of the Festival Slovenian Theatres taking place in Maribor every year. The school did not get any support from the local authorities and the performances were financed from the tickets sold and the organisation of school’s dances. All the performances were sold out. The same goes for other performances at the time. It was only in 1980s that the school got the support from the town’s budget which was later suspended.

Among weekly performances of the Slovenian Youth Theatre there were also performances every Sunday or on a daily basis of other Slovenian experimental groups and monodramas. The school’s amphitheatre welcomed the performances and groups, which could not find a venue in the local theatre and, therefore, served as refreshment to the town’s cultural offer.

Two great issues raised from having other theatres at the school. One was that the guest appearances have also had big influence on the creativity at school. For example, there were some very good performances stemming from the school’s groups like ‘The Cave’ and ‘The Red Comedy’). Another was the education of the future visitors to the theatre.

3. Period from 1990s to 2004

The beginning of the 1990s brought two big changes for the school: the development of the musicals and the adaptation of the school’s theatre. The musicals were established upon the arrival of Emil Pečnik as a teacher of English, who later directed all successful musicals: ‘Phantom of the
Opera’, ‘Cats’, ‘Greece’, ‘Aladdin’ and finally ‘The Lion King’. The adaptation of the theatre was based on the enthusiasm and voluntary work of Zvonko Babič Kurbus, who together with students rebuilt and redecorated the theatre. The theatre now has all the facilities for the guest appearances of the professional theatre companies as well as for work within the school. The theatre is known as ‘the amphitheatre’.

The Amphitheatre became the centre of cultural performances of dance, music etc. There were some major changes at school in the field of music and theatre. The establishment of the ‘Drug Orchestra’ influenced the town’s cultural scene. In 2001, the theatre scene Gnosis was established offering experimental performances.

This year was also the year of the events named ‘Spring at II. Gimnazija’, where over 30 different events (dance, performances, lectures, music events) are held every year in March and April. Cultural events are for the first time supported from the town’s budget.

II. Gimnazija – Cultural Centre of the City Maribor – Content, Organisation and Financial Aspects

Content Aspect
The cultural aspect of II. Gimnazija consists of three areas:

a) self creativity
b) guest appearances’ organisation, other productions
c) co-production

a) Self creativity: In the field of self creativity the musicals outnumber the other performances. 30,000 people have seen the performances, among the best Cats, Grease,…The last musical with 55 performances has seen over 15,000 people from our school as well as other schools around Slovenia. The Lion King is estimated to exceed the amateur theatre and is widely known all around Slovenia. In the last two years ‘Drug Orchestra’ is also very big, with 25 students playing rock, film and pop music. There have been more than 3000 people attending their concerts. ‘Gnosis’ theatre, with their experimental performances has performed 20 times in the last two years.
‘Spring at II. Gimnazija’ has a special value. It represents a great variety of cultural activities in our town with 30 events: lectures, meetings with famous people who used to be students of II. Gimnazija and theatre performances. The highlight of the event is the ‘Cultural Marathon’, where the students spend the whole night at school, attending different activities such as dance, music and theatre performances.

b) Organisation of other performances: The stage at II. Gimnazija allows for different performances. The Theatre of Physical Performance in November is very famous as well as other theatrical guest appearances throughout the year. Another activity worth a mention is the ‘Film Night’, where old movies are shown.

c) Co-production: II. Gimnazija carries out two very important events for a wider audience together with dance school ‘Plesna Izba Maribor’. The first such event is the co-production of the modern dance, and then of the festival of ‘Expressive Dance’ in December. The statistics show that there are 80 different cultural events going on in only one school year, intended for students as well as for the wider public. The performances are seen by nearly 10 000 people.

**Organisation Aspect**

The carrying out of the events mentioned above is an extremely difficult task from an organisational point of view. The co-ordination of the events is carried out by the headteacher of the school. He is responsible for the schedule of the performances, arrangements with the guests and contracts. One could say that his job is the director of the Cultural Institution with no formal status. Apart from that he is also responsible for the public relations, announcements to the media, preparation of the press release or press conferences. The deputy head and the secretary are of great help. This support is given on a voluntary basis.

The technical support is the responsibility of the leader of the Amphitheatre. From 2003 he has been officially employed at II. Gimnazija Maribor and financially supported by The Ministry of Education, Science and Sport in Slovenia. Until then he was working on a voluntary basis. The technical leader has the support of students who are incidentally developing their skills to be technicians or directors of the theatre. Several students have continued their education as theatre, TV or radio technicians.

For ‘in house’ productions the leaders of the groups are teachers at II. Gimnazija (musical, Spring at II. Gimnazija) and members of other
institutions such as ‘Gnosis’ theatre and ‘Drug Orchestra’, etc.). What is of
great importance here is that all the work is done on a voluntary basis with
minimal rewards but with enthusiasm and devotion.

Financial Aspect
There is no need to say that the activities require big financial provision,
and the expenses are needed for the constant modernization of the
amphitheatre, costs of home and guest performances. It is of great help that
a lot of work is done voluntarily with minimal payment. If this were not
the case, the events would not be possible.

Money for the cultural events at II. Gimnazija come from the following
sources:

- Sponsors
- Public official invitation for tenders
- Town’s Budget
- Entrance fees

The raising of funds is co-ordinated by the headteacher, while others are
involved in securing financial bids.

Findings and Conclusion
The establishment of II. Gimnazija as a cultural centre has been a long-
term process based on enthusiasm and voluntary work of the teachers at
school. The majority of activities were not established as planned, but by
coincidence as the initiative of individual teachers. Later on the activities
became more and more organised and have become established as part of
the institution. This especially goes for the English Student Theatre, which
carries out the musicals that are invaluable for the city of Maribor. The
same goes for the orchestra and theatre Gnosis, whereas events Spring at
II. Gimnazija are becoming well recognised in the city.

One of the most important events is the guest appearances of different
cultural types from all over the country and abroad. We are talking about
the type of cultural offer like physical and avant-garde theatre, which the
city is lacking. This especially helps to broaden the students’ horizon.

The cultural events at school have a special educational component. In the
last few years the students have fully participated in cultural events, where
more and more originality has been shown and the desire to perform and
show their creativity is greater. It has also developed their critical eye for
culture and transformed them into discerning, but appreciative visitors at
cultural events. Because this influence is going on at a formative stage in
the students’ maturity, this is especially important.

The cultural events at school have extreme promotional value. Furthermore, the school with its cultural offer is being widely recognised
in our town as well as around Slovenia. The establishment of the school as
the cultural centre also represents a greater responsibility for the
management of the school, as those activities are no longer to be stopped.
Therefore, this affects future decisions about school policy, leadership and
choice of teachers who all need to be able to participate in the school’s
cultural programme. Furthermore, people who will be involved in the
future need to be chosen carefully, because it will be up to them to lead the
informal cultural institution, which has already established itself in the
town of Maribor and taken its place in Slovenian culture.

Ivan Lorenčič is Headteacher at II. Gimnazija Maribor, Slovenia
School-based Preparation for Headship
– the new appointment of non-teaching deputy headteacher

Tony Hayes

Over the last eight years, training for headteachers in England has improved considerably. Deputy headteachers and new headteachers now receive a good, comprehensive training package. NPQH (National Professional Qualification for Headship) in particular provides an effective and practical introduction to the post, and the Headlamp programme (soon to become the HIP programme) provides continued training for new heads once they take up their post. LPSH, the Leadership Programme for Serving Headteachers, provides training for headteachers who have been in post for some years.

Although the NPQH course, undertaken by deputy headteachers is well designed and provides a solid theoretical background to the role of the headteacher, there is another element to preparation which is not being properly addressed. At present, deputy headteachers experience very varied opportunities to gain insights into the role for which they are
preparing themselves. Schools and their headteachers are all very different. Schools will vary in size and socio-economic catchment and headteachers will differ in the way they manage their schools and in the level of responsibility they are willing to delegate to their staff.

Apart from the theoretical underpinning for the training given by NPQH, deputy headteachers need to be given experiences in their school that will prepare them for the post. These experiences should consist of real responsibilities commensurate with the role of the headteacher; regular discussions with the headteacher on their future role and the opportunity to complete some of the regular tasks that need to be carried out by a headteacher. Mostly, they need to be able to shadow the headteacher through real management issues. The head needs to discuss issues with the deputy so they have an understanding of how the headteacher approaches and deals with these issues. For example, rather than giving the deputy the Standards Fund to go away and manage, it is far more helpful for the deputy to sit alongside the headteacher whilst he plans the new budget; giving the deputy an insight into the budget setting process.

It is appropriate in this study that I separate deputy headteachers into two main groups: the ambitious deputy, who intends to become a headteacher as soon as possible; and the career deputy who is happy with the job of deputy and has, for their own varied reasons, decided not to become a headteacher. These should be treated differently within the school. The career deputy will have management tasks delegated to him from the headteacher that will help the headteacher to fulfil his job. The ambitious deputy will need experiences that will prepare them for headship. These are quite different requirements and headteachers should recognise and work with these staff as appropriate.

The career deputy is an interesting and modern phenomenon, perhaps reflecting the development of the role of headteacher and its unattractiveness to some deputies, and perhaps this group require some research of their own, as to why they have decided not to become headteachers. However, in this study, I am confining myself to the ambitious deputy and the experiences they need to become effective headteachers.

When an ambitious teacher applies for a deputy headship, they are expecting to gain the experiences that will train them for headship; otherwise, why would they take the job? Once a school employs an ambitious deputy head, they have an obligation to give them that training and a deputy headteacher has the right to expect it; they have an
entitlement to this. It must be a requirement of the job of headteacher that they prepare their deputy for headship.

I was keen to have the opportunity to train a deputy for headship and this chance came in 2001. My school was expanding from two to three-form entry and a three-form entry school will often justify the employment of a non-teaching deputy headteacher.

I was anxious to employ someone who would have the ambition to move on to headship within a short time. The reasons for this were twofold, firstly we had a lot of work to do on planning systems and school self-evaluation which I felt required someone ambitious who would take on new initiatives and develop them quickly in a positive way and secondly I wanted the opportunity to train and develop a headteacher for the future.

My proposal to the school’s Governing Body clarified my aims and indicated how the appointment could be afforded. The following is the proposal I made to our school Governing Body.

Proposal to employ a second deputy headteacher (non-class based)

Person:
- Experienced and qualified teacher
- Excellent class teacher with proven record
- Good interpersonal skills - ability to motivate and encourage staff
- Aiming for headship in 3-5 years
- NPQH to be completed in post
- Able to work under own initiative to develop curriculum and move school forward
- Able to teach across the primary age range
- Positive attitude to change, keen to lead and support new initiatives
- Able to organise and manage their own timetable
- The ability to co-ordinate music would be an advantage but not essential
- 5 year contract
**Job:**
The successful candidate will not have a class responsibility. He/she will:

- Support the headteacher in the management of the school;
- Manage the whole-school curriculum, ensuring continuity and progression through the school and into secondary school. Feedback to head and governors;
- Contribute to the development of the school as a member of the Senior Management Team.
- Organise and run staff meetings and INSET under own initiative where appropriate;
- Monitor and observe all teachers regularly and provide constructive feedback;
- Release staff to carry out co-ordinators’ management activities;
- Ensure all documentation is up-to-date;
- Help organise the performance management programme.
- Liaise with SEEVEAZ
- Manage projects, raise profile of school, liaise with outside agencies.
- Share responsibility for school with existing deputy when head absent.
- Support teachers and co-ordinators
- Support new initiatives

This appointment was a major change for the school. Although the Governors supported the appointment, the senior staff of the school did not. The main body of the staff were not overly concerned but the senior staff felt threatened by the change. I discussed the need for the post with them but they were difficult to convince and two senior members of staff decided to leave the school. This was a difficult time for the school, the staff and for me personally. I had no option but to continue with the change as I had planned. I knew that once the new person was in place, staff would see the advantage of the appointment.

Once the governors had agreed to this appointment, I needed to place an advert that, I hoped, would attract applicants with the experience and attitudes that would lead to a successful appointment.
DEPUTY HEADTEACHER (NON-TEACHING)

Group 3 rising to 4; NOR 485 rising to 620; Salary L8 – L12

Required for September 2001, a highly motivated professional to play a major role in the leadership and management of this popular and successful primary school. The successful candidate will:

- not have the responsibility of a class but will be an excellent teacher who is willing and able to teach across the primary age range;
- take responsibility for the School Self Evaluation and curriculum monitoring programmes;
- become a member of the Senior Management Team, contributing to the development of the whole school;
- have a positive attitude to change, keen to lead or support new initiatives;
- complete NPQH whilst with us, aiming for headship within five years;
- have excellent management, organisational and inter-personal skills, be able to motivate and encourage staff;
- and be strongly committed to high standards of work and behaviour.

The advert attracted a large amount of interest. We sent off information packs and this resulted in twenty four applications. This is at a time when schools advertising for an ordinary deputy headteacher’s post where the deputy teaches for most of the time, was attracting between one and six applications.

We formed a short-list of six applicants and I visited each of them in their own school. I spoke to their headteachers and watched them teach a lesson. Following the round of interviews, Mrs H was chosen for the post. She had a strong application, good references and was clearly an ambitious person.

Mrs H was appointed to this school as non-teaching deputy headteacher in September 2001. She had worked for the Local Authority as a maths adviser for a year and wanted to return to a school environment. She also felt that the post would provide management experience and the appointment carried a place on my Senior Management Team.
As we had not had a non-teaching deputy before, Mrs H had to establish herself and her role within the school, which she did quickly and effectively. I believe a deputy headship should be a real preparation for headship and so, when she arrived, I gave her a number of major tasks to complete and gave her some degree of freedom to complete these in her own way. She was asked to manage the curriculum; co-ordinate and formalise planning, develop effective assessment procedures, act as liaison with SEEVEAZ, the South East England Virtual Education Action Zone of which we are a member; support subject co-ordinators to ensure they manage their subject and continue our move towards a self-evaluating school.

I asked her to investigate the Investors in People Award. She tackled this with her usual enthusiasm, working with the assessor to ensure that we met the criteria. I was not surprised to find that we passed on the first assessment; which we later found was a rare occurrence.

She has written several policies including Teaching and Learning and School Self-Evaluation and has worked with co-ordinators to ensure that all policies are up to date. She is currently working with me to ensure that work is appropriately monitored throughout the school. She organises students, acting as mentor; work experience placements; carried out risk assessments as Health and Safety co-ordinator; worked closely with Hayes Secondary School to develop effective links and has taken an active interest in developing a talented and gifted programme throughout the school.

She has an approachable and friendly manner and has good relationships with the children and also with parents, being polite and friendly but firm when necessary. She also has the strength of will to ensure that initiatives are successfully implemented. She is supportive to colleagues and in working with class teachers and subject co-ordinators, she has gained valuable experience in dealing with staff.

Whilst completing all these tasks and much more, Mrs H found time to complete her M.A. and pass her NPQH on the fast track route. She has a good record of health; she has missed a total of fourteen days in the last two years due to minor ailments, e.g. ‘flu. She arrives early in the morning and is often the last to leave in the evening. She is happy to attend evening meetings and has taken part in residential school journeys.
Mrs H is a very hard-working and well organised member of my staff and as such has completed the tasks set efficiently and well. As a direct result of her work, this school is better organised and co-ordinated.

Mrs H is an excellent class teacher and able to act as a first-class role model for class teachers. Her knowledge of the National Curriculum and of planning and assessment requirements is comprehensive and has ensured that we are well placed to meet any outside scrutiny and indeed have been able to offer support to other schools.

Mrs H has worked in the school for three years and I have asked her to describe the experiences that she has had and how prepared she feels she is for headship.

‘I was appointed as Deputy Headteacher without class responsibility in 2001. A major part of my designated job role was to be responsible for the whole school curriculum 'to ensure continuity and progression through the school and into secondary'. I was also given responsibility for school self-evaluation.

One of my first actions was to conduct a comprehensive and thorough audit of the school and the curriculum, using a wide range of methods, evidence and sources. I used this information to plan a programme of school self evaluation and continuous improvement and also to develop the School Improvement Plan, based on the identified areas for improvement. The main focus of my school improvement work has been to develop the curriculum and improve teaching and learning through the development of planning, assessment for learning, strategic staff training and whole staff professional development.

To date I have led, and played a major part in, the development of a whole school long term curriculum overview, individual subject long term overviews and individual curriculum schemes of work. I have established improved and consistent weekly planning systems across the school by discussing and setting expectations for content and standards and then monitoring the same and providing feedback. I have written a Planning Policy which records the policy and practice now in place. I have, in conjunction with my role as performance management leader and in response to the 1998 Teacher’s Standards, linked performance management more closely with professional development and staff training needs and as a result I have arranged for individual staff, groups of staff and the whole staff as appropriate to receive relevant training or professional development opportunities. This has included
strategic maths courses and a whole staff INSET, with discussion, on Teaching and Learning, the records of which I have used to prepare a Teaching for Learning Policy.

As a reflection of our increased commitment to professional development for all staff, I led the successful application for Investors in People. I have introduced and led the training and development of Assessment for Learning in the school and provided training and support on effective assessment record-keeping. I have recently produced an Assessment Policy, with marking and feedback statement, to reflect our agreed policy and practice. Working with subject leaders, I have been responsible for the up-dating of a number of curriculum policies to include recent relevant legislation and issues such as equal opportunities and inclusion. I have written and introduced a Race Equality and Cultural Diversity Policy and worked with staff to develop our Inclusion Policy. I have led and managed the programme for Talented and Gifted Children in the school, including working with secondary schools and the De Bono Institute and will shortly produce a policy to reflect our provision and systems for the more able. (I am a qualified De Bono trainer.) As part of our School Self-evaluation process and the Teacher’s Standards Framework and also the concept of ‘Leading from the Middle’, I have led and managed the subject leaders and am providing training and support in how they can lead and monitor their own areas more effectively. I have developed a rigorous monitoring framework which I have incorporated into a School Self-evaluation and Continuous Improvement Policy. This then feeds into the current SIP, which I and the Head are preparing at the moment. I have also been working with the Head to prepare a comprehensive S4 ready for OFSTED inspection - for which we are fully prepared!

School improvement work undertaken since September 2001 is now embedded in practice in the school. Improved and more consistent systems for planning, assessment and the agreed long term curriculum have already had a beneficial effect on continuity and progression and standards of teaching and learning. This is evidenced by staff interviews, staff evaluations, evidence obtained from thorough monitoring and most importantly pupil achievement. I am very pleased with the impact of the school improvement work I have carried out so far, and am confident of further improvement as the last pieces fall in to place.
During my time at the school I have also been responsible for, and made great improvements to, Health and Safety, development of students at all levels and deployment of resources and support assistants. At present I am working with the head on Workforce Remodelling and Raising Standards and Tackling Workload. Due to the professional development of our classroom assistants we are pleased to be already making good progress in this important area. I am pleased also that work I have initiated to increase use of ICT for planning and recordkeeping is also helping to reduce teacher workload.

Another major project in which I have been involved is using analysis of assessment data to track, set targets and also to put in place strategic intervention strategies. This has already had an effect on some children at risk of underachievement. This year, as an already highly performing school, we are focusing on ‘average children’ and how to further improve our ‘value added’. Writing has also been a whole school focus for improvement identified by monitoring, and already greatly improved. In response to the need for ‘Excellence and Enjoyment’ in primary schools, I am leading the Senior Management Team in revising the school timetable including teaching times, length of the lunch hour, hours per subject and how to enrich the curriculum.

I have a major involvement in school discipline and pastoral care and have a strong positive presence in the school. I have set up a ‘Playground Pals’ system in the school which has proved to be hugely successful. I also work closely with the Head in staff management issues, including dealing with some sensitive issues needing firm handling. I have developed highly effective people management skills, with the right balance of respect, humour and authority when required. I have evidence of having dealt with some difficult issues very effectively.

I have of course also been closely involved in setting and managing the school budget, a responsibility which I consider to be hugely important and vital to the success of any school. I am sure my business background and accounting qualification will help me in this respect.’

The introduction of a non-teaching deputy headteacher was a major change for the school, however, I believe it was a highly successful appointment. As I had hoped, the school benefited from her experience and expertise and she made a positive contribution to the progression of the school. In
Mrs H has just been appointed as headteacher of a local primary school from September 2004.

*Tony Hayes is Headteacher at Hayes Primary School, Bromley, Kent, England UK*
PART 4:
THE PROCESS OF LEARNING AND TEACHING
All human beings have their own unique way of learning. That is why it is wrong to divide people into intelligent, dumb, stupid, average, underachieving, normal or other categories. There are just different ways of being intelligent!

And research shows that everybody can learn but we all concentrate, take in, and remember new information in different ways. How we do it is called learning styles. Our different styles are the result of how our biological and our learned behaviour cooperate.

“There are no learning difficulties, there are just teaching problems”.... (R. Dunn)

Michael Caine, California State University, says that even if we all have the same set of systems, for instance senses and basic feelings, they are integrated in different ways in our brains. What is correct for one person is not at all necessarily the right way for somebody else. And as learning in fact changes the structure of the brain we will be more and more unique, as individuals, the more we learn. These individual styles are our strong sides.
and just what we have to find out about and develop with our students to make them use them and gain from them.

Thus, research makes it clear that there is not just one way of learning, but many factors which determine the way a person learns new and complicated information.

Knowledge about learning styles is, from a pedagogical point of view, nothing new. Research has been going on for the last thirty years. As a teacher you have to know about these styles in order to know how individuals in the classroom react and learn. After that you can choose methods that suit the different persons.

This seems quite evident to many of us and still – in most classrooms, all over the world - children are taught as if everybody reacted in exactly the same way when it comes to learning. But we know today that this is not the case! Every brain is just as unique as our fingerprints.

Thus we can never hope to find a method of learning that is common for all people. Despite this fact, a lot of teaching systems in the world function that way: one method for all.

As teachers we need to know how the people in the classroom learn to be able to teach them. We must realise that what is correct and good for one person is not necessarily the best way for someone else. It is necessary to be vigilant and to have an open attitude to children’s way of learning in order to be able to help and support them in the best way.

W. Churchill:
“I'm always prepared to learn, but I don't always like to be taught.”

There is today a change of paradigm going on in the world of teaching and education. A paradigm is the values and ideas that make up our reality.

We live in a society with big changes and a fast flow of information. Those are constant changes where the results are impossible to foresee, caused as they are by economical, social, technological and cultural factors. Even if school systems in general change slowly, we can see that also in the field of education a changing society has an impact on the world of education. Research shows that environmental, emotional, sociological, physical and psychological factors influence the learning procedure.
The learners of today are in many ways ahead of the school systems. There is a big gap in values and ways of thinking between the younger and the older generations at school. This concerns, for instance, what is important to learn. Generally speaking, the young people of today are internationally and globally directed. They have many interests. Music, as an example, plays an important role in their lives whereas they pay little attention to the intellectual culture that school, by tradition, highly values. They are independent, do not base their opinion upon formal authorities and do not heed what adults tell them it is important to learn.

Teachers are very important for the adolescent – but in a different way from before. They are important as partners for discussions and conversation, counsellors, fellow-beings and mentors. Thus, the atmosphere at school is very important. A didactic method only is not enough. There must be an interactive communication as well.

Students today have very different and varied aims and goals for their education compared to earlier generations. We can roughly divide them into three big groups – overachieving students, relatively low achieving students and a new group of students who look upon sixth grade studies just as a means of getting into higher education. These students like to be taught and are not very interested in the learning process itself according to a survey made by the Swedish Board of Education, which investigated students’ views about the expectation and purpose of their Upper Secondary School education.

Table 15.1 A change of paradigm

<table>
<thead>
<tr>
<th>OLD PARADIGM</th>
<th>NEW PARADIGM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The teacher transfers and the student receives</td>
<td>• Reflective teaching and the student actively searching</td>
</tr>
<tr>
<td>• Focus on limited facts</td>
<td>• Totalities, integration, learning to learn</td>
</tr>
<tr>
<td>• Assessment based on tests and diagnoses</td>
<td>• Self evaluation and reflection</td>
</tr>
<tr>
<td>• Informed parents</td>
<td>• Participating parents</td>
</tr>
<tr>
<td>• School “and” society</td>
<td>• School – in - society</td>
</tr>
</tbody>
</table>
Self awareness – Flexibility -- Evaluation -- Reflection

What we have to do is to try to make the student aware of his/her own way of learning.

A person's learning style is not static; it can be deliberately changed. Most children are flexible whereas many grown-ups seem to have lost that ability. By combining and using different learning styles a person can expand his/her learning possibilities. Flexibility stimulates creativity: both students and teachers can act and think in a more creative way and let ideas flow.

The teacher gives information, and, according to that information, hands out tasks and exercises. The student participates actively in the learning process, which should always be accompanied by evaluation and reflection. Thus, instead of being taught the student takes part in a mental process which more actively brings about knowledge and skills.

By understanding and appreciating individuality in the classroom we can support the basic value of our society: democracy. In that way we can also help our students to strengthen their self-esteem and become active citizens.

“If I can’t learn the way you teach, can you teach me the way I learn?”

To be able to learn new and difficult information we first have to treat the new material in our brains. Some of us prefer getting new information by stages, gradually. We want details first in order to understand the entirety. This is what we call sequential learning.

Others prefer the general picture first, the wholeness, to be emotionally attracted by a subject and then get the details. That is what we call holistic learning.

The holistic learner needs fantasy, pictures, concrete representation of new material and links to his/her own experience.

For the sequential learner, the most important factors are verbal instructions, words and language.
The Dunn&Dunn model for learning styles

In their research Rita and Kenneth Dunn have developed a model where they identify more than twenty different “elements” that are of importance for an individual’s learning style.

- Dominance of the right (55%) or the left (28%) part of the brain.
- Holistic and analytical learners.
- Surroundings: Sound, light, temperature, design
- Attitudes and feelings: motivation, perseverance, adaptability, responsibility, structure, variation
- Social factors: alone, in pairs, in team/group, with an adult
- Physical factors: movement, food and drink, time
- Senses: visual, auditory, kinaesthetic, tactile

Figure 15.1 Model Illustration by Dunn & Dunn

Four different learning styles

For teachers it is extremely important to be aware of one’s own learning style to be able to cater for the students' different styles. Research shows
that a majority of teachers, 70 %, prefer absolute silence in order to concentrate while learning new, complicated matter whereas the figures are totally different for students, 10-15 %!

In the teaching/learning situation the truth is that what happens between the learners' ears is not always the same as what happened between the teachers' lips.

Research indicates four dominant learning styles: Visual, auditory, kinaesthetic and tactile learners. Most people have all four “channels” working but one or two systems that are stronger. Teachers need to learn how to accommodate students’ different learning styles.

**Auditory learners learn by hearing, listening.**
They are good at oral instructions and talk a lot about themselves. Auditory people have strong social talents, are often good negotiators and like discussions. They have a tendency of being repetitive, love music and rhythms but dislike pen-and paper tasks.

**Visual learners get information by observation.**
They are loved by the teachers! They sit still, often on the first balcony, watching the teacher, appearing to hear every word. They are copy-machines who like to take notes.

**Kinaesthetic learners learn by feelings and movement.**
They have their memory in their muscles. They need to move and to see connection with their own life experience. Kinaesthetic learners are often noisy. They like practical elements in their learning. You can’t choose a kinaesthetic person; he or she has to choose you!

**Tactile learners need to touch everything.**
They have learning receptors in their fingers and you often find them in front of a computer. These students need tactile stimulants, like balls and small things. They are more silent than kinaesthetic students.
Figure 15.2 Average remembrance of knowledge

Average remembrance of knowledge/stuff/material that has been presented in different ways:

- Teaching others / Immediately put into practice what you have learnt: 90%
- Learning by doing: 75%
- Discussion group: 50%
- Demonstration: 30%
- Audio-visual presentation: 20%
- Text reading: 10%
- Lecture: 5%
Methods
How do different learners take in new information?

Auditory learners: a) Oral feedback from listening  
b) Verbalising in their own words  
c) Reading and taking notes  
d) Practical exercises

Visual learners: a) Text, pictures, film  
b) Oral feedback  
c) Creative activity (experiments, discussions, projects)

Kinaesthetic learners: a) Move when listening/reading  
b) Practical element first!  
c) Oral feedback/ text reading

Tactile learners: a) Touch  
b) Learning instruments, games, computer programs  
c) Listening and reading to fortify

By what methods can we meet the needs of different learning styles?

Auditory methods: Talking games  
Radio programmes  
Lectures  
Debate  
Tape recordings  
Active listening  
Active retelling

Visual methods: Text reading  
Video  
Films  
Pictures  
Diagrams

Tactile methods: Puzzles  
Domino games  
Learning cards  
Computer games /programs
Kinaesthetic methods: “Learning by doing”
Experiments
Case studies
Games
Movement games
Study visits

**How do we meet with these different learning styles in assessment?**

**Auditory learners:**
- Oral tests
- Lectures
- Discussions
- Debates

**Visual learners:**
- Written tests
- Essays
- Analyses
- Written diagrams, pictures, charts, graphs

**Kinaesthetic learners:**
- Pedagogical role-plays
- Practical experiments
- Drama
- Video
- Tape recordings

**Tactile learners:**
- Assessment methods where the children/students can use their hands (computer exercises, collages, games, puzzles)

**Overachievers - Underachievers**

Overachievers are mostly visual or auditory learners. They learn by watching and/or listening, follow written and/or oral instructions and need quiet reading and/or speaking and traditional synthetic methods.

Underachievers very often have the following needs:

**MOVEMENT**
Often! They can’t sit still for hours on end.

**CHOICES**
Let them choose and they learn better!

**VARIATION**
They are easily bored
ENCOURAGEMENT
They don’t have motivation within them.

COMPANY
From classmates but not control from the teacher!

BRIEF INSTRUCTIONS
Prefer finding out themselves!

SOFT LIGHT

INFORMAL SURROUNDINGS
Furniture, colours

When learning computer systems the visual person watches the ICT teacher, who is often a visual learner him/herself. The auditory learner wants to discuss and hear what the others say. The kinaesthetic learner wants to try out for him/herself whereas the tactile learner does the things directly. S/he knows the system already! Computer activities are tactile stimulation.

Lifelong learning

In a changing society like ours, lifelong learning is a basic condition and increasingly individuals themselves are responsible for their own learning. From our brain, as basis for all learning, we are perpetual beginners and need to go from concrete reality to the abstract but also the other way round. Babies learn by the kinaesthetic sense using their body. After that, the tactile sense is developed and a baby touches, bites, tastes. The visual sense is developed during the pre-school period where pictures and symbols are important factors in the learning situation. Auditory learning is more significant and develops more between the ages from 9 to 12 years old.

We must be aware of the fact that we need to connect learning to the real world around us. Nobody can learn to drive a car only by learning traffic rules! The best way of remembering what you want to learn is to transfer it to practical experience, use different senses and, last but not least, teach somebody else about what we have learnt.

The knowledge about children’s/students', different learning styles is just a basis to prepare the ground for their lifelong learning and can be developed in many ways according to their needs. It is a primary condition for an individualised school philosophy, a good foundation for problem-based learning and a very important part of their personal development.
To carry this out, it is important that teachers work together in teaching teams, where different subjects are connected to each other in a way that the students can see and understand the meaning of their learning. In that way many students feel that they are acknowledged and more understood. They have their different learning styles.

Because – we are all different and we can develop – if we want to!

Annelie Fräjdin is School leader and International Baccalaureate coordinator at Tingvallagymnasiet, Karlstad, Sweden
The Reading and Writing for Critical Thinking Project (RWCT)

Marjeta Zabukovec

Abstract

In the year 1997 we started to introduce the Step by Step (SBS) programme in the first class with the intention to implement it to all stages (classes). After three years of working on this programme we found out that in the second and third triad it would be difficult to carry out the programme using the techniques SBS because of the practical difficulties and too extensive curriculum. So we have decided to continue with the SBS programme in the first triad, but in the second and third triad we have started to introduce the RWCT, which is a logical continuation of the SBS. There are 15 teachers included in the RWCT project.

Many teachers have found out that they do not only use some new methods and techniques but that they learn together with pupils and that new techniques are a motivation for pupils and so they work better. Some teachers have identified some other points: a need for reflection on both the teachers’ and pupils’ work, the importance of good mutual relations, the importance of exchanging opinion between pupils in a group, their socialisation ...
Introduction – description of the context

The Reading and Writing for Critical Thinking Project (RWCT) is based on the idea that democratic practices in schools play an important role in the transition towards more open societies. These methods are designed to help students think reflectively, take ownership for their personal learning, understand the logic of arguments, listen attentively, debate confidently and become independent, lifelong learners. The programme can be used in all grades and subjects within the existing curriculum. The RWCT project is an initiative of the Open Society Institute (OSI), which promotes worldwide educational, social and legal reform, and the International Reading Association (IRA), a non-governmental organization of professional educators. The implementation of the project began in 1997 in nine countries as an initiative of the Open Society Institute (OSI).

Slovenia joined the RWCT project in 2000 as one of the countries in which the project could be directly connected with the Step by Step program. RWCT and SBS programmes are complementary in practice and share many common goals (to develop independent lifelong learners, to promote democratic practices, to keep children in the centre of the educational process, to promote professional development …).

Problems that gave rise to the action

In 1997 we started to introduce the Step by Step programme in the first class with the intention of implementing in all stages (classes). After three years of working on this programme we found that in the second and third triad it would be difficult to carry out the programme using the SBS techniques because of practical difficulties and too extensive curriculum.

A day, according to the SBS programme, starts with a morning circle when a teacher and pupils decide about the work. Then work continues in activity centres. Pupils work individually on directed tasks at their own speed, in their own sequence. The teacher usually helps in one of the most demanding centres. Pupils get a written feedback about the results. At the end of the day there is a plenary analysis. The organisation of this work needed a different physical arrangement of the classroom with barriers between centres. Especially in the third triad it was not possible to meet the necessary physical arrangement and a timetable which would enable us to work in such a way. Pupils change classrooms and teachers each hour. In the upper classes some matters of the required curriculum are too demanding for pupils to work on their own. When working on the SBS programme there is not enough time to teach pupils how to learn. Because
of the previously mentioned problems we have decided to continue with the SBS programme in the first triad, but in the second and third triad we have started to introduce the RWCT, which is a logical continuation of the SBS.

Objectives and expected outcomes

With the introduction of the RWCT we expected to achieve the following:

- To retain an activity based programme - the same as for SBS.
- Pupils should take responsibility for their actions.
- Because work is organised mostly in groups (at SBS it is usually organised individually) pupils take some responsibility for classmates who work in the same group.
- Pupils should learn how to express and support their ideas and opinions. They are encouraged to formulate and ask higher-order questions.
- We should deal with the curriculum in an easier and more qualitative way than in the SBS programme.

Description of the action, procedures …

Our school joined the RWCT project in 2000 (Step by Step in 1997). The project is conducted by the Developmental Research Centre for Educational Initiatives – Educational Research Institute in Ljubljana, Slovenia.

The program was conceived as a 3-year effort, and our work is different each year:

- The first year involves leading a series of workshops based on eight RWCT guidebooks and visiting participants in their classrooms to provide feedback and support for the integration of RWCT methodologies.
- In the second year the teacher implements the RWCT techniques and the ERR framework in his class and he starts to create his own portfolio protocols.
- It is necessary to renew the certificate every four years.

At our school we have started with a gradual education of teachers. In its first three academic years, 2000/2001, 2001/2002, 2002/2003, thirteen teachers from our school completed RWCT training workshops. This academic year (2003/2004), five teachers are involved in the process. Between workshops, RWCT participants meet monthly with colleagues to discuss progress in mastering RWCT strategies. Teachers learn strategies...
to help pupils use self-reflection to solve problems and to engage actively in the educational process. They are then supposed to incorporate these strategies into their instructional practice – using reading and writing activities to encourage pupils to examine the implications of their ideas.

Reactions of people involved

For some teachers in the project, it has been a welcome opportunity to develop ideas and strategies that matched their own burgeoning democratic teaching practices. For others, it has been a frustrating struggle to understand culturally alien practices.

In the second triad teachers have had an opportunity to choose techniques freely. Techniques require an organisation to “block” hours and teachers have managed to achieve this in lower classes, but it has emerged as a problem in the third triad. Pupils change classrooms and teachers and usually the implementation of the whole ERR framework has not been possible for a lack of time. A similar problem has occurred with the teachers in the parallel groupings because they have not had an opportunity to exchange their experiences with the introduction of new techniques, and so it has not been possible to make a team. All the teachers included in this project are of the same opinion that team work is necessary both in vertical and parallel groupings.

Usually in the classes which work by the RWCT programme the climate changes. Results could be even better if the whole school was included in this project, not only some volunteers.

Teachers in the third triad are under pressure because of the external examinations and so they are afraid to leave out any part of the required curriculum (the RWCT techniques require more time and consequently a selection of parts of the curriculum is necessary). Teachers of English, for example, who do not have the external examinations, use the RWCT techniques more than teachers of the mother tongue, who have these examinations. The RWCT techniques are very appropriate for class teachers.

Outcomes

We have asked the teachers to evaluate how satisfied they are with the education and use of the RWCT techniques in practice and about their requests and directions for the future.

At the beginning we have stated the situation in the school.
In the school year 2002/2003 the school management decided to include the RWCT techniques in the second triad as the prevailing teaching model. The decision was made because the class which had been working by the SBS and afterwards RWCT techniques reached the fifth grade in the second triad. Consequently five new teachers were included in this project in 2002/2003, and seven more teachers in the following academic year. Before, only the leader of the project and some individual teachers took an active part in it.

Till now fifteen teachers have entered this project, mostly of their own volition. Most of them have decided to participate because of the need to make lessons more lively and interesting by familiarising themselves with and using new methods and techniques.

The expectations have been mostly fulfilled. Many teachers have found out that they do not only use some new methods and techniques but that they learn together with pupils and that new techniques are a motivation for pupils and so they work better.

Some teachers have identified some other points: a need for reflection on the teachers’ and pupils’ work, the importance of good mutual relations, the importance of exchanging opinions between pupils in a group, their socialisation ... 

They think that different techniques are useful at all stages. **Evocation, realisation of meaning, and reflection, but they use them mostly at evocation.**

Both, teachers in the first triad and teachers of different subjects, think that it is very difficult to introduce these methods in mathematics and educational subjects, and much easier in lessons of the mother tongue and natural science. These are expected results. The opinion about the use of the techniques by class teachers is staggering. Many of the teachers think that they are very useful, one third thinks that they are not so useful but there is no middle ground.

Most teachers have been very satisfied with the education: nobody has been dissatisfied. Those who have been less satisfied have had complaints about the organisation and delivery of the seminar. Nobody has been dissatisfied with the contents or the RWCT methods.
Next year most teachers want to prepare the teaching programme in teams, and to exchange individual ideas. There is less need for attending lectures so they become more self-reliant and develop their own training.

We are glad that the teachers have a need for organised meetings where they could in a free, informal atmosphere exchange their experiences and strengthen mutual trust.

**Implications for the future**

Education – implementation of the RWCT techniques continues, supplementing individual portfolio protocols, developing team portfolio protocols, using the techniques by class teachers and additionally the organisation of the so called “Project week” (a week when subjects are integrated), and in the third and fourth class (activity days).

---

*Marjeta Zabukovec is teacher at Osnovna šola Valentina Vodnika, Ljubljana, Slovenia*
Dressed for success
- Documenting children’s longterm learning

Birgitta Andersson, Irene Andersson, Christina Johansson, Michael Kisberg, Caroline Säfström and Per-Ove Wramstedt

Background
Hultsbergsskolan, the target school, is a ‘1 to 16-school’, i.e. we have the preschool and preschool classes located in the same building as the compulsory school and the leisure centre. We have pupils from the age of one to the age of sixteen under the same roof.
We work in teams. In preschool there are three teachers for twenty children. Teachers in Primary school and the after school centre work with a 100 pupils aged six to eleven.

In secondary school there are ten teachers in each team and they teach learners aged eleven to sixteen in different subjects. Altogether, there are thirteen work teams and 800 children.

The education act, the curriculum, the national objectives and guidelines for the education system are laid down by the Swedish Parliament and the Government.

The municipalities are provided with a sum of money from the federal budget to carry out various municipal activities, such as education.

The curriculum gives us the goals which our learners have to achieve at different ages. How to achieve these goals is up to the individual schools and the teams of teachers. Using the approved curriculum, the national objectives and the local school plan, a local work plan is drawn up by the school head and the teachers.

To assess the level of achievement among the learners there are national tests at the end of school years five and nine in Swedish, English and Mathematics. The tests provide support for teachers in awarding marks. Marks are given each term during years eight and nine, and comprise one of the following categories:
- Pass
- Pass with distinction
- Pass with special distinction.

As shown above, we all have the conditions required for a long-term documentation of the learner’s progress, but we are still not satisfied with the system. We want to develop the procedures and the documents for making links and facilitating the transition from one level to another. And here our project found its topic.

*The Learning Group*

In our school we have organized a group with one representative from each of the thirteen work teams, ‘The Learning Group’.

This group has a meeting once a month and the issues for discussion are:
- Who is responsible for pupils’ whole journey through the school years?
- Who is responsible for building bridges and making links between different levels?
- How do we make the pupils’ time in school exciting, rewarding and demanding?

In our own network we discuss these questions;
- Where are we now?
- Where do we want to be?
- How do we know where we are?
- How do we get to our goal?

All teachers have a joint mission in school and therefore we need these opportunities to meet in a professional dialogue.

**Project**

With the help from ‘The Learning Group’ we tried to come up with documents that would make it easier for all parties involved to have as smooth a transition as possible from one level to another, and to pass on the right and relevant information.

In order to reach these aims, we developed two different action plans to be used at the transitions from pre-school to primary school, and from primary school to secondary school.

**Action Plans**

These action plans have the same aim and the same objective, namely:

**Aim:** To facilitate the transition and make it beneficial for all

**Objective:** To have a pedagogical and organizational cooperation in order to create an unbroken line of progress for every individual in the perspective of lifelong learning.

The procedures of the transitions differ somewhat, depending on the level, but they are both built on four parts:

- The new class
- Information to parents
- Receiving a new class
- Handing over information to receiving staff
Document of progress, pre-school to primary school

This document is a part of Matilda’s portfolio.

A pedagogical and organisational cooperation between pre-school, primary school and after school centre in order to create an unbroken line of progress for every individual in the perspective of life-long learning.
Transition from year five to six.

Aim: facilitating the transition.
Objectives: creating an unbroken line of progress in the perspective of lifelong learning.

The New class

Pupils from other areas apply to the school and as soon as the number of learners is known, the formation of classes is proposed, due to e.g. economic and personal resources.

Information to parents

At a parents’ meeting soon after Christmas the school head informs them of the right to choose a school
The Action Plan is also presented.
Class teachers and new mentors call upon a parents’ meeting before the summer holiday.
Parents, learners and teachers meet to talk about the learner’s progress in spring. At the beginning of the autumn term of year six there is the same opportunity to have a meeting about the learner’s present school situation.

Receiving a new class

Year six mentors meet their new classes at the end of spring and at the beginning of year six there are familiarisation activities arranged for the class by the mentors.
Chapter 17: Dressed for success

<table>
<thead>
<tr>
<th>Hultsberg schoolarea</th>
<th>Transition Year 5 to year 6</th>
<th>Date</th>
</tr>
</thead>
</table>

To be filled in by the classteacher at the last student-parent-teacher meeting of year 5 and handed over to Hultsbergskolan at the transition conferences.

<table>
<thead>
<tr>
<th>Name</th>
<th>Personal code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>School</td>
</tr>
<tr>
<td>Telephone</td>
<td>Class</td>
</tr>
</tbody>
</table>

Has reached the objectives (tick)

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Swedish</th>
<th>Mathematics</th>
<th>English</th>
</tr>
</thead>
</table>

Which objectives has not been reached: (in case the learner failed)

Brief description of the learner’s progress (strengths and weaknesses)

Difficulties that can lead to pedagogical consequences

Measures taken to improve the learner’s situation (small group, support teacher,...Action plan has been drawn)

Further information (e.g. social relations, well-being...)

Class-teacher: _______________ Telephone _______________

Parent/Learner: _______________
**Handing over information**

Documents stating the learner’s progress will be presented to the school management by the teachers from pre-school and year five at the end of the spring term and to the new mentors and other staff at the first class conference of years one and six.

The receiving special teacher will be involved in the work with the new learner at an early stage, and will thus be able to present to other receiving teachers the learner’s support needs.

The Action Plans are evaluated and revised yearly in October.

This work is a process that will be developed and revised continuously.

**Transition from year nine to upper secondary school.**
Study guidance/process.

**Figure 17.1 Study guidance/process**

- Self awareness
- Awareness of alternatives
- Support and advice for decision
- Help with implementation
Activity plan for increased self-understanding and profile of interests

- Education and training and an understanding of the labour market
- Work experience program (PRAO)
- Parents visit school and share their work experience
- Exhibition of all secondary school programs
- Invited visits to upper secondary school
- Search for information on the web regarding programs, courses, schools etc.
- Individual personal guidance by study and careers counsellor

Conclusions

Our most important task is to prepare the learners for a demanding future; if we can do this by making them aware and taking ownership of their progress, this is what we have to do. We continually have to find the best ways of promoting and documenting progress.

In our project we have made transparent the excellent opportunities that we actually have in our school to work according to these action plans and documents.

The "1 – 16 years" perspective exists – there are no organizational obstacles to overcome, only the powers of practice and traditions.

Our success will be demonstrated by the results of our actions.

The authors are headteachers and teachers at Hultsbergsskolan and Hultsbergs förskola, Karlstad, Sweden
'Listen to me'
- An evaluation of the use of a pupil perspective questionnaire and its impact upon pupils' Individual Education Plan (IEP) targets and support provided.

Helen Masani

Abstract
The East Sussex Learning Support Service (LSS) supports colleagues in primary and secondary school to work with pupils with slow literacy and numeracy progress and dyslexic difficulties.

The guiding aim of the research project described here was to find an effective means of eliciting pupils’ attitudes to school and their learning thereby giving them a ‘voice’ and involving them in their learning process (assessment, review, target setting). A questionnaire was developed to cover three key areas. Two pupils’ responses were studied in depth. Analyses of the data from the two pupils are presented and also the general findings from team members who had trailed the questionnaire.

The data showed that targets and provision were altered when the pupils’ views were taken into account. Involving pupils in assessing their learning needs and acting on this information had a positive effect on their attitude...
to school and learning. Issues raised are discussed and implications for future practice considered.

**Introduction**

The phrase ‘listen to me’ has echoed through the research in relation to studies of emotional aspects of dyslexia, and learning difficulties, and in studies of pupil participation e.g.: Riddick (1996), Osmond (1993), Bearne (2002). These studies powerfully illustrate the damage to self-esteem and achievement if pupils’ perspectives are not taken into account. There is strong evidence from these researchers that if we listen to pupils, they can give us insights into their difficulties and needs that if acted on will facilitate progress.

**Background**

1. **National and local guidance**

The revised SEN Code of Practice (DfES, 2001a) gave greater emphasis to the rights of pupils and firm guidance on pupil participation. It cites the guiding principle from the United Nations Convention on the Rights of the Child from Articles 12 and 13.

> Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to age, maturity and capability of the child. (p27)

The Code also stated that outside agencies ‘should listen to the child’s views and record those views within any reports or reviews’ (p 29).

It maintained schools should actively involve pupils in target setting and reviewing of IEP’s. Pupils should also contribute to the assessment of their needs.

The LEA Inclusion Strategy and the Key Service targets for the LSS also stressed the importance of pupil participation and pupil voice. Two of the targets were: ‘To ensure that the voice of children is taken into account in the plan of their support and its delivery.’ And ‘to develop strategies that encourage the participation of children and young people’. (LSS Action Plan)
2. Why do we need pupils’ perspectives?
Recent research on learning to learn puts pupil involvement and ongoing active participation at the heart of an effective learning process (Claxton 2002). Being able to reflect on the following questions are all central to growth in the ability to be an effective learner: what I know already, how do I learn best? what can I do?, what do I need help with?, what stops me learning?

Active participation is important for all pupils but arguably even more so for pupils with dyslexic and other learning difficulties. Research has shown that dyslexic groups have shown a greater tendency to low self-esteem and external attributions than non-dyslexic groups. (Humphrey and Mullins 2002, Riddick 1996) Pupils with dyslexic and learning difficulties have also been shown to be at greater risk of experiencing the state of ‘learned helplessness’ (Humphrey and Mullins 2002). This is a passive state in which the individual feels powerless and demoralised. (Seligman cited by Riddick 1996).

Being actively involved in the learning process is therefore vitally important. Jelly, Fuller and Byers (2000) describe a number of studies of pupil participation specifically with pupils with learning difficulties that have had very positive results. They state that

‘Consulting pupils. ……begins to empower learners by allowing them to hear themselves talking about their needs. The experience of having their views heard and valued by an adult or peer can provide an enormous boost to the self-esteem of students who believe they have little control over their own lives, and can make a positive contribution to pupils’ capacity to learn effectively.’ (p 14)

‘enabling pupils to reflect on their strengths and difficulties and participate in planning learning activities helps to stimulate awareness of how they learn. Actively involving pupils in these ways has a positive impact both on their motivation to learn and their development of effective learning strategies.’ (p 13)

The current issue
Within the LSS a range of assessments and observations have been used to assess literacy skills and the suitability of teaching strategies. However, there has not been a formal and standard means of trying to elicit pupils’ attitudes. Developing the means to do this has become a key target for the
LSS and a team member has made it the subject of a university research project, which is summarised in this paper.

**How do we elicit pupils’ perspectives?**

It needs to be acknowledged that eliciting pupil’s perspectives is a complex task with many issues involved. (see Lewis and Lindsey 2000)

Particular influences that were incorporated into the research:

**A listening/thinking space.**
The idea, from counselling and therapeutic disciplines, of providing a thinking and listening space has been found to be particularly helpful. The pupil is given opportunities for thoughts and ideas to be expressed and explored in an accepting way. Pupils will often tell you what is important to them when given this opportunity. This is essentially different from a pupil-teacher interaction where the pupil is led towards knowledge or is questioned to check understanding. Rather, it involves following what the pupil is saying, not agreeing or disagreeing but accepting and taking in their views.

**Some techniques from Solution Focused Brief Therapy** (e.g.: Ajmal and Rhodes 1995)
Using a rating scale helps pupils define how they see their difficulties and strengths. The emphasis on what a pupil prioritises as important and furthermore how progress should be measured has also been found to be helpful.

**Methodology and principles**
Lewis (2002) has found that open-ended questions and statements are most effective in eliciting pupil’s views. She has also highlighted the need to consider issues such as gaining pupil consent, setting up the task, and validating the reliability of responses.

**Creating the questionnaire**
The following features were felt to be important.

- Discussion and flexibility should be built in. The limitations of asking questions in one format were recognised. Questions could be modified, re-phrased or simplified to facilitate understanding. Adults could ask supplementary questions as necessary. It was also recognised that different pupils may need the questionnaire used in different ways, some pupils may only need a few questions
asked whereas for others asking all the questions would be important.

- The questionnaire to link easily to target setting.
- The questionnaire should be used for both qualitative and quantitative information. A ten-point scale was used to allow for comparison over time and to engage the pupil in small step target setting.

Deciding what would be the most useful questions was a complicated task. The following areas were felt to be important.

- Attitude towards school generally.
- Attitude toward different curriculum areas.
- Awareness of strengths and difficulties.
- Perceived barriers to learning including anxieties and concerns.
- Self-esteem - do they feel they can achieve?
- Self help strategies.
- Friendships.
- Meaningful targets to the pupil.

The final questionnaire comprised a mix of questions and statements. Most included a rating scale, three were open ended. Having main questions and then prompts allowed for flexibility and facilitated pupils in saying what was important to them. The questions were grouped into three areas:

a. Attitude to school and curriculum areas
b. In the classroom (i.e.; learning strategies and understanding)
c. Social issues and interaction.

It also comprised a front cover of comments that pupils have made about school that helped set the task.

The research

To focus the research, four key questions were decided upon.

1. Have the pupil comments made via the questionnaire made a difference to IEP targets set and provision made for the pupil?
2. Has there been any progress, change in attitude? Between administering the first and second questionnaire?
3. Does the questionnaire have the most relevant questions in it?
4. Does anything need to be changed?

Team members were given training on using the questionnaire, asked to trial it and to provide data in terms of significant comments pupils had made and the targets or changes in provision that these led to.
The major part of the project was in studying the responses of two pupils (Michel and Tina). The questionnaire was given in January, what they said was acted on and the questionnaire discussed again in March.

There were also informal interviews with the two pupils, their teachers and parents to gain their opinions about using the questionnaire.

Analysis of the data

The two pupils studied in depth were; a girl (Tina) in yr 6 and boy (Michael) in yr 4. Tina had specific dyslexic difficulties, strengths in maths and oral skills and appeared socially confident. Michael had more general learning difficulties, and appeared often to be passive and quiet in class.

An overview of responses on the rating scales.

The table below shows how Tina and Michael rated their responses to questions or statements on a 1-10 scale.

Table 18.1 Responses on the rating scale

<table>
<thead>
<tr>
<th>Questions/statements</th>
<th>Tina’s responses on the rating scales.</th>
<th>Michael’s responses on the rating scale.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jan 04</td>
<td>March04</td>
</tr>
<tr>
<td>Attitude to school and curriculum areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you like coming to school?</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Do you like reading?</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Do you like writing?</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Do you like maths, PE, computers, science, DT, making things, art, etc?</td>
<td>Maths,art,science,PE = 8</td>
<td>8</td>
</tr>
<tr>
<td>In the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I usually understand what I am supposed to do</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>I can find everything I need to do my work.</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
I can remember what my teacher has told me.

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>5</th>
<th>2</th>
<th>4</th>
</tr>
</thead>
</table>

I can get on with work in class on my own.

|                | 6 | 6 | 2 | 3 |

**Social/interaction**

I have some friends at school.

|                | 10 | 10 | 1 | 3 |

I like to work in pairs and groups.

|                | 10 | 10 | 4 | 3 |

I answer questions during whole class discussions

|                | 6 | 6 | 1 | 4 |

The pupil’s own ratings showed some positive change between January and March in areas where difficulties were expressed (except Michael on one question, discussed later). This suggests that the targeted support (incorporating information from the pupil) following the first questionnaire had a positive effect on the pupils’ attitudes.

The ratings alone gave information about the pupil’s perception of change. However they can be misleading if the comments made by the pupils’ are not taken into account alongside them. This will be explored in the next sections.

**Analysis of pupil’s comments**

**Tina**

Tina’s comments during the first questionnaire brought out the strong feelings she experienced in connection with her learning difficulties i.e.: how angry and frustrated she felt when she couldn’t read something. Slowness in writing and not being able to keep up with the other pupils was also a source of real frustration even though she liked writing. But her comments also brought out how self-reliant and resourceful she was in response to difficulties and the many learning strategies she had. However she seemed unaware of the value of these so her self-esteem was not benefiting from them.
**Acting on Tina’s comments**

Below is a table that shows the provision that was added to a literacy programme following information gained from the questionnaire.

**Table 18.2 Provision added to literacy programme (Tina)**

<table>
<thead>
<tr>
<th>Significant findings from the questionnaire.</th>
<th>Effect of findings on IEP targets and provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would prefer to read different books.</td>
<td>Other books made available</td>
</tr>
<tr>
<td>Felt got left behind in science group when doing write up.</td>
<td>IEP targets for teacher to provide alternative methods of writing. Teach short ways of recording. Target speed of writing.</td>
</tr>
<tr>
<td>Over concerned about neatness and spelling</td>
<td>Make clear when this matters and when it doesn’t.</td>
</tr>
<tr>
<td>Tina not aware of her strengths and the importance of the learning strategies she uses.</td>
<td>Work on awareness of strengths in support sessions</td>
</tr>
<tr>
<td>Learning frustrations built up, confused about her difficulties.</td>
<td>Feelings grid to complete in class to be discussed with teacher weekly. Time to talk in support sessions about her dyslexic difficulties in order to understand them.</td>
</tr>
</tbody>
</table>

Perhaps the most significant comment to make is that without the discussions with Tina, her IEP targets would not have any of the strategies detailed in the table. Her provision would just have been her class teacher’s and support teacher’s perceptions of her needs. Her support would not have been as pupil centred and her anxieties not known about or addressed. How she perceived her difficulties would not have been taken into account in planning her programme of support and it would have looked quite different.

**The follow up questionnaire**

Tina’s comments showed how much more positively she felt about the areas of difficulty that had been targeted. Perhaps more importantly they show how she felt about the process of being consulted. She seemed to feel it had helped her and that there was a procedure through which difficulties could be talked about and addressed.
‘you get to know more about somebody and what they like and don’t like……….It is good for you (pupil) because you (i.e.: teacher ) get to know how the person’s feeling and can help them more’

**Michael**

During the first questionnaire, Michael expressed a very negative attitude to school and to his ability to do the work given him. He felt everything was ‘too hard’. The only exception was PE which he enjoyed. Having acknowledgement in a public way seemed important to Michael e.g.: good work certificates or showing the class his work. Only once did he express a desire to do something rather than say ‘I can’t’. This was that he would like to speak in class discussions. He felt he hadn’t got any friends.

The reality was that in terms of skills, Michael’s work was not too hard. However his belief that this was the case contributed to a very negative attitude to school and passive behaviour which was affecting his ability to learn.

**Acting on Michael’s comments**

As with Tina, IEP targets and the nature of support provided to achieve the targets were substantially modified by Michael’s comments. Listening to Michael had led to a greater understanding of his difficulties by the adults working with him. Below is a table that shows the provision that was added to his existing literacy programme following information gained from the questionnaire.

**Table 18.3 Provision added to literacy programme (Michael)**

<table>
<thead>
<tr>
<th>Significant findings</th>
<th>Effect of findings on IEP targets and provision</th>
</tr>
</thead>
</table>
| Feels he hates school and that all the work is too hard. | Time to talk about coming to school with TA  
Grading work as easy, ok, hard in support sessions and class and discussing this. Feedback when he hasn’t found a task hard.  
Demonstrations of success e.g.; ticks for reading strategies used, letters spelt correctly.  
Showing other adults good work. |
The Learning Teacher Network

<table>
<thead>
<tr>
<th>Liked showing work to other teacher and getting public recognition for achievements. Enjoys PE.</th>
<th>Develop responsibilities for PE equipment. Put into group leader role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feels hasn’t got friends Doesn’t like to speak in whole class sessions but would like to.</td>
<td>CT to organise circle of friends Target speaking in a group particularly small group circle time.</td>
</tr>
<tr>
<td>Feels he doesn’t understand tasks</td>
<td>Target asking for clarification.</td>
</tr>
</tbody>
</table>

Follow up questionnaire
Michael generally felt more positive about school and no longer said he experienced all his work as hard. The level of his work had not changed but different strategies had been used such as him having an ongoing voice about whether he found his work hard, ok, or easy. His teacher had used many strategies to facilitate speaking in class. She felt that Michael had made small but significant changes in terms of speaking out. These small changes seemed to indicate quite a shift in Michael’s feelings and attitude to school and learning.

Michael rated just one question lower than previously, that of working with other pupils. It seemed he felt slighted when his ideas were not followed. This highlighted a further area of social difficulty, which could then be targeted.

***

Interviews with class teachers, parents
Both teachers felt that they understood the pupils better from the information gained through the questionnaire. Both were surprised at how the pupil perceived some aspects of their learning i.e.: the information had altered how they saw the pupil. They felt they could target support more appropriately particularly Michael’s teacher who now saw social confidence and self-esteem as central targets rather than literacy. Both pupils’ parents were pleased that their child’s feelings were being discussed and would be addressed in school. Both had felt that all the learning frustrations came out at home.
General findings from team members

Team members have used the questionnaire in a wider range of educational settings. The feedback provided emphasised the same key points:

1. There was a lot of evidence that you tap into information that you would not have otherwise got.
2. Targets, programmes and support given become much more pupil centred if the comments given by the pupils are acted upon.
3. Pupils’ anxieties often became apparent in the discussions, enabling adults to address them.

Discussion and Implications for practice

Significant implications for practice appear to emerge from this work and are detailed below.

1. Prioritising pupil voice.
National and local guidance stress the need for pupils’ perspectives and views to be taken into account when assessing their needs and delivering support. The research described offers a tool and framework through which this can be translated into practice. It highlights the fact that establishing a pupil’s perspective is crucial in any assessment of need. This is because adults’ understanding of pupils’ difficulties is only partial without the perspectives and insights provided by the pupils.

Munby (cited by Rose et al 1996) states that by not seeking pupils’ views the teacher is missing important information and also has a limited view of the teaching –learning process. He talks about the importance of involving students in their own assessment and suggests it is

‘the grossest form of egotism to think that nothing has happened in your classroom of which you……are not aware and that no additional evidence could possibly be brought to bear by the students that is not already known by you……it would be unprofessional to ignore the evidence of student’s own perceptions of their learning.’ p145-146

2. Skills in administering
The strength of the questionnaire lies in its flexible discussion component. This however raises the issue concerning the need to develop skills in how to administer it. How much we learn from using the questionnaire can vary depending on the skills of the adult both in carefully setting up the task and in listening and responding appropriately.
The SEN Toolkit states that adults need to ‘learn to listen to the child’ (p2). The simplicity of the statement belies the skills involved and the complexity of the task. Listening can be on a number of different levels, asking non-intrusive questions, making statements and reflecting back are all part of this as is understanding emotional defences e.g.; refusing to talk and appropriately responding to this. Not enough stress has been placed in the national guidance on how these skills can be developed nor has the time and training commitment involved been appreciated.

It seems clear that in order for pupils to benefit fully from using the questionnaire, providing training in administering it is highly desirable if not essential.

3. Modifications and adaptations
The questionnaire is in the process of being revised with some questions changed and others incorporated as a result of feedback from the team.

The quest is not the most appropriate way of eliciting the views of all pupils. Some pupils with very low self-esteem cannot cope with the directness of the approach. Some pupils may not be able to understand the idea of the scale. Work has begun on developing tools to use with pupils with language and communication difficulties and those with very low self-esteem.

4. Ongoing participation
For both pupils in the study, feeding back on a regular basis how they were experiencing their learning became an important part of their provision. This led to considering the importance of such feedback generally. There seemed a need to develop simple materials and methods that could be used by teaching assistants and teachers so that the learning experiences of pupils could be taken into account in ongoing evaluations and planning.

5. Systems within schools to allow pupil participation.
With Michael and Tina, the process of transferring their comments into IEP targets was tightly managed because the researcher was involved in each step. For many of the other pupils that the questionnaire was used with, it was part of an assessment where the processes of acting upon what the pupil had said varied widely between teachers and schools. Mostly there were not systems in place that allowed for this to happen easily and reliably. This exposed an area of weakness that needs consideration by the team.
Conclusion

The fact that the voices of the pupils in this research study have been heard and acted upon has raised important issues that have already begun to be considered by the LSS. It has been shown that until we have pupils’ perspectives we only have a partial picture and risk missing information that can facilitate progress in learning.

Main conclusions that can be drawn from the above research:

1. The questionnaire is an effective tool in eliciting pupils’ attitudes to school and their learning. It has been shown to empower pupils through giving them opportunities to influence both the detailed content of their support and the way that it is delivered.

2. How the questionnaire is administered is crucial in fully eliciting pupils’ feelings and perspectives. Therefore it is important to consider the provision of training for practitioners who will be using the questionnaire.

3. That attention needs to be paid within schools to the establishment of systems and processes to convert what pupils say into actions and targets. Eliciting views is really just the beginning.

The LSS actively believes in moving towards a culture that puts pupils at the centre of their learning. It is hoped that the questionnaire will help to facilitate this process.

References


LEA SEN and Inclusion Strategy 2003- 2007


---

**Helen Masani is a teacher in the East Sussex Learning Support Service. The research described above is part of a Service initiative that has involved the whole team.**

**Address for correspondence:**
Learning Support Service
River House
Bell Lane
Uckfield
TN22 1AE

e-mail: lss.uckfield@eastsussexcc.gov.uk
PART 5:
APPENDIX
A brief outline of further teacher training in the Czech Republic

Jaroslav Richter

Further Teacher Training (FTT) or In-Service Training in the Czech Republic has had a tradition since 1918. The institutions which take care of these activities have changed but the content has always been similar – to help teachers solve their specific problems.

Today there are lots of organizations engaged in these activities. Examples of some of them follow.

Ministry of Education

The Ministry operates and supports a lot of the EC projects related to FTT. It has been implementing the State Information Policy in the area of education through a system of PC courses aimed at enhancing the IT ‘literacy’ of the teacher. The Ministry of Education established Pedagogical Centres whose main task is to operate and provide FTT in each of the 14 regions of the Czech Republic and currently it is conducting essential changes in management of these. Paradoxically, although the Ministry promises comprehensive further training particularly for
elementary school teachers, at the same time, it is not committed to keeping its promises.

The Ministry also accredits licences for educational programmes devised by the institutions listed below.

**Research Institute of Education in Prague**

This is part of the Ministry of Education. Its main assignments are: to make proposals for general policy and publications, to verify the existing educational models and to conduct activities connected with evaluation of schools etc. Recently, the Institute has developed general programmes for pre-school facilities (kindergartens) and elementary and secondary schools and the evaluation criteria for grading at elementary schools and it has been involved in the preparation of the new secondary school leaving examination system.

**Teacher-Training Colleges**

Some of these have their own centres for FTT. The Charles University Teacher-Training Department even has its own Institute of Research and Education Development. This Institute devised and presented the ‘Teacher Work Support’ project in 2001. This project also contained a proposal for the FTT system changes. However, neither this system, nor a system aimed to enhance teachers’ motivation, has been implemented.

**Pedagogic and Psychological Counselling Centres**

Apart from psychological and special pedagogical diagnosing and measures in favour of disabled children, these also provide counselling, consultations and methodological assistance to teachers, pupils and parents.

**Centres for Services to Schools**

There are several Centres in each of the Czech Republic regions. They are particularly designed to render financial aid to small schools. FTT is merely a minor activity in a number of them and there is some where such work is not done at all. The bodies authorized to establish them are the Regional Authorities and these are also expected to be the authorized founders of the above mentioned pedagogical centres.

In this context, I would like to introduce our Centre for Services to Schools in Nymburk which is a ‘Learning Teacher’ project partner. On the staff
there are 9 full-time workers and 17 external methodologists - profoundly experienced teachers from different types of schools.

Our major activities are salary processing and salary and personnel paperwork processing for seven schools established by the Regional Authority and the same work is done for 54 schools established by Municipal and Local Authorities. Moreover, we keep the books of accounts for 49 schools and render related methodological services. We process statistical reports for schools.

FTT represents a minor activity of the Centre. We conduct analyses of what schools need, cooperate with the above-mentioned group of methodologists and other lecturers, schools and offices. Last school we used 30 educational programmes accredited by the Ministry to hold 114 training workshops and lectures. We issue monthly opportunities for trainings, workshops and lectures, arrange headteachers’ meetings and are involved in long-term teaching projects. We provide school-management counselling and consultations for all those involved with the school. Also, we organize different types of IT training.

Apart from the above-named state-funded institutions, there are independent associations and different agencies which take care of further teacher training as well. The best-known ones are the following:

**Innovation Learning Friends**

This is a non-profit independent association, which has become another ‘The Learning Teacher’ project partner this year, whose aim is promote the ideas of liberal education and new effective teaching approaches and which attempts to influence the state educational policy theoretically (creating their own documents) as well as practically. This association holds 2 annual national conferences to deal with the topical problems in schooling. The number of participants is as high as 350 – 600 and they take part to share the problems they have to tackle, to exchange their views with politicians and experts through different workshops and to draw new inspiration for their work. In May 2004 the organization is beginning to hold their own training and workshops for teachers by means of 100 different educational programmes.

About 30 more professional associations (e.g. Elementary School Association) support and some even organize further teacher training.
**AISIS Kladno**

This is another independent association aimed at promoting changes in schooling and developing up-to-date European educational trends of lifelong learning. The association deals with educational, retraining and social programmes. „Am I able to do it?“ is one of them as part of the „Learning Teacher“ project, focussing on personal and social development of children, teachers, headteachers and parents. The association is also involved in a number of projects which are operated outside the Czech Republic within multi-national programmes related to international organizations.

**CZESHA service**

This is a counselling and educational organization for preschool, elementary and secondary schooling. It provides consultations, counselling and teaching at three levels:

a) for educational institutions (schools, educational centres),
b) for school founders (Municipal and Regional Authorities) and
c) for the Ministry of Education and the Czech School Inspection.

Czesha service is involved in international educational projects such as inclusive education and Socrates projects.

**Conclusion**

All the organizations named above are aware how significant lifelong teacher training is and do their work very well. However, there is still no system, no conception, distinct aims and assignments, means, cooperation and responsibilities set clearly. Currently, the Parliament is debating the key educational laws and the problems of teachers and several sections are expected to deal with further teacher training. This might be a beginning of positive changes and a way out of the existing state.

---

*Jaroslav Richter, Centre Schools Services Nymburk, the Czech Republic*
A shift of paradigm

Figure 20.1 Old Paradigm

Old paradigm

This is what most of us might have experienced at school. Do we still?

However, please turn the page to see the illustration of the new paradigm.
Figure 20.2 New Paradigm

New paradigm
FINAL REFLECTIONS

Professionals in Europe

We are all aware of the obvious fact that we are Europeans. However, working together within a European framework, exchanging ideas and sharing experiences, producing materials, organising international conferences targeting key issues in education, producing publications, expanding cooperation, and networking - all this brings added value, a deeper understanding of educational matters and of what Europe is all about:

- No matter language, there is understanding and a European human expression of which we all are a part;
- No matter country, there is a European agenda which connects us all and calls for us to find joint solutions to;
- No matter background, there is a vision of a future Europe to come true, where we all are Europeans building for quality of life and education for all for the years in front of us;
- No matter educational system, there is a uniting understanding and view that we all face similar issues, with the need to reflect on mutual challenges and to find answers to the way ahead.

We are all professionals in Europe – European professionals.

Our diversity is our strength. Europe is not a stream-lined mass product with nothing more to discover and experience. Europe is a mosaic of culture, language, educational and social tradition. It is a part of the world that embraces us all and enables us to find treasures wherever we go – from south to north, from east to west. Europe is for all of us our home, our project and our future, with so many possibilities, and personal and professional options.

In this diversity and multiplicity we find basic values, strategies for the future, professional thinking and paths for the development of education that unite us all. There is an underlying agreement and a joint and shared search for answers and solutions in order to transform educational practice, suited to meet the challenges of tomorrow.
Approaches
The prerequisite for this is open-mindedness, which is one of the keys to the unprejudiced sharing of ideas in *The Learning Teacher Network* and the good atmosphere during the first international conference, but likewise to successful learning and teaching in schools. An open mind allows for new perspectives to enter, for ideas to grow, for learning, and for professional exchanges. An open approach to colleagues and the world around is also definitely the best prevention method against intolerance, prejudice and conflict.

Furthermore, feeling safe and being relaxed are two essential pre-conditions for learning, as well as for sharing. Stress blocks the chemical processes in the brain, thus also blocking learning. Trust is interlinked with good conditions for learning, and with collaboration.

There always has to be time and room for personal and professional reflection, both for undemanding relaxation and for reflection on teaching and learning, on ‘what’, ‘how’ and ‘why’. This is the only way not to drown in the cacophony of information and delivering, of requirements and tasks. Do see to that you, in the midst of the shower of daily information and stress, do allocate time for yourself for reflection. Allow yourself time not only for coffee breaks but also for brain breaks.

For those who had the opportunity to attend the international conference 2004, let us just remind of a few words of summary, bringing memories that may revitalise mind and cheer up during any gloomy day. These verbs carry meaning; they are words for proficiency:

- ‘Euroenglish’ and learning
- New friends and sharing
- Another round and interacting
- Brain breaks and reflecting

**A network learning community**

*The Learning Teacher Network* is a network learning community. Partners, members and others participating constitute a European network. Through this formation there is the dynamic of incessant networking, sometimes meetings and most of the time correspondence on distance, but interaction, communication and elaboration on common issues towards the same goal. It is all about *learning* - learning by sharing, learning by doing, learning by reflecting, learning by discovering, and learning by learning. The partakers
form this network and its activities together, being the ones carrying the processes and forming the outcome - which is true ownership. We are a learning community.

By networking, by sharing experiences and by elaborating on these issues together, important venues for learning have been created. Working within a European network platform for school development gives opportunities far more long reaching than only daily life perspectives. We should take well care of this opportunity. If successful, we will find the network in a process that brings all participants into the frontline of the debate on learning and on the new role of the teacher.

Towards the teacher as a learner

The transformation from teaching to learning puts the emphasis on the learner and his or her learning conditions. Furthermore, in order to support learners’ learning and to adapt to changes in society teachers must themselves be in the process of continuous learning.

The process of turning towards the teacher as a learner, in training and practice, includes improvement of the explored qualities and competences for the future teachers of Europe. This publication is to be regarded as an initial survey designed to examine and elucidate these and other contexts for the new role of the teacher, thus establishing a common ground for further discussions in the thematic area.

The forthcoming steps will be activities to promote the development of a conceptual framework for the new role of the teacher. The focus should be set on the learners within professional learning communities, which as such could be characterised by

- interactive professionalism
- a joint vision of a community of learners
- a professional culture and knowledge base
- learning at the centre of all activities
- reflection on doings, processes and outcomes.

Magnus Persson
The Learning Teacher Network Coordinator