

THE ROLE OF THE TEACHERS' CENTRE IN THE PROFESSIONAL
DEVELOPMENT AND IN-SERVICE TRAINING OF TEACHERS WITH SPECIFIC
REFERENCE TO THE EAST LONDON TEACHERS' CENTRE.

THESIS

Submitted in fulfillment of the requirements for the Degree
of MASTER OF EDUCATION of Rhodes University

by

John Henry BADENHORST

December 1990

ABSTRACT

Teachers' Centres are one of the means whereby teachers needs for in-service education and training (Inset) can be met. The professional basis of Teachers' Centres as providers of in-service education and training derives from the need of teachers to develop professionally throughout their careers. Aspects which need to be considered are the need for professional growth and the professional nature of teaching.

The effective provision of in-service training requires a knowledge of effective in-service training practise and the barriers that could be encountered in presenting it.

Central to any Inset for teachers would be the teachers' needs for such activity.

Following on a general statement of teachers needs for Inset the role of the Teachers' Centre in meeting these needs will be examined. Teachers' Centres have specific advantages in meeting certain areas of need for Inset by teachers.

A knowledge of the professional activities of teachers activity and methods of establishing the needs for Inset of teachers should promote the effective provision of these programmes.

The teacher as an adult learner is important to effective Teachers' Centre operation and the nature of adult learning and variables which affect it will determine the Teachers' Centre reaction in providing Inset.

Subject study group activity is very important in Teachers'

Centres in the Cape Province and the principles involved in their operation together with practical considerations regarding their operation are important in the provision of Inset. The practical application of theory is illustrated by examples from the East London Teachers' Centre with an emphasis on organisation and the creation of a climate within the Centre for the existence of study groups. The presentation methods used in these study group activities are important and will vary according to the needs of the study group. The selection of methods together with the organisation of presentations and practical methods used in presentation will have an important effect on how they operate.

Teachers' Centres have a role to play in promoting change and innovation in schools. The theories of promoting innovation and the roles of the change agent are important. Practical examples from the East London Teachers' Centre are provided. This research, thus, provides a theoretical study of the role of Teachers' Centres in meeting some of the inset needs of teachers as well as practical examples of such activities.

<u>Table of Contents</u>	<u>Page</u>
List of diagrams	(i)
Acknowledgements	(ii)
<u>Text</u>	
<u>Chapter 1 : Scope of the Study</u>	
1,1 Introduction	1
1,2 Historical background of Teachers' Centres	5
1,3 Professional basis of Teachers' Centre as providers of Inset	5
1,4 Teachers needs for Inset	6
1,5 The teacher as learner	8
1,6 The study groups and the Teachers' Centre	9
1,7 Presentation methods in the Teachers' Centre	10
1,8 The Teachers' Centre role in promoting change and innovation in the schools	12
1,9 Conclusion	14
<u>Chapter 2 : Teachers' Centres in Great Britain</u>	
2,1 Introduction	15
2,2 Early efforts to promote the inservice-training of teachers	15
2,3 Origin of Teachers' Centres	18
2,4 Schools Council and raising of the school-leaving age	19

2,5	Conclusion	20
-----	------------	----

Chapter 3 : The Professional Basis of Teachers'

Centres as providers of Inset

3,1	Initial training related to the needs of practice	21
3,2	Teachers' Centres and learning	23
3,3	A statement of the problem of professional development	24
3,4	The need for continuing professional growth of teachers	25
3,5	The qualities of effective in-service education	33
3,6	Reasons for a lack of success with Inset	35
3,7	Conclusion	40

Chapter 4 : Teachers In-service training needs

4,1	Introduction	42
4,2	Teachers' needs and the Teachers' Centre	42
4,3	Inset and change	43
4,4	The Teachers' Centre and the role of teachers in establishing Inset requirements	48
4,5	Characteristics of Teachers' Centres in meeting teachers' general needs	51
4,6	Teachers needs - areas of professional	56

	activity	
4,7	Teachers needs for in-service training - a typology	64
4,8	Teachers' Centre response to teachers' Inset needs	68
4,9	Conclusion	75

Chapter 5 : Teachers as learners in the Teachers'
Centre

5,1	The Teacher as a learner	76
5,2	Variables affecting learning	81
5,3	Teachers' preferences concerning learning	84
5,4	Teachers' Centre reaction to adult learning style	88
5,5	Learning theory in action	90
5,6	Conclusion	99

Chapter 6 : The Study Group in the Teachers' Centre

6,1	Introduction.	101
6,2	Study Group Characteristics	108
6,3	Aspects of Study Group Operation	111
6,4	Practical applications of the study group with special reference to the East London Teachers' Centre	117
6,5	Climate in Teachers' Centres to encourage participation in study group activities	118

6,6	Planning for self-directedness	123
6,7	Conclusion	125

Chapter 7 : Presentation Methods in Teachers'

Centres

7,1	Teachers' Centre presentations - adult learning in action	126
7,2	Maturity of groups in the Teachers' Centre	133
7,3	Selection of methods of presentation	137
7,4	Summary : Teachers study groups and objectives	143
7,5	Organisation for Presentation	145
7,6	Conclusion	147

Chapter 8 : Teachers' Centre's Role in promoting

Change and Innovation in Schools

8,1	Teachers' Centres and innovation	148
8,2	Teachers' Centres and effective schools	152
8,3	Teachers' Centre and change in schools	161
8,4	Overview of the change agent process	175

Chapter 9 : Conclusions, Implications and

Recommendations

9,1	Introduction	180
9,2	Conclusions	181
9,3	Implications of study	183

Reference MaterialAnnexures

- A. Study Group Organisation 1987
- B. Teachers' Centres and the provision of Inset.
- C. Report on the activities of Study Groups in the East London Teachers' Centre with an emphasis on Teachers' Centre Day.
- D. Needs assessment.
- E. Study Groups and Teachers' Centre Day.
- F. Dale Boys' Primary School : Characteristics of success.
- G. School focus.
- H. Effective behaviour Source Document.
- I. High School Maclear.
- J. Methods and planning in Teachers' Centres

Bibliography

<u>List of Tables, Figures and Illustrations</u>		<u>Page</u>
Diagram	4,1 Reti's Typology of Courses	65
	5,1 Teachers' Centre provision of in-service programmes	80
	5,2 Individual differences and learning processes	82
	5,3 Training/Evaluation Cycle	84
	5,4 Types of Learners	95
	5,5 An analysis of four types of Learner	96
	5,6 Four major learning styles and methods with four different emphases	97
	5,7 Progressive acquisition of skills	98
	6,1 Teachers' Centre operational diagram	106
	6,2 Operational chart : Study Groups	118
	6,3 Factors affecting Teachers' Centre climate	121
	7,1 Framework for planning Inset activities	131
	7,2 In-service Design grid	138
	7,3 Selecting presentation methods	144
	8,1 The Change Agent : process and roles	166
	8,2 Levels of acceptance of change	176
	8,3 Change Agent activities	178

ACKNOWLEDGEMENTS

Certain people have provided me with support and encouragement during my studies and in the preparation of this thesis.

Their contribution is gratefully acknowledged and I thank them for their kindness, time and interest. There is no other means whereby my thanks could adequately be expressed.

They are:

- Mr Willem Diepeveen, the Chief Superintendent of Education on the Border and the founder of the first Teachers' Centre in the Cape Province.

- The staff of the East London Teachers' Centre.

- Mr Ray Suttner, Director of Rhodes University, East London.

- Mr Dave McKellar, Rhodes University, Grahamstown, whose wisdom and guidance and, above all, support carried me through to the end.

- Mrs Erma van den Berg, who endured much to type this thesis.

Chapter 1

Scope of the Study

1,1 Introduction

Theodore Roosevelt is reported to have said "Every man owes some of his time to the advancement of his profession" (source unknown). This statement is most appropriate to the aim of this study, which is to focus on the capability of Teachers' Centres to present the in-service training and professional development of teachers. Throughout the study the East London Teachers' Centre and its operations will serve as a focal point of possible practical provision of support to teachers in their on-going professional growth. Obviously this cannot be addressed without an adequate theoretical base, but throughout an attempt will be made to relate theory to practice as evidenced in the East London Teachers' Centre.

Robert Gough (1975:12) emphasises that a Teachers' Centre is merely one of many agencies which contribute to teachers' professional development needs. The in-service education and training (Inset) needs of teachers are complex and varied and Gough has attempted to consider them under four headings:

- (a) Personal intellectual needs.
 - (b) Personal professional needs.
 - (c) The needs of the school.
 - (d) The needs of the educational system.
- (Gough 1975:12).

This list of needs, in many ways, could define the scope of Inset. Bolam suggests the following definition of Inset:

To enable a teacher to monitor and shape his professional development.

Bolam (1982:19).

This definition implies that the teacher is an active participant in his own professional development. Teachers' Centres, by virtue of the emphasis on teacher involvement, might have a significant role to play in the process of self-development. Bolam provides an overall goal for Inset when he states that it should enable teachers:

- (a) to develop their professional competence, confidence and relevant knowledge.
- (b) to evaluate their own work and attitudes in conjunction with their professional colleagues in other parts of the education service.
- (c) to develop criteria which would help them to assess their own teaching roles in relation to a changed society for which schools must equip their pupils.
- (d) to advance their careers.

(Bolam 1982:19).

Bolam's definition is one which places an emphasis on action by teachers themselves. Inset is not seen as a passive process but rather as one which requires the active involvement of the teachers. That involvement extends beyond being a client of the providers of Inset to being a participant in the entire cycle of Inset

provision. The cycle involves the identification of needs, the formulation of goals, the planning to achieve those goals and the presentation of practical activities to fulfill the goals. This is, in essence, what this study is about - the role of teachers in providing for their own in-service needs through the medium of the Teachers' Centre. To achieve this, the following aspects of Teachers' Centres and teachers' professional development will be examined.

1. Teachers' Centres in Great Britain. (Chapter 2)
2. The professional basis of Teachers' Centres as providers of Inset. (Chapter 3)
3. Teachers' in-service needs. (Chapter 4)
4. Teachers as learners in the Teachers' Centre. (Chapter 5)
5. The Study Group and the Teachers' Centres. (Chapter 6)
6. Presentation methods in Teachers' Centres. (Chapter 7)
7. The Teachers' Centres role in promoting change and innovation in schools. (Chapter 8)

The focus of the study is specifically Teachers' Centres and the possibilities they have to assist teachers in their professional growth. This does not mean that other agencies are ignored or seen as of lesser importance. By other agencies is meant:

1. Universities and other institutions offering initial and further training and studies

related to teaching.

2. The Education Department through its in-service training section and its Superintendents of Education.
3. Headmasters and teachers themselves.
4. Professional Teachers' Organisations.
5. Commercial undertakings and publishers.
6. Professional trainers from commerce and industry.
7. Any other person providing support for teachers professional development.

These agencies as a group will provide the total scope of Inset for teachers which was envisaged by Edelfelt (1977) when he indicated five types of specific purposes for in-service education:

1. Degree or certification.
2. School improvement.
3. Professional advancement.
4. Re-training.
5. Personal professional development.

To a certain degree Bolam (1982:20) proposes a career development for teachers which has much in common with Edelfeldt:

1. Induction.
2. Specific Inset.
3. Re-orientation.
4. Advanced Seminars.

5. Advanced Studies.

6. Refreshment.

The Teachers' Centres possible role in meeting the above needs will be examined and examples of its possible practical effects will be drawn from the practice within the East London Teachers' Centre.

1,2 Historical Background of Teachers' Centres (Chapter 2)

The Teachers' Centres in the Cape Province of South Africa have their origins in the Teachers' Centre movement which developed in Great Britain. Chapter 2 gives a brief perspective of the historical development of those Centres.

1,3 The Professional Basis of Teachers' Centres as providers of Inset (Chapter 3)

Teachers' Centres originated in the need of teachers to get together to meet the challenge of curriculum development. The mid-sixties in Great Britain saw a tremendous growth in numbers of Teachers' Centres which reflected a professional need to gather with other teachers to talk on professional matters and to prepare curriculum materials for use in the classroom (Gough 1975:11).

Over the years there has been a shift in emphasis, from curriculum development to professional development. The focus of the teacher as a developing professional has become an important one (Gough 1985:35).

"In-Service education and training (INSET) is widely conceived as a continuum" (Bruce 1980:140-1). This concept was explained by Bolam when he developed his concept of the 'triple i' in teacher education. The three being:

initial training (pre-service).
induction teacher education.
in-service teacher education.
(Bolam 1982).

It is in the field of in-service education that Teachers' Centres have a very important role to play. Life-long learning, when applied to Inset, encourages teachers to re-define their competencies and responsibilities in a long-term framework of professional responsibility. In an effort to establish a professional basis for the Teachers' Centre, Chapter 3 will focus on the nature of the teacher as a professional and the means by which the teacher can develop professionally. The qualities of successful Inset will be briefly described and the barriers to success inherent in teachers perceptions of Inset will also be described. The approach used will be one based on the assumption that the teacher is engaged in on-going personal professional growth.

1,4 Teachers needs for INSET (Chapter 4)

Teachers' Centres are part of a network of providers meeting the Inset needs of teachers and it is important

that there should be clarity as to what those needs are and what role the Teachers' Centre could possibly play in their satisfaction. To this end Chapter 4 will examine the needs of teachers in their developing role as professionals. The nature of teaching as a dynamic and changing profession will be the subject of section 4,2 of the chapter.

Teachers' Centres have certain advantages in their particular form of response to teachers needs:

- (a) The local nature of Teachers' Centres.
- (b) The neutral setting they may offer i.e. their relative freedom from the hierarchies involved in either schools or local authority systems.
- (c) The tendency they have to involve the teachers themselves in the decision making, the design and the implementation of their in-service programmes.

(Gough 1975:12).

The Teachers' Centre is an institution where teachers not only receive but also give. This principle is most important as it implies an active involvement in their own Inset. Courses are presented with teachers and not to teachers in Teachers' Centres.

An extensive knowledge of teachers' needs is an important base on which programmes are designed. These, together with possible responses, will be examined. Finally the means of establishing specific needs will be discussed.

1,5 The Teacher as Learner (Chapter 5)

If the activities of the Teachers' Centre are to have a positive influence on teachers, one of the aspects which must be recognised when constructing courses will be the way in which teachers, as adults, learn. This will have a very definite effect not only on the form but also the content and location (Centre based or School based) of the courses presented. For reasons explained in Chapter 5 a humanistic approach has been adopted in this study. An attempt will be made to explain the role of the Teachers' Centre in the learning process. It is also necessary to anticipate the variables present in the learning process and place them in perspective. Knowledge of teachers and the process of their learning could give the developers of Teachers' Centre courses a sound theoretical base on which to build the content of the courses to be presented. This study will focus on Dr M.S. Knowles' theory of andragogy (adult learning as opposed to pupil learning) for the purpose of identifying specific behaviours involved in the adult learning process. It is essential that the goals of Inset should be realistic and achievable. Transfer of training into classroom practice is an important goal of Inset. The work of Joyce and Showers (1980) is important in this respect and will be related to Teachers' Centre activities. In addition the teacher as a self-motivated learner is an important focus of the

study and the theory of Hall and Loucks (1979) gives some indication of how concern can be a motivating force for teachers practically to implement the results of their learning.

Finally there will be an attempt to describe the subtypes of learners within the broad outline of adult learners and the implications this holds for designers of courses for Teachers' Centres. The work of Bernice McCarthy (1982) will be the main focus of this section.

1,6 The study group in the Teachers' Centre (Chapter 6)

In the context of the model used by Teachers' Centres attached to the Cape Education Department, the study group is the most important activity presented in Teachers' Centres. It attracts the most attendances and dominates the planning activities of the Centres.

The study group as operated in C.E.D. Teachers' Centres is the process whereby teachers, in a specific geographical area, meet on a regular basis to participate in activities designed to enhance their effectiveness as teachers within their subject area. Study groups are controlled by the teachers themselves with the staff of the Teachers' Centre providing secretarial and professional support. A most important aspect of the study groups is that they are 'practical'. 'Practical', in this sense, means that the focus of the study group is generally on actions within the classroom with the intention of translating theory into practice

to promote learning as stated by Vandenberghe (1984). Vandenberghe identifies 'practical' as being capable of clear translation from principles, objectives and outcomes into appropriate procedures. To do this the new idea must fit the teachers' school situation, self-image and way of relating with pupils. Finally, the effort needed to bring the innovation into practice will be very important. Vital issues in effort expended are rewards such as recognition, pupil interest and how easily the new idea can be divided into units suitable for trial. Should these conditions be generally favourable there is a good chance that the teacher will introduce the innovation (Vandenberghe 1984:14-16). This is the role that study groups have generally fulfilled - developing solutions that can be translated into action in the school.

In order that the theory of study groups is clearly stated, reference will be made to the East London Teachers' Centre's approach and a number of documents relating to their practical organisation at the East London Teachers' Centre will be analysed to establish a link between the theory and the practice of these Groups.

1,7 Presentation methods in Teachers' Centre (Chapter 7)

The first chapters of the study focus on the theoretical background to activities in Teachers' Centre and the

organisation of study groups. The manner in which teachers' needs can be provided for and how that provision is organised will be discussed in detail in Chapter 7. All this theory would be wasted if there was not a thoughtful and well presented activity. Chapter 7 has as its focus the presentation of activities in the Centre. It will illustrate the practical application of teachers preferences for learning and will examine aspects such as the physical setting of activities and what possible results could be expected of various activities. An attempt will be made to match various presentation methods with various outcomes or influences on teachers. The theory of McCarthy (1982) will be matched with practical presentation methods to give some guide as to what method could be used to present materials in study groups.

The maturity of a study group could have a definite effect on the types of meeting which could be held and there is a need to establish what the stages of development are and the concerns which dominate at each stage.

Before selecting a method it is essential to establish what likely outcomes could result from its use. This will occupy a significant portion of Chapter 6 with the theories of Benjamin Bloom and Harris being highlighted. Cognitive and affective objectives will be identified with the appropriate presentation method.

The remainder of the chapter will be occupied with the

practical considerations of selecting a presentation method. The procedure used by the Western Australian Education Authority in Perth will be used as a basis of discussion. It is:

- Step 1 Assess Needs.
- Step 2 Set Goals.
- Step 3 Assess team resources and skills
 (Identify presenters).
- Step 4 Select the appropriate method.
- Step 5 Allocate responsibilities.
- Step 6 Assess logistics.
- Step 7 Present activities.

The overall goal of this chapter is to provide a practical summary of the presentation methods which could be used in Teacher Centre presentation.

1,8 The Teachers' Centre role in promoting change and innovation in schools (Chapter 8)

Teachers' Centres often present activities which have as their objective professional growth in knowledge skill or understanding. The areas in which teachers could expect to experience growth relate directly to the professional areas within which teachers grow.

- 1. The teacher as an individual professional;
- 2. The teacher as a member of functional group;

3. The teacher as a member of the school staff.

The approach to needs for development in these areas might be general (and could be catered for in Study Groups) or specific (and could be dealt with within the school context).

The Effective Schools movement has enjoyed much attention in recent years and this chapter will attempt to identify some of the actions which would result in increased effectiveness. The Teachers' Centres role in promoting development in schools will be described as a supportive one rather than a dominant one, with the responsibility of organisational and professional development mainly being the responsibility of the staff of the school and very definitely of the Principal. The areas which will indicate school effectiveness if they operate well will be confined to:

- School Climate.
- Effective Principal Characteristics.
- Teaching Excellence themes.
- and Student activities.

The role of the Teachers' Centre in the development of these activities will be examined under the following headings.

- The agent of Change.
- The strategy of Change.
- The people involved in Change.

Each of these is important to determine the possible

actions which could be initiated by Teachers' Centres. Throughout, however, it is essential that the roles played by the Centre should be seen not as an end in themselves, but rather as supportive of the actions of change and development within the school.

The Change agent role of the Teachers' Centre will be viewed from the following four perspectives;

- The Change Agent as a catalyst.
- The Change Agent as a process helper.
- The Change Agent as a solution giver.
- The Change Agent as a resource linker.

In each case the Centres' activity will be placed in perspective with other agencies working with schools. There will also be practical examples of how these roles are exercised in the East London Teachers' Centre. The linking role with Superintendents of Education will also need to be discussed.

Finally the chapter will attempt to give an overview of Change Agent behaviour.

1,9 Conclusions

The study will end with recommendations of effective Teachers' Centre action and some indications of future trends.

Chapter 2

Teachers' Centres in Great Britain

2,1 Introduction

It can be argued that the Teachers' Centres in South Africa have their origins in the development of Teachers' Centres in Great Britain. This is particularly true of the Centres of the Cape Education Department where the initial research into the establishment of Teachers' Centres was directed at those in England.

Although this study focuses on the issues involved in the operation of the contemporary Centres in South Africa, a short historical perspective of the growth of Teachers Centres in Great Britain would not be out of place.

There are often dominant concerns facing the teaching profession at a particular time and the profession has proved to be both resourceful and efficient in devising institutions or methods to meet those concerns. This chapter will record some of these in Great Britain and the manner in which the profession has responded.

2,2 Early efforts to promote the in-service training of teachers

The Teachers' Centre is essentially one of a number of approaches to the provision of Inset for teachers. This chapter will attempt to trace the development of Teachers' Centres. It could be argued that the origin of Teachers' Centres might be found in early attempts to provide

professional training for teachers. Elizabeth Adams (1975:14-15) recognises the work of headmasters in the middle of the 19th Century, particularly Thomas Arnold, whose attention to curriculum and its implications for teachers and the manner in which they approached their work as a significant factor in the development of a professional approach to teaching.

Christopher Redknap (1977:2) states, "The nineteenth century also produced Pupil-Teachers' Centres, which in some ways foreshadowed the arrival of Teachers' Centres in the twentieth century". At these Centres, pupil-teachers received instruction for half the day and taught the other half. The dominant concern during this period for the profession was the need to supplement the existing teaching corps and to provide more teachers in the classroom as easily and quickly as possible. Redknap clearly indicates the manner in which a response changes and develops:

When the first English pupil-teachers were engaged, their teaching hours were unlimited, but regulations were gradually introduced to make it possible for them to study more, and to receive more instruction.

(Redknap 1977:2).

The Second World War and its aftermath led to a number of changes in education. The evacuation of children from the cities caused the profession to be more concerned with the welfare of pupils and provoked the beginnings of change from "the authoritarian 'front of the class' situation to the more

democratic 'within the class and among the children' stance
.... (Adams 1975:24).

This was followed closely by the 1944 Education Act which placed another set of concerns on the shoulders of the profession.

The efforts of the new secondary schools to provide their children with opportunities equal to those available in grammar schools imposed a daunting task on their largely non-graduate teachers. Many attended evening classes in colleges of further education and extra-mural departments or wherever they could find useful courses. Little official help was forthcoming: they had to fend for themselves.

(Adams 1975:24).

The subject associations have played a significant role in promoting the development of the curriculum. They have included in their activities associated with Teachers' Centres, running courses, study tours and in general promoting new ideas and bringing teachers together to consider their teaching and their subject.

Significant at this time was the McNair report (Board of Education 1944) which addressed the need to train the many teachers already employed in state schools but largely underqualified. The report proposed, amongst other recommendations, that University Institutes of Education and Area Training Organisations be established (Adams 1975:26-27) (Redknap 1977:4). These became a reality in 1948 and some teachers made use of the Institutes and Area Training Organisations leading to a growth of the two-way

participation which is characteristic of the Teachers' Centres of today. Redknap recognises the development of another aspect of modern Teachers' Centre activities with the establishment of the Martineau Centre set up in 1952 by the Birmingham Education Committee to provide for the teachers' social and economic needs. This was to be an important aspect of future Teachers' Centres (Redknap 1972:7).

2,3 The origin of Teachers' Centres

The major development of Teachers' Centres occurred in the 1960's as a result of the activities of the subject associations. (The Mathematical Society's primary schools mathematics project) and the Nuffield Foundations's projects in science and mathematics which started in 1964. Project teams were set up in a number of local Education Authorities (LEA's). The need to co-ordinate work locally led to the setting up of Nuffield science or mathematics centres. These centres were in effect the first single subject Teachers' Centres (Redknap 1977::7; Adams 1975:27; Weinding et al 1983:25-26). The Centres were intended as places where teachers could be responsible for their own training beyond the initial Nuffield courses and where there could be criticism of the Teachers' Guides. A co-ordinator was often appointed to give the activity direction. Centres were run by and for teachers and had a strong base of critical experimentation with the teaching material and working with pupils.

The Teachers' Centres had been born - the climate had been

established which continues, with modifications, until today.

2,4 Schools Council and the raising of the school-leaving age
Fears of Government control of the development of the curriculum, led in 1963 to a committee under the leadership of Sir John Lockwood making a study of school curricula and examinations. By March 1964 the working group made its proposals and in October 1964 the Schools Council was established. A particular characteristic of the Schools Council was that "... the membership of the Governing Council and its major committees, was to contain a majority of teachers who became members through their professional associations" (Redknap 1977:10). The newly formed Schools Council decided that the raising of the school leaving age, to be implemented in 1970 was a priority for the curricular development. In 1965 the Council published a working paper (Number 2) which was intended to promote discussion on curricular development and it recommended the establishment of local development centres. This idea spread rapidly and many single subject Teachers' Centres became multi-purpose Centres covering the whole curriculum. This was followed in 1967 by Working Paper 10: Curriculum Development Teachers' Groups and Centres. The paper extended the original idea put forward in Working Paper 2 and established the basic framework for a Teachers' Centre" (Weindling et al 1983:27). Further developments were the James Report of 1972 and the subsequent White Paper on Education (1972) which provided for

an increase in Inset but which, due to various factors such as restricted spending and declining roles, were never fully implemented. These factors have caused the closure of many Teachers' Centres during the 1980's. The Teachers' Centre movement has, however, continued to provide effective education both in Great Britain and abroad.

Earlier in this chapter it was stated that each period of time has its dominant education concerns and Bob Gough maintains that it is also true for Teachers' Centres. He has identified the concerns of three decades of Teachers' Centres stating that each had a dominant theme (or concern) which in turn resulted in an effect on Teachers' Centres through a key process. In a diagrammatical form this would appear as follows:

Decade	Dominant Theme	Key Process	Effects on Teachers' Centres
60's	Curriculum Development	Innovation	Initiation and growth
70's	Staff Development	Management	Consolidation
80's	Institutional Development	Accountability	Retrenchment

(Gough 1989:53).

Chapter 3

The Professional Basis of Teachers' Centres as Providers
of INSET

3,1 Initial training related to the needs of practice

The teacher as a functioning professional person requires a complex blend of knowledge, skills and attitudes (Chambers 1981:14). The relative balance and importance of these varies as the teacher becomes professionally more mature. Initial teacher training traditionally focuses primarily on knowledge development in both subject specialisation areas and teaching methods generally with some skill and attitudinal development. The latter opportunity for development is often being restricted due to a lack of available time. On completing their initial training it may be that many teachers see one of their main aims as being the transmission of knowledge through the use of appropriate teaching methods. It is unlikely that their skills of interpreting pupil learning needs would be developed to a significant degree. Lawrence Stenhouse, in discussing the nature of teaching related to curriculum development, suggests that 'teaching methods, which has traditional undertones of training the teacher in skills' (Stenhouse 1975:24), are insufficient for promoting learning in a school. He further expresses a preference for teaching strategy stating that it would involve the planning of teaching and learning with the

teacher exercising judgement to develop a teaching/learning policy (Stenhouse 1975:24).

In the process of becoming a more mature and effective teacher, the teacher's focus is seen to be related to the management of the learning environment rather than in transmitting knowledge. A thoughtful interaction of the four components of the learning situation - the teacher, the pupil, knowledge and the method - becomes the object of the teaching process. The attitude of the teacher becomes increasingly important and as Stenhouse points out, professional growth is likely to be more effective when the teacher's approach is one where he adopts:

.... a teaching strategy which invites the teacher to cast himself in the role of learner in his work so that his life in his classroom extends rather than constricts his intellectual horizons. A good classroom, by this criterion, is one in which things are learned every day which the teacher did not previously know.
(Stenhouse 1975:37).

Such an approach could lead to the development of Teachers' Centres where teachers could communicate with each other and develop supportive relationships which will allow them to order and extend their developing understanding of the teaching process.

3,2 Teachers' Centres and learning

It is possible that Teachers' Centres are the providers and/or agents of informal in-service training and professional development. Teachers' Centre activities are one of the possible means of providing informal in-service training and professional development. A distinction can be drawn between in-service training which is an individual or group experience, generally structured in some way, and on the other hand, professional development which is a personal experience. This will be examined in greater detail later in this study. The policy of the Cape Education Department is that attendance of Teacher Centre activities is voluntary. It is important, then, that if teachers are going to support these Centres, they should see these Centres as providing programmes which are of value to them. Value, in this sense, can be defined as having consequence for the teacher in the following spheres:

- (a) Attitudinal and knowledge growth.
- (b) Skills for professional advancement.
- (c) Activities developing expertise and understanding.

(Reti:1982 :111-117).

The needs for development of teachers are identified by Douglas Craigie as:

1. The teacher's needs as an individual.
2. The teacher's needs as a member of a functional group.
3. The teacher's needs as a member of the school community.

(Craigie 1982:14).

The closer activities in the Centre are linked to these needs, the more likely it is that teachers will perceive value in them and the more likely they are to participate in the Centre's activities.

There is a strong correspondence between these and Reti's typology of short courses (Reti:1982:22). The teacher will only gain benefit if the content of activities offered is relevant to his situation and presented in such a way as to promote his learning.

(Wood and Thompson 1980:375). It cannot be assumed that because someone presents ideas, principles and/or skills for use back on the job that the teacher, having sat through the course, will return to the school situation and make those activities part of his daily teaching. The process of change is much more complicated and involves both the teacher in learning and the presenter and his methods (Havelock:1978).

3,3 A statement of the problem of professional development

Consideration of the problem of the professional development of teachers reveals that there are a number of facets which make the full provision of professional development. Often opposing forces interact together with the process of growing professionally. There is, for example, the need for teachers, as professionals, to be a part of their own continuing development and learning. Opposed to this are a number of constraints

which restrict teachers in their own development. Within this sphere of development there is the particular way in which adults learn. In recent years much has been written describing the conditions needed for adults to learn effectively. The particular way in which adults learn demands a response from Teachers' Centres in terms of the way in which in-service programmes are designed, presented and organised. In each case the objective of the in-service programmes must be seen as professional growth of the teacher in knowledge, skills and attitudes and will be manifested by the teachers actions in his work situation.

3,4 The need for continuing professional growth of teachers

The theme of 'life-long learning' has attracted considerable attention in educational circles in recent years. For various reasons it is now more necessary than ever to recognise that systematic learning is not confined to childhood and adolescence and that people need to learn throughout their lives (Cropley 1981:57). H. Spears, quoted in Marks et al (1978), echoes this view when he expounds the following principles underlying in-service education:

1. The professional education of the teacher does not cease as he leaves college.
2. Professional development cannot be adequately

- served by teaching experience alone.
3. Although it is reasonable to expect a teacher to guide his own future development, it is the obligation of the school system to stimulate advancement by providing opportunities for in-service growth ...
(Stoops in Marks et al 1978:169).

These remarks of Cropley and Spears are echoed by many writers on the subject of in-service development (Burrello et al 1982; Taylor 1970; Gough 1985) and the means of supporting these teachers is receiving much attention at present. It is necessary to examine the nature of teaching as a profession if the answer is to be obtained.

3,4,1 The professional nature of teaching

In order that a system of support for professional development be established, the nature of teachers as professionals must be defined. By 'professional' we use the word in its more vigorous classical sense. Shanker (1985:94) defines this as "... a person who is an expert, and by virtue of that expertise is permitted to operate fairly independently". This definition to a certain extent suggests a finality of learning as it implies that once a teacher reaches the state of 'expert' he is then in the position to practice his profession free from interference for the foreseeable future. It also could imply a static body of knowledge and practice. In many ways it approximates the traditional picture of a teacher as being an independant

agent operating in the 'castle' of his classroom tending to the needs of his clients, the scholars. This is, however, not the case in the modern school; the knowledge and technological explosion which mankind has experienced over the past 40 years has made it not only impractical to operate in this manner, but also makes such actions detrimental to the goal of effectively preparing pupils to operate as adults in the world. Houle (1980) expresses concern that many individuals in the professions have a need for continuing education to fill the gaps in their knowledge due to development in their profession. He considers the quest for knowledge and continued learning to be a vital characteristic of professional behaviour. This point of view raised very important questions for Teachers' Centres in the role to be played in meeting this need. How do trainers ensure that members entering the profession are both aware of the need for continuing learning and are motivated to pursue this as a life-long professional responsibility? By which methods and by what means can this be provided? Who are the individuals who seek training? Why do they make the effort? Such questions are vital to Teachers' Centres if they are to be effective in their provision of in-service training and professional growth and calls for a response from Teachers' Centres in the form of activities and programmes designed to meet the needs of the teachers. The departure point in providing answers

to the questions must be a sound definition of the basic characteristics of teaching as a profession. Shanker (1985) sees the professional nature of teaching to be vital in attracting the correct calibre of person to teaching and also indicates that the professionalisation of teaching could lead to enhanced status, responsibility and reward. He identifies four aspects of professional behaviour:

1. High Standards of performance.
2. Specialised knowledge.
3. Well-established, formal set of collegial relationships.
4. Actions in the interest of the clients.
(Shanker 1985:94-96).

Shanker adopts the view that teachers have not yet attained true professionalism and maintains that change, in the form of an expansion of knowledge about teaching and organisation of teaching, is overdue. Allen Ornstein (1981), in reviewing the professional nature of teachers, concluded that teaching could not yet be considered a fully fledged profession, but rather a "semi-profession on its way to achieving full professional status" (Ornstein 1981:196). He identifies four characteristics of professionalism which he considers to be essential in the development towards full professional status and identifies an important role for Teachers' Centres as a facilitator of increased teacher participation in making professional decisions. The four most important professional characteristics

identified by Ornstein are:

1. A defined body of knowledge beyond the grasp of the lay public.
 2. Control over licensing standards and/or entry requirements.
 3. Autonomy about making decisions about selected spheres of work.
 4. High prestige and economic standing.
- (Ornstein 1981:197-8).

The teacher, in exercising his autonomy of decision making (referred to in 3 above), needs to maintain the welfare of his pupils through his actions (see also Welch et al 1978).

Of all these characteristics, the one which is of prime importance to all concerned with Teachers' Centres must be the defined body of knowledge unique to the profession. Teaching will never be recognised or respected as a profession if there is not a specific body of knowledge which teachers control and are seen to exercise in the interests of the children they teach. Most people attend school and their experience there tends to make them feel that they know as much as teachers and are in a position to comment on the quality and nature of teaching. This feeling is strengthened by teachers who have not developed professionally and see themselves (consciously or unconsciously) as the masters of a given body of knowledge which they have to 'instil' in their pupils. These teachers have lost sight of the reality that they are preparing children to function in a changing world with problems which require

insight and skill to survive effectively. The result of acquiring a well developed body of professional knowledge is made quite clear by Shanker when he says:

We ought to have the authority to make decisions because we know more - more about what is right and wrong to do in the education of children ... more about all sorts of issues in education.

(Shanker 1985:95).

Coupled with this he acknowledges the need to develop:

some of these things we do know, some we don't know yet and ought to develop. Raising standards therefore also means expanding the knowledge base and demonstrating that we have it.

(Shanker 1985:95).

It is in this sphere that the Teachers' Centre response to the need for broadening teachers knowledge and skills becomes so important. In the first place the existence of a Teachers' Centre demonstrates physically the existence of teachers acknowledgement of and desire for professional growth. The mere fact that the building exists may remind the public that there is a concerned and active professional group at work, the specialised nature of the Centres setting them aside from other educational institutions. It could be argued that their existence is concrete proof of teachers' desire as a profession to develop professionally. Coupled with this can be the publicity surrounding Centre activities - be

it seminars, exhibitions, subject meetings or Teachers' Centre Days. The general public are made aware of teachers' in-service training taking place because the schools close early and the teachers attend the Teachers' Centre meetings. Secondly, Teachers' Centres have the very special advantage in that they operate in the present. Teachers have a need, be it individual, group or school focussed and the Centre is in a position to organise a response in the shortest possible time and if necessary with specific focus in a problem area. Thirdly, Teachers' Centres may have a motivating influence on professional growth in that they make teachers aware of the need to develop, if only through the constant flow of information regarding the activities being pursued by teachers in this field. Teachers' Centres should strive to be non-threatening and give the teachers the opportunity to acknowledge deficits in knowledge and skill and, if correctly operated, provide teachers with practical answers to needs.

Shankers (1985:95) maintains that the other professional characteristic which has bearing on Teachers' Centre activities is the development of a system of collegial and peer relationships. He makes the telling point that while it is satisfactory and rewarding to work with children, it is equally necessary that teachers have professional contact with colleagues. The isolation of

the classroom will, without other contact, lead to "extreme isolation and drives many out of the classroom and the profession" (Shanker 1985:95). Teachers' Centres have a role to play in providing a means whereby teachers can develop professional contacts with other teachers. An openness, allied with an enquiring climate, characterises an effective Centre and does much to allow teachers to get to know each other as practising teachers and to encourage them to develop themselves through the sharing of ideas and methods. The actions described above take place in Centres and when publicised, with the results of the activities becoming evident, are likely to lead to an increased awareness in the community of the teachers actions to the benefit of the children both in attitude and in the more efficient exercise of their profession. The case for continued professional development can, therefore, be seen to be a positive one which requires an immediate and adequate response. The aspect of self motivation and regulation cannot be over-emphasised and this is adequately demonstrated in the profile of a teacher-leader suggested by Ruth Drake. Her profile identifies the following characteristics:

1. He works independently and with self-confidence.
2. He makes his own decisions and is fully accountable for their results.
3. He strives continually for self-improvement and welcomes opportunities to grow professionally.
4. He is creative. He develops and eagerly

- shares new ideas, plans and materials.
5. He fulfills his professional obligations promptly with good grace.
 6. He is proud of his profession and projects his enthusiasm to his colleagues and others with whom he comes in contact.
 7. He adheres to his top priority - to improve the quality of education so that each child may eventually achieve his maximum potential.
- (Drake 1977:292).

The immediate needs of such a person could be provided on an on-going basis by Teachers' Centres although it may not provide all the needs of such a teacher.

(Newman et al 1981).

3,5 The qualities of effective in-service education

It is essential that in the development of an Inset programme for Teachers' Centres the principles of sound professional development plans be adhered to and that this be integrated with adult learning styles to provide activities which are relevant and which will ultimately lead to the integration of the learning experience into the work/self of the teacher.

Marks identified nine factors which could be considered to be basic to the provision of Inset. He and his collaborators deemed Inset to be all activities which contributed to continued professional growth and competence.

1. The in-service education programme emerges from recognised needs of the school and community.
2. All school personnel need in-service education.

3. Proper supervision is an effective means of accelerating the in-service professional growth of personnel.
4. Improving the quality of instruction is the immediate and long-term objective of in-service education.
5. In-service education leads to a continuous process of re-examination and revision of the educational program. Additionally, it encourages participants to attain self-realisation through competence accomplishment and security.
6. In-service education has become an increasing concern of state agencies, colleges and universities, school boards, school administrators and teachers.
7. Supervisors should create an atmosphere that will stimulate a desire on the part of teachers for in-service growth.
8. The in-service program should keep personnel abreast of research and advances in education.
9. An in-service education program is most effective co-operatively initiated and planned.

(Marks, et al 1978:169).

Wilén and Kindsvatter (1978) agree broadly with these principles and add the following:

1. Teachers need to be directly involved in planning the goals, content and instructional approach of in-service programmes.
2. Objectives of in-service education must be written and specified in clear and understandable language.
3. In-service education programmes should be held during the regular school day when possible.
4. In-service education program evaluation must be assessed immediately upon completion based on objectives and again later to determine the extent to which objectives have been translated into teacher behaviours in the classroom.

(Wilén and Kindsvatter 1978:393-5).

Donald Orlich (1983) adds a few telling criteria to the above in his review of criteria for successful in-service. Principally they are:

1. Teachers will benefit from those programs in which they have some voice in selecting the goals and activities.
2. Teachers in the field tend to be more influenced by school-orientated in-service programs rather than by college - or university based courses.
3. Individualised small group training experiences may produce more positive and lasting results than will programmes which feature common activities for all participants.
(Orlich 1983:201).

Wood and Thompson (1980) add to the above by stating that there needs to be a reduction in the use and threat of external judgement of a teacher's superior by creating a situation in which feedback concerning performance and areas needing improvement is given by peer-participants in the in-service exercise (Wood and Thompson 1980:377).

The Teachers' Centre provision of Inset in many ways is ideally suited to the providing of experiences which are in harmony with the above requirements. They are flexible organisations which are ideal for the planning of Inset aimed at achieving specific objectives.

3,6 Reasons for a lack of success with Inset

The argument for continued professional development and successful Inset has been developed in the earlier part of this chapter and it would seem that, if correctly approached, and planned there is little chance that the provider of Inset should not meet with success. Yet it

is the case that Inset is often not successful. If a Teachers' Centre is to provide effective Inset it is vital that the reasons for a lack of success be clearly understood and the appropriate lessons learnt. With appropriate action taken, these lessons can only increase the chance of Inset success.

A number of factors could be responsible for a lack of success in the in-service training of teachers.

Amongst them could be:

- (a) The teachers themselves.
- (b) The providers of Inset.
- (c) The course design.
- (d) The setting in which the course is presented.
- (e) Any other relevant influence.

In this chapter the teachers and the school culture as limiting factors will be discussed in some detail.

(A) The Teachers as factors limiting Inset success

Success in Inset can be measured by changed teacher performance, attitude, motivation and adoption of innovation. There is research, however, that indicates that some teachers themselves could be the reason why Inset fails (MacDonald and Ruddick 1971: Huberman 1973: Gray and Cunningham 1974: Howey and Vaughan 1983: Vandenberghe 1978). A synthesis of these findings would reveal the following reasons why some teachers could resist Inset (in no particular order of importance):

(i) Rejection through ignorance

Rejection occurs when the content of the training or its complexity leads to misunderstanding. This is particularly the case where new theories are explained and demonstrated but the teacher is unable to bridge the gap between theory in training and practice in the classroom. Teachers must actually perceive how their classroom can be transformed by training (Huberman 1973:39).

(ii) Rejection through default

Teachers often make statements rejecting in-service training simply because it is not part of their present practice. This is made more difficult by the manner in which in-service training (particularly staff development) is presented - often in a series of apparently unrelated activities (Howey and Vaughan 1983:98; Huberman 1973:48; Vandenberghe 1978:39; Kerry 1985:20).

(iii) Rejection by maintaining the status quo

"Habits are comfortable, predictable and anxiety free" (MacDonald and Ruddick 1971:152).

The changing of self and unlearning of teaching habits represents one of the most difficult actions for teachers. The security provided by an unchanging environment is comfortable but self-defeating as it does

little to prepare teachers for a changing world (MacDonald and Ruddick 1971:151; Huberman 1973:48; Kerry 1985:20).

(iv) Rejection through experience

Teachers who have tried innovations without adequate preparation and understanding tend to reject the innovation as impractical without the realisation that the actual cause of failure was themselves (Huberman 1973:48). Failure is, however, not always attributable to the teacher alone. Changed structures of organisation which accompany innovation may also play a role in the failure of its adoption (Howey and Vaughan 1983:99).

(v) The rewards of teaching are derived from students

Most teachers practice their craft in isolation from other teachers and adults and receive their rewards through the reaction and success of their students. Lieberman and Miller (1979:55) emphasise this point when they contend that rewards do not come from discussing, sharing or reflecting on the nature of the work, but rather from the results achieved by the teacher's pupils in their mastering of the work.

(vi) Teachers welcome new knowledge but not new skills

Most teachers find formal teaching easy to cope with and

will assimilate new knowledge with enthusiasm. They find experiential learning focusing on changed skills which reflect on their job performance less easy to handle and will therefore tend to reject Inset based on this approach (Gray and Cunningham 1974:45).

(vii) Staff Development and Inset perceived by teachers as meeting deficits in their professional make-up rather than normal professional growth.

Two aspects emerge here; the first being the reluctance of teachers to participate in activities which require them to publically acknowledge deficits in their professional make-up and, secondly, the lack of perception of professional development being a normal healthy process of enrichment and growth (Howey and Vaughan 1983:99).

(B) School culture a limiting factor in Inset

Joseph Rogus and Mary Martin identified some school cultures as having a restrictive effect on the growth of teachers professionally. The role of the principal is a demanding one involving managing the school's daily operations and providing conditions for teachers professional growth. Activities for professional growth are likely to be successful if the atmosphere in which they are presented is conducive to their acceptance. Rogus and Martin identify three issues which might

develop a school culture which would restrict the chances of successful activity professionally in schools.

1. Teaching by its nature is enormously draining in a physical, emotional and psychic sense, and for many teaching becomes routine.
2. The limited technology of teaching leads to self doubt among teachers on the issue of competence.
3. Teaching for many is a very lonesome and lonely profession, and the history of school organisation contributes to this state.

(Rogus and Martin 1979:29).

Their findings were that effective teaching involves an extensive giving of self and leads to a depletion of energy, fatigue, frustration, apathy and defensive behaviour. This, allied to the doubt as to which instructional approach is likely to be most effective with a particular group of pupils, develops a compounding effect which has a most effect on teaching and the school.

The solution to the problem of such a negative culture in the school is to be found in an effective Inset programme - one in which the Teachers' Centre can certainly play a role.

3,7 Conclusion

In conclusion, these factors can be seen to be significant in the thwarting of Inset aims of professional growth and they are further compounded by

the fact that innovators are often at the forefront of developments and tend to use technically explicit language. This can, as stated by MacDonald and Ruddick (1971:153) and supported by Gray and Cunningham (1974:45), lead to a rejection of the innovation because teaching generally has a "narrowness in the working definitions assigned to abstract terms" (MacDonald and Ruddick 1971:153) and in addition tends toward an intuitive rather than rational approach to classroom events. The importance of course design and actions of consultants/providers of Inset will be discussed in depth in the relevant chapters later in this work. At this point it is, however, important to note that the issues that will be covered include the design of courses/lectures/meetings to accommodate teachers as learners, the actions of presenters and their effect on teacher learning and the most important issue of the transfer of learning to the classroom (Joyce and Showers 1980:381; Kerry 1985:20; Freiberg and Townsend 1982:196).

Teaching is a profession in which an on-going professional development is essential both for continued effectiveness and for personal satisfaction and motivation.

Chapter 4

Teachers' In-Service Training Needs

4,1 Introduction

Teachers' needs for Inset are complex and varied. This chapter will outline possible areas in which these needs could arise and how a needs assessment can identify appropriate consequent action. The actual process of needs identification will be addressed in Chapter 6. Throughout this study the role of the Teacher as both the source of need and the provider of Inset in the Teachers' Centre is an important theme.

4,2 Teachers' needs and the Teachers' Centre

In an analysis of the role of Teachers' Centres in providing Inset, Dalheim conceded that although Teachers' Centres

... varied widely in origin, size and sophistication, most respond to teachers in four crucial ways. They are relevant, accessible, have credibility and are supportive.

(Dalheim 1982:101).

If Teachers' Centres are to achieve these four qualities, the programmes offered will have to be the result of a thorough understanding and analysis of the content and process of teachers professional development needs. The identification and satisfaction of those

needs are indeed goals which are complex as "the world in which teachers operate professionally is both diverse and changing" (Dalheim 1982:101).

4,3 Inset and change

The scope of in-service education is difficult to define. It is possible to adopt the view that whichever activity teachers engage in which will allow them to improve their understanding or professional expertise of teaching, constitutes in-service education. This is possibly too wide a definition in the Teachers' Centre concept. Cane, defines in-service training as follows:

In-service training is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Preparation for a degree, diploma or other qualification subsequent to initial training is included within this definition.

(Cane in Morant 1981:2).

This definition could be sufficiently comprehensive to accommodate the activities presented under the aegis of Teachers' Centres.

Morant developed this view of Inset in more detail and identified the chronological order of the Inset process as follows:

In-service education starts by helping teachers examine their existing practices in school in a critical manner, possibly with the help of other people working in

the school or outside it. This will enable them to identify their immediate professional problems and needs.

(Morant 1981:4).

This emphasis on the perception and response to specific needs is widely recognised as the first steps in providing teachers with in-service education. Morant recognises the dynamic nature of the process in explaining the progressive nature of Inset. Teachers, after their initial experience of Inset, could be in a position to take further action in meeting their own perceived developing need for Inset.

Following on, this should lead to an identification of further professional needs springing from new perceptions concerning the relationship of their school and changing society.

(Morant 1981:4).

In designing Inset programmes, the relationship between the school and the changing society it serves is important and will materially affect the objectives of the Inset. An example of this has been the manner in which skills training has been emphasised in recent years. It could be said that the knowledge explosion has caused a shift from learning content to skills at using information. These skills need to be included in Inset programmes. Amongst the interim conclusions listed in the Organisation for Economic Co-operation and Development (O.E.C.D.) report were:

The need for Inset to allow teachers to respond professionally and constructively to legitimate pressures to change

and

there did appear to be general agreement that the needs of the individual professional teacher should receive due attention. The actual and potential contribution of the various forms of Teachers' Centres to this end was clear.

(O.E.C.D. 1978: Section vii).

Merrel Hansen (1980), while agreeing with these conclusions, added three further considerations which identified qualities characteristic of teachers and which are powerful motivating forces behind in-service education:

1. There is a professional responsibility and need that the most valid and relevant skills and subject areas be included in school programmes.
2. Renewal is characteristic of a dynamic and improving profession.
3. In-service education is a means of assisting the professional educator to be the best he/she might become.

(Merrel Hansen 1980:67-73).

The power of in-service education to motivate therefore can be effectively used to fulfill the ideal of a dynamic and improving profession and indeed can be seen as an essential element in the process of innovation to meet changing needs. The essential nature and need for this motivation was expressed by Smith as "Without

positive motivation enthusiasm declines and acceptance of innovation becomes progressively harder" (Smith 1980:77-8).

Yeatts (1976), in a report on the operation of the Campbell County Teachers' Centre, found the interaction of change, motivation and in-service training to have the following basis:

1. Teachers are key agents in effecting fundamental change.
2. Teachers are unlikely to change simply because administrators or outside experts tell them to.
3. Teachers will take reform most seriously when they are, at least partially, responsible for defining their own needs, and receiving help on their own terms.
(Yeatts 1976:417).

Against this background of Inset, change, and teacher motivation, the broad professional development needs of the teacher as a member of a changing, developing society must also be taken into account. One of the challenges of education would be to develop an educational system which is capable of adapting to changing and evolving social needs. It can be argued that teaching and what is taught responds to the changes of society. In recent years the increased use of various forms of media in the classroom, as well as the emerging emphasis on skills rather than knowledge in teaching, might be examples of teaching methods responding to the needs of society. This leads Joyce (1980) to remark that there is a:

... need to find ways of helping educational staff improve the wider personal, social and academic potential of the young people in the neighbourhood

and

... the need to develop and encourage the teachers' desire to live a satisfying and stimulating personal life, which by example as well as by precept will help students to develop the desire and confidence to fulfill each his own potential.

(Joyce in Hoyle and Megarry 1980:20-21).

Teachers and teaching cannot be isolated from society. There is an interrelated system of needs which encompasses society, the school, the pupil and the individual teacher. Light identified three characteristics of effective in-service provision which could be summarised as follows:

1. It is systematic in that it is related to current tasks, professional development, job satisfaction and enrichment as defined and obtainable objectives.
2. It is collaborative between provider and receiver with appropriate ideas, skills and knowledge.
3. It is of a multiplying nature with the learning teacher evolving into a teaching leader.

(Light 1980:15-23).

Many Teachers' Centres have organised study groups which are groups of teachers teaching the same subject, meeting together on a regular basis to discuss the subject and how it is taught. In a later chapter the operation of study groups will be discussed more fully.

The Teachers' Centre study groups have the potential to allow the relationship between provider/organiser of Inset, client or user of Inset and the needs of the profession to meet and develop an Inset response. The non-threatening atmosphere which often prevails in Teachers' Centres allows an open expression of needs by participants and the formulation of a solution or solutions which might meet those needs in practice. The teachers' role in the operation of study groups is a complex one. As the groups are controlled by teachers they fulfill a number of functions. These could include identification of needs, planning of activities, participation in activities and the evaluation of activities. Teachers participation in such a variety of activities could possibly allow for a wider perspective and professional maturity to develop in individuals which would benefit not only the study groups but the school and the individual teacher.

4,4 The Teachers' Centre and the role of teachers in establishing Inset requirements

The Teachers' Centre can be seen as the practical mechanism whereby the provision of Inset can be accomplished to meet the twin demands of change and teacher needs to react to that change. Levine and Horwitz expressed this mixture of idealistic and

practical considerations which is so important to the development of Teachers' Centres.

While maintaining its firm commitment to a broad set of beliefs and values about teaching/learning process, therefore, the Teachers' Centre has also maintained a commitment of being sensitive to changes and new developments in the specific needs expressed by teachers and flexible in its approach to meeting those needs.

(Levine and Horwitz 1976:435).

The teachers do, however, provide much more than merely an expressed need for in-service education. The principle of 'for the teachers, through the teachers' which has been characteristic of Teachers' Centres from their inception, remains today as a central characteristic of the well-run and successful Centre. The vast resource of experience and expertise which is present within the professional body of teachers could find an outlet through the mechanism of the Teachers' Centre. Edelfelt emphasised this aspect of self-help:

Well-established teacher centres find that discovering what teachers want to give as well as what they want to get promotes the give-and-take spirit essential to the Teacher Centre concept.

(Edelfelt 1982:391).

The concept of teachers playing an active role in the design and presentation of their own Inset is well

established in the Teachers' Centres of the Cape Province. Dr P S Meyer, a former Director of Education in the Cape Province, expressed the official belief in the necessity of this function of Teachers' Centres as follows:

If we are to bring about significant changes, the classroom teacher must be involved -in fact the teacher is the key to significant change. And this is where the Teachers' Centre fits into the pattern of in-service training. Here teachers gain professional growth through voluntary self-help. Simply by getting together and exchanging ideas in, say, a study group, one becomes aware of new solutions. A Teachers' Centre is not a place where we go only to receive - it is a place where we also have to give.

(Meyer in Visagie 1976:19).

The principle of self-help; when placed in operation in Teachers' Centres, has twin effects of motivation and of adoption in practice. Visagie, in making recommendations on the establishment of Teachers' Centres in the Cape Province states:

The nature and the scope of the study groups/programmes, accommodation, equipment, staff, etc., should be such that the attendance of the study groups/programmes will be truly significant.

(Visagie 1976:18).

The value of the motivation power of self-help cannot be over-emphasised as it is a significant factor in meeting

the challenge of change. Teachers are more likely to implement the results of in-service education in reality if they believe that the training is relevant and practical. Lichona and Hasch expressed this directly saying:

Teachers' Centres characteristically try to increase teachers sense of control over their professional development, to strengthen their belief that they have the internal resources to continue their growth and do their job well.

(Lichona and Hasch 1976:450).

These thoughts are also emphasised in the writings of Pendergrass (1980) and Davis (1979). Davis does, however, sound a note of caution:

Teachers' Centres are not the panacea for all professional needs, they do allow for a practical, flexible approach to tackling educational issues.

(Davis 1979:30).

4,5 Characteristics of Teachers' Centres in meeting teachers general needs

The contribution of Teachers' Centres towards in-service education is complementary to that of other providers of Inset be they formal providers, degree or certificate bearing courses, employer providers, or formal courses provided by Education Departments. Teachers' Centres fill an essential niche in the total in-service

provision for teachers. The emphasis of Teachers' Centres in-service provision is on flexibility and response to local needs. This together with the freedom they offer from school or local authority hierarchies, make them particularly attractive for teachers to involve themselves in implementation of their own in-service programmes (Gough 1975:11-14). To these functions Burrell adds two further functions of Teachers' Centres:

- (a) The provision of a range of resources and services to back up those provided by individual schools and
- (b) a social meeting place for teachers
(Burrell 1976:423).

At the National Conference of Teachers' Centre leaders held in Britain in 1979, the above points were highlighted and an emphasis was placed on the secure environment provided in the Teachers' Centre. This environment was seen as a result of two main factors - premises (neutral ground) and the personnel (those who are consultants with the earned status of authority rather than the designated positions of authority). If the teachers' use of Centres is to be dependent on needs and be voluntary, it follows that the authority Centre personnel have should be derived from the quality of their work and the expertise they exhibit in the meeting of teachers professional growth needs. The rate at

which teachers attend Centre activities will give some indication of their success. The term, 'some indication', is used because there are many other factors (busy schedules, ignorance of meetings) which could affect teachers' attendances at Centre activities. It would be unwise to adopt a simplistic view of attendance figures.

Jenkins summed up the potential of Teachers' Centre as follows:

The Centre is in the unique position of having access to most options, and can, with the school system (or several systems), conduct a needs assessment and plan a systematic attack on the ongoing needs of its staff (i.e. the staff within the school system or the teachers in a school district).

(Jenkins 1977:268).

Devaney (1982:181-185) sums up the mechanism of in-service provision provided by the Teachers' Centre as having six characteristics which can be seen as the background against which the specific needs of teachers can be both identified and met.

- Characteristic 1. Teachers Decide
- Characteristic 2. Teachers Develop
- Characteristic 3. Teachers Share
- Characteristic 4. The Community Teaches
- Characteristic 5. The Learning is Concrete
- Characteristic 6. Learning is Continuous

Earlier in this chapter the concepts contained in Characteristics 1 to 3 have been discussed in sufficient detail. The remaining three require closer examination.

(a) Characteristic 4 : The Community teaches

The role of the Teachers' Centre as a provider of, or centre for, adult education in the broader sense is not one which has been widely practiced in South Africa. In the Cape Province there has been some activity of this nature but not much. Examples would be the retirement courses presented at the Cape Town Teachers' Centre, in which members of the public are advised on the management of their affairs on retirement from active work. Other notable examples are the Computer User Clubs which have existed in Teachers' Centres in Cape Town, East London and Port Elizabeth. These clubs cater for parents, teachers and pupils and meet in the Centres. Further examples are gifted child groups and choirs all of which include adults in their activities. The frequency of these meetings varies from quarterly to weekly (as is the case with the choirs in East London and Port Elizabeth). The potential for this area of education is considerable as has been demonstrated in the United States of America and Australia. In Australia this area of activity is extremely important and in some cases is the basis for the funding of the Centre, the money being obtained from State funds or

direct contribution by the participants. In South Africa, at present, this area holds much promise for development.

(b) Characteristic 5 : The learning is concrete

The content of much of the activity in a Teachers' Centre is focussed on actual problems or classroom situations. The activities and training presented are often designed to meet the problem in a practical manner and transferred to practice immediately. In some cases the material produced could be used in the classroom the next day. It can be argued that many of the Teachers' Centre activities can be seen as a response to needs which require immediate practical remediation and as such provide a powerful incentive to teacher participation.

(c) Characteristic 6 : Learning is continuous

Once professional development has effectively started through participation in relevant activities, a deeper and more permanent relationship develops between teacher client and Teachers' Centre provider. Devaney expresses the value of this relationship as follows:

An experienced Teachers' Centre should be judged by the thought, reflection, invention and leadership evidenced in its participants, not just by the numbers of participants, immediate outcomes of a particular course or courses, or the number of questionnaires - assessed instructional needs that the Centre had addressed.

(Devaney 1982:184).

This viewpoint is endorsed by Olivero and Armistead (1981:103-110). Bolam identifies an underlying philosophy of Teachers' Centres to be one which recognises the teacher as a professional who needs to be supported in his professional task of answering questions for himself and which does not consider him an employee to be told what to do and how to do it (Bolam 1982:24).

4,6 Teachers needs - the areas of professional activity

One of the problems facing Teachers' Centres is the identification of teachers needs for Inset. Teachers' Centres use a strategy in which teachers identify their needs for Inset. It is quite possible, however, that some teachers do not perceive their needs for Inset and do not accept that it is necessary for them to participate in Teachers' Centre activities. This in itself could be a barrier to effective professional growth and it places a responsibility upon those concerned with in-service education to provide training which would meet the explicit and implicit needs of teachers for professional growth. Pendergrass expressed the overall effect of the provision for in-service education and training when he said:

In a real sense, in-service education is the conversion of initial competence into specific performance levels.

(Pendergrass 1980:171-3).

He then identified the teachers' need for education in the skills of effective teaching, that is, the acquiring of a specific performance level in the teaching of a specific curriculum to a specific population of students. His concept of education used here is a broad one which encompasses both education and training (specifically the training to exercise skills being taught). In this way the teachers development would move from an initial competence with a command over an overall set of teaching skills to a more specific application and skill in presentation and performance. There is a danger implicit in developing courses to meet teachers needs that the trainer has a specific picture of what an efficient and effective teacher is. This may result in courses being designed which do not meet the actual needs of the teachers. Henderson and Perry identified this as a possible problem when they said, "The identification of needs is not the same as a deficiency analysis" (Henderson & Perry, 1981:13). There is not an ideal professional image against which the teacher is measured and as a result of which in-service training is prescribed as a remedy to eliminate professional deficiencies. This deficiency analysis would pinpoint weaknesses in teachers and prescribe training to remedy those weaknesses. The external evaluation would be forced onto the teacher. This

particular approach is a complete negation of the basic principle of the Teachers' Centre provision of professional support (teachers decide, teachers develop, teachers share). Teachers' Centre provision of in-service training places an emphasis on self initiated growth which motivates the teacher both to participate in its activities and to implement the results. In defining the area of operations for the programmes, the departure point must be the teacher himself. An example of this would occur when a new section is added to the syllabus and as a result the teachers identify that although they have knowledge and skills in an area it is incomplete and requires development. (A recent example of this is the introduction of the teaching of Films in the English syllabus).

It is important that the teacher is aware of his effect on the pupils and, secondly, effective practice in the classroom. Drake defines this attitude as follows:

In the classroom teacher, this professional attitude indicates his superior effectiveness in all situations. The difference between the professionally adept and the less expert lies in the indispensable development of skills.
(Drake 1977:291).

A teacher's professional attitude of this nature will lead him to set a priority which will override all others, "to improve the quality of education so that

each child may eventually achieve his maximum potential" (Drake 1977:291).

The focus of in-service education and training in a Centre can be to develop teacher competence and job satisfaction which will support a healthy climate in the class and the school. To achieve these ends it is necessary to clarify the functions of the teacher.

Hewitt suggests the following:

- (i) Participation in School activities.
- (ii) Relating the classroom procedure to the total school curriculum.
- (iii) Responsibility for innovative ideas, means of working and views/ways of living.
- (iv) Classroom control.
- (v) Professional self-evaluation.

Hewitt (1978:50-55).

Hewitt further analyses the teachers role to be:

- (a) a learning facilitator - (does he direct, lead or provide a learning environment?).
- (b) counsellor.
- (c) one who conserves and transmits values - the agent of society.
- (d) a reformer - the subversive agent.
- (e) a member of a group - no man is an island but a member of society, and the teacher belongs both to society and a team.

(Ibid 1978:50-55).

This definition of the teacher as a professional is sufficient as a general statement. This list - specifically that concerned with the teacher as a

subversive agent - is subject to debate. For the purpose of our present argument, however, it is used as a general statement of the profile which could be used as a basis for the establishment of teachers' Inset needs. Hewitt's definition raises a number of issues when it is related to Teachers' Centre activities. Although the profile indicates a professional being who is alert to responsibilities and multi-talented (consider the scope of only one of the categories mentioned - the innovator), it is the overall picture of the self-motivated professional that is of importance. Teachers' Centres provide a forum in which teachers can develop, in consultation with Teachers' Centre staff and other teachers. It is not unlikely that such participation would lead to further motivation and development. Chapters 5, 6 and 7 will address this process more specifically. The teacher is, however, a changing, developing being who is developing his skills as his experience and insight into his professional functions expands. Morant (1981:7) identifies four stages in the teachers professional development and suggests that there are needs specific to these stages. The needs and the corresponding development stages are:

- a. Induction needs
- b. Extension needs
- c. Refreshment needs

d. Conversion needs

a. Induction needs

The induction needs can be further subdivided into those needs which are concerned with the first teaching appointment and those needs resulting from the appointment to a promotion post. Teachers' Centres have a role to play in both areas. With the induction of a teacher appointed to his first professional post it is most likely that the role of the Teachers' Centre would be a supportive one rather than a leading one. The main induction process would be focussed on the teacher in the school and will usually be supervised and supported by the staff of his school. The Centre could provide support of a more specific nature, e.g. study group activities, media guidance, and computers. The second induction need would require the Teachers' Centre to provide management training courses of a specific nature e.g. setting goals, resolving conflict, situation analysis, and leadership.

b. Extension needs

The period during which teachers would experience extension needs covers their whole career. The nature of the needs change with career advancement. The initial needs could centre around the teacher's role as a class or subject teacher. There will never be a

period during a teacher's career when extension needs are not present. The actual extension needs will vary according to the individuals circumstances. The needs could relate to teaching, subject head activities or promotion posts. Morant (1981:8) feels that, ideally, extension needs should involve in-depth award bearing courses over a relatively long period of time (one year full-time or two or three years part-time) and often lead to a formal qualification. The ongoing nature of the extension need does, however, provide an opportunity for extensive Inset of the nature that can be offered by Teachers' Centres. The content of extension needs may include academic knowledge, subject methodology, curriculum theory, school management, evaluation and assessment of performance, and administration.

c. Refreshment needs

Refreshment needs are those professional needs involved in the restoration of teachers insights and skills which would allow them to approach their profession with enthusiasm and insight. In my experience the career periods which could be linked with these needs are:

- (a) when teachers have had a break in service and need refreshment for re-entry.
- (b) when teachers having not taught a particular age group or subject are going to have to teach that group or subject.

- (c) when large groups of teachers who, having occupied the same post for some time, need refreshment needs centred around motivation, academic, and professional renewal.

The main characteristics of Inset for this need are likely to be flexibility, a focus on practical issues, opportunity for sharing of knowledge and skills and emphasis on practical application in the classroom or school - this will bring about an evaluation of existing practice and procedures. Refreshment needs have been the source of much of the activity which has taken place in Teachers' Centres and it is to these needs that Teachers' Centres have addressed themselves in form and content. The emphasis of teacher- identified need and direction is implicit in this growth situation.

d. Conversion needs

Conversion needs are of two types - lateral and vertical. Lateral needs are those associated with teacher movement to areas of professional activity in which they have previously had no training, for example high school to primary school, history teacher to mathematics or biology teacher. In these cases extensive retraining would have to take place to enable the conversion to take place, as a whole body of academic knowledge together with its methodology would

have to be acquired.

Vertical conversion needs are those needs associated with promotion and are the result of doing a different kind of work with the attendant responsibilities and duties. Vertical conversion needs would include an aspect which is task-orientated and provide the teacher with skills techniques and knowledge required for the new appointment. It should also stress the affective and philosophical aspects of the new position.

Provision for these needs generally involve teachers being sent on short courses, provided by the authorities, after appointment. It could also be argued that a more rational approach would be to send or allow more promising teachers to attend courses, structured to give them insights and skills needed for promotion posts, before they attain the promotion post.

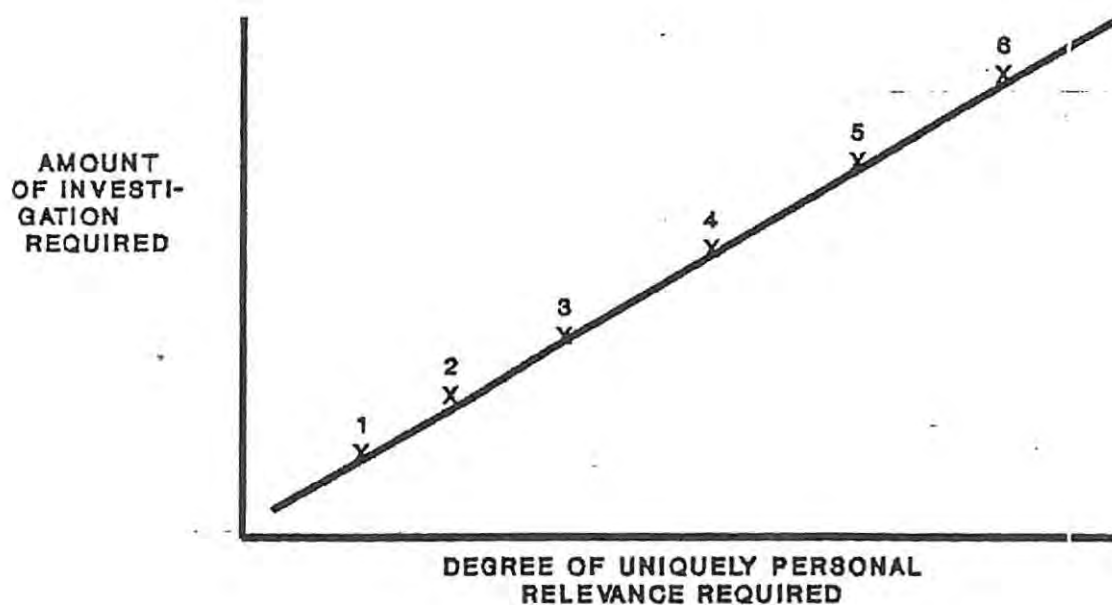
4,7 Teachers' needs for Inset: a typology

Teachers' needs for Inset are complex and cannot be met by a single type of in-service course. It is, therefore, necessary to define the various types of course which could possibly satisfy these needs. Reti developed a typology of short courses in which he identified six forms of short course:

1. Interest courses.
2. Enrichment courses.
3. Aspirant courses.
4. Proving courses.
5. Expertise development courses, and
6. Shortfall programmes.

These courses could be located on a gradient of personalisation as follows:

Diagram 4,1 Reti's Typology of Courses



(Reti 1982:112).

By personalisation Reti wished to indicate the degree to which the Inset should be designed to meet the specific needs of the individual. Therefore, interest courses which do not address the individuals needs, are of a low personalisation and shortfall courses which directly address deficiencies in an individual are highest.

4,7,1 Reti's typology of courses

1. Interest courses

These are courses offered by experts in a particular area imparting knowledge or skills or both.

They are spontaneous in nature meaning that the teachers themselves identify the need and respond to it - generally the teachers attend because they are teacher-centred (i.e. directed at the teachers knowledge or skills).

2. Enrichment courses

These are courses offered to enrich the knowledge or skills of teachers. They are ascribed work-centred courses generally offered to provide teachers with training that someone in authority feels they should have. They are mainly theme-relevant with some job overtones.

3. Aspirant courses

These courses can be self-motivated (spontaneous) or externally imposed (ascribed) but they are teacher-centred which are designed to relate to the work the teacher will be doing. These courses are for teachers aspiring to posts of responsibility and consist of both information-giving and task-performance sessions.

4. Proving courses

These are generally courses which the employer identifies as necessary and relate to the work being done by the teachers. The courses are job-relevant for teachers already occupying a post and are designed to 'prove' a person in a post. They tend to be evaluative rather than informative.

5. Expertise development courses

These courses are designed to develop specific expertise. They are spontaneous or ascribed work-centred courses, job-relevant though often theme-relevant to a greater degree. They are designed to impart knowledge and develop skills. This type of course makes up the bulk of in-service short courses offered and can have either a low or a high degree of personal relevance and investigation involved.

6. Shortfall courses

These are primarily ascribed negative teacher-centred courses which means that they are imposed on the teacher and are designed to meet some weakness in the teacher. They are teacher-relevant and highly personal. They might be beyond the designation 'course' but rather be a form of consultancy. This category is a deeper development of the expertise-development course with greater personal overtones and application. The

designer of an in-service course of professional development would have to take special note of the particular need he is attempting to meet and in so doing be aware of the personal relevance of any course being presented. The degree of personal relevance and extent to which the actual need is met will determine the effect the education and/or training is likely to have on the teachers.

4,8 Teachers' Centre response to teachers' Inset needs

The network of teacher needs is a complicated and wide-ranging system of continuous career development and it therefore becomes very important to establish just which needs a particular course at a Teachers' Centre is designed to meet. It is in the translating of teacher needs into a workable programme that problems most often arise.

In the Cape Education Department of the Republic of South Africa, Teachers' Centres are directed to provide the informal aspect of in-service training plus follow up courses on specific in-service courses presented by the Cape Education Department. These latter follow-up courses are designed and presented by Teachers' Centre personnel. The mandate to Cape Teachers' Centres is therefore a very wide ranging and all encompassing one. Given these goals, how are courses to be provided to meet teachers' needs?

In providing courses for teachers needs the warning of Henderson and Perry is noteworthy, they said that:

courses were, in general, designed for individual teachers, even instances of two or more teachers from the same school attending the same course were relatively rare.

(Henderson and Perry 1981:11).

Thus in so far as they meet the needs of individuals and their interpretations of the needs of their own schools, this resulted in only the dissemination of ideas and little or no improvement in learning environment or development of teachers skills. They saw a possible solution to this problem of the implementation of course objectives and argued that if Inset were school-based, the process of needs analysis would be easier. Inset activities could be closely matched to needs and the barriers to implementation would at least be lowered, and possibly disappear altogether. The result of these needs will be seen in later chapters in this study. The general need for professional development has resulted in the widely used system of study groups (Chapters 6 and 7) and the more specific needs which are school-centred have resulted in the development of a school focussed aspect of Teachers' Centres (Chapter 8).

The need for training arose out of the teacher practising his profession in the school and the success

of the course is therefore evaluated by the effect it has on the teacher in the reality of his profession, i.e. in the school. Inset provided within the context of Teachers' Centres can be organised in such a way as to focus on specific problems and is of such a flexible nature (when run by the teachers themselves) that specific practical needs can be addressed. This gives the capability of direct focus on the classroom and a high practical application of the results of Inset. Chiltenden and others (in Lichona and Hasch, 1976:450-451) described an evaluative study of a workshop Centre. The results of the study were evaluated through three aspects:

- a. the apparent stimulus of a particular "learning" reported by the teacher.
- b. the nature of the learning, and
- c. evidence of carryover into the classroom.

Virtually all the teachers (interviewed) commented on the practical help the Centre offered -concrete ideas relevant to their children and their classroom. Of the 107 instances of teacher learning scored in the interviews, 64 percent included a reference to implementation in the teachers' own classroom.
(Chiltenden and others, in Lichona and Hasch 1976:451)

This is an example of the completed cycle, matching needs and training, leading to implementation in the work situation.

The schemes of teachers' needs proposed by Reti, Bolam and Morant are both extensive and complicated and it follows that needs assessments should be as extensive and should identify real needs. This is not always the case. Jones and Hayes (1980:390-392) say, on the subject of needs assessment, "... planners of staff development programs and persons conducting research on staff development may wrongly assume that statements of needs be diagnosed more completely". They further state that too many needs analysis questions are directed at finding activities for Inset rather than identifying symptoms of the needs that must be met.

This concern was echoed by Edelfelt when he not only questioned the effectiveness of needs assessments, but added that strengths as well as weaknesses should be identified so that the co-operative development of in-service programmes might be promoted. Edelfelt identified five possible questions related to needs assessments:

1. How is assessment of needs (and strengths) best organised and managed?
2. In how many ways should needs and strengths be assessed?
3. How integral to the total operation of the Teachers' Centre should assessment be?
4. Who will assemble the data and interpret findings?
5. How should the policy board handle the data garnered from the assessment?"

(Edelfelt 1982:391)

These are searching questions and ones which sadly are often ignored when in-service programmes are designed. Caldwell and Marshall (1982:25) adopted a gloomy view of in-service provision when they said "Most staff development programs and practices are probably not effective". This statement is supported by their description of four different approaches to in-service provision in general and staff development in particular. The approaches are:

- a. Smorgasbord approach.
- b. Central office approach.
- c. Teacher-centred approach.
- d. School improvement approach.

Their findings regarding the needs assessment associated with each of these types of provision illustrates the wide (and often ineffective) range of practice in reality.

a. The smorgasbord approach is that provision of in-service which makes use of packaged programmes and experts with ready-made activities. There is often no needs assessment and decisions are made as "the result of hunches or in reaction to highly visible concerns" (Caldwell and Marshall 1982:27). This is in-service for the sake of in-service - the provision of a programme so

that activity is seen to be present.

b. The Central Office approach is closely related to the smorgasbord approach. However, a needs assessment is made through central office staff. There is little contact with the ultimate user of the programmes (the teacher). The programme content is selected to correct curriculum or other institutional change without much personal/professional growth and that the institutional change was the result of direction not absorption.

c. Teacher-centred approach. Programmes focus directly on the perceived needs of teachers rather than administrators. An essential element of this approach is the personal contact between the organiser of the Inset and the user of the Inset. Caldwell and Marshall described this process as follows: "Needs assessment is typically informal through staff conversations and interviews. Topical teacher surveys may be used with large target populations" (Caldwell and Marshall 1982:33).

These are typical Teacher Centre provisions focusing on areas of high interest amongst teachers and so obtaining a high commitment. Sessions often include workshops and result in a high degree of personal growth, the weakness of this type of provision is that there is often little institutional growth occurring.

d. The school improvement approach. An in-depth assessment is made of institutional needs which is followed by the same for individual teachers linked into the institutional need. Individuals are judged competent to identify their own needs and this can be best done after they have participated in the identification of institutional needs. A pre-requisite of this form of provision is that a positive atmosphere of school change must exist.

Of the four approaches, two forms of needs assessment appear to be the most effective in achieving a programme which will result in the improvement of instruction through institutional development or teacher development or both. These are the structured questionnaire to teachers and the composite committee working to establish actual teacher and institutional needs. In both cases the need is lodged in practice and the respondent is the teacher who is responsible for the instruction. Three studies [(Yeatts 1976:419, Beaucham & Borys 1981:19-22 and Andrew 1983:504-505)] described the use of committees to establish teachers' in-service needs. In two cases (Andrew and Beaucham and Borys) the committees consisted of teachers and other consultants. This composition provides the resource as well as the need, thereby providing both the elements Edelfelt felt were essential for the successful provision of in-service training (Edelfelt 1982:391). In all cases the

essential element of the committee was the teacher who was in a position to express the actual need to be met. In the East London Teachers' Centre a combination of questionnaire and committees has evolved. The questionnaire is circulated to all schools and then the response is developed by a committee comprising of teachers drawn from all the schools involved. The process and the questionnaires involved will be described in Chapter 5 of this study.

4,9 Conclusion

The identification of teachers' needs for Inset is most important in the design of the Teachers' Centres response to those needs. This identification is important, but it is only part of the total process which includes identification, design and presentation. The design of Inset would depend on a number of factors amongst which the teachers' learning style as an adult is important and this will be the focus of the next chapter.

Chapter 5

Teachers as learners in the Teachers' Centre

5,1 The Teacher as a learner

The nature of an adults' learning process is of great importance to the Teachers' Centre and its operation. There are many reasons why teachers should attend activities at Teachers' Centres and amongst these is the acquisition of knowledge and skills for the execution of their professional functions. In providing for this acquisition of knowledge and skills, the manner in which teachers learn becomes one of the important factors. For that reason it is worthwhile focussing attention on both the manner in which adults learn and their motivation to learn, information which can be central to the planning of in-service activities.

Using some of the principles of adult learning as a basis of designing in-service training courses could contribute to the involvement of the teacher in the course. It is possible that the teachers' focus on the content of the course would be enhanced by a presentation method which will make it easier for him to learn. An important objective of in-service training could be self-knowledge and an awareness of one's own abilities. Courses which emphasise involvement in planning, presentation and the course itself could promote self-awareness. As Ashton puts it:

Becoming a teacher is not a matter of learning how to teach. It is a question of personal discovery, of learning how to use one's self well. (Ashton 1982:160).

This is an important result of teacher involvement in Teachers' Centre activities.

Ashton further indicates that any programme designed to allow teachers to learn about their profession and themselves would have to focus on the 'nature of self' and how it develops. The consequences of how teachers learn is profound and will be one of the basic considerations in the design of programmes. Amongst the areas that could be affected are:

1. The content of programmes.
2. The design of programmes, answering such questions as, who will be involved and which type of activities would be included.
3. The presentation of the programme with a focus on the methods used and the actions of the presenter.
4. Lastly, it would determine the areas of activity in the Centre including study groups, seminars, school focussed activities, school focussed consultancy and individual consultancy

For the purpose of this study learning will be approached from a humanistic viewpoint and will attempt to place the teacher as a learner in the environment of school, Teachers' Centre and the profession

generally. The humanistic approach is adopted because it is in harmony with the basic principles which are adopted in Teachers' Centres of the Cape Province.

Adams (1982) presents the broad categories of learning theories to be:

1. Mechanistic theories of learning and
2. Organismic (or humanistic) theories of learning.

1. Mechanistic Theories of learning

These theories view learning as being induced by external forces. External forces produce behavioural changes when man reacts as a respondent to their influence upon him. In this way a particular stimulus will bring about a particular response. Proponents of this theory are amongst others, I Parker, E L Thorndike and B F Skinner.

2. Organismic (Humanistic) Theories of learning

These argue that learning has to do with the essential nature of man as well as the influence of external forces on him.

Behaviour (including learning) is seen as springing in part from internal needs and motivations. (Adams 1982:7).

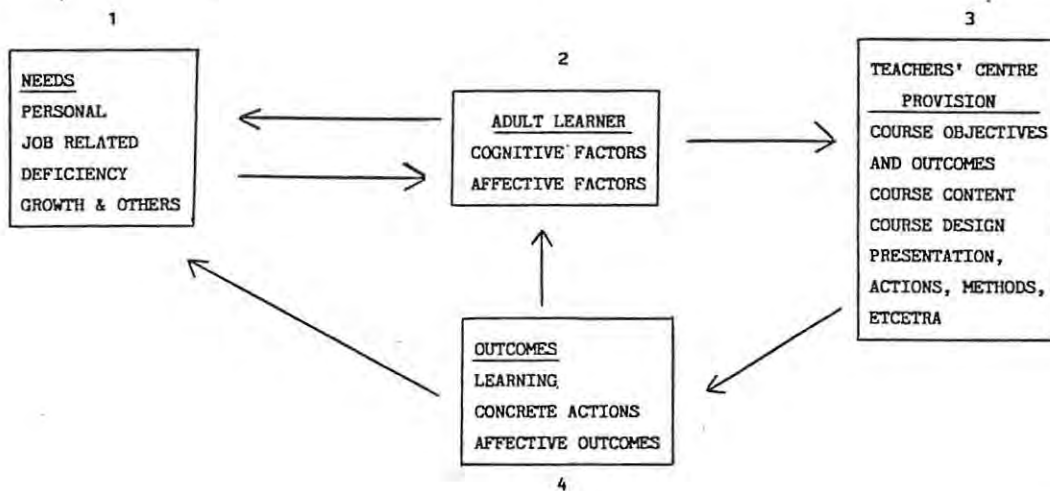
In this approach to learning, the role of the learner

in his own learning becomes significant and terms such as self-motivation, self-fulfilment and self-actualisation become important. As people may be a cause or source of learning, they are pro-active as well as re-active. An early protagonist of this approach was John Dewey who stressed the role of interest and motivation in the process of learning. Other exponents of this approach are A H Maslow and Carl Rogers. It is debatable which of these theories is correct but, for the purposes of this study, the 'humanistic' approach will be the focus adopted. The philosophical basis of this is:

- There is personal responsibility for one's actions.
- We have the power to change ourselves and others.

The diagram 5,1 below, illustrates the operation of a Teachers' Centre programme developing from the initial needs of the teacher through the Teachers' Centre response by way of provision of courses to the outcomes of these courses which affect both the teacher personally and his future needs as a teacher.

Diagram 5,1 Teachers' Centre provision of in-service programmes.



(OWN DIAGRAM)

Kurt Lewin noted "behaviour is a function of the person and the environment" (Lewin in Keefe 1979:2).

In this way the teacher, the Teachers' Centre and the teachers working environment are in an interactive cycle as depicted above. The cognitive factors are the extent to which the teacher has already learnt the basic pre-requisites of the area of growth which is being dealt with in the in-service training area (course). The affective factors are those factors which form the basis of the drive to acquire the knowledge or skills contained in the in-service programme. There are many factors such as motivation, perceptions of self, desire for knowledge, ability to perceive a use for the knowledge/skills and self actualisation.

The cycle is dominated by the adult learner and his real or perceived needs. It is likely that if courses are constructed in such a way as to meet these needs and the learners' perception of how he should interact with the material to be learnt, learning will take place.

5,2 Variables affecting learning

It is difficult to predict the outcomes of any particular learning situation associated with a course or meeting at a Teachers' Centre because of many variables that are involved in any course. These variables are in the nature of the teacher as a learner, the presenter and the course. Of the three, the dominant one may be the characteristics of the adult learner. This point of view is supported by Ashton (1982) when he quotes Coombs as saying:

. . . becoming a teacher is not a matter of learning how to teach. It is a question of personal discovery, of learning how to use one's self well.

(Ashton 1982:161).

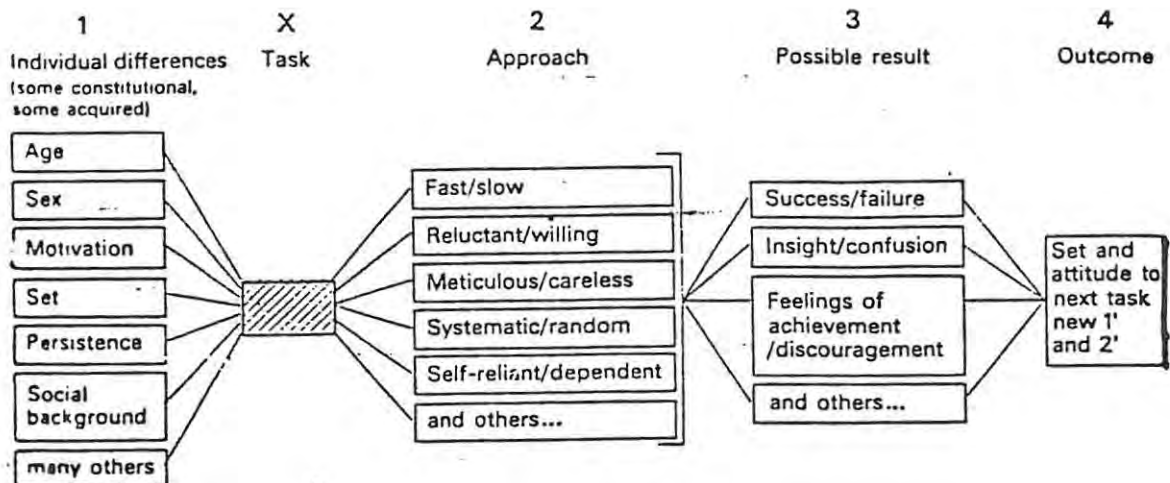
and he then follows this with the statement:

A training relationship is essentially a helping relationship and, for the greatest effectiveness needs to be based upon the same elements of any other helping relationship namely trust, respect, openness and acceptance. Empathic understanding is of importance ... without it the training relationship loses quality.

(Ashton 1982:161).

This understanding of the teacher as a learner is essential to Teacher Centre provision of in-service courses. Many variables are likely to affect learning and diagram 5,2 (adapted from Adams 1982:10) illustrates this:

Diagram 5,2 Individual differences and learning processes



When a particular problem (X) arises individual differences (1) determine the approaches adopted (2). The approach may vary, according to the nature of the

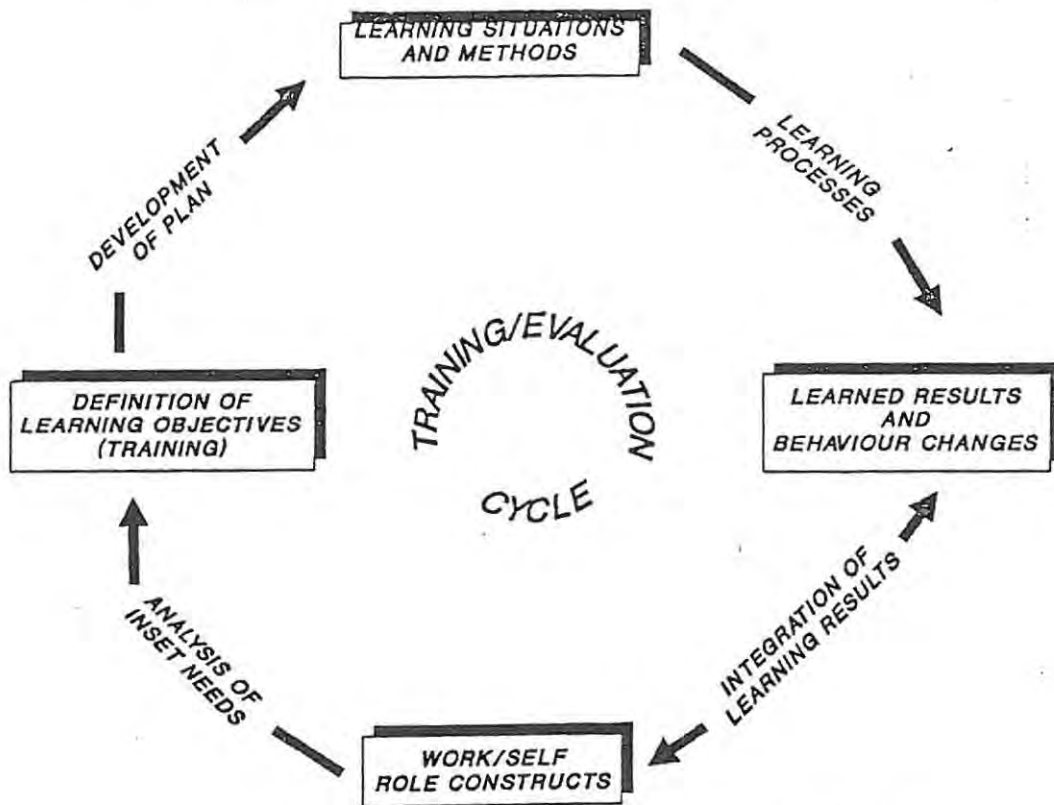
task. Hence (X) comes before (2), not after it.

(1) and (2) combine to produce the result (3). This result leads to new individual differences (1') and new approaches (2') to future tasks.

The outcomes (4) of learning can be extensive. Jack

Chambers explained the importance of a composite learning personality in the construction of his training/evaluation cycle (Chambers 1981:16). He identifies three components of a learner knowledge, skills and attitudes and warns against training which is not balanced to meet the mix of those which teachers have. Chambers' training cycle gives an adequate summary of the process. The teachers' image of their abilities, performance level and success rate is important in establishing their needs for Inset. Beginning at the bottom of the diagram, and working clockwise, the training cycle is shown to be a progressive growth of learning integrated into the teachers' perception of themselves as professionals. The learning process would lead, not only to learned results, but also to behaviour changes which would be integrated into the teachers' professional actions.

Diagram 5,3. Training/Evaluation Cycle



(Chambers 1981:18)

5,3 Teacher's preferences concerning learning

Dr M S Knowles has adopted the term andragogy to denote the adult process of learning as opposed to pedagogy (the art and science of teaching children) (Knowles 1970:37).

Care should be taken to realise that although there are many similarities in the learning of adults and those of children, what is of importance is that there are significant differences in approach and emphasis in the presentation and design of learning activities for each group. It is, therefore, with this in mind that the

outline of an approach to adult learning in the Teachers' Centre must be examined. Knowles (1977) outlined the learning condition necessary for effective adult learning. In abbreviated form, these would be:

1. The learner feels a need to learn.
2. The learning environment is characterised by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression and acceptance of differences.
3. The learner perceives the goals of a learning experience to be his goals.
4. The learner accepts a share of the responsibility for planning and engaging in learning experiences, and therefore, has a feeling of commitment to them.
5. The learner participates actively in the learning process.
6. The learning process is related to and makes use of the experience of the learner.
7. The learner has a sense of progress towards his goal.

Wood and Thompson (1980) add to Knowles' point (3.) when they state:

Adults will commit to learning something when the goals of the in-service are considered realistic and important to the

learner, that is, job related and perceived as being immediately useful.

(Wood and Thompson 1980:376).

In addition, they identify a number of other basic facts relating to adult learning and there is value in quoting this at length because of the implications for Teacher Centres:

1. Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.
2. Adult learners need to see the results of their efforts and have accurate feedback about progress to their goals.
3. Adult learning is ego-involved. Learning a new skill, technique, or concept may promote a positive or negative view of self. There is always fear of external judgement that we adults are less than adequate, which produces anxiety during new learning situations such as those presented at in-service training programs.
4. Adults come to a learning experience (in-service) with a wide range of previous experiences, knowledge, skills, self direction, interest and competence. Individualisation, therefore, is appropriate for adults as well as children.
5. Adults want to be the origins of their own learning, that is, involved in selection of objectives, content, activities and assessment in in-service education.
6. Adults will resist learning situations which they believe are an attack on their competence, thus the resistance to imposed in-service topics and activities.
7. Closely related, adults reject prescriptions by others of their learning, especially when what is prescribed is viewed as an attack on what they are presently doing. This is especially so when in-service training is used to eliminate weaknesses in personnel
8. Adult motivation for learning and doing one's job has two levels. One is to participate and do an adequate job. The second level is to become more deeply involved, going beyond the minimum or norm.

9. Motivation is produced by the learner; all one can do is encourage and create conditions which will nurture what already exists in the adult.
10. Adult learning is enhanced by behaviours and in-service training which demonstrate respect, trust and concern for the learner.
(Wood and Thompson 1980:376).

These principles are also described by Herbert Altrichter (1986:170) who also indicates that there should be a flexible organisational frame to courses to allow for unexpected directions dictated by needs not anticipated, a condition which will demand flexible attitudes and behaviour from course leaders. The importance of this viewpoint cannot be overemphasised. It could be argued that teachers themselves are often the best examples of clinical expertise available. Often they see the learning task as a problem-solving exercise rather than the adoption of proven procedures. Secondly, they perceive innovation and learning to be an adaptive and experienced based process, whereby an innovation will be 'fitted' to local needs. Thirdly, learning is a long-term process with several years being taken to complete the assimilation of a particular innovation. Lastly, "innovation undertaken in isolation from teachers day-to-day responsibilities seldom had much impact" (Lieberman 1979:87-88).

The above points of view provide Teachers' Centres with valuable pointers as to how they should utilize adult learning practice to develop meaningful Inset courses or

programmes.

5,4 Teachers' Centre reaction to adult learning style

A number of questions in the provision of effective in-service training are raised by the foregoing theories of adult learning. Some of these will be demonstrated in later chapters of this study dealing with specific Teacher Centre activities. At this stage it is sufficient to pose the questions:

5,4,1 Attendance

To what extent can or should attendance at Teachers' Centre activities be voluntary?

5,4,2 Needs Assessment

How are needs for in-service training established?
Who should be involved - teachers, headmasters, superintendents of education, researchers, Teachers' Centre personnel?

5,4,3 Teachers' Centre Provision of in-service courses.

What different types of provision needs to be provided by Teachers' Centre?

How will they be organised and publicised?

How will the Teachers' Centre promote the in-service courses being offered?

How will teachers be motivated to attend and how will the information of what is being offered be communicated

to them?

5,4,4 Planning of Inset in Teachers' Centre

What training do they require?

To what extent should Teachers' Centre personnel be involved with planning and with whom?

How do you ensure that teachers perceive training as desirable and not threatening?

How do you provide teachers with recognition for participation?

Which training methods should be used?

What form of in-service course should be used - lectures, meetings, afternoon (2-3hrs) meetings, day seminars, weekend seminars and extended school focussed programmes?

5,4,5 Teachers' Centre Image

How does one promote the Teachers Centre image as a competent, relevant and desirable provider of In-service training?

These questions and many others emphasise the importance of the nature of the adults learning process when planning Inset activities which are both relevant and attract participants to attend.

An often repeated comment by teachers is, "Inset is worthwhile as long as it is something we can use" - a

statement which underlies virtually every aspect of adult preferences in learning which were listed in this chapter.

5,5 Learning theory in action

5,5,1 Transfer of Skills from Training to Classroom

In the overall planning of activities at a Teachers' Centre to meet the in-service needs of teachers, the individual differences of teachers' learning style do not necessarily play much of a role. When it comes to specific planning and course design, allowance should be made for individual differences in learning style and in perception of the need for, and the importance of, in-service courses.

Joyce and Showers (1980), in a study of the effectiveness of in-service courses in the transfer of skills from training into the classroom, identified five major components of training:

1. Presentation of theory or description of skill or strategy.
2. Modeling or demonstration of skills or models of teaching.
3. Practice in simulated and classroom settings.
4. Structured and open ended feedback, providing information of performance.
5. Coaching for application (Hands-on in classroom assistance with the transfer of skills and strategies).

(Joyce & Showers 1980:380).

They measured effectiveness by the following standard.

If teachers were observed to use the trained skills (from an in-service programme) in the classroom, micro-teaching or peer teaching situations, they were deemed to have acquired the specific skills as part of their teaching persona. They also drew a distinction between fine-tuning of existing teaching skills such as questioning skills, discussion skills, question wait time, attending to overlooked pupils and positive reinforcement of pupil behaviour and a redirection of teaching style which involved new curriculum, instruction in inquiry strategies or unusual models of teaching strategies which departed from normal classroom practice.

The results of their observations were that:

teachers learn the knowledge and concepts they are taught and can generally demonstrate new skills and strategies if provided opportunities for any combination of modelling, practice or feedback.

(Joyce & Showers 1980:381).

An analysis of the effect of the five components of training, indicated that for maximum effectiveness, training should include several, or perhaps all, of the components they had identified. The results also indicated that most learning took place when the principles mentioned earlier in this chapter, (Knowles, Wood and Thompson) were present. Therefore, Joyce and Showers' process of using all 5 major components of

training would lead to the greatest chance of implementation of innovations in the classroom. When only part of the process was presented, less success was likely. For example, little skill acquisition was noticed from activities which involved the first level (presentation of theory or description of skill or strategy). There was some value in fine tuning existing skills and creating an awareness of certain teaching areas but, on the whole, in isolation this process did not promote transfer to the classroom. This finding raises serious questions for Teachers' Centre management as many meetings in Centres are of this type. Much depends on the stated goals of a Centre. If you merely wish to increase awareness or build on existing skills it would appear that this type of meeting is highly adequate but if new skills are to be introduced and perfected alternative provisions and lengths of course will have to be investigated to be effective. The chapter following this will suggest some possibilities. At present it is enough to state that as more of Joyce and Showers components are present so the rate of skills acquisition improves until:

the most effective activities, then, will be those that combine theory, modelling, practice, feedback and coaching to application.
(Joyce & Showers 1980:385).

5,5,2 Individual learning differences within the
in-service activity

It is highly unlikely that participants in any one in-service activity will be homogeneous in their professional nature. Secondly, Hall and Loucks (1979:39) point out that "change and professional growth is a process and not an event", a process which the individual progressively experiences. It is a highly personal event which is part of a developing perception of professional function. There are two very important implications inherent in this model for teacher trainers. Firstly, professional development is best facilitated by the use of a "client-centred diagnostic/prescriptive model" (Hall and Loucks 1979:38) and, secondly, professional developers need to work in an adaptive yet systematic way. It is of the utmost importance that the learning needs of the client be constantly monitored within the larger framework of the in-service activity and that the trainer act in an adaptive and perceptive way (McCarthy 1982:20).

In constructing a model of adult learning in a specific in-service activity it has been assumed for this study that two aspects of the individuals learning are of importance. Firstly, motivation as expressed by concern for acquiring skills and knowledge through training and secondly, learning style. These are but two of many factors affecting an individuals learning but are

considered significant enough to be viewed in isolation when the emphasis is placed on the trainers actions (McCarthy 1982:20).

Hall and Loucks identified a model for the adoption of learning/innovation which relied on three aspects of change:

1. The concern users express about innovation.
2. How innovation is actually used.
3. The ways in which innovation can be adapted to the needs and styles of particular individuals.

(Hall & Loucks 1979:39).

Their stages of concern are seen as basic to developing a "diagnostic tool for determining the content and delivery of staff development activities (Ibid 1979:40). Their work was based on that of Frances Fuller and included concerns related to teaching self, task concerns and impact concerns all related to teaching as well as purely functional concerns unrelated to teaching. In doing so they have developed a progressive hierarchy of concerns about the adoption of new learning which the Inset trainer should constantly be monitoring in the actions of those teachers taking part in an in-service activity. The hierarchy begins with an awareness of the innovation and progress through various stages such as seeking information about it, managing it, assessing it's impact on the actions of pupils and

the collaboration with other users of the innovation. Bernice McCarthy (1982), building on the work of David Kolb, has developed a model which describes four major learning style preferences, which she designated types 1 to 4. In constructing her model, two underlying assumptions were made.

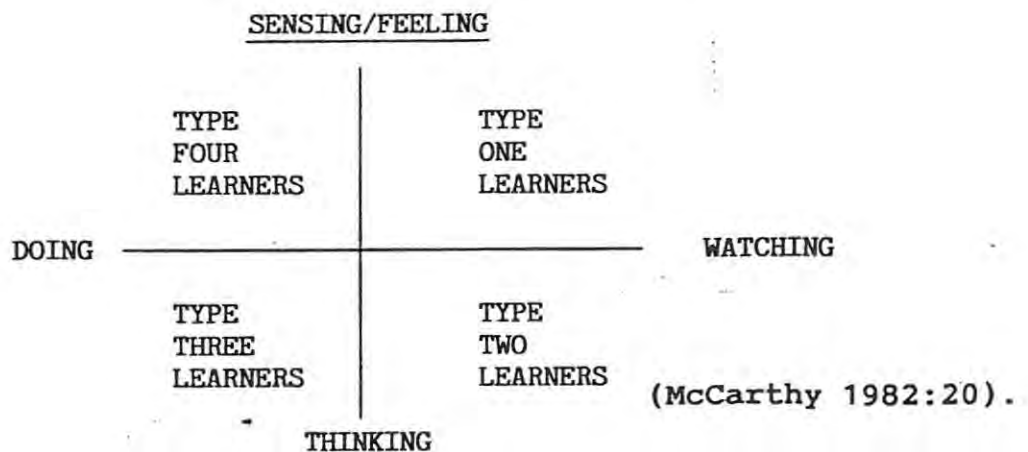
1. Each of us perceives in our own unique way. Some of us predominately sense and feel, while others think and reason. The way we perceive is what we do first.
2. After we perceive, we process. Some of us watch and reflect while others jump in and try.

McCarthy (1982:21).

There were, therefore, two sets of opposing actions which could be of importance in establishing how we react to situations. When the two sets of actions were superimposed, McCarthy could identify four types of learner according to the manner in which they perceived or became involved in the innovation.

This concept can be graphically illustrated in Diagram 5,4:

Diagram 5,4 Types of Learners



The characteristics of these learners can be classified as follows:

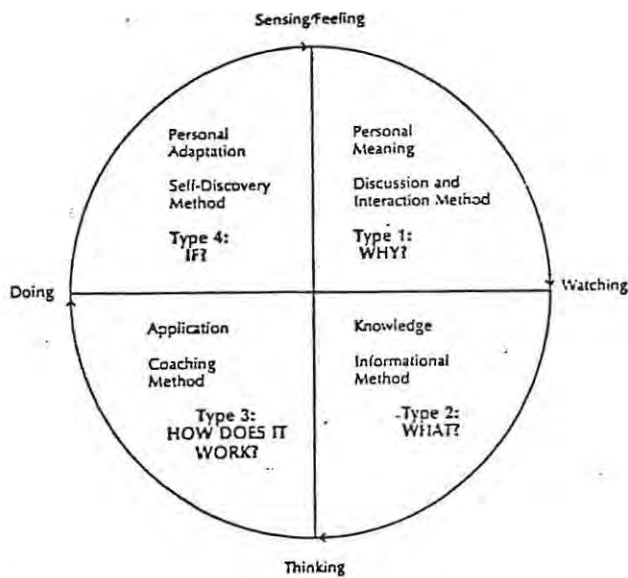
Diagram 5, 5 An analysis of the nature of four types of learner

AN ANALYSIS OF THE NATURE OF FOUR TYPES OF LEARNERS

TYPE OF LEARNER	TYPE ONE	TYPE TWO	TYPE THREE	TYPE FOUR
Nature	Seek meaning	Seek facts	Seek usability	Seek hidden possibilities
Need to know	That they are personally involved	What the experts think	How things work	What can be done with things
Learn by ...	Listening and sharing ideas	Thinking through ideas, form reality	Testing theories in ways that seem sensible	Trial and error self-discovery
Perceive	Information concretely and process it reflectively	Information abstractly and process it reflectively	Information abstractly and process it actively	Information concretely and process it actively
Function by ...	Social interaction	By adapting to experts	Through inferences drawn from sensory experience	Acting and testing experience
Strength	Innovation and imagination	Creating concepts and models	Practical application of ideas	Action carrying out plans
Goal	Self-involvement unity out of diversity	Self-satisfaction and intellectual recognition	To bring view of present into line with future security	To make things happen, bring action to concepts
Favourite question	Why?	What?	How does it work?	If ...
Primary concern	Personal meaning	Information	Need to try things for themselves	Need to adapt learning to their own life situations to make more of what they learn

The following diagram indicates the methods which would have to be used in training to accommodate the different learning styles:

Diagram 5,6 Four major learning styles and methods
with four different emphasis

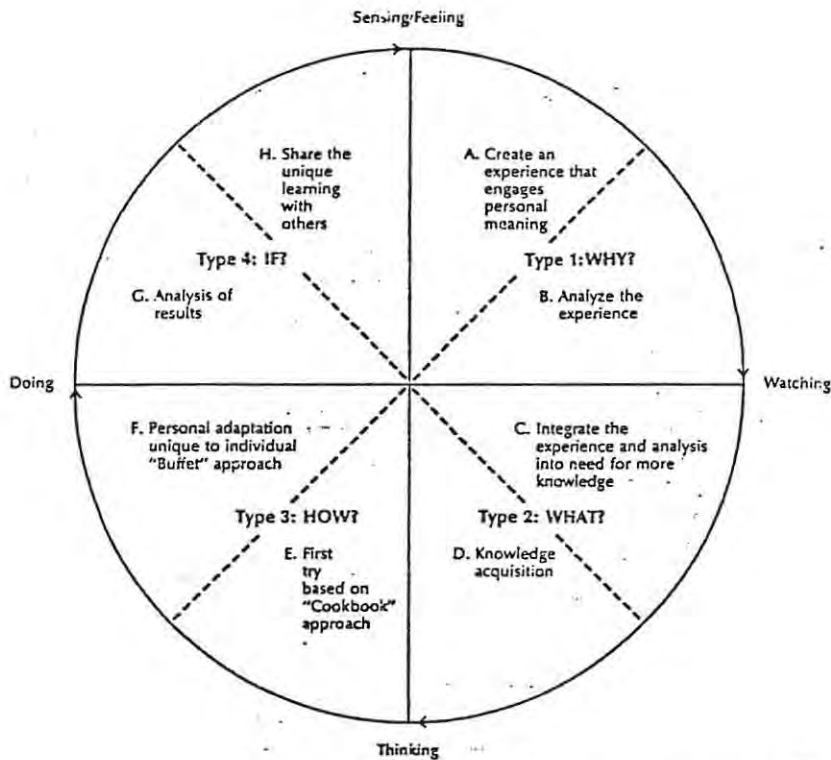


(McCarthy 1982:20).

These methods, when viewed in a clockwise direction from type 1, bear a very close resemblance to the process of effective in-service described by Joyce and Showers (1980) and would give valuable indicators of the construction of courses for Teachers' Centres.

The following diagram gives a more detailed analysis of the learner's actions in the progressive acquisition of skills:

Diagram 5,7 Progressive acquisition of skills



(McCarthy 1982:21).

The process being described is as follows:

1. We begin with a concrete experience that engages personal meaning.
2. We move into an analysis of that experience. (What do you think happened?)
3. The experience and analysis are integrated reflectively into a need for more knowledge.
4. We turn to more detailed knowledge acquisition.
5. We try it out.
6. We master the skill/knowledge sufficiently to be able to adapt it (aberrate it, so to speak) to our own personal needs/situation.
7. We analyze what happened.
8. We turn to share with others in order to broaden our perspective as well as engaging in more complex understanding.

(McCarthy 1982:23).

The challenge which faces the providers of in-service

training is not only to recognise the progressive nature of the process but also to recognise that within any group of teachers attending an in-service course there will be individual differences. Knowledge of the process and the individual differences between teachers will help the trainer to react in a way which is likely to meet the needs of the teacher/participant as well as to promote the process of accepting and using innovation.

5,6 Conclusion

In a Teachers' Centre the learning process of teachers will be of great concern if the Centre's goals include knowledge dissemination, propagation of innovation and the promoting of professional and organisational development. The measure of the effectiveness which will be achieved will, to a large extent, depend on the following factors:

1. The effective establishing of teachers needs for Inset.
2. The development of an effective training plan involving carefully matched learning situations and methods.
3. The perception of teachers that the activities of the Centre are worthwhile and their desire to participate in them.
4. Effective training actions by people involved in Centre activities.

5. Other factors related to specific goals.

Practical examples of these actions can be found in the Appendix dealing with presentation methods in subject groups.

Chapter 6

The Study Group in the Teachers' Centre

6,1 Introduction.

Basic principles involved in study groups

The Teachers' Centre movement has its roots in the need for teachers to develop professionally to meet the daily needs of their activities as teachers (Redknap 1977, Adams 1975, Thornbury 1973 and Bosman 1984).

Conventional forms of Inset did not have the ability to answer needs as rapidly or as specifically as did groups of teachers meeting to formulate means to satisfy specific needs. These needs had specific characteristics related to time, place and person. The solutions generated must be such that they are able to be implemented by the persons generating them. In other words the participants in the activity ideally should emerge from in-service training in a position to apply a solution to the problem which prompted the activity. Bosman (1984), emphasises the need of teachers to collaborate in the solving of problems related to needs and states, "In essence the teachers' centre is a support system for teachers who lean on the elements of a system which traditional in-service does not offer" (Bosman 1984:11).

The role of the teacher as the provider of his own source of Inset is the characteristic of the Teachers'

Centre which sets it apart from other forms of professional development and it usually takes the form of the study group. Bosman is almost prescriptive when he states:

The programme should be a learning exchange and the needs that are established should be largely community needs and grow out of local talent as far as possible.

(Bosman 1984:11).

This concept can be developed to describe a number of characteristics which will be found in most Teachers' Centres and which account for the existence of study groups.

Characteristics of Teachers' Centres contributing to formation of study groups

- (i) Teachers' classroom needs are the focus of Teachers' Centre activities

Teachers do not by nature change their teaching patterns to fit a curriculum package or organisational plan. They are more likely to integrate portions of such packages into their existing pattern of skills knowledge and behaviours. Teachers' Centres, in recognising this situation, should focus their attention on teachers in terms of their classroom activities.

- (ii) Teachers have different needs at different times and they are in the best position to judge which needs are the most important and when they are important

As the Teachers' Centres are intended to be support systems, it is important that a variety of needs be catered for at any one time to give teachers a choice of what they will be able to use to meet their needs. In the evaluation of courses offered by the East London Teachers' Centre it can be seen that teachers' perceptions of the need for courses will often vary and this might well reflect the varied needs and levels of professional development which they have attained. Essentially, however, it is the variety of support and resources offered by Centres at any one time which sets them apart from the more traditional and rigid forms of teacher Inset. This is effectively illustrated in the organisational chart of activities offered in the East London Teachers' Centre which appears later in this chapter.

- (iii) The pace of personal professional growth of teachers varies - with spurts of activity being followed by relative inactivity.

Teachers do not develop professionally in a constant linear manner - with a specific beginning and desired level of performance being reached to signify the

achievement of a goal. It is more likely that they experience periods of varying intensity in their involvement with in-service training and professional development resulting in an irregular pattern of development. It is the constant availability of Teachers' Centres, as well as the variety of services on offer at any one time, which makes Teachers' Centres so effective in meeting these demand periods by individual teachers.

Centres which adopt a developmental stance, that is they view teacher growth as a dynamic ongoing process, are likely to provide for the periods of growth and be aware that teachers are not always at the same level of developmental activity.

(iv) Availability of training is the most important aspect of developmental change

"Providing teachers with new knowledge and skills may not be sufficient for change to occur" (Zigarmi 1979:198). Centre programmes are open-ended in many cases to make provision for teachers' need to accept change and to grow to perceive the need as directly related to their classroom activities. It is the easy access and atmosphere of welcome within most Centres which makes this process one which allows a teacher to draw on the knowledge and expertise available in Centres - provided mainly by colleagues - when needed and when

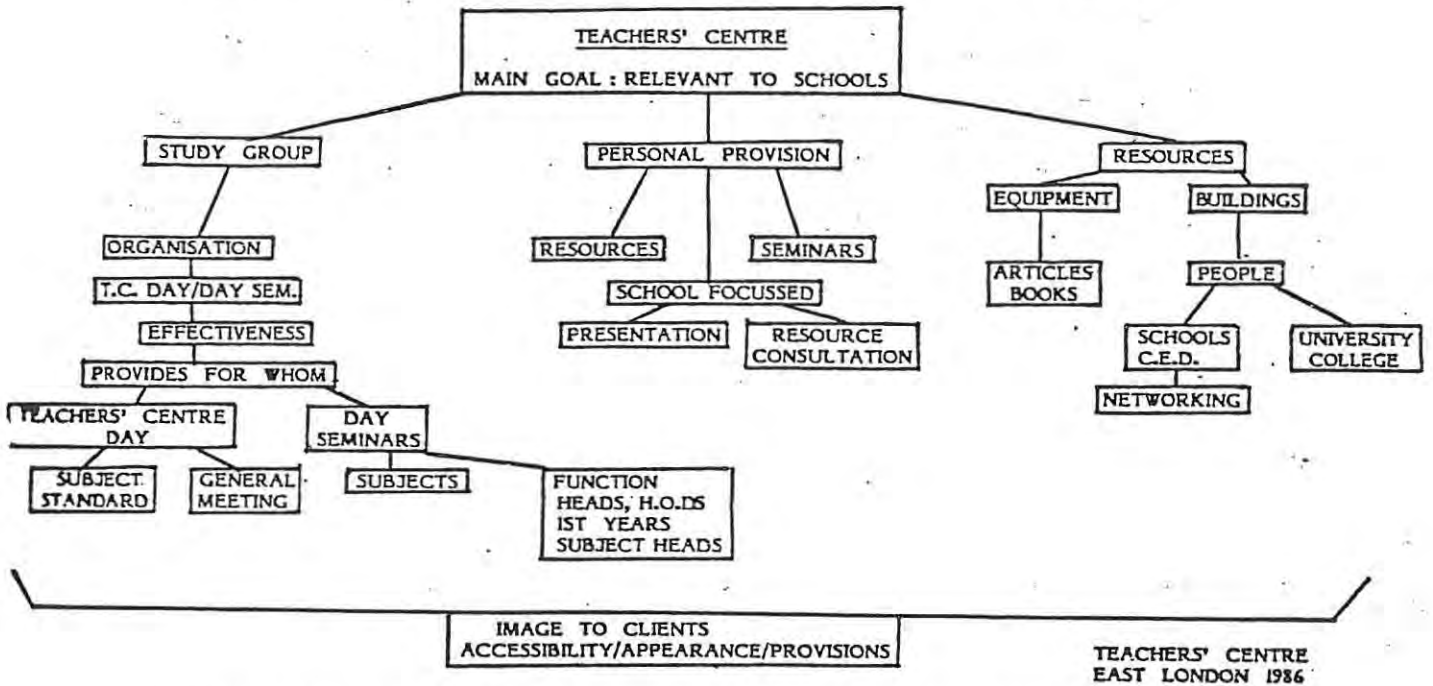
change is most likely to be effective. This changing perception of the value of programmes can at one time be the most rewarding and most frustrating aspect of Teacher Centre activity. Essentially it cannot be over emphasised that availability and the uneven nature of personal growth are important to success which Centres achieve with teacher development - the ongoing presence and variety of their activities being the ultimate success factor (Ruddick 1981:168-9) (Zigarmi 1979:197-198).

Teachers' Centres provide both the ongoing vehicle for discussion of innovation and the availability of a wide range of colleagues with whom the innovation can be discussed (MacDonald and Ruddick 1971:152).

Teachers' Centres and study groups

The following organisational diagram gives an idea of the ongoing and varied nature of one Centres provision for the needs of teachers.

Diagram 6,1 Teachers' Centre operational diagram



In evaluating the activities on this diagram it might be important to ask three questions:

1. Who and what are seen as resources by the Teachers' Centre?
2. What is the nature of the assistance provided by Teachers' Centres?
3. To what extent do teachers control and are responsible for activities?
(Zigarmi 1979:198-202).

Teachers take the lead in the development of programmes, the initiating of contacts and control of the actual meetings or activities. In this respect Teachers' Centre programmes have the potential to encourage critical judgement, independence and professional responsibility.

It is the teachers themselves who become the focus of the activities and one of the aspects which will promote this atmosphere is the extent to which:

... they feel they are not alone, if they feel they can make a difference in their classrooms as a result of their participation, and if they feel their participation and efforts will be recognised.
(Zigarmi 1979:201).

The extent to which the Teachers' Centre enjoys local prestige and co-operation of both teachers and head teachers will also play a significant role in promoting an atmosphere which gives teachers the confidence to share both their needs and their expertise. In this respect Zigarmi cites the view of Kathleen Devaney:

As Kathleen Devaney of the Teachers Centres Exchange pointed out, teachers intrinsic aspirations (motivations) for collegiality and professionalism are hidden resources that as yet have not been tapped in traditional in-service programmes. These motivations are at the heart of a functioning Teachers' Centre programme.
(Zigarmi 1979:201).

It is the Teacher's Centre's responsibility to promote the principle of teacher involvement and success through participation in programmes - the concept of teachers helping other teachers and themselves to help themselves. Jean Ruddick points out that the strength

and relevance of programmes involving teachers in the planning and follow-up will ensure that "the course will be relevant to the questions posed by the teachers" (Ruddick 1981:169).

6,2 Study group characteristics

It could be argued that an important function of the study group is to develop the teacher in knowledge, expertise and attitude to his/her work. The role played by the activities in these groups is complex and widely varying levels of success are achieved depending on the effectiveness of the groups organising the courses and the nature of the participants in them.

The characteristics of study groups are, in general, the same as those of one day courses. Both approaches are limited to the time available and are constructed in such a manner as to realise the objectives. Following are some of the characteristics of study groups in Teachers' Centres (Adapted from In-service Monograph No 2, 1980).

1. Responsive to needs

Study groups are one of the most time effective Inset approaches as they are flexible in organisation, content, method and locale.

The content, method and objectives of the study group meetings can be determined or altered as

needed to respond in a very short time to specific needs.

2. Specific objectives

As has already been stated, the satisfaction of a specific need is often the objective of a study group's activity. Other objectives could be the introduction of new knowledge, methods or skills. The time available to study groups in each activity is limited and it is therefore important that a clear statement of aims and objectives be formulated by the planners of the meetings. Attendance is voluntary and if the group is to serve a purpose, false expectations as to the results of the meeting must be avoided. This can be achieved by carefully matching needs to speaker and presentation method. Because of the time limitations on meetings the objectives set must be achievable within that time.

3. Skills acquisition.

The study group activities are conducive to the acquisition of skills in specific subject and management areas.

These skills include small group work, specialised audio visual techniques, teaching strategies and techniques, control of activities and teaching for learning amongst others. Appendix F contains an

analysis of the content and methods employed in Subject Groups.

4. Wide range of participants

An important feature of study groups is that they attract a variety of teachers with widely ranging experience, qualifications, skills and insights. The success of the group will be enhanced if the organisers ensure a forum which encourages sharing and the acceptance of differing personal and professional values and experience. In the newly established group, the act of sharing is sometimes very difficult as teachers do not wish to share "their secrets". However, with time and experience it becomes obvious that each teacher's use of material differs and so poses no threat to the originator of the material. The unique style of each teacher depends on their personality and knowledge which cannot be duplicated by other teachers. In addition it often happens that the act of sharing increases the scope of the original material as the group's input expands on the base material.

5. Varied learning activities

Within the Study Group activity, a wide variety of activities and methods may be employed in response

to the varieties of objectives established by different planning groups. The pace of presentation can be varied to the specific learning needs of the participants. A change of pace can frequently be helpful to the learning process. This can be accomplished by grouping and regrouping for different learning activities. The experience and expertise of participating teachers can be tapped as the study group develops as a group and the dynamics of an achieving group provides a strong motivation.

6,3 Aspects of study group operation (Adapted from Hodgson and Whalley 1985:44-47 and Ruddick 1981:104).

There are basically four ways in which meetings can be presented:

1. A subject-based talk.
2. A subject-based demonstration.
3. A problem-based talk or issue-based talk.
4. A display of work or techniques
(show and tell).

Within this framework it is possible to achieve two objectives:

- 6,3,1 Bringing teachers up to date and
- 6,3,2. Using up to date knowledge and skills

6,3,1 Bringing teachers up to date

(a) Information

Ruddick (1981) as well as Hodgson and Whalley (1985) emphasise the importance of this aspect of study group meetings. In establishing the goal of a particular activity, it is essential that expectations of results be kept within reasonable bounds. In this type of meeting the main objective or interest of the presenter is the communication of a specific body of knowledge or techniques with appropriate examples. It is essential that the presenter allow time for clarification of the meaning and implications of his talk through either questions or some sort of structured discussion opportunity. It is self evident that both the subject matter and the participants background knowledge should be taken into account when planning such a meeting. A great deal of frustration will result if the participants are not able to understand the full impact of the language being used or lack the necessary basic knowledge on which to build with the content of the lecture. It is also necessary that participants in the course be aware that the method of presentation is to be lecture-based with discussion time. The degree to which the content is relevant to either the teacher's daily role in the classroom or to his other two roles of group member or staff member in the school will add to the teacher's perception of the importance of the

presentation and the likelihood of the teacher accepting the information presented as being important.

(b) Expertise, techniques and methods

Study group meetings allows the teacher opportunity for small scale experiment and exploit both the principle of sharing individuals expertise and experience and focussing the course on the classroom activities of the teacher. Most groups develop a maturity with time and the topics often develop into a more complex look at the subject matter and method of presentation of the subject.

(c) Comprehensive coverage

Subject group activities are ideal for developing a comprehensive coverage of a particular area as they are flexible in method and content and controlled by the participants as well as the presenters. They provide easy access to a variety of presenters available, links with the Education Departments support personnel, information and resources, contact between teachers in the region and finally all the support services needed from accommodation to printing.

The size of the groups involved in these tasks can vary tremendously from two to quite large numbers, depending on the needs of the specific task.

(d) Critical analysis

As subject groups develop in maturity, a basis of trust and respect, both professional and personal, is built up within the group. They are able to make a more open and critical approach to the material and problems within the subject group. As the participants in the group become better known to each other it is possible that the atmosphere within the group will become one which encourages open and frank discussion. Confidence in and familiarity with presentation methods could enhance this. It is in this area that Teachers' Centres have tremendous potential in developing teachers in understanding of both themselves and their work. Weaknesses can be revealed and remediated without the fear that judgement would be passed on the person revealing the problem. The approach adopted is often one which separates the 'problem' from the person and so in attacking the 'problem' the teachers themselves are not being judged but the method being used. This atmosphere is one which is very conducive to development and growth.

6,3,2 Using up to date knowledge and skills

Teachers' Centres play a vital role in making teachers aware of the need to change. Initially, the exposure provided within the study group to other teacher's knowledge and skills allows teachers to experience self

evaluation and often when confronted with the obvious enthusiasm and confidence of teachers talking about their work teachers can be are motivated to emulate these in their achievements. It could also be a demotivating experience. The provision of seminars of a day or two day duration by Centres allows time for promoting change. The focus of the seminar may be some controversial issue or concern which might be important for teachers to think through as a basis for planning and implementation in their school or classroom. If discussion is to proceed with reasonable participation, it is important that there is sufficient common ground and relevant knowledge or experience amongst course members. This might be supplemented by designing a module(s) in the seminar to provide the needed background but it could be more important that the knowledge and skills were already present before the seminar takes place. The importance of an existing knowledge base was addressed by David van Cleaf and Judy Reenhartz when they categorised reaction to In-service education to place people into two categories:

- (i) The non-perceiver and
- (ii) The perceiver.

(Van Cleaf and Reenhartz 1984:167).

The non-perceiver does not perceive the problem nor the

need to attend in-service programmes and generally when compelled to do so will react negatively and ignore the input as 'noise':

Noise in this context refers to the inability and/or the reluctance to process the information because they did not see a need for it. Non-perceivers as a rule, will not benefit from the typical in-service sessions.

(Van Cleaf and Reenhartz 1984:16).

Perceivers can be divided into two groups (P1) and (P2). Both groups perceive the need for in-service programmes and are likely to gain from it but when the important factor of transfer of training into practice is considered, the importance of matching the participants knowledge to the content of the course is vital. Van Cleaf and Reenhartz state that P1 perceivers are teachers who recognise the need for the in-service programmes and "who have an adequate knowledge base as it relates to the problem which allows them to readily utilize the information presented" (Van Cleaf and Reenhartz 1984:167). They believe that this will lead to the effective implementation of the new idea in the classroom. This might be too simplistic an approach to in-service training but it certainly does have some value. Their second group of perceivers (P2) are those whose knowledge is not closely related to the in-service training and who are unlikely to implement the change in their classroom.

6,4 Practical applications of the study group with special reference to the East London Teachers' Centre

In organising study groups at Teachers' Centres, the Teachers' Centre professional staff have a dual role. The first role is organisational support for the teachers in Centre activities and, secondly, that of being professional support agent who gives the lead or plays a subordinate supportive role. The balance between these two roles of Teachers Centre staff is a very difficult one to maintain as they essentially are contradictory. The first is a mainly subordinate and providing role and the latter being a leading and expert role. This balance might well be one of the reasons why Teachers' Centres vary so widely in quality, atmosphere and emphasis. Essential to the development of the activities, is the nature and experience of the Teachers Centre staff.

The figure which follows gives an overview of a typical operational chart for study group activity at a Teachers' Centre.

Diagram 6,2 illustrates the interaction of teachers and the professional staff of the Teachers' Centre in planning study group activities.

Diagram 6,2 Operational chart : Study groups

ORGANISATIONAL CYCLE TEACHERS' CENTRE	PROFESSIONAL ACTIVITY TEACHERS	PROFESSIONAL SUPPORT TEACHERS' CENTRES
A. Establish climate	Interested teachers involve themselves	1. Advertise possibilities 2. Promote study group benefits.
B. Establish needs: 1	1. Volunteer needs 2. Group discussion needs	1. Expose teachers to areas of needs 2. Expose teachers to part work
C. Establish needs: 2	1. Specific topics established 2. Speakers etc. identified	1. Organise meetings 2. Supply support on method of work
D. Prepare for Meetings	1. Prepare material 2. Contact and brief speakers	1. Supply logistic support 2. Supply professional support 3. Advertise
E. Hold meetings	1. Present 2. Participate 3. Evaluate	1. Organisational arrangements 2. Public relations effort 3. Emergency support
F. Evaluate meeting	1. Does the topic need further attention 2. Prepare for further development	1. Formal evaluation 2. Informal evaluation 3. Overview evaluation

(Own Diagram)

6,5 Climate in Teachers' Centres to encourage participation
in study group activities

The achievement of a positive climate in study group activities could promote teacher involvement. Climate is a complex concept which stems from a number of sources ranging from teachers perceptions through organisation, content, teacher behaviour in courses, group development to personal professional vision. It can be argued that a positive climate is essential to

Teachers' Centres efficient operation.

The analysis which follows is merely one view of what can be achieved in the management of subject groups. It is not meant to be definitive but merely to provide a possible method of work.

Establishing Climate

Many Teachers' Centres operate without external compulsion on teachers to attend. It is, therefore, important to be able to establish from whence their power to attract teachers arises. Robert Knoop, in an article on the functioning of groups in education, lists his profile of an effective group and the implications such a group holds for teachers and the solving of problems (Knoop 1986:16-20). His profile corresponds in many respects with the characteristics of a Teachers' Centre described earlier in this chapter.

It is characterised by a high level of mutual trust, supportiveness, non-evaluative communication and confidence.
(Knoop 1986:17).

It is the task of the Teachers' Centre staff together with the Committees of the various Study Groups to establish and project this image. Teachers can more easily be drawn to the Centre through artful advertising which, together with a well organised talk, might lead teachers to perceiving value in the activity or to visit

the Centre. There is also another factor which could contribute significantly to the success of the activity and that is the effective functioning of the group attending the activity. It can be argued that effective group climate regarding participation would result in a more effective use of the opportunities offered by a well organised, well presented study group activity. As Knoop views the success of a functioning group:

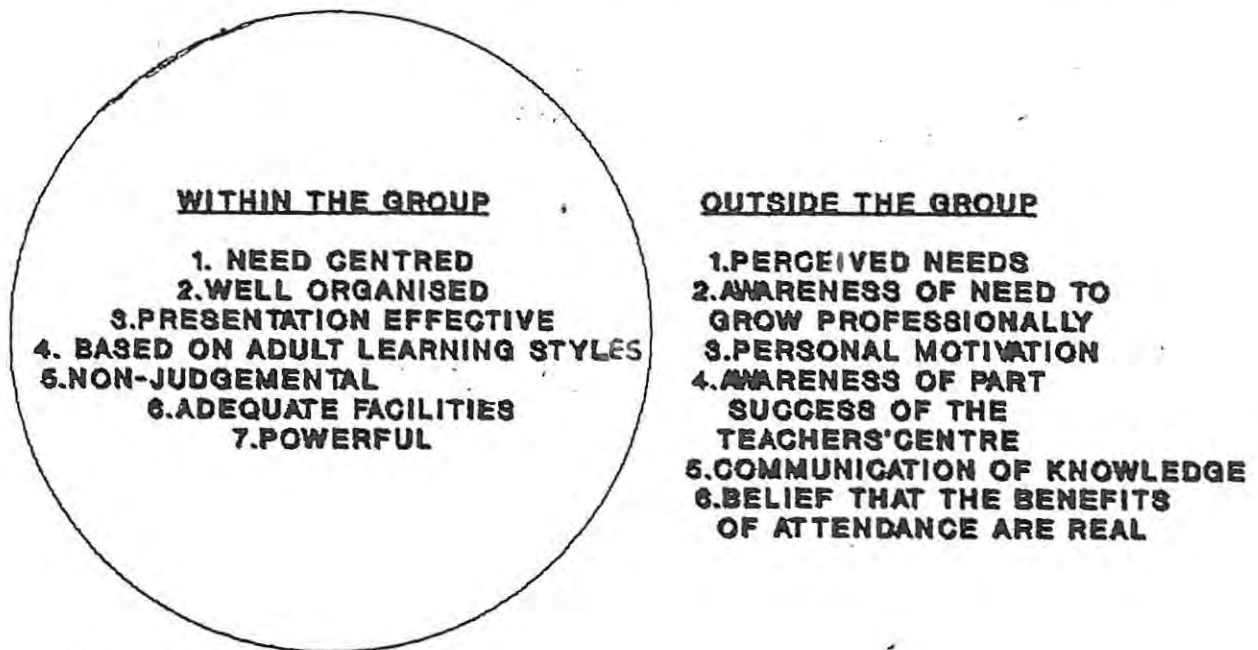
Group members are able to generate patterns of interaction that combine individual inputs to yield outputs that are of a higher quality than those of a single person.

(Knoop 1986:17).

The climate created in these groups allows for good decisions to be made through interaction which releases teachers experience knowledge and skill to identify, diagnose and solve their own problems.

Diagrammatically, the task of the East London Centre staff and the study group committees in creating a healthy climate might appear as follows:

Diagram 6,3 Factors affecting Teachers' Centre Climate



(Own Diagram)

Point 6 from Outside the group (Belief that benefits of attendance are real) requires further explanation in terms of their role in the establishing of a favourable Teachers' Centre climate.

Maurice Gibbons and Gary Phillips, in describing their one-day workshop "The Self-directing professional", which is aimed at helping teachers to design and direct their own professional development, identify eight reasons for being involved in an on-going professional development (Gibbons and Phillips 1980:252). The degree to which teachers identify these or similar goals will motivate them to be involved in Centre activities and it

is, therefore, the task of Centre staff and subject group committees to promote an understanding of them.

Reason 1. Shape or be shaped : Influence or be influenced

The less self-directed we are, the more vulnerable we become to external influences on our behaviour. The more skillful we become in self-direction, the more we can shape our futures in spite of such pressures.

Reason 2. Meet the challenge of change

Rapid changes in society require new responses. Self-directing people who strike a balance between clinging to the past and chasing fads can shape those future shocks into opportunities for growth.

Reason 3. Learn to be active throughout life

Most people find jobs, but few find the work which best expresses their interests and talents. Self-directing people search out their potential and develop it throughout their lives. Our jobs may be determined by others but we can select our work and develop it ourselves.

Reason 4. Become more independent and enterprising

When we learn to be self-directed in personal and professional matters we also learn to face the psychological challenges of self-development : to achieve autonomy, initiative, industry, identity and generativity.

Reason 5. Deal effectively with the crises of life

Self-directed people think ahead, plan a course of action and prepare for contingencies. Reactive individuals respond to what is happening at the moment and often become controlled by it. Common human experiences can be devastating influences in our lives or desirable growth opportunities, depending on our skill in managing our lives.

Reason 6. Have a positive influence on your own and others lives

For better or for worse, the behaviour you model influences the behaviour of others. You can systematically and beneficially urge

others - your children, students and colleagues
- to be more self-directing by demonstrating
self-direction in your own life.

Reason 7. Do your job better; be successful;
gain recognition

The person who regularly improves and becomes
more expert will be recognised and appreciated
by peers subordinates and supervisors.

Reason 8. Reduce Stress; increase well being;
actualise your potential

Stress is caused by effort without success,
feelings of helplessness, low self-esteem and
life without hope or pleasure. Through self-
direction teachers can plan strategically for
success, take control of their lives, feel a
greater sense of well-being and justifiably
anticipate a hopeful future.

(Gibbons and Phillips 1980:252).

6,6 Planning for self-directedness

In order to promote this type of self-image in teachers,
the East London Teachers' Centre adopts the following
vehicles to expose teachers to the components of self-
directedness.

6,6,1 Programmes

The Centres programmes are posted to all schools and are
packaged with a cover that promotes easy recognition.
Each school receives a number of programmes. One of
these is placed on the notice board in the staffroom and
highlighted each week to keep teachers informed of the
current meetings. On each staff a teacher (usually in a
promotion post) is appointed as the Teachers' Centre
Representative and it is their task to ensure that the
communication channels are open and effective both from
the Centre and to the Centre.

Within the programme the notices of meeting are designed to promote the idea of teacher participation to the extent of informing teachers of the preparation work they would have to do before attending the meeting in order that they should obtain full benefit from the meeting. This preparation factor, with the resultant attitudinal effect, cannot be ignored. In addition, the pre-work has the effect of focussing and giving the teacher a basis on which to build knowledge and skill in the course of the meeting.

6,6,2 Planning process

In addressing the problem of planning for effective Inset, the Centre staff place the concept of a self-directing professional teacher at the very centre of the process. The stated purpose of all activities is that they are a channel for the self-directed teacher to reach a higher level of professionalism. This encompasses all the activities of the teacher, be it knowledge acquisition, skill growth or general planning. The concept of a teacher being in a state of continuous development is constantly emphasised. Annexures A-E are five documents which form part of the planning process at the East London Teachers' Centre. They are examples of how the process of planning is used to re-inforce the self-directed teacher. A short analysis of each would not be out of place. (The annexures are:

Annexure A Study Group Organisation 1987.

Annexure B Teachers Centres and the provision of effective Inset.

Annexure C Report on the activities of study groups in the East London Teachers' Centre with an emphasis on Teachers' Centre Day.

Annexure D Needs assessment.

Annexure E Study groups and Teachers' Centre Day).

6,7. Conclusion

In this chapter the theoretical base of study groups has been discussed and examined to establish the extent to which the groups are capable of meeting the needs of teachers for informal Inset. The latter half of the chapter has been devoted to the practical implications and implementation of the theory with special reference to the East London Teachers' Centre. The nature of the teacher as a self-directed professional has been seen as central to the provision of Inset via study groups.

Chapter 7

Presentation Methods in Teachers' Centres

7,1 Teachers' Centre presentations - adult learning
in action

In the last ten years, a great deal of attention has been given in the Cape Province to andragogy (the adult process of learning), particularly in C.E.D. Inset presentations and in Teachers' Centres. The Centre heads have spent time on the goal of Centres 'for teachers by teachers'. In East London the past ten years have been years where a priority has been placed on the training of teachers who control activities in the principles of adult learning and in presenting effective Inset activities. The teacher as a learner has been the central figure in all the planning for Inset and in particular attention has been given to his needs as an adult in the learning situation. In Chapter 5 the views of Dr Knowles and Wood and Thompson demonstrated clearly that, in providing Inset for the adult learner, it was essential that the learner should be central in the planning, identification and presentation of the activities that were to serve as the vehicle of this learning. This need, to be a full partner in the learning process, has a profound effect on the presentation method used in study groups and seminars. It has also led to the East London Teachers'

Centre adopting the approach that activities should primarily be aimed at the teacher in the workplace and should be so designed that there is a high degree of 'carry-over' to the classroom, staffroom or school situation in the short term. Attitudinal and behavioural change are very definite objectives of these activities. Experience of the participant in Inset is very important, both in the way it can be used as a resource and the way in which it can be used as the mechanism for transfer of training from the Teachers' Centre to the school. Chapter 6 has addressed the possibilities inherent in study groups and seminars and this chapter will deal with the presentation of activities.

There are two aspects of any presentation which are central. The first is the physical setting of the training and the second is the method which is used as a vehicle to present the content of the Inset. The latter will be strongly influenced by the objectives which are expected to be realised through the Inset activity.

7,1,1 Physical setting

Knowles (1970:37) in describing the learning environment which is ideal for adults says it "... is characterised by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression and acceptances of differences ...". This aspect of adult learning has

been addressed with great success by Teachers' Centres. In the C.E.D. it has been policy that the Centres are an area where professional freedom has been jealously guarded. Activities are controlled by teachers irrespective of rank or position held. A high degree of participation has been encouraged with the relative value of ideas and methods being much more important than the participants' relative positions in the hierarchy. The East London Teachers' Centre is in many ways fortunate in that it is a purpose designed Centre. Many Centres grow out of disused schools or houses and as such are physically constrained by their previous uses. Although this has been successfully used worldwide as a physical setting, it is not ideal. Commerce and industry have long accepted the need to provide training centres which are both comfortable and reflect the professional purpose for which they are designed. In this respect the East London Centre is very fortunate in that from the car park with its adequate parking through the reception area with its strong educational character to the lecture/seminar rooms with their good training appointments, the Centre exudes professionalism and comfort. The atmosphere, which is physically created, is most conducive to the successful completion of professional activities.

7.1.2 Methods used to present courses

Adams (1982:44) places the planning process in perspective when he describes it as a progression with four parts. These include time allocated, content of activity, strategy or method used and objective which you wish to realise.

In choosing the method to be used, it is important to establish clearly what influence you wish the meeting or seminar to have as well as the possible composition of the target population for whom you are preparing the activity.

7,1,3 Possible influences

The Teacher Development Branch of the Education Department of Western Australia identifies five possible influences which can be hoped for through Inset (Monograph 4:1981).

1. Reaction
2. Learning
3. Behaviour
4. Organisation (In school)
5. Student-Performance (Transfer to Classroom).

If this hierarchy of reactions is considered with Bernice McCarthy's four types of learners (Chapter 5), a possible planning base can be formulated (McCarthy 1982:20-21).

These four types of learners are present in any group of teachers. Each has different needs and views of the product they are expecting from study group activities. This will have a definite effect on the design of activities for study groups. Provision needs to be made for those teachers who seek facts, those who seek meaning, those who want material which they can use in their work and those who wish to develop existing material to new uses. It is not always possible to combine all these objectives in one activity and the objectives of the meeting should therefore be very clear to both the presenters and the participants in the activities. It is a particular challenge to Teachers' Centre planners - the matching of method and content to the individual needs of the clients (teachers). In study groups particularly, the experience level of teachers is a widely varying one. This is at once a strength and a weakness. It is a strength when the diversity of knowledge is exploited by the group and there is a sharing of talents, knowledge and skill. On the other hand, if teachers differ widely they will also perceive the activities offered very differently, resulting in varying degrees of success being ascribed to the Centre and its activities. If an activity was designed to explore the possibilities of a particular situation and a teacher whose learning

style is that of a seeker of facts attends, it could happen that they would leave the meeting feeling that a lot of talk had resulted in nothing concrete. They might feel the activity had achieved nothing because it did not match their perceived objective for the meeting. This is the challenge for Teachers' Centre Staff - to so construct the planning framework that not only are needs well identified but the presenters and meetings so prepared to give the maximum chance of success.

The insights of McCarthy and the Teacher Development branch can then be combined to give a framework which can possibly be used to plan the presentation of Inset activities taking into account a match of objectives and methods used.

Diagram 7,1. Framework for planning Inset activities.

TYPE OF MOTIVATION (McCARTHY)	INFLUENCE OF IN-SERVICE (TEACHER DEVELOP- MENT BRANCH)	METHOD USED
(i) Seeking meaning (understanding)	Reaction	Discussion and interaction methods
(ii) Seeking knowledge (Internalising)	Learning	Informational method with some discussion
(iii) Seeking application usability (Operationalising)	Behaviour Organisation	Coaching method Discussion Simulation
(iv) Seeking hidden possibilities - Personal adaptation (Evaluating)	Behaviour Organisation Student perfor- mance	Self discovery method, problem solving, simulations

(Own Diagram)

Notes

On (i) Understanding

The Inset must be so designed as to allow the teacher to explore the topic under discussion and to relate it to his/her own knowledge and experience. They must be able to analyse the experience and relate it in such a way as to give it a progressive logical meaning. In many ways it is necessary to structure any discussion so as to address the key issues of the topic. In that way the trainer can be sure that the participants cover the ground necessary for them to understand the topic and to meet their needs. They are able to give personal meaning to the subject matter and so assimilate it.

On (ii) Internalising

These learners need to be given a concrete plan, method or framework which they can integrate into their experience. They need a factual explanation. In practice this type of teacher is happiest when given an Inset experience which is set out step by step and can be assimilated as a whole and transferred as a concrete body of knowledge which 'works'. Well prepared lectures of 'how to' are very popular with this group, as are question and answer methods.

On (iii) Operationalising

These learners wish to know how things work and how they

can be used. Coaching methods with discussion, 'How to do' and 'Show and tell' meetings with some simulation are popular with this group. Resources are provided by both the Centre and the teachers and support groups tend to develop. Teachers are keen to get in touch with each other and to share experiences and teaching material.

On (iv) Evaluating

Teachers tend to become consultants to each other, goals are clarified and larger, highly structured groups develop. Teachers tend to gather to produce material and there is a high degree of collaboration and professional trust. There is a high degree of 'carry over' into practice of methods and materials from the group.

7,2 Maturity of groups in the Teachers' Centre

It can be argued that a Teachers Centre group can be seen to develop in maturity. Assuming that the main goal of an operational Centre is to expose teachers to ideas and materials with the objective of having them introduce them into their teaching situation, it becomes important that groups should function effectively.

John Sanders in an in-service monograph (Sanders 1982), on group development, describes the stages through which groups develop from forming through storming to mourning and performing and finally to the break up stage of

mourning. These terms are explained below. As will be shown, there is some correspondence of actions between these stages and the needs of McCarthy's stages of concern.

Many Teachers' Centre activities operate through study groups and the participants of the study groups do in some cases follow the group development process described by John Sanders. In selecting a method for the presentation of material to the group, it would be advisable that the planner of in-service should be aware of the group's dominant characteristic and stage of development. A group which is in the process of forming is likely to be motivated by the questions 'What is expected?', 'In which direction are we going?' or 'What is correct behaviour?'. In addition, the group is likely to be self-motivated and very concerned with behaving as others in the group do. This behaviour has been observed at the East London Teachers' Centre and is characteristic of most study groups in their first three years of existence. Presentation methods in this period tend to be lectures with general discussion to follow. It can be argued that teachers are getting to know each other during these activities and are putting forward their best image. This stage in a group's development bears certain resemblance to McCarthy's stage of 'seeking meaning' and would reinforce the suitability of the methods of presentation discussed above.

During the process of storming, groups are dominated by the need for authority and for structure. There is also a concern for establishing the power base of the group and the authority figures. This is a period when study groups could become ineffective due to competing individuals within the group leading to criticism of the content and method of presentation. One method of avoiding the struggle for recognition and power in the group is to choose presentation methods which rely on structured group participation allowing all participants to be involved and to express their opinions and experience. This has the added advantage of allowing the process of synergy to come into effect. This stage of group development has common characteristics with McCarthy's stages of seeking knowledge and seeking application usability.

It can be argued that due to the effect of time on the nature of a study group the groups would not develop beyond the storming stage. As study groups in the Teachers' Centre meet between two and four times a year and there are changes in the persons involved (due to transfers, change of subjects taught or unavailability of teachers for meetings) and it is not unlikely that they will remain at the storming stage with a basic group being constantly supplemented by new entries. This would not allow the group to develop a working

climate based on mutual trust and respect which is the characteristic of the next stages of development, norming and performing. The norming period is a time when the group is establishing an approach to work and problem solving. It is a period when the broad objectives and methods of approach to problem solving will be set by the group and an appreciation of various persons contribution to the group effort will manifest itself. The performing period is that period which is characterised by a commitment of the group to its accepted operational methods and broad objectives. It is a period of interdependence and independence. There is an acceptance of the need for all group members to be part of the activities of the group but at the same time retain their individuality. It could, however, happen that a relatively stable group could develop in the latter two stages and then it is likely that a strong group bond will develop. Under those circumstances it is likely that there will be an openness about needs and methods to solve them which can develop in such an atmosphere of interdependence. It is also possible for constructive conflict to act as a stimulant to problem solving. This form of study group development has been observed in the East London Teachers' Centre to operate in widely diverse groups such as Geography, Deputy Heads, Mathematics and English Study Groups.

7,3 Selection of methods of presentation

The activities of study groups could cover a wide range of objectives and a specific strategy needs to be adopted to achieve the objectives. Benjamin Bloom suggested the following taxonomy of educational objectives (Bloom quoted in Harris et al 1969).

Objectives which have to do with knowledge:

- (i) Knowledge
- (ii) Comprehensive
- (iii) Application
- (iv) Synthesis
- (v) Values and Attitudes

These objectives range from those in the lowest form of cognitive domain to the highest cognitive and also the affective domain.

(i) Knowledge

The outcomes required in this case would be those which concern recall or recognition of facts.

(ii) Comprehension

These outcomes require the learner to relate various facts to each other or to possible applications.

(iii) Application

The learner should be able to exhibit the desired behaviour given the opportunity to do so.

(iv) Synthesis

Outcomes which demonstrate that the learner can recognise the appropriate use of the new behaviours in relation to the total teaching task he knows how and when use it.

(v) Values and attitudes

These are in the affective domain and affect the attitudes and values which motivate the learner and therefore determine the effectiveness of his performance.

Harris et al (1969) have designed an in-service grid which could be applied with success to the selection of methods of presentation to Inset.

Diagram 7,2 In-service design grid.

ACTIVITIES.	OBJECTIVES					
	Knowledge	Compre- hension	Appli- cation	Synthesis	Values & Attitudes	Adjust- ment
Lecture						
Illustrated lecture						
Demonstration.						
Observation						
Interviewing						
Brainstorming						
Group Discussion						
Buzz Sessions						
Role-Playing						
Guided Practice						

(Harris et al 1969:37).

Study group objectives tend to be restricted in many cases to the first three levels (knowledge, comprehension and application). The main reason for this could be that there is limited time available in which to present the activities. The East London Teachers' Centre study groups have adopted as system of double round meetings on Teachers' Centre Day, which involves each study group in two meetings per afternoon (twice a year) each of an hour and a quarter. This gives the study group the flexibility of having a meeting of two and a half hours on one topic or two meetings of one and a quarter hours. This arrangement makes it possible to use a variety of presentation methods.

The use of the In-service Grid can be illustrated as follows:

7,3,1 Design for lower ranges of the cognitive domain

Many study group meetings fall into this category. It can be argued that as the participants in study groups are all practicing teachers, the majority of activities would be related to the introduction of new knowledge and techniques or to the evaluation of effectiveness of various approaches to the same teaching problem. Since they concern factual content with some comprehension and possibly a description or discussion of applications, it

would seem appropriate from the design grid that a lecture with demonstration and possibly discussion would be an appropriate activity. This is a very popular and usual combination in study groups as can be seen from the Appendix E dealing with the analysis of Teachers' Centre Day activities. Using a combination of lecture and group activity allows scope for the following presentation methods to be employed:

- (i) Lectures.
- (ii) Illustrated lectures.
- (iii) Demonstrations.
- (iv) Interviews.
- (v) Brainstorming.
- (vi) Group discussion.
- (vii) Buzz Sessions.
- (viii) Panel discussions.
- (ix) Lesson Bank meetings.
- (x) Any other appropriate method.

These methods allow teachers to focus on a particular subject relevant to the subject under discussion, be it the presentation method, content, planning or any other cognitive objective which is linked to that subject. The effectiveness of the presentation will be greatly enhanced if it is properly planned and effectively delivered.

Jean Ruddick (1981:32-34) identifies six distinct

activities which fall within this type of in-service presentation:

- (i) The dissemination of information : the communication of knowledge or a structured set of experiences.
- (ii) An area for small scale experiment : information about teaching is related to the classroom activities.
- (iii) Production workshops : certain material or methods are produced by the group for use by teacher.
- (iv) A Clinic : teachers identify a problem and solutions are proposed by the group.
- (v) A Seminar : the focus is some controversial issue or concern which teachers identify as important to their role in the classroom.
- (vi) An experimental learning situation : at the teachers own level which could subsequently be used in schools -the lesson bank meeting is an example of this. Lesson bank meetings are meetings at which written outlines of lessons are handed out containing objectives, content and exercises to be covered by the lesson. The teachers then discuss the most effective way of presenting and controlling such a lesson to achieve the stated objectives.

The role of Teachers' Centre staff in making teachers aware of these different forms of Inset can be most important and the success of the subject group will be enhanced by a close relationship between the Teachers' Centre and the planning committee of the subject group. The matching of the in-service need to the method of presentation is a basic step in the planning of study group activities (Adams 1982:36-47).

7,3,2 Design for affective objectives

There are times when the emphasis is not on new information ... but on changing the feeling tone of the participants.

(Harris et al 1969:38).

The objective of a particular activity might be directed at the development of a particular attitude or familiarity with a body of knowledge or technique and this will call for the more active participation of the teachers undergoing Inset. Attitudinal change or familiarity with or towards the course material becomes the objective of the course. The teacher's familiarity with the material and particularly the manner in which it is used and the specific actions needed in the process, could determine whether he/she uses the material in practice on the classroom.

Study groups can possibly have meetings which have as

their objective the changing of attitudes and beliefs of teachers. It can happen that a particular method has been demonstrated and has not, after Inset, been all that successfully implemented by teachers. Harris suggests that a reason for this could be that teachers approach an innovation in too logically and structured a way and that they need guided practice to soften their approach and make it more flexible (Harris 1969:38). This could lead to a series of meetings based on role-play, simulated lessons and discussion related to the role play.

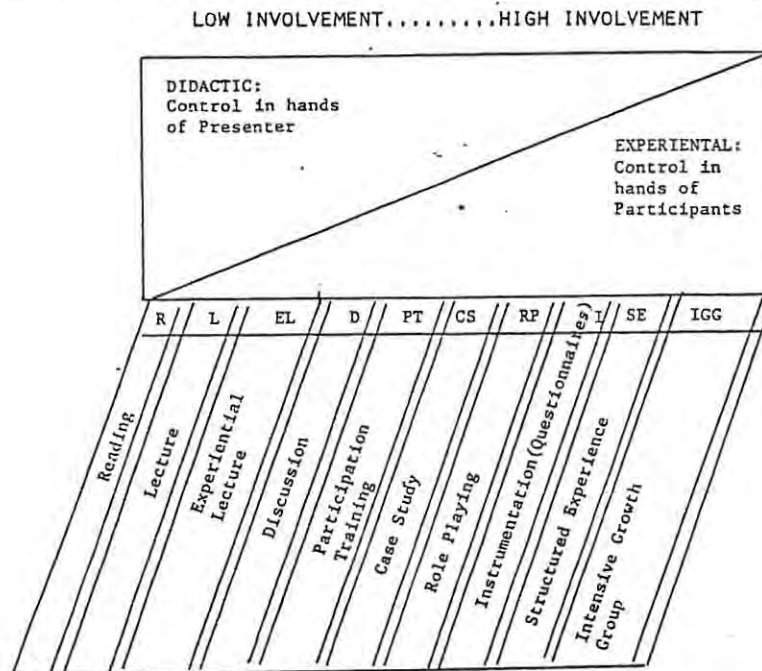
In the East London Teachers' Centre this type of meeting has tended to emerge amongst the more 'mature' study groups and has required a well developed professional relationship between participants. The critical evaluation of the activity has needed to be of a constructive nature and to be so perceived by participants. If they are threatened by it they are unlikely to participate fully and the objectives of the meeting will be frustrated.

7,4 Summary : Teachers study groups and objectives

In practice in the East London Teachers' Centre it has been observed that the more effective study groups (effectiveness being defined by a high percentage of attendance of the teachers who could possibly do so) tend to use these two broad objective approaches -

design for lower ranges of cognitive domain and design for affective objectives. The control of the Inset activity, and so the learning process, tends to vary from a high ratio of presenter control with some participant control to participants in full control. A modification of the Vroom and Yetton model of selecting appropriate presentation methods was developed by the Teacher Development Branch of the Education Department of Western Australia (Monograph No 6 1981:Unnumbered page).

Diagram 7,3. Selecting presentation methods



(Monograph No 6 1981:Unnumbered page)

The methods used are participating methods and could be said to reflect a professional maturity as professional growth is accepted as such an important goal that

teachers are prepared to make themselves professionally vulnerable by participating in growth exercise and accepting that there is room for personal growth. The methods employed are extremely important as they provide both the vehicle for participation as well as the motivation. By this is meant that the methods used such as a problem solving exercise promote involvement. It is difficult to be unmoved by a well structured discussion. Progressively teachers become more open as they participate - a group climate of sharing can develop.

7,5 Organisation for presentation

Teachers' Centres at their inception were generally fairly informal institutions. The teachers were self-motivated and generally intent on producing a particular product. The Nuffield Science projects are a very good example of this. Characteristic of these projects was the close co-operation and communication between participants. They also had a very clear view, or developed one as the project progressed, of what they hoped to achieve. Over the years Teachers' Centres have expanded their operation tremendously. An example of this would be the number of staff members involved. In Britain initially, when Centres were taken over by the Local Education Authorities, they had at the most a Warden and a Secretary. Many had part-time Wardens who

taught for 3 days of the week and were Centre Heads for two days. It follows that their scale of operation was restricted by time, personnel and premises. In the Cape Province today the situation is very different.

Teachers' Centres have the following staff:

1. A Head.
2. A Deputy Head.
3. A Media Advisor.
4. A Gifted Education Co-ordinator.
5. A Computer Co-ordinator.
6. Two Secretaries.
7. Cleaning Staff.

During 1989 the East London Teachers' Centre organised over 700 meetings involving 115 study groups and over 24000 people attending formal meetings. The achievement of specific objectives is very important and many participants travel long distances (100+ km) to attend Centre activities and the organisation and content of presentations becomes very important. The co-ordination and instructing of teachers in the presentation methods is a significant role which Teachers' Centre personnel play. Annexure J (Methods and Planning in Teachers' Centres) is a description of presentation methods and their organisation. The process will be described in two approaches, the general planning needed before presentations and the practical methods themselves.

7,6 Conclusion

The managing of the learning situation and an understanding of the adult learning process is most important. There is a very strong argument for the personnel of the Teachers' Centre to manage the design and presentation of study group activities. Equally important is the need for teacher participation in the planning and presentation of these activities. The quality of study group activity could be influenced by the goals set for subject groups and the specific objectives they set for planned activities. A careful matching of method to goal is a basic process in providing Inset.

The teachers participation is essential. To quote Adams

Remember that the personal development of the participants is arguably as important as their professional development; and opportunities for self-expression and for the group to interact should not be overlooked.
(Adams 1982:42).

Teachers' Centres provided just such a forum.

Chapter 8

The Teachers' Centre's role in promoting change and innovation in schools

8,1 Teachers' Centres and innovation

Audry Nicholls emphasised the essential characteristics of innovation when she stated that it was an activity which was fundamental to education, deliberate in happening and aimed at the improvement of professional activity (Nicholls 1983:3).

She noted that innovation was generally intended to improve the provision of education and was not change merely for changes sake. This thought is one which is most important to Teachers' Centres in their provision of Inset Programmes and in the image that they develop of themselves as professionals. It therefore becomes most important that Teachers' Centre activities in the field of innovation should be strongly influenced by the characteristics and needs of effective teachers and effective schools.

In evaluating possible roles for the Teachers' Centre in the development of teachers, the role of the study group and its related activities has been fully discussed in a previous chapter. It would, however, be an incomplete discussion of Teachers' Centre activities if the role of the Centre as an external agent in school development and related teacher development were not described. To

place the Centres' role in context, the definitions of Lawrence Dale might be used (Dale 1982:31). Dale noted that staff development and in-service education were often used as interchangeable terms but that in reality the terms were not interchangeable but were separate functions. He defined the terms as follows:

Staff Development is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role.

In-service training is but one of the several functions of Staff Development.
(Dale 1982:31).

Having established in Chapters Four and Six that there was a strong role for Teachers' Centres to play in Inset, it would appear logical that that role should extend to staff development in the school itself. This has been practically demonstrated by the 1989 Annual Report of the East London Teachers' Centre where it is noted that during the year under review, Teachers' Centre staff members had presented 93 activities in schools involving 2281 teachers.

For the purpose of this study to provide a theoretical background to Teachers' Centre staff development activities, the concept of staff development will be examined briefly.

Snyder's definition of Staff Development broadly agrees with that of Dale and she identified five interrelated

spheres of activity:

1. Training (in-service).
 2. Supervising.
 3. Management.
 4. Organising.
 5. Producing.
- (Snyder 1983:32-37).

Combining the thoughts of Dale and Snyder, a composite overview of the process of staff development would include:

- In-service Training : Pertaining to curriculum development and other subject-related activities such as skill development, subject knowledge expansion, planning and organisation of instruction, resource production and the development of professional support teams.
- Organisational development (Organising) : Building a school climate, solving problems, developing objectives and increasing goal directed behaviour and communication amongst staff members.
- Consultation : Would include workshops, assisting staff in their personal development, implementation and evaluation of teaching and assistance with administrative planning.
- Communication : Assisting and promoting inter-personal communication within the school.
- Leadership : A very broad topic but including suggestions on instructional approaches,

informing teachers of innovations, identifying problems and solutions, evaluating and providing assistance with innovation.

- Evaluation : Needs assessments, resource evaluation and the overall evaluation of staff development.

Harris allocated in-service training as part of the process of planned change within the school or district and emphasises the role in-service plays within an organisational context and identifies that it is one of several organisational changes which result from personnel development (Harris 1969:16).

The process is an on-going one which constantly demands growth of both individuals and the organisation.

Professor William Taylor states that Inset would be unnecessary if:

the teacher acquired from his initial training the necessary knowledge and skills to enable him to teach whatever subjects and age groups he might encounter in his subsequent career.

(Taylor 1970:87).

He further notes that content and methods of teaching are constantly changing and that the social, economic and political context of schools was always changing. It is not possible to equip a teacher at the outset of

his career to meet all these challenges. It follows that he will need support in the process of change and development.

Yeatts clearly identified the teacher as a key figure in any change and states that it is unlikely that they will change merely because "administrators or outside experts" tell them to do so. They would have to be part of the process of defining problems, identifying needs and "receiving help on their own terms" (Yeatts 1976:417).

There are many agencies which could support teachers and schools in their professional development within the school situation but this chapter will focus on the concept of the Effective School and teacher and the role which the Teachers' Centre could play in promoting both. Taylor (1970:95) identifies the gap between teachers' knowledge techniques and approaches acquired through initial or subsequent training and the implementation of these in schools. This chapter will also examine possible strategies of promoting change and the Teachers' Centre role as a change agent in more detail. These processes are complex but very necessary if real change is to be effected - the offering of new skills is not enough (McLaughlin and Marsh 1978:69-94).

8,2 Teachers' Centre and effective schools

The effective schools movement has received a great deal

of attention in recent years as research has shown that effective schools tend to have common characteristics. Not all schools exhibit all of these characteristics but there is sufficient evidence to lead researchers to believe that there are common characteristics which contribute to effectiveness. To define effectiveness is most important and for the purposes of this chapter the definition proposed by Beare et al will be used. They write:

to effect means to bring about, to accomplish; thus to be effective, an action or an institution must bring something about, must accomplish something. Indeed, the term implies the action is deliberate.

(Beare et al 1989:11).

It is knowing what is to be accomplished and planning to achieve that success which is at the root of effectiveness. Beare states:

You are effective if you set yourself a target and hit it. Definition of the target is a prior requirement before it is possible to be effective.

(Ibid 1989:11).

The commitment to 'effectiveness' implies setting objectives, planning and setting those plans in action and finally evaluating them for results. In this process there is much which the Teachers' Centre can do to assist the Principal and his staff in their task of

management of the people involved in the school and, together with other agencies, have an important supporting role to play. If that role is to be defined, an understanding of the role of the school and the people involved needs to be established. In order that the very widespread research may be condensed to contribute to this study, the Roueche-Baker Integrated Model of Excellent Schools will be used as a basis for this chapter (Roueche and Baker 1986). This will be examined with the work of Rutter (1979), McCormack-Larkin and Kritek (1982), Hager and Scarr (1983), Brookover et al (1979) and Keefe and Jenkins (1983). The purpose of this is to establish the parameters within which Teachers' Centre school based activities might be designed. David Reynolds expresses the belief that "schools matter and actually affect children in important ways" and also that "there are substantial differences in the effectiveness of different schools" (Reynolds 1983:271).

It is not suggested that the Teachers' Centre is capable of transforming an 'ineffective' school into an 'effective' school. What can be done is that support can be given to the Principal and his leadership team in the development of the school. This support can be given in a number of ways:

- Helping with the identification of needs.
- Researching material relevant to needs.

- Presenting staff development activities.
- Designing activities for presentation.
- Training staff members in staff development.
- Evaluating development.
- Other activities relating to curriculum.

The Roueche-Baker model has four basic areas of control in the school:

- School climate.
- Effective principal characteristics.
- Teaching excellence themes.
- Student activities.

8,2,1 School Climate

The schools' climate is determined by the perceptions and actions of the people operating within the organisation. Roueche-Baker emphasise the importance of order, purpose-and coherence where there is clarity amongst both teachers and pupils as to a decisive purpose and identity. This is supported by Rutter et al (1979:187) where the importance of teachers' expectations of pupils work and their own actions were seen as very important in establishing a climate. McCormack-Larkin (1982:17) also identified the importance of school climate with an emphasis on a strong sense of academic mission, high expectations and the recognition of personal/academic excellence.

Overall, these studies all indicate to a marked degree that the perceptions of staff and pupils as to the importance of academic time and achievement was central to achievement of excellence. This leads to a pupil-centred school with a successful system of feedback of positive actions (Rutter et al 1979:187).

Implicit in a sound school climate is that there is not only a belief that achievement is possible, but that the school and its activities are so organised that a specific goal of achievement is possible (Roueche-Baker 1986:14) (Rutter 1979:189) (Brookover et al 1979:143-144). McCormack-Larkin and Kritek saw this as essential in the establishment of a strong learning environment.

8,2,2 Effective principal characteristics

The Principal is central to the 'effective' school, a point which is emphasised by Roueche-Baker(1986), Rutter et al (1979) and Brookover et al and Keefe and Jenkins (1984:53).

James Sweeney (1982), in a review of eight studies on principals and their leadership actions, largely supported their findings.

Effective actions by principals were, according to Roueche-Baker:

- Flexibility of Control with an appreciation of the needs of people and task.
- Cohesiveness within the organisation developed

- through common goals and open dialogue.
- Strong commitment to the school mission which fosters a school culture - they are symbolic as well as actual leaders.
 - Recognition of staff and their achievements. They recognise achievement and reward it and equally confront unacceptable behaviour.
 - Problem solving through collaboration and participation. Viable solutions are openly sought using staff members as resources.
 - Effective delegation through a sense of direction with specific outcomes being required from delegated areas.
 - Focus on teaching and learning is the primary task of effective principals.

The Principal's instructional leadership is critical to the schools success. This would lead to policy decisions on homework, evaluation and testing, progress reports, retention and promotion (Sweeney 1982:349).

In James Sweeney's analysis of leadership behaviours positively associated with school outcomes, encompassing eight studies, three leadership activities were common to all studies. They were:

1. Emphasises achievement.
 2. Provides orderly atmosphere.
 3. Sets instructional strategies.
- (Sweeney 1982:351).

The Principal's role in the development of the school and its teachers individually is a complex one, as can be clearly seen from the preceding description of his possible functions. It would be unreasonable to assume that all principals are able to meet all the needs and skills expressed here and it follows that the principals will need support in their efforts to promote the development of the school and its climate.

8,2,3 Teaching excellence themes

Roueche-Baker (1986) identify three broad areas of excellence for teachers actions:

1. Motivation
2. Interpersonal skills
3. Cognitive skills

8,2,3,1 Motivation

The positive nature of excellent teachers has at its centre a strong commitment and belief in both the possibility and the inevitability of success for their pupils. They feel responsible for the pupil's success and plan to achieve it. Although they are goal-orientated they are capable of withdrawing and viewing the teaching situation with a broader perspective. They teach students to learn, think and solve problems and above all they provide a unifying force to the learning

experience. Their perception of motivation is one of reward for progress rather than compulsion.

8,2,3,2 Interpersonal skills

To achieve the above, requires a high degree of interpersonal reaction. The teacher's ability to monitor a classroom situation, to read the correct needs and then to act on them, requires an insight into learning and learning strategies. They clearly need to communicate the expected behaviour to pupils and to inform them of the consequences of incorrect actions. To achieve this, teachers need to be both active listeners who are able to monitor understanding through the pupils feedback as well as command questioning and explaining skills. Excellent teachers through these actions build a rapport with their pupils and are able to empathise with them. They model the behaviour which they expect of the pupils.

8,2,3,3 Cognitive themes

Excellent teachers perceive their pupils as individuals and develop well planned pupil-centred, flexible teaching strategies. Planning and preparation ensure that maximum time is spent on learning. Excellent teachers think their way through lessons and plan for the unexpected. Their style of teaching is likely to be pupil-centred rather than subject-centred with

praise and feedback being prominent amongst teaching behaviours. Lastly they build on their basic knowledge and support logical innovation to develop their teaching (Roueche-Baker 1986, Rutter et al 1979, Sweeney 1982, Zumwalt 1986).

Clearly the school, principal and teachers described above are the composite description of ideal roles and few teachers could aspire to exercising all those skills. There is the attainable goal of becoming more like the ideal teachers and pupils.

Henry Brickell, commenting on a program of school improvement in the New Jersey Department of Education, concludes that the implementation of specific improvements based on research into excellent schools and imposed by external authorities (in this case a panel of five experts) has little chance of success. What is needed is not a focus on specific teaching strategies but on the whole school climate.

Putting it as simply as possible,
the opportunity to learn is constructed
by the school as an institution while the
techniques of teaching are constructed by
the teacher as a professional. Thus, what
the school constructs is more important
than what the teacher constructs.

(Brickell 1980:206).

Brickell follows this with a description of a school which plans for educational time, high expectations of

learning and above all provides the opportunity for individual professionals to exercise their different skills in an atmosphere where learning is the main objective.

The rest of this chapter will be devoted to the possible role that the Teachers' Centre can play in the assistance of principals and teachers in their effort to develop such a school.

8,3 Teachers' Centre and change in the school

Change within the school should be a planned programme that co-ordinates the needs of the individual with the needs of the school. Primarily this task will be directed and overseen by the Principal (Sweeney 1982, Rogus and Martin 1979, and Markowitz 1976). In such a situation the teacher should be aware of his or her need to develop and this may involve a process of making teachers aware of themselves and their place in the school organisation. To achieve this it will be necessary to approach the problem of change with a specific strategy for change. There are three factors involved in successful change:

1. The agent of Change.
2. The strategy of Change.
3. The people involved in the Change.

8.3.1 The Agent of Change

The role of the agent of change (Change Agent or consultant) is recognised both in the business world and education as one which can play a vital role in the successful implementation of change.

There is a role of this nature which the Teachers' Centre can fulfil in education. Ronald Havelock (1978:5) defines the Change Agent as a person who facilitates planned change or planned innovation and his client as the person, group, organisation or community which he chooses to serve. The definition has applications to many of the actions of the Teachers' Centre. In accepting the role of Change Agent, Teachers' Centre personnel should always be aware of the cycle of innovation described by Paul Lengo when he asserted that educational change is programmed for failure. He felt that there were four definite steps involved in the acceptance and abandonment of innovation.

The cycle proposed by Lengo begins with the first step, which is when the new technique is emotionally accepted without much examination (technique could be a programme, model, or theory) (Lengo 1984:70). With the acceptance of the technique, it is propagated by people who have started to implement it with an emphasis on the success which has been achieved in the short term. This is the second stage of the cycle of acceptance and abandonment of the innovation. A characteristic of this

period is the lack of critical approach in the acceptance of the technique. There are people who see themselves as experts in the particular 'technique'. There is little analysis of whether the 'technique' is right, perfect or appropriate, the emphasis is on results. During Lengo's third stage there is a widespread acceptance of the technique within the school district. As with the second stage, the emphasis of the teachers who adopt the technique is on the success which it has achieved. He argued that little was done to integrate the technique into the framework of what was being done in the schools nor was there much attention paid to process and integration of the technique into the educational goals of the school. It is this incorrect focus on the apparent successes of the idea and not its actual processes and contents which lead to the last stage in which the successes that have been achieved are seen to be isolated incidents and in which it is realised that specific training and adjustments to the technique itself must take place to give a higher rate of success, and that the technique cannot be integrated into the classroom on a daily basis without specialised training and analysis. As Lengo points out, "What follows is disillusionment with the lack of instant success, intense criticism, and finally, indifference" (Lengo 1984:70).

Lengo goes on to warn against the implication of change

without careful research into the technique. This cycle can be observed in Teachers' Centres where there is pressure to appear to be at the forefront of educational change and should be avoided wherever possible. The Teachers' Centre definitely has a leadership role to play but the following principles can, with profit, be applied:

1. Leadership involves the pursuit of change.
2. Leadership involves responsibility (for your actions and their effect).
3. Instructional leadership involves change that is uniquely instructional.
(Harris 1977:568).

It can also be argued that there should be a congruency between theory and practice and that change should be based on the free choice of the client. It should not be forced on him. Lastly, and possibly most important, the change should be part of, and pertain to, the working day of the client (Delano 1975:520-1).

The Teachers' Centres of the C.E.D. have adopted the policy that new techniques should be presented in Teachers' Centres. It is general policy that there should be an emphasis on the practical application of presentations to the classroom. It can be argued that if the clients perceive the practical use of the innovation (it pertains to their working day) they might more easily accept and adopt it.

In this process the role of the Teachers' Centre and its

staff as an agent of change is most important. There should be an awareness of the process and the particular roles which could be adopted by the Teachers' Centre. It would be of value to examine a model proposed by Havelock.

Havelock (1978:7) identifies four primary ways in which a person can act as a Change Agent:

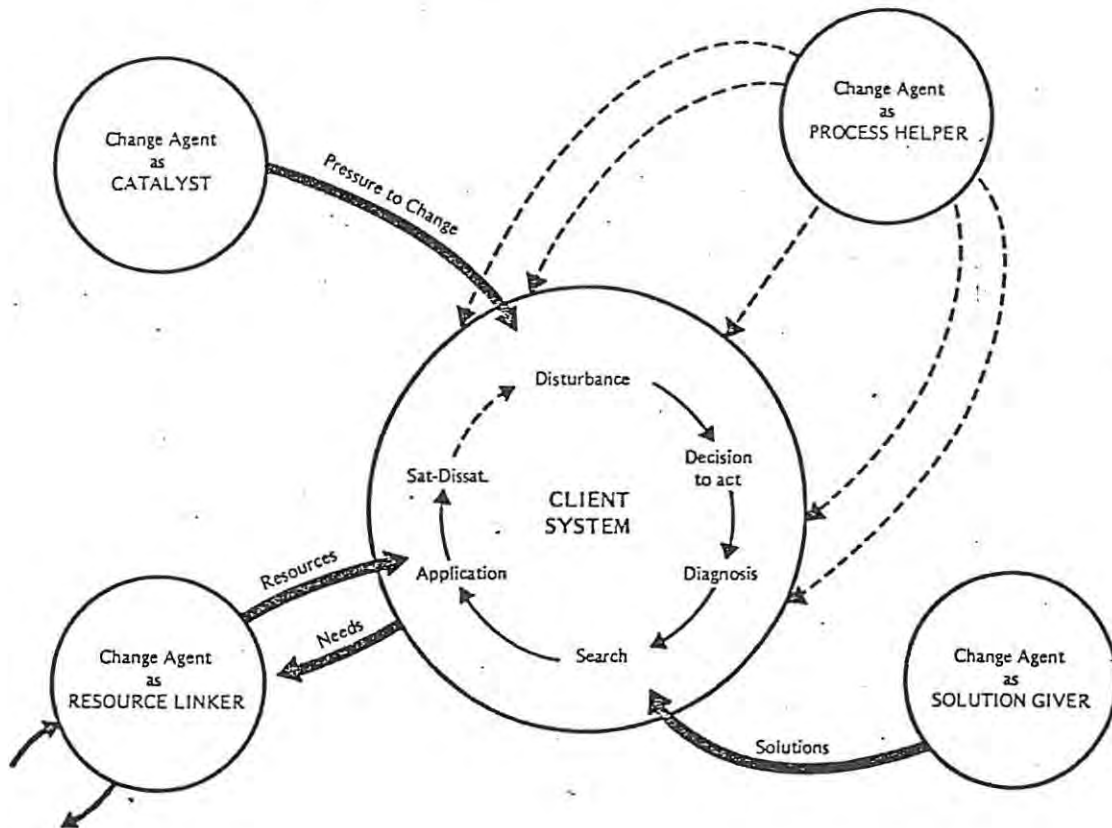
1. A catalyst.
2. A Solution giver.
3. A process helper.
4. A resource linker.

These four categories are largely duplicated by Lieberman and Miller (1979:166-8) where they advocate four roles which to a certain extent overlaps with Havelocks model:

1. Advocate (Catalyst).
2. Client-centred counsellor (solution giver).
3. Monitor/Advisor (process helper).
4. Resource Broker (resource linker).

Diagrammatically, Havelock depicts the process as follows:

Diagram 8,1 The Change Agent : Process and roles



(Havelock 1978:8)

8,3,1,1 Change Agent as catalyst

In emphasizing the role to the change again, Havelock assumes a generality concerning teachers, "Teachers resist change, they want to keep things the way they are" (Havelock 1979:8).

On that basis it can be argued that it is the role of the Change Agent to overcome that resistance and to make people aware of the possibility that change might be

possible and that it might also assist in the achievement of educational goals (or personal goals). The role of the change agent is an active one in which the responsibility for change is adopted by the change agent. Havelock argues that it is essential that the change agent be aware of the necessity of working with the client and not acting independently. The change agent does, however, have a definite leading role to fulfil. "By upsetting the 'status quo', they energise the problem solving process, they get things started" (Havelock 1979:8).

It is this latter quality of energising and getting things going which is an important role for Teachers' Centres as they not only expose teachers to new ideas, models and programmes but in a sense apply pressure on them to be part of the development. This pressure is not a formal pressure (in that teachers are ordered to take part in activities and apply what they learn) but a more subtle one which involves self-motivation to be part of movement associated with the Teachers' Centre and the activities being organised. Teachers do not wish to be 'left behind'. In Teachers' Centres this atmosphere is promoted in many ways, some of which are the following:

(A) The programme

In compiling the programme of events to be presented during a particular period, great care is given to including items which stimulate new ideas or approaches. In this sense 'new' does not mean that it has not been presented in the Centre before, but that it will be 'new' to certain of the teachers.

Therefore, because a programme has previously been presented in a Teachers' Centre it does not necessarily mean that it cannot be presented again at a later date as all teachers are not exposed to it the first time it is presented. It can also be argued that all teachers are not at the same level of development and so a variety of programmes have to be presented to meet different needs for change. It is an endless cycle.

(B) Courses and package ideas

Within the Centres under the control of the Cape Education Department, there is a full complement of professional help. Each of the staff members prepares and distributes a prospectus of activities which makes schools and individuals aware of what can be presented to schools and what assistance is available (See Annexure G).

(C) Contact as a catalyst

Another form in which Teachers' Centre staff convey information of innovations is via personal contact.

This is extensive and takes many forms. Some of them are:

- Being part of planning groups.
- Taking part in activities.
- Consultations with teachers.
- Casual conversation.
- Visits to schools.

The value of this form of exposure is difficult to measure but awareness of change and the need to change is the first step towards implementing effective change and therefore must be very important. This was also seen as important by Havelock (Havelock 1979:113).

(D) Study groups

The study groups are an ideal method of exposing teachers to change ideas. The Centres have the financial and administrative ability to make experts from other areas available to teachers. In the Cape Province the isolated nature (professionally) of many of the Centres (Port Elizabeth, East London and Kimberley) make it important that 'outside' expertise should be brought into the educational circles of the region.

8,3,1,2 Change Agent as solution giver

This function of the Change Agent involves knowing what solutions can be applied to problems. Generally this would involve the promotion of the solutions to the client and their eventual adoption of them in practice. It should be noted that to be an effective solution-giver involves more than merely having the solution and providing it to the client. It is essential that the Change Agent should know when to give the solution and how to give it and above all to be able to adapt it to the client's needs (Havelock 1979:9) also Joyce and Showes (1980:379-385). An important example of this form of Change Agent activity is the so called 'Oudtshoorn' model of educational leadership which has been adopted in certain regions of the Cape Education Department. The model relies on the basic principles of clinical supervision using a pre-visit, visit, post-visit form of implementation and is administered by the C.E.D.'s Superintendents of Education under the supervision and control of the Chief Superintendent of Education of each region. The model concentrates on educational organisation and has as its basis a series of ten questionnaires which are completed by the Principal and staff of the school involved. It involves self-examination and consultation with the Superintendent of Education with goals for improvement being set. The cycle is an open-ended one with continual change and improvement of operation being the goal of the exercise.

The ten questionnaires cover the following areas:

- One: Educational Leadership Structure in the School.
- Two: The Head teacher as educational leader with reference to his role as an instructional leader.
- Three: The subject head as an educational leader.
- Four: The standard head as an educational leader.
- Five: The tutor teacher as an educational leader.
- Six: Curriculum development and instructional leadership.
- Seven: Self-evaluation of the teacher.
- Eight: Co-curricular activities.
- Nine: Parent and community involvement.
- Ten: Educational administration and organisation.
(C.E.D. Questionnaires).

Although the model described above is administered by the Superintendents of Education and Principal and teachers, many of the questions raised as a result need solutions. The questionnaires define actions. What is needed is a means of making those actions effective and it is in this field that the Teachers' Centre has much work to do in support of the people directly involved in the change.

The personnel of the Teachers' Centre also have much to offer in this area with programmes being developed for specific schools taking into account the needs of the schools. The chance of adoption of these programmes is increased by the personalised approach following much the same process as described by Joyce and Showers. An example of the variety of solutions available is shown in Annexure G which is titled 'School Focus'.

Three documents are included in this study as examples of activities or source documents which can be developed by Teachers' Centre staff in response to their role as Change Agents (Annexure F and H). A short description of the use of each is given below.

Annexure F

Characteristics of success (Dale College Junior School)

This document is used as the basis of the initial activity of a short course consisting of three parts. The focus is on analysis of teachers beliefs of their school's performance in the categories of School Atmosphere and Planning. The emphasis is on the practical application of school goals (E.L.T.C. Handout).

Annexure H

Effective Behaviour Source Document

Included also as an appendix is the source document from which Teachers' Centre evaluations are written in East London. The document consists of various aspects of effective behaviour in schools and is presented as a statement followed by the essential elements which would make the statement valid. This document was compiled in the East London Teachers' Centre by a staff committee and has served as the departure point for the design of a number of activities.

8,3,1,3 Change Agent as process helper

In this particular role the Change Agent assists teachers in understanding how change comes about in individual and organisations and assists them in the manner in which change can be brought about and staff development. Havelock (1978:9) lists the following areas in which assistance can be given:

1. Showing the client how to recognise and define needs.
2. Showing the client how to diagnose problems and set objectives.
3. Showing client how to acquire relevant resources.
4. Showing client how to select or create solutions.
5. Showing client how to adapt and install solutions.
6. Showing the client how to evaluate solutions to determine if they are satisfying his needs.

Essential to the effective exercise of the role of the Change Agent is an understanding the source of authority. Shirley Markowitz (1976:369), in writing on authority of supervisory behaviour, identified four categories of authority which teachers accepted. They were:

- (a) Authority of legitimacy
- (b) Authority of position, including sanctions inherent in the position
- (c) Authority of competence, including technical skills and competence
- (d) Authority of person, including leadership and human relations skills.

Commenting on the work of Robert Peabody, she noted that he had examined and compared perceptions of the basis for authority and concluded that "teachers seem to value competence over authority of person, position or legitimacy" (Markowitz 1976:369).

Teachers' Centre personnel could, with profit, note these findings and apply them to their approach to providing a consultant service.

8,3,1,4 Change Agent as resource linker

In this particular category the Change Agent brings together clients with people, who will help them make the best use of resources inside and outside of their own system. By system we mean the educational circle in which they move on a day to day basis. Teachers' Centre have a multifaceted role to play in this particular category. The Centre itself is a way of bringing people together in a manner which allows them to act as resources for each other. The most basic example of

this is the study group. Other roles that the Centre might play is using its financial resources to buy in speakers, material, etc. It also is in a position to develop resources. These can range from examination papers banks, specific articles on aspects of teaching to the Inset activities described under the Change Agent as a solution giver (Havelock 1978:9).

Annexure I, High School Maclear Parental Workshop is such a programme. To illustrate the role of the Teachers' Centre as a solution giver, Annexure H is included in the study (High School Maclear Parental Study). In an effort to make parents aware of the role that they could play within the school's activities, a worksheet was developed which focussed on certain significant areas of involvement in the school. These include parental support of the school through showing interest in their children, service to the school and the building of school spirit. The parents and teachers met in small groups to discuss the relative merits of the actions listed in the annexure.

8,4 Overview of the Change Agent process

A number of authors have identified several levels of impact of Change Agent activities. Three studies which have a similar approach are Joyce and Showers (1980), Fairman and Renne (1983) and Havelock (1978). In diagramatic form their levels of acceptance of change

would appear as follows:

Diagram 8,2 Levels of acceptance of change

	<u>JOYCE AND SHOWERS</u>	<u>FAIRMAN AND RENNE</u>	<u>HAVELOCK</u>
1.	Awareness	Clarity	Awareness
2.	Concepts and	Acceptance	Interest/ Information seeking
3.	Organised knowledge	Support	Evaluation
4.	Principles and skills	Internalisation	Trial/Test
5.	Application	Advocacy	Adoption
6.	Problem solving	Goal focus	Integration

(Own Diagram)

In each case they advocate that the persons who will ultimately have to accept and implement innovations will have to move through these steps in a sequential stage. This will lead a teacher from awareness in all three studies to the level where the teacher has integrated the skill or knowledge internally and it becomes part of his teaching practice.

Kenneth Blanchard (1983:73-83) further postulates that in any activity the people involved in it will be at different developmental levels and in identifying these he also identifies leadership behaviours which are appropriate to the developmental level of the person

being trained. Blanchard identifies two forms of behaviour in leadership:

(A) Supportive: is defined as:

the extent to which a leader engages in two way communication, listens, provides support and encouragement, facilitates interaction and involves the follower in decision making.
(Blanchard 1983:75).

(B) Directive: defined as a one-way action :

The manager spells out the followers role and tells the follower what to do, where to do it, how to do it and then closely supervises performance.
(Blanchard 1983:75).

He further defines developmental levels on four levels:

Developmental level 1 : Person unable and unwilling or insecure in performing a task
Developmental level 2 : He is unable but willing to do the task.
Developmental level 3 : He is able but unwilling or lacks confidence to do the task.
Developmental level 4 : He is able and willing to do the task.
(Blanchard 1983:78).

It follows, says Blanchard, that you should match your leadership style to the developmental level of the person whom you are leading giving the following result:

Developmental Leadership Style		Leadership action Characteristics
Level 1	Telling	High Directive Low Supportive
Level 2	Consulting	High Directive High Supportive
Level 3	Participating	High Supportive Low Directive

Level 4 Delegating

Low Supportive
Low Directive
(Blanchard 1983: 79).

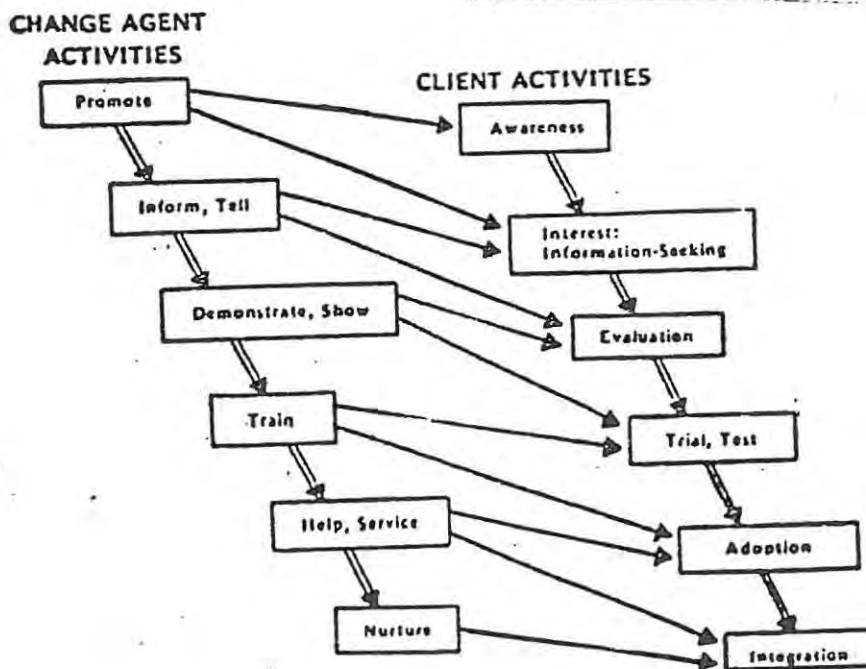
Fairman and Rennie have taken this model and developed it to fit their notion of goal focus giving the following result:

<u>Developmental Level</u>	<u>Leadership Style</u>	<u>Goal focus</u>
Level 1	Telling	Goal clarity
Level 2	Consulting	Goal acceptance
Level 3	Participating	Goal support
Level 4	Delegating	Goal Inter-nalisation and advocacy

(Fairman and Renne 1983:30).

Havelock also put together the roles of change agent and client developing the following interlinking model:

Diagram 8,3 Change Agent activities



(Havelock 1978:115)

The value of all this research is to make Teachers Centre staff aware that if they wish to function as agents of change they should clearly understand that it is a process. A process which has clearly progressive steps in which the change is brought about within the client person in such a way that successful implementation is achieved. To do so, requires not only understanding of the process but also an awareness of the skills that are required for the agent of change to be able to match activities with the needs of the client of the change. The process is a highly dynamic one and is very demanding of the Teachers' Centre but it has a very real role to play in the provision of change and for the development of resources.

The real challenge to Teachers' Centres lies in developing an infrastructure and working pattern which will allow it, to the extent of its limitations, staff, finance, facilities, to provide for four change agent roles proposed by Havelock - catalyst, process helper, solution giver and resource linker.

Chapter 9

Conclusions, Implications and Recommendations

9,1 Introduction

This study has been conducted within certain parameters.

They are the following:

9,1,1 That Teachers' Centres in the Cape Province have been established to promote Inset and professional development.

9,1,2 That Teachers' Centres in the Cape Province are part of a hierarchy of providers for Teachers' needs for professional growth and Inset.

9,1,3 That Teachers' Centres fulfil their role through support and initiating of Inset and professional development.

The purpose of this study has been to give a general view of the nature and scope of Inset and professional development and specifically, to suggest ways in which the Teachers' Centre might support teachers in that function. The study also focusses on the specific actions and principles underlying Inset and the actions needed to be taken within the Teachers' Centre to promote these - in this respect, the practical actions taken in the East London Teachers' Centre have been used as illustrations.

9,2 Conclusions

9,2,1 Professional development of teachers

- Teachers are involved professionally in an on-going process of improvement. Professionally evolving their attitudinal approach to work, their knowledge, skills, expertise and understanding of their profession.

(See 3,1; 3,2; 3,3; 3,4; 6,4).

- Teaching experience alone is insufficient for professional development of teachers (3,4). Teachers need to be more active in the development of their profession (3,4,1; 4,2; 4,3).

- Teachers' Centres have a significant contribution to make in the development of professionalism through programmes and activities which address the nature of professional growth (3,4,1; 4,2; 4,5).

- The principles of sound professional growth must be practically illustrated by Teachers' Centres (3,5) and factors limiting success must be addressed in their planning (3,6).

9,2,2 Teachers Inset Needs

- Teachers needs for professional growth vary from time to time and bear some relationship to their professional life

(e.g. induction, extension, refreshment, conversion and other specific needs) (4,6; 4,7).

- The establishing of teachers needs for Inset is of crucial importance to the success of any activity (4,2; 4,4; 4,5; 4,6; 5,4; 4,1).

9,2,3 The Teacher as a learner

- Teachers as adults learn in a manner which is significantly different to the manner in which children learn (5,1; 5,2; 5,3; 7,1).

- There are significant differences in individual learning which need to be addressed in Teachers' Centre activities (5,4; 5,5).

9,2,4 Study groups

- The Teachers' Centre study groups are an important aspect of Teachers' Centre Inset and can play a significant role in meeting teachers Inset needs (4,7; 6,1; 6,2; 6,4; 7,1).

- Study groups are a multi-purpose flexible instrument for Inset (6,2; 6,3; 7,3; 7,4; Annexure J).

- The planning process of study groups is vital to their success (6,4; 7,5). With the method chosen for the presentation of activities being important to the achieving

objectives set for the training (6,4; 7,1; 7,3; 7,4; Annexure J).

9,2,5 Teachers' Centre and change in the schools

- There is an awareness amongst educationalists of the need for change and innovation in schools (8,1).

- Themes of excellence for schools are being addressed by many educationalists (Education Departments, Superintendents of Education, Teachers, Principals, Teachers' Centres and many others (8,2).

- Teachers' Centre has a role to play in the process of change in schools as a catalyst, process helper, solution giver and resource provider (8,2; 8,3).

- The process of change is a structured one which needs to be managed correctly if changes are to be effective (8,3; 8,4; 8,5; 7,2). In this process the Teachers' Centre should co-operate closely with Principals, teachers and Superintendents of Education (8,2; 8,3).

9,3 Implications of study

The implications of the Study are wide but for the purposes of this conclusion five main implications will be identified.

They are:

- 9,3,1 Climate within Teachers' Centres which promotes effective training.
- 9,3,2 Building networks.
- 9,3,3 Planning for Inset in Teachers' Centres.
- 9,3,4 Teachers' Centre's internal planning.
- 9,3,5 Development of school focussed activities.

9,3,1 Climate within Teachers' Centres which promotes effective training

The task of creating a climate in Teachers' Centres which promotes participation by teachers in its activities is extremely important. The following are mentioned as some of the ways in which this can be achieved:

- The Professionalism of the staff of a Teachers' Centre.

The performance of the Staff members should encourage confidence in their professional abilities. They must be expert in organisation and be respected educationalists, able to advise on the process of Inset. They are vital change agents and must understand their task.

- The Building and its facilities. The effectiveness of Inset is enhanced when the atmosphere in which it is presented is comfortable and suitable to the course being presented.

- It is essential that the correct climate be created that

teachers see the Teachers' Centre as 'their' place and that they take part in both the planning and presentation of activities. It is essential that Teachers' Centres be places where teachers are both the givers and the receivers of training. Those teachers who attend only to receive have not grasped the purpose and strength of Centres and it is the task of Centre Staff to promote this understanding.

9,3,2 Building networks

A Teachers' Centre can gain much in effectiveness if the networks of co-operation and understanding between Teachers' Centre staff and their clients is professionally strong. The staff of Teachers' Centres have the task of identifying and involving teachers in its activities. The strength of the network will depend on what relationship between Centre and client is produced, how effective its identification needs is and how closely it serves the purpose or meets the professional needs of the persons involved. To build a network of this nature takes time and expertise and the confidence of the teachers will be effectively won by the professional ability and behaviour of Centre staff. Networks of importance to Centres will include teachers, schools, officials of education departments, superintendents of education, principals and the advisory council of the centres.

9,3,3 Planning of activities

The success of the Centre's activities will, to a great extent, depend on how effective the planning of activities are. Planning in this sense is the overall cycle of Inset provision.

- Identifying needs.
- Setting objectives.
- Developing plans and activities (using adult learning as a basis of presentation).
- Managing the implementation of the plans.
- Evaluating success and resetting objectives.
- The involvement of a wide variety of teachers and officials in the planning process will promote a greater chance of success.

9,3,4 Teachers' Centre internal planning

To achieve the objective 9,3,3 above will require efficient planning within the Centre itself and the following themes could be important:

- Developing resources within the Centre which would facilitate the successful achievement of plans. These could include information, books, articles, programmes, equipment, facilities and any others that are pertinent to the activity.
- Developing people who work in the Centres is essential.

The staff of the Centre are the single most flexible and important resource available to the Centre and it is important that their professional, planning, and communication abilities be developed. Their insight into and expertise with the presentation and development of activities is also important. It has been recorded widely that Centres are only as successful as the individuals who manage them.

9,3,5 Developing of school focussed activities

As much of the professional development and Inset is focussed on schools and their operations, it implies that Teachers' Centres should develop both the staff and programmes which can provide a successful support to the school and other agencies which are involved in school development. Skills in and understanding of the change process must be developed by staff members of the Teachers' Centres. Professional ability in every sense is the foundation stone upon which success consultancy is built.

9,4 Recommendations

Teachers' Centre Staff

The central role played by the staff of the Centres in their success is undisputed and it follows that the best possible teachers (professionally and personally) should be drawn to service the Centres. To achieve this, attention should be paid to the following:

9,4,1 Professional freedom

In the Cape Province the Centres operate in an atmosphere of professional freedom and lack of prescription which encourages initiative and responsibility. This is essential and should be preserved. Teachers plan to meet needs.

9,4,2 Conditions of service

To draw the best possible teachers, an incentive for promotion is essential in Teachers' Centres. There should be a sufficiently high post level attached to the position to draw adequately experienced and qualified teachers to the Centres. They should see the position as one of professional advancement.

9,4,3 Funding

Teachers' Centres should be adequately funded to provide quality products.

9,4,4 Relationships

The interrelated nature of the various agencies of professional development should be recognised and developed.

9,4,5 Time and Inset in South Africa

Consideration should be given to the allocation of a certain number of school days per year to the exclusive pursuit of Inset. The distances which have to be covered in rural areas to reach Teachers' Centres, together with small rural study

groups, make it important that effective Inset should take place. To ensure success, adequate time should be made available for Inset; that way the activities presented could be designed to allow a wide range of activities which would enhance the chances of successful training.

South Africa faces many problems in its need to provide education for all its peoples. Central to these problems is the number and the quality of its teachers. Teachers' Centres have a very significant role to play in the future development of teachers to meet the needs of the people of South Africa.

TEACHERS' CENTRE EAST LONDON

Redhouse Avenue
Vincent
5247

ONDERWYSERSENTRUM OOS-LONDEN

Redhouseslaan
Vincent
5247

☎ (0431) 55376/7



20 January 1987

Dear

STUDY GROUP ORGANISATION; 1987

During 1986 we commenced an experiment of providing Teachers' Centre days and focussed principally on the organisation of the day the provision of facilities. An opportunity was created for more teachers than ever to attend these meetings and they highlighted the importance of continuing professional growth. An analysis of the Teachers' Centre days revealed the following teacher opinion:

Positive

The meetings

- Focus on work in the classroom.
- are provided for teachers by teachers.
- provide a chance for interaction and knowledge sharing.
- broaden ones perspective.
- respond quickly to classroom needs.
- give comparative standards.
- are motivational.
- lead to growth professionally and knowledge of colleagues.
- cater for different levels within a subject (Mathematics was a fine example of this).

2/.....

Negative

- not all topics were of interest to me. (Standard and class related).
- speakers not effective (I know more!)
- teachers there to be "entertained" and wish to receive ideas but do not wish to give ideas or participate.

What do we wish to do?

To ensure that the provision of topics on the Teachers' Centre days is as effective as possible we wish to propose a two stage plan.

Stage I

27 January 1987 - Teachers' Centre - 12h00 to 17h00.

Participants - Subject group Chairmen.

Programme

12h00 to 15h00	SWOT Analysis of Subject Groups
15h00 to 15h30	Tea
15h30 to 17h00	Mission Statement for Subject Groups
17h00	Refreshments


Stage 2

28 January to 13 February 1987

Planning meetings for subject groups.

Your attendance at these meetings is vital to the success of our provision of study groups and I look forward to your participation.

Yours sincerely


J.H. BADENHORST
HEAD: TEACHERS' CENTRE

Notes attached:

1. Teachers' Centres and the provision of effective inset.
2. Meeting type handout.

TEACHERS' CENTRES AND THE PROVISION OF EFFECTIVE INSET

There is no question that in the world today one of the most important questions facing educationalists is the matter of their own continual professional growth. If teachers are to be accepted as fully effective professionals they must be seen to control and practice a specialised body of knowledge and skills. This control includes a professional approach to continual update and development of teachers functions. Teachers' Centres certainly have a vital and important role to play in this sphere, what follows is a number of thoughts relevant to that area. They are by no means meant to be complete but are basically listed to promote discussion and to direct thought.

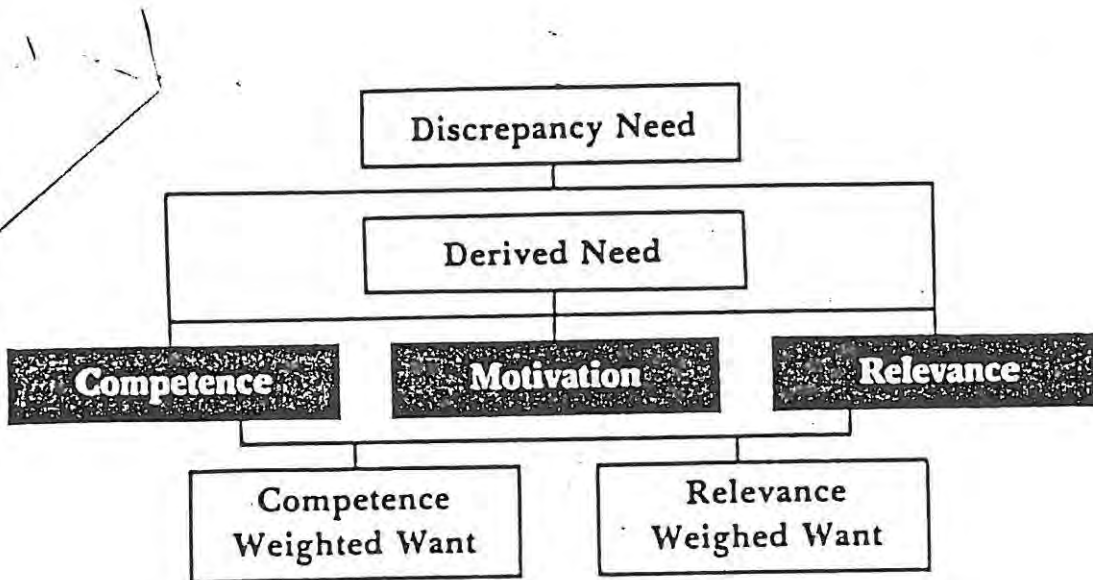
Teacher Needs For In-Service Education

Areas of Need

Individual Professional	Functional Group	School Unit
----------------------------	---------------------	----------------

(1)

Types of Need



(2)

GRID ANALYSIS OF TEACHERS' IN-SERVICE NEEDS

(3)

TYPE OF NEED		DESCRIPTION	EXAMPLES	MODE OF IDENTIFICATION	SOME QUESTIONS FOR MANAGEMENT	
TEACHER-CENTRED	SPONTANEOUS	POSITIVE	<ul style="list-style-type: none"> - Seeks 'special interest' short course/workshop - Seeks career development short course - Seeks career development secondment 	<ul style="list-style-type: none"> - Local industrial archaeology - For senior management - For Advanced Diploma part-time degree, etc. 	<ul style="list-style-type: none"> - Approach by teacher to Head of Department, etc. 	<ul style="list-style-type: none"> - Can the request be justified? - How is the applicant himself viewed? - Are financial and other resources available?
		NEGATIVE	<ul style="list-style-type: none"> - Seeks support because of chronic inability to cope with job despite training/experience 	<ul style="list-style-type: none"> - Difficulty in adapting to mixed-ability teaching - Acute class-control problems 	<ul style="list-style-type: none"> - Approach by teacher to Head of Department, etc. 	<ul style="list-style-type: none"> - Are staff adequately monitored and difficulties appreciated? - Are effective support facilities available?
	ASCRIBED	POSITIVE	<ul style="list-style-type: none"> - Is recommended for career development short course because shows promise - Is recommended for secondment because shows promise 	<ul style="list-style-type: none"> - For deputy heads, F.E. Staff College, etc. - Diploma in Language Teaching, etc. 	<ul style="list-style-type: none"> - Job record - Observation by Head of Department, etc. 	<ul style="list-style-type: none"> - Do colleagues' views endorse management's? - Are financial and other resources available?
		NEGATIVE	<ul style="list-style-type: none"> - Is considered to need support because of obvious performance deficiencies. 	<ul style="list-style-type: none"> - Adverse reports during probationary year - Colleagues having to intervene 	<ul style="list-style-type: none"> - Observation by Adviser, Head of Department, Professional Tutor - Complaints by students 	<ul style="list-style-type: none"> - Are steps taken to check diagnosis? - Are effective support facilities available?
WORK-CENTRED	SPONTANEOUS	<ul style="list-style-type: none"> - Seeks training to meet current job demands for which he is un-/inadequately trained - Seeks training to meet impending job demands for which he is un-/inadequately trained 	<ul style="list-style-type: none"> - Induction course/workshop/tutorial in classroom techniques, Modern Maths - Short course/workshop in objective testing, performance objectives, etc. 	<ul style="list-style-type: none"> - Approach by teacher to Head of Department, etc. 	<ul style="list-style-type: none"> - Are new staff adequately monitored and their needs catered for? - Are future requirements being anticipated and provision made for meeting them? 	
	ASCRIBED	<ul style="list-style-type: none"> - Is considered to need training to meet current job demands for which he is un-/inadequately trained - Is considered to need training to meet impending job demands for which he is un-/inadequately trained 	<ul style="list-style-type: none"> - Induction course/workshop/tutorial in classroom techniques, Modern Maths, etc. - Short course/workshop on new examination structures redeployment skills, etc. 	<ul style="list-style-type: none"> - Lesson observation by Head of Department, Professional Tutor, etc. - Review by Head of Department of demands likely to be made by impending developments. 	<ul style="list-style-type: none"> - Have individual teachers' work needs been accurately identified? - Can appropriate courses/workshops be organised? - Will courses/workshops be run in advance of the implementation of changes? 	

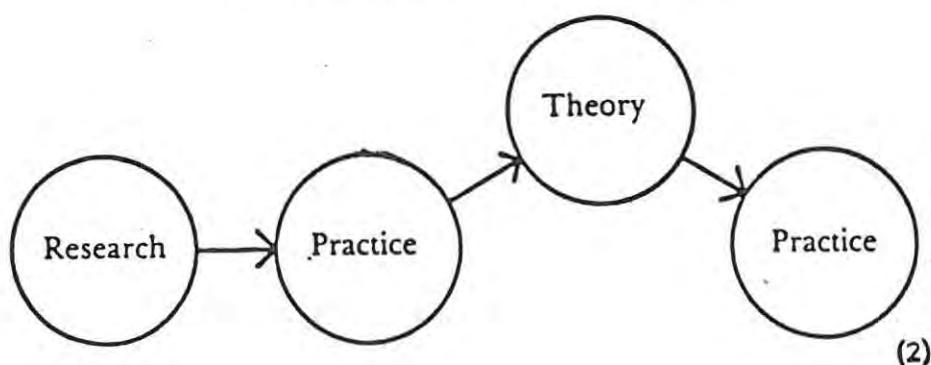
TEACHERS' CENTRE REACTION TO TEACHER NEEDSA TYPOLOGY OF SHORT COURSES. (PETER RETL.)

Graded in order of the amount of prior investigation needed and the degree of uniquely personal relevance involved. (A) being the lowest investigation and relevance and (F) being the highest.

(4)

RATING	COURSE	NEED	CONTENT
A	Interest Courses	Spontaneous Teacher Centred	Theme relevant
B	Enrichment Courses	Ascribed work Centred	Theme relevant Sometimes job relevant
C	Aspirant Courses	Positive Teacher Centred	Job relevant
D	Proving Courses	Work Centred with Teacher Centred results	Job relevant (In posts already held)
E	Expertise Development Courses	Work Centred with Teacher Centred overtones	How to do plus teacher expertise development
F	Shortfall Courses	Primarily negative teacher centred with work centred overtones	Teacher relevant

In responding to these needs Teachers' Centres have a very essential planning framework within which to operate. Primarily their approach should be a developmental one.

THE DEVELOPMENTAL MODEL

(2)

In the design of courses the components of training as presented by Joyce and Showers are relevant.

1. Presentation of theory or description of skill or strategy;
2. Modeling or demonstration of skills or models of teaching;
3. Practice in simulated and classroom settings;
4. Structured and open-ended feedback (provision of information about performance);
5. Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom).

(5)

The actual establishment of relevant needs can be a great problem, a number of approaches can be used:

Establish through

1. What research says.
2. What your experience leads you to believe.
3. Using successful teachers.
4. Using committees of teachers.
5. Using the Superintendents of Education.
6. Using structured needs analysis circulars:
 - (A) Open Questions
 - (B) Structured questions
7. Using composite committees.

N.B. It is vital that a THOUGHTFUL match of NEED and METHOD are used when designing a course to provide an EFFECTIVE INSET.

AREAS OF PROVISION

- Can be
- (1) Study Groups. (Random meetings. Teachers' Centre Days)
 - (2) Day Seminars.
 - (3) Staff Development exercises.
 - (4) Staff Development packages.
 - (5) Consultancy.
 - (6) Image building.
 - (7) Resources - Equipment
 - People
 - Programmes

In the development of resources a vital role can be played by seconded teachers. Objectives in this area could be

- Specific projects e.g. Sing Nightingale.
- Areas of Teaching where needs are pressing e.g. New Syllabus no textbook, new components in teaching.
- Resource development.
- Specialised knowledge needed to develop short courses.
- Act as mentor to beginner teachers.
- Develop study group programmes that meet needs.

Benefits of Secondment

For Teachers' Centre

- Centre has use of specialised knowledge.
- Subject focussed programme bank can be built up.
- The seconded teacher brings fresh insights into Teachers' Centre.
- In-Service has a sound base and can be thoroughly prepared by a full-time worker.

For the Teacher

- He develops skills in his subject.
- He develops a wider outlook on the teaching of his subject.
- He has time to research the teaching of his subject.
- His leadership and organisational skills are developed.
- He meets teachers on every level from beginner to the Director.

Conclusion

The Future

Teachers' Centres will only function as they should if they develop those areas which they are strongest. Bob Gough of the Southwork Teachers' Centre has suggested the following characteristics of Teachers' Centres.

- a) They are local and easily reached.
- b) They are "neutral" ground. All teachers are equal, no matter their rank. It is "our" place.
- c) They provide a service that responds readily to needs.
- d) Teachers can express their needs.
(Deficit and Developmental) without fear of appearing unprofessional or incompetent.

- e) Specific needs can be met without a delay which makes the provision less powerful.

(6)

We must as providers of in-service realise that there are reasons why teachers resist in-service. We must acknowledge this and plan to reduce the power of those resisters.

Reasons why teachers resist Inset (No particular order).

- Teachers are happy to learn new knowledge but not so happy to learn new skills or attitudes.
- Teachers cannot accept that their job is a management job in a sense.
- Teachers are inordinately dependent on the way "authority" wants them to teach
- Teachers like things the way they are. (7)
- In-Service education doesn't necessarily make you a better teacher.
- Inset takes up my free time. (8)
- "We would love to be involved but our school programme is too busy.
- "The staff is conservative in its approach to innovation".
- The In-service is not relevant to our school. (9)
- "I have my own style of teaching which works."
- "Teaching is an art not a "learnable function." (10)

These points are valid to varying degrees but can all be overcome through careful planning based on sound in-service principles, some of which are contained in the excerpt below. (11)

Selected Points for Effective In-Service Programmes

By following many of the previously discussed and empirically tested principles, teacher educators may direct successful in-service programmes. Below are nine key conclusions that may act as an initial set of criteria for effective in-service programme development:

1. Teachers will benefit from those in-service programmes in which they have some voice in selecting the goals and activities.
2. Teachers in the field tend to be more influenced by school-oriented in-service programmes rather than by college- or university-based courses.
3. The objectives of any in-service programme should be clearly and specifically stated.

4. Individualized small group training experiences may produce more positive and lasting results than will programmes which feature common activities for all participants.
5. If in-service training is to improve system operations significantly, then the teachers' personal goals and needs must coincide with those of the school district.
6. In-service training is more likely to be effective if adequate time is provided within the teacher's current work schedule.
7. Incentives must be identified for participants.
8. Involvement of the building principal in the in-service programme is critical for success.
9. Evaluation of any aspect of the in-service is important, for it provides feedback so that necessary adjustments can be made while the programme is in operation.

(This handout is intended for use with "The East London Teachers' Centre, Activities 1986/7 and Teachers' Centre Day annexures.)

References:

1. Douglas Craigie - In-Service Education and Training (1982.)
2. Edward Scissons - A Typology of needs assessment definition in adult Education (1982).
3. Peter Reti - A grid for analysing teachers in-service needs (1980.)
4. Peter Reti - A Typology of In-Service Short Courses for Teachers. (1982)
5. Bruce Joyce and Beverley Showers - Improving In-service Training. (1980)
6. Bob Gough - Staff Development - as part of the continuing education of Teachers (1985).
7. H Gray and I Cunningham - Management courses for Teachers (1974).
8. R Vandenberghe - Meaning of the demand of a "practice-centred" In-service training (1978).
9. Trevor Kerry - Barriers to, and pre-conditions for, innovation in primary teaching. (1985)
10. Ann Lieberman - Staff Development. (1979)
11. Donald Orlich - Some considerations for Effective In-service Education (1983).

ANNEXURE C

REPORT ON THE ACTIVITIES OF STUDY GROUPS IN THE EAST LONDON
TEACHERS' CENTRE WITH AN EMPHASIS ON TEACHERS' CENTRE
DAY

CONTENTS

1. Principles of Study Groups
2. Provision of Inset - East London
3. Organisation of meetings
4. Forms of meeting
5. People Involved

J H BADENHORST
HEAD : TEACHERS' CENTRE

1. Principles of Study Groups

The following principles of teacher professional growth are basic to the East London approach to Study Groups.

A. Teachers personally and their specific needs are the focus of Study Group activity

- Therefore - Teachers plan
 - Teachers identify needs
 - Teachers are involved in presentations both as presenters and more importantly as participants in meetings.
 Meetings frequently require preparation by both presenters and audience.

B. Teachers have different needs at different times and they are in the best position to judge when needs are the most important and when they are important.

In this respect the word teachers refers to all people within the teaching profession. (Teachers, Headmasters, Superintendents of Education and Teachers Centre Staff)

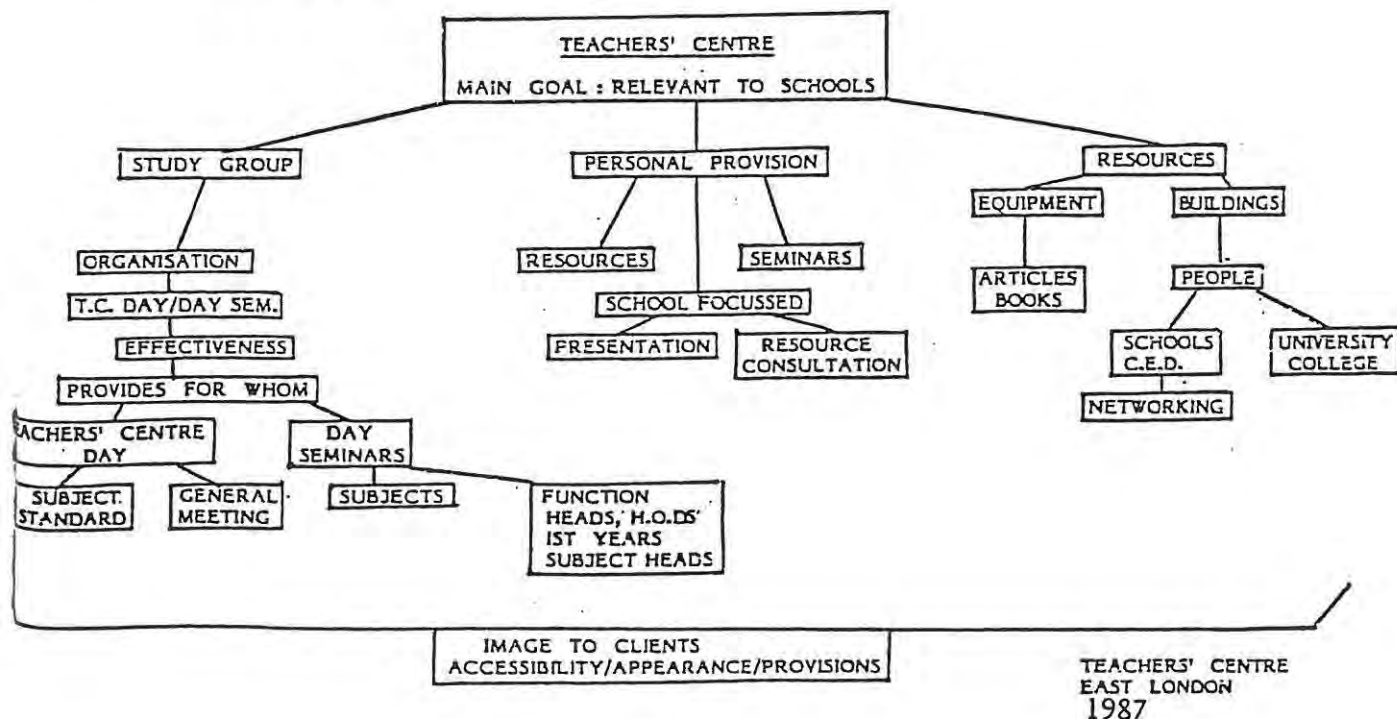
C. The pace of growth varies - with spurts of activity being followed by relative inactivity

Study Groups rise and fall in importance as needs change. It is important to be aware of the fluctuations and anticipate them with centre support.

D. Time is the most important aspect of developmental change

It is essential that study groups have an ongoing direction in their actions and that teachers in the service area are continually in contact with the group and its growth. Single meeting of interest have little impact on teaching in schools and it is the improvement of instruction in schools which is our main objective. The Study Groups with their regular meetings and response to needs play a vital role in this development.

2. Provisions of Inset - East London.



This organisational chart represents the activities of the East London Teachers' Centre as can be seen the Study Groups are merely a part of the Centre's total provision of Inset but it remains the most important. The following groups meet during the year.

Teacher Centre Days

1. Cradock (Twice a year)
2. Burgersdorp (Four times a year)
3. Elliot (with SAOU) (Four times a year)

These days consist of a single round of subject based meetings involving between 130 and 170 teachers.

4. East London (Twice a year)

A double round of subject based meetings usually around 54 meetings in an afternoon involving between 1750 and 2000 teacher attendances. Most teachers attend two meetings in that afternoon.

Other Study Groups which meet during the term. Head Teachers, Deputy Heads and H.O.D's, S.A.T.A., S.A.O.U., Subject Heads, 1st year teachers, Orff Music, E.L. Schools Music Association, S.A.S. Music Teachers, Primary art association, Eisteddfod Committee, Scg., Gifted Child meetings, Problem Solving, Media Study Group, Physical Education (Boys & Girls) Environmental Committee, Advisory Committee, Remedial Teachers, Speech Therapists, Pre-Primary Study Group, Xhosa primary and Scripture union.

In addition to these Seminars (CED) and local are held. In a normal year the Teachers' Centre would organise 10 or more Day seminars of its own, originating from Study Groups, Superintendents of Education and Teachers Centre Staff.

3. Teachers' Centre Day Organisation

A. Country Teachers Centre Day

They operate in much the same way as subject groups do in other Cape Teachers Centres with this exception that the Burgersdorp and Elliot Groups also double as "super" school subject groups, with co-operation on setting of examination papers etc.

B. East London Teachers' Centre day

Background

In 1984 an analysis of subject group activities by Subject Group Chairman, Teachers' Centre Staff and Headmasters revealed the following weaknesses in the traditional form of Subject Group organisation with meetings held at random times and dates throughout the term.

These weaknesses are in no particular order

- With teaching, preparation and extra murals teachers had little extra time for subject group meetings
- Many teachers have to travel a long way (up to 250 km) to come to single meetings, both time- and money-wasting.
- Meetings disrupt the school extra-mural programme
- The school extra-mural programme disrupts meetings
- Teachers forget about when subject group meetings are to take place
- Only the very keen teachers come to meetings (Those who need it never come!)
- Teachers don't prepare themselves for meetings
- Too many lectures - not enough school based work
- Speakers are on show - teachers are not involved with their own professional growth.

In response to these weaknesses it was decided to use a method of organisation which would emphasise the strengths of the teachers involved in Teachers' Centre activities (viz enthusiasm, knowledge, skills, dedication and involvement). The following process then evolved. With the co-operation of the C.S.E., S.E's, Head teachers and Teachers Centre staff the following Teachers' Centre day format was evolved.

- A. Two dates a year would be set aside as East London Teachers' Centre days.
- B. A double round of subject group meetings would be held (with a tea break)
- C. Schools would close early to allow time to travel to the meetings and also to allow teachers to return home after the meetings. (Teachers from Queenstown and Umtata and the towns in between attend this day)
- D. All extra mural activities would be cancelled on those days.
- E. Head Teachers gave their staffs the choice of remaining on duty at school or going to Centre meetings.
- F. An intense planning cycle would be instituted to ensure that meetings met teacher needs and involved teachers in activities.
- G. There would be a half hour tea break for socialisation between the rounds of meeting.
- H. Each round of meetings would be followed by a full evaluation of effectiveness by teachers.

To date the following benefits have been observed (in no order)

- Meetings have been planned in much greater detail with attention given to needs, presentation and involvement
- Teachers knew when meetings will take place
- Teachers feel they are achieving growth in the meetings
- Whole staffs are involved reaching all teachers not only the enthusiastic
- The public through their awareness of schools closing early realise that teachers are busy with professional growth activities
- The school programme can be organised for the school's needs and the Centre's needs
- The quality of work being done in individual meetings has improved considerably.

4. Forms of Meeting on Teachers' Centre Day

- Lectures (very few on own)
- Lectures with group work
- Teaching method meetings - Theory with group work
- Show and tell meetings (How we do it!)
- Manufacture of teaching materials
- Management technique meetings

Planning cycle for Teachers' Centre Day

- Step (a) Subject Chairman meet with representatives of schools (each school sends one usually the subject head) to discuss programme based on needs assessment
- (b) Programme decided upon and speakers invited
- (c) Venues chosen - One school for High School meetings, one for Primary and one for junior primary
- (d) Programme circulated
- (e) Speakers contacted by Teachers' Centre staff or Chairman to ensure quality of presentation
- (f) Schools reminded of the preparation they must do for meetings
- (g) Day takes place
- (h) Meetings evaluated by post

5. People Involved

- The C.S.E. - Mr Diepeveen without whose support the venture would have failed
- The S.E's whose positive attitude and honest feedback gives perspective to teachers and Teachers' Centre

- The Head Teachers who support the Centre in its efforts and give both positive support for the day and honest criticism of our activities
- The Subject Group Chairmen who do the planning and organising
- Teachers who involve themselves in these activities despite time and distance problems
- The Teachers' Centre Staff who are always trying to improve on the standard achieved in the past.



TEACHER'S CENTRE EAST LONDON ONDERWYSERSENTRUM OOS-LONDEN

EPSOM ROAD, STIRLING, EAST LONDON 5241

EPSOMWEG, STIRLING, OOS-LONDEN 5241

TEL.: (0431) 351440/1

NEEDS ASSESSMENT

SUBJECT:

SCHOOL:

SUBJECT HEAD:

Our Study Groups have been successful in the past few years due to the involvement of teachers in the planning of activities. As far as possible we have made an attempt to make them practically relevant to the classroom and to involve as many teachers as possible in the presentation of work. We have been successful in this process of curriculum. In order that we might build on this it is essential that we identify needs for our planning groups. The questions that follow are an attempt to identify specific areas which could be the basic of the 1989 subject group activity. Please complete this form with teachers at your school who teach this subject. Write on the back of them if necessary.

Section One : Teaching Skills

1. Specific Sections of the Syllabus which require a special approach.
(Method or demonstration)

Std. _____

2. Teaching skills specific to this subject

3. Cross curricular work

4. Project work. Specifically the preparation of pupils to do a project

Std. _____

5. Practicals/Sharing of Worksheets and methods

6. Homework as a teaching tool. Sharing of ideas. (Policy, Follow up, Content)

Section 2 : Curriculum Interpretation

1. Emphasis of various sections of the syllabus.

- 2. Teaching for development. (Laying foundations for later more complicated processes.)

- 3. Teaching strategies in this subject

- 4. Transitions from one standard to another

- 5. Subject knowledge needed? (Possibly in new sections of the syllabus)

- 6. Development of specific lesson plans

- 7. Pupils Files! Content and forms

Section 3 : Media

- 1. Skills in using a specific form of Media equipment

3.

2. Production of Classroom resources.

Topics. _____

3. Resources in a specific area of syllabus

4. Resources and techniques for projects

Topics _____

Section 4 : Examinations

1. Setting questions and approach on specific sections of the syllabus

2. Approaches to marking questions

3. Multiple Choice questions

4. Evaluation of project work

5. Design of questions and question papers

Section 5 : General

Other topics

Section 6 : Day Seminars

Possible topics for Subject based day seminars. (Name specific lecturers from other Centres where possible)

STUDY GROUPS AND TEACHERS' CENTRE DAY

Introduction

The following analysis of the Teachers' Centre Days has been compiled to assist you in the planning of the 1988 Teachers' Centre Days. As you will see there is a wide variety of topics and methods which have been covered. There has also been a marked development in the following areas:

- The emphasis of meetings has been one of sharing ideas and resources and being involved during the meetings
- Meeting notices have been specific in detailing the preparation teachers should make before they come to meetings. Teachers are all participants in meetings with a very valuable contribution to make.
- Meetings are directed at classroom needs and are designed to develop products which are of direct use to teachers.
- There is an acceptance of school responsibility for various inputs in meetings.
- Structured group work is an accepted part of most meetings with an emphasis on sharing of knowledge and skills.

PLEASE GIVE THOUGHT TO THOSE NEEDS WHICH ARE PRESENT IN YOUR SCHOOL SO THAT THE PLANNING FOR NEXT YEARS TEACHERS' CENTRE DAYS IS RELEVANT.

Dates 1988 Teachers' Centre Days

First Term 29 February 1988 (Double round of meetings)

Third Term 8 August 1988 (Double round of meetings)

VAKGROEP

SUBJECT GROUP

CHAIR AN/VOORSITTER:

VICE-CHAIRMAN/ONDERVOORSITTER:

EERSTE KWARTAAL : SENTRUM DAG FIRST TERM : TEACHERS' CENTRE DAY	TWEEDE KWARTAAL : VAKDAG SECOND TERM : SUBJECT DAY	DERDE KWARTAAL : SENTRUMDAG THIRD TERM : TEACHERS' CENTRE DAY
<p style="text-align: center;"><u>TOPIC 1 / ONDERWERP 1</u></p> <p>PRESENTER/AANBIEDER:</p>	<p style="text-align: center;"><u>TOPICS AND SPEAKERS ONDERWERPE EN SPREKERS</u></p>	<p style="text-align: center;"><u>TOPIC 1 / ONDERWERP 1</u></p> <p>PRESENTER/AANBIEDER:</p>
<p style="text-align: center;"><u>TOPIC 2 / ONDERWERP 2</u></p> <p>PRESENTER/AANBIEDER:</p>		<p style="text-align: center;"><u>TOPIC 2 / ONDERWERP 2</u></p> <p>PRESENTER/AANBIEDER:</p>
<p><u>ALTERNATIVES/ALTERNATIEWE:</u></p>		<p><u>ALTERNATIVES/ALTERNATIEWE:</u></p>

	<u>TOPIC</u>	<u>METHOD</u>
Skills	- Teaching specific section of syllabus	Demonstration and Practice
	- Practical examinations organisation	Group work/sharing
	- Approaches to teaching a specific section of work	Lecture and group work
	- Sharing of skills and approaches	Panel with group work
	- Demonstration of equipment use	Demonstration
	- Teaching techniques and specific sections of syllabus	Lecture/demonstration Group work
	- Cross-curricular work	Lecture and group work
	- Project work	Lecture and group work
	- Practicals - sharing of methods and worksheets	Group work
	- The use of school grounds/resources for practical work	Lecture and group work
	- Group teaching in subject	Lecture and group work
	- Teaching methods in specific subject area	Group work
	- Use of the record book as a teaching aid	Lecture and group sharing
	- Homework as a teaching tool in a specific subject	Lecture and group work/Panel discussion
	- Introduction of specific area of the syllabus/background knowledge	Lecture and group work
Curriculum Interpretation	- Teach a specific section of syllabus	Group work/sharing of approaches
	- The laying of foundations for later more complicated concepts	Lecture and group work. NB Sharing of approaches
	- Development of teaching approaches to the subject	Lecture and group work.
	- Greater depth of subject knowledge	Lecture

Curriculum Interpretation	- Development of lesson plans	Group
	- The School subject department as a functioning unit	Demonstration and lecture on site
	- New areas of syllabus sharing of knowledge	Group work
	- Contents and forms of pupil files and notes	Lecture and group work also group sharing
Media	- Skills in using specific form of media plus production of classroom material	Demonstration and group work
	- Use of specific equipment for specific syllabus areas or skills	Demonstration and group work
	- Teaching aids used	Demonstration
	- Resources in specific syllabus area	Workshop to evaluate and duplicate
	- Resources and techniques for projects	Group sharing
Problem Solving	- Standard 5 - 6 transition	Lecture/Group work
	- New Teachers in Subject	Group Work
	- Specific areas of syllabus	Discussion and group problem solving
Examining	- Setting of Questions and approach on specific sections of syllabus	Group work/sharing of approaches
	- Approaches to marking examinations	Lecture and group work
	- Multiple choice questions in syllabus	Sharing of resources and questions
	- Evaluation of practical work	Lecture and group work
	- Sharing of approaches to ongoing evaluation - questions and techniques	Group work

Examining	- Projects techniques used to ensure meaningful projects	Group work
	- Design of questions and question papers to examine specific areas	Group work
Knowledge	- Visits to Historic East London	Group with lecture
	- New Subject knowledge	Lecture
Management	- Management of subject group	Lecture and group work
	- Approaches to management of specific activities	Group work
	- Classroom management	Group work
Enrichment	- Beyond the syllabus	Group work/sharing
	- Stimulation in specific areas of creativity through enrichment	Lecture and group work

SUBJECT GROUP PLANNING, POSSIBLE TOPICS

SUBJECT ORGANISATION

1. Subject Objectives.
2. Subject Planning.
3. Subject Meetings.
4. Professional growth within the subject.
5. Introducing innovation.
6. General subject organisations (Moderation of papers etc.)
7. Class visits for professional growth.

CONTENT

1. Specific topics which the pupils find difficult.
2. New topics introduced by new syllabus.
3. Enrichment topics
4. Worksheets

SKILLS

1. Lesson Bank meetings (teaching of specific topics)
2. Classroom management/resources
3. Teaching methods
4. Examinations
 - (A) Balance of examinations
 - (B) Multiple choice questions as a diagnostic tool
 - (C) Revision tests
5. Projects

MEDIA

1. Overhead Projector :
 - (A) Use of O.H.P. and preparation of transparencies
 - (B) Specific topics and O.H.P.

2.

2. Tape recorder
3. Slides : (A) Topics
(B) Use of cameras
4. Slide Tape programmes
5. Multi-media presentations
6. Building subject resources

PREPARATION FOR MATRIC EXAMINATION

1. Marking
2. Revision

DALE COLLEGE

BOYS' PRIMARY SCHOOL

KING WILLIAM'S TOWN



CHARACTERISTICS OF SUCCESS

Research has shown that teacher behaviours have a very definite effect on the success of a school. The list below details a number of actions which contribute to a positive school climate. Read them carefully and decide to what extent the statements reflect the prevailing climate in your school. You are to rate the actions on two scales, a Priority Scale and an Effectiveness Scale, as detailed below. Your comment on each question is also very important.

KEY TO RATING SCALE

RATING	PRIORITY	EFFECTIVENESS	RATING
3	This is an aspect which it is essential to get right.	Highly effective. Very good performance	3
2	This is an important aspect.	Effective: performance of a good standard. No obvious need for improvement.	2
1	This is less important, but worth attention.	Some improvement needed.	1
0	Unimportant.	Major improvement needed.	0

SCHOOL ATMOSPHERE

1. Teachers believe that pupils can achieve.
2. Teachers set high expectations for pupils.
3. Teachers enforce standards in the classroom, in hallways and on school grounds.
4. Teachers show a positive attitude to learning.
5. Teachers stress reward rather than punishment in interacting with pupils.

PLANNING

1. Teachers demonstrate effective organisation and planning for instruction.
2. Teachers emphasize the pupil's academic and mental involvement with their classwork.
3. Clearly stated instructional outcomes are set for pupils.
4. Teachers hold pupils accountable for their work.
5. Teachers assume personal responsibility for pupils' achievement of their potential.
6. Testing for diagnostic purposes is common.
7. Pupils experiencing difficulty are identified and provided with assistance.
8. Pupils are involved with their own learning, they are set adequate work tasks.

9. Pupils experience a high rate of success in their daily work.
10. The school maintains a regular communication with parents regarding the aims and achievement of the total school effort.

TEACHERS' CENTRE
EAST LONDON

SCHOOL
FOCUS



TEACHERS' CENTRE
EAST LONDON
ONDERWYSERSENTRUM
OOS-LONDEN

1988

SCHOOL FOCUSED SEMINARS

The Teachers' Centre is in a position to present the following seminars in support of Head Teachers and their staffs in the development of schools.

The Seminars are designed to promote a learning experience and personal growth and always include group work and other activities based on adult learning styles. (Case studies, In-Baskets etc. are used)

Each seminar is designed to meet the specific needs of the school requesting it.

A. TEACHING - THE TEACHER IN THE CLASS

(i) SELF ANALYSIS

- Personal Profile
- Lesson analysis : What happens in the class?

(ii) TEACHING METHODS

- 14 different methods
- Team Teaching
- Group work
- Learning contracts
- Resources in the class

(iii) CLASS ROOM MANAGEMENT

- Class climate
- Discipline
- Questions
- Explaining
- Self concept and motivation
- Homework
- Academic engaged time - how do they learn.

B. SCHOOL AND STAFF MANAGEMENT

(i) CLASS VISITS FOR INSTRUCTIONAL IMPROVEMENT

(ii) DELEGATION

(iii) HUMAN RELATIONS

(iv) SITUATIONAL LEADERSHIP

(v) GOALS

- writing goals
- achieving goals

(xiv) PLANNING AND ORGANISATION.

- Goals
- Planning
- Delegation
- Human Relations
- Time Management
- Innovation
- Task Analysis
- Self concept and motivation
- Communication
- Group processes and development
- Conflict
- Decision making/problem solving

(xv) PREFECTS

- Practical skills and management training.

(xvi) P.T.A.

- Communications
- Involvement. Powerful partnership
- Discipline in the home
- Character formation (values)
- The parent as part of the School Community

(xvii) THE SCHOOL COMMITTEE

- Functions/Communication
- Effective interviews for appointments

CONTACT: JOHN BADENHORST

EAST LONDON TEACHERS' CENTRE. (0431) 351440.

SETTING SCHOOL OBJECTIVES

- 1 OBJECTIVES ARE PLANNED DELIBERATELY AND IN DETAIL
 - Objectives are comprehensive and detailed covering the whole range of desired outcomes in terms of skills, knowledge and values to be acquired by pupils of all aptitudes and interests
 - The statement of objectives is organized in a useful and practical way to assist the detailed planning of work
 - Objectives for pupils are expressed in terms of specific outcomes and standards which are measurable by whatever means are appropriate

- 2 THE PLANNING OF OBJECTIVES IS CLEAR AND INVOLVES THE STAFF IN THE ACTUAL WRITING OF THE GOALS
 - Objectives for staff are expressed in terms of specific outcomes and standards
 - Priorities are clearly indicated
 - Objectives are ambitious and stretching and at the same time realistic
 - There is agreement on and commitment to achieving the objectives

- 3 OBJECTIVES ARE REALISTIC AND ARE REVIEWED AFTER PRACTICAL APPLICATION
 - There is an open-minded but critical appraisal of new ideas and suggestions from all sources reflecting a balanced approach to innovation
 - Objectives are kept carefully and systematically under review
 - There are effective means of co-ordinating objectives to ensure that the work of individuals and groups is consistent with overall policy avoiding undesirable duplication
 - Objectives are set within specified time scales

GENERAL PLANNING OF ACTIVITIES

- 1 PLANS ARE FORMULATED TO ACHIEVE SPECIFIC OBJECTIVES IN AN ORDERED WAY
 - Plans are rigorously based upon agreed objectives and are designed to assist their achievement
 - Priorities are clearly specified
 - Plans are presented with a clearly drawn-up framework

- 2 PLANS ARE FORMULATED AFTER A RIGOROUS ANALYSIS OF THE PROBLEM AND PRESCRIBE EXPECTED ACTIONS
 - Plans are arrived at after careful consideration of alternatives and are not merely the product of uncritical acceptance of past practices.
 - Potential problem areas are highlighted
 - Plans are precise and clear to all concerned
 - Plans are comprehensive, taking into account every aspect of work to be done, effectively co-ordinating the various component parts of the system
 - Plans incorporate clear and detailed guidelines as regards programme content, tasks to be performed, methods to be used and standards expected

- 3 PLANS ARE REALISTIC AND ACHIEVABLE
 - Plans form an ordered and stable framework of activity which is adhered to
 - Plans are sufficiently flexible to accommodate changes when required
 - Plans take into account the variety of needs of all pupils, staff, parents and community
 - Plans are realistic so as to allow people to reach the targets, taking into account practical problems of implementation

- 4 PLANS ENSURE STAFF COMMITMENT TO THEIR SUCCESS THROUGH THE OPERATION OF CONSENSUS DECISION MAKING
- Plans are arrived at after full consultation with all concerned
 - Every effort is made to ensure the positive and active participation by staff in planning activities
 - Opportunities are made for staff to co-operate and exchange views with teachers from other departments, other schools and other agencies

PLANNING - ALLOCATION OF TASKS AND DEVELOPMENT

- 5 THE SCHOOL IS ORGANISED IN A SYSTEMATIC AND LOGICAL MANNER. THE BEST USE OF HUMAN RESOURCES IS MADE
- The overall organisational structure is appropriate and carefully designed
 - Tasks are appropriately allocated to staff with regard to their particular expertise and interests
 - Precise, detailed and constructive job descriptions are issued
 - Tasks are allocated equitably, so that there is minimum sense of injustice
- 6 THE STAFF ARE MOTIVATED THROUGH BEING ABLE TO COMPLETE THEIR ALLOCATED TASKS SUCCESSFULLY
- Tasks are allocated realistically to staff with regard to resources available to them
 - Tasks are periodically re-allocated or adjusted as necessary to avoid frustration and loss of motivation of staff
 - Staff are suitably qualified, experienced and professional in outlook

- 7 THE DEVELOPMENT OF HUMAN RESOURCES IN THE SCHOOL IS A PRIORITY
- There is a comprehensive, imaginative and appropriately timed programme of in-service education for all staff
 - There is effective provision for the induction and training of probationer teachers
 - There is effective provision for the induction and training of student teachers
 - Plans include a continuing programme of in-service education and staff development

- 8 THE SUBSTITUTION SYSTEM FOR ABSENT STAFF OPERATES EFFICIENTLY AND EQUITABLY

THE SEQUENCE AND TIMING OF ACTIVITIES

- 9 PLANS TAKE CAREFUL ACCOUNT OF THE OPTIMUM SEQUENCE AND TIMING OF ACTIVITIES
- 10 THERE IS A THOROUGH ANALYSIS OF THE TIMING OF PLANS AND SPECIFIC SCHEDULES ARE DRAWN UP
- A suitable time period is allowed for plans to be brought to fruition
 - Flow diagrams or more rigorous network analysis systems are used to ensure optimum sequence and timing
 - Care is taken to ensure that important long term planning is not continually frustrated by the pressure of short term routine business
 - Care is taken to ensure that long term planning is not at the expense of day-to-day efficiency
- 11 THE OVERALL OBJECTIVES OF THE SCHOOL AND A GLOBAL VIEW OF ITS ACTIVITIES ARE KEPT IN MIND WHEN ACTIVITIES ARE PLANNED
- Plans are consistent with long term aims
 - Short term plans are consistent with long term aims
 - Plans are reviewed periodically in a systematic way
 - There is an appropriate balance between time given to short and long term planning

DECISION MAKING

- 1 CAREFUL ATTENTION IS GIVEN TO THE OVERALL SYSTEM AND STRUCTURE OF DECISION MAKING. THERE ARE REGULAR, PLANNED CONSULTATIVE PROCEDURES
- 2 MEETINGS ARE DESIGNED AND RUN TO OBTAIN THE BEST POSSIBLE ACCEPTABLE DECISIONS
 - Meetings are carefully planned, efficiently run and produce constructive outcomes
 - Decisions are taken after consultation with all who should be involved, including where appropriate ancillary staff, and pupils
- 3 THE DECISION MAKING APPARATUS IS EFFICIENT
 - Particular decisions are consistent with overall policy
 - Decisions are made rapidly when the need arises
- 4 DECISION MAKING INVOLVES SOUND DELEGATION AND PARTICIPATION BY STAFF
 - Decisions are taken at the right level, without unnecessary reference to the top but also without negligent delegation to those lacking requisite authority or experience
 - Decision-making is democratic while at the same time avoiding the time wasting inefficiency and confusion of excessive consultation
- 5 COMMUNICATION OF DECISIONS MADE IS EFFECTIVE AND CO-OPERATION OF STAFF IN IMPLEMENTING THEM IS GOOD
 - Decisions once made are recorded and effectively publicised
 - Decisions and decision-making procedures are acknowledged to be fair and seen to be acceptable, thus avoiding potential group or individual conflict and frustration

THE DISTRIBUTION OF RESPONSIBILITY AND AUTHORITY

- 1 THE LEADERSHIP STYLE OF THOSE IN AUTHORITY IS APPROPRIATE TO THE NEEDS OF THE SITUATION
 - Careful consideration is given to the whole question of leadership style
 - Authority and responsibility are appropriately distributed and are neither over-concentrated/autocratic nor too dispersed
 - Leadership style is firm: it is not felt to be excessively democratic and weak
 - While there are high expectations and a sense of purposeful activity, there is no sense of stifling, overbearing authoritarianism

- 2 THE STAFF REACT FAVOURABLY TO THE STYLE OF LEADERSHIP USED IN PRACTISE
 - Leadership is good and is reflected in a pervasive feeling of confidence
 - Leadership is good and engenders a sense of drive and enthusiasm

- 3 THOSE IN LEADERSHIP POSITIONS HAVE CONFIDENCE IN THE STAFF AND THE STAFF HAS CONFIDENCE IN THEIR LEADERS
 - Leadership is firm, confident and consistent but leaves opportunity for initiative and independent action
 - Those in authority are firm and frank but also accessible and responsive: there is no inhibiting barrier of excessive formality
 - Those in authority take a positive interest in and encourage staff
 - Institutional authority is accepted and is not undermined by lack of commitment amongst staff

4 THOSE IN LEADERSHIP POSITIONS ARE SENSITIVE TO AND RESPOND TO FEEDBACK FROM THE STAFF

- There is harmony between institutional authority and the informal leadership or prevailing current of feeling and opinion in the staff room(s)
- There is effective feed-back from staff on the nature and acceptability of leadership style
- Those in positions of responsibility are sensitive about the response of staff to leadership style
- When junior staff suggest changes every possible effort is made to give them the most careful consideration

5 DELEGATION OF AUTHORITY IS EFFECTIVE AND TAKES INDIVIDUAL STRENGTHS INTO ACCOUNT

- When tasks are delegated the staff concerned are given appropriate authority and backing to carry them out
- Areas of responsibility and authority are clearly defined to avoid possible indecision or conflict; the degree of freedom and the nature of control and accountability are always clear

GROUP AND PERSONAL RELATIONS, MOTIVATION AND MORALE

- 1 STAFF APPROACH THEIR WORK IN A POSITIVE, BUOYANT SPIRIT
 - Good organisation and personal relations eliminate apathy, boredom and frustration
 - Due recognition of good work is always given: a keen, personal interest is taken in what people are doing
 - Encouragement is given to staff who are keen to try out worth-while new ideas

- 2 THE STAFF RECEIVE SUPPORT ON A PROFESSIONAL LEVEL IN THE EDUCATIVE TASK IN THE CLASSROOM
 - Potential uncertainty, worry and anxiety are anticipated and reduced to a minimum by careful observation and support
 - When professional or personal problems arise there is always someone available to act immediately

- 3 THE STAFF FUNCTIONS AS A TEAM AND SUPPORT EACH OTHER
 - There is a general feeling of accord and a spirit of mutual support and commitment amongst all sections and individuals
 - Staff trust and have confidence in their colleagues
 - Junior staff have confidence in the judgement of senior staff who are felt to be impartial but supportive and sympathetic
 - An atmosphere exists in which criticism can be made without antagonism or loss of face

- 4 THOUGHT IS GIVEN TO THE PLACE OF THE INDIVIDUAL IN THE SCHOOL AS A UNITY
 - Efficiency and motivation are maintained at the highest level by ensuring as far as possible that individual and group goals coincide
 - Co-operation between departments and other staff groups helps to create unity in the school; conflict is avoided by good personal relations and careful planning
 - Careful thought is given to how motivation can be maximised by providing the optimum level of freedom, variety, responsibility, possibility of advancement and sense of achievement

- 5 THE SCHOOL DAY IS RUN ON AN ORDERLY BASIS
 - Careful thought is given to eliminating de-motivating factors such as inconsistency, disruption, inefficiency, indifference, over-formality, arbitrariness and over-bearing attitudes
- 6 CAREFUL AND CONTINUING ATTENTION IS GIVEN TO STAFF PROMOTION AND CAREER PROSPECTS
- 7 SOCIAL AND PROFESSIONAL UNITY AMONGST STAFF IS FOSTERED BY FORMAL AND INFORMAL MEANS

COMMUNICATION WITHIN THE SCHOOL
(INCLUDING ROUTINE ADMINISTRATION)

- 1 ROUTINE ADMINISTRATION IS ORGANISED IN A WAY WHICH ALLOWS ADEQUATE TIME FOR COMPLETION AND ELIMINATES STRESS
 - Routine administration is smooth and free from errors, thus avoiding rush, confusion and conflict
 - Adequate notice is given of meetings, deadlines etc. There is an effective weekly bulletin and annual calendar of events
 - There are adequate facilities to assist routine communication e.g. internal telephone, intercom, system for sending written messages
- 2 A STAFF GUIDE EXISTS WHICH IS CLEAR AND USEFUL
- 3 THE COMMUNICATION PATTERN OF THE SCHOOL ENCOURAGES FRANK DISCUSSION AND AN UNDERSTANDING OF THE OBJECTIVES TO BE ACHIEVED
 - Downward communication is always clear and unambiguous
 - Upward communication is effective: senior staff are accessible, responsive and act supportively
 - Open communications and good relations enable criticism to be given and taken quite freely
 - Horizontal communication i.e., between staff at the same level of authority in the institution, is effective

- 4 THERE IS REGULAR AND EFFECTIVE COMMUNICATION WITH THOSE TO WHOM ONE IS ACCOUNTABLE e.g. HEAD TEACHER, SUBJECT HEAD, H.O.D. etc.
- 5 MEETINGS ARE ONLY HELD WHEN NECESSARY TO TAKE ACTUAL DECISIONS AND ARE WELL PLANNED
 - Formal meetings are carefully planned and produce constructive outcomes
 - Formal meetings allow free open discussion and interchange of ideas without becoming cramped by overformality

CO-ORDINATING AND SUPERVISING THE SYSTEM

- 1 SUPERVISION AND DIRECTION BY SENIOR STAFF IS EFFECTIVE AND CONSTRUCTIVE
- 2 OVERALL CO-ORDINATION AND CONTROL OF THE WORK IS EFFECTIVE AS A RESULT OF CLARITY OF PURPOSE AND RESPONSIVENESS OF THOSE AFFECTED
- 3 A CHECK IS KEPT ON THE ALLOCATION OF TASKS TO ENSURE THAT THEY REMAIN ALLOCATED IN THE MOST EFFICIENT WAY
- 4 ALL STAFF ARE AWARE OF EACH INDIVIDUAL'S AREAS OF RESPONSIBILITY
- 5 DEVIATIONS AND PROBLEMS ARE REPORTED PROMPTLY TO THE APPROPRIATE AUTHORITY
- 6 TASKS ARE DELEGATED EFFECTIVELY. SUFFICIENT DETAIL IS GIVEN BUT NOT SO MUCH AS TO STIFLE INITIATIVE
- 7 PRIORITIES ARE CLEAR AND DEMANDS ARE REALISTIC: STAFF ARE NOT LEFT WITH IMPOSSIBLY CONFLICTING PRESSURES AS A RESULT OF UNCO-ORDINATED DEMANDS FROM DIFFERENT QUARTERS
- 8 SENIOR STAFF FREQUENTLY VISIT LESSONS IN PROGRESS
- 9 A CHECK IS KEPT ON THE ALLOCATION OF DUTIES AND FLOW OF WORK IN THE SCHOOL OFFICE

HOËRSKOOL MACLEAR HIGH SCHOOL

This workshop is designed to inform parents and teachers of avenues of communication and activity within the school community which could be of benefit to pupils, parents and teachers. The activity is divided into two sections. Section One examines various activities in the school and is designed to establish parental preference and expertise. Please complete the individual ranking before the group decided on its preference. Rank the items in descending order of importance (1 = most important) of value to parents and school. Section Two deals with the P.T.A. meetings and seeks to establish preferences concerning the P.T.A. and its functions.

SECTION 1. PARENTAL SUPPORT OF THE SCHOOL(A) The Child/Parent/School - knowing about each other.

<u>INDIVIDUAL</u>		<u>GROUP</u>
_____	(A) School Reports	_____
_____	(B) Interviews with teachers	_____
_____	(C) Phone calls to school	_____
_____	(D) Phone calls from school	_____
_____	(E) Open Days/Displays of work	_____
_____	(F) Meetings of groups of parents with Class Teacher/Standard Head	_____
_____	(G) Homework Notebooks	_____
_____	(H) Chatting at sports events	_____
_____	(I) Meetings with teachers to discuss child's progress	_____
_____	(J) Talks about the school and its objectives	_____
	<u>Other</u>	
_____	(K) _____	_____
_____	(L) _____	_____
_____	(M) _____	_____

(B) Diens in die skool deur ouers

_____	(A) Die insameling van boeke en ander leerstof wat in die skool gebruik kan word.	_____
_____	(B) Die bou van kaste, ingeboudemeubels, telborde ens.	_____
_____	(C) Tuinmaak by die skool	_____
_____	(D) Bystand in die klas deur ouers	_____
_____	(E) Sport afrig	_____

- | | | | |
|-------|-----|--|-------|
| _____ | (F) | Toesprake deur ouers aan leerling oor onderwerpe waar hulle spesiale kennis het. | _____ |
| _____ | (G) | Kleure/boeke kamer | _____ |
| _____ | (H) | Hulp met skoolbazaar | _____ |
| _____ | (I) | Hulp in die mediasentrum en biblioteek | _____ |
| _____ | (J) | Werk met skoolverenigings (bv. fotografie rekenaars ens.) | _____ |
| _____ | (K) | Hulp met skool toneelopvoerings | _____ |

Ander

- | | | | |
|-------|-----|-------|-------|
| _____ | (L) | _____ | _____ |
| _____ | (M) | _____ | _____ |
| _____ | (N) | _____ | _____ |

(C) Building School Spirit and Name

- | | | | |
|-------|-----|--|-------|
| _____ | (A) | Willingness to be involved and come forward | _____ |
| _____ | (B) | Promote a positive attitude in children toward the school | _____ |
| _____ | (C) | Involvement in the P.T.A. | _____ |
| _____ | (D) | Payment of school fees | _____ |
| _____ | (E) | Attendance at school functions (Open day, Prize Giving etc.) | _____ |
| _____ | (F) | Telling people about the good things in the school | _____ |
| _____ | (G) | Telling the school about the bad things in the school | _____ |

Other

- | | | | |
|-------|-----|-------|-------|
| _____ | (H) | _____ | _____ |
| _____ | (I) | _____ | _____ |
| _____ | (J) | _____ | _____ |

AFDELING TWEE

(A) Voorstelle oor die form van O.O.V. vergaderings

(bv. Toesprake, Groepwerk, Onderhoude ens.)

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

(B) Onderwerpe vir die O.O.V. verenigings

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____

Methods and Planning in Teachers' Centres

(i) General Planning of Activities

The planning cycle of Study Groups was dealt with in detail in the previous chapter. The following general review places general planning in focus:

- Step (i) Assess needs.
- Step (ii) Set goals.
- Step (iii) Assess team resources and skills (Identify presenters).
- Step (iv) Select appropriate method.
- Step (v) Allocate responsibilities.
- Step (vi) Assess logistics.
- Step (vii) Present activity.

(Adapted from In-service Monograph No 3 1980).

The process which follows is the one used in the East London Teachers' Centre.

Steps (i) and (ii) have been fully dealt with in chapters 3 and 5

Step (iii) Assess team resources and skills

This is a vital step for two reasons - the first is the obvious one and that is that the success of the meeting will be influenced by the presenters knowledge, skills of presentation and personality (other factors also play a part) and the second is that those very qualities make some methods possible and others not. An example of this would be the visiting expert whose knowledge is so valuable that the group would settle for a lecture as the sole means of presentation. At a later time development work and group activities could be based on the lecture but at the initial meeting a maximum exposure to the visiting expert is most important.

Step (iv) Select the method appropriate to your expected outcome (goal)

The method selected would be determined by the objectives that are desired from the activity.

Methods which could be used are:

- (i) Illustrated lecture
- (ii) Demonstrations
- (iii) Panel discussions
- (iv) Brainstorming
- (v) Group discussion
- (vi) In-baskets and case studies
- (vii) Role playing
- (viii) Guided practice
- (ix) Any other appropriate method.

It is important that a careful match be made of the possible outcomes likely from a particular method and the actual outcomes desired.

Step (v) Allocate responsibilities

During this step clear communications are a priority. It must be absolutely clear who will do what, to what standard and when. The definition of the standard and scope of work expected is vital to the success of the presentation.

Tasks possible here are:

- * Advertising the course
- * Preparing the lecture
- * Preparing the locale
- * Providing the necessary equipment

Step (vi) Assess logistics

Often this would depend on the size of the group and the method to be used for presentation.

Included here are:

- * Size of Room
- * Tables/chairs; form in which they will be arranged
- * Equipment - O.H.P.'s, videos, flipcharts, tape recorders
- * Provision of refreshments
- * Follow up needs - such as a photocopier

Step (vii) Present the activity

It is often useful to conduct an evaluation of the effectiveness of the activity and the related needs perceived at this time. One of the ongoing problems likely to be encountered by Teachers' Centres is the accurate identification of specific needs, this can often be done effectively during or at the completion of such an activity giving direction to the activity or determining what follow up activity should be presented.

(Adapted from Adams 1982 and East London Teachers' Centre handouts).

(ii) Practical Methods to be used with Study Groups

Illustrated lecture

Possible goals

The illustrated lecture is a widely used form of in-service training. It is a very flexible form and can be used in conjunction with other methods principally

group discussion methods. Objectives which can be achieved are transfer of knowledge, the development of comprehension regarding a particular topic and a description of the application of a certain body of knowledge.

Logistics

Room: Relatively simple in that the room can be arranged in cinema style with a lecturn or table at the front.

Equipment: Could include overhead projectors, slide projectors, tape recorders and videos.

Handouts: Printed summary sheets are often included.

Method

The normal lecture consists of an introduction which outlines the purpose of the lecture followed by the body of the lecture which contains the main section of the information to be presented. The lecture is then completed with a summary of the main points. The effectiveness of the lecture can be increased considerably by the use of the O.H.P., video, tape recorder or slide projector to emphasise the main points or to diagrammatically illustrate the lecture.

Problems

Although the technique of lecturing is relatively simple it is very easy to deliver an ineffective lecture. The factors to consider are:

- what knowledge of your subject does your audience have?
- How can you maintain interest?

- Is your presentation well balanced?

Demonstrations

Possible Goals

These lie clearly within the cognitive realm with knowledge comprehension and application of knowledge being likely goals. Aside from the actual content of the demonstration the presenter models the ideal behaviour of the activity being demonstrated.

Logistics

One of the most important restraining factors in presenting a demonstration is the ability of the observers to see what is being demonstrated. Depending on the subject matter of the demonstration, the size of the audience could be limited. The use of video cameras and monitors has allowed finer detail to be easily visible to the audience.

Method

This would depend on what is being demonstrated. Demonstrations are often preceded by short lectures describing the demonstration which is to follow and drawing attention to the finer detail of content and method.

Problems

It is always advisable to rehearse any demonstration as a failure during the demonstration could considerably diminish the effect of the demonstration.

Panel Discussions

Possible Goals

Broader spectrum goals are possible with panel discussions, ranging from the presentation of knowledge through to affective goals. The questions put to the panel and the composition of the panel itself gives the presenter a very flexible field.

Logistics

Adequate seating for a panel behind a table facing the audience is needed to allow for easy communication. If the audience is large, microphones and a public address system improves the effectiveness of the presentation. The selection of panel members is important through it contrasting views can be highlighted.

Method

A panel of experts is selected. Criteria for selection are endless, ranging from the personality of the panel member, through his knowledge to his experience.

The panel is provided with a list of questions which are prepared to fulfill the objectives of the presentation. These questions should be given to panel members before the panel is to take place so that they can formulate answers and opinions.

During the meeting the chairman puts questions to the panel members individually and they answer making sure the audience can hear.

Problems

Poor preparation and selection of panel members can harm the presentation considerably. The role of the chairman before and during the panel is very important. He must keep a control on the pace of discussion and ensure that it remains to the point.

The preparation of the questions to be asked will determine the goals achieved.

Brainstorming

Goals

This is a most important technique which can be used for problem solving such as formulation of a strategy to perform a certain task. The main goal of this activity is to allow the group to expose its knowledge and experience and to synthesise this to produce a solution which utilizes the group's experience and knowledge.

Logistics

The room must be set up so that the groups can communicate comfortably. Usually this is achieved by placing five to seven chairs about a table. Paper (or flipchart or O.H.P.) should be available to write down solutions.

Method

Stage 1: The problem is put to the group and they begin generating solutions/ideas. No discussion is allowed and group members are encouraged to call out their ideas which are then written down telegraph style.

The group must be able to see the whole list before them.

It is usual that there will be an initial burst of ideas followed by a lull. It is very important that it should be allowed to continue. This will be followed by a second round of ideas. Often these prove to be the best ideas as this could be the product of the synthesis of ideas.

Stage 2: The ideas formulated are now grouped and those irrelevant ones eliminated. On the basis of what is left, certain solutions to the problem set can be decided upon by means of group discussion.

Problems

The effectiveness of the activity can be considerably diminished by allowing discussion during the ideas-generating period. It does not matter that ideas are repeated what is important is that participants should focus fully on the list of ideas which had already been generated.

Group Discussion

Goals

This method is widely used in Teachers' Centre activities and serves to achieve a full range of possible goals.

Logistics

The same arrangement of tables and chairs as with brainstorming are required.

Method

- Divide the participants into groups of five to seven members. This can be done before the meeting to structure the groups in the way you wish.
- Have clear objectives and provide each group with these. It is important that they know what they are to do and why.
- Provide written instructions which should be clear, explicit and easy to follow, step by step.
- Time allocation for tasks should be indicated.
- Appoint group leaders who will keep the group working-on-task and goal-directed as well as involving everybody.
- Allow time for feedback from the groups.
- The presenter of the meeting would generally begin the activity with a mini-lecture focussing on the group activity to follow. The activity will be limited in success by the experience, knowledge and motivation of the participants.

Problems

- Badly prepared group tasks.
- Insufficient time. Teachers can become very frustrated when they do not have sufficient time to complete the task set for the group.
- Feedback is essential. Participants need to report back on the product of their discussion.

In-Baskets and Case Studies

In-Baskets and Case Studies are variations of group work which can be very successful.

In the case of In-Baskets, the group is presented with a series of letters and notes which are said to be from an "in-basket" on the desk of a particular person. The letters usually illustrate problems to solve or tasks to do. The group is asked to discuss these and formulate action plans for them.

Case Studies are descriptions of incidents, persons or institutions and actions. The group is asked to study the material provided which usually is quite extensive and takes the form of a report indicating a number of relevant facts and incidents related to the problem. A problem is set which is to be solved against the background of the case study.

Both these forms of group work set the groups a learning experience which allows them to practice in real life situations.

BIBLIOGRAPY:

- Adams E : 1975 In-service Education and Teachers Centres, Oxford 1975
- Adams F D : 1982 Adults only Teacher Development Branch; Education Department of Western Australia. A hand book for internal use. 1982
- Altrichter H : 1986 The Australian Inset project "PFL" British Journal of In-service Education vol. 12 No. 3 1986
- Andrew C : 1983 Teacher-directed In-service Education in Southern Indiana. Phi Delta Kappan March 1983
- Ashton F : 1982 Teacher Education : A Critical view of skills training British Journal of In-service Education Vol. 8 No. 3 1982
- Beare H; Caldwell B,
Millikan R : 1989 Creating an Excellent School: Routledge, London 1989
- Beaucham L and
Borys A : 1981 A strategy for uncovering teacher professional development needs British Journal of In-service education Vol. 8 No. 1 Autumn 1981.
- Blanchard K : 1983 Situational Leadership revisited in NTC Managers Handbook edited by R Ritvo and A Sargent, Virginia 1983

BIBLIOGRAPHY 2

- Bolam R : 1982 School focussed In-service training
Heineman, London 1982
- Bosman J : 1984 Die Bestuurstaak van die Hoof van 'n
Onderwysersentrum, Unpublished D.Ed
Thesis. Potchefstroomse
Universiteit van Christelike Hoer
Onderwys D.V1
- Brickell H M : 1980 How to change what matters.
Educational Leadership, December
1980
- Brookover W, Beady C,
Flood P, Schweitzer J School Social Systems and Student
Achievement. : Schools Can Make a
Wisembaker J : 1979 Difference, Praeger, New York 1979
- Bruce M : 1980 European Education Phi Delta
Kappan Volume 62 No. 2 1980
- Burrell D : 1976 The Teachers Centre : A critical
Analysis. Educational Leadership
March 1976
- Burrello L C and
Orbough T : 1982 Reducing the discrepancy between the
known and unknown in-service
education Phi Delta Kappan
February 1982
- Caldwell S and
Marshall J : 1982 Staff development - four approaches
described, assessed for the
practitioner,
Bulletin February 1982

BIBLIOGRAPHY 3

- C.E.D. Questionnaires : Unpublished documents used for
1989 internal development. Cape
Education Department, Cape Town
1989.
- Chambers J : 1981 Staff Development - Decision Making
and Contracts. British Journal of
In-service Education Vol. 8 No. 1
1981
- Craigie D : 1982 In-service education and training
schools identifying their needs.
The Leader No. 1 1982
- Cropley A J : 1981 Lifelong learning : a rationale for
teacher training. Journal of
Education for teaching. January 1981
- Dale L : 1982 What is Staff Development?
Educational Leadership, October 1982
- Dalheim : 1982 A place to call our own -
Instructor, September 1982
- Davis R V : 1979 How to involve teachers in their own
In-service work, through a Teachers
Centre. British Journal of In-
service education Vol. 5 No. 2 Spring
1979
- Delano J : 1975 In-service for change. Educational
Leadership May 1975
- Devaney K : 1982 Ingredients of Teachers' Centres'
uniqueness. Insight : Journal of
the National Conference of Teachers'

BIBLIOGRAPHY 4

- Centre leaders. Vol. 5,4, 1982
- Drake R : 1977 Leadership : The teachers Option.
The Clearing House Vol. 50. March
1977
- East London Teachers Unpublished report on activities of
Centre Annual Centre for the Cape Education
Report 1986 Department R.S.A. 1986
- East London Teachers School Focus : List of courses
Centre Handout available at Teachers Centre
1988
- East London Teachers How Effective is your school?
Centre Handout a profile. Analysis of school
1988 activity.
- East London Teachers Characteristics of Success
Centre Handout Analysis of School Atmosphere and
1988 planning.
- East London Teachers Maclear High School Parental
Centre Handout 1988 Workshop
- Edelfelt R : 1977 Criteria for and examples of local
programmes Western Washington State
College 1977
- Edelfelt R : 1982 Critical Issues in developing
Teachers' Centres. Phi Delta Kappan
February 1982
- Fairman M and Sharpening the focus on goal focus.
Renne C L : 1983 Educational Leadership, February
1983

- Freiberg H J and
Townsend K S : 1982 Does in-service make a difference
British Journal of In-service
Education Vol. 8 No. 3 Summer 1982
- Gibbons M and
Phillips G : 1980 "Joy or Misery in the Classroom"
Educational Leadership, December
1980
- Gough B : 1975 Teachers Centres as providers of
In-service Education. British
Journal of In-service education
Vol. 1 No. 3, summer 1975
- Gough R : 1985 Staff Development - as part of the
continuing education of teachers.
British Journal of in-service
education Vol. 12 No. 1 1985
- Gough R : 1989 20 years [or so] of Teachers'
Centres. British Journal of In-
service education Vol. 15 No 1 1989.
- Gray H L and
Cunningham I : 1974 Management Courses for teachers.
British Journal of In-service
Education Vol. 1 No. 1 Autumn 1974
- Hager J L and
Scarr L E : 1983 Effective Schools - Effective
Principals : How to develop both.
Educational Leadership February 1983
- Hall G and Loucks S
1979 Teacher Concerns as a basis for
facilitating and personalising staff
Development in Staff Development
edited by A Lieberman and L Miller

BIBLIOGRAPHY 6

- Columbia University 1979
- Harris B, Bessant W and McIntyre K : 1969 In-service. A guide to better practice. Prentiss-Hall 1969
- Harris B : 1977 Altering the thrust of Supervision through creative leadership. Educational Leadership, May 1977
- Havelock R : 1978 Change Agents guide to innovation in Education. Educational Technology Publications, New Jersey, 1978
- Havelock R G : 1979 Planning for Innovation. Centre for Research on utilization of Scientific Knowledge, Michigan 1979
- Henderson E and Perry G : 1981 Change and development in schools McGraw Hill, London 1981
- Hewitt F S : 1978 Teacher participation in planning and provision : The identification of pertinent factors. British Journal of In-service education Vol. 5 No. 1 Winter 1978
- Hodgson F and Whalley G : 1985 Evaluation of In-service Education : The question of Criteria. British Journal of In-service Education Vol 12 No. 1, Winter 1985
- Houle C : 1980 Continuing Learning in the Professions. Jossey-Bass 1980

BIBLIOGRAPHY 7

- Howey K and Vaughan J
1983 Current Patterns of Staff
Development in Staff Development
edited by G Griffin. National
Society for Study of Education
Chicago 1983
- Hoyle E : 1972 Creativity in School. Unpublished
paper given a OECD quoted in
L Stenhouse 1975, An Introduction to
curriculum research and development
- Huberman A M : 1973 Understanding Change in Education
UNESCO, Paris 1973
- In-Service Monograph
No 2 : 1980 Teacher Development Branch,
Educational Department of Western
Australia, Perth (Unpublished
document)
- In-service Monograph
No. 3 : 1980 Western Australia Education
Department. Unpublished Monograph
1980
- Jenkins K : 1977 In North Carolina, its working.
The Clearing House, February 1977
Vol.50
- Jones L and Hayes A
1980 How valid are surveys of Teachers
needs? Educational Leadership,
February 1980
- Hoyle E and
Megarry J 1980 World Year Book of Education 1980
Kogan Page, London 1980

BIBLIOGRAPHY 8

- Joyce B and Showers B
1980
Improving In-service training :
The messages of research.
Educational Leadership. February
1980
- Keefe J W : 1979
Learning Style on Overview in
Student learning styles 1979
Reston, Virginia
- Keefe J and Jenkins J
1984
Instructional Leadership Handbook
NASSP, Virginia 1984
- Keeney L (undated)
Finding out what teachers need in
Devaney, K, Building a Teachers
Centre Teachers Centre exchange, San
Francisco (undated)
- Kemper R (1983)
Successful In-service programmes.
Bulletin March 1983
- Kerry T : 1985
Barriers to, and preconditions for
Innovation in Primary teaching
British Journal of In-service
Education Vol 12 No. 1 1985
- Knoop R : 1986
Working with and in groups.
Education Canada, Summer 1986
- Knowles M S : 1970
The Modern Practice of Adult
Education : andragogy vs Pedagogy
(New York) 1970
- Knowles M S : 1977
The Adult Learner : A neglected
species Gulf Publicating Co. 1977

BIBLIOGRAPHY 9

- Landreth G : 1978 Dynamics of group Discussion
Clearing House, October 1978
- Lengo P : 1984 The Way I see it Educational
Leadership, February 1984
- Levine C and Horwitz R The Teachers Centre Inc. (New Haven
1976 Conneticut) : A Case Study
Educational Leadership, March 1976
- Lichona T and Hasch P Research on Teachers Centres,
1976 Educational Leadership, March 1976,
- Lieberman A and Staff Development. New demands, new
Miller L : 1979 realities, new perspectives.
Teachers College Columbia University
New York 1979
- Light A J :1980 Conduct of In-service education in
schools in Evaluation, Inset and the
Teachers Centre edited Brand J and
Hughes J. Sheffield City
Polytechnic : Dept of Educational
Management 1980
- Logan L D : 1981 A Teacher self-directed In-service
programme British Journal of in-
service education Vol. 7 No.3 1981
- Lordon J : 1981 Small Group Instruction The
Clearing House, February 1981
- MacDonald B and Curriculum Research and Development:
Ruddick J : 1971 Barriers to Success. British
Journal of Educational Phsychology

BIBLIOGRAPHY 10

- Vol. 41 Part 2 June 1971
- Markowitz S : 1976 The Dilemma of Authority in Supervisory Behaviour. Educational Leadership, February 1976
- Marks J, Stoops E and King-Stoops J : 1978 Handbook of Educational Supervision Allys and Bacon Boston USA 1978.
- McCarthy B : 1982 Improving Staff Development through CRAM and 4 Mat. TM Educational Leadership, October 1982.
- McCormack-Larkin M and Kritek W : 1982 Milwaukee's Project Rise Educational Leadership, December 1982
- McLaughlin M W and Marsh D D : 1978 Staff Development and School Change, Teacher College Record, September 1978
- Merrel Hansen J : 1980 Why In-service? An obligation of schools to provide the best Bulletin, December 1980
- Monograph 4 : 1981 Teacher Development Branch, Education Department of Western Australia, December 1981
(Unpublished internal circular)
- Monograph 6 : 1981 Teacher Development Branch, Education Department of Western Australia, December 1981
(Unpublished internal circular)

- Morant R W : 1981 In-service education within the school, Unwin Education books, London 1981
- Needs Assessment E.L.T.C Document 1988
- Newman C, Shostuk R Teachers Centre : Some Emergent Characteristics. British Journal of In-service Education Vol. 8 No. 1 1981
- and Sollars R : 1981
- Nicholls A : 1983 Managing Educational Innovations, Unwin Education Books 1983
- OECD Report 1978 Innovation in In-service education & training of teachers, OECD report Paris, 1978 : Section vii
- Olivero J and Schools and their leaders - some realities about Principals and their in-service needs.
Armistead L : 1981
Bulletin, October 1981
- Orlich D : 1983 Some Considerations for Effective In-service Education The Clearing House Vol 56 1983
- Ornstein A : 1981 The Trend Towards Increased Professionalism for teachers.
Phi Delta Kappan November 1981
- Pendergrass R V : 1980 Teachers Centres and the priorities of In-service education The Clearing House, December 1980 Vol. 54.

- Pope A M : 1980 The Teacher as learner - some factors in the learning process
British Journal of In-Service Education Vol. 7 No. 1, 1980
- Redknap C : 1977 Focus on Teachers Centres NFER Publishing, Berks 1977
- Report on Activities of Study Groups : E.L.T.C. Monograph
1988
- Reti P : 1980 A Grid for analysing teachers' in-service needs British Journal of In-service education Vol. 6 No 2 Spring 1980
- Reti P : 1982 A typology of In-service short courses for teachers. British Journal of In-service training Vol. 8 No. 2 Spring 1982
- Reynolds D : 1983 What makes a good school?
Education, 30 September 1983
- Rogus J and Martin N The Principal and Staff Development: Changing the School Culture.
1979 The Clearing House Vol. 53 Sept. 1979
- Roueche J and Baker G Profiling Excellence in America's Schools. American Association of School Administrators, Virginia 1986
- Ruddick J : 1981 Making the most of the short in-service course. Schools council

- working Paper 7. Methen
Educational 1981
- Rutter M, Maughan B,
Mortimore P and
Ouston J : 1979 Fifteen Thousand Hours, Secondary
Schools and their effect on
children. Open Books, Somerset
1979
- Sanders J : 1982 Group Development. In-service
monograph, Teacher Development
Branch, Educationa Department
West Australia, October 1982
- Scissons E H : 1982 A Typology of needs assessment
definitions in adult education
Adult Education Vol 31 No. 1 Fall
1982
- Shanker A : 1985 In Support of Teachers : The making
of a profession. NASSP Bulletin
September 1985
- Smith R : 1980 The need to re-motivate the late
career teacher. British Journal of
In-service education Vol. 7 No. 1
Autumn 1980
- Snyder K J : 1983 Instructional Leadership in
productive schools Educational
Leadership, February 1983
- Stenhouse L : 1975 An Introduction to Curriculum
Research and Development
Heineman, London 1975

- Stephens J : 1982 Roles in In-service education
 British Journal of In-service
 Education Vol. 9 No. 1 Autumn 1982
- Study Group Organisation Circular letter East London
 1987 Teachers Centre, January 1987
- Study Groups and Teachers Centre Day : Report on activities
 East London Teacher Centre. January
 1988
- Sweeney J : 1982 Research Synthesis on Effective
School leadership
 Educational Leadership, February
 1982
- Taylor G (ed) : 1970 The Teacher as Manager. National
 council of Education Technology
- Taylor W : 1970 Teachers as resources - the need
for retraining in The Teacher as
 Manager ed. George Taylor, National
 Council for educational technology
 1970
- Teachers Centres and Provision of Effective Inset : East
 London Teachers Centre Monograph
 1987
- Thornbury R : 1973 Teachers Centres. Longman and
 Todd, London, 1973
- Van Cleef D and Perceivers and Non-Perceivers :

- Reinhwitz J : 1984 Adaptation through In-service.
Clearing House , December 1985
Vol. 58
- Vandenberghe R : 1978 Meaning of the demand of a
"practice centred" In-service
training British Journal of in-
service education Vol. 5 No. 1
Winter 1978
- Vandenberghe R : 1984 Teachers Role in Educational change
British Journal of in-service
education Vol. 11 No. 1 1984
- Visagie J H : 1976 Some world wide tendencies with
regard to the teacher and his
training Paper 3 : Conference of
Senior Officials, Ministry of
Education, Rhodesia, September 1976
- Weindling D and Reid M Teachers'centres : a focus for
with Davis P in-service education ? Schools
Council Publications 1983.
- Welsh C , et al : 1978 The Need for Teachers to
Professionalise. Clearing House
Vol. 51 May 1978
- Wilens W and Implications of Research for
Kindsvatter R : 1978 Effective In-service Education
The Clearing House 1978 Vol 51
- Wood F and Thompson S Guidelines for better Staff
Development. Educational

- Yeatts E : 1976 Leadership February 1980
 Staff Development : A Teacher-
 Centred in-service design
 Educational Leadership, March 1976
- Zigarmi P : 1979 Teachers Centres : A Model for
 Teacher initiated Staff Development
 Lieberman ed Staff Development :
 Columbia University New York, 1979 .
- Zumwalt K Ed. 1986 Improving Teaching
 Association for Supervision and
 Curriculum Development, Alexandria
 1986