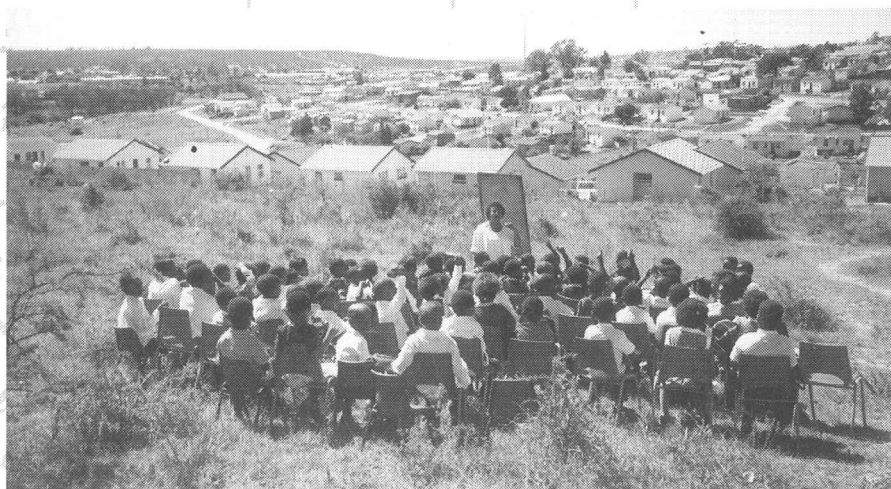


UNIVERSITY OF FORT HARE

Eastern Cape Education Department

Distance Education Project1. *Separate meetings*• *Meet management*• *Meet*• *Meet*• *Meet*• *Small*• *Meeting*2. *Develop*• *Inda*

R300-00

Planning:

Core Education Studies Course

• *School Commitment*

Schools as Learning Communities

• *SDT formation*• *Prioritisation*• *Forming Committees*

Umthamo 3

Healing the System: Improving

Capacity Building:

our Schools• *Skills Audit*• *Arranging Workshops*

Project Plans:

• *Committees design plans*• *Plans presented to SDT*• *Plans approved by school*(Pilot Edition)
January 2000

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SCHOOLS AS LEARNING COMMUNITIES

Umthamo 3

Healing the system: Improving our schools



Introduction

This is the third umthamo in the strand 'Schools as Learning Communities'. In lo mthamo, we encourage you to work with the management of your school and other school stakeholders to develop your school. We live in a time when, in every area of our common life, we are trying to make up for the inequalities of the past. We are trying to re-assess what our real needs are. And we are trying to find ways of meeting those needs. We know that there is room for improvement in our schools – even in the best of them. Lo mthamo offers an opportunity for school management, educators, learners and community members to join hands and take responsibility for the improvement of your school.

Umthamo 1 in this strand helped us to look at where our schools are *at present*. You conducted a survey to get a clear view of what different groups of people within the school think of your school. You read various passages about schools as organisations. You worked with a framework which explains how schools work. The results of your research showed some of your school's main strengths. It may also have revealed weaknesses in your school.

In Umthamo 2 we shifted focus from the present to the future. Instead of describing what schools look like now, we focused on what schools *should look like*. What is a quality school? Again you used a systematic approach and worked with a couple of frameworks. You interviewed stakeholders and got a sense of what they think a good quality school looks like. You put together:

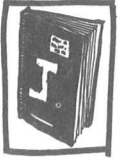
- your own personal views,
- those of the groups within the school, and
- those from the literature.

You used these to build a picture of schools as we would like them to be. In a way, you created an ideal for each school to strive towards.

You should, by now, have a clear understanding of what your school is like: its strengths and its weaknesses. You also have an idea of how its stakeholders would like it to be. The remaining question is: *How do we move the school from where it is to where we want it to be?* In lo mthamo we try to answer this question.

We suggest possible practical ways of changing schools. We suggest ways in which your school can start moving from where it is to where you and your community would like it to be. An important term which we will use to describe this process is 'development'.

Thinking about 'strategy' and the 'input-output' model



Journal Write

- Here are two of the frameworks we presented in the last two imithamo: the one by Davidoff (page 19 of Umthamo 1) and the other by Hopkins (page 24 of umthamo 2). Notice that these frameworks include **strategy** in their design. What do you think they mean by 'strategy'? In your opinion, what is the importance of strategy?

Hint: In soccer we talk about a game plan. Strategy has a similar meaning to this.

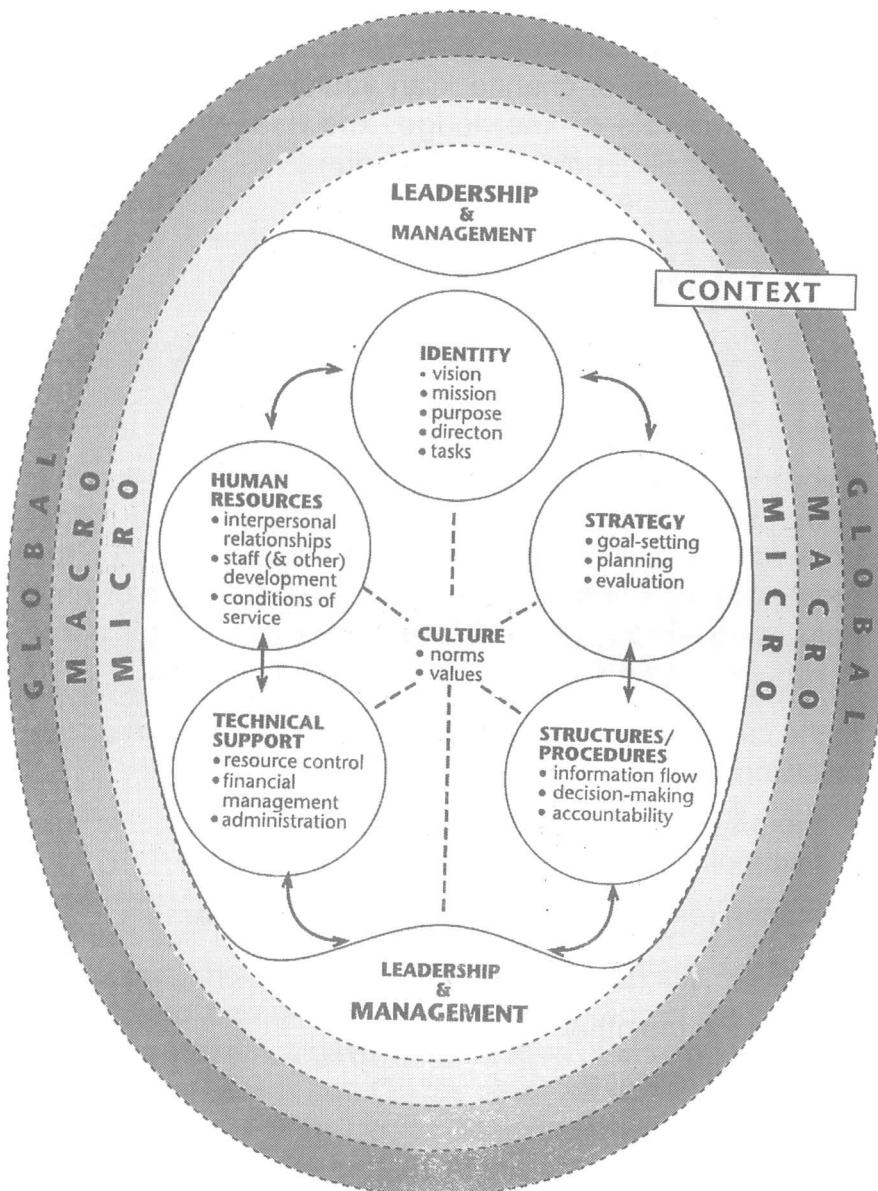
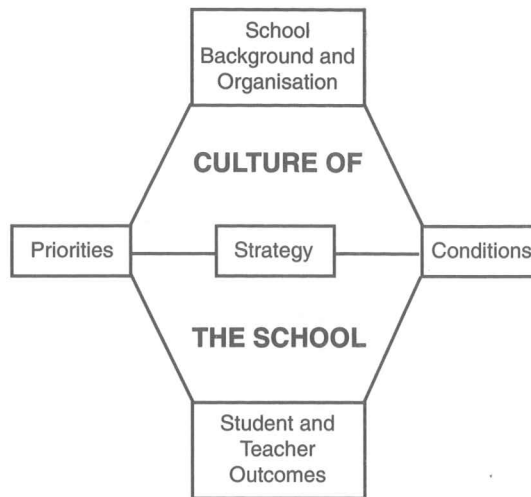


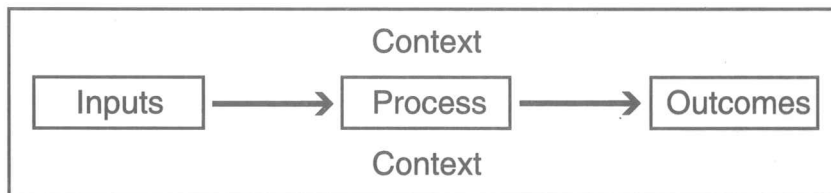
Figure 2.1 Elements of organisational life

The Logic of School Improvement



Source: Hopkins *et al.* 1993.

2. On page 2 of umthamo 2 we also presented the ‘input-output’ model of change. Can you link this model with your two sets of knowledge: knowledge about what schools are like now, and knowledge about how we would like them to be in future?



If you look at the ‘input-output’ model again, you will find that in the middle there is a box labeled ‘process’. The model does not say what this process is. What goes on inside the process box is unknown to us. We know something of what goes into the box as well as something of what comes out of it. However, we do not know what goes on inside it.

In the case of a school, we may say that things such as the following form the inputs:

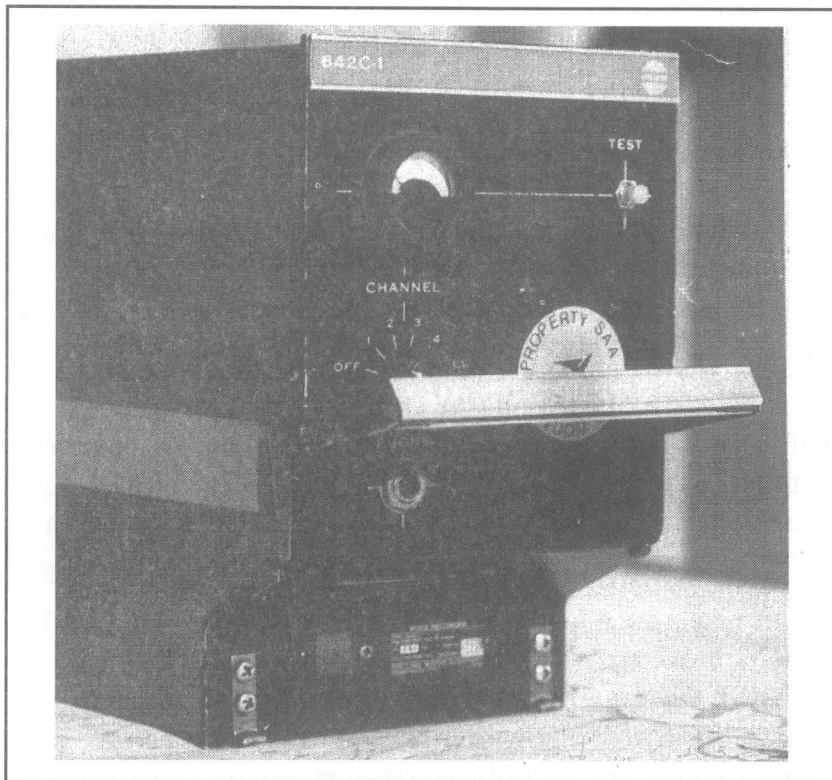
- the physical resources of the school such as buildings, textbooks and other facilities;
- human resources such as educators and learners;
- material resources such as money.

Outputs, on the other hand, include:

- satisfied teachers,
- happy learners,
- good academic performance by learners,
- good school environment and well kept grounds, etc.

With outputs such as these, we may conclude that this is a quality school. However, we do not know yet what such a school does (or does not do) in order to produce the outputs. We do not know what process, or strategy, was used to produce the outputs.

We could call this the 'black box' situation. You may have heard or read of a 'black box', particularly after a plane crash. The name 'black box' refers to an important part of the plane which, if found, gives very important information. This information enables the investigators to get all the necessary detail about the cause of the crash. To solve a plane crash mystery, aviation experts need to get hold of the black box and study it. In the same way, we need to get into the black box of our school, which is labeled process. We need to study what goes on inside it in order to avoid future crashes. We need to study it in order to 'heal' the system. We need to identify a strategy or strategies that will help us to improve and develop our schools.



The last two imithamo gave some information about input and output. The description of schools we got from the survey in umthamo 1 gave us a clear understanding of the present schooling system. It gave us some idea of what goes in, and also of what comes out. On the other hand, the description of a quality school defined in clear terms what we want to see coming out of the system. At this stage, however, we do not know what should go on inside the black box in order to be able to change from the present to the desirable.



Think About

You can think of the lessons you teach in terms of the same 'input – output' model. If you have to teach a class, you think about input and output.

1. First you set the outcomes of the lesson. When you state what the learners should be able to do at the end of the lesson you are determining the output. In order to achieve your outcomes successfully,
2. You need to know what your inputs are. These will be all the things you will use in order to achieve the outcomes. You will use, for example:
 - learners' prior knowledge (from previous lessons and from everyday experience);
 - your own knowledge (about learning approaches and content);
 - text books and syllabus documents;
 - teaching aids;
 - associations with other subject areas;
 - other resources.

Although it is important to think about input and output, it is not enough. There are a number of unanswered questions still. For example, you are not sure about what you and the learners are going to do at different times during the lesson. You are not yet sure how you are going to do these things.

In other words, you know what the learners should be able to do at the end of the lesson (**the Output**). You know what you will need in order to achieve the outcomes of the lesson (**the Inputs**). You know nothing yet about what will happen in the classroom during the lesson (**the Process**). The lesson plan tells you this. It outlines your *strategy*.

When preparing a lesson, you build in your mind a detailed picture of exactly what you will do. This involves creating a picture of the actual presentation of the lesson, and the step by step detail of what you will do at each stage of the lesson. In order to do this successfully, you rely on

- your own experience,
- your knowledge of learning and teaching,
- the teaching methods you learnt at college,
- the skills you have acquired in your practice,
- the willingness and cooperation of the learners,
- a safe and conducive environment, etc.

Now you have entered the 'black-box' of teaching and learning.



In lo mthamo we have planned a process similar to that which we use when we prepare to present a lesson. The two previous imithamo have given us certain information about our schools. We now shift focus to think about how we can move our schools from where they are to where we want them to be.

In summary:

- 1. Where is the school now?** We answered this question in SLC Umthamo 1.
- 2. Where do we want the school to be?** We answered this question in SLC Umthamo 2.
- 3. How do we get there?** This question will be dealt with in lo mthamo and the next one.
- 4. How do we know when we've got there?** This will also be dealt with in the next umthamo.

The four questions listed above form the **School Development Planning Strategy** which you will look at in more detail in Units 2 and 3 of lo mthamo.

Lo mthamo is divided into three units, each organised around a major theme and building towards the Key Activity.

Unit 1: Personal Development

'Developing yourself, as a person and as a teacher'

Everyone talks about development as a desirable thing. In this unit we try to arrive at some understanding of what we mean by 'development'. We first look at personal development. We try to understand what we mean when we say, 'We are developing'. You will use your own experience doing this course and stories told by other teacher learners like yourself in order to do this. In other words, we ask you to reflect on your own experience and the experiences of others.

Unit 2: Organisational Development

'Developing your school'

Your development as a teacher, and as a person, is an important part of the development of your school. However, it is only a part. In this unit, we move on from looking at development at the personal level. We now look at the development of an organisation such as a school. We try to show that there are many similarities between personal development and organisational development (OD). We invite you to think about your findings from SLC Imithamo 1 and 2. You will now use them to prioritize and plan for action. You will also begin to implement parts of your plan. **These steps form Parts 1 and 2 of the Key Activity.**



Unit 3: SDP: A strategy for school change

'Making a detailed plan to develop your school'



In this unit we expect you to build upon the choices you made in Unit 2 in order to carry out school development in a systematically planned way. We will guide you through a process of programme design. In **Part 3 of the Key Activity**, we will ask you to design your own detailed School Development Plan. We will share with you some of the experiences of educationists working in the field of school improvement. **You will carry on implementing this part of the Key Activity over the next year, and will report back on it when you work on SLC Umthamo 4, in 6 months' time.** We will invite you to reflect upon your experiences, to jot them down and share them with your colleagues. This will offer you an opportunity to grow and develop, personally and professionally.

Learning Outcomes

When you have finished lo mthamo you will have gained knowledge and thought about:

- development: what it means for you as a person and your school as an organisation;
- what it means to be a development practitioner (a change agent);
- the different steps and stages involved in school development;
- some difficulties related to school development;
- School Development Planning (SDP).

In addition you will have acquired the skill to:

- design a detailed school improvement programme over a period of three years;
- organise information relating to school development;
- recognize, deal with and, where necessary, live with some of the difficulties associated with school improvement.



Unit 1: Personal development

'Developing yourself, as a person, and as a teacher'

We have said in the introduction that there is no school which does not need any improvement. In every school, it is important to make sure that an on-going process of development is taking place. Human resources need to be developed so that management and administration can be improved, for example. In this unit, then, we explore the concept of development, so that we can understand what it means to develop our schools.

One of the outcomes aimed at in this course is to make you a development practitioner (or a change agent) at your school. We hope that as you do this course, you are developing into the kind of teacher:

- who believes in action;
- who has the courage to stand for what is right;
- who models good behavioural patterns; and
- who leads others in doing right.

You therefore need to acquire certain knowledge, skills and values which will help you in your effort to develop your school. Knowledge of the process of development is crucial.

Development and Change

Journal Write

Write your answers to these questions in your journal:

1. What is your understanding of the term 'development'?
2. What brings about development, and what stops it?
3. How does it happen?
4. What is the relationship between development and growth? Are they the same, or different?

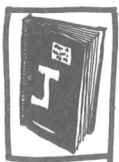
Leave some space below each answer so that you can come back later and make changes to your responses when the need arises.

You may have found, like we* did, that only when we start thinking about these questions do we realise just how complex they actually are.

When we* answered these questions, we identified two points about development. Firstly, that development implies that **change** is taking place. Something or someone becomes what it or s/he has not been. Secondly, that the change is assumed to be **good or positive**. At this stage, however, we are not sure how that change happens and what brings it about. We need to think carefully about the kind of change that takes place and how it occurs.

It might help if you think of different things developing: e.g. a child, yourself, an idea, a course, a country, etc.

Themba Ndhlovu and Nonhlanhla Mthiyane, the authors of *lo mthamo





Activity 1: My development during this course

Think of how you have **changed** since you first enrolled in this course. Mention four things about yourself that have changed? Use the table below to organise the information into what you were **before** you enrolled for this course and what you are **now**, some eighteen months or so into the course. Ask one of your colleagues to complete the same table about you and see whether there is agreement. ***You will discuss your findings at the first face to face session.***

BEFORE	NOW / AFTER
e.g. <i>1. I was afraid to talk in large groups.</i>	e.g. <i>I am confident and I contribute in group discussions.</i>
2.	
3.	
4.	
5.	
6.	

During our visits to the centres and at the launch of the project in September 1999, we were privileged to meet and talk to some teacher learners. Most teacher learners we spoke to were quite happy to tell us about how they have “changed” since enrolling for this course. They talked about how their teaching methods now include creative and interesting “hands-on” classroom activities, and how that has led to more learner involvement and creativity. At the launch we also got an opportunity to talk to teacher learners and to see many exciting examples of things that learners and teachers have developed. The exhibition was a living demonstration of the level of development the teachers were talking about.



***Teacher-Learners
at the
Launch***

The teachers we spoke to talked about many changes. They said that they had changed from taking learners as empty vessels, to creating opportunities for learners to be actively involved in lessons. They said that this had improved classroom climate and classroom management. They also spoke about how they themselves had come to love and enjoy teaching even more.

There were some sad stories as well, of course. Some teacher-learners told stories of principals who were hostile and uncooperative. "My principal is not supportive and thinks that I want his position. He is so insecure," said one teacher learner. Instances of 'jealous' colleagues were also mentioned. In general, however, the teachers we spoke to said good things about how the course had improved their lives. Here is an extract from one of the discussions we had with the teachers:

Question: How do you feel about this course so far?

Answer: This course has developed me tremendously.

Question: What do you mean by that?

Answer: *(She scratches head for a while and smiles)*

I am now a better teacher and my children can tell you that.

Question: Can you explain that a bit more?

Answer: *(She laughs)* I am a different teacher now. I think differently and do things differently. I am still developing, of course, but I can already see a huge difference in the way I teach and handle learners. I have taken off the old skin. I am a new person. It is difficult and painful at times, but I enjoy it'.

This teacher-learner's responses left us with more questions than answers. We wondered, for example, what she meant by 'better?' How did she see that she was now better? Why was she so sure that her learners would also support this view? We asked ourselves many questions over dinner that evening. We shall spend some time thinking about these experiences, because they have implications for your work as a change agent in your school.

When we spoke again over the morning tea, Themba remembered a book he had read a year or so ago. He promised to find it and let me read it as well. On Monday morning I got a call from him. He had found the book. I could hear from the excitement in his voice that the book had provided the missing answers. Let us share with you some of the ideas from the book.



A Development Practitioner's view of development

The book Themba found is written by Alan Kaplan. Alan is a development practitioner who has spent many years working with marginalised* rural communities. In 1996, he published a book entitled 'The Development Practitioners' Handbook'. In this book Kaplan makes points which we think have to be known and remembered by every one involved in development work, like you. Here is a slightly adapted version of some of the points:

**marginalised communities: neglected communities which are poor, unattended and not cared for*

1. Development is not growth. Growth refers to a change in size, is quantitative, is easily observable and may come before development. Development, on the other hand, is a change in quality that is not easily observable.
2. Development as a process occurs over time, is discontinuous and often irreversible.
3. Development often follows a crisis and is painful.
4. Development means that we let go of the past, and overcome our resistance to change.
5. Development builds upon what already exists and does not throw out everything that is there.
6. Development leads to a change in attitudes, and an adoption of new responsibilities and challenges.
7. Conflict and division often accompany development, before integration and harmony are created.
8. Development involves becoming conscious of old patterns of behaviour, letting go of them and consciously embracing new, unknown ways of doing things.

Let us now see whether these points can help us understand what the teacher-learner meant when she said that she has been developed by this course. We found that at least four statements made by the teacher learner are similar to the points raised by Kaplan in this list. Let us discuss these points and leave the rest for later.

1. Firstly, when we discussed point one, we agreed that the teacher learner meant that she has undergone a qualitative change when she said she is now **a better teacher**. It is not a quantitative growth in the size of her head, or some other physical change. Rather, it is a qualitative change in the person she is, the way she thinks and the way she does her work. Notice that she said that her learners would testify to this. It is as if she was saying, 'I know you cannot see it and therefore will not believe me. Strangers can't see what I am talking about, you know. Only the people who know what I was like before can tell you how much I have changed'. It is a change that is invisible to the eye of the stranger.

2. She says that only the people who have observed her **over time** can see the difference. This points to what Kaplan says in point two. Development occurs over time. It is not a once off event but a process over time. The teacher also recognises that the process **continues** when she says 'I am still developing, of course, but...'.
3. Thirdly, the point about **thinking and doing things differently** reminds us of point six in Kaplan's list. The course has brought about a shift in the way the teacher carries out her duties and responsibilities and how she thinks about her work as a teacher. This teacher has accepted the **challenge** to lead the development process and in doing so she has assumed **more responsibilities**.
4. Fourthly, the statement she made about 'taking off the old skin' is also similar to Kaplan's point eight. Development is about becoming aware of and **letting go of old ways** of doing things and **adopting new ways**. The habits of the past give way to new habits and ways of thinking. This is why the teacher learner we spoke to put emphasis on the 'now' or the 'new self'. The process of 'taking off the old' could only happen when she had become conscious (or aware) of her old patterns of behaviour. In the case of this teacher and her school, the survey helped them to examine what they were doing and to see its effects.



Journal Write

Go back to the entry you made earlier, about development (see page 6). Think about the answers you gave to the questions asked then. Make any additions or changes you would like to make in the light of the information you have obtained thus far.



Tracing the journey of personal development: Zoleka's story

Zoleka, one of the teacher learners in this course, told this story:

I have been teaching at this four-teacher school for twelve years now. I have acted as principal for the last three years of that time. In the classroom I was happy doing my teaching the best I could, year in and year out. I knew the syllabus in and out and had reached a stage where it was no longer necessary to prepare my lessons. For years I taught the same things to the many blank faces which sat in rows in front of me.

When I heard that underqualified teachers would be retrenched I shivered. It was worse when we were told that OBE would be introduced. I did not know what a monster this OBE was.

I knew I had to do something. It was just at this time that I heard about this course and decided to enrol. I could not afford to be retrenched or to have the other teachers knowing more and better than I do.

Since I got into this course I have never looked back. I must admit that it was difficult at first. I was scared of the face to face sessions and always worried that I would make a fool of myself. Getting children to sit in groups and to involve them in lessons was difficult. I had to try all these crazy and difficult things which made my colleagues to laugh at me. It was worse when they heard that there was no examination in this course. I was the laughing stock of the staff room.

I cannot tell you how and when things changed. I think it all started with Ms Dlalisa peeping through the window and listening to my lessons. She must have loved what I was doing because soon she began to spend her break time with me, talking about teaching. Before I knew it she was borrowing my imithamo and trying some of the things herself.

Eight months or so ago we tried to get the other two to join us as well. Yo! I have never seen such anger. Strangely we have now noticed some interest but their worry seems to be that they see us staying at school until late and think this must be a lot of work.

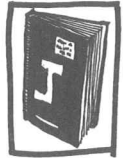


Activity 2: Zoleka's development

Analyse Zoleka's story of development. How does it show that:

- Development is not a smooth process but is discontinuous and full of ups and downs.
- For development to begin there has to be a crisis which brings about dissatisfaction with the existing situation.
- Development builds upon what already exists. It does not throw away everything and start from scratch.
- Pain, division and conflict will accompany genuine development.

Write your ideas about this story in your journal, and come to the next face-to-face session prepared to share them with other teacher-learners.



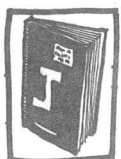
Think About / Journal write

Think about your own story of development. Think of your development as a person, and as a teacher. How does it relate to Kaplan's points about development? If you wish to, write your ideas in your journal, and share them with a colleague, or at the face-to-face session. You might want to expand on this journal entry as the months and years go by. You could develop it into an autobiography, or into an account of your on-going development as a teacher.

What have we learnt so far?

From the experiences of the teacher-learners enrolled in this course, the points made by Kaplan, and Zoleka's journey, we have learnt that:

- development needs time and that we cannot force or impose it. All we can do is to create opportunities that will facilitate the process of development.
- change agents should develop the right attitude and understanding of change;
- genuine development occurs when 'old' attitudes and habits are fully understood, confronted and replaced by new ones;
- resistance, pain and conflict often accompany genuine development;
- development is never complete, it is an endless journey of becoming better at what we do;
- the journey is not always smooth, it is full of ups and downs.



Journal Write

Look back, once again, at your Journal Write about development (see page 6). Add any new insights, or comments that you would like to make now.



Unit 2: Organisational Development (OD)

'Developing your school'



As you realized in the last unit, development is a process that takes place over a period of time, during which efforts are made to change towards certain agreed goals. It is a process which needs to be well planned to ensure that it takes place in a systematic way.

As part of your development as a teacher-learner, for instance, you have to attend face-to-face sessions and do other things which demand a lot of your time. This requires careful planning. For instance, you need to plan time to do the activities in the different imithamo with your learners. You also need time to do your 'normal' schoolwork as a full-time teacher. You are a family and community member, who still needs to attend to things like family crises, as well as community engagements like funerals, etc.

Whereas in Unit 1 we've been talking about development at an individual level, this unit focuses on development at the level of an organisation. This moves our discussion to another level at which we look at how development happens in our schools. We now begin the process of getting into the 'black-box' of school development, as described in the introduction. We are trying to understand the process we can engage in, in order to realize our visions of quality schools. To do this we will refer to our own experiences and that of others who have been involved in change processes.

Different people adopt different approaches to school development. They also employ different strategies. In this unit, we will read two 'school development stories' and try to learn from them.

School development in action (1): Themba's story

Themba has told this story again and again to groups of students doing a School Improvement course. In it, he tells about an attempt at school improvement which he and a colleague made when he was a deputy principal at a high school in Kwa-Zulu Natal.

Read the story and see if you can identify with some of the things he says:



The year was 1993. I had been recently appointed Deputy principal at this once prestigious High School. The principal was himself only entering his second year at the school. We were both enthusiastic and very committed to getting back the school's reputation and glory. We set out to change and improve the school in a big way.

We would sit together for hours on end thinking about what was going wrong and making decisions about what we needed to do to change things around. Before long the two of us had a precise understanding of what was going wrong, a fairly clear vision of where we were taking the school, and a shared understanding of what we would concentrate on.

One of the first tasks we set ourselves was to reduce late coming by learners and educators and to ensure that there was learning at all times during the school day. Late coming and poor honoring of lessons were so rife that at times it was not possible to tell the difference between break time, end of day and teaching and learning time. We believed that this was unacceptable and thought deeply about a strategy. "If we have teachers in the school and the classroom on time, the learners will be easy to control," we thought to ourselves. This is how we went about solving the problem.

Since school started at 7:45, teachers aimed at arriving at school at this time and ended up being late. If teachers came fifteen minutes earlier, this would ensure that they were inside the school premises when the starting time came. All we needed was a trick to get all of them in the school by 7:30, at least. We came up with a brilliant plan. All teachers would meet in the staff room at 7:30 for a ten to fifteen minutes meeting to review the previous day and share any important information and news. A register would be marked everyday to keep track of staff who came late.

With regard to the learners, we agreed as a management team that we would take daily turns at the gate. The principal and his deputy would stand at the gate with a cane and punish all the late comers. At 8:00 the gates would be locked and no learner would be allowed into the school for the day. In order to make sure that once inside the school, teachers and learners attended all lessons, we introduced lesson timetables, which were kept by class leaders. Teachers signed a special lesson attendance form, which indicated the number of learners who attended each lesson and the names of those who did not. This was a perfect strategy to get both teachers and learners to honor their lessons.

The strategy worked fairly well for the first two weeks or so. In a matter of weeks, we were back to square one. The process of development failed dismally.



Journal Write

We would like you to write in your journal, analysing why this attempt at school improvement failed. Here are some questions to guide you as you write:

1. Why do you think this attempt at school improvement failed? Write all the reasons you can think of in your journal.
2. Think of an instance where you or your school worked hard to bring about some change, only to be disappointed by failure.
 - a. Describe this attempt.
 - b. Describe what happened from the day the changes were born to the day they died.
 - c. Briefly describe the feelings of the following stake holders at the beginning, in the middle and towards the last days of the change effort;
 - the principal and management
 - teachers
 - learners
 - yourself

You can use single words to describe your feelings. For example, this is how Themba described his feelings with regard to the case above.

<i>Stakeholder</i>	<i>Beginning</i>	<i>Middle</i>	<i>End</i>
<i>Self</i>	<i>Enthusiastic, excited, positive</i>	<i>Unsure, suspicious, concerned</i>	<i>Angry, disappointed, betrayed, sad, bitter</i>
<i>Some teachers</i>	<i>Confused, wary, uninvolved</i>	<i>Indifferent, uncaring</i>	<i>Happy, relieved</i>

3. What lessons about change can you draw from this experience?



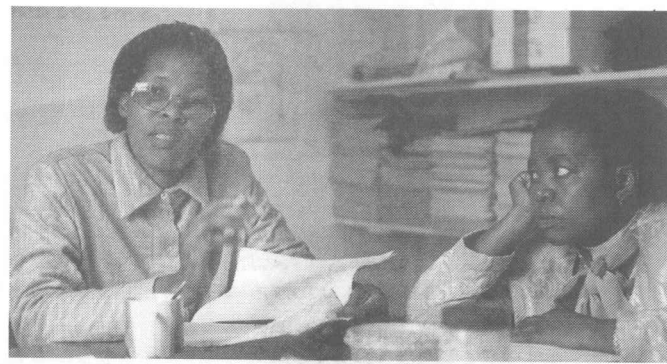
You will discuss this journal entry in your next face-to-face session. Re-read the discussion on development in Unit One. It will help you in your preparation.



School Development in Action (2): Kuyasa Primary School

Nomusa is a student taking this course, just like you. She has also finished the second umthamo on 'Schools as Learning Communities'. She is a bit ahead of you, however, because she has also attended several workshops on school development and change. Nomusa is very enthusiastic about school change. She has already started the process of school development. She is working with other teachers, parents and students to develop her school into a quality school. Here is her account of what she did:

Nomusa tells the story of School Development at her school



Seeing and worried by the findings of my mini research at the school, I arranged for a meeting with the management team of my school. At that meeting we discussed the results of the survey and the interviews I had conducted with some people at the school. At first my principal was a bit skeptical about my intentions, but later we were all agreed that we needed to do something to change our school. We felt we couldn't wait for the Department of Education to change our situation. The research results had indicated that people within the school knew what they wanted their school to look like.

Separate Stakeholder Meetings

The first thing we decided to do was to hold meetings with all the groups of people from within the school, separately. It proved to be difficult to arrange a meeting where everybody could be present. We therefore arranged to meet with teachers, parents, and learners, at different times. The main goal was to report on the findings of both the survey and the interviews. In these meetings, it seemed that everybody was unhappy and dissatisfied with the state of affairs at Kuyasa. There was no consensus when it came to what had to be done, though.*



Some people felt that it was not their responsibility to engage in a school development process. They argued that they did not have the time to do something they would not be paid for. After all, they said, what would the education department do if they took the last responsibility from it? There was, however, a small group of people who felt that there was a need for the school to do something to change itself around. From this group came a suggestion that we hold a meeting of all interested people from all stakeholder groupings in the school. The aim of the meeting would be to discuss what could be done about the situation at the school. We finally arranged a meeting where members of all the different groups of people were present.



All Stakeholder Meeting

During the discussions there was agreement that something had to be done to improve the situation at the school. The decision was taken that the “Kuyasa community”, as we began to call ourselves, was committing itself to starting the process of improving the school.

It was clear that we could not work as a big group. Therefore, a team of people was elected to coordinate this whole process. We called this a School Development Team. I was elected chairperson of the team. We made sure that all stakeholders were represented in this team and that the principal would also be an active member.

The School Development Team (SDT) and School Development Planning (SDP)

The first responsibility of the new team was to develop a plan that the school would follow in its process of improvement. The team would design this plan and then present it to the whole group for approval and amendments. We realized we couldn't change everything at once, so we decided to choose issues we would start with. We chose to start addressing the **school climate**, as it had rated the lowest in our survey. This was our decision as a School Development Team, and was subject to the approval of the whole group.

Having made this choice, we realized that we had to devise a way of systematizing what we would do in trying to improve the school climate. We decided to focus on five main issues affecting the school climate. These were: the issue of safety within the school; relationships between teachers, management, and learners; ethical behavior within the school; the relationship between the school and the community; and extra-curricular activities. We then agreed to establish five committees that would address the above issues. Members of the School Development Team would become chairpersons of these committees.

Empowerment of Teams

We also agreed that an important element that we all needed was that of being empowered to perform the different tasks we were all assigned. Different committee members would need different skills to perform the different tasks e.g. fund raising, financial management skills, etc. We decided to do an audit within the school as to who had what skill, before calling outsiders to help us develop skills. We would design a questionnaire for all staff and parents. This would inform us as to which skills people had. Finally, we designed a one-year plan which the school would follow in starting this process of change. We then arranged a meeting where we would present our recommendations and our plan to all the stakeholders. Although we were pleased with ourselves and the quality of work we had done, one question vexing us was 'Will we make it?'



Journal Review and Write

1. Go back to Themba's story. We asked you to give reasons for the failure of the change effort that was tried at his school. Does your list include any of the following?
 - The principal and deputy did not involve others.
 - The strategy was not part of the whole school improvement plan. It was a limited single aspect focus taken out of the context within which it was happening.
 - There was no systematic planning.
2. In your journal write at least three major differences between the approach in Themba's story and that followed by Nomusa at her school.
3. Nomusa's story is about the journey of development at her school. We do not have the full story, but we can still relate this story to what Kaplan says about development. Think about which of Kaplan's points are relevant. Write about your ideas and share them with a colleague.



The Three Stages of the development process

1. The Planning Stage

In lo mthamo, we shall divide the process of school development into three stages. The first one is the **planning stage**. This is the beginning of the change process, during which the necessary foundation is laid for the process to proceed smoothly. A school needs to develop what we call a 'School Development Plan'. By following this plan, the school should be able to change, developing towards the desired 'quality school'.

A School Development Plan spells out, step-by-step, the activities that will take place during the change process. We would argue that unless the school starts the process of development with a clear and fairly detailed plan indicating what will be done and when, the process is sure to fail.

A School Development Plan needs to be based on a picture of where the school is now (**Where is the school now?**), and what kind of school you are aiming for (**Where do we want the school to be?**). You have information on this from the research you did in SLC Imithamo 1 and 2. In lo mthamo, you will go through as much as possible of the planning stage.

2. The Implementation Stage

The second stage is the **implementation stage**. During this stage, the plans are turned to action. For this stage to be a success, the plans need to be detailed, in terms of who does what, and when. This usually requires resources, such as a certain amount of money, which has to be raised. This stage should be accompanied by close monitoring of how the process is unfolding. This monitoring tries to make sure that the plan stays on target. The monitoring process also needs to make sure that people are ready to respond to the immediate, unexpected things that may happen during the process of change.

3. The Institutionalization Stage

The last stage is called the **institutionalization stage**. During this stage, everyone tries to make the new activities and acquired behaviors a normal part of the day to day life of the school. During this stage, you look back at the whole process that you have been engaged in and reflect on what happened and on the lessons you have learnt, and start the process all over again.

We are not suggesting that the stages follow one another in a smooth sequence. For instance, you do not have to wait until the end of the process to reflect on what is happening. Reflection should happen throughout the process of development.

In lo mthamo, we expect you to be involved in a process of beginning to change your school, similar to that engaged in by Nomusa. We expect you and other stakeholders at your school to **design a School Development Plan** that your school will follow in order to change your school to a quality school.

Tracing Kuyasa's journey of Development: The Planning Stage

Let us try to make sense of Nomusa's story by listing all the actions she engaged in as she went through the process. See if you agree with our choice.

Firstly, notice that at a particular stage she took the bold decision to do something about her school. She was going to be an **agent of change** in her school. Secondly, she realized that she could not change the school by herself. She spent time trying to get the support of others within the school. One very obvious stage of school development she went through is that of **planning**. However, she did not just sit down and write a plan. She did many different things.

Things Nomusa did during the Planning Stage

1. She met with the management team to share the results of the research.
2. They then met with all the other stakeholders to do the same.
3. They identified a small group which was ready to engage in school improvement.
4. They met all the stakeholders in one big meeting.
5. They got the school to commit to engaging in a school development process.
6. They got an SDT set up at the school.

Together with the SDT, as chairperson, she facilitated the:

1. designing of a School Development Plan;
2. presentation of the plan to a stakeholder meeting;
3. formation of five committees or project teams;
4. formation of a fund raising team;
5. conducting of a skills audit;
6. building of the capacity of office bearers.

This list presents very clearly the things Nomusa and her colleagues did. However, it might be helpful if we organise them a bit more. The table on the next page divides the points into two groups, and also gives their hoped-for outcome.

Outcome	Activities
A safe and pleasant climate	<p>Advocacy</p> <ul style="list-style-type: none"> • meeting the principal and management • meeting the different stakeholders (teachers, parents, learners) • meeting all stakeholders – Development Indaba • commitment to development • establishment of the SDT <p>Planning</p> <ul style="list-style-type: none"> • prioritization of things that need to be done • designing a plan and presenting it to all • formation of committees and sub-committees • conducting of skills audit • training of office-bearers

We can now say that Nomusa has a **draft plan**. She and the team can design a more detailed School Development Plan on the basis of this draft, once the advocacy section is complete.

What is Advocacy?

You will have noticed that, in this table, the points are divided into two groups, the **advocacy** and the **actual planning**. **Advocacy** refers to the process of selling the idea. This is the time when the change agent tries the best s/he can to get others to see the need for change, and commit themselves to the process of changing the school. In Nomusa's case, we see that she values working together with others as a team. Her approach is also systematic and tactful; she first cautiously approaches the stakeholders separately before she gets all of them into one meeting. Later she introduces the idea of the formation of a School Development Team, which further encourages the formation of other small committees, like the fund-raising committee.





Think About / Journal Write

Think about (and write in your journal if you wish) the following:



1. Nomusa has her reasons for the way she does her advocacy. What do you think her reasons are?
2. Since you also have to start a school improvement process at your school, think about how you will do advocacy at your school.
 - Who will you start by talking to, and why?
 - Who are the other people you will talk to? Why is it important that you talk to them?
 - What other activities will you engage in?



KEY ACTIVITY:

DESIGNING A SCHOOL DEVELOPMENT PLAN

In SLC Umthamo 1 pages 30-31, you conducted a survey, analyzed the results and wrote a report in which you described the strengths and weaknesses of your school. You may also have given recommendations on how to improve the school. You were asked to give practical details of how the changes you recommended would be implemented. The Key Activity of lo mthamo is a continuation of the process you started back then. We advise that you go back and refresh your memory about the thoughts you had then.

After careful consideration of the findings of the research you have done, you have decided to lead the process of change at the school. You are aware that this is a difficult task, but are nevertheless committed to making sure that it happens.

Part 1: Advocacy, Commitment and Prioritisation

Your first task is to design a draft plan, as Nomusa did.

1. You will need the information you collected in the survey and the interviews from Imithamo 1 and 2. Nomusa's story will be a useful resource, although you cannot just blindly repeat everything she did. Remember that your context is different.
 - List the steps you intend to follow in order to get everybody to understand the findings, and to see the need to commit themselves to the change process. In short, how will you get as many people as possible to embrace the change and be part of the process?
 - List the rest of the steps you will take, until you have a School Development Team, which is ready to design a detailed School Development Plan.





2. On page 15 we re-organised Nomusa's list. We specified the activities and outcomes to be achieved. We grouped the activities into advocacy and planning. The list was turned into a **draft plan**. Do the same with the lists you have made above. It is important that the steps are chosen carefully and sequenced according to the order in which they will occur. It will not make sense, for example, to say that you will only consult the other stakeholders when the plan has already been designed and ready for implementation. The activities should be as clear and manageable as possible.
3. In about half a page, give your **reasons** for the actions you have chosen to take.

*Your **draft plan** and your **reasons** (numbers 2 and 3 above) should be presented in their final form at the final face-to-face session where lo mthamo is dealt with.*

Coping with difficulties

When we piloted lo mthamo with teacher-learners at Kokstad, we were reminded that schools will not all be as ready for development as Nomusa's school was.

- In some schools, there are no School Governing Bodies (SGB's).
- In others there are serious conflicts between the members of the SGB's and teachers.
- In other schools, teachers are not on speaking terms with one another,
- or there are difficult relationships between management and the teaching staff.

Our response was as follows:

All these situations present a real need for development. Each and every one of the above situations needs careful planning. If, for instance, at your school the SGB and staff are not on speaking terms, it may be that that is your priority for the next six months. You may need to plan how you will:

- First meet the SGB executive and talk to them about the situation.
- Then talk to the principal and management.
- Then perhaps you need to arrange for someone neutral to chair a meeting of the two groups to find out the source of the problem.
- You may finally decide to plan for a series of workshops in which roles and responsibilities are negotiated, clarified and agreed upon.

The above is an example of a plan that addresses a real problem. Your plan will need to address a real problem at your school.

Assessment Criteria

A good response to Part 1 of the Key Activity is one that demonstrates that the change agent has:

1. thought clearly through all the necessary steps,
2. sequenced the steps chronologically, and
3. demonstrated a clear understanding of development.

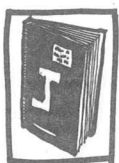
This will be shown through the choice of actions, and the order in which they are planned to occur. The planned actions should reflect an awareness of such things as:

- the need to consult;
- the need to involve other stakeholders in the school;
- the need to set realistic expectations.

Back to Nomusa's story

When analyzing Nomusa's story, we see that she must have spent a lot of time with other members of the School Development Team planning how the project would unfold. This is an important phase of any successful project. There was agreement that a team of people needed to do the planning of the process.

Nomusa didn't say much about how they would implement their plan, nor did she tell us what was in their plan. You and the people in your school will have to design your School Development Plan, and this plan is part of your assignment, so start thinking about the possible activities that will go into that plan.



Journal write

Write your ideas about the following in your journal. If you can discuss your ideas with others as you write, before writing, or after writing, that will be very helpful.

- In your school, who do you think should make up the School Development Team, and why?
- What role should the School Development Team play in your school?
- What possible committees do you think would be needed in your school?
- What knowledge and skills do you think people in your school would need in order to engage successfully in the change process? How do you hope to address this gap?
- Do you think this process will need extra resources? How do you hope to raise the resources?
- Mention at least three problems you foresee? How will you deal with them?



KEY ACTIVITY: DESIGNING A SCHOOL DEVELOPMENT PLAN

Part 2: Implementing the Draft Plan

You now have a plan of what you will do to advocate for change at your school. You also have a plan of how the process will unfold from there. For example, you have an idea of the people who will make up your School Development Team. It is now time to implement as much as possible of your plan.



1. Implement as many steps of your **draft plan** as possible. In other words, practically do all the things you said you would do in your plan. It is possible that you may not be able to do all of them, but try to go as far as possible within the limited time you have.
2. Write a **report** on the steps you were able to implement. Your report should be divided into two sections.
 - In Section 1 you must give the details of what you did. For example if you were able to hold a meeting, mention how many people attended the meeting, what the agenda of the meeting was, what the outcome of the meeting was. You also need to say when and where the meeting was held.
 - In Section 2 you must report on the lessons you learnt from the exercise. For example, the meeting may have been a failure because only a few people turned up. This may have been because the date and time of the meeting coincided with a funeral of a prominent member of the community or an important soccer match.

*This **report on your progress** with the implementation of the plan should also be ready for presentation at the final face-to-face session where *lo mthamo* is dealt with.*



What we have learned from the development process at Kuyasa

Lesson 1: The school community must own the process

Although Nomusa's description of what she went through may make the process of school change look simple and tidy, it is not. From Nomusa's story we can see that she would not have achieved the same successes if she had chosen to work alone.

Nomusa had to get the commitment of other people in her school. This suggests an important lesson for change agents like you. For change to succeed, people involved in it should own the process. People should not feel that someone is forcing the change upon them.

Lesson 2: Development requires the provision of additional resources

We have also seen that change requires resources, in terms of time, money, physical and human resources. For example, the need to raise funds, the need to get people from outside to workshop committee members within the school for the different roles they have to play, etc.

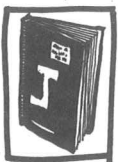
It also becomes clear that this process brings about changes to the way the school is run and the way time is used. Time will be needed for activities like meetings, fund-raising, and workshops, for example.

Lesson 3: A new culture of teamwork and co-operative spirit becomes necessary

We have also seen that by its very nature, this kind of development requires that people work together. It reinforces and encourages a culture of co-operation, collaboration and teamwork within the school that may not have existed before.

Lesson 4: Commitment, dedication and systematic planning are crucial

More importantly, however, we have also seen that it is a complex and demanding process which needs to be taken very seriously and approached professionally and systematically.



Journal Write

What personal lessons have you learned, so far, from being involved in the process of change at your school?





Unit 3: School Development Planning (SDP) A Strategy for school change

Making a detailed plan to develop your school



In this unit, you will work on **Part 3** of the **Key Activity**, i.e. making a detailed plan to develop your school. The making of this plan will involve working with other stakeholders in your school. You will therefore not be able to complete it before lo mthamo is closed, in a month's time. Between the closing of lo mthamo and the introduction of SLC Umthamo 4 (in 6 month's time), we would like you to continue with your **advocacy** and your **planning**. We would like you to make a detailed plan, according to the suggestions in this unit. And we would like you to continue with **the implementation of that plan**, as far as you can. You will read more details about that further on in the unit.

School Development Planning

We mentioned School Development Planning (SDP) in the introduction, and we have been dealing with aspects of the process all through the umthamo. Let us now look in more detail at School Development Planning (SDP) as a strategy of school improvement.

As we said in the introduction, this approach to school improvement involves answering four basic questions. These questions are:

- 1. Where is the school now?**
- 2. Where do we want the school to be?**
- 3. How do we get there?**
- 4. How do we know when we have got there?**

Your work in the last two SLC Imithamo has, to a large extent, answered the first two questions. The remaining question now is how to get to the destination. The focus of lo mthamo is to answer that very question. Notice that the School Development Planning strategy has one further step. It suggests that when we decide on what we will do, we should also ask ourselves how we will know that we have arrived at the destination.



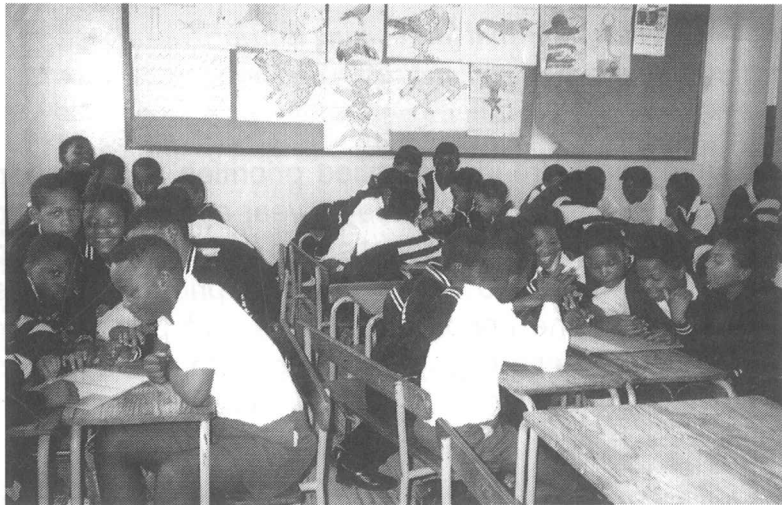
Thinking About School Change

You will remember that one of the frameworks we spoke about earlier was the one suggested by David Hopkins. Hopkins is Head of the School of Education and School Improvement at the University of Nottingham in the UK. He is counted as one of the fathers of School Improvement. When he visited this country just recently we had the pleasure of meeting this great thinker and practitioner and we would like to share with you some of his thoughts about how we can change our schools around. We will use his framework once more as a guide. (see page 2)

The points we would like to make from Hopkin's framework are the following:

- Every school improvement effort should finally be aimed at improving the learners' outcomes.
- There are so many areas and aspects needing improvement at each given stage that there is a need for prioritization.
- School improvement is about using a coherent strategy, planning systematically and changing the way people think and behave.
- The main aim should always be to improve the organisation and management of the school as well as the teaching and learning.

Bear these points in mind as you work on this unit.





Planning for School Development

Let us see what Themba and his principal would have done if they had used the strategy of School Development Planning. We propose that we look at this process as involving a series of stages or steps. Be reminded that the steps are not necessarily linear and strictly chronological.

Step 1: *Where is the school now?*

(Joint Identification of Problem/s)

This stage entails the involvement of all in the identification of problem areas.

In Themba's story, the problem was the principal's problem and the deputy's problem. When you conducted the survey at your school you were engaging in the process of joint identification of problems. Every stakeholder participated in the process.

Step 2: *Where do we want to be?*

(Determining Outcomes and Setting Goals)

Agreeing on problems does not mean that there is automatic agreement regarding their level of importance. In a case where there is more than one identified problem, the decision as to which one is more pressing differs from one stakeholder group to another. Priorities should be negotiated.

Outcome: the main desired goal as contained in the priority statements

Example:

Management may think that late coming is priority while teachers think that poor management and safety are the two most important problems.

Your survey has already identified priorities. Remember, however, that you did your survey a year ago. For this and other possible reasons, the negotiations and discussions led by the SDT may lead to a different list of priorities. This is not a problem. The important thing is that people from different stakeholder groups should negotiate, and agree on priorities. The majority in the school should share these priorities.

Once sufficient agreement has been reached on the priorities, they should be rephrased. The priorities are now presented as positive statements which indicate desired outcomes. Instead of problem statements, we now have goals or outcomes.

Example:

Problem statement: poor attendance and late coming

Outcome: punctuality and regular attendance of lessons.



A few important points to bear in mind while you work through this unit

1. School Development Planning tells us what to do and not how to do it.

The School Development Planning strategy serves as a guide or a map, in that it shows us the way. One could also think of its four questions as road signs. Have you noticed that road signs show you the direction and at times tell you precisely how far away you are from your destination? However, they do not tell you how to travel, and they never travel with you. In a similar way, SDP does not prescribe to us how to travel. The choice of whether to walk, to fly, to sail or to drive is left solely to us.

We have already used two 'forms of transport'. In SLC Umthamo 1, we used a survey. In SLC Umthamo 2, we used interviews. Before you get to your destination of a quality school, your school community will probably have to try many different 'means of transport'. Not all of them will help you to move closer to your destination, so you will just have to keep trying different strategies.

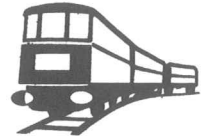
2. Prepare well before you start to travel

A useful strategy to use before you start is a SWOT analysis. SWOT is an acronym for **Strengths, Weaknesses, Opportunities and Threats**. You do already know some of your main strengths and weaknesses, from the Survey which you did in Umthamo 1.

However, it could be useful to also look at the characteristics of your school which offer opportunities for growth. And it will be helpful to look at those things which might be threats to your progress – things which might get in your way. We could think of these as potholes, or bad pieces of road, which might hinder your progress. In other words, it could be very important to think about likely problems, before you embark on the process.

3. The stages are not linear

Although we have written these four stages one below the other, we will not always complete one stage before going on to the next. We might need to stop while we are in the middle of doing something, and ask ourselves again, 'Where is the school now?' Or we might need to ask ourselves, 'Have we arrived yet?' In other words, we will often need to stop and check whether we are still on the right road. Do not leave the last question, with its strong emphasis on evaluation or assessment, until the end. You need to continuously assess how you are doing.



Activity 3: Comparing priorities

Do this activity once you have had a meeting at your school to discuss priorities.

- List the priorities that emerged from discussions at your school.
- How similar or different are these priorities from the ones that emerged in the last umthamo?

Step 3: How do we get there?

1. Decide what has to be done (Determining Activities)

Once we know what kind of school we want, we focus on what has to be done in order to achieve these outcomes.

This means taking each outcome and breaking it down. It must be broken down into specific activities which will have to be done in order to achieve the big goal. It is very important to think quite carefully about the actions that need to be taken at this stage. Unless we break these activities down, we run the risk of underestimating the amount of work involved.

It is also important to think of the activities and list them in a certain order. There are times when certain things just have to happen before others.

Example:

In Themba's story, he and the principal should have canvassed support for their idea first. They should not have taken support for granted and moved on to implementation.

Activities: the smaller actions which have to be taken and implemented in order to achieve the set outcome

2. Make sure that it happens

We now have a fairly clear picture of the things we have to do in order to achieve our outcome. This, on its own, is no guarantee that they will be done. I am sure you can remember many instances of beautiful plans which ended on paper. Here we look at some of the things which help to make sure that plans get implemented.

a) Who is responsible? (Determining Accountability)

Remember the story of Someone, Anyone and Everyone? Well, the moral of that story is that the only way to get tasks done is to assign them to specific people. Unless you do so, everyone thinks someone else will do it. In the end, nobody does it. At this stage, we decide on people who will be accountable for each activity or group of activities. If a team is responsible, then the leader of the team must be finally accountable and responsible for the performance of the team.

Accountability: the distribution of responsibility to various members and teams within the organisation

b) *By when must it be complete?* (Setting Time Lines)

In addition to making sure things are done, we need to make sure that they are done efficiently. You may have your activities assigned to different people and groups and still have no work done. It is important to set deadlines. By those dates, people and groups must have completed the tasks. They must be ready to report on progress. Time is an important resource, available to everyone. Unfortunately, it is not always well managed. You must set deadlines and keep to them.

Time Lines or Time Frames: the dates by which the set activities and outcomes have to be achieved

c) *How much will it cost?* (Estimating Costs)

Of what use is a plan if there is no money to implement it? You can plan a wonderful holiday in France, but if you have no money, that holiday remains only a dream. You need to estimate how much it will cost to implement your plans, and find ways to raise the money which is needed.

d) *How will we know it's complete?* (Setting Performance Indicators)

You have made sure that people and teams are accountable. You have set times by which they must have certain tasks done. You now need to have standards by which to judge the quality of their actions or their performance. It is for this reason that we insist on agreeing on the performance indicators from the very beginning. If we have all agreed on what to expect from people performing certain tasks, we can hope to be fair in our judgement of their performance.

Performance indicator: Something which can be seen which shows that the job has been done

Detailed Planning

On the next page you will find part of the detailed plan Nomusa and her SDT designed for her school:

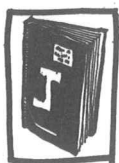


<i>Outcome</i>	<i>Activities</i>	<i>Account- ability</i>	<i>Time Frame</i>	<i>Performance Indicators</i>	<i>Costs</i>
<i>School Climate</i>	<i>Advocacy:</i>				
	<i>1. Separate meetings</i>			<i>Minutes of meetings</i>	
	• <i>Meet management</i>	<i>NM</i>	<i>15-3-00</i>		
	• <i>Meet Staff</i>	<i>P/NM</i>			
	• <i>Meet Parents</i>	<i>P/NM</i>			
	• <i>Meet Learners</i>	<i>P/NM</i>			
	• <i>Small Group Meeting</i>	<i>NM</i>			
	<i>2. Development Indaba</i>	<i>NM</i>	<i>15-4-00</i>	<i>Report</i>	<i>R300-00</i>
	<i>Planning:</i>				
	• <i>School Commitment</i>	<i>P</i>	<i>30-4-00</i>	<i>Declaration Committee List</i>	
	• <i>SD7 formation</i>	<i>P/NM</i>			
	• <i>Prioritisation</i>	<i>SD7</i>			
	• <i>Forming Committees</i>	<i>SD7</i>	<i>15-5-00</i>	<i>Committees</i>	
	<i>Capacity Building:</i>				
	• <i>Skills Audit</i>	<i>ZS/NM</i>	<i>20-5-00</i>	<i>Report</i>	<i>R200-00</i>
	• <i>Arranging Workshops</i>	<i>SD7</i>	<i>30-5-00</i>	<i>Schedule</i>	<i>R1500-00</i>
	<i>Project Plans:</i>				
	• <i>Committees design plans</i>	<i>Chair- persons</i>	<i>15-6-00</i>	<i>Plans</i>	
	• <i>Plans presented to SD7</i>		<i>30-6-00</i>	<i>Minutes</i>	
	• <i>Plans approved by school</i>	<i>SD7</i>			

Key: P Principal, NM Nomusa Maphingana, ZS Zola Songo.

If we look at the plan Nomusa and her team has prepared, a few things come up.

1. Firstly, the activities are now listed in a chronological order. The plan shows clearly what meetings will be held. It also gives a deadline by when certain people will have to give evidence that the meetings were indeed held. This is done with all the items that appear on the plan.
2. Secondly, it appears that the work gradually gets to be shared by more people than one or two.
 - Zola gets into the picture possibly because of his interest and expertise.
 - Once the committees have been set up, the chairpersons assume responsibility for the activities of the committee.
 - One thing that is a concern to us, though, is that we are not sure whether the other stakeholders are involved here. For example, it would be nice to make a member of the community or a parent who has the skills take some responsibility.
 - It was interesting for us to note that the further they went with the planning, the more committees there were, and therefore the more plans. The work of the SDT now becomes the coordination of the plans. It no longer has to plan everything itself. When all the committees have completed their plans they submit them to the SDT. The SDT scrutinizes, improves and coordinates them. They are then passed on to the rest of the school for approval and implementation. The work indeed becomes more complex and more demanding.
3. What was most fascinating, however, was to suddenly realize that the planning alone can take close to a year. The more systematic and detailed the plan, the more time it takes both to design it and to see it through. What also seems important here is to plan realistically. We need to ask whether all the activities planned for can realistically be done during the allocated time.
4. Lastly, we liked the idea of thinking about performance indicators and costs early. When you spend time thinking about these matters, it becomes clear that some meetings will need refreshments and that these cost money. Also, if you are to train people, you need to pay the trainers, feed the people, sometimes transport and accommodate them. All these costs need to be budgeted for.



Journal Write

What do you think of the Kuyasa plan? Like all plans, it has its strengths and limitations. See if you can find at least two strengths and two limitations. Write about them in your journal.



KEY ACTIVITY:

DESIGNING A SCHOOL DEVELOPMENT PLAN

Part 3: A detailed School Development Plan

Using the procedure described above, develop your draft plan (Part 1 of the Key Activity) into a more detailed development plan. Add all the necessary detail to your plan in the same way as Nomusa's school did in the example above.

Your plan will be determined by the situation at your school. Priorities are different at different schools.



Example 1

For instance, in a school that does not have a School Governing Body, the first priority may be to establish one. Only after the SGB has been established, may other things be looked into.

Example 2

In another school, the SGB may be there, but may lack the capacity to perform to its task. Here the first priority may be to build the capacity of the governing body. This could involve running a workshop on the roles and responsibilities of a School Governing Body, among other things. The detailed plan will show how this priority will be achieved.*

It is important to note that whatever the priorities are, they should be seen within a bigger picture of improving the school as a whole, especially improving teaching and learning at the school.

Make sure that you do this detailed planning thoroughly, and continue with the implementation of the plan. In the next Umthamo of this strand, you will be expected to report on this process and to draw lessons from the processes of planning and implementation you will have been involved in. You should report in the following ways.

1. A Diary

As you implement your plan, keep a diary, in which you make entries of all the goings on between the end of lo mthamo and the beginning of the next. (This diary could be part of your journal.) Write under the following headings for each diary entry:

What happened

How I felt

What I learnt



Remember that the deadline for this plan is 6 month's time, when SLC Umthamo 4 is introduced.





2. Records

Keep all the records safely. These may include such records as minutes of meetings, notes of meetings you hold with others, workshop reports etc. You will be expected to submit these with your major assignment.

3. Short Reports

- a) Write a one page summary of the implementation of your plan. Give a narrative account of what happened. The report should cover the period between lo mthamo and the next umthamo.
- b) Write a one page comment (or reflection) on the process. State how the actual process followed or moved away from the plan. Share any lessons you may have learnt and say what you would do differently next time.

The diary, the records and the reports will be presented and discussed at the first face to face session of SLC Umthamo 4. They will form part of a major assignment, to be handed in at the end of SLC Umthamo 4.

This unit introduced you to School Development Planning. It gave you an opportunity to study some approaches to school development. More importantly, the unit gave you an opportunity to try your hand at designing a plan to improve your own school. From this unit, we hope you have gained knowledge about the different stages of School Development Planning, and acquired the necessary skills to design a development plan for your school.

We trust that this unit, and the other two before it, have developed you into a change agent who is passionate about improving his/her school. We have started to provide you with some lessons about the change process. We have also asked you to reflect on your own development. We hope to concentrate more on this in the next umthamo.



CONCLUSION

The focus of the school development process is the improvement of teaching and learning, which is the main business of schools. In everything it does, the main objective of every school is certainly to give the learners the best possible life experiences and to help them improve their performance. A school that cannot provide children with a safe, healthy and rich environment in which to grow and realize their potential is not worthy of the name.

School development is a never-ending journey, in which a school gets better at what it does. As teachers, we have the responsibility to motivate others and to invite other stakeholders to participate in school development. We should encourage them to mobilize all their resources, so that together we can set realistic targets for our schools. In this way, our schools will become better in everything they do.

The process of school development is linked to personal development. A school is only as good as the quality of the individuals who make it. We cannot have a quality school without having good quality and highly professional teachers, for example. In order to develop schools, therefore, we need to concentrate equally on the development of individuals within the school. This is especially important because school development brings with it new challenges and new responsibilities for everyone in the school. People should be prepared for their new roles. They should also be offered opportunities to develop the necessary skills to deal with the new challenges.

Equally important is the need to be prepared for the difficulties which accompany development processes. In lo mthamo we have tried to direct your attention to some of these. We cannot over-emphasize the importance of preparedness for some of these things. It is a known fact that not every one in any organisation will embrace and support the change being introduced. We should know that our attempts at developing schools will be resisted by colleagues and others. After all, who would readily welcome change, knowing full well that change brings with it uncertainty and insecurity.

It is always comfortable to continue doing things the way we have always done. In that way we are sure of everything around us and we are not threatened by anything. When change enters, however, we have to kiss all the certainty and comfort good bye. It is therefore necessary for people to be skeptical about changes, and at times to resist the changes being introduced. As change agents we need to

understand these responses. We need to be ready to deal with them in ways that ensure that the development process continues.

Although it is important to compare yourself to others, you should be careful when you do this. There is wisdom in the common saying that you should not compare apples with oranges. If you compare yourself with people who are not as gifted as you are or who have not had your advantages, you tend to under perform and deteriorate as you lower your standards to those of the people you associate with. However, if you are not realistic in your self-assessment, you may also destroy yourself trying to be like people who have far more than you could ever dream of having.

As we try to change and develop our schools, we should always remember this, 'Just as people are not the same, so are schools'. Development is a process which starts from where the person or organisation is. To make shifts, we first have to know where we are. If we want to know where we are in relation to others, we must make sure that the 'others' are really the same. This is why it was important that you conducted a survey of your school. If you like, we can say you were putting the school in front of the mirror and seeing it as it is. You could only decide where you wanted the school to be after you had seen where the school was.

We have taken you through a process of planning for change at your school. (The same process can be followed for personal development, by the way.) It is always advisable to remember that time spent planning is time wisely spent. Failure to prepare guarantees failure. In *lo mthamo* you learnt about the importance of planning and the different stages of advocacy and action planning.

Once you have a plan designed jointly with other stakeholders, you are ready for implementation. This is as far as *lo mthamo* will take you. In *Umthamo 4*, we will take the process further.



Preparing for Umthamo 4

Whereas lo mthamo concentrated on the planning stage, the next umthamo will focus on the implementation stage. We will look at some 'lessons for implementation'. This will give us a deeper understanding of the development process. In order to do this well, we will ask you to do certain things. Remember that this course aims at more than merely giving you a certificate at the end. It aims at making a real change to you, the teacher, to the classroom and to the school. The learner can only benefit if you, the teacher, develop sufficiently to think and do things in different ways.

This time you have been asked to do some structured activities between lo mthamo and the next one. These activities will form critical parts of the **Key Activity**. They set the basis for the understanding of the next umthamo. They will also form part of your next hand-in assignment.



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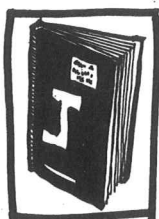
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Notes

This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.



Journal



*Thinking and
Reflecting*



Written Report



*Classroom or
School*



Key Activity



Making materials



*Reading and
Thinking*



Discussion



*Face-to-face
umkhwezeli*




*Concertina File
for Portfolio*



Time



Outcome	Activities	Accountability	Time Frame	Performance Indicators	Costs
School Climate	<p>Advocacy:</p> <p>1. Separate meetings</p> <ul style="list-style-type: none"> Meet management Meet Staff Meet F Meet L Small Meeting <p>2. Develop Indab</p>	<p>WM</p> <p>P/WM</p>	<p>Minutes of</p>	<p>In reading the lives of great people, I found that the first victory they won was over themselves. Harry S. Truman</p> <p>We are what we repeatedly do. Excellence, then, is not an act, but a habit. Aristotle</p>	
	<p>Planning</p> <ul style="list-style-type: none"> School SD7 f Prioriti Formin 			R300-00	
	<p>Capacity</p> <ul style="list-style-type: none"> Skills Arrang Worksh 			R200-00	
	<p>Project</p> <ul style="list-style-type: none"> Commia plans Plans f to SD Plans approved by school 			R1500-00	
		SD7			

UNIVERSITY OF FORT HARE
DISTANCE EDUCATION PROJECT

CORE EDUCATION STUDIES COURSE
Schools as Learning Communities

Umthamo 3 – Healing the System: Improving our schools

First Pilot Edition – 2000

Themba Ndhlovu

Nonhlanhla Mthiyane

Co-ordinated and edited by Liz Botha, logos by Alan Kenyon

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Lo mthamo is dedicated to the memory of Dr Cleaver Ota, who passed away in the middle of this year, having helped with the early conceptualisation of the umthamo. He was co-author of Imithamo 1 and 2, and is sorely missed by those who worked with him.

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