Core Education Studies Course
Schools as Learning Communities – Umthamo 4

Healing the System: Improving our Schools (2)
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Unit 1: Reflecting on the implementation process</td>
<td>4</td>
</tr>
<tr>
<td>Brainstorm on Nobandla's story</td>
<td>5</td>
</tr>
<tr>
<td>Key Activity, Part 1</td>
<td>8</td>
</tr>
<tr>
<td>Unit 2: A more systematic review of the implementation process</td>
<td>11</td>
</tr>
<tr>
<td>Collecting, analysing and interpreting data</td>
<td>12</td>
</tr>
<tr>
<td>Key Activity, Part 2</td>
<td>16</td>
</tr>
<tr>
<td>Unit 3: Using research to develop our schools</td>
<td>20</td>
</tr>
<tr>
<td>What do we mean by 'educational research'?</td>
<td>20</td>
</tr>
<tr>
<td>Types of research</td>
<td>22</td>
</tr>
<tr>
<td>Action Research as a strategy for improving schools</td>
<td>23</td>
</tr>
<tr>
<td>Are we engaged in Action Research in SLC imithamo?</td>
<td>26</td>
</tr>
<tr>
<td>Unit 4: Redesigning the School Development Plan</td>
<td>28</td>
</tr>
<tr>
<td>Key Activity, Part 3</td>
<td>31</td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>Schools as Learning Communities - some concerns</td>
<td>32</td>
</tr>
<tr>
<td>Key Lessons</td>
<td>33</td>
</tr>
<tr>
<td>Appendix: Extract from Teacher Researcher</td>
<td>34</td>
</tr>
<tr>
<td>References</td>
<td></td>
</tr>
</tbody>
</table>

References .................................................................. inside back cover
SCHOOLS AS LEARNING COMMUNITIES

Umthamo 4

Healing the system: Improving our schools (2)

Introduction

Lo mthamo is the fourth in a series of imithamo that aims to accompany you on your journey of personal and organizational development. In the earlier imithamo you systematically analyzed the situation at your school; you worked with the different stakeholders to identify priority areas, and you used these as a basis for designing plans to improve your school. You were also introduced to School Development Planning as a strategy for school improvement. We have continuously emphasized your development as an individual, as well as that of the whole school.

Between the last umthamo and this one, you were asked to implement as many steps of your School Development Plan as you possibly could. You were asked to keep a record of events that took place during implementation.

In lo mthamo, we ask you to reflect on the process of implementation. You will identify things that happened as planned and things which did not happen as planned. You will think about the reasons for what happened. On the basis of this reflection, you will change and adjust your plans. This means you will start the whole process of School Development Planning again.

You will again be engaged in the process of research, so your research skills of collecting, analyzing and interpreting information will be sharpened. Critical reflection is at the center of lo mthamo; you will be expected to reflect continuously on everything you do.

Action Research is introduced here as another strategy for School Improvement. You will be doing Action Research in lo mthamo. It is important to note that the two strategies we introduce you to (School Development Planning and Action Research) are not mutually exclusive. They interact and complement each other.
Outcomes

By the end of Umthamo:

You will have acquired a deeper understanding of:

• the emerging theories of development and change;
• Action Research as a school improvement strategy.

You will also have acquired and refined the following skills:

• designing a research project, collecting, analyzing and interpreting data;
• organizing and presenting information.

You will also have developed:

• a more positive attitude and disposition towards reflexive practice.

In Unit 1, we ask you to look back at the School Development Plan you designed in SLC Umthamo 3. You will describe the fit between this plan and what actually happened when you tried to implement it. You will present possible reasons why things happened the way they did. You will use an evaluation instrument to evaluate your plans and identify the lessons you learnt from the process of implementation. This will be Part 1 of the Key Activity.

In Unit 2, we will ask you to conduct a review of your implementation process. This you will do by getting views from a selected group of people at your school. We will assist you to systematically collect, organize, analyze and interpret the information you will have collected. In this way you will once again become what we call a ‘teacher researcher’. We will ask you to write a report in which you describe what you did, how you did it and why you did it. This will form Part 2 of your Key Activity.

Unit 3 will consolidate what you have done in the ‘Schools as Learning Communities’ imithamo by giving you some background information about different kinds of research. It will focus on Action Research. It will ask you to think about whether you have been engaged in Action Research in the imithamo of this strand.

In Unit 4, you will use the findings or results of your research to improve your School Development Plan. This will form Part 3 of the Key Activity.

The umthamo closes by raising and discussing some concerns about the SLC imithamo. It also presents some Key Lessons on change learned during the school development process.
Unit 1: Reflecting on the implementation process

In the last Schools as Learning Communities umthamo, you designed a School Development Plan (SDP). You will recall that we requested you to implement as many steps of your plan as possible. At the beginning of May 2000, we met teacher-learners at the Flagstaff centre. Through talking to them, we got a good sense of what you were able to do, and what you were not able to do.

One thing we found was that many teacher-learners did not keep a diary as requested. We would like to encourage you to keep a diary of events, as you move forward with this development process.

What is the difference between a diary and a journal?

Many of you have done a lot of writing in your journals. In your journals, you have been reflecting on your practice – on the activities you have done in your classes, and on the ideas you have been reading about in the imithamo.

A diary is very similar to a journal. The main difference is that it records events, as they happen, day after day. Some people make a diary entry every day*. But people who write in diaries often do a lot of ‘reflecting’ on the events of the days, as they pass. So the entries will not be very different from your journal entries.

Write in your journal about School Development

In fact, we suggest that you keep your ‘School Development diary’ in your journal. You could perhaps write in a special colour when you write about school development. Or maybe you could make a special sign in the margin to show that this entry is a school development entry.

You will not have to write every day about school development. But every time something happens which relates to school development, we suggest that you write it down. We suggest that you describe in some detail who was involved, what each person did, and what was achieved. Describe the teamwork and the relationships and the joys and the conflicts. Reflect on what happened, what was good about it, and how it could have been better.

Development is a journey. Remembering what happened, or did not happen, along the way is more important than arriving at the destination. We can make better choices about our lives if we are aware of how things happened, and why we responded the way we did. We can also make better choices about the lives of those around us and the lives of organizations we are associated with.
Sharing your experiences

In Part 1 of the Key Activity, you will share your experiences of implementation with the rest of the group. The reports you wrote, your diary entries, and the records you kept (see page 39 of Umthamo3) will help you do this. The aim of the exercise is to give you, as change agents, an opportunity to hear what others are going through. As you listen, you will think about and learn from the different ways people choose to deal with their situations.

In doing this you should remember that, there is no such thing as a ‘perfect plan’. Also, there are many correct ways to implement a plan. Each school is unique and the contexts in which schools are situated are different. Therefore, the plans need not be the same and approaches to change will be different. The differences do not mean we cannot learn from each other. On the contrary, the differences increase our level of understanding. They give us more ideas to choose from as we try to facilitate change.

You must remember too that there is no such thing as ‘a failed plan or project’. We believe very strongly that what is thought of as failure often represents great success. If we can tell why things did not happen as planned, then we have succeeded. If we can tell why unplanned things happened the way they did, then we have succeeded. The lessons we learn from our actions are the important part.

If we gain new insights from studying our plan, the plan has been a success. If we can use these insights in our future planning, we have succeeded as much as if everything happened according to plan.

Planning is a way of systematically recording our intentions, thoughts and actions. We plan, and we record what happens, so that we can learn as much as possible from what happened or did not happen.

Brainstorm on Nobandla’s story

In small groups of 3 or 4, read Nobandla’s story and brainstorm the following questions. (Do not spend more than 8 minutes on the brainstorm.)

- What lessons can we learn from Nobandla’s story?
- What advice would you give Nobandla? What should she do to deal with her situation now?

Now report back to the whole group on your ideas.
# NOBANDLA'S STORY

*My plan looked like this:*

<table>
<thead>
<tr>
<th>GOALS</th>
<th>ACTIVITIES</th>
<th>BY WHEN</th>
<th>WHO</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meeting with Principal and Management</td>
<td>28-02-2000</td>
<td>NM</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Meeting with staff</td>
<td>08-03-2000</td>
<td>MT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late Coming and School Uniform</td>
<td>15-03-2000</td>
<td>SDT</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. Plan from the SDT</td>
<td>30-03-2000</td>
<td>SDT</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5. Parents meeting</td>
<td>08-04-2000</td>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Fund raising and fun day</td>
<td>Ongoing</td>
<td>MT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Time book completion and late coming control</td>
<td>June 2000</td>
<td>SDT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen from the number of crosses, many of the things we planned did not happen. One of the major reasons for this is that although teachers volunteered onto the SDT they were not as enthusiastic when the work had to be done. Some people did not turn up for the team meetings and in the end I had to do the work by myself.

In fact, I drafted the plan that you see here alone. After I had drafted the plan I took it to the principal and he presented it to staff. Although not a single teacher opposed the plan when the principal presented it, most of them were not willing to implement it and some were hostile to the idea of a time book, for example.

As if this was not enough, the parents’ meeting was a complete flop. Although I did everything perfectly well, sending letters, etc., only twenty parents turned up. There are 700 learners at our school and I expected at least a hundred parents to attend. (A record 10 out of 13 teachers attended the meeting, though. This is a demonstration of how much the teachers at our school have changed. The spirit in the staff room has improved tremendously.)

I have never been as disappointed as I was on that day of the meeting. To make matters worse, the parents who were
present were not interested in what we were talking about. It became quite clear that what they wanted to talk about was what the principal had done with the monies. They were not interested in making contributions towards the fund-raising day, nor were they supportive of the idea of a new uniform.

It has become quite clear that the community does not want our principal. The Isibonda is leading the campaign against the principal and the school. All windows have been smashed. Even doors have been taken. The community has no problem with the rest of the staff but they won't have anything to do with the principal. He is a local person when most of us teachers come from outside the community. It looks like the principal and the community are using the school to fight their old wars. The kids are the ones that suffer. Although our principal is a good man I think he could do with a little humility.

I think that the other problem is that this course concentrates too much on what goes on inside the school. We do not get the skills to deal with the community. Most of the problems come from outside the school. In our case the teachers are now pulling together, but the community is making our lives hell. They have no ownership of the school and they vandalize everything.
Key Activity, Part 1

In this part of the Key Activity, you will revisit the School Development Plans you designed in Umthamo 3. The aim of the visit is to reflect on what you planned to do and how you did what you had planned. In reflection or reviewing, you will go back to the plans, to think about what happened and why it happened the way it did. You will focus on:

• what happened as planned,
• what happened unexpectedly, and
• what didn’t happen at all.

The main purpose is always to describe and explain.

Stage 1 (Individually)

1. Go back to your School Development Plan in Umthamo 3. In your journal, create a grid similar to Grid 1 on page 10. Fill in details about the implementation of your School Development Plan. Write briefly, in note form. If you think the grid will limit you and restrict you, don’t use it. Just write notes under the headings and sub-headings used in the grid.

2. Now, prepare to tell other members of your small group your experiences of the implementation process. Make sure that your presentation describes and explains what happened. Include the lessons learnt from the process.

Stage 2 (In groups of three)

Now, make your presentation to the members of your group. Listen very carefully as other teacher-learners present. Jot down notes on what they did. Ask questions, if necessary, so that you understand well.

• Get to the reasons why they did things the way they did.
• Were their plans and responses different to yours, or similar? Make some notes about this.
• Think about what you have learnt from their experiences.

As a group, discuss and agree on at least two lessons you have learnt from the presentations you have listened to.
Stage 3 (Whole group)

Report back to the rest of the face-to-face group on the lessons you have learned from your small group discussions.

• Discuss the lessons which you have learned which will make you change your plans.
• Discuss the lessons you have learned about change. What are the things which make change happen? What are the things which make it difficult for change to happen?

Written Report

You will now write up your experiences in a clear and systematic way. We suggest that you use the information that you have filled in to Grid 1 as a basis for your report. Make sure that you describe and explain what happened, and that you identify the lessons which you learned from the process of implementing your plan.

Make use of the headings and sub-headings which appear in the grid. You can present your report in the form of a grid, if you wish.

This report will be assessed by yourself and your peers, and handed to your umkhwezeli for assessment.

What have we done?

In this unit we have looked at:
• the importance of keeping a diary;
• the difference between what we plan and what actually happens, and reasons for this;
• the experiences of others;
• lessons about change.
## Grid 1: Report on Implementation

<table>
<thead>
<tr>
<th>Activities</th>
<th>Reasons</th>
<th>My responses</th>
<th>Lessons learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened as planned</td>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened differently</td>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did not happen</td>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 2: A more systematic review of the implementation process

In Unit 1, you spent some time thinking about Nobandla’s case. You also started the process of reflecting on the implementation of your plan. In this unit we continue with this process. The difference is that we now suggest a more systematic way of doing it. In development work there are four important reasons why we should always try to be as systematic and clear about our choices and actions as possible.

- Firstly, being systematic helps us to bring some order and simplicity into the often chaotic and complex life of schools.
- Secondly, simplicity and order makes it possible for us to describe what we see.
- Thirdly, being able to describe what we see makes it possible for us to explain why things happen the way they do.
- Fourthly, and perhaps more importantly, when we can explain what we see, we can then plan to ask fresh questions and to observe more keenly those aspects we cannot explain.

The process goes on and on without ending, with each layer adding more insight and understanding.
Collecting relevant information

The quality of our decisions depends to a great extent on the quality and relevance of the information that we used to arrive at the decision. If the information we have is unreliable and irrelevant, we are unlikely to make good decisions. In this case, your purpose is to improve your development plan. You therefore need to have reliable information about your plan.

Before we set out to look for the information, we need to think through the process quite carefully. We need to know, for example,

- what information we need,
- where we will get this information,
- how we will get the information, and
- how we will make sense of the information, once we have got it.

We have thought through some of these questions for you.

- We have decided, for example, that you will be the first person to give information.
- We have also designed a special questionnaire to get this information from you.

Collecting, analyzing and interpreting data

1. Starting to collect data

Complete the following questionnaire and analyze your responses in the manner suggested:

Give a score ranging from 0 to 3 to each of the statements that appear in the INDICATORS column:

0 = Never
1 = Sometimes
2 = Often
3 = Always

Put a cross X in the box with the number you have chosen. Remember to be as honest and truthful as possible in your assessment.
<table>
<thead>
<tr>
<th>SURVEY QUESTIONNAIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDICATORS</strong></td>
</tr>
<tr>
<td>1. Planning</td>
</tr>
<tr>
<td>1.1 The activities in the plan were clear, specific and followed each other smoothly.</td>
</tr>
<tr>
<td>1.2 Everyone knew who was to do what, and when.</td>
</tr>
<tr>
<td>1.3 Everyone involved had enough time to do what they were expected to do.</td>
</tr>
<tr>
<td>1.4 Budget estimates were quite accurate.</td>
</tr>
<tr>
<td>1.5 The people involved were not overloaded with work.</td>
</tr>
<tr>
<td>2. Advocacy</td>
</tr>
<tr>
<td>2.1 The goals of the school were clear to the community, students, teachers and school managers.</td>
</tr>
<tr>
<td>2.2 Everybody in the school knew and understood what the project was about.</td>
</tr>
<tr>
<td>2.3 The community and the parents were involved in the planning and implementation of the plan.</td>
</tr>
<tr>
<td>2.4 The teachers, learners, management and parents were engaged in frequent and continuous talks about the process.</td>
</tr>
<tr>
<td>2.5 Teachers, learners, management and parents met frequently to provide feedback to each other.</td>
</tr>
<tr>
<td>3. Co-ordination</td>
</tr>
<tr>
<td>3.1 Members of the co-ordinating team were clear about their roles.</td>
</tr>
<tr>
<td>3.2 The people involved were able to get tasks done on time.</td>
</tr>
<tr>
<td>3.3 Everybody was kept informed about important decisions.</td>
</tr>
<tr>
<td>3.4 Regular meetings were held to review progress, and support and reward people involved in the program.</td>
</tr>
<tr>
<td>3.5 There was a plan for effective training and empowerment of individuals.</td>
</tr>
<tr>
<td>4. Implementation</td>
</tr>
<tr>
<td>4.1 As a change agent, I was clear at all times, and provided answers when asked.</td>
</tr>
<tr>
<td>4.2 The agent and co-ordinating team never lost their tempers or behaved in an emotional way towards people who were not supportive.</td>
</tr>
<tr>
<td>4.3 Conflicts were resolved as they arose.</td>
</tr>
<tr>
<td>4.4 People given responsibility had the appropriate skills and expertise.</td>
</tr>
<tr>
<td>4.5 There was open and healthy debate among the different stakeholders about the process.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
2. Analysis

Information is useless until we have organized and analyzed it. Use the analysis sheet below to organize your responses.

- Write 0, 1, 2 or 3 in the appropriate block for all the responses you made.
- Add all the scores per indicator (There is only 1, in this case!), and write the answer in the ‘total’ column.
- Calculate the average or mean score per indicator by dividing by the number of people filling in the form (Only 1, in this case! Your ‘mean per indicator’ will therefore be the same as your ‘total’).
- To calculate the ‘mean per category’, add the ‘means per indicator’ and divide by 5 (the total number of indicators for each category.)

<table>
<thead>
<tr>
<th>Summary Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Never 0</strong></td>
</tr>
<tr>
<td>1. Planning</td>
</tr>
<tr>
<td>1.2</td>
</tr>
<tr>
<td>1.3</td>
</tr>
<tr>
<td>1.4</td>
</tr>
<tr>
<td>1.5</td>
</tr>
<tr>
<td>2. Advocacy</td>
</tr>
<tr>
<td>2.2</td>
</tr>
<tr>
<td>2.3</td>
</tr>
<tr>
<td>2.4</td>
</tr>
<tr>
<td>2.5</td>
</tr>
<tr>
<td>3. Co-ordination</td>
</tr>
<tr>
<td>3.2</td>
</tr>
<tr>
<td>3.3</td>
</tr>
<tr>
<td>3.4</td>
</tr>
<tr>
<td>3.5</td>
</tr>
<tr>
<td>4. Implementation</td>
</tr>
<tr>
<td>4.2</td>
</tr>
<tr>
<td>4.3</td>
</tr>
<tr>
<td>4.4</td>
</tr>
<tr>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

*Page 14*
3. Interpretation

It would be fruitless if we organized and analyzed information just for the sake of doing it. We do these things so that we can read the messages which the data suggest. Our next task, then, is to give meaning to the data we collected.

Journal write

In your journal, write your responses to the following questions. Look at the information in your summary sheet as you do this.

1. Overall, would you say the process of developing your school was weak, strong or very strong?
2. In which area was your implementation process the strongest? How do you know this?
3. In which area was your implementation process the weakest? How do you know this?
4. Pick the weakest area and analyze the different aspects within it. Which aspects are the weakest?
5. What important insights come to you as you look at this analysis?
6. If you were to improve your plan and implement it again, what would you do?

Towards a new design

You are aiming to come up with a better plan the second time around. You therefore need more than just your own opinion. The common sense view is that the more people agree, the more likely it is that they are right. This is not always true, but it does apply here. We need to check and validate our own opinions by finding out what other people think.

For this reason, we suggest that you get the views of other people at the school regarding the plan and how it was implemented. You can use the questionnaire you have just filled in to do this.

In the earlier imithamo, we gave you clear guidelines on how to do a survey and an interview. By now we expect you to have developed some of the research skills we covered in the earlier imithamo.
Make some of your own decisions

We therefore expect you to make your own choices and decisions about how to conduct this research. Some of these decisions will be about:

- the size of your sample, i.e. how many people and why;
- whom to include in your sample, i.e. how many from each stakeholder group;
- how to select the individuals from the different stakeholder groups;
- the reasons for including the people you choose;
- how you will deal with the data once you have collected it;
- what you will do with the findings of your research.

You will have to think very carefully before taking these decisions. Make sure you have a reason for every choice you make. Every choice should help you achieve the overall aim. Your aim is to revise the plan so that when you implement it next time around, it will move the school a few steps forward.

Key Activity, Part 2

Using the knowledge you have gained in this unit:

(a) Collect data from no less than 10 other people in the school. Systematically organize and analyze the data using the tools we have developed for you and any others that you may find useful.

(b) Interpret the data, draw conclusions and make recommendations for future action.

(Note: You have been given 12 copies of the questionnaire, and an analysis sheet, as an extra handout. If you need more, you will need to make copies.)

(c) Write a report in which you detail everything you did. This report will be submitted at the final face-to-face session for self, peer and umkhwezeli assessment.

The report should have the following headings:

1. Background of the review (what have you done that has made it necessary that you conduct a review)
2. Aim and objectives of the review
3. How the review was conducted
4. The major findings of the review
5. Difficulties experienced in conducting the review
6. Recommendations for future action

Page 16
Optional

(d) Design an interview schedule that you will use to follow up on a few individuals in order to get more information. Conduct the interviews and include the findings in your report.

Collecting, analyzing and interpreting data

1. Collecting data

Once you have decided who will be part of your sample, give them the questionnaires to complete. You must make sure that not less than 10 people receive and complete the questionnaire.

2. Analysing the data

When you have collected all the questionnaires, you need to process the responses. Use the same process that you followed to analyse the information on your own form.

We will use Nobandla’s story as an example here. We will use the same summary sheet or grid you used for your plan in Unit 1. (A copy of it is in your extra handout.)

Let us use just one area of the design or planning in Nobandla’s case. Nobandla asked 10 people to complete the questionnaire. She plotted all the responses on the grid, making sure that she was working accurately. She made sure she didn’t miss any, add any, or enter them in the wrong places. The next page shows Nobandla’s entries of the responses of the 10 respondents* to the Advocacy section of the questionnaire.

*Respondents: people who answered the questions on the questionnaire.
### Part of Nobandla's Summary Sheet

<table>
<thead>
<tr>
<th>2. Advocacy</th>
<th>Never 0</th>
<th>Sometimes 1</th>
<th>Often 2</th>
<th>Always 3</th>
<th>Total</th>
<th>Mean per indicator</th>
<th>Mean per category</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>0,0,0,0,0,0,0</td>
<td>1,1,1</td>
<td></td>
<td></td>
<td>3</td>
<td>0,3</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>1,1,1,1,1,1,1</td>
<td>2,2,2,2</td>
<td></td>
<td></td>
<td>14</td>
<td>1,4</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>0,0,0,0,0,0,0</td>
<td>0,0,0,0,0,0</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0,5</td>
</tr>
<tr>
<td>2.4</td>
<td>0,0,0,0,0,0,0</td>
<td>0,0,0,0,0,0</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>0,0,0</td>
<td>1,1,1,1,1,1</td>
<td></td>
<td></td>
<td>7</td>
<td>0,7</td>
<td></td>
</tr>
</tbody>
</table>

**Scale:** 0—1—2—3  
**Number of respondents:** 10  
VW W S VS  
VW = Very Weak  
W = Weak  
S = Strong  
VS = Very Strong

**A lot of information is contained in this grid:**

- Firstly, it gives us the number of respondents, i.e. the number of people who filled in the review instrument or form. In this case, Nobandla used 10 respondents.

- Secondly, it identifies the focus area of the review, which in this case is advocacy.

- It also shows the five indicators within this area 2.1 - 2.5. (For the actual statements, refer to the Survey Questionnaire on page 13).

- The grid also shows us how the different respondents responded to each indicator. We can also use this tally to check for errors. If we suddenly have 12 numbers then we will know that something is wrong somewhere.

- The grid gives us the mean scores or averages per indicator. In this way we get to know the norm of how people generally responded in each indicator. We get this by adding all the scores and dividing by 10 (the number of the respondents).

- It also gives us an overall mean or average for the category. We get this by adding all the means per indicator and dividing by 5 (the total number of indicators). We will later use this information to analyze and draw conclusions.
3. Interpreting the data (Giving meaning to it)

Although the grid above has organized data such that it is easy to manage, it cannot interpret the data for us. We have to give meaning to the data. This we do when we draw conclusions based on the evidence provided by the analysis. It becomes easier to do this when the data is systematically organized.

You may have noticed that the meaning of 0, 1, 2, 3 is now very weak, weak, strong, very strong. This is because here we are now making a judgement, based on the mean scores. We are no longer just describing.

Nobandla believes that her information is reliable (her respondents have been honest). She has tried her best to analyse systematically. If this is so, we can say that these findings are closer to the truth about what happened at her school than her own opinions. She can then use them to plan further action. She and the school community will have learnt from the experience.

Journal write

What conclusions can you draw from Nobandla’s data?

• Was advocacy a strong or weak area of the implementation of the plan?

• What can you say about the different indicators in this area?

Go back to Nobandla’s report on pages 6 and 7, and find at least three things which fit with these findings.

Revisit Journal write

Once you have analysed your own data, collected from your 10 or more respondents, revisit the Journal write that you did in response to the questions on page 15. See whether other people's opinions confirm or contradict your own. This journal write will help you when you write your report.

What have we done?

In this unit, you:

• Filled in a questionnaire to get systematic information about your implementation;

• Collected more information from other stakeholders to validate your opinions;

• Processed the responses and gave meaning to the data.

• Wrote a report on your research.
Unit 3: Using research to develop our schools

To think about

Take a minute or two to choose True or False in response to the statements below.

1. Research is a systematic investigation of problems.
   True  False

2. Research is for university professors and academics.
   True  False

3. There is no relation between research and practice.
   True  False

4. Research is useless to real practitioners like teachers.
   True  False

5. Teachers have neither the time nor the expertise to do research.
   True  False

6. I have used research for my lessons and in my school.
   True  False

Now discuss these statements with a friend or colleague. Decide whether you agree with them, or disagree with them, and why.

In this section we hope to deal with some of the misconceptions about research. In doing this we will focus more on a particular type of research commonly known as Action Research.

What do we mean by ‘educational research’?

Before we go further, let us try to arrive at a common understanding of what we mean by research.

Journal write

In no more than one sentence describe what educational research means to you.


Revisit Journal write

If you would like to revise your own definition and use some of these words, do so.

One of the authors we read says:

Research in education means to collect new information (or to reanalyze previously collected data in new ways) using systematic methods of empirical inquiry to study a problem in education (Eichenberger, 1989 : 27).
It would appear therefore that research is a purposeful activity that involves a systematic investigation of an educational problem. Are you still in doubt about whether 6 (in 'To think about' above) is true or false?

When is research good research?
Researchers agree that research is good if it:
- has a clear purpose and focus, presented in the form of a problem to be investigated;
- is meant for a clearly defined audience, group of people or users;
- states quite clearly and precisely the question/s it seeks to answer;
- spells out the methods or ways by which relevant information will be collected e.g. questionnaires, interviews, observations, shadowing, etc.;
- is clear about how the collected information or data will be analyzed and interpreted;
- is conducted in a way that fits its design;
- reaches conclusions based on the evidence collected;
- ends with a well-written report.

In simpler terms, therefore, researching is a process that roughly follows four stages.

1. The first stage is the **conceptual stage.** At this stage, the researcher thinks about the educational problem, or issue, to be researched. S/He thinks about:
   - why it is important to investigate this problem/ issue;
   - who will benefit from the findings of the research;

S/He often has to write down:
- the background to the research.
- the reasons or rationale for conducting the research.
- the questions that the research aims to answer.

2. The second stage is the **design stage.** Now the researcher designs the research, stating clearly what is to be done and how it will be done.
   - The researcher spells out in detail the actions that s/he will take;
   - S/He also states reasons why things will be done in this way. This is very important.
   - In stating reasons, the researcher also shows that s/he knows about alternative ways of conducting the research. S/He also needs to show that s/he understands the consequences of the choices s/he has made.
3. The third stage involves the actual doing of the research. It is the implementation stage. The researcher/s set out to conduct the research and carry out the plan. Relevant information is collected, analyzed and interpreted.

4. In the fourth and final stage, the findings of the research are reported and disseminated. Often a written report is the final product of the research process. The researcher communicates to the audience:
   • what s/he set out to do;
   • how that was done;
   • what the limitations were, e.g. things that did not happen as planned, and
   • what the findings were.

   This stage can be called the dissemination stage.

Types of research

What we have just worked towards in the last section is a fairly common understanding of research in general. Researchers often make a distinction between three types of research, namely,
   • basic research or empirical research,
   • applied research, and
   • action research (AR).

Basic, or empirical research

In basic scientific research, a problem is investigated in order to develop a theory or to test an existing one. Here is an example (not a real one!):

The problem may be that children from poor families seem to do badly at school compared to their peers from rich families. A scientific study may then be conducted in which the two types of children are studied.
   • The children’s intelligence may be rated using intelligence test scores,
   • their family environments compared,
   • their command of the language of instruction compared, and
   • the size of their brains measured.

Say the study concludes that the learners do poorly because they have a low command of the language. This conclusion would lead to the theory that a poor family background leads to a poor command of the language of instruction. This, in turn, leads to poor scholastic achievement.
Applied research

Applied research, on the other hand, applies theories in a practical situation in order to see whether they work in practice. Let us use the above example to see how this works.

Teachers in school B (situated in a low-income area) are worried by the poor performance of some of their learners. They are unable to tell why some learners do well whilst others do badly in tests and examinations.

One of the teachers reads about the theory and shares it with colleagues. They are interested in seeing whether this is the case with their learners as well. They therefore agree to conduct research to test whether this theory applies to their learners.

The study is conducted, but the results show no relation between language competence and poor performance in their school. The theory has therefore failed the test of applicability. It has not helped the teachers in their attempts to understand what is going on at the school.

Action Research as a strategy for improving schools

We will look at Action Research in a little more detail than the other kinds of research, because it can be used as a strategy to improve schools.

Journal Write

Now that you know more about research, say what you think is meant by the term Action Research (AR). Write one sentence in which you define the term.

One of the strong followers of this tradition of research, Elliot, defines AR as

‘the study of a social situation with a view to improving the quality of action within it.’ (1991:69)

Our own definition would be:

‘AR has all the general qualities of research plus the addition that it is done in order to improve practice.’

The term Action Research was first used by a social psychologist called Kurt Lewin. This type of research was developed by social scientists opposed to the influence of ‘scientific research’ or ‘technical research’ in social science.
Their argument has always been that social science - the study of human action and thought - cannot be researched in the same way as natural sciences like physics or mathematics. The laws that govern scientific research should therefore not be expected to apply equally to social science*. We will not get into the lengthy debate about this. If you are interested you can read about it in an article in the box file at your centre.

*Education falls into the broad category of 'Social Science'

These social scientists argue that AR is more suitable for education than Scientific Research is. It is more suitable because it provides educators with skills and capacity. They can use these skills to deal with the demands of educating. Here are some of the differences that have been made:

<table>
<thead>
<tr>
<th>Scientific Research</th>
<th>Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The primary aim is to produce knowledge.</td>
<td>1. The primary aim is to improve practice.</td>
</tr>
<tr>
<td>2. It is theoretical in that it focuses on developing new theories.</td>
<td>2. It is practical in that it is about using existing knowledge or theory to improve practice.</td>
</tr>
<tr>
<td>3. The product of the research (the 'new' knowledge or the findings from tests of existing theories) is all-important.</td>
<td>3. The process is as important as the product of the research.</td>
</tr>
<tr>
<td>4. The ends/outcomes of the process can be specified in advance and they can be realized. They are technical.</td>
<td>4. Since the ends are value-based, they are not easy to pre-specify and measure.</td>
</tr>
<tr>
<td>5. Change is not guaranteed to follow this research.</td>
<td>5. Change is guaranteed since the research results from a felt need.</td>
</tr>
</tbody>
</table>
Lewin identifies the following as the stages of AR. These are:

**Stage 1:** Identifying a problem in the school.

**Stage 2:** Collecting as much information about the identified problem as possible. This involves researching the problem and getting views from different sources.

**Stage 3:** Developing a general plan to try and address the problem. The general plan outlines major steps that need to be taken to address the problem.

**Stage 4:** Developing an action plan from the general plan. This will have details of the activities that will be done, the people involved, the time frames, the budget estimates and the performance indicators.

**Stage 5:** Putting the plan into action or implementing the action plan.

**Stage 6:** Describing and explaining what happened.

**Stage 7:** Evaluating the plan.

**Stage 8:** Revising the general plan.

After that, the whole cycle begins again.
Are we engaged in Action Research in SLC imithamo?

In the last three imithamo we asked you to do certain things.

In Umthamo 1 we asked whether schools are organizations or disorganizations. We concluded with a strong statement in which we said that 'all schools are at different levels of dysfunctionality or disorganisation'. We provided you with a questionnaire that you gave to selected people at your school to complete. On the basis of their responses, you concluded whether the statement was true about your school or not.

In Umthamo 2 we followed on this by asking you to describe a 'quality' school. We invited you to create a vision of your school. With the learners at your school you described what your school would look like if it were a quality school. This was the ideal school you all would like to see.

In Umthamo 3, we then suggested a way to start working towards the vision. We introduced you to School Development Planning. You planned the development process. You were asked to implement it as far as you could between the last umthamo and this one.

In Io mthamo, we have asked you to describe what you did and to say why certain things worked when others did not. We guided you through a process of data collection, analysis and interpretation and asked you to prepare a report. At the end of this unit we will ask you to revise your school development plan.

Journal Write

Think about the stages of AR and the knowledge you have gained about research. Write down your thoughts on the relationship between your work in this SLC strand and Action Research. Show all the similarities and differences.

Go back to ‘To think about’ at the beginning of this unit. Did you agree with number 6?

The reading in the Appendix of Io mthamo is an excerpt from a paper. Thembu and Volker (his colleague at the university) wrote and presented this paper at a conference way back in 1995. The conference was on Teacher Development. Read the paper on pages 34 to 36 now.

In the paper Thembu and Volker argue that there is a need for teachers to be life-long learners (LLL). Teachers can adapt and respond appropriately to the changes and demands in their fields only if they are life-long learners. They argue that the changes taking place in areas like school governance, management, and the curriculum make LLL a must for teachers.
The introduction of Curriculum 2005 and the Outcomes Based approach to Education is presented as one of the major challenges facing South African teachers. The new curriculum and its implementation have implications for the way the schools are organized and managed. It demands that teachers acquire certain skills, knowledge and values. It also demands that teachers be actively involved in trying out new solutions to their problems. In the opinion of Themba and Volker, AR offers the answer to these demands.

This reading challenges some of the common misconceptions we mentioned earlier in this unit:

- It identifies teachers as the main producers of knowledge about education;
- It sees teachers as the main role players in education, and therefore the most 'qualified' to research educational issues;
- It challenges teachers to continuously evaluate their practice with the aim of improving it;
- It argues that, with proper support, teachers are capable and ready to do this.

**Criticism of Action Research**

Not everybody agrees that Action Research can be successfully used to improve practice in schools. John Gultig, Themba and Volker’s colleague, is amongst the critics of AR. Some of the arguments raised by people like John are that:

- AR is not based on sound theory, and in fact undermines theory in favour of practice;
- AR is not ‘scientific’ enough, can be highly subjective* and therefore unreliable;
- Teachers and schools do not have the time or the capacity to engage in research.

**Group Activity**

Use your experiences of the process of trying to change your school to argue for or against Action Research. Share your small group’s views with the bigger group.
Unit 4: Redesigning the School Development Plan

You have conducted some research and written a report giving details about what you did and what your findings were.

In AR, researchers do not conduct research for the sake of research. The main aim is to improve practice. We went through the whole review process in order to get a deeper understanding of what happened. We wanted understanding so that we could improve our future action.

If school development is a journey, this has been one of the stations along the way. We have paused to think about where we came from and where we want to be.

Nobandla’s team redesigns the School Development Plan

Like you, Nobandla has learnt a lot from her review. What remains now is for her to use the lessons to improve her development plan. In fact, you gave her some advice yourself in Unit 1. From the findings of the review, Nobandla concluded that:

• Overall, the whole plan was very weak;
• The planning, advocacy and coordination were the weakest areas;
• The people involved in the plan did not develop it, and the plan was not well communicated to everyone. This meant that people were unclear about:
  • what was happening to the school, and
  • what their roles were;
• Feelings of confusion and being overworked resulted;
• Parents and the community had different priorities for development from those of the teachers. This showed that the plan was not developed jointly;
• A plan is unlikely to succeed if those who have to implement it do not own it.
On the basis of this information, Nobandla set out to do things differently.

1. First she shared the findings of the review with the School Development Team. She was very open, and admitted the mistakes she had made.

2. She also shared with the team what she had learnt about change and development.

3. The team agreed on a workshop at which Nobandla would share with them the new information she had gained about Action Research. She would also share with them ways in which they could use it at the school.

4. From the workshop, there was agreement that this should be part of staff development and that all teachers would be workshopped.

5. The discussions and debates which took place among the members of the team led to the following areas being prioritized:
   - the relations between the school and the parents and community (This would be priority 1.)
   - the improvement of the quality of management
   - the improvement of learner leadership and academic performance
   - the improvement of the school buildings and premises
   - the improvement of staff development

The team agreed that they would conduct workshops with the different stakeholder groupings. At these workshops, they would ‘sell’ these five priority areas and ask for people to cooperate in their development. They also agreed on a new motto “Together for Peace, Progress and Excellence”.

After several meetings, the 5 priority areas were adopted by all. This happened at a function in the community hall attended by isibonda, political party leaders, church leaders and other prominent leaders in the community. This day marked the launch of the school development project. Learners displayed their talents in various activities, and community-based gospel groups and traditional dancers presented various items.
Back at the school, the SDT formed five task teams which were responsible for the five priority areas. People outside the school led some of the teams. An example of such a leader was the local community party leader who chaired the committee that looked at the relations between the school and the community. Each task team drew up its own action plan. These plans listed:

- all the activities the team would undertake in the year 2001,
- who would do them,
- by when they would be done,
- what resources they would need, and
- performance indicators for each activity.

The different action plans were all written neatly and circulated widely for everyone to know.
Key Activity, Part 3

Follow Nobandla's example and describe the process by which you will redesign your development plan. Work collaboratively, as far as is possible, on this part of the Key Activity.

1. State the lessons you have learnt from the review process.
2. State which conclusions this new plan will build on.
3. Identify priorities for the revised plan.
4. Describe the process you will engage in when revising the plan.
5. Draw the full plan.

Between lo mthamo and the next, you will implement the redesigned plan and keep a record of what happens. Remember the importance of keeping a diary. We spoke about this at the beginning of lo mthamo. You can keep a diary by making daily or weekly entries in your journal. Make sure to mark them clearly so that they stand out.
Conclusion

Schools as Learning Communities – Some concerns

Do you remember what Nobandla said about this course concentrating too much on the school and not focusing on the community and the pressure from outside? What did you think back then? Did you agree with her?

This is a very good criticism. In fact, a student at Flagstaff said this. Our response to the student was that there are many approaches to a problem. We chose to start inside the school because we thought that charity begins at home. We first have to get the support of other teachers and the management of the school before we can think of facing the complex problems of the broader community.

Can you imagine what would have happened if Nobandla had started with the community even before she had the support of her principal and other colleagues? Most likely the principal would have thought that she was ganging up with the community people against him. We do not think that it is a case of either this approach or another. We believe that the change agent has to calculate and read the situation quite well and do what is best under the circumstances. Sometimes it may be appropriate to start with the community of course.

What concerns do you have about Schools as Learning Communities imithamo? Let us have them through your umkhwezeli. We need your responses so that we can build more relevant imithamo!
Key Lessons

These seem to be key lessons we have learnt about change and development planning. Bear them in mind as you go forward into the challenges which your situation offers.

1. Bite as much as you can chew. Avoid ‘planning for failure’, by which we mean planning for far too much.
2. Be realistic about the time that people can give and the workload that people can carry.
3. Make sure that everybody knows what the change is about and what their roles and responsibilities are.
4. As far as possible, include as many aspects of the school as possible in your plans.
5. Make sure to monitor the implementation and to review your actions regularly.
Appendix: Extract from Teacher Researcher, by Ndlovu, D.T. and Wedekind, V.

The Future Role of Teachers

Much of the literature on education and change in South Africa has emphasised the need for change from the old system to the new. To date, this has largely concerned syllabus inaccuracies and structural adjustment. Equipping teachers to cope with these changes has been identified as an urgent need. However, implicit within much of the rhetoric about retraining is a notion that, what is required is simply re-education and re-orientation of existing teachers, and shifts in the pre-service training of new teachers.

However, given the context sketched above, it becomes apparent that we cannot allow ourselves to be constrained by the limitations of the old system. The new education system and the teacher that operates within that system must begin to accommodate the demands of the learning society. All levels of the system must primarily aim to equip all South Africans with the skills to be productive and capable members of the learning society. These include thinking, adapting, analysing, synthesising and creating, communicating and accessing information.

As a crucial first step then, there is a need to emphasise that teachers themselves have to become life-long learners. They need to remain learners of their subject field and be able to adapt and respond dynamically to the changes within that field. But, perhaps more importantly, they need to become students of teaching. Their own training as teachers needs to be conceptualised and internalised as an on-going and life-long process rather than ending with their graduation from a teacher training institute.

It is to one strategy that can support and facilitate this new orientation of the teaching and learning process that we now turn.

Teacher Research

Internationally, the relationship between teachers and research on schooling and education more broadly, has not been a positive one to date. Teachers are often deeply suspicious of theoretical developments in education, primarily because they are viewed as impractical. Researchers, on the other hand, have tended to typify teachers as anti-theoretical syllabus technicians. This gulf between the production of educational knowledge and the actors in the classroom who often constitute the objects of the knowledge becomes self-perpetuating as the classrooms
become increasingly inaccessible and researchers focus on policy matters rather than exploring the complexities and detail of the interactions between educators and learners (Chisholm, 1992).

Since the late 1960's there has been a growing movement worldwide to begin to bridge the gulf that exists between the practitioners and the theorists (Stenhouse, 1975). Known variously as teacher research, participatory research or action research, this movement has attempted to locate knowledge production about education in the classroom with the practitioners.

It is not possible to enter into a detailed description of the variety of possible forms that this research can take. However, it is necessary to broadly distinguish between teacher research and research on teaching.

The first distinguishing feature of teacher research is that it places teachers' concerns at the centre of knowledge production on education. Thus, issues of curriculum, management, governance and support, which have traditionally been researched by outside researchers who have fed their findings to policy makers, are now seen as areas which teachers and school managers research themselves. This has the dual benefits of increasing the volume of available knowledge about schools and classrooms, and turning practitioners into users of research themselves.

Secondly, the central concern of teacher research is change in the classroom and school. Thus teachers become evaluators and change agents of their own practice. This is a key shift in the thinking about teacher development and support. Teachers are not seen as technicians who need to be retrained or changed, but rather as active agents within their own context. They become life-long learners of the craft of teaching.

Teacher Research in South Africa

Although one cannot speak of a tradition of research amongst teachers, there has been debate about and attempts at introducing teacher research into the South African context. The first level where this has occurred is within master's programmes at universities, where teachers wishing to complete degrees at this level are expected to do research and produce a dissertation. Occasionally, masters' students will research issues directly related to their practice. However, the rigid academic conventions and the need to keep the research a manageable part-time activity tends to militate against the open-ended nature of teacher research. If teachers do get study leave, this often
precludes them from studying aspects of their own practice and they choose to do conventional research. Thus, the pressure to complete the degree and the institutional environment, results in teachers doing research on teaching rather than becoming teacher-researchers.

A second area where teachers are involved in research is channelled through the EDA and NGO sector. Many of these organisations attempt to document the work they do and thus structure evaluation and research into their programmes that involves teachers in the process. However, there is little evidence that this research focus moves much beyond collaborating with teachers. The research questions are largely determined by the NGO’s and their funders and simply involve teachers in the process. In terms of the typology outlined above, this research remains within the research-on-teaching paradigm.

Thirdly, during the 1980’s and early 1990’s there was an attempt to promote Action Research amongst teachers. The conceptualisation of Action Research drew on the critical theory tradition and explicitly linked teacher research with resistance against apartheid and the development of a people’s education. Because of its overtly political stance and its explicit focus of changing schools and teaching into democratic practices, action research did not gain massive currency amongst teachers. Where action research did happen, it tended to be led by committed academics, students or NGO and EDA workers. We have come across no instances where teachers began using action research without the advocacy of outside agents.

The action research experience places the issue of power and politics centrally within the research process. This is an important dimension as research and knowledge production are always a profoundly political activity. Teachers in South Africa have been positioned as knowledge receivers, and they propagate this relationship within the classroom. Doing research turns teachers into producers of knowledge, and hopefully their pupils will benefit from this shift.

Teacher Research is thus not simply a technical process that improves practice. For those advocating action research, teacher research profoundly challenges the power relations within society more widely. While it could be disputed that critical reflection on practice automatically leads to more progressive teachers, it is likely to lead to more thoughtful practitioners.

Answers to quiz on page 20:
True, False, False, False, False, True.
References


Action Research requires practitioners to consciously engage in developing a fuller understanding of their work through systematic enquiry, careful evaluation and testing out of possibilities as a basis for action.

The prime purpose of action research by teachers, therefore, is to find ways of improving pedagogic practice. Bassey (1983) suggests that the quality of this kind of research depends upon the analytical skills which the practitioner-researcher brings to bear on explanation of the practice and on its evaluation. Teachers, for example, can develop the necessary research skills by engaging in research activity and learn the necessary methods through experience and on-the-job training with outside support. The requirement, then, is for practitioners to monitor their efforts, to take a reflective and critical stance to their work, to be prepared to accommodate and perhaps to initiate change, and to extend their professional skills in order to improve practice.

UNIVERSITY OF FORT HARE
DISTANCE EDUCATION PROJECT

CORE EDUCATION STUDIES COURSE
Schools as Learning Communities

Umthamo 3 – Healing the System: Improving our schools (2)
First Pilot Edition – 2000

Themba Ndlovu
Nonhlanhla Mthiyane

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

© University of Fort Hare Distance Education Project

Acknowledgements

We would like to thank Viv Kenyon, Alan Kenyon and Paula Botya, who read lo mthamo and gave us ideas and advice.

We would like to thank the following teacher-learners, who discussed their School Development Plans with Themba and Nonhlanhla at Flagstaff: N. Mgandela, L. Magaqa, V. Faku, B. Ganyaza, P. Mkuzo, E. Dweba, B. Mkumalo, F.N. September, N. Shushu, E.N. Mkatsha, C.K. Myolwa, N.C. Menani, P.N. Mfuywa. Thanks also to E.N. Memani and R.N. Dunjana of Queenstown, and N. Lwana of Kokstad, who let the authors read their reports. We are grateful, too, to Sekiwe Novuka and Xoliswa Njaba for their contributions, and to Cecilia Osei-Agyakwa and Glory Ndabankulu, the abakhwezeli at Flagstaff.

We would like to thank Kagiso Trust, who generously sponsored the writing and development of lo mthamo.

Finally, thanks to Ron Kahn of L. Harry and Sons (printers) for his patience, expertise and co-operation in helping us to turn lo mthamo into a book.