

AT THE HEART OF SCHOOL CHANGE
**The experience of participation in a whole-school
revitalisation project.**

A dissertation submitted by

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ABSTRACT

What is at the heart of whole school change? The focus of this research is how a whole school revitalisation process impacted on the professional community, professional learnings and professional practices in a secondary Catholic College in regional southeast Queensland. It identifies the factors within the school context that impacted on the progress of the project.

A review of literature provides support for each of the dimensions of the focus of the research, the research-based framework of the revitalisation project and the factors relevant to a whole school change process. The research paradigm involves interpretivist inquiry, the methodology is case study and a narrative method is used to interpret and present the study. Multiple sources of data are employed: three sets of semi-structured interviews conducted over a three year period from 2004 to 2006; the researcher's journal; and school documents.

Some evidence indicates that the revitalisation project had some impact upon the development of a shared vision and improved whole school collaboration and professional dialogue. The implementation of the change process led to an increase in whole school professional development which impacted on teachers' shared understandings of pedagogical principles and further there is some evidence of perceived change in teachers' professional practices as a result of engagement in the project.

The study identifies cultural and other factors existing in the school which hindered the progress of the change process. These include teachers' resistance to change, a culture of 'blame', and a lack of teacher leadership and of collaborative decision making on the part of the school leadership team. One outcome of the study was the construction of a set of recommendations to assist a school in overcoming the impact of these identified hindrances to the change process.

A model of effective change is developed as a second key outcome of the study. The model is consistent with the key “school change” literature, but its significance lies in the unique context from which it was drawn.

CERTIFICATION OF DISSERTATION

I certify that the ideas, results, interpretations, analyses and conclusions reported in this dissertation are entirely my own effort, except where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award.

Signature of Candidate

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Chapter 1 The Research Problem and Context

This study focuses on one school's use of a whole school improvement project as one of its strategies for the implementation of the directions in its five year strategic educational plan. The progress of the project was observed and investigated over a three year time period, from February 2004 to December 2006, from the perspective of teachers in the school.

At the time of the study, the school had a history of many students performing very well academically, had an extremely successful sporting program, had developed a reputation for outstanding musical and debating performances and had many enrolments that were based on the range of activities provided by the Agricultural Department. While celebrating its many successes, the school aimed for continual improvement, particularly in the areas of the teaching and learning program, as well as the development of a collaborative professional community.

This chapter introduces the school context and provides details of its history, its clientele, its culture and its ethos. The researcher's position in the school is described, as are her background and personal beliefs: all the issues which impacted on the combined role of researcher and participant in the study. The revitalisation project is also described: its background, its philosophy, its structures and processes, and how it was used in the implementation of the school's strategic plan. The final section of the chapter discusses the focus of the study, delineates the research questions and introduces the conceptual framework.

1.1 The School Context

This section provides an overview of the historical and cultural influences on the teaching and learning in the school. It includes quotations from a book which provides a history of the first 50 years of the school (Mooney, 1981) and focuses on the setting, the

Principals and their Leadership Teams, ethos and vision, staff, students, curricula and co-curricula offerings.

1.1.1 The History

The school, called St Jude's College for the purposes of the study, is an Order-owned Catholic secondary school in regional Queensland. The school was established in 1931 at the request of the diocesan Bishop, who saw a need for a Catholic secondary boys' boarding school in the region. Within the school there was a strong focus on the charism (religious influence) and tradition of the Order of priests that established the school. The Order emphasises a spirit of family, compassion and forgiveness. It has an Education Statement (Baker, 1996) applicable to St Jude's and the other three schools it administers in Australia:

[Order] schools exist to proclaim and witness to the love of God. They aim to make gospel values real in the lives of young people, their families and the staff who serve them.

With care, compassion and understanding as their hallmark qualities, [Order] schools strive to build a community of faith among staff, parents and students. Great value is placed on commitment, trust and acceptance of others in fostering the growth of community. In the spirit of a loving and supportive family, members help one another grow in knowledge, faith and service.

While aiming for excellence in the search for truth, [Order] schools recognise the importance of balanced human development and strive to help the young students to achieve their full potential in all areas of life, and to be ready to show initiative in parish, religious and civic life. They are attentive to the needs and aspirations of individuals, especially of those who are disadvantaged or isolated: mentally, physically, financially, emotionally or geographically.

Staff relate to students with compassion and availability, creating a sense of family which permeates their attitude as professional teachers and caring adults. Staff also relate to each other with the same sense of understanding and care, ministering to each other in an atmosphere of friendship and collegiality.

Staff try to improve their professional appreciation of their work by sharing in prayer and staff development exercises, and participate regularly in programs which enable them to collaborate with greater understanding in the [Order] style of education at their school. Founded on love and built on love, [Order] schools offer a vision of hope for humankind, one to which all their members can contribute as they grow strong in faith (p. 23).

The College Staff Handbook (2000) details the school's Mission Statement. Of particular relevance is the following:

[St Jude's] recognizes that it is in the family that young people gain their basic values and ideals about life. In partnership with parents, [St Jude's] is a vital, diverse community within which each individual student is accepted, challenged and assisted to develop to the fullness the goodness of his or her gifts and aspirations.

[St Jude's], established in southern Queensland, welcomes and serves those from isolated regions, as well as those from closer urban areas. While being enriched by the contributions of all, and respecting each individual's rights and qualities, the College stresses that all must share the life and ideals of the [St Jude's] community. The growth of community is enhanced by openness, empathy, perseverance, a sense of responsibility, friendliness and humour. Above all, membership of the community involves helping others, especially those who are disadvantaged, in a spirit of concern and service. Shared decision making, out of appreciation of the dignity and talents of all, is a feature of [St Jude's] life (p. 21).

The site chosen for the school was a "magnificent property, forty five acres, good soil, large two-storied building, good repair" (Mooney, 1981, p. 12). In January 1931, eight priests, "all well credentialed and experienced teachers" (p. 12), arrived from the Order's training house and secondary school in New South Wales. St Jude's was the first school in Queensland to be run by priests. The priests were accompanied by six brothers who were to be responsible for the tasks of "cooking, scullery work, refectory or dining room arrangements, dormitory and classroom cleaning, and laundering" (p. 24). Other staff comprised visiting tutors of music, a College Physician and Matron, a nurse and a sports coach. The school commenced with 67 residential students, ranging from Grade 4 to Sub-Senior (Grade 11). Subjects taught were English, Latin, Greek, French, Physics, Geography, History, Mathematics and Religion.

Student numbers grew to 97 in 1932 and 110 in 1933, when "more applications were turned away than were being accepted. The problem was lack of accommodation" (p. 34). By 1937, student numbers had increased to 151 and a building program was implemented to cater for 250 boarders. More subjects were added in the form of Chemistry, Book-keeping, Shorthand and Typing. The introduction of the commercial subjects was "the result of parent pressure of those on the land for dealings with stock

and station agencies and pastoral companies” (p. 26). Mooney (1981) describes the relationships developed between students and teachers.

A real family atmosphere grew out of a variety of associations between staff and boys. In the case of the priests it was due to the hours of concerned contact in classrooms and study halls, open discussions, sitting in groups on beds after a day’s work was done and before lights went out, the sense of togetherness in the failures and successes on the sports fields and above all the security and satisfaction that came from the sacraments and spiritual direction. Contact with the brothers meant banter and repartee as they waited on tables, bargaining and bluffing in the tuckshop, sticking plaster and cough mixture in the infirmary as malingerers were separated from the genuine sufferers and again all the example of these dedicated, self-effacing men. (p. 39)

In the early years it was important to develop a range of extra-curricula activities to occupy the boys after school and during the weekends. As well as the many sporting activities, the priests organized “Hobby Club for the mechanically minded and manually dexterous, woodwork, metalwork, club rooms, music rooms and libraries, and public speaking” (p. 40).

The College Cadet Corps was established in 1940 and continued as an integral part of the school, being run by the teachers rather than the Army. While the Cadet system was not considered compulsory, there were pressures for boys to be involved and these pressures continued for the boarding boys even in the years after day students and girls were enrolled. There were always alternative activities available for the “Conchos” – a somewhat pejorative term for those students who for conscientious or other reasons were not part of Cadets. These activities included the building of an imposing array of concrete stairways connecting the various terraces of the school, as well as the paving of a courtyard that to this day is referred to as “Concho Court”. In more recent times, there were sporting and recreational options. The Cadet Corps was considered to be “a structure in which discipline is instilled, leadership encouraged, and many skills including musical ones in the Band are learnt” (p. 62) and “the average boy would learn many skills in Cadets such as map-reading, compass reading, [and] the essentials of camping” (p. 174). It was not until 1998, after a bullying incident at a Cadet Camp was highlighted in the media and a student took the school to court, that the Corps began to

lose numbers and it was no longer considered an expectation that all boys would participate.

The school functioned as a boys' boarding school for 40 years before enrolling day students in 1971. At this time it also entered into an arrangement with a nearby girls' school under which the girls completed their final two years of education as day students at St Jude's. Some of these girls remained as boarders at the girls' school and travelled each day for a co-educational experience at St Jude's. This arrangement was later to break down when the girls' school reverted to offering five years of secondary schooling. Consequently, St Jude's became a fully co-educational boarding school for Years 8 to 12 in 1993.

When the priests entered into the partnership with the nearby girls' school in 1971, nuns from the girls' school also joined the staff at St Jude's. Mooney reports that the "Sisters accommodated themselves with comparative ease to their new environment. The adjustment of the male teachers to the same environment did not appear in all instances to be equally smooth. One of the girl past students of 1971 has made the observation that the girls' adjustment to men's teaching was one of the greatest difficulties" (p. 210). The report also informs that "a section of the boys rejected the girls as intruders into their domain" and "the girls perhaps took the banter more seriously than the boys intended" (p. 214). The Sisters and the girls had an impact on pastoral care, cultural activities, liturgical celebrations, subjects on offer and some of the activities of the Cadet Corps as girls became progressively more involved in all areas of the school life.

By the 1980s enrolments at the school reached a peak of about 850, with approximately 500 students in Years 11 and 12. At that time, there were not enough priests and nuns available to staff the school; hence there was a need to appoint a large number of lay staff. Mooney refers to the effort made to ensure that the lay teachers understood the ethos of the school and the Order.

In an effort to maintain the spirit of the college, [the Principal] displayed some ingenuity...and set aside a special day each semester to acquaint the staff with

the original ideals of earlier years. To supplement this endeavour, there has been an annual in-service course for a week at [the Order's retreat house in New South Wales]. Each year some members of staff from each of the [Order's] colleges in Australia have attended this seminar. Although it will take some years before each member of staff will have completed this course, nevertheless its influence is already manifest. (p. 227)

In the years 2004 to 2006 such in-service programs and courses continued to be an important component of teaching life at St Jude's. The loving, caring family spirit continued to be a major focus, with members of the school community, past and present, supported in times of need such as illness and death, along with celebrations in times of happiness.

At the time of this research (2004-2006), St Jude's had approximately 770 students and 65 teaching staff. About one-third of the students were boarders, with about one-third of both boarders and day students being girls. Both the day students and the residential students came from a wide cross-section of society, with many from isolated rural communities, different States of Australia and overseas. The overall number of enrolments stabilised around the year 2000, but the smaller proportion of girls in the school remained a concern. There are six other private secondary schools in the town competing for girl enrolments in either single-sex or co-educational settings, three of which are Catholic, with two of those three offering boarding facilities.

The school continued a strong sporting tradition, competing in rugby union, soccer and cricket with the Greater Public Schools (GPS) of Brisbane on the bye weekend of their formal competitions. This allowed the school to maintain a high standard of sport for the boys without the pressures of the GPS competition. Upon enrolment of the girls, every effort was made to provide them with similar sporting opportunities, but this had not always been successful because of the smaller number of female enrolments. Despite the lack of a regular interschool sporting competition and their small numbers, the girls' sporting successes were considerable in the areas of swimming, athletics and cross-country, as well as in State knock-out competitions for netball and other team sports.

The advent of the girls also saw a growth in other areas of school life, with increased numbers of students participating in cultural activities such as debating and musical performances, resulting in the school gaining a strong reputation in these areas.

Another particularly strong area of extra-curricula activities was the school's agricultural offerings. For many of the residential students, the offerings of agricultural subjects compensated for the absence of home and family. Students had the opportunity to prepare their cattle and travel to regional shows, including the Brisbane Exhibition and the Royal Sydney Show, to present their animals and to compete in the Junior Judging Competitions.

Continuing its mission of catering for the needs of individuals, in more recent years the school also introduced Vocational Education subjects in a wide variety of areas, including Agriculture, Technical Studies, Computing, Hospitality, Physical Education, English and Mathematics.

An article titled "The [St Jude's] Difference" appeared in the *Sydney Morning Herald* in 1989. Excerpts from this article, written by a past student, provide a picture of the school at that time. In the eyes of many, the article still reflects the culture of the school today. In his article, the journalist listed a large number of past students who were prominent businessmen, politicians, lawyers, judges, etc., and commented that:

[T]he pupils...rarely shone in exams, but judging by the number of successes of many of the old boys from this boarding school, the teachers taught something that wasn't in the syllabuses. [T]here must have been something special about the place, for an exceptional number of those ordinary boys have made it to the top in Queensland. [The school] did place a lot of emphasis on education, although it was education of an unconventional kind...to equip you for life, to strive to be individuals, not to follow the mob, to be their own people, and encouraged to think of himself as someone in particular (Derriman, 1989, p. 83).

While the journalist suggested that the school could not be the same as it was in the past, the ethos and mission of the Order, and of the school, had remained the same over the

history of the school, and many staff taught at the school for long periods of time and were keen to maintain the traditions and spirit of the school. Teaching staff were expected to lead extra-curricula activities after school hours and strong bonds were formed between these staff and the students involved. Students received encouragement to participate and achieve to their best in as many areas of school life as possible, to be accepting of others' differences and to live the gospel values. Many of the students have been extremely successful in their academic pursuits, with Year 12 academic results significantly above State norms.

1.1.2 The Staff

The original teachers were all priests who taught during the day, took sport and other activities after school and at weekends, supervised study and dormitories at night, were confessors for the students, and celebrated the religious ceremonies. The teachers of more recent times were predominantly lay, with more than half being female. Most of these contemporary teachers have had to attempt to balance their personal commitments outside the school with the demands of the school's curricula and co-curricula programs. As well as the teaching staff, a large number of non-teaching staff impact on the lives of the students, both during the week and at weekends. These include dormitory supervisors, kitchen staff, ground staff and non-teaching sporting coaches.

There has always been an expectation that teaching staff would be involved in extra-curricula activities in out of school hours on a voluntary basis, with many working in dormitories, offering tutorials after school and at night, attending agricultural shows, coaching sporting teams, training debating teams and preparing school musicals, choirs, orchestras and bands.

Teachers share a large staffroom, but mainly engaged in professional dialogue with others in the same subject departments. Some staff interact socially outside school hours, but most social interaction would occur within groups working in similar extra-curricula areas. There have been social gatherings, for example, at the end of sporting

seasons for the teachers involved in coaching teams, or for those involved in school musical productions. Strong bonds formed among teachers who toured together or spent time together at camps or year level student retreats. Collaborative practices existed among teachers of similar interests, but many of the extra-curricula activities that were organised often resulted in students missing class time, and this resulted in some disquiet among teachers who were concerned about the resulting impact on academic performance.

The Order of priests set up a School Board and incorporated the school in 1989. Priests held the role of Principal of the school until 1991, when the first lay Principal was appointed. This first lay Principal had been a member of the teaching staff and was the Deputy Principal for many years. At the conclusion of his appointment as Principal in 1999, the tradition of appointing a priest as Principal resumed. It was the practice at St Jude's for a six-year tenure period for Principals, with a maximum of two terms in the role.

At the time of the study, besides the Principal, there was only one other priest on the teaching staff. Three of the five Executive Leadership positions were held by females, and eight of the 12 Heads of Academic Department positions were female. Each of the five student year levels had a male and female Pastoral Care Manager. At least a third of the teachers taught Religious Education, while all taught a Personal Development class at one of the year levels.

The school historically operated under a hierarchical organisational structure and many classrooms had been predominantly teacher-centred with a focus on content exposure in traditional subject disciplines. There has been a strong emphasis on Religious Education, Pastoral Care programs, and Catholic ceremonies. In 1999, a survey of the level of satisfaction of parents, staff and students was carried out by the school Board, possibly as a response to declining enrolments. The results led to a re-structuring of the school leadership team, resulting in the appointments in 2001 of a new Deputy, Dean of Studies, Dean of Students and Dean of Community. The resulting changes proved to be

unsettling for some staff, particularly when traditional practices were altered. Some examples included the timing of school holidays, examinations, reporting deadlines, the loss of some student free days and the increase in the number of Staff Professional Development days.

This study covers a time period during which two different priests held the position of Principal. The continual changes in members of the school leadership team over this period, along with the resultant changes in focus, led to a cynicism among many long serving teachers with regard to attempted changes, with some resisting changes that they saw as impacting upon the way they had successfully operated in the past.

At the time of the research, there was a further unsettling time for the staff and the school leadership team. The Deputy was on sick leave at regular intervals over the period of the study and was not at school for the whole of the final term in 2006. As she was not replaced, the other members of the leadership team took on extra responsibilities. This was particularly onerous for the Dean of Studies who was attempting to plan the 2007 timetable and the end of 2006 celebrations and Academic Awards presentations.

The ethos of the Order featured as a regular focus of staff development programs, with the Principal or other members of the Order attempting to ensure that all staff worked with a common spirit. At the time of this study there were three staff days at the start of each school year when the school leadership team organised sessions on topics such as “Heart Spirituality” and the vision of the Founder of the Order. While long serving staff members appreciated the need for new teachers to receive such briefings, many would have preferred to have been able to use the time for preparation for their classes for the start of the year, or would have welcomed professional development that focused more specifically on teaching and learning. In a typical year, teachers at St Jude’s would participate at least four times each year in whole staff in-service days that focused on “Heart Spirituality”. They were also expected to attend an evening retreat each year, they were freed from teaching for one day each year to work in small group discussions

on the ethos, and they attended a fully paid week-long retreat every few years at the Order's retreat house in New South Wales.

To ensure that the ethos and vision of the Order continue in a future that may not have their priests in the schools, the Order established an Institute in 2000, with the aim to assist teachers in their schools to understand and renew their commitment to this ethos and philosophy. In 2006, staff received an extra day's in-service (in small groups) from the members of the Institute on their newly developed "Pedagogy of the Heart" document (Appendix 1). Based on the teachings of the Founder of the Order and enhanced by the work of Atkin (1999, 2004), "Pedagogy of the Heart" proposes that effective teaching and learning should be a transformative journey based on love, relationships, contemplation and development of the whole self. A "Pedagogy of the Heart" would ensure that a teacher cared about a student as a person as well as a learner, and involved compassion, care, acceptance, acknowledgement, inclusion, mutual trust and non-judgment. Such a pedagogy is based on the belief that there is much more likelihood that learning will occur in relationships of trust, connectedness, intimacy, belonging, collaboration, independence and interdependence. It considers that contemplative practices and reflective habits assist in making personal meaning out of information, insights and experiences, and that learning is deeper and more lasting when it engages the whole self on a journey of growth, enlightenment, empowerment and enrichment.

1.1.3 The Students

In its first four decades the school was a small, all male, all boarding community with an emphasis on providing care, schooling and sport for boys from country towns, from isolated rural families and from urban families wanting residential care for their sons.

By the time of this study the students came from families across a broad spectrum of the Australian community, along with a small number of overseas enrolments, mainly from Hong Kong and Indonesia. The school also had a small number of students from an

isolated Aboriginal community in the far North of Queensland, as part of a government program to assist young people in that community to complete Year 12. There was also a group of Sudanese refugee students whose families were assisted to settle in the region. Many of these students had English language and literacy problems, as well as some difficulties settling into such a different community. Some of the residential students came from different States within Australia, with a significant number from the Northern Territory, perhaps as a result of the Order once having owned a school in Darwin. Both day students and boarders came from diverse socio-economic groupings, which is not uncommon in Catholic schools.

The boarders had a strong influence on the culture of the school, with a predominant interest in country style of dress, music and way of life. The close bonds developed in the residential community impacted on the way that the teachers managed the behaviour of resultant groupings within classrooms. The recommendation given to new teachers was to maintain a sense of humour along with a loving, caring approach to student welfare. While day students usually had a different style of dress, interests and lifestyles there were usually good relationships between many of them and the boarders. Day students were encouraged to invite boarders into their homes for weekends or for holiday periods and this was often reciprocated.

As within most diverse communities, occasionally there were cultural and racial concerns, including related episodes of bullying, but there was a strong emphasis by the school on restorative justice and acceptance of others with differences. The Pastoral Care program involved 80 minutes each week in which students regularly addressed issues such as acceptance of differences. A very obvious impact of this approach was the apparent lack of schoolyard fighting. Despite the best efforts of the teachers and school leaders, however, there were sometimes problems arising from such diverse student backgrounds which included the different ethnicities, cultures and peer groupings in the residential and day student communities. Further differences were apparent in the desire by some students to achieve well academically, while others

focused on sport, agricultural shows, the cultural activities or the social environment of the school.

Students were not excluded from the school for behavioural problems, with the preferred approach being one of assisting them to learn from their mistakes and grow from the experiences. A “Responsible Thinking Program” (Ford, 1994) was introduced in 2004 with the aim that students would take responsibility for their own actions. The program involved students being withdrawn from the classroom to a Responsible Thinking Centre (RTC) for short periods of time to reflect upon their actions and to plan actions for improvement. A very small percentage of students needed to be sent to the RTC given the predominant culture of extremely friendly, well behaved and motivated students who enjoyed their school experience and performed to the best of their abilities. The Responsible Thinking Program reflected the mission of love of great importance to the Order. Many teachers and parents and some members of the wider community have, at times, interpreted this approach as a weakness in the school’s discipline policy. Some teachers were frustrated in their attempts to cater for the wide variation in student interest, motivation and behaviour in their classrooms. Many of the non-academic subjects were dominated by male residential students who sometimes demonstrated loud, attention-seeking behaviour. These boys usually participated in rugby: the dominant sport of the school.

The school fielded about 20 rugby teams each weekend in the winter months, with students from a wide cross-section of the school participating. In the years from 2000 to 2005, the Principal focused on breaking down barriers between the students with a sporting focus and those with an interest in the performing arts. His efforts were successful and it became an expectation that members of the school First Fifteen would also have roles in the school musical.

Although the girls’ sporting teams experienced success both at local and at representative levels, they would often prefer to be spectators at major rugby games than participants at their own sporting events. Their behaviour in classes was far less

attention-seeking than many of the boys, and they were less likely to wear apparel that advertised their successes.

Despite their differences, many boys and girls formed strong bonds that have lasted long after their school days. The school was recognised as one where strong, lifelong bonds of friendship were formed between students and teachers, with many past students returning for reunions, major sporting events and musical performances.

In the year 2000, an attempt was made to empower students to work together within the different aspects of the life of the school. A system of student committees was instigated to encourage students to be involved in service within their community and to provide them with leadership opportunities. The committees covered most areas of student life – Academic, Sport, Liturgy, Performing Arts and Global Services. Students volunteered for membership of committees, with the majority from Years 11 and 12, although some younger students showed an interest at times. The members of each committee elected leaders who then joined School Captains, Vice Captains and four other elected leaders in weekly “Senior Committee” meetings, where they discussed issues affecting student life and the planning of student activities. The School Captains and Vice Captains represented the school on formal occasions and ran one of the four School Assemblies each month. Student Committee leaders presented information and results of activities at the weekly Assemblies. The aim of the committee structure was to replace a Prefect system that had limitations, as the membership of the Prefecture often resulted in a personality vote for students who had few ideas about leadership or opportunities to demonstrate their skills. The committee structure also provided opportunities for the wider body of students to be involved and to demonstrate leadership skills. Other opportunities for leadership roles existed within each School House and Residential House. These included organisation of inter-house competitions for the day school, charity fundraising activities and weekend activities such as religious liturgies in the residential community. In 2006, the leadership program was enlarged to include Junior School Leaders who assisted the senior students with such organisation. The inter-house day competitions included swimming, athletic and cross-country

carnivals, as well as music and drama festivals. There were other regular student activities including year group breakfasts, lunch time BBQs, cross-year-level games and breakfasts, war cry practice, dances and charity fund raising. The budget for the Pastoral Care Program of the school included the cost of the breakfasts and BBQs, while the kitchen staff cooked the food and volunteer students set up their areas and collected and served the food.

The overall student culture was one of extreme friendliness with a desire by most to develop strong relationships with each other and with teachers. There was a focus on caring for others and the acknowledgement of individual differences. A strong spirit of school loyalty resulted in a desire by most students to be involved in the many experiences of school life that were on offer.

1.1.4 The Curriculum

As with any school, the academic life of the school was a large part of the student experience. As well as a wide variety of extra curricula activities in the school, students had access to a very broad academic curriculum. The curriculum was based on the Queensland Key Learning Area Syllabuses for Years 8 to 10 and the Queensland Senior Syllabuses and Study Specifications for Years 11 and 12. Students in the junior school experienced a unitised curriculum which allowed them to select from a range of units each semester, ensuring that they accessed each of the Key Learning Areas for a minimum number of units across three years. This choice ensured a balanced program of study as well as allowing for some specialisation in their individual areas of interest. The unitised structure recognised the need for students in the middle years to have some control over their learning and ensured a culture of continual reflection upon their learning paths.

Along with a strong emphasis on traditional academic subjects in the final two years of schooling, there had been a growth in the number of students choosing Vocational

Education subjects and School Based Apprenticeships. These students were at a place of work for at least one day each week and some also attended other education providers for another day each week. One consequence of the time missed from normal classes was that some teachers found it difficult to adapt their teaching programs to cater for these students in their school-based subjects. The working lives of these students impacted significantly on the culture of learning, and teaching programs often had to be significantly adjusted accordingly.

Over the time of the study, there was a growth in the enrolments of students with special needs. For most of their day these students were in mainstream classes, and teachers had to modify their programs and pedagogy to cope with the increased range of student abilities, motivations and social behaviour problems. While there was teacher aide time available for some classes and the manager of the Special Needs Unit was available to provide advice, the classroom teacher carried most of the burden of the extra workload associated with these students.

The successful areas of the school tended to compete with one another for time, recognition and status. Classroom teaching and learning competed with the needs of many of the co-curricula areas and the external expectations of many of the vocational education programs. There were cultural differences in the different types of students who participated in the many programs on offer at the school. These cultural differences were evident in clothing worn, behaviour in traditional subject classrooms, and participation in the many school activities available. The agriculture students were predominantly residential students and wore a uniform to Agricultural Shows that included a large hat and elastic-sided boots. The debating and performing arts students were predominantly day students, with the latter wearing their own particular uniform which included a vest and tie when entertaining at their many in-school and out-of-school performances. The vocational education students tended to focus more on their apprentice or trainee skills than on their traditional school academic subjects. Some of the Manual Arts students often wore their protective eye glasses around the school as symbol of their pride in their chosen skill area. Members of the many sporting teams

wore with pride the shirts, caps or other apparel that advertised their team and their representative selections.

Each year, the top achievers in the girls' and boys' major sports (netball and rugby union respectively) would be selected for a tour that travelled either within Australia or overseas. The musicians toured to perform each year in different parts of Australia. The vocational education students entered National Work Skills competitions. The agriculture students travelled to local towns to display their cattle and skills and spent time at the Brisbane Exhibition and the Sydney Royal Easter Show. A Cultural Awards night and a Sports' Awards night were held each year to recognise the outstanding performances in these fields, while a Formal Awards Ceremony recognised effort and performance in the academic area.

Students also spent time out of class for personal and spiritual development. Students in Years 8 to 10 attended "Christian Living Days" once each year, while students in Years 11 and 12 attended three-day retreats. These days focused on love, relationships, reflection and the journey of development of the whole self. Whole school Catholic liturgical ceremonies occurred on the first Friday of each month and on other special occasions. Staff and students collaborated in the preparation for such events, with the heart symbol playing an important role in the language used, the decorations and the songs.

Despite the many changes in the school throughout its 75 year history, the ethos, the caring community, and the long term friendships among staff, students and families are still recognisable qualities of the school.

1.1.5 The Researcher

I was appointed to the school in 1985 and became Head of the Mathematics Department in 1986.

I was a member of the Queensland Mathematics Curriculum Committee for many years, and later was appointed to the Queensland Schools Curriculum Committee for four years.

I was instrumental in establishing a Curriculum Committee at St Jude's in 1990. This Committee oversaw a review of the Junior School Curriculum and eventually the introduction of a unitised system for implementation of the Queensland Key Learning Areas for students in Years 8, 9 and 10. I held the position of Acting Director of Studies at the school on three occasions. During the period of the study, I was Head of the Mathematics Department.

My husband and my sons are past students of the school. I relate extremely well to the ethos of the school and usually develop strong relationships with students and their families.

Upon the introduction of the school's revitalisation project, I became a member of its management team. The members of this team were aware that I was involved in a study of the impact of the Project on the teaching and learning within the school. Hence I was a participant observer in this study, and thus both influenced and was influenced by the Project at times.

I believe that schools work best under a collaborative leadership model. I continually share my teaching ideas and reflections and attempt to involve others in this process. I attempt to ensure that my professional knowledge base is expanded through reading current professional literature. I attempt to teach in a way that ensures that students develop lifelong learning skills, feel safe, and are involved in discussions and negotiations about their learning.

My personal pedagogy reflections have led to the following list of key pedagogical principles:

- earning students' respect
- catering for individual learning styles and different ability groups
- encouraging creative thinking and risk taking
- creating a comfortable and safe learning environment
- developing strategies to enhance opportunities for student success, improved self-esteem and trust
- involving members of my subject department in decision making and the sharing of ideas and resources.

While it is my belief that an individual teacher may influence the learning of the students in a particular class, the overall long term impact on a student could be greatly increased through a whole school approach to pedagogy. My personal values are closely aligned to those listed in the school's strategic plan, as well as to the principles of the revitalisation project that is the focus of the study. I joined the Project's school management team because of a desire to work collegially with a team of teachers to lead the school through a project that encourages collaborative visioning and learning.

During the period of the study, my reflections on the role as a participant observer led to feelings of concern regarding my position and influence within the school, my relationships with the staff, and the effect of any pre-conceived ideas on my observations, perceptions and reporting of events. Jarzabkowski (2001) refers to such ethical dilemmas as "emotional labour" and argues that its performance should be "openly acknowledged when conducting research within educational communities" (p. 123). These dilemmas are merely acknowledged at this point, but they are considered in much more detail later.

1.2 The Revitalisation Project

Following consultation with its major stakeholders (parents, students and staff), the School Board formulated an Education Plan ([St Jude's] College, 2004) as part of its strategic governance. It had the following directions and focuses:

-
- Direction 1 – Catholic Identity in the Order’s Tradition
 - Direction 2 – Collaborative Leadership and Governance
 - Direction 3 – Student Learning and Teaching
 - Direction 4 – Staff Professional Learning
 - Direction 5 – Student Care and Welfare
 - Direction 6 - Financial Management and Stewardship of Resources.

As part of the process of implementation of the Education Plan, at the start of 2004 the school leadership team commissioned the IDEAS Project Team from the University of Southern Queensland (USQ) to assist the school to address Directions 2, 3 and 4. Many other schools in the region were involved in the IDEAS Project and an opportunity arose to become part of the already established cluster of local schools at a reduced cost to the school.

IDEAS (Innovative Designs for Enhancing Achievements in Schools) (Crowther, Andrews, Dawson & Lewis, 2002) consists of:

- a research-based framework for enhancing school outcomes
- a process of professional inquiry
- a three-dimensional pedagogy concept (personal, authoritative and schoolwide)
- an emphasis on teacher leaders working in parallel with school principals and leadership teams.

The principles of the IDEAS Project are:

1. Teachers are the key – teacher leadership is important
1. Professional learning is key to professional revitalisation
2. No blame is an essential element in a process that aims to address deficits and emphasises successful practices
3. Success breeds success
4. Alignment of school processes is a collective school responsibility.

The primary authoritative sources for the IDEAS concept (Crowther *et al.*, 2002, p. 38) include “metastrategy” (Limerick, Cunnington & Crowther, 1998); “appreciative inquiry” (Cooperrider & Whitney, 1996); “action learning” (Argyris & Schön, 1974; Kolb, 1984; Zuber-Skerritt, 1990); and “organisational capacity building” (King & Newmann 2001; Newmann, King & Youngs, 2000; Senge, 1992).

The IDEAS Facilitation Folder (Crowther *et al.*, 2002) describes the conceptualisation of the process:

[I]deas is a process in which the professional community of the school engages in collaborative learning in order to enhance the school’s approach to teaching and learning and to heighten the integration of teaching and learning with the school’s vision, values and infrastructures. (p. 37; **emphasis in original**)

The process (Crowther *et al.*, 2002, p. 37; **emphasis in original**) involves the stages of initiating, discovering, envisioning, actioning, and sustaining.

- **initiating:** How will we manage the process? Who will facilitate the process? Who will record our history of the journey?
- **discovering:** What are we doing that is most successful? What is not working as well as we would like it to?
- **envisioning:** What do we hope our school will look like in the future? What is our conceptualisation of schoolwide pedagogy?
- **actioning:** How will we create a tripartite action plan? How will we work towards the alignment of key school elements and processes?
- **sustaining:** What progress have we made towards schoolwide pedagogy? What school practices are succeeding and how can we expand them?

The Research-Based Framework for Enhancing School Outcomes (Crowther *et al.*, 2002) is a conceptual model for school revitalisation that has support from international research findings about successful organisational reform. The elements of the framework include the strategic foundations of the school, a cohesive community, the infrastructural design of the school, school outcomes, professional supports, and a three-dimensional pedagogy. Figure 1.1 summarises this concept.

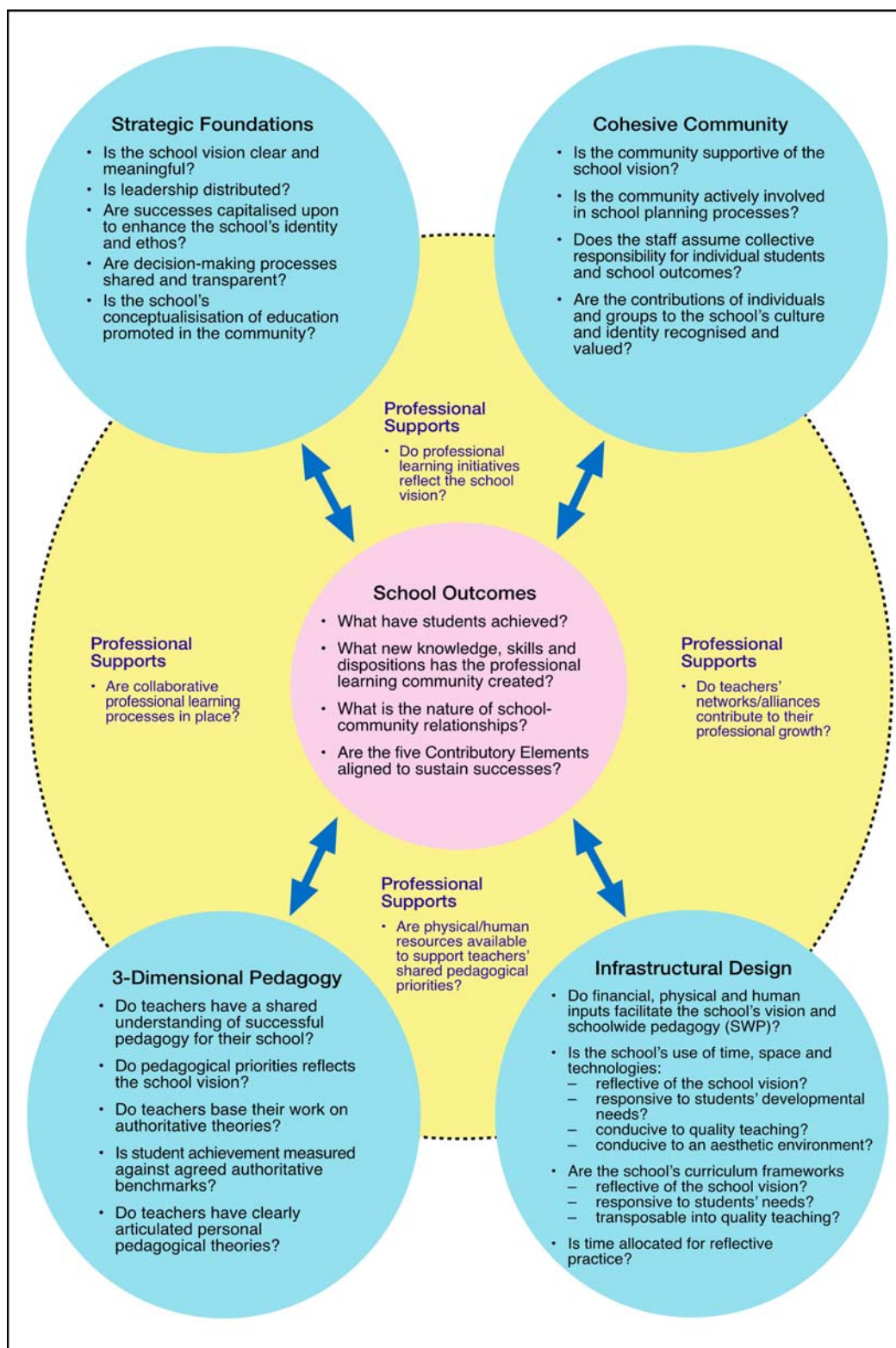


Figure 1.1: The Research-based Framework for Enhancing School Outcomes (Crowther *et al.*, 2002, p. 2)

This framework has been developed through a five-year strategic alliance between USQ's Leadership Research Institute (LRI) and Education Queensland, and relies on the results of the University of Wisconsin-Madison's longitudinal studies of successful restructuring in schools in the United States of America (King & Newmann, 2000; Newmann & Wehlage, 1995).

The concept of three-dimensional pedagogy recognises that teachers can develop their own personal pedagogies as they engage with a schoolwide pedagogy and relevant authoritative theories of teaching and learning.

In each school, the process is managed by an IDEAS School Management Team (ISMT). External support is available from the USQ IDEAS Core Team at critical junctures in the process.

At St Jude's, the Chair of the Project's School Management Team (ISMT) was the Dean of Studies, with members including volunteers from most of the teaching areas. The composition of this group varied over the time of the study with 14 members at its largest point. These included the heads of four large subject departments (English, Science, Religious Education and Mathematics), along with three Pastoral Care Managers and two classroom teachers. Other members of the school leadership team (Deputy Principal, Dean of Students and Dean of Community) also attended meetings on some occasions. I took on the role of Minute Secretary for the life of the Project.

The USQ Team used a Diagnostic Inventory (Appendix 2) both at the commencement and the conclusion of the project to measure perceptions of the school, in relation to each of the contributing elements of the Research-based Framework. The initial data were used as a benchmark, partly to track the distance travelled by the school over the time of the project. Parents, students and staff were surveyed. Items of the Inventory that were of particular interest to this study were the measurements of perceptions of whether:

- the school staff had developed an agreed definition of excellence in teaching

- the pedagogical practices of staff were consistent with the school's vision
- teaching practices were grounded in current educational theory
- teachers openly shared the rationale for their classroom practices
- there was broad support for the vision in the wider community
- teacher morale was high
- teachers demonstrated that professional dialogue could resolve most issues and result in effective critique of professional practices
- there were significant leadership roles for teachers
- whole school professional development enhanced teaching and learning.

The 'report card' (Appendix 3) from the initial Inventory administered in 2004 provided a picture of the perceptions of members of the school community prior to the start of the project. The positive outcomes suggested that the school met student needs, encouraged and affirmed them, celebrated their achievements and prepared them well for future learning. The school was well identified and promoted within the community and existed in an attractive environment with good facilities in some areas, including the effective use of technology. Parents and students were supportive of the school and respectful of community values. One of the few negative outcomes registered by students and parents involved teaching: suggesting that students were not encouraged to learn in ways that best fitted individual learning styles.

Staff perceived that there were agreed priorities, helpful partnerships and community networks and that they developed skills together. On the other hand, staff perceived that there was poor morale; lack of shared leadership and transparent decision-making; no shared vision; few opportunities for professional dialogue, shared reflection and collaboration; lack of unity, cohesion and trust; poor support systems for teachers struggling with the teaching role; no agreement on what constituted excellence in teaching; and that organisational structures, including lack of resources in some areas, constrained teaching innovations.

1.3 The Focus of the Research

The results from both the 1999 school survey commissioned by the School Board to determine the level of satisfaction of parents, students and staff with school performance and the results of the initial IDEAS Diagnostic Inventory administered in 2004 suggested (via the perceptions of staff, in particular) a need for improvement in the areas of professional community, professional learnings, and professional practices.

From a teacher's perspective, I was interested in how the IDEAS Project would be implemented in my school, and in the factors that would impact on the implementation. My own observations were supported by the data from the initial IDEAS Diagnostic Inventory in that there appeared to be a need for improved outcomes in the professional community. Was it possible that the IDEAS Project could improve collaboration, shared vision and reflective dialogue in my school?

The IDEAS Project reportedly produces improved outcomes through the development of a Schoolwide Pedagogy which links authoritative pedagogy with teachers' personal pedagogies. I was interested in how the project would impact on professional community, professional learnings and practices in my school.

This study investigated how engagement in the IDEAS project impacted upon teachers' professional lives at St. Jude's College. The investigation was based on teachers' perceptions of change over a three year period from early 2004 to the end of 2006. While the 'envisioning', 'actioning' and 'sustaining' stages had not been completed by the end of 2006, three years were more than sufficient time for significant trends to emerge and for the identification of factors that affected the progress of the IDEAS Project at the school.

In February 2007, the Chair of the IDEAS School Management Team considered that enough progress had been made to disband the group. She emailed:

I have been thinking for some time of disbanding the ISMT because I don't think what the ISMT is now doing is compelling enough from a secondary school teacher's perspective. I think the situation is very different for a smaller group of primary school teachers who do not identify strongly as teachers of subject matter. I have felt this for the whole of last year. I think where we go from here is best driven through departments with an occasional ISMT-like meeting of interested persons – any interested person. What would be your view if the ISMT was disbanded? Not because of lack of interest but because I think as a regular forum it has run its course. Other schools have done this at a point where they also feel the issues within IDEAS need to be driven through departments. (personal communication, February 26, 2007)

Essentially, this study focused on a three-part question: How does the process of creating a schoolwide pedagogy, linked to a shared vision, impact upon teachers' perceptions of:

- the professional community of the school?
- the professional learnings within the school?
- the professional practices within the school?

The study presumed that a school's involvement in a revitalisation program that focused on schoolwide pedagogy for improved student outcomes would impact on the ways that teachers worked together, the ways that they interacted as a community, their professional knowledge bases and their perceptions of their roles as pedagogues. The study also sought to investigate the factors that impacted on the progress of the IDEAS Project in the school. Figure 1.2 on the next page summarises the components of the study and their interrelationships within the school context.

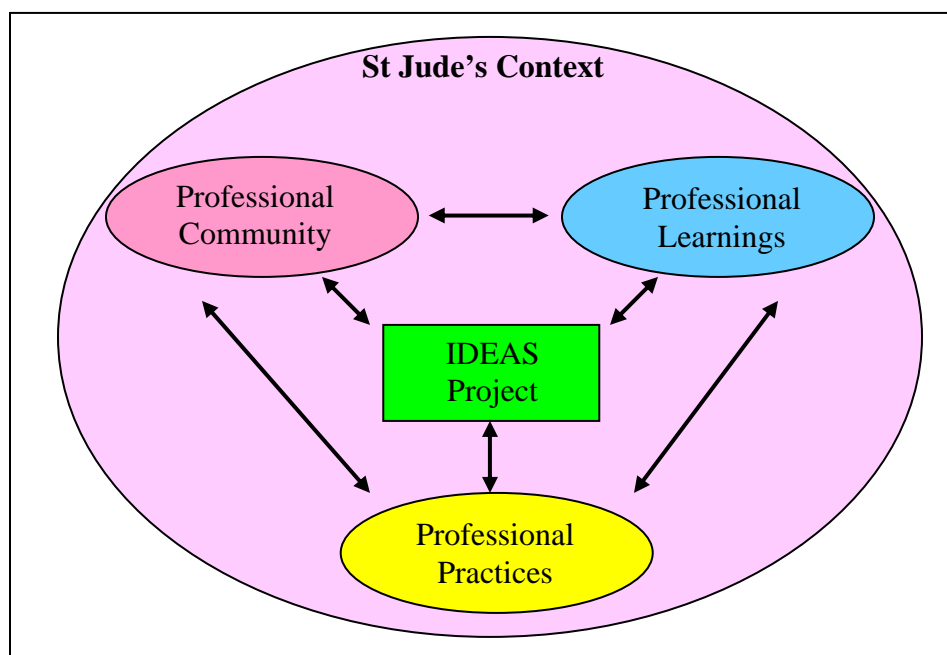


Figure 1.2: The Research Framework

1.4 The Significance of the Study

This study adds to the literature relating to whole school change, with a focus on teachers building a professional community of learners to enhance school outcomes. It provides insights from a teacher/researcher perspective, with an emphasis on teachers' perceptions of how they respond to and implement change.

The significance of the study lies in its investigation of these processes in an Order-owned Catholic school where the culture and the patterns of thinking and acting did not necessarily reflect those for 21st century learning organisations. The school operated under a hierarchical organisational structure (rather than as a collaborative community) and classrooms were predominantly teacher-centred with a focus on content exposure (rather than student-centred with a focus on students' lifelong learning).

The study adds to current understandings of the impact of a change process which involves the development and implementation of a schoolwide pedagogy. The character and cultures of a secondary school that is non-systemic, Catholic and residential provided a distinctive context for the study. This combination, researched by a participant observer, underpins the significance of the research.

1.5 Structure and Layout of the Dissertation

Chapter 2 provides details of the literature relevant to this study, organised around the three-part research question. It discusses current teaching models and the paradigm used when making judgments about the impact of the IDEAS Project on teachers' professional learnings and practices. It also includes characteristics of a professional community and current theories on pedagogy. Outcomes from studies of whole school change processes are detailed, along with the effect of teacher attitude and culture on whole school revitalisation.

The methodology for the study is outlined in Chapter 3. The techniques for data collection and analysis are presented and defended.

The data collected during the initial stage of the study (2004) are detailed in Chapter 4. The progress of the Project in 2004 is discussed and the initial data collected are categorised into the several sections of the research question.

The data collected during the mid-stage of the study (2005) are detailed and discussed in Chapter 5. The progress of the Project in 2005 is discussed, along with the impact of the Project on each of the dimensions of the research question.

The data collected during the final stage of the study (2006) are detailed and discussed in Chapter 6. The progress of the Project in 2006 is discussed, along with the impact of the Project on each of the dimensions of the research question. In this chapter, covering the

final stage of the Project, the analysis and interpretation of the data also discuss the factors that impacted on the progress of the Project during the life of the study.

The final chapter summarises the research, details conclusions relating to the research question and outlines implications for educational practice and research.

Finally, several critical documents, including a list of references, are appended to the dissertation.

Chapter 2 Literature Review

This study focused on the impact of the IDEAS Project on the ways that teachers work together, the ways they interact as a community, their professional knowledge bases, and their perceptions of their roles as pedagogues. It also investigated the factors affecting the progress of such a project. To inform and underpin the study, a review of the literature was conducted that related to the following areas:

1. A 21st century teaching paradigm and authoritative pedagogies
2. Whole school revitalisation or change
3. Organisational culture
4. The conceptual framework for the research:
 - professional community
 - professional learning
 - professional practice.

2.1 A 21st Century Teaching Paradigm

As the focus of the study was on pedagogy, this introductory section discusses contemporary teaching models. In this regard, Kolis and Dunlap (2004) discuss the need for a paradigm shift in education from an emphasis on what is taught to an emphasis on what and how students learn. They present the types of teacher knowledge required and the pedagogical processes involved in teaching for actualisation of student learning. They contend that teachers must have an in-depth and broad knowledge of their students and how they learn. Further, teachers must have a sound understanding of the content to be taught, along with current knowledge of learning theories such as multiple intelligences, brain based learning and constructivist learning theory (p. 100).

Bastick (1999) describes a study involving a teaching paradigm that is student centred and which emphasises the individual's subjective learning experience. He refers to the "subjective teaching paradigm [which] integrates many desirable aspects of current teaching philosophy – such as life-long learning through student empowered self-directed learning [and which includes] feelings, interest and motivation to enhance cognitive learning in constructivist classrooms" (p. 3).

Wehlage, Newmann and Secada (1996) provide a vision for authentic pedagogy and standards for measuring authentic instruction. The key elements include higher order thinking, deep knowledge, substantive conversations and connections to the real world. The Queensland School Reform Longitudinal Study (2001) supports the findings of the earlier United States study and refers to these elements as "Productive Pedagogies".

Haynes, Mills, Christie and Lingard (2006) suggest that "the concept of *Productive Pedagogies* provides a vocabulary for teachers to discuss their pedagogies and reflect on them" and that "Opportunities for teacher reflection about pedagogies need to be built into the culture of schools" (p. 81; *emphasis in original*). These authors stress that teachers should engage in professional dialogue with community members to identify and agree upon the types of student performances that should be valued in schools. They contend that in a knowledge society students should both develop knowledge and understand that knowledge in depth (p. 167).

Drawing on these and other studies, the characteristics of a 21st century teaching paradigm are summarised in Table 2.1 on the next page. These characteristics include the need for teachers to maintain knowledge of current learning theories, to focus on what students are actually learning, to empower self-directed learning and to provide instruction that includes higher order thinking, deep knowledge, substantive conversations and connections to the real world (Berliner, 1992, 2005; Marzano, Pickering, & Brandt, 1990; Mowrer, Love, & Orem, 2004; New South Wales Department of Education and Training, 2003; Pratt, 1998; Queensland School Reform

Longitudinal Study, 2001; Stronge, 2004; Van Manen, 1991; Wehlage, Newmann, & Secada, 1996).

	Dimension	Elements
1	Personal qualities of teacher	Caring, collaborative and respectful relationships with: <ul style="list-style-type: none"> • teaching peers • school administration • parents • students
2	Classroom management and organisation	<ul style="list-style-type: none"> • student control • student self-regulation • provision of explicit criteria • engagement of students • support for all students • high expectations of behaviour
3	Instructional planning and implementation	<ul style="list-style-type: none"> • well prepared and assisting student planning • deep knowledge • deep understanding • higher order thinking and problem-solving • student involvement and discussion • relevant contexts, building on prior knowledge • involve outside community • effective instructional strategies that account for different learning styles • reflective
4	Student progress	<ul style="list-style-type: none"> • monitoring student learning • reporting to parents • assessment practices integral to teaching and learning
5	Expectations	<ul style="list-style-type: none"> • high expectations of learning for all • valuing effort • promotion of self-confidence • promotion of risk-taking • relevance of learning • cater for individual differences

Table 2.1: Characteristics of a 21st Century Teaching Paradigm

The “Pedagogy of the Heart” document (Appendix 1) (Chevalier Institute, 2006) was developed from the author’s understandings of the work of Atkin (1999, 2004) and offers further characteristics relevant to a school that emphasises love and the development of the whole person. The document suggests that effective teaching and

learning are based on love, relationships, contemplation and development of the whole self in a transformative journey. Table 2.2 below lists the elements that characterise such a paradigm.

	Dimension	Elements
1	Love	<ul style="list-style-type: none"> • compassion • care • acceptance • acknowledgement • inclusion • mutual trust • non-judgemental
2	Relationship	<ul style="list-style-type: none"> • connectedness • intimacy • belonging • collaboration • independence • interdependence • self and others
3	Contemplation	<ul style="list-style-type: none"> • reflection and discernment • discovery • expression of and response to real needs • action • evaluation
4	Transformation	<ul style="list-style-type: none"> • from woundedness to wholeness • awe and wonder • vulnerability as the point of growth • healing and learning are one and the same

Table 2.2: Characteristics of Effective Teaching and Learning (Chevalier Institute, 2006)

In summary, the characteristics of effective teaching and learning in a 21st century paradigm include higher order thinking, deep knowledge, substantive conversation and connections to the real world; along with an approach based on love, relationships, contemplation and development of the whole self in a transformative journey. These underpin the framework of the IDEAS Project and form part of the framework for the interpretation of the data in later chapters of the dissertation.

2.2 Whole School Revitalisation

Three major research studies have been carried out in the last decade involving whole school change processes with similar principles to those of the IDEAS Project. These studies found that a sustained schoolwide concentration on professional community, professional learnings, and professional practices impacted on improved student outcomes. Senge (cited in O’Neil, 1995) emphasises the importance of a whole school approach to improvement:

You cannot implement “learner-directed learning”, for example, in one classroom and not others. It would drive the kids nuts, not to mention the stress on the individual teacher. (p. 21)

In 1995 Newmann and Wehlage found that schools can elevate the quality of authentic student achievement significantly if there is “sustained, schoolwide concentration on the intellectual quality of student learning and a schoolwide professional community among the staff” (p. xiv). The findings show that variations in success of delivering authentic pedagogy were linked to the nurturing of a professional community, with an emphasis on human resources as well as structural conditions. Details of these characteristics and the importance of a professional community are detailed further in Section 2.4.1

Crowther, Kaagan, Ferguson and Hann (2002) found that Australian schools manage the processes of revitalisation with substantial success when principals and teachers work in joint professional development activities. These authors asserted that student achievement is significantly affected by collective responsibility for an agreed approach to teaching, learning and assessment. They also claim that such schoolwide approaches develop only when “when teacher leaders assume responsibility for identifying critical commonalities in their most successful individual teaching practices” and “align those common practices with the school’s vision or negotiate meaningful changes in the vision” (p. 47). Andrews and Crowther (2004) provide further support for the view that such a process of “parallel leadership” is essential to whole school revitalisation. Parallel leadership is a process whereby teacher leaders and their principals engage in

collective action to build capacity. It embodies mutual respect, shared purpose and allowance for individual expression.

Each of the studies referred to above concentrated on the need for schools to ensure that the schoolwide professional community works collaboratively with a shared vision, engage in professional dialogue in the areas of teaching and learning and facilitates teacher leadership. Later sub-sections of this chapter provide further details on professional community (2.4.1), professional learnings (2.4.2) and professional practice (2.4.3).

Similar findings resulted from a third Australian study. The Innovation and Best Practice Project (IBPP) (Cuttance, 2001) was funded by the Commonwealth Department of Education, Training and Youth Affairs to investigate the state of innovative schooling in Australia. The report of the study draws its evidence and inspiration from research into the work of 107 schools throughout Australia, each of which were deemed to have been deeply involved in creating innovative solutions to the challenges and problems that emerge as the external world about them transforms from the post-industrial society into the knowledge society. The key findings derived from this research about effective school innovation include that:

- Effective innovations were rooted in whole-school understandings and beliefs.
- Distributed leadership was essential to successful innovation.
- Successful schools were prepared to set standards and targets for improvement and to modify these in the light of experience.
- Schools were prepared to subject their performance and innovations to rigorous scrutiny.
- Teaching and learning were the principal focus of the innovations.
- Teacher learning may be the most important outcome.
- Significant gaps exist in the capacity of schools to undertake innovation and evaluation without external support. (p. 26)

Leadership was central to the success of the innovations in IBPP schools. Principal-leaders played a key role in strategic leadership, while teacher-leaders had primary roles in teaching and learning. Leaders responded strategically to challenges and facilitated

the innovative ideas of others. They sought to rebuild or enhance the school culture and identity, creating a shared vision of ‘making a difference’. This was a powerful force in aligning school values with the change processes. The two forms of organisational learning noted were improved alignment among school organisational elements and the development of school-wide approaches to pedagogy (p. 21). Again, further examination relating to the impact of leadership appears in later sub-sections.

While leadership is central to the change process, it is teachers who ultimately implement change at the school level. Sarason (1982) proposes that “those who are or may be affected by change should have some part in the change process because only through involvement can they be committed to the change” (p. 294). Sarason also discusses the crucial role of the Principal in involving teachers in the planning and implementation of the change process.

Huberman and Miles (1984) looked at the reasons given by teachers for adopting innovative programs in their schools in a large study over five years covering 45 change programs in 146 schools across 10 states in the United States of America. The researchers carried out field studies in the schools and found that 62% of teachers gave their reason for adopting change as “administrative pressure”, while 29% responded “improves classroom instruction” (p. 40). The results suggest that school administrators should be wary of attempting to impose change programs upon teachers without developing a sense of professional community and a focus on improved student outcomes. The more recent studies discussed at the start of this section are united in the belief that collaborative leadership can avoid the need for having to ‘push’ teachers to be innovative.

Fullan (1992) proposes that the key issue for the implementation of change is what teachers “do and think” in relation to the particular change (p. 22). Doyle and Ponder (1977-78) refer to this aspect of teacher culture as “the practicality ethic in teacher decision-making” (p. 6). This refers to a teacher’s perception of the potential

consequences of attempting to implement change in terms of the practicality of its use in the classroom.

The results of two Australian studies support the view that school principals should be wary of attempting to impose changes to a school's vision. Barnett *et al.* (2001) investigated the relationship between the leadership behaviours of principals and school learning outcomes in 12 New South Wales state secondary schools. The results suggested that the influence of vision may be overestimated; that principals can encourage teachers to work towards shared purposes through relationships with individuals; and that the most critical leadership behaviour is individual concern (p. 24). Barnett and McCormick (2003) carried out a follow up study in four of these schools in which transformational leadership practices were identified. The 2003 study further suggested that a visionary or inspirational leader may even distract teachers from concentrating on teaching and learning, and that teachers may perceive this as having a negative affect on student-learning outcomes (p. 43).

Teacher development is at the core of any implementation of change, as the capacity of teachers to manage change (individually and with others) is crucial. Teachers must understand the implementation perspective and the process required. Change involves learning; hence schools need to foster a teacher learning environment. Fullan (1992) points out that whole school staff development is essential if the school is to develop the collegial and collaborative culture that is necessary for smooth reform implementation. Capacity building is a process whereby reflective practitioners collectively learn about and organise the change and this is discussed in more detail in Section 2.4.2.2.

Fullan (1991) conceptualised teacher learning and change as shown in Figure 2.1 below.

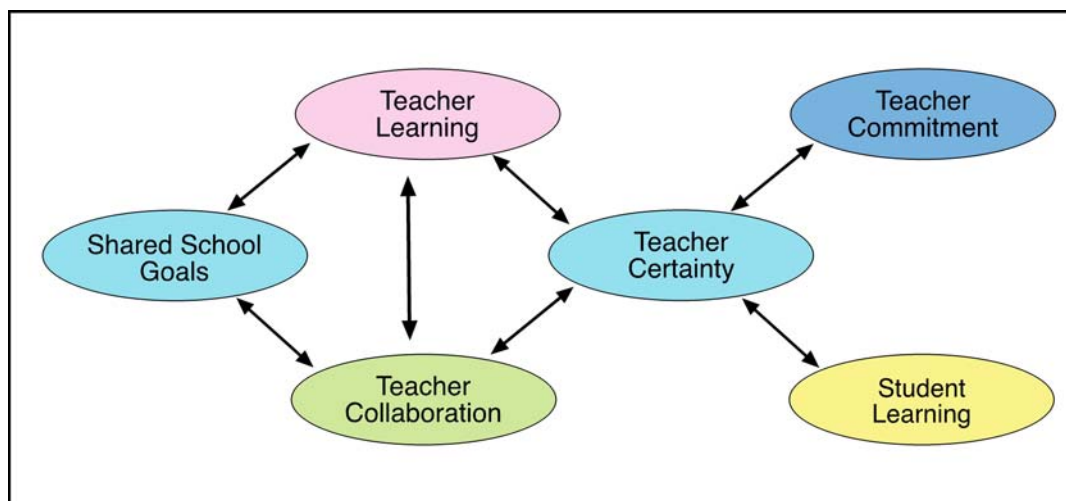


Figure 2.1: Factors Influencing Teacher Learning and Change (Fullan, 1991, p. 133)

King (2006) focuses on the cultural or human side of the change process, raising awareness that the undertaking of major educational change may challenge educators at multiple levels of their personal and professional lives as it stands to alter not only curricular materials and teaching practices but also management and organisational structures, pedagogical beliefs and collegial ways of working. From her research into the impact of a curriculum change project in an Australian School of Health Sciences, a picture emerged showing participants' feelings about the changes in, for example, their teaching role or their working relationships with colleagues. The findings of this study show evidence of intense levels of emotion produced by the reform process, including worry, hate, anger or joy, excitement, frustration, confusion, anxiety, and exhaustion. Her work supports the premise of Hargreaves (2000), who claims that emotions are integral components of education and organisations, and that it should be recognised that "emotion, cognition and action, in fact, are integrally connected" (p. 811).

A review of school improvement studies over the last 50 years, undertaken by Potter, Reynolds and Chapman (2002), summarises the change in focus since the year 2000 to the contemporary context which features an enhanced and increased focus on:

- the importance of student outcomes
- the learning level and instructional methods of teachers

-
- collaborative patterns of staff development on the knowledge base of best practice
 - the importance of capacity building
 - the need for cultural change and vision building
 - the need for school improvement programs to impact upon the practitioner and practices.

2.3 Organisational Culture

The culture of a school can affect the process of change. Schein (1992) defines organisational culture as “certain things in groups that are shared or held in common” (p. 8). He proposes that there is “a pattern of shared basic assumptions that the group learned as it solved its problems” (p. 12). He identifies three levels at which the cultural phenomenon is visible: artifacts that can be observed (such as mission statements); espoused values (or stated beliefs that guide actions); and underlying assumptions (or deeply held beliefs).

Senge, Kleiner, Roberts, Ross, Roth and Smith (1999) advocate that, to build an organisational culture, a school must understand the perspectives of the different groups in the organisation; respect people’s inhibitions about personal change; build lines of communication; and allow a flexible and tolerant culture to evolve.

Gruenert (2000) claims that “the culture of an organisation is a major factor in the school improvement process” and “if things don’t change it is because the existing culture did not allow it” (p. 4). Goldring (2002) identifies a positive connection between a school’s culture and student achievement. In his study, “shared vision” is considered by teachers and Principals to be the strength of school culture that most affects student achievement. Table 2.3 below summarises the factors and traits that contribute to the collaborative nature of a school culture.

Key Traits of Collaborative School Culture (Goldring, 2002)	Factors of Collaborative School Culture (Gruenert, 2000)
Shared Vision Traditions Collaboration Shared Decision-making Innovations Communication	Unity of Purpose Learning Partnership Collaborative Leadership Professional Development Collegial Support Teacher Collaboration

Table 2.3: Characteristics of a Collaborative School Culture

The research of Patterson and Patterson (2004) suggests that teacher leaders can play a vital role in creating school culture, particularly in times of adversity (p. 74). One of the reasons suggested is that long term teachers have more opportunities than short term Principals to shape what people in the school community believe, say and do (p. 75). As this often forms an obstacle to a change initiative, these authors suggest that Principals should involve teachers in setting direction and resolving issues related to teaching and learning, as well as in creating a professional community that encourages inquiry, reflection and risk taking (p. 78). This supports the view of Crowther, Hann and Andrews (2002) that the Principal has a strategic development role in the IDEAS Project and should work in parallel with teacher leaders. Fullan (2006) and Hargreaves and Fink (2006) also advocate the need for Principals to develop collaborative school cultures in order to sustain improvement programs and ensure that they are not dependent upon the continued presence of one individual. “Leaders developing other leaders is at the heart of sustainability” (Fullan, 2006, p. 62). “Sustainable leadership spreads. It sustains as well as depends on the leadership of others” (Hargreaves & Fink, 2006, p. 95).

Studies carried out in Tasmanian and Victorian schools (Gurr, Drysdale & Mulford, 2006) provide further evidence that the Principal is an important figure in determining the success of a school. They identify contributing factors such as the Principal’s values and beliefs and their contributions in the areas of capacity building and teaching and learning. These two studies were part of the International Successful School

Principalship Project (ISSP) involving eight countries (Australia, Canada, China, Denmark, England, Norway, Sweden and the USA).

Johnson and Castelli (2000) discuss the role of the Principal and the importance of culture building in Catholic schools. Their study shows that Principals of Catholic schools in Britain and in the United States of America are clear about their leadership role in promoting the development of the themes of spiritual development, moral development and culture building (p. 88). It is significant in the context of this study that no mention is made of their role in promoting the development of teaching and learning. Further, Bodnar's (2004) research indicates that, in a Catholic school, students' social needs can be emphasised at the expense of academic learning. There are some similarities between these suggestions and the situation at St Jude's College at the time of the study.

Mills (2003) provides a comparison of two possible views of Christian school culture and school organisation. The first conceptualises organisations as "enduring, hierarchical, bureaucratic systems in which power and authority are exercised from the top down" (essentially descriptive of the situation at St Jude's at the time of the study). The alternative view perceives the organisation as "a human social system in which the community of members creates school culture". "Collaborative and collegial systems enable the school culture to be a vital, growth-enhancing environment [with] equitable distribution of power and resources" (pp. 130-131). She proposes that a Christian perspective on school culture should more closely reflect the second dynamic position (p. 132).

2.4 The Conceptual Framework for the Research

When a school is involved in a revitalisation project that focuses on a schoolwide pedagogy to improve student learning, it can be assumed that it would impact on:

- how teachers work together and interact as a professional community
- teachers' professional knowledge base and understandings of best practice
- teachers' perceptions of their roles and their classroom practices.

Thus three dimensions: professional community, professional learnings and professional practices form the conceptual framework for the research questions. Focus direction statements were developed from the following literature to address the essential elements of these three dimensions. These statements were used to provide direction in the analysis of the impact of the project on the three dimensions of the study.

2.4.1 Professional Community

Variation in the levels of success in delivering authentic pedagogy is linked to the nurturing of a professional community. There are positive effects on both student engagement and achievement where there is a school-wide consensus on clear and focused educational goals (Louis & Kruse, 1995, 1998; Louis & Marks, 1998; Louis, Marks & Kruse, 1996; Newmann & Wehlage, 1995).

Schoolwide professional community is defined by Newmann (1994) as “school staff taking collective responsibility for achieving a shared educational purpose, and collaborating with one another to achieve [the] purpose [of improved student outcomes]” (p. 1).

The findings of Kruse, Louis and Bryk (1994) support the concept that “In schools where professional community is strong, teachers work together more effectively and put more effort into creating and sustaining opportunities for student learning” (p. 4). They detail structural conditions (human and social resources) that must exist in a school for a professional community to develop and grow:

- reflective dialogue focusing on subject matter or teaching strategies
- teachers sharing, observing and discussing their methods and philosophies
- a collective focus on student learning

-
- collaboration in developing shared understandings, materials and activities to improve instruction, and approaches for staff development
 - the development of shared norms and values.

Hord (1997) provides a comprehensive summary of the literature that explores the concept and operationalisation of what she refers to as “professional learning communities”. She details what professional learning communities are and how they function, why such learning communities are important for staff and students, and how schools develop as learning communities. The characteristics of such communities include:

- supportive conditions, both physical and people capacities
- collective creativity
- shared values and vision
- shared personal practice
- supportive and shared leadership.

More recently, Bolam *et al.* (2005) identified eight characteristics of professional learning communities, which support and build on the work of other researchers:

- inclusive membership
- mutual trust, respect and support
- openness, networks and partnerships
- shared trust and vision
- collective responsibility for pupils’ learning
- reflective professional inquiry
- collaboration focused on learning
- group as well as individual learning.

Bolam (2005), Mulford, Silins and Leithwood (2004), Silins and Mulford (2002) and Silins, Zarins and Mulford (2002) all emphasised leadership as a factor that inhibits or facilitates a professional learning community, referring to that of both the Principal and teachers. The findings of Scribner, Cockrell, Cockrell and Valentine (1999) also have a particular emphasis on the role of the Principal. Their research demonstrates growth in professional community if the Principal is supportive and if time is allocated for the leadership team to inform staff and involve them in continuous and reflective

professional learning with the best interests of the students in mind. While Scribner *et al.* (1999) focus on the role of the Principal in developing a professional community, Andrews and Lewis (2002) assert that teacher leadership is of equal importance. They are supported by Crowther, Kaagen, Ferguson and Hahn (2002) in their view of the new image of the teacher, as administrative leaders work in parallel with teacher leaders in developing a professional community of collaborative individuals. The area of potential weakness here, however, is that several of these different-authored publications are actually connected to the same projects; hence a unanimity of opinion is not surprising.

While Westheimer (1996) agrees with these other researchers and theorists in one respect, he suggests that a professional community may be one of two types (p. 93): a “collective” community emphasises shared goals and teacher participation in the life of the community and collaborative work; while a “liberal” community has an emphasis on individual rights and responsibilities, with teachers functioning autonomously and independently pursuing individualised goals, yet coming together for mutual support. As outlined in the first chapter, the IDEAS Project has a Researched-based Framework that would be considered more “collective” than “liberal”, but many secondary schools may operate more liberally.

Hargreaves (1994) supports the notion that teachers can “work together, provide mutual support, offer constructive feedback, develop common goals and establish challenging but realistic limits regarding what can reasonably be achieved” (p 17). In the case of contrived collegiality, when school leaders assist teachers by providing time for collaboration and group decision-making, Hargreaves warns of the risk that teachers may find regulated time inflexible and inefficient and may even involve partnerships that are unsuitable (p. 166).

More recently, McLaughlin and Talbot (2001), Caron and McLaughlin (2002), Little (2003) and King, Youngs and Ladwig (2003) support the premise that the presence of a strong professional community enhances school improvement programs and that enhanced school capacity is linked to schoolwide professional learning.

In summary, the work discussed in this sub-section provided key messages for this study:

- shared leadership by teachers is important
- the role taken by the Principal is important in setting the conditions conducive to the formation of a professional community and work environments where participants are constantly learning and critically reflecting
- teachers need a shared vision
- a schoolwide focus on improving student learning is essential
- teachers gain professionally from collaboration, engagement in reflective dialogue about their practices and involvement in collective learning.

From these key messages, concepts and theories three key ideas emerged for the framework of the research: staff need a shared vision for school improvement that focuses on student learning; there need to be supportive conditions (time, physical, organisational) for the whole staff to collaborate with one another in reflective, professional dialogue; and staff benefit from collaboration in decision making that affects student learning.

2.4.2 Professional Learnings

The second of the focus questions for the study focuses on the impact of the development and implementation of a schoolwide pedagogy on teachers' professional learnings. While individual teachers can develop their personal professional knowledge, whole school professional learning is of particular interest in this study

Senge (1990) refers to learning organisations as places where people “continually expand their capacity to create the results they desire, where new and expansive patterns of thinking are nurtured, where collective expansion is set free and where people are continually learning how to learn together” (p. 3). In his view, the core dimensions in building organisations that can learn and enhance their capacity include systems

thinking, personal mastery, shared mental models, shared vision, and team learning (p. 6).

2.4.2.1 Organisational Learning

Mitchell and Sackney (2000) suggest that organisational learning involves the construction of knowledge that leads to improved practice within the organisation (p. 5). They define a learning organisation as a group of people who have the same goals of organisational growth, productivity, efficiency and effectiveness (p. 6).

Leithwood, Jantzi and Steinbach (1998) and Louis and Kruse (1998) provide common characteristics for schools as learning organisations. These are shared leadership, professional development in the area of teaching and learning, collaboration and reflective dialogue and a culture that values teacher learning.

Double-loop learning involves the examination and questioning of existing values and norms and can either result in the merger of new learning with existing knowledge or replace it entirely. Single-loop learning, by comparison, corrects mismatches by changing actions, but the changes remain within the existing values (Argyris, 1997). Argyris and Schön (1996) refer to these collectively agreed upon or shared professional beliefs as the “changing organizational theory-in-use” (p. 16). These shared beliefs are an important component of organisational learning and are characteristic of a professional community.

Leithwood and Louis (1998) contend that organisations facing uncertain change, such as schools, must be able to learn and, if change is to be effective, such learning needs to be across the whole school, as well as within the individuals and small groups such as subject departments. They acknowledge that one of the conditions that foster organisational learning is a school culture based on collaborative decision-making

within which time is allowed for teachers to share a common understanding of their work.

Salins, Zarins and Mulford (2002) examined the concept of secondary schools as learning organisations as part of a research project involving Australian secondary schools. Their research was part of a larger, federally funded, three-year collaborative research project entitled Leadership for Organisational Learning and Student Outcomes (LOLSO). They define learning organisations as schools that employ processes of environmental scanning, develop shared goals, establish collaborative teaching and learning environments, encourage initiatives and risk taking, regularly review all aspects related to and influencing the work of the school, recognise and reinforce good work and provide opportunities for continuing professional development. The authors emphasise the contribution of distributive leadership. Their findings suggest that working together with colleagues in teams to achieve group goals, while not rare in schools, is still not commonplace. Further, they observe that collaborative school climates are not easy to establish when any teachers work essentially in isolation and most conversations involve social or routine work-related matters (p. 31). Hargreaves (1994) refers to a culture in secondary schools which he calls “balkanization” (p. 17), which he describes as the boundaries among different parts of the organisation, usually in the form of subject departments, and which may be divisive when attempting to construct some sense of a whole school approach to change. He suggests, however, that it is possible for subject departments to work cooperatively with other units and school improvement teams if this dimension of the culture is recognised and accommodated.

Mulford *et al.* (2004) identify four dimensions that characterise high schools as learning organisations. They consider a trusting and collaborative climate, a shared and monitored mission, the taking of initiatives and risks and ongoing, relevant professional development as characteristic of such organisations. They also define six dimensions of leadership practices that promote organisational learning. A Principal needs to work towards whole staff consensus on vision and goals and communicate them clearly, promote an atmosphere of caring and trust among staff, establish a culture of

participative decision making, distributive leadership and teacher autonomy, encourage reflection on practices and facilitate opportunities for staff to learn from one another, show appreciation for the work of individual staff and have high expectations for effective and innovative practices.

In not dissimilar findings, Andrews and Crowther (2004) found that teacher leadership did not flourish independently of the principalship in any of their case studies of successful whole school improvement. They observed that the relationship between teacher leaders and Principals encompassed mutual trust and respect, a sense of shared directionality and allowance for individual expression.

2.4.2.2 Capacity Building in Schools

Potter, Reynolds and Chapman (2002) found that school improvement requires a commitment to capacity building and to instructional effectiveness, and that improvement efforts must be tailored to the individual circumstances of each school. Caron and McLaughlin (2002) detail the elements of capacity building that are indicators of overall school success, including human, social, physical and system/school capital. There are many similarities between the indicators of these elements and the characteristics of a learning organisation reported by Leithwood *et al.* (1998).

Mitchell and Sackney (2000) explore three spheres of capacity (Figure 2.2, p. 49) that affect growth in a community or build a learning community. Personal capacity is developed through active and reflective knowledge construction. Interpersonal capacity is built when people work together on shared purposes. Organisational capacity involves developing a flexible system that is open to new ideas. Mitchell and Sackney contend that these map well onto the three reinforcing processes that sustain change as described by Senge *et al.* (1999, p. 43): enhancing personal results; developing networks of committed people; and improving business results.

Mitchell and Sackey believe that building personal capacity involves searching for or deconstructing one's professional theory of practice. Argyris and Schön (1978, p. 13) refer to this as “theory-in-use”: the set of assumptions, beliefs and values that people follow in their practice.

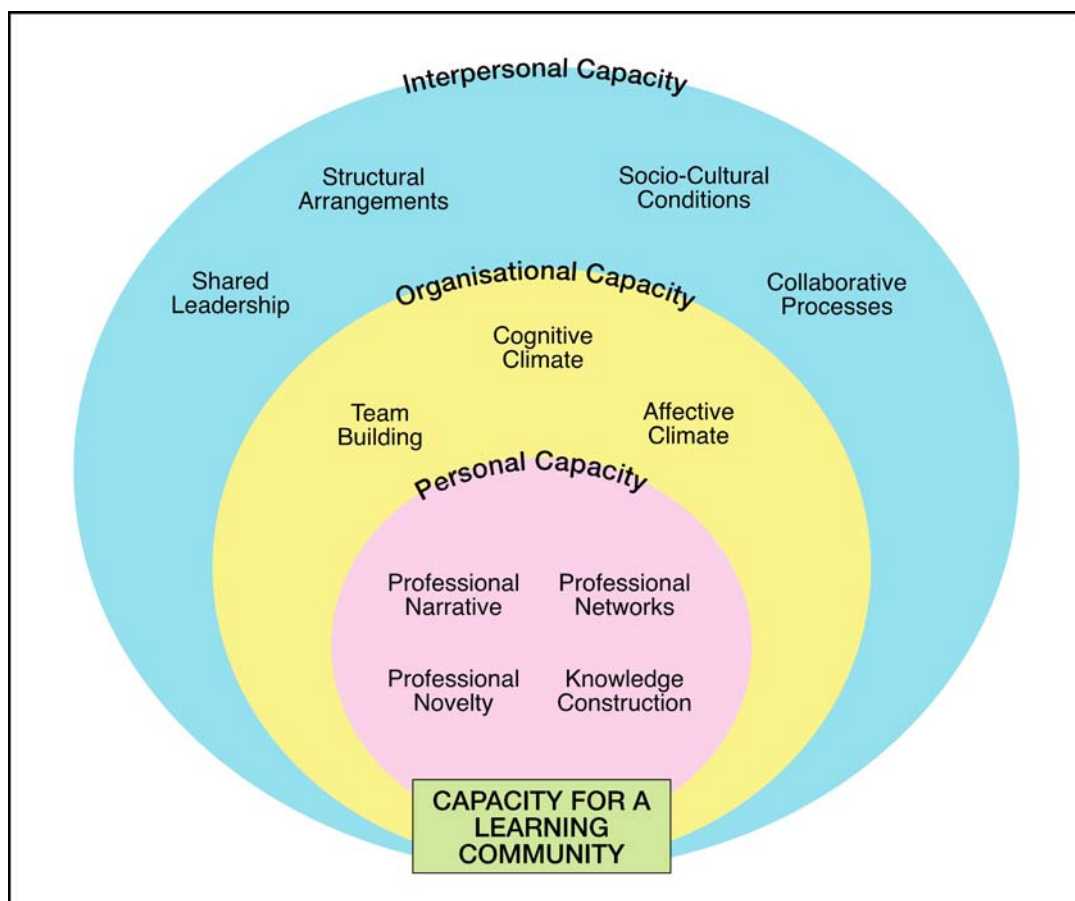


Figure 2.2: Key Elements for Capacity Building (Mitchell & Sackney, 2000, p. 124)

Feldman (1994) carried out research in secondary schools and found that teacher knowledge grows through the informal and formal exchanges among colleagues that occur during meetings, in hallways or over cups of coffee. His study supports the concept that teacher interactions at both formal and informal levels result in an exchange of knowledge and a generation of knowledge. “A significant source of teachers’ knowledge is their interaction with others” (p. 2). Feldman asserts that good teaching practice entails three types of wisdom:

- wisdom of practice which consists of the knowledge derived from practice
- deliberative wisdom which involves the ability to reflect on what has occurred in order to make defensible decisions (similar to Schön's 1983 reflection-on-action)
- wisdom-in-practice which comes about through authentic and genuine interaction with and interpretation of the context or situation. (p. 19)

He suggests that teachers come to understand their own educational situation through shared understanding and meaning, and he proposes that teacher in-service be organised so that “there is a combination of the sharing of knowledge through anecdote-telling..., a trying out of ideas from that knowledge, and a sharing of anecdotes about how it went ...and some sort of systematic inquiry” (p. 24). Teachers can monitor and adjust good practice through collaborative activities and inquiry.

Feldman (1994) and Sagor (1995) encourage professional dialogue for improving outcomes. “In schools where teachers are active learners, excitement and curiosity contribute to a rich learning environment for children” (Sagor, 1995, p. 24). Sagor suggests that “one way to spot the self-renewing school is by listening to the professional talk in hallways, [in] faculty lounges, and at faculty meetings” (p. 24). His study suggests that schools should seek to create places that encourage continuing professional dialogue about best teaching practice. Teachers need to engage in disciplined inquiry, test their theories, share their results and consequently learn from one another. For this to occur, a school needs to have core values/shared vision, a shared view of professional behaviour and a focus on student learning.

Buchanan and Khamis (1999) researched the impact of teachers observing and providing feedback to other teachers in a project to identify and maximise best practice in the Australian context. While many teacher participants agreed strongly with the statement “Articulating my reflections to a colleague was beneficial to my understanding of what really happens in the classroom”, the statement “I am more likely to collaborate with colleagues and share ideas now” met with only moderate agreement in the long term. The program did appear to have facilitated changes in classroom practice by providing teachers with more teaching strategies from peer observations – “[Y]ou learn more in 30

minutes observing someone else's lesson than you would in three full days of an inservice" (p. 7).

The role of whole school professional development is also central to the building of a learning community. King, Youngs and Ladwig (2003) explore the relationship among professional community, professional learning and enhanced school capacity and conclude that "professional development is of uncertain importance in enhancing school capacity if it is approached independently of processes of schoolwide professional learning" (p. 44).

Guskey (2002) presents a model of teacher learning that looks at the impact of professional development experiences which can result in enduring change in teachers' attitudes and perceptions, their classroom practices and thus the learning outcomes of students. His model suggests that "significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning" (p. 383). While professional development may influence a teacher to investigate whether a change in classroom practice improves student learning outcomes, it is not the professional development *per se* but the experience of a successful implementation that shapes teachers' attitudes and beliefs.

King and Newmann (2001) also argue that professional development must address teachers' knowledge, skills and dispositions, professional community, and program coherence, if it is to enhance school capacity. While they believe that individual teacher learning is the foundation of improved classroom practice, they argue that "teachers must learn to exercise their individual knowledge, skills and dispositions to advance the collective work of the school" (p. 2). They also argue that a strong schoolwide community, with coherent and sustained programs for student and staff learning, enhances a school's instructional capacity.

The concepts and theories outlined in this sub-section led to a fourth key idea for the framework of the research: whole school professional development focusing on individual and collective learnings to address improved student outcomes.

2.4.3 Professional Practices

Goodson and Hargreaves (1996) argue that teachers' experiences can be relied upon as a source of valid theory for their practices. The knowledge that teachers have of curriculum, subject matter and teaching strategies is referred to as the sort of phenomenon that makes up the substance of teachers' personal practical knowledge (p. 11). This practical knowledge is developed through reflective practice, but the authors also believe that experience needs to be balanced with reading of professional literature and theory, collaboration, peer coaching, teamwork, partnership, mentoring and professional development. Without such balance, teachers are at risk of reflecting on isolated classroom experiences.

2.4.3.1 Teachers' Conceptions of the Nature of Their Work

Lieberman and Miller (1997) provide a set of understandings about the nature of teaching, based on the literature, research, their work with teachers and their own personal reflections. They connect what is known about teaching in secondary schools with the implications for school improvement. Along with Rosenholtz (1991) and Hargreaves (1994), Lieberman and Miller (1997) suggest that teachers experience feelings of self-doubt, uncertainty and threatened self-esteem as a result of an absence of standards, along with an inability to make judgements relating to the effectiveness of teaching skills. Hargreaves (1994) and Lieberman and Miller (1997) identify implications for school improvement. These include the need to change the culture of teachers' lives so that they are less isolated and private, and the need for the organisational structures of a school to allow time for teachers to collaborate, share ideas and feelings and develop a shared vision. Rosenholtz's findings (1991) show that these

concerns are less of a problem in schools where teachers collaborate with Principals in defining school goals and interact about how best to pursue them.

Little (1990) was concerned that there is little evidence of actual achievements wrought collectively by teachers. “The assumed link between increased collegial contact and improvement...does not seem warranted” (p. 570). Little argues (p. 511) that collegial contact may bolster isolation rather than diminish it, particularly if the individual teacher is forced to confront peers whose practices they do not admire, or if the individual teacher simply links with an isolated and insular group of other teachers. In contrast, a later study by Wallace (1999) in Western Australian schools provides support for the need for collaboration and teacher collegiality in a reform environment (p. 80).

2.4.3.2 Teachers’ Practical Theories and Personal Pedagogies

Nias (1987) reminds us that “teaching depends on the ability to make sense of incoming information, to synthesise it rapidly with past experience and then to make judgements” (p. 3). Each of the steps of receiving information, processing it and interpreting it is based on perception. Teachers’ practical constructs, practical theories or theories-in-action (Nias, 1987, p. 6) are generated from their practice or experiences. These constructs and theories are the hypotheses which teachers use when they plan, carry out and evaluate their work. These constructs then assist them to feel in control of their classrooms. Nias uses the Critical Theorist concept to justify her statements that change can occur only if teachers know what causes their ideas, beliefs and behaviours and can perceive such causes as external rather than internal to them.

Smyth (1987) supports this view and suggests that educational theory is not something created in isolation from practice (p. 11). In Fang’s (1996) review of studies into the complex relationships between teacher beliefs and their actual practices however, there is evidence of an inconsistency between what teachers believe about their practices and the reality of their classroom practices. Kynigos and Argyris (2004) also question the

nature of teacher beliefs and the ways in which they influence their practice. Their results corroborate the view that “espoused beliefs may be inconsistent with actions during classroom practice” (p. 271). They found that teachers are influenced by the classroom context, the school’s pedagogical priorities and values within the wider educational setting.

The Victorian “Principles of Learning and Teaching Program” (2005) was designed to provide teachers with a process of steps for career long professional learning. The steps include:

- Inquiry into pedagogy – being predisposed to inquire into teaching practice and student learning and being willing to work collaboratively
- Component Mapping uses six Principles to reflect on teaching practice and student learning (facilitated by a critical friend)
- Articulation of goal/s drawing on a particular principle (or combination of principles)
- Critical inquiry into practice and context focusing on particular aspect/s of pedagogy
- Implementation of change in pedagogy being critically aware of the principles and context as any change is enacted
- Critical reflection engaging in collaborative reflection and evaluation with respect to teaching and learning goals and the change process
- Articulation of new goals drawing on principles (invariably different from ones drawn on earlier in the cycle).

These provide a scaffold for teachers to assist them in making explicit both the obvious and the more tacit aspects of their practices. They offer a stimulus for discussion and the sharing of experiences in ways oriented more towards articulating, sharing and documenting all aspects of pedagogy rather than just ‘good activities’. The Principles focus on:

- Teacher ownership - teachers need to own their professional learning
- Teachers as generators of knowledge - whilst there is a role for external ideas and partnerships with others, the most meaningful professional learning is done by and with teachers, not to teachers so that the knowledge developed is personal to each teacher’s practice
- Collaboration - group support and stimulation are critical for professional learning, along with time and space for the cycle of reflective practice;

new knowledge is constructed as existing ideas are shared and new ones emerge from within the group

- A willingness to question existing practice - teachers need to identify and share areas of apparently successful practice where they would like to do better
- Support for risk taking - proposing and implementing changes to their classroom practices can be risky undertakings for teachers and willingness to take risks is enhanced when there is a group that can share experiences and encourage one another's effort, along with understanding and encouragement from the leadership team
- Evolutionary, not revolutionary change - teachers are not technical implementers of overly neat packages, but are genuine professionals, valuing the authority of their experiences and taking charge of their practice and how they operate in their classrooms.

White, Scholtz and Williams (2006) consider that the “Principles of Learning and Teaching Program” initiative has the potential to support teachers and to articulate and consider pedagogy in quite powerful ways, but they are concerned that it questions the professionalism of teachers by assuming that they need an instrumental and performative approach to learning as mere ‘training’ for compliance, and that the program’s instruments for measuring teacher pedagogy have little validity but are presented as ‘scientific’ research tools. The authors assert a need for the program to be justified in terms of research and the international research literature about pedagogy and teacher change (p. 10).

The theories and findings outlined in this third sub-section led to two final key ideas for the framework for this research: teachers may experience uncertainty regarding effective teaching practices (and this will affect the impact of the development and implementation of a schoolwide pedagogy); and teachers’ willingness to share their classroom practices with their peers and provide assistance to support individual and community improvement may affect the impact of the project.

2.5 Implications for the Study

When a school is involved in a revitalisation project that focuses on a schoolwide pedagogy to improve student learning, both research studies and educational theorists suggest that it will impact on how teachers work together and interact as a community. Such a project should impact upon teachers' professional knowledge base and on how teachers perceive their role and their classroom practices.

These dimensions underpin the conceptual framework for the research focus questions. The top section of Table 2.4 on the next page summarises these dimensions and the essential characteristics relevant to this study. The bottom section of the table includes the focus direction statements (key related ideas) developed from the literature to address the essential elements of the three dimensions within the particular school context.

	PROFESSIONAL COMMUNITY		PROFESSIONAL LEARNINGS		PROFESSIONAL PRACTICES
DIMENSIONS AND CHARACTERISTICS					
	Shared Vision Teacher Leaders	↔	Organisational Learning	↔	Shared Ideas
	Collaboration School Culture	↔	Collective/Shared Learning	↔	Peer Support Perceptions of the Nature of Teaching
	Professional Dialogue	↔	Capacity Building	↔	Authoritative Pedagogies
	Focus on Improved Student Outcomes	↔	Model of Teacher Learning	↔	Personal Pedagogies, Practices, Theories
FOCUS STATEMENTS					
1.	<i>Staff share visions for school improvement that focus on student learning.</i>	4.	<i>The school organises whole school professional development that focuses on individual and collective learnings to address improved student outcomes.</i>	5.	<i>Teachers experience certainty regarding effective teaching practices.</i>
2.	<i>There are supportive conditions (time, physical, organisational) for the whole staff to collaborate with one another in reflective, professional dialogue.</i>			6.	<i>Teachers share their classroom practices with their peers and provide assistance to support individual and community improvement.</i>
3.	<i>Staff are involved in decision making that affects student learning.</i>				

Table 2.4: The Conceptual Framework for the Research

Chapter 3 Research Design

3.1 Paradigm

The research paradigm for this study is interpretivist inquiry and the methodology is phenomenological constructivism (Denzin & Lincoln, 1994, pp. 12-13). This involves “attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them...in the natural setting” (p. 2). The principal concern in this study was to understand how individual teachers created, modified and interpreted the IDEAS process within one school setting. Table 3.1 on the next page summarises the research method and paradigm for this study and is an adaptation of that provided by Denzin and Lincoln (1994, pp. 12-13). The table depicts the relationships among the five components of such a research process:

- the researcher
- the paradigm
- the research strategies
- the methods of collection and analysis
- the interpretation of results.

Denzin and Lincoln (1994) assert that, in an interpretivist paradigm, researchers can report on their own observations and the experiences of others with some objectivity, clarity and precision (p. 12). They refer to researchers as “multicultural” subjects who can blend their own observations with those provided by others through interviews, life stories, personal experiences, case study data and other documents. They believe that researchers bring to a study a history, a conception of self and others, along with the ethics and politics of the study and a set of beliefs that guide actions.

Guba and Lincoln (1994) support the use of “trustworthiness, credibility, transferability and confirmability” as the appropriate criteria for judging the goodness or quality of an enquiry (p. 114). They point out that the conventional criteria of internal and external

validity, reliability and objectivity are inconsistent with the procedures of naturalistic enquiry.

The Research Process		The Interpretive Paradigm		
		Criteria	Form of Theory	Type of Narration
Researcher as a “Multicultural” Subject	focus on conceptions of self and others			
Theoretical Paradigm and Perspective	constructivism – realities are constructions in the minds of individuals	trustworthiness credibility transferability confirmability		
Research Strategies	case study participant observation		substantive-formal (one specific case will add to the formal theory)	
Methods of Collection and Analysis	interview; observe artifacts, documents, records and personal experiences; textual analysis			
Interpretation and Presentation	writing as interpretation			interpretive case study – presentation that describes, interprets and appraises the phenomenon

Table 3.1: The Research Process and the Interpretive Paradigm

Lincoln and Guba (1990) list three accepted activities which increase the probability that credible findings will be produced: prolonged engagement; persistent observation; and triangulation of data from different sources. It is the responsibility of the researcher to provide data and interpretations that makes transferability judgements possible on the

part of potential appliers. The major technique for establishing trustworthiness and confirmability for the research is the retention of items that would allow for an ‘audit’ of the data presented.

3.2 Methodology

3.2.1 Case Study

Case study research typically “observes the characteristics of an individual unit...to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalisations about the wider population to which that unit belongs” (Cohen & Manion, 1989, p. 120). Yin (1994) supports the case study as “the preferred strategy when the focus is on a contemporary phenomenon within some real-life context” (p. 1). A case study method is most suited to this study and a narrative method is most suitable to interpret and present the study. The phenomena or issues of interest in this case study are:

- the impact of the change process on the professional community
- the impact of the change process on professional learnings
- the impact of the change process on professional practices
- the factors impacting on the progress of the change process.

Stake (1994) emphasises that “a case study draws attention to what can be specifically learned from the understanding of a single case rather than generalisation beyond [it]” (p. 236). “Intrinsic” case studies are undertaken when one wants a better understanding of the particular case. In “instrumental” case studies, the particular case is studied to provide insight into an issue or refinement of theory. There are both intrinsic and instrumental aspects of this study. The study investigates the impact of the IDEAS Project on a particular school, but the interpretation and conclusions drawn provide insight into the Research-based Framework of the Project. Stake contends that case studies are “of value in refining theory and suggesting complexities for further investigations, as well as helping establish the limits of generalizability” (p. 245). Such

a concept of generalisation is linked to the notion of transferability as discussed by Guba and Lincoln (1994).

Stake (1994) proposes that case researchers seek out what is common and what is particular about the case and gather data about the nature of the case, the historical background, the physical setting, the cultural context, and the informants through which the case may be known. Data are continuously perused, coded, interpreted and classified, and patterns are recognised. The case study researcher reflects on impressions, recollections and records, teasing out meanings and reporting their interpretations. “Local meanings are important, foreshadowed meanings are important, and the readers’ consequential meanings are important” (p. 243).

3.2.2 Specifics of the Case – the Researcher

I was a participant observer in the study and an influential member of the teaching staff and of the IDEAS School Management Team (ISMT). It was important to me, as both researcher and researched participant, to reflect continually upon:

- how my leadership role impacted on the processes under study
- how my relationship with other teachers impacted upon the collection of data
- how the project impacted upon me as a teacher in the school
- how my long history within the school affected my perceptions of the impact of these processes.

These reflections were collected in a chronological journal and excerpts from these entries were used as data.

3.2.3 Specifics of the Case – the Participants

The participants in the research were:

- two Principals, both priests (leadership changed during the life of the program of change)

- the Dean of Studies (also Chair of the ISMT)
- three volunteer members of the ISMT
- two volunteers from other teaching staff
- myself (as participant researcher)
- the USQ IDEAS Team Leader, and
- respondents to the USQ IDEAS Diagnostic Inventory (100 parents, 243 students, and 59 teaching staff).

The two Principals and the Dean of Studies were included in the study to determine the impact of the project from the perspective of the school leadership team.

Invitations were issued to the teaching staff of the school to participate in the study. Three members of the ISMT volunteered to be part of the research and to provide detailed case study data over the life of the project. Two other teachers, not directly involved in the ISMT, also volunteered to participate, and provided comparative data from a different perspective. Morse (1994) discusses suitable participant numbers for such studies, suggesting that the number depends on saturation. In this study, the number of participants depended solely on the availability of volunteers who were prepared to be involved in the study. Morse proposes that six participants are adequate for a phenomenological strategy (p. 225) – that is, when the research question concerns the meaning of a phenomenon, when the data collection methods involve in-depth conversations, and when the results include in-depth reflective description of the experience.

An opportunity arose in December 2006 to interview the USQ IDEAS Team Leader who was an original member of the team that developed the IDEAS Project for schools. She had introduced the Project to the school governance Board and the teaching staff of St Jude's College and she had worked with the ISMT members to understand their role in the Project. As she had assisted in its implementation in many other schools, she was in a unique position to assist in the understanding of factors affecting the progress of the Project in the school.

Summary details of the case study participants are listed in Table 3.2 below, including their roles in the school at the time of the study and their years of experience at the school at the end of 2006.

Participant	Code	Sex	Role	Years
First Principal	P ₁	M	Priest; Principal at start of the study	5
Second Principal	P ₂	M	Priest; Principal for 2006	1
Dean of Studies	S	F	Home Economics teacher	10
ISMT Member	T ₃	F	Head of English	10
ISMT Member	T ₄	F	Head of Religion	17
ISMT Member	T ₅	M	Science and Mathematics teacher; Pastoral Care Leader	12
Teacher	T ₁	M	Agricultural Studies teacher	4
Teacher	T ₂	M	Mathematics teacher	9
Researcher	R	F	Head of Mathematics	21
USQ Leader	U	F		

Table 3.2: Case Study Participants

3.3 Data Collection

The study commenced in 2004 when the school staff received initial input from the USQ IDEAS Team and teachers were invited to join the IDEAS School Management Team. This team had planning and discussion meetings that year and the whole staff became involved in the process early in 2005. The timeline for this study was restricted to the two years that the USQ Team were directly involved in the school (2004-2005), along with one further year (2006). The study was extended an extra year in the hope that the Project might progress beyond the envisioning stage, but this did not eventuate.

Data were collected at key stages of the Project: at the start of the Project in 2004; after the vision statement was presented to the staff in 2005; and at the end of 2006. Data

were collected in the form of interviews (see Section 3.3.1), the researcher's journal (see Section 3.3.2), survey instruments (see Section 3.3.4), ISMT meeting minutes and other school documents (see Section 3.3.3). The three stages of the study and dates of key events are summarised in Table 3.3

Stages	Approximate Dates	Key Events
Start	February 2004 April 2004 Early 2005	<ul style="list-style-type: none"> • Introduction of the IDEAS Project to staff. • Case study volunteers sought. • Diagnostic Inventory data collected from parents, students, and staff. • Initial interviews completed.
Mid-Stage	September 2005 End of 2005	<ul style="list-style-type: none"> • Vision statement presented to staff • Mid-stage interviews completed
Conclusion	September 2006 October 2006 November 2006 December 2006	<ul style="list-style-type: none"> • USQ IDEAS Rubric survey data collected from teaching staff • Second Diagnostic Inventory data collected. • Final interviews completed. • USQ Team Leader interviewed.

Table 3.3: The IDEAS Project Timeline

3.3.1 Interview Data

Cohen and Manion (1989) define the interview process as a “two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information” (p. 291). They suggest that an interview allows for greater depth than is the case with other methods of data collection, but warn of the risk of subjectivity and bias on the part of the researcher. In Chapter 1, I referred to my concerns about my role as a researcher and thus as an interviewer. These concerns regarding possible bias and subjectivity fell into three categories: my position and influence within the school; my relationships with the staff; and the effect of any pre-conceived ideas on my observations, perceptions and reporting of events. My response to this was to adopt principles of transparency and self-reflexivity. This is covered in detail in sub-section 3.3.2.

Key framework statements were used to focus the interviews, with adjustments made where issues arose from the data collected. Rubin and Rubin (1995) refer to this as topical interviewing. The focus statements, designed to address the dimensions of the research questions, as detailed in Chapter 2, were:

- Staff share visions for school improvement that focus on student learning.
- There are supportive conditions (time, physical, organisational) for the whole staff to collaborate with one another in reflective, professional dialogue.
- Staff are involved in decision making that affects student learning.
- The school organises whole school professional development that focuses on individual and collective learnings to address improved student outcomes.
- Teachers experience certainty regarding effective teaching practices.
- Teachers share their classroom practices with their peers and provide assistance to support individual and community improvement.

The respondents were asked to react to the focus statements in the initial interviews rather than being asked specific questions regarding their perceptions of the climate of the school. These focus statements were used a second time in the final interviews, along with further questions regarding factors affecting the progress of the Project. Questions relating specifically to the vision statement were used in the mid-stage interviews to determine perceptions of its ownership among staff and its possible impact.

Experiences in and of the process over the two years following the initial interviews shaped the focus issues in ways that necessarily altered the shape of the later interviews. The interviews were semi-structured. Neuman (2000) suggests that an interviewer should use follow up, probing questions to draw out detailed responses from the respondent or to clarify a previous response. In early interviews, I was hesitant to take up too much of each respondent's time and careful not to ask what could be considered as 'leading questions'. Reflections on this approach led to a decision to attempt to collect more detailed data in later interviews, using probing questions where necessary.

Interview data were collected from the first Principal, the Dean of Studies and the five volunteer teachers at the start and mid stage of the Project. The second Principal was

interviewed upon his arrival, to determine his initial opinions and hopes for the results of the Project. This Principal, the Dean of Studies, the volunteer teachers and the USQ IDEAS Team Leader were interviewed at the conclusion of the study. The aim was to determine factors impacting on the progress of the Project, staff understandings and acceptance of the change process and the perceived impact of the Project on professional community, learnings, and practices.

Tapes of all interviews were kept and verbatim transcripts were made, as aspects of Guba and Lincoln's (1994) "trustworthiness, credibility, transferability and confirmability" (p. 114) criteria. The retention of audio tapes and their transcripts allowed for the data audit they discussed. Corden and Sainsbury (2006) support the use of verbatim quotations from research participants. Their own research shows that "participants felt that the way their spoken words were used did enhance 'quality' at various stages in the research process" (p. 108). Verbatim quotations "enhanced readability and provided evidence for the researcher's analysis and interpretation" and were used to "establish credibility" (p. 108).

3.3.2 Researcher's Journal

I maintained a personal journal throughout the life of the project, focusing on issues relating to ways that the process developed or affected the professional community (from my perspective), as well as on how it impacted on my professional learnings and professional practices.

A transparent reflexivity on my part, related to my own pedagogy, my view of others' pedagogies and my changing interpretations and theorising of these as a researcher, is an important element of data and also of the overall approach. Reflexivity in this study refers to the relationship between myself as the researcher and myself as a participant in the study. Pillow (2003) suggests that "To be reflexive not only contributes to producing knowledge that aids in understanding and gaining insight into the workings of our social world but also provides insight on how this knowledge is produced" (p. 178).

Holstein and Gubrium (1994) support the idea that descriptive accounts of settings give shape to the settings while simultaneously being shaped by the setting (p. 265). I ensured that my journal entries included my perceptions of how I was influencing or impacting upon all data collected for the study.

From the commencement of the project, my journal covered issues related to four main topics: “Reflections on the development and implementation of the schoolwide pedagogy”; “Reflections of my influence on the ISMT and the schoolwide pedagogy”; “Reflections on the impact of the schoolwide pedagogy on my personal pedagogies”; and “My thinking behind decisions made in the role of researcher”. These provided transparency for the handling of myself as the researcher. Lenzo (1995) refers to this as the “construction of a transgressive self – that is decentered, situated, and multiply positioned” (p. 17). Nevertheless, it is acknowledged that there are unavoidable questions that could be asked about the trustworthiness of my reflections, observations and reports. Neuman (2000) refers to how well a reported outcome really “fits” with actual reality (p. 64). In this study data were checked across different sources (triangulation) and new understandings were developed from the enquiry process over a three year period.

In Chapter 1, I provided details about the context, history and culture of the site of the research, as well as an account of myself. Altheide and Johnston (1994) suggest that researchers should substantiate their interpretations and findings with a reflexive account of themselves and the processes of their research (p. 489) and should be concerned with producing texts that explicate how they claim to know what they know (p. 491). Quotations from my journal are provided in Chapters 4, 5 and 6 along with quotations from interviews as data for the study.

3.3.3 Documents

Detailed accounts of the progress of the IDEAS Project were available from the minutes of the ISMT meetings as well as from documents produced by this Team. As Minute

Secretary of the ISMT, I ensured that the minutes were a detailed account of meetings, including conversations and interactions, rather than simply a record of outcomes of the meetings. As the writer of the minutes, I was aware of the possibility of subjectivity as I chose what to include, what to omit and how to express what was included. These minutes and related documents were validated at subsequent meetings during normal meeting procedures. Quotations from the minutes, along with reference to other school documents, are provided in Chapters 4, 5 and 6 and contribute to the provision of a description of the progress of the Project at St Jude's College.

3.3.4 Instruments

Data were also collected in the form of sample surveys from parents, students and the whole teaching staff. Two of the documents used in the study were the IDEAS Diagnostic Inventory (Appendix 2) and the IDEAS Rubric (Appendix 4). These were designed by the USQ IDEAS Project Team for use across all IDEAS schools.

3.3.4.1 Diagnostic Inventory

Data from a Diagnostic Inventory designed by the USQ IDEAS Core Team (Appendix 2) provided a snapshot of the school's successful practices, the areas for concern and any emerging patterns and themes. The school surveyed a sample of parents and students and all staff at the start of the Project in April 2004 and in October 2006. Relevant data from the Inventories were used in this study to determine if there were any observable changes in perceptions of the school community with regard to professional community, learnings and practices during the three years of the study. The specific inventory items used were as follows:

-
- A 8 The morale of classroom teachers at this school is high.
 - A 16 The staff demonstrate that professional dialogue can resolve most issues.
 - A 17 The staff's procedures for ongoing professional dialogue result in effective critique of their professional practice.
 - A 18 The staff manage the process of change effectively.
 - A 19 Clear consistency is evident between the school's vision/community expectations and teaching and learning practices.
 - B(S) 2 The school assesses the relevance of its vision to the needs of students on a systematic basis.
 - B(S) 3 There is a shared commitment throughout the staff to the achievement of the vision.
 - B(S) 5 The school recognises significant leadership roles for teachers as well as administrators.
 - B(S) 9 Faculty resource planning begins with consideration of how to enhance teaching and learning.
 - B(C) 3 The school has processes which enable staff, parents and students to assume collective responsibility for individual students' progress and needs.
 - B(I) 3 The physical design of the school encourages positive staff interaction.
 - B(I) 6 Flexibility in the use of time enables pedagogical innovation.
 - B(T) 2 The pedagogical practices of staff are consistent with the school vision.
 - B(T) 4 Teaching practices are grounded in current educational theory.
 - B(T) 7 Teachers openly share the rationale for their classroom practices.
 - B(P) 1 The school's staff development policies reflect agreed priorities for teaching and learning.
 - B(P) 2 The school has processes in place to enable teachers to learn from one another's successful practices.
 - B(P) 3 A whole-school approach to professional development, encompassing all staff and administrators, is in place.
 - B(P) 6 If staff encounter difficulties with teaching processes effective support systems are available.
 - B(P) 9 Staff have access to internal networks to obtain helpful feedback on their teaching.
 - B(P) 10 Adequate planning time is available for shared staff reflection.

In Section A, the items are categorised by the USQ Team as relating to “Staff Morale and Professionalism”, “Professional Learning Community” and “Alignment of School Practices”. In Section B, the items are categorised as relating to “School Vision and Structures” (coded as B(S)), “Cohesive Communities” (coded as B(C)), “Infrastructural

Design” (coded as B(I)), “Teaching, Learning and Assessment” (coded as B(T)), and “Professional Supports” (coded as B(P)).

The responses were coded 1 to 5 (“strongly disagree” through to “strongly agree”). At a workshop facilitated by the USQ Team Leader in 2004, an information sheet was provided to the teaching staff which stated that “there are no State means or bench marks for the Diagnostic Inventory data – the benchmarks used relate to our experience in working with this inventory in over 100 Queensland schools”. The worksheet provided a recommendation by the USQ IDEAS TEAM that “the quantitative data could be analysed by looking at the data in the following ways:

1. Means of 3.6 and above indicate successful practice.
2. Means of 3.3 and below indicate areas of concern.
3. Standard deviations over 1.0 indicate polarisation, and likely causes of internal dissention.”

The individual response data were not available to the researcher, but summary results were provided to all staff and these appear in Appendices 6 and 7. In these tables, means below 3.3 are highlighted in blue, means above 3.6 are highlighted in red and standard deviations above 1.0 are highlighted in pink.

While no statistical analysis was carried out, the initial and final Inventory results for these items are presented and compared with the perceptions provided by the case study participants in the interviews. This is consistent with the process of triangulation, in order to develop “convergent lines of inquiry” (Yin, 1994, p. 92).

3.3.4.2 IDEAS Rubric

In August 2006, I discussed with the Chair of the IDEAS School Management team my desire to gauge the perceptions of staff regarding the progress of the Project. She was also interested in collecting such information and directed all teachers to complete the

“USQ IDEAS Progress Research-based Framework Rubric” (Appendix 4) before they departed for holidays in September 2006.

Teachers were asked to tick on a continuum their perception of progress related to the six elements of the IDEAS Research-based Framework. The continuum provided the four options from which to choose: “Non-existent”, “Emerging”, “Developing” and “Sustained”. Each of the elements included four or five dimensions:

- Strategic Foundations: shared vision; shared leadership; acknowledgement of school successes; shared decision making; promotion in the community of understandings of education
- Cohesive Community: supportive of the vision; community involvement in school planning; collective responsibility for student outcomes; recognition of the contribution of individuals and groups; culture of ‘no blame’
- Pedagogy/Teaching, Learning and Assessment: shared understanding of successful pedagogy; pedagogy reflects the school vision; pedagogy based on authoritative theories; student achievement measured against authoritative benchmarks; parents and student included in teaching and learning discussions
- Infrastructural Design: physical and human resources used to enrich the school’s identity; school’s use of time, space and technologies conducive to quality teaching, reflects vision and conducive to aesthetic environment; curriculum frameworks reflect the vision, are responsive to student needs and are transportable into quality teaching; time is available for reflective practice
- School Outcomes: student achievement; school morale; community pride; alignment of all five elements; school is an effective learning community
- Professional Supports: professional learning initiatives reflect the vision; collaborative professional learning processes in place; physical and human resources support shared pedagogy priorities; teachers’ external networks contribute to their professional growth.

The Dean of Studies informed me that she considered that the Diagnostic Inventory sought data on the level of satisfaction with school outcomes, while the Rubric specifically addressed the progress of the Project. The responses to the Rubric were compared with the perceptions provided by the case study participants in the interviews as well as with the Inventory data in order to develop “convergent lines of inquiry” (Yin, 1994, p. 92).

3.4 Data Analysis

This study uses a constant comparative method of analysis of data (Denzin, 1994). In such an analysis, the researcher gathers the data, sorts the data, identifies categories, compares new data with emerging categories and integrates them into the theory (p. 508).

Constant comparison is an inductive (from specific to broad) data analysis procedure of generating and connecting categories by comparing incidents in data to other incidents, incidents to categories and categories to other categories....this eliminates redundancy and develops evidence for categories. (Creswell, 2002, p. 406)

Huberman and Miles (1994, pp. 403-432) and Glaser and Strauss (1967, pp. 101-115) support this method of data management and analysis. They commend the collection of data based on observations, interviews, or documents over a sustained period and the noting of patterns and themes that are continuously checked and verified until categories and a logical chain of evidence are developed. The technique of constant comparisons is most often associated with, but (as in this case) not limited to grounded theory (Glaser & Strauss, 1967).

The research framework for this study has the three constructs of professional community, professional learnings and professional practices, along with an investigation into the process of the Project. In addressing the three constructs, categories were developed during the review of the literature by constant comparison of the characteristics recognised as definitive of each of these constructs. Similarly, in addressing the process of the Project, the categories were developed by constant comparison of the data collected over the three years of the study.

In addressing Research Question One, *How does the IDEAS Project impact upon teachers' perceptions of professional community?*, three categories were developed from the literature to identify the dimensions of a professional community:

- Staff share visions for school improvement that focus on student learning.

-
- Staff collaborate with one another in reflective, professional dialogue.
 - Staff are involved in decision making that affect student learning.

In addressing Research Question Two, *How does the IDEAS Project impact upon teachers' perceptions of professional learnings?*, one category was developed from the literature:

- The school organises whole school professional development that focuses on individual and collective learnings to address improved student outcomes.

In addressing Research Question Three, *How does the IDEAS Project impact upon teachers' perceptions of professional practices?*, two categories were developed from the literature:

- Teachers experience certainty regarding effective teaching practices.
- Teachers share their classroom practices with their peers and provide assistance to support individual and community improvement.

The data from each of the sources (interviews, surveys, documents and journal) were analysed to determine the level of support for each of these recognised categories.

In addressing Research Question Four, *What factors impacted on the progress of the IDEAS Project in the school in the years 2004 to 2006?*, the process of constant comparisons was used at the end of 2006 to sort the collected data into themes or categories. It transpired that these particular categories did not take the same form as the 'statement' categories used in the two earlier stages of the study. The final stage categories emerged from the process of constant comparison and, within each category, sub-categories also emerged. These categories and sub-categories are shown in Table 3.4:

Categories	Sub-categories
Teacher Culture	<ul style="list-style-type: none"> • collective responsibility for student learning • attitude to change • shared understandings • professional dialogue • morale
School Leadership	<ul style="list-style-type: none"> • time allocated to the Project • encouragement of shared (teacher) leadership • participation in the Project • whole school capacity building • whole school professional development on pedagogy topics • shared decision making
ISMT	<ul style="list-style-type: none"> • clear explanations of the aims of the Project • practical short term goals • time allocated to IDEAS meetings • workload of the Chair • teacher leadership • contribution of individuals
Subject Departments	<ul style="list-style-type: none"> • involvement of the Heads of Departments in working with department members on IDEAS activities • reflective and shared professional practices
Student Involvement	<ul style="list-style-type: none"> • student input into the development of a vision • student input on quality teaching practices

Table 3.4: Analysis Categories and Sub-categories

3.5 The Ethics and Politics of the Research

Punch (1994) discusses the ethical and political dilemmas associated with research when the participant observer has “deep involvement in the setting and a strong identification with the researched” (p. 84). He points out the need for various safeguards to protect the privacy and identity of the research participants and establish a trust relationship with those involved (p. 92).

The participants in this study signed consent that they understood the intention of the research and that they were informed of the nature of the study and that the names of the participants and the school would remain anonymous. They were also informed that the results and interpretations would be provided to them upon request. No one availed themselves of the offer.

3.6 Data Presentation

The data are presented and discussed in three stages: the initial stage (2004) in Chapter 4, the mid-stage (2005) in Chapter 5 and the final stage (2006) in Chapter 6.

Chapter 4, which follows, outlines the process of the Project in the school in 2004. It presents and discusses the data collected in the initial case study participant interviews, the data collected from documents, the data from the journal and the initial Diagnostic Inventory data. Narrative descriptions of the situations and the experiences during 2004, including quotations from the data, are provided to support the analysis. Supporting references from literature accompany the discussions.

Chapter 5 covers the mid-stage of the Project in the school in 2005. It presents and discusses the data collected in the interviews carried out after the development of the vision statement, the data collected from documents and the data from the journal. Narrative descriptions of the situations and the experiences during 2005, including quotations from the data, are provided to support the analysis. Supporting references from literature accompany the discussions.

The final stage of the Project is covered in Chapter 6 which outlines the process in the school in 2006. It also presents and discusses the data collected in the final interviews with the case study participants and the USQ Team Leader, the data collected from documents, the data from the journal and the data from the Rubric and the final Diagnostic Inventory. Narrative descriptions of the situations and the experiences during 2006, including quotations from the data, are provided to support the analysis. Any perceived changes over the three years are discussed, along with the factors that emerged from the data as having impacted on the progress of the Project in the school. It is acknowledged that any differences in perceptions at the different stages of the study may not be directly attributable only to the IDEAS Project. Other factors such as changes in staff, students and parents and the impact of a new Principal may have impacted on the professional community, the professional learnings and the professional

practices over three years. Supporting references from literature accompany the discussions.

Finally, Chapter 7 provides a summary of the findings from Chapters 4, 5 and 6 and details recommendations for future research.

Chapter 4 Initial Stage Data, Analysis and Interpretation

This chapter details the progress of the IDEAS Project in 2004. The data collected in 2004 are categorised under sections relating to the impact of the Project on the key components of the research question:

- professional community
- professional learnings
- professional practices.

The data are triangulated and interpreted from each of the following sources:

- case study participant interviews
- Diagnostic Inventory
- documents including the College Education Plan and ISMT meeting minutes
- journal reflections.

4.1 The IDEAS Process in 2004

The Deputy Principal announced to the teaching staff at the start of the 2004 school year that the school had commissioned the USQ IDEAS Team to assist in the implementation of the Directions of the College Education Plan (2004) which related to teaching and learning.

Table 4.1 details the IDEAS workshops, staff in-service programs and meetings of the IDEAS School Management Team for 2004. It provides a summary of the process of implementation of the Project in its first year and assists in understanding the results of the research.

2004	Events
February	The USQ Team introduced the IDEAS Project to the whole teaching staff and teachers participated in an activity involving the sharing of a personal pedagogy. All staff and sampled students and parents completed a Diagnostic Inventory.
April	The USQ Team presented the Diagnostic Inventory Data to the teaching staff and the whole staff worked in small groups to write a “report card” and discuss the outcomes and implications.
28 April	At a meeting of the school leadership team and interested teachers, it was decided which of the dimensions of the College Education Plan would be the focus of the ISMT.
11 May	The USQ Team Leader spoke at an ISMT meeting about the role of the group.
19 May	The researcher and the ISMT leader attended a cluster meeting for local schools engaged in the IDEAS Project. This assisted us to develop some suggestions to take to the ISMT members regarding the Project at St Jude’s.
22 June	The ISMT met for the second time with the USQ leader who agreed to facilitate the staff envisioning day planned for 21 July.
21 July	Staff worked in groups with the aim of developing a vision.
29 July	ISMT visioning workshop to summarise the outcomes from 21 July (extended evening meeting).
26 August	ISMT meeting about professional development needs in the area of teaching and learning.
21 October	ISMT meeting with the USQ Team Leader to discuss future directions.

Table 4.1: The IDEAS Process in 2004

In the first two months of 2004, members of the USQ Team facilitated two staff workshops to introduce the Project and the processes involved. The researcher’s journal records the following comment after the USQ Team introduced the concepts of IDEAS and its Research-based Framework:

Over the next few days, staffroom discussions sounded cynical and negative. How will we ever get staff to collaborate when so many are so cynical and critical of the administration and the ethos? (Journal, 26 February 2004)

In May 2004, 14 volunteers from the teaching staff met the USQ IDEAS Team Leader to form the ISMT. The school leadership team had decided that the ISMT would be chaired by the Dean of Studies. At this first meeting, the role of the ISMT was outlined, and I agreed to take on the role of Minute Secretary. The members of the ISMT were informed at this time of my intention to carry out this research. At the two follow-up meetings in May and June 2004, the USQ Team Leader continued to assist the ISMT to decide on its future direction:

[The] USQ Team Leader suggested that “The vision may not be the important outcome. It is the process of getting there that is important”. The ISMT Chair suggested that we...look again at the Diagnostic Inventory data summaries and the anecdotal statements...and start the visioning process. (Minutes, 19 May 2004)

The members of the newly formed ISMT supported the proposal by the Chair that the USQ Team Leader would facilitate the staff visioning workshop in July 2004 and they also offered suggestions for the format of the workshop. Excerpts from the journal and ISMT meeting minutes following the visioning workshop provide a picture of the outcomes and the researcher’s perceptions of the mood of the ISMT meetings:

The visioning workshop started badly and was not facilitated the way the ISMT had planned. Most of the members of my group spent the time complaining about the students and shared no positives. (Journal, 21 July 2004)

All members [of the ISMT] were dissatisfied with [the workshop] and we plan to have a working dinner to collate staff ideas – not wait for [the USQ Team Leader] to do it in five weeks’ time. (Minutes, 22 July 2004)

[The] ISMT visioning workshop meeting was excellent. It sometimes got emotional and people shared some hurts. I was on a buzz after the meeting (could not sleep) and enjoyed typing the outcomes from each person. (Journal, 29 July 2004)

[The] ISMT meeting was constructive. We agreed on some areas that could be addressed at whole staff in-service days (professional learnings in the pedagogy areas). (Journal, 12 August 2004)

At the final ISMT meeting in 2004, the Chair briefed the members on the outcomes from recent teleconferences involving teachers from other IDEAS schools and invited the members to attend future cluster meetings of such schools. In an attempt to progress our visioning stage, the USQ Team Leader suggested that members might attend a training program for developing skills in initiating “Professional Conversation”. This was never organised. At the instigation of two members of the ISMT, an attempt was made to gather data from the students to aid our visioning process. The Year 12 students were asked to provide reflections on their school life and these were posted in the staffroom in an attempt to stimulate professional dialogue and reflection. The student reflections were not referred to again at any future meetings. These are two examples of the teacher

culture that did not encourage professional interaction and the lack of strategies to change that aspect of the culture.

The following perceptions suggest that the USQ Team Leader had some early concerns regarding the progress of the Project at the school:

[The] USQ Team Leader commented that “This school has a more complex culture than many other schools in the IDEAS group”. (Minutes, 21 October 2004)

[The USQ Team Leader] seemed concerned about how the process would develop in our school. (Journal, 21 October 2004)

4.1.1 Initial Diagnostic Inventory

The USQ IDEAS Team provides schools with a survey, the aim of which is to build up a picture of the school - the successful practices, the areas for concern, the emerging patterns and themes - drawing on student, parent and teacher responses. The Team suggests that mapping the data back into the Research-based Framework provides a powerful and coherent way of understanding the complexities of the data and yields insights into current school operations. All of the teaching staff and samples of parents and students were asked to complete the Diagnostic Inventory (Appendix 2) in early February 2004. The results of the survey were coded 1 to 5 for “strongly disagree”, “disagree”, “unsure”, “agree” and “strongly agree”.

Descriptions of the data, in the form of means, were provided to staff at a workshop facilitated by the USQ Team Leader in April 2004. The staff were asked to highlight the “positive” (means greater than or equal to 3.6) and “negative” (means less than or equal to 3.3) responses. An IDEAS Team information sheet was provided to the teaching staff which stated that “There are no State means or bench marks for the Diagnostic Inventory data – the benchmarks used relate to our experience in working with this inventory in over 100 Queensland schools”. The information sheet provided a recommendation by the USQ IDEAS Team that the quantitative data could be analysed by looking at the data in the following ways:

1. Means of 3.6 and above indicate successful practice.
2. Means of 3.3 and below indicate areas of concern.
3. Standard deviations over 1.0 indicate polarisation, and likely causes of internal dissension.

The USQ Team Leader supported this method of analysis during her interview in December 2006:

The Diagnostic Inventory data can be looked at to see if there is any movement, but it is only perceptive data. We use the Diagnostic Inventory to see if people have moved forward, but we do not have a State benchmark for comparisons as yet. We suggest that schools set their mean for areas of concerns at 3.3 and standard deviations at 1.0.

The individual response data were not made available, but the summary results that were provided to staff appear in Appendix 6. In the appendices, the “positive” outcomes are highlighted in blue, the “negative” outcomes are highlighted in red and standard deviations (S.D.) of 1.0 or higher are highlighted in pink.

The staff results provided in the following sections identified perceived areas of concern, but are not used to make statistical inferences. Specific inventory items used are coded and numbered as per the Diagnostic Inventory. In Section A, the items are categorised as relating to “Staff Morale and Professionalism”, “Professional Learning Community” and “Alignment of School Practices”. In Section B, the items are categorised as relating to “School Vision and Structures” (coded as B(S)), “Cohesive Communities” (coded as B(C)), “Infrastructural Design” (coded as B(I)), “Teaching, Learning and Assessment” (coded as B(T)), and “Professional Supports” (coded as B(P)).

The initial data from the parent Diagnostic Inventory were predominantly “positive”, with means greater than 3.6. There were similar results from the students, except for three items which focused on teaching and learning environments and the use of technology to facilitate and enrich learning experiences. These items had “negative” responses, although two of these items had a standard deviation greater than 1.0, which indicated some polarisation in responses.

In contrast to the parent and student data, the results from staff had many “negative” responses, and there were very little polarisation. The researcher’s journal records a statement made to the teaching staff by the Principal. He was reporting back from a meeting with the leader of the USQ IDEAS Project about the level of parent support for the school. No mention was made of the staff results:

The Principal informed staff the next day that the leader of the USQ Project said that “Parent level of support is the highest of any of the 150 schools in the Project to date and student level is close to the highest”. I hope that the school Executive team do not simply focus on how good the parent and student data is in the DI [Diagnostic Inventory], but are also concerned about how bad the staff results are. (Journal, 20 April 2004)

At the staff workshop in April 2004, the staff were asked to write a “report card” based on the initial Diagnostic Inventory data. The summary of this activity is provided in Appendix 3. This provided an opportunity to focus on the school’s successes and areas of concern as perceived by the staff, parents and students. The data and the outcomes of the “report card” are discussed in each of the following sub-sections on professional community, professional learnings and professional practices.

4.1.2 The College Education Plan

In April 2004, the school leadership team identified elements of the St Jude’s Education Plan (2004) to be addressed by the IDEAS Project. The six Directions of the Education Plan were:

- Direction 1: Catholic Identity and [Order] Tradition
- Direction 2: Collaborative Leadership and Governance
- Direction 3: Student Learning and Teaching
- Direction 4: Staff Professional Learning
- Direction 5: Student Care and Welfare
- Direction 6: Financial Management and Stewardship of Resources.

The elements to be addressed by the IDEAS Project were drawn from Direction 3 and Direction 4:

- 3A2: Create a positive learning environment through innovative and relevant teaching methods supported by appropriate behaviour development.
- 4A2: Develop a professional learning policy for the whole staff that provides guidelines for priority access, a system for evaluation, and a method of sharing with colleagues.
- 4A3: Fully utilize the expertise and experience of all members of staff in assisting each other to learn.
- 4A4: Identify and provide professional development for academic staff that translates into visionary and exciting learning experiences for students.
- 4A5: Enhance the skills needed by academic staff so they become conspicuous for their ability to:
 - provide holistic education
 - promote autonomous and self-directed learning
 - create inclusive and supportive learning environments
 - integrate technology into teaching and learning
 - deliver flexibility in teaching and learning.
- 4B2: Provide formal and informal opportunities for social and professional interaction across the total staff on a regular basis.

From April 2004, the outcomes from the IDEAS Project and how they addressed the elements of the Education Plan were reported to the school governance board.

4.2 The 2004 Data and Initial Discussion

The data collected in 2004 have been categorised as to their relevance to the impact of the Project on professional community, professional learnings and professional practices.

Each of the sub-sections relating to these research dimensions includes data and discussions from interviews, surveys, documents and the journal.

4.2.1 Professional Community

The characteristics of a professional community derived from the literature are reiterated below:

- staff need a shared vision for school improvement that focuses on student learning
- there need to be supportive conditions (time, physical, organisational) for the whole staff to collaborate with one another in reflective, professional dialogue
- staff benefit from collaboration in decision making that affects student learning.

4.2.1.1 2004 Interview Data: Professional Community

The case study participants were first interviewed in February 2005. The interviews were organised at the end of 2004 and are thus referred to as 2004 data. The three focus statements that were used in the interviews to determine the level of support for the presence of the characteristics of a professional community were:

- Staff share visions for school improvement that focus on student learning.
- Staff are involved in making decisions that affect students' learnings.
- There are supportive conditions (e.g., physical, time, organisational) for the whole staff to collaborate with one another in reflective professional dialogue.

Further statements were used to encourage the interviewees to expand upon their perceptions:

- Visions for improvement are discussed by the entire staff such that consensus and a shared vision result.
- Visions for improvement are focused on students and learning and teaching.
- Visions for improvement target high quality learning experiences for all.
- The school leadership team involves staff in discussing and making decisions about most school issues.
- The entire staff are involved.
- The decisions affect student learnings.
- Time is arranged and committed for whole school interactions. Openness characterise the staff.
- The size, structure and arrangements of the school facilitate staff proximity and interaction.

- Trust and openness characterise the staff.
- Caring, collaborative and productive relationships exist among all the staff.

Table 4.3 provides a summary of the perceptions of the case study participants in the 2004 interviews. The participants stated a level of support for each of the statements, using the codings:

Little Support: 1 Some Support: 2 Strong Support: 3.

Quotations from the interview transcripts follow, and provide a richer picture of these perceptions. The five case study teachers are coded as T₁, T₂, T₃, T₄ and T₅; the first Principals is coded as P₁; the Dean of Studies is coded as S; and the researcher is coded as R.

		Focus Statements	T₁	T₂	T₃	T₄	T₅	P₁	S
1	2004	“Staff share visions for school improvement that focus on student learning”	2	2	2	2	2	1	2
2	2004	“Staff are involved in making decisions that affect students’ learnings”	1	3	2	2	1	2	2
3	2004	“There are supportive conditions (e.g. physical, time, organisational) for the whole staff to collaborate with one another in reflective professional dialogue”	2	2	2	2	2	2	2

Table 4.2: Summary Data: 2004 Interviews (Professional Community)

In the first round of interviews, the first Principal and the Dean of Studies provided more expansive responses than any of the five case study teachers. The teachers appeared more hesitant about expressing their opinion in a one-to-one interview. In later interviews, most teachers were more expansive in their responses.

Focus Statement 1: “Staff share visions for school improvement that focus on student learning”

Initially, each of the teachers and the Dean of Studies perceived that there was some evidence of a shared vision among some, but not all, of the teaching staff. Sample responses included:

-
- S I think they do share visions but I don't think they articulate them well...My perception is that there were subsets amongst the staff who were very able and willing to do that and I think here of past curriculum initiatives...I think those people had that intent and purpose, but as a whole school thing, no.
- T₂ I don't know that exists that much in this school and I think we should be going towards that. Hopefully there will be now with the IDEAS Project coming in.
- T₃ Some staff do.
- T₄ I often think that there are systems and personalities and co-curriculum demands that get in the way of all staff interacting...I suspect that HOD [Head of Department] meetings is one area where there is more of a sense of full discussion, reaching consensus. I believe that that's something that has developed, particularly over the past few months; though often that may be overridden at an executive level without any consultation.

There was a hope that a whole school shared vision with a focus on teaching and learning would develop through the IDEAS process. The Principal at the time hoped that "we are moving towards that", but was not aware of this occurring at the time of the first interviews. The Dean of Studies expressed concern that some teachers "put out their positions sometimes but they perhaps put it out not necessarily wanting to know what someone else's position is".

Focus Statement 2: **"Staff are involved in making decisions that affect students' learnings"**

While the Principal and the Dean of Studies considered that teachers were involved in decision making that affected their classrooms, the teachers' perceptions were not so clear cut. Two believed that many of these decisions were made at subject department meetings and Head of Department meetings, while the others considered that they had no involvement in such decision making. Where teachers supported this dimension, they believed that the Dean of Studies had had an impact on improving this area. There was little support for the proposal that "all" staff were involved. Some sample responses included:

- T₁ Not yet. A lot of teachers are keen to be involved.

-
- T₂ I think the opportunities we've got at department meetings are then fed through into academic committee. This happens in our department so I would imagine that opportunity was before the other departments.
- T₃ Some staff are involved but not all staff.
- T₄ Some aspects certainly involve staff in discussions but...I'm not sure that the school leadership team supports the decisions.
- T₅ I would think not. No. Not in the past.
- S I think they are involved in decisions that impact on their own classrooms. I think there has been a conscious attempt to do it but my impression at times would be that it's a bit tokenistic or it serves a more political purpose than pedagogical purpose.
- P₁ I think there's a pretty good chance of it now...This is not meant to happen overnight. That's what I would love to happen. If you're involved in it you've got a better chance of owning it and making it work.

Focus Statement 3: "There are supportive conditions (e.g., physical, time, organisational) for the whole staff to collaborate with one another in reflective professional dialogue"

Most respondents referred to the existence of collaboration, support and professional dialogue within some larger subject departments and spoke with regret that it did not exist in all areas. There was no support for the existence of such practices across the whole school. The Principal and Dean of Studies were aware of the need to provide more time and opportunities for whole staff interactions and perceived that their policies were moving the school in that direction. The teachers expressed the opinion that whole school interactions to this time had focused on pastoral matters, while subject groupings had more opportunities for dialogue on teaching and learning issues. Sample responses included:

- T₁ Yes for some staff, but not for all. Staff need more time to reflect together. Teachers are caring. Some collaborate and have productive relationships, but this does not exist in the whole staff.
- T₂ The professional development days are structured, but I guess one criticism or concern that has been expressed by staff...is that they focus more on pastoral issues rather than on academic matters.

-
- T₃ It is getting better. The retreat was a nice attempt at bringing the community together.
- T₄ I think the time given to department meetings...is insufficient other than to maybe look at basic housekeeping. You don't get time to get reflective dialogue going.
- T₅ I think it might be in places. Whether it's effective or not, I don't know.
- S I think in general terms there are supportive conditions but I think you could wind it up more. I think it [the time arranged for and committed for whole staff interactions] is limited.
- P₁ I do not want to add burdens to people. Just use the time that's available so people don't feel that's another thing added onto them. The subject departments basically group together.

The first three focus statements were designed to measure the level of teachers' perceptions of professional community prior to any impact of the IDEAS process. There was little or no support in the interview data for any of these dimensions at a whole school level. Where there was some support, it was only within some subject departments.

4.2.1.2 2004 Survey Data: Professional Community

Item		2004	
		Mean	S.D.
A 8	The morale of classroom teachers at this school is high.	2.52	0.89
A 16	The staff demonstrate that professional dialogue can resolve most issues.	2.87	0.91
A 18	The staff manage the process of change effectively.	2.72	0.87
B(S) 2	The school assesses the relevance of its vision to the needs of students on a systematic basis.	3.08	1.01
B(S) 3	There is a shared commitment throughout the staff to the achievement of the vision.	3.04	0.92
B(S) 5	The school recognises significant leadership roles for teachers as well as administrators.	2.92	0.88
B(C) 3	The school has processes which enable staff, parents and students to assume collective responsibility for individual students' progress and needs.	2.97	0.96
B(I) 3	The physical design of the school encourages positive staff interaction.	3.08	1.00
B(P) 10	Adequate planning time is available for shared staff reflection.	2.37	0.92

Table 4.3: 2004 Staff Diagnostic Inventory Data (Professional Community)

The staff Diagnostic Inventory items relevant to perceptions of professional community are presented in Table 4.3 along with the means and standard deviations. These means are lower than the suggested cut off value for areas of concern and indicate a lack of support for the existence of a strong professional community at the initial stage of the research.

The “report card” records concerns regarding:

- lack of shared leadership
- lack of transparent decision-making
- lack of opportunity for teachers to work together and engage in professional dialogue
- lack of a shared vision
- lack of staff unity, trust and morale.

These data supported the interview data which indicated little evidence of the characteristics of a professional community.

4.2.1.3 2004 Document Data: Professional Community

The contributory elements of the Research-based Framework of the IDEAS process include: the strategic foundations of the school; a cohesive community; the infrastructural design of the school; school outcomes; professional supports; and a three-dimensional pedagogy. An important component of the strategic foundations of the school is teacher, or parallel leadership (Crowther, Kaagan, Ferguson & Hann, 2002). A cohesive community stresses the need for collaboration and recognition of contributions from individuals and groups.

An examination of the minutes of ISMT meetings provided evidence of the contribution of teachers to the planning process for the IDEAS Project within the school. The minutes detailed all such discussions and the person who had initiated them. The research journal provided personal reflections on resultant actions from such discussions. Table 4.4 is a summary of teacher initiated ideas and resultant outcomes from teachers’ suggestions at each of the ISMT meetings in 2004:

DATE	TEACHER	SUGGESTIONS	RESULTANT ACTION
29 July 2004	All ISMT members	All contributed to a summary of the envisioning data collected at a staff workshop.	Draft 1 of a vision statement was completed in March 2005
26 August 2004	Researcher and others	There is a need for whole school professional development in the areas of teaching and learning.	Staff professional development in these areas occurred in June 2005 and April 2006
21 October 2004	3 members	Collected data from senior students to gain an insight into their reflections on life at the school.	Results posted in staffroom (November 2004) but no further action

Table 4.4: Teacher Leadership - ISMT (2004)

While the ISMT met only three times in 2004, there was a feeling of collaboration and teacher members were involved in discussions and initiated ideas. In contrast to this early collaborative culture in the ISMT, other evidence was available that indicated that teacher leadership and collaborative decision-making were not the dominant schoolwide culture. The introduction of the Education Plan in 2004 saw the establishment of a committee whose role was to focus on collaborative leadership (Direction 2). Members comprised of the Principal, the Business Manager, the Dean of Community and four teachers, all of whom held positions of responsibility in the school. The Chair of the committee was the Head of Religious Education. The group met only twice and the minutes of their second meeting provided evidence that there was a perceived need to develop strategies to improve the sharing of leadership and involve teachers in the decision-making process:

By end of Term 2 we would have a statement defining “what it means to approach communication from a collaborative stance” to present to staff. From the pre-plan data, the following appears to indicate the need for effective/collaborative communication:

-
- Styles of leadership at different levels have faltered due to ineffective communication.
 - There has been a lack of feedback, lack of consolidation, no review, lack of communication, lack of planning.
 - There has been a loss of inclusiveness of all staff. Staff means only the academic staff.
 - We haven't known in which direction the school is heading – feeling that some know the direction but not all.
 - Change seems to be rushed, poorly owned, with little time dedicated to a process of change.
 - Indecisiveness in the entire [school] community
 - Long term implications of decisions have been poorly considered – time, resources and financial impacts all need to be considered.
- (Minutes, 5 August 2004)

The minutes continued to summarise relevant sections of the Constitution of the Order of priests and other literature supporting collaborative leadership and communication. Members of the committee were asked to “Please critique and let’s hope that our shared, collaborative wisdom will provide a working statement as soon as possible”. There were no further meetings of the group. This may have been as a result of the busy lives of the teachers at the school or the lack of emphasis on collaborative decision-making in the school. As well as the importance of the leadership functions of teachers being asserted in the IDEAS process, the metastrategic role of Principals is also highlighted in the IDEAS Facilitation Folder (Crowther *et al.*, 2002). This role includes the five key functions of visioning, identity generation, alignment of the organisational elements, distribution of power and leadership, and building external alliances and networking (p. 10). There was no evidence that the Principal at St Jude’s engaged in strategies to develop parallel teacher leadership.

4.2.1.4 2004 Journal Data: Professional Community

The research journal included the following references to the professional community during 2004. These excerpts from the journal provide my perceptions of how the Project progressed in the initial stage as well as my perceptions of the level of professional community in the school. My reflections indicated that I experienced some early

concerns regarding how the Project might progress, as well as concerns regarding the level of professional community.

How will we ever get staff to collaborate when so many are so cynical and critical of the administration and the ethos? (Journal , 26 February 2004)

As the Education Plan groups are formed and reformed, I constantly wonder where the IDEAS Project will be housed – Direction 4 (Professional development) or Direction 3 (Curriculum). I would like to be involved in both Direction 3 and 4 because I believe that many of the teachers would have no idea about things like “productive pedagogy”. (Journal, 17 March 2004)

It became obvious that [St Jude’s] is not as far advanced as the other schools at this meeting [cluster meeting for other IDEAS schools in the local area]. The other schools had progressed through “initiating” and “discovering” and were now into “envisioning”. The speakers provided some hints about the envisioning process (such as not spending too long on it if you get bogged down). It was interesting to hear that all schools had older, experienced teachers who were cynical and the project still worked, so my worries may not be a problem. (Journal, 31 March 2004)

I felt that the ISMT members were not really involved – that [the Deputy and Dean of Studies] were meeting with [the USQ Team Leader] and controlling everything. (Journal, 22 June 2004)

The visioning workshop started badly. [The USQ Team Leader] did not facilitate it the way we had planned. She only got some individuals to stand up and talk to their symbol. We then had to work in our groups writing our vision and then sharing with others in group. In my group they complained about the students and shared no positives. Most groups got some good stuff written and the word “buzz” came up a few times. (Journal, 21 July 2004)

The ISMT visioning workshop was excellent. It sometimes got emotional and people shared some hurts. (Journal, 29 July 2004)

The ISMT meeting was constructive. We agreed on some areas that could be addressed at whole staff in-service days (professional learnings in the pedagogy areas). My readings on “collaboration” and “professional dialogue” have stimulated my thinking. I wondered if all that teachers needed was someone to start the talking. I tried to get some professional dialogue going using email, with little success. One teacher responded by email and complained about lack of direction from executive. Three teachers spoke to me. (Journal, 12 August 2004)

4.2.1.5 Summary Discussion: Professional Community

The characteristics of a professional community (Hord, 1997; Louis & Kruse, 1995, 1998; Louis & Marks, 1998; Louis, Marks & Kruse, 1996; Newmann & Wehlage, 1995) include:

- shared values and vision
- supportive conditions, both physical and people capacities
- collective creativity
- shared personal practice
- supportive and shared leadership.

At the initial stage of the study, the perception of the case study participants was that there was some evidence of shared vision among some, but not all, teachers. This was supported by the Diagnostic Inventory data, the minutes of ISMT meetings and the researcher's journal.

The responses in the initial interviews indicated that there was some perception of the existence of supportive conditions for collaboration and professional dialogue. Most respondents referred to the existence of collaboration, support and professional dialogue within some larger subject departments, but spoke with regret that it did not exist in all subject areas. There was no perception of the existence of such practices across the whole school. These results parallel the findings of Hargreaves (1994, p. 16) in which he contends that secondary schools have strong boundaries between different parts of the organisation, usually in the form of subject departments, which may be divisive when attempting to harness the human resources necessary to construct some sense of a whole school approach to creating flexible learning environments for students and staff.

In the initial 2004 interviews, the Principal at that time and the Dean of Studies expressed awareness of the need to provide more time and opportunities for whole staff interactions and perceived that their policies were moving the school in that direction. The teachers expressed the opinion that whole school interactions prior to this time had

focused on pastoral matters, while subject groupings had more opportunities for dialogue on teaching and learning issues.

The data from all sources did not strongly support the presence of collaborative decision making and shared leadership at the initial stage of the research. The Research-based Framework of the IDEAS Project includes a conception of leadership that is “parallel leadership”, which emphasises the capacity of teachers as leaders. “Our research is conclusive that shared responsibility for school outcomes, involving teachers and principals in mutualistic leadership relationships, is a vital key to successful school improvement” (Crowther, *et al.*, 2002, p. 5).

In summary, the triangulated data from 2004 provide limited evidence of a shared vision, supportive conditions for collaboration and professional dialogue and supportive and shared leadership, all of which characterise a professional community.

4.2.2 Professional Learnings

The role of whole school professional development is central to the building of a learning community. Elements such as shared leadership, whole school professional development in the area of teaching and learning, collaboration and reflective dialogue, and a culture that values teacher learning are common characteristics across schools that are successful learning organisations (King, Youngs & Ladwig, 2003; Leithwood, Jantzi & Steinbach, 1998; and Louis & Kruse, 1998).

4.2.2.1 2004 Interview Data: Professional Learnings

One focus statement was designed to gauge the perceptions of the case study participants of the presence of whole school learnings to address teaching and learning issues. Table 4.5 provides a summary of the perceptions of the case study participants and quotations from the interview transcripts follow:

		Focus Statement	T ₁	T ₂	T ₃	T ₄	T ₅	P	S
4	2004	“The school organises professional development sessions that focus on individual and collective learnings to address student needs”	1	1	1	1	1	1	1

Table 4.5: Summary Data: 2004 Interviews (Professional Learnings)

Focus Statement 4: “The school organises professional development sessions that focus on individual and collective learnings to address student needs”

Follow-up statements were used to assist the interviewees to expand upon their perceptions:

- School organised professional development sessions provide opportunities for the whole staff to learn about current teaching and learning theories.
- All staff meet to discuss issues, share information and learn with and from one another.
- Staff meet regularly and frequently on substantive student-centred educational issues.

At the initial stage of the research, all interviewees recognised a lack of whole school professional development sessions that focused on collective learnings to address student needs. Two teachers commented on recent whole staff professional development sessions regarding the implementation of the Responsible Thinking Program (RTP), but this was perceived to be a pastoral issue more than related to teaching and learning:

- T₁ This has not happened yet in my time here.
- T₂ Professional Review is not linked to any professional development. No, but there is hope for the future with IDEAS coming in.
- T₃ Some, I suppose, for example the RTP [Responsible Thinking Program]. There are things we do at department, but not school based.
- T₄ Well I think in some ways the latest approach with the RTP, Responsible Thinking Program, is part of student learning. I don't think they are sufficient. I think they are fragmented or we do them in different groupings without moving right across the staff...it is very divided.
- T₅ Done very little of that. Not at the level I think we should.

- S Poor. There are probably very small conversations that are very significant that occur amongst small groups of staff and it stays there, not shared.
- P₁ Not nearly enough at this stage but this is what should come out of this. At the moment there seems to be a real willingness to come together. There are bits and pieces around the place...within departments, within pastoral groups, within dormitory groups, not within the community as a whole.

It was perceived that some individual teachers attended conferences that may have addressed issues of teaching and learning and that some subject groups emphasised this dimension, but that there was a strong need for whole school improvement in the area of professional learnings.

4.2.2.2 2004 Survey Data: Professional Learnings

Table 4.6 provides the means and standard deviations for the initial Diagnostic Inventory items that are related to professional learnings.

Item		2004	
		Mean	S.D.
B(S) 9	Faculty resource planning begins with consideration of how to enhance teaching and learning.	2.80	0.99
B(P) 1	The school's staff development policies reflect agreed priorities for teaching and learning.	2.57	0.72
B(P) 2	The school has processes in place to enable teachers to learn from one another's successful practices.	2.37	0.84
B(P) 3	A whole school approach to professional development, encompassing all staff and administrators, is in place.	2.93	0.99

Table 4.6: 2004 Staff Diagnostic Inventory Data (Professional Learnings)

The means are lower than the suggested level of concern and are consistent with the interviewees' perceptions that there were limited opportunities at the school for whole school professional development in the areas of teaching and learning. One of the "report card" outcomes records "Don't believe that everyone agrees on what makes excellent teaching".

4.2.2.3 2004 Document Data: Professional Learnings

In a meeting of the ISMT in 2004, teacher members reported that there was a need for more whole school professional development on teaching and learning that would be directly applicable to the classroom:

There was a discussion about what professional development is needed in the curriculum area - Productive Pedagogy, Dimensions of Learning, Multilevel classroom practices, Literate Futures, Multiple Intelligences, Middle Schooling Principles. It was suggested that this may be possible on our next in-service day. (Minutes, 26 August 2004)

This excerpt from the minutes supports the other data indicating the lack of whole school professional learnings at the initial stage of the study.

4.2.2.4 2004 Journal Data: Professional Learnings

Reflections from the journal are consistent with the other data presented:

It became very obvious [at a cluster meeting of local IDEAS schools] that Education Queensland schools have had a sound background in issues such as “productive pedagogy” while we have none, unless individuals have kept up through professional reading. (Journal, 31 March 2004)

The data from the staff [Diagnostic Inventory] strongly support the need for improvement in professional learnings and pedagogy. Although parents and students are very positive about most areas, they have concerns about

- Why teachers teach the way they do
- Not catering for individual learning styles
- Lack of cohesiveness in staff. (Journal, 20 April 2004)

We agreed on some areas that could be addressed at whole staff in-service days (professional learnings in the pedagogy areas). (Journal, 28 August 2004)

4.2.2.5 Summary Discussion: Professional Learnings

These initial results suggested that there was room for improvement in the area of collective or shared professional learning. The works of McLaughlin and Talbot (2001), Caron and McLaughlin (2002), Little (2003) and King, Youngs and Ladwig (2003) support the premise that the presence of a strong professional community enhances

school improvement programs and that enhanced school capacity is linked to schoolwide professional learning. Senge *et al.* (1999) and Mitchell and Sackney (2000) support the need to develop the organisational capacity if a school is to be open to new ideas and sustain change. Argyris and Schön (1996) and Leithwood and Louis (1998) provide evidence for the need for whole school learning for school improvement.

4.2.3 Professional Practices

4.2.3.1 2004 Interview Data: Professional Practices

Two focus statements were designed to determine the perceptions of the case study participants regarding professional practices. Follow-up statements were also designed to assist them to expand upon their perceptions:

- Staff regularly and frequently visit and observe one another's classroom teaching.
- Staff provide feedback to one another about teaching and learning based on their classroom observations.
- Staff never work in isolation.
- Staff speak confidently about their teaching practices.
- Staff discuss the quality of their teaching and students' learning.

Table 4.7 provides a summary of the perceptions of the case study participants and quotations from the interview transcripts follow:

		Focus Statements	T₁	T₂	T₃	T₄	T₅	P	S
5	2004	"Teachers share their classroom practices with their peers and provide assistance to support individual and community improvement (e.g. by classroom visitations)"	1	1	2	2	2	2	2
6	2004	"Teachers experience certainty that their teaching practices are effective"	1	2	2	2	1	1	1

Table 4.7: Summary Data: 2004 Interviews (Professional Practices)

Focus Statement 5: **"Teachers share their classroom practices with their peers and provide assistance to support individual and community improvement"**

There were varied levels of support for this dimension, depending on the individual's experiences. The Principal in 2004 indicated that teachers supported one another: "When I talk to people, they say yes....they find each other incredibly supportive. The new teachers I chat to say that people are lovely and share whatever they've got". On the other hand, when asked if staff work in isolation, he perceived that "They do a lot of sharing but not enough at that practice level".

There was no support for the idea of teachers visiting and observing one another's teaching. The Head of Religion had experienced situations when teachers requested her presence in their rooms to give a lesson when they lacked confidence or expertise. The Principal stated that "We need to create a culture of that but who's got it?"

Most interviewees expressed the opinion that support was restricted to some subject departments and some individuals:

- T₁ I am not aware of this happening. This is a good idea but I don't think it happens. Staff in small departments work in isolation.
- T₂ No. There are some discussions within the Maths Department meetings and individual Maths teachers. Most work in isolation.
- T₃ I think it is getting better. I think that would be a department thing.
- T₄ It depends on the size of the department. I am invited into other teachers' RE [Religious Education] classes at times, but not necessarily to observe teaching techniques...just to assist with providing input...and behavioural management. There's a lot of working in isolation.
- T₅ I think that occurs within departments, not across the whole school.
- S I think in some subject areas but not across the whole school. Some work in isolation...they may be in very small faculties.
- P₁ We need to create a culture of providing feedback to one another.

Focus Statement 6: **"Teachers experience certainty that their teaching practices are effective"**

The Dean of Studies expressed concern that “...we wouldn’t assume that we’re all talking the same thing when we mention quality. Some people I see as more old fashioned...would have strong views about what they perceived to be quality and I might want to dispute some of that...Their interpretation of what might be quality would be quite diverse”.

There was evidence from the teachers that some large subject departments encouraged sharing and discussion about individuals’ teaching practices, but “...it is not widely across the whole staff”. One respondent (T₃) suggested that some individuals receive feedback from students through evaluations: “...if you are brave enough to ask the kids to evaluate your teaching”.

The Principal expressed concern that teachers “...are more humble than they ought to be” and did not speak confidently about their teaching practices. He pointed out that the school has recently experienced very good academic results, but wondered “...how reflective people are to that...We don’t do it as a culture”. Other sample responses included:

- T₁ I am unaware of this. I have not experienced this.
- T₂ In the Maths Department they seem to.
- T₃ I think there is a fair bit of that in the English Department.
- T₄ I think the conversation tends to move more on when something is going wrong...but on the other hand there will be times when something just works so brilliantly that you share it with others.
- T₅ I’d have to say no, but I think in small groups perhaps, but not widely across the whole staff.
- S Not all. Views on what might be quality would be quite diverse. I’m interested in kids being less dependent on teachers rather than more dependent, but I think some of my peers would see that as lowering the benchmark.
- P₁ I don’t know how reflective people are...If you look at last year’s Year 12 results, something worked. This is what I would love to have happening at say staff meetings. “Hey, we had a try of it this way” and departmentally it is probably easier to do that. We’re not good at big-noting ourselves.

Interview data related to the last two focus statements suggested that, at the start of the IDEAS Project, staff perceived a need for a whole school focus on teaching and learning practices.

4.2.3.2 2004 Survey Data: Professional Practices

Table 4.8 summarises the means and standard deviations for the Diagnostic Inventory data relevant to professional practices at the initial stage of the study:

Item		2004	
		Mean	S.D.
A 17	The staff's procedures for ongoing professional dialogue result in effective critique of their professional practice.	2.70	0.86
B(I) 6	Flexibility in the use of time enables pedagogical innovation.	2.27	0.84
B(T) 2	The pedagogical practices of staff are consistent with the school vision.	2.92	0.82
B(T) 4	Teaching practices are grounded in current educational theory.	3.29	0.72
B(T) 7	Teachers openly share the rationale for their classroom practices.	2.55	0.91
B(P) 6	If staff encounter difficulties with teaching processes, effective support systems are available.	2.67	0.86
B(P) 9	Staff have access to internal networks to obtain helpful feedback on their teaching.	2.72	0.84

Table 4.8: 2004 Staff Diagnostic Inventory Data (Professional Practices)

As in the previous sub-sections, the means suggest that the case study participants perceived that there were areas of concern related to professional practices at the start of the Project.

The areas of concern recorded in the resulting "report card" were:

- Don't believe we [students] are encouraged to learn the way that best suits our learning style.
- Don't believe that everyone agrees on what makes excellent teaching.
- Not all areas have resources/facilities that assist teaching and learning.
- Organisational structure constrains teaching innovations.
- Poor support systems for teachers struggling with [the] teaching role.

4.2.3.3 2004 Document Data: Professional Practices

At the initial interview stage, the five case study teachers were asked if they could provide a written statement about their personal pedagogy. They were asked to do this at their leisure, allowing them time to reflect. The responses were varied, from a one line statement through to extensive details. Two of the teachers (T₃ and T₅) took many months to respond to the request.

Although no data were available at the conclusion of the study to determine any perceived changes in their personal pedagogy as a result of the project, the data are included here to provide a sample picture of the culture of these teachers' views about their professional lives at the commencement of the study.

The elements of the individual pedagogy statements were categorised using the Characteristics of a 21st Century Teaching Paradigm (Table 2.1, p. 31). These had been developed from the relevant literature on authoritative pedagogy. Table 4.9 provides the details of this framework with extra columns indicating which of the case study teachers addressed the elements in their personal pedagogy statements. Despite regular requests, one teacher (T₂) did not submit a statement, explaining that he found it difficult to put into words. The teachers were unaware of the framework and its categories at the time they wrote their statements.

	Dimension	Elements	T ₁	T ₂	T ₃	T ₄	T ₅	R
1	Personal qualities of teacher	Caring, collaborative and respectful relationships with: <ul style="list-style-type: none"> teaching peers school administration parents students 			✓		✓ ✓ ✓	✓
2	Classroom management and organization	<ul style="list-style-type: none"> student control student self-regulation provision of explicit criteria engagement of students support for all students high expectations of behaviour 			✓	✓	✓ ✓ ✓	✓ ✓ ✓
3	Instructional planning and implementation	<ul style="list-style-type: none"> well prepared and assisting student planning deep knowledge deep understanding higher order thinking and problem-solving student involvement and discussion relevant contexts, building on prior knowledge involvement outside community effective instructional strategies that account for different learning styles reflection on teaching and learning 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓			✓ ✓	✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓
4	Student progress	<ul style="list-style-type: none"> monitoring student learning reporting to parents assessment practices integral to teaching and learning 						✓
5	Expectations	<ul style="list-style-type: none"> high expectations of learning for all valuing effort promotion of self-confidence promotion of risk-taking relevance of learning catering for individual differences 	✓ ✓ ✓ ✓ ✓ ✓		✓ ✓		✓ ✓	✓ ✓ ✓ ✓

Table 4.9: Summary of Personal Pedagogy Statements

The following is the personal pedagogy statement written by one case study participant (T₃) and is included as a sample:

I really try hard to engage students. From the perspective of a learner, nothing really “goes in” if it isn’t delivered with meaning.

English can be quite dry at times, so I make enormous efforts to attempt methods to engage students. I often relate my own experiences or those of past students or current affairs/situations to the themes studied in literature or poetry.

I often get students to read sections and ask randomly for student input. I enjoy “joking” with students and associate themes/ideas with students or funny incidents

Occasionally I ask a member of class to teach us. This strategy also serves to “engage” our interest. They enjoy “picking on” their friends and they do actually learn something.

English provides students the wonderful opportunity to write narrative prose. This really is often a great opportunity to get to know students on quite an intimate level, as you gain an opportunity to know their soul.

Group work is built into our curriculum. I usually attempt to organise the groups myself, choosing a cross section of talent, sex and personality types. I usually ask students to nominate someone they really wish to work with and someone they cannot. I then attempt to accommodate these wishes.

English, as a subject, readily allows for a range of styles in the classroom and presents opportunities for a variety of methods for students to show evidence of their abilities – e.g., orals, drafting, group work, research, individual and silent reflection work.

St Jude’s Education Plan (2004) proposes that the school “...offers an education that is grounded in the distinctive [Order] educational vision and mission and is presented in accord with best professional practice”. The Order’s Educational Vision refers to staff trying to “improve their professional appreciation of their work by sharing in prayer and staff development exercises, and to participate regularly in programs which enable them to collaborate with greater understanding in the [Order] style of education at their school”.

The Education Plan also includes the focuses: “Student Learning and Teaching”, “Technology in Education”, “Curriculum” and “Student Care and Empowerment”, with the following Guiding Principles:

- Nurturing the powers of reasoning and critical thinking.
- Encouraging a sense of personal integrity, responsibility, initiative and perseverance.
- Building up esteem for family life as essential for community.

-
- Creating a climate of trust, freedom, openness and cooperation which will foster the affective and moral growth of students.
 - Integrating religious faith with life.
 - Valuing truth and respect for the individual as essential features of the education process.
 - Organising a wide range of social, sporting and cultural activities.
 - Accepting accountability – so justice is enhanced in all systems in the College.
 - Meeting the needs of all students as personally as possible and to help them to reach their full potential. (p. 3)

The minutes of the ISMT meetings for 2004 made no direct references to professional practices, but the implication that there was a need for a schoolwide approach to pedagogy is evidenced through the reference to a need for professional learnings in the area of teaching practices as referred to in Section 4.2.2.3.

4.2.3.4 2004 Journal Data: Professional Practices

My journal reflections at the initial stage of the study included comments on how I might improve my teaching, along with initial perceptions of a need for a schoolwide approach to pedagogy:

For my students, I want to look closely at:

- Clearly defining aims and timeline guides for small time periods such as a week
- Improving note taking ability so that students have a clear understanding of expected outcomes
- Finding real world applications particularly in the junior school, or making it clear why we need some “abstract skills”
- Improving my Power Point displays and other teaching/learning resources such as investigations. (Journal, 26 February 2004)

Two teachers in one week have complained to me about how poorly OBE [Outcomes-based Education] prepares students for Senior School formal exams. This seems a really good reason to have a schoolwide approach to pedagogy and assessment. [One teacher] strongly voiced her objections to OBE and the unitised structure: “reports tell you nothing”; “OBE won’t last”; “no continuity in classrooms”. While I believe it is a good thing to review our unitised structure and this will happen in the Education plan, I hope it doesn’t fall apart because teachers need some professional development on OBE and relevant pedagogy. (Journal, 11 March 2004)

4.2.3.5 Summary Discussions: Professional Practices

Feldman (1994), Sagor (1995), Buchanan and Khamis (1999) and Guskey (2002) support the concept that teachers' experiences of successful practices have the greatest impact on a change process. The College's Education Plan document suggests that there is, or should be, some form of a common approach taken by teachers in their classrooms.

The initial data suggested that most shared practices at the start of the study occurred within departments, rather than across the whole school. There was evidence that teachers worked in isolation and that there was some uncertainty regarding the effectiveness of teaching practices.

4.3 Overall Discussion: Initial Stage

Supported by the data from other sources, the first round interviews provided evidence that there was a need for improvement in each of the dimensions of the research questions. There was little evidence of a shared vision, supportive conditions for collaborative, reflective professional dialogue and shared decision-making at the start of the study. The rhetoric of the Constitution and the Education Plan would suggest that a strong professional community existed within the school. The data from all sources did not support this. The literature on a whole school approach to change suggests that improved outcomes are dependent upon a sustained, schoolwide concentration on developing a professional community (Crowther *et al.*, 2002; Cuttance, 2001; Newmann & Wehlage, 1995). The lack of a strong professional community can hinder the capacity of the teachers to "work together more effectively and put more effort into creating and sustaining opportunities for student learning", as recognised by Kruse, Louis and Bryk (1994, p. 4) and supported by Caron and McLaughlin (2002), King, Youngs and Ladwig (2003), Hord, (1997), Little (2003) and McLaughlin and Talbot (2001).

The role of professional development is central to the building of a learning community. King, Youngs and Ladwig (2003) explore the relationship among professional

community, professional learning and enhanced school capacity and conclude that they are directly linked. Leithwood, Jantzi and Steinbach (1998) and Louis and Kruse (1998) suggest that there are common characteristics across schools that are successful learning organisations. These include elements such as shared leadership, professional development in the area of teaching and learning, collaboration and reflective dialogue, and a culture that values teacher learning. All case study participants at the initial stage interviews recognised a lack of whole school professional development sessions on collective learnings to address student needs. These data were supported from the other sources.

Nias (1987), Smyth (1987) and Goodson and Hargreaves (1996) argue that teachers' experiences can be relied upon as a source of valid theory for their practices. The knowledge that teachers have of curriculum, subject matter and teaching strategies are referred to as the sort of phenomenon that make up the substance of teachers' personal practical knowledge (p. 11). This practical knowledge is developed through reflective practice but the authors also believe that experience needs to be balanced with reading of professional literature and theory, collaboration, peer coaching, teamwork, partnership, mentoring and professional development. Without such balance, teachers are at risk of reflecting on isolated classroom experiences. Hargreaves (1994) and Lieberman and Miller (1997) identify implications for school improvement that include the need to change the culture of teachers' lives so that they are less isolated and private, and the need for the organisational structures of a school to allow time for teachers to collaborate, share ideas and feelings, and develop a shared vision. Rosenholtz's findings (1991) show that these concerns are less of a problem in schools where teachers collaborate with Principals in defining school goals and interact about how best to pursue them. The school's Education Plan suggests that there is, or should be, some form of a common approach taken by teachers in their classrooms. The data, however, would suggest that, except for the behavioural management system, there was limited sharing of classroom practices at a schoolwide level.

There was little evidence during the initial stage of the study of the elements of shared leadership, shared vision, collaboration and reflective dialogue, shared classroom practices, whole school professional development in the area of teaching and learning or a culture that valued teacher learning. These elements are the focus of the study and the following chapters provide evidence and interpretations of the on-going impact of the IDEAS Project on these elements.

Chapter 5 Mid-Stage Data, Analysis and Interpretation

This chapter details the progress of the IDEAS Project in 2005. It also details the data collected in 2005 after the vision statement was developed, along with analysis and interpretations of the triangulated data from each of the following sources:

- case study participant interviews
- documents including ISMT meeting minutes
- journal reflections.

During this stage of the study, factors impacting on the progress of the Project began to emerge. These are referred to in this chapter and interpreted in detail in the following chapters.

5.1 The IDEAS Process in 2005

This section details the IDEAS workshops, staff in-service programs and meetings of the ISMT at the mid-stage of the study in 2005. The processes are summarised in Table 5.1.

The second school year of the Project commenced with a very successful in-service that was planned and conducted solely by the chair of the ISMT. The journal recorded that:

The Envisioning in-service was great; wonderful and inspired ideas. Everyone seemed positive and involved...There appeared to be a big change in attitude of teachers since April 2004. I felt revitalised by the day and many staff were talking positively about the start to the year. Neither the Principal nor Deputy was present. Staff could clearly own the work they did. The USQ Head of the IDEAS program made some good points at the end of the envisioning sessions about what he heard staff say about

- Self directed teaching/enquiry method
- Emphasis on mutual dialogue
- Capitalise on diverse student backgrounds
- Use symbolism
- Responsible actions – what [staff] can do for the community.

I got the opinion that he was now thinking that IDEAS may be able to have an effect at this school. On previous occasions, he had shared his concerns that this

research would need to include a detailed description of the culture that could explain why the IDEAS process was not successful in this context. (Journal, 28 February 2005)

2005	Events
28 February	Whole school IDEAS workshop – review of 2004 and further work on the vision.
21 March	The ISMT met for an extended dinner meeting to develop further the work done by staff on the vision.
11 April	Full staff meeting – Dean of Studies (ISMT Chair) provided staff with the vision that the ISMT members had generated from the work done at the February 2005 workshop. Groups of teachers provided feedback.
28 April	The ISMT meeting discussed the outcomes from the April 2005 workshop and decided on future actions, including finishing the vision and moving on to the Schoolwide Pedagogy Statement.
23 May	The ISMT meeting Agenda included “Further work developing staff ideas from the envisioning workshop and staff feedback”.
23 June	The ISMT meeting Agenda included “Planning for next semester staff workshop”.
1 August	The ISMT meeting consisted of the Chair informing the group of her plans for upcoming IDEAS presentations.
22 August	A staff meeting at which the Chair informed teachers of the progress of IDEAS in the school to this stage. The ISMT Leader from another school presented the history of IDEAS at her College and I presented a summary of authoritative pedagogy work from literature.
27 October	ISMT meeting cancelled by the Chair.

Table 5.1: The IDEAS Process in 2005

At the ISMT meeting in March 2005, the members spent an extended time period summarising the outcomes from the February 2005 workshop and developing a draft vision statement (Figure 5.1) which was then presented to the teaching staff in April 2005. This vision had a “Journey” theme and the symbolism included a road as a representation of the impressive driveway at the entrance to the school. The wording included the dominant statements used by staff when describing their visions.

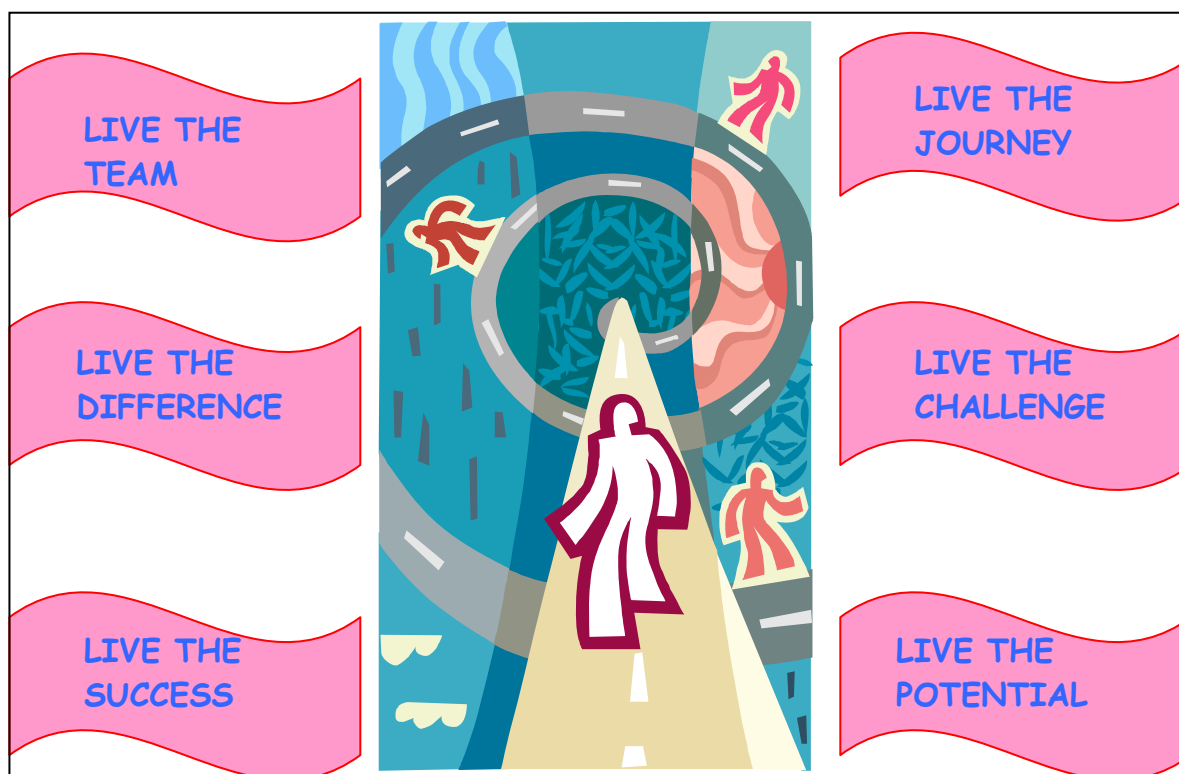


Figure 5.1: Original Vision

Despite a specific time allocation, other activities on the staff day on 11 April 2005 resulted in very little time being available for the planned IDEAS workshop. In what time was available, the teachers worked in groups to provide feedback on the draft vision. There were some negative comments regarding the use of the word “Live” in each of the phrases. The minutes of the April ISMT meeting following the staff workshop recorded that:

[The Chair] reported that she was disappointed with the last staff workshop because of the time limitations. The ISMT group also expressed their disappointment that all of [the Chair’s] preparation was wasted and that we need to have extended time periods to progress the work of the project. The rest of the staff days for 2005 have been allocated to other activities, and we are concerned about lack of time to continue our work with staff. [The Chair] reported that there is not much that can be written up as a summary of the staff day. We need to go back to the drawing board about some of our focus words. Where to from here? We need to write the vision, get staff feedback and move onto pedagogy. (Minutes, 28 April 2005)

The journal statements at that time also expressed disappointment with the lack of progress of the Project:

There appears to be little energy to continue work on the vision statement. (Journal, 28 April 2005).

Once again, little was achieved. It was agreed that the ISMT would design an “Action Plan” at the next meeting. (Journal, 23 May 2005)

The development of an “Action Plan” did not eventuate. (Journal, 23 June 2005)

At the August 2005 meeting, members of the ISMT again expressed concern that “The school executive team is not allocating enough staff in-service time to the IDEAS project. This means we are not progressing as well as we might like” (Minutes, 1 August 2005). The Chair reported her plans for future progress of the Project: “There will be IDEAS presentations at the Staff Meeting on 22 August, 9 September, and possibly at a Staff Meeting in Term 4” (Minutes, 1 August 2005).

The planned IDEAS presentation to staff in September did not eventuate and the October ISMT meeting was cancelled because the Chair was too busy with timetabling tasks and planning for the end of year activities. Her workload had increased as a result of the Deputy being on sick leave. There were no further ISMT meetings in 2005. The Chair did, however, continue her individual work on a vision statement. The following year would be the school’s 75th anniversary and she wished to have a vision statement that would be incorporated into the celebrations.

Upon arrival back at school from leave in October 2005, I received the following email from the Chair:

We reached a stage in the last week of last term where ISMT members were becoming a little jaded/despondent regarding our seeming lack of ability to come up with the statements to be used for our vision. Further to this it seemed from my conversations about this with individuals that we all held the view that we had done enough work and amassed enough data to be able to find the vision within. In light of this I took everything we had/have home in the first

week of the holidays, laid it out across the floor in the lounge room and 'worked it over' for 3 days. What emerged from this is as follows -

Celebrating Our Difference

Engaging Hearts and Minds

Reaching Out to the Future

In the first week of the term I ran this past several members of the ISMT [the nine names were provided] and all were very supportive. I could not meet with [the Principal] until last week as he was away in the first week but I am pleased to be able to comment that he is also enthusiastic (and very grateful) of an outcome. The Development Office has also been made aware of what we are doing with a view to incorporating aspects of our IDEAS work into the College's 75th Birthday celebrations.

I am a bit excited that this has emerged from our stuff – you, yourself, have been extremely significant, particularly in the first 'bit' – Celebrating Our Difference – I have observed you and listened to you in matters relating to [St Jude's] for five and a half years and the major pride and passion (and sometimes frustration!) you espouse/model is all captured in my mind in these words. I also see you (and your work ethic/practice) in the other components – it LIVES! (email, 11 October 2005)



Figure 5.2: Final Vision

Figure 5.2 shows the diagrammatic version of the vision designed by the Dean of Studies. In late October 2005, the teaching staff were provided with this version of the vision. There were no further whole school IDEAS activities or ISMT meetings in 2005.

5.2 The 2005 Data and Mid-Stage Discussion

This section triangulates data from interviews and documents including minutes of ISMT meetings and the journal. No survey data were collected in 2005.

5.2.1 Professional Community

The elements of a professional community that were addressed in 2005 included shared vision and collaborative decision-making.

5.2.1.1 2005 Interview Data: Professional Community

To gauge the level of satisfaction with, and ownership of, the wording of this vision interviews were carried out at the end of the 2005 school year with each of the five case study teachers, the retiring Principal and the Dean of Studies. Specific questions relating to the developed vision were used to focus the interview responses at that time:

- What do you feel about the vision that has been developed? What meaning does it have for you?
- How important is it for the staff to have ownership of the vision? Do you think this has been achieved?
- What impact do you anticipate it may have on teaching, student learning and performance?

The first two of these related to the impact of the visioning stage on the professional community, while the third related to the impact on professional practices.

The following extracts from the interview transcripts demonstrate the level of support for, and concerns about, the vision statement and its development. All five teachers supported the wording of the vision, with one minor reservation:

- T₁ It is fine and fits with the work done on the IDEAS days. I have the sense that we are getting closer, but more work needs to be done in small group discussions to go over it again. It should not be set in concrete at this stage. I am not sure about the word “celebrating”. We should see kids as individuals but perhaps the word “celebrate” is not the right word; maybe “appreciate” or “recognise”. I would like to hear the opinion of others.
- T₂ I cannot remember the words but I remember that it resonated with me when it was presented. [Interviewer reminded the teacher of the wording.] Yes; I believe it is good and what I am about.
- T₃ I think it is looking good and hopefully pointing us in the right direction.
- T₄ I can actually remember it so it must have meaning for me. It seems to fit our school and I can relate to it.
- T₅ Quite good. It has meaning for me. I am waiting to see how it is elaborated on next year.
- S I think it has lots of potential. I think the school does need to do some serious work on the area of pedagogy and it does provide a framework to hang it on. The vision embraces what I think [St Jude’s] is on about with respect to the educational program.
- P₁ I was conscious at the beginning of a lot of resistance to it [the IDEAS process]. Now a lot of Heads of Departments are on the ISMT committee which means there is a real chance for success. It now has a big enough engine to drive a change in curriculum. What we need to be doing is reshaping the way in which we learn. I think we are heading now towards more detail as the really important conviction work seems to me to have been basically done. The phrase I keep dropping around and hoping someone will run with it is “loving into fullness”. I think that is really what we are heading towards. It typifies where this school really has to work if it is to be true to itself. It is done in a field of loving which is committed to the kids’ growth...so they can grow to be the best person they can be and that will differ with each one, so it is tailored to the individual. The end result is not that we look good, but they can walk out of this place as well prepared for their future as we can commit ourselves to help them to become...The IDEAS program as it progresses must lead to a much more heart-spirituality based school.

When asked how important it is that teachers have ownership of the vision, all responded that it was crucial. The Principal again referred to his own vision of loving

into fullness differs from the vision in Figure 5.2. When asked if ownership of the vision had been achieved, some offered suggestions about how this may happen in the future. Some ISMT members appeared to suspect that they missed a meeting where decisions were made about the wording of the vision:

- T₁ It is very important. It has not been achieved yet because it has just been stated that this is the vision and staff have had no time to respond. Putting it on the table and saying this is the way it will be is not the way to go.
- T₂ It is essential if anything is to change here.
- T₃ It is critical. It needs to be threaded through all staff meetings.
- T₄ It is absolutely essential, but I do not know how we achieve it in a school like ours. Did I miss an ISMT meeting before the September holidays? [The Dean of Studies] announced that she worked on it over the holidays. The symbolism seems quite different to our previous direction.
- T₅ It is important. Staff have had input. We went round in circles for a while and a decision had to be made. I was not involved in the meeting that made the decision.
- P₁ I can live with a handful of staff who are somewhat disgruntled, but ultimately they may be better off in another school. They have two options – they approach the challenge or they can move on. If they don't want to be in this sort of school, then they are right to go. If their need is to have control and punishment, then they should go. If this is not the place where you can love into fullness, then you need to make a decision. I have a couple of young staff in mind at the moment who sadden me when they look for punishment, and I hope they can grow in the next couple of years. Getting staff onside is really important. Ultimately the role of the Principal is to be the encourager, the public face of the way that the school is moving. I felt guilty that I was not on the committee. You need to know that you have the support of the Principal and that you are doing things that the Principal thinks is important.
- S I think it is important, but I think many staff are still on the fringe. I have spoken to a lot of people outside the ISMT and it would seem that there is a lot of agreement about what the vision is saying in terms of how significant or insignificant they might see it for professional practices or what we might do in the future. I think acceptance is still building and I think that is the nature of this school. The minute that they think they are being told, or the minute they think they are being bludgeoned, or the minute they think their professional practice is being challenged, you'll lose them. I've got the message loud and clear over the last 18 months that you walk a fine line between trying to cajole, trying to plant a seed, trying to sow that seed, and reaching a point where people feel that they are being bludgeoned. They bother me as a staff in that way. They are like no other staff I've worked with on something like this.
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They are sceptical, they are doubtful, they are negative more than they are positive, and at any moment with any initiative that we offer I am aware that at any moment in time it could have the kibosh put on it.

The Dean of Studies was also asked to enlarge on the role of the ISMT in developing the vision and to explain her choice of the circle symbolism:

S I thought that the commitment, the care, the interest was outstanding. I thought that the ISMT was a critical mass in many ways. The circle symbolism just happened. I think it just happened when I started to think about the words that we already had and when I looked at the visuals and the photo files of the College, and putting them all on paper, the idea of wrapping the statement around them just fell out. It just happened and it seemed right.

The mid-stage interview data provided little evidence of the presence of a shared vision which is a key characteristic of a professional community. The Principal used different wording; the Dean of Studies was concerned about staff acceptance; it was essentially one person's design; and the interview responses suggested that there was not ownership of the wording. The literature on whole school improvement (Crowther *et al.*, 2002; Cuttance, 2001; Newmann & Wehlage, 1995) stresses the need for teachers to work collaboratively with a shared vision and to engage in professional dialogue in the areas of teaching and learning. Fullan (1991), Newman and Wehlage (1995), Crowther *et al.* (2002), and Cuttance (2001) all stressed the factors of teacher leadership, collaboration and commitment as influential in a change process. The 2005 interview data suggested limited collaboration at ISMT meetings regarding the development of the final version of the vision and the impact of this on the progress of the Project is discussed in the following chapters.

5.2.1.2 2005 Document Data: Professional Community

An examination of the minutes of ISMT meetings in 2005 provided evidence of the contribution of teachers to the planning process for the IDEAS Project at that stage.

Except for the recommendations that staff should be presented with a summary of the literature on 21st century pedagogy, there was limited evidence of collaborative decision-making by the teacher members of the ISMT in 2005. While there are references to

collaboration and shared leadership in the school's Education Plan, there was little indication of this in the minutes of the ISMT meetings.

Table 5.2 provides a summary of teacher initiated ideas and resultant outcomes from teachers' suggestions at each of the ISMT meetings for 2005:

DATE 2005	TEACHER	SUGGESTIONS	RESULTANT ACTION
7 February	1 member most members	Students should be invited to ISMT meetings. ISMT members should be involved in staff in-service presentations.	None Researcher made a presentation on "pedagogy" (August 2005)
24 February	No input from any teacher		
10 March	1 member 2 members all members	The vision statement should be commissioned during the school's 75 th anniversary year. "Journey" vision should be given to students for feedback. Very positive comments about how the Chair ran the staff in-service day in February 2005.	Final version was used in all marketing and relevant documents Not done
28 April	No input from any teacher		
23 May 2005	3 members	ISMT should inform staff about the meaning of "pedagogy".	Researcher presentation on "pedagogy" (August 2005)
2 June	All	Agreement that the researcher would in-service staff on "authoritative pedagogy".	August 2005 teacher in-service day
1 August	No input from any teacher		

Table 5.2: Teacher Leadership – ISMT (2005)

When the Chair of the ISMT was asked for her perception of the role of the ISMT members, she responded that they provided invaluable support to her and the opportunity for professional dialogue. This despite the fact that the final version of the vision statement was written by the Chair in isolation, and showed little resemblance to that designed by the ISMT at an earlier stage. At most ISMT meetings throughout 2005, the Chair's agenda was to inform the ISMT of her plans for staff in-service days and to seek support for her proposals.

5.2.1.3 2005 Journal Data: Professional Community

An excerpt from the researcher's journal expressed some concern about the final vision statement:

I am concerned that these are bland statements that could be any school. I am pleased that [the Dean of Studies] considers that I have such an influence on the wording of the vision. I am a little concerned that she [the Dean of Studies] has done this on her own, instead of the ISMT group doing it. (Journal, 11 October 2005)

Concern was also expressed about the ISMT meetings and the way they were managed:

Meetings are dominated by the Chair and are often just chat sessions and personal support sessions for the members and the Chair. While this is an important role, it does not allow for progression of the project. (Journal, 28 April 2005)

Such comments supported the perceptions of the case study participants and the examination of the ISMT meeting minutes.

The following example also provides an insight into the lack of interaction among members of the ISMT. In my dual roles as researcher and enthusiastic member of the ISMT, I attempted to engage other members of the ISMT in professional dialogue about the visioning process via email between ISMT meetings. Despite three positive expressions of interest in this process, only one respondent offered a constructive response. The Dean of Studies perceived this initiative as a criticism of her facilitation process. The culture of the school did not appear to encourage casual professional dialogue.

5.2.1.4 Summary Discussion: Professional Community

By late in the 2005 school year, the professional community revealed several key products emanating from involvement in the IDEAS Project (the vision in Figure 5.2 and a functional ISMT), but the desired concomitant process (such as shared ownership and parallel leadership) were conspicuous by their absence.

The contributory elements of the Research-based Framework of the IDEAS process include the strategic foundations of the school, a cohesive community, the infrastructural design of the school, school outcomes, professional supports, and a three-dimensional pedagogy. An important component of strategic foundations is teacher leadership or parallel leadership (Crowther, Kaagan, Ferguson & Hann, 2002). A cohesive community stresses the need for collaboration and recognition of contributions from individuals and groups. The characteristics of a professional community (Hord, 1997; Louis & Kruse, 1995, 1998; Louis & Marks, 1998; Louis, Marks & Kruse, 1996; Newmann & Wehlage, 1995) include a shared vision and shared leadership.

There were varying levels of support in the evidence collected in 2005 for these characteristics. While it was perceived that the vision was acceptable to teachers, it was not developed collaboratively and there was little evidence of teacher leadership in the visioning process.

5.2.2 Professional Learnings

The mid-stage interview questions did not focus on professional learnings.

5.2.2.1 2005 Document Data: Professional Learnings

The minutes of the ISMT meetings in May and June of the second year of the Project (2005) recorded members' opinions that professional development sessions for the teaching staff should focus on authoritative pedagogy:

[The Chair] informed the team that the next stage could be to move on to the Schoolwide Pedagogy development stage even though our vision statement has not yet been finalised/defined. Members expressed the opinion that we need to inform staff about (or explore) the meaning of the word “pedagogy”. (Minutes, 23 May 2005)

At the June 2005 ISMT meeting, I was asked to talk about the authoritative pedagogy references in my personal study. I offered to summarise some of the literature and copy it to the members. The minutes recorded that “[The researcher] will copy her attempt to summarise all of the authoritative pedagogies to ISMT members” and “The ISMT Team will try to identify some that could be taken to staff as a snapshot of a range of concepts. The Chair will attempt to find the source of the ‘Heart Pedagogy’ concepts” (Minutes, 23 June 2005). At the same time, however, the Principal had organised input on a form of pedagogy without consulting the ISMT Team. He arranged for the Order’s Foundation Team from Sydney to provide in-service at the school on “Pedagogy of the Heart” (Appendix 1). This recommended a focus on love, relationships, contemplation and development of the whole self as a transition journey. Groups of teachers were chosen at regular intervals to receive this input throughout 2005 and 2006. This was done independently of the ISMT and was indicative of a lack of top-level commitment to genuine collaborative decision-making at the school.

5.2.2.2 2005 Journal Data: Professional Learnings

For the staff meeting on 22 August 2005, the ISMT Chair had organised a report from the IDEAS Leader at a nearby secondary Catholic school on their progress in a similar time span. She also organised a report from me on authoritative pedagogy. The research journal provides the reflection: “I am happy to do it, but am aware that I am directly influencing the direction of the ‘professional learning’ dimension of my research...Again, the [ISMT] group provided little input to the planning” (Journal, 5 August 2005).

The following journal records provided a picture of the conviction of the ISMT members that there was a need for whole school professional development in the area of pedagogy:

The team [ISMT] thinks it is necessary to start informing themselves and then staff about current authoritative pedagogy. [The Chair] asked me if I could help by using any of my literature review. I offered to show them where I was up to with my attempt to design a framework for personal pedagogy. They were all keen to see my progress to date and so I copied it (“warts and all”). What I have developed may not be the whole picture and so I have to be careful that it is not just my interpretation that is being given to staff. I suggested that the team should only use this as a beginning and perhaps then decide what specialists [external to the school] could be used for further work. (Journal, 2 June 2005)

After spending so much time attempting to find a framework for a personal pedagogy for my research, it was easy to put together a Power Point display on “Authoritative Pedagogy” that could be used by the ISMT to brief staff. (Journal, 9 July, 2005)

I had three teachers [not ISMT members] comment on how good it was to hear about current pedagogy research and I copied the Power Point Presentation to all staff via email. (Journal, 22 August 2005)

5.2.2.3 Summary Discussion: Professional Learnings

There was limited impact of the Project on whole school professional learnings during 2005. The staff were informed of the progress of IDEAS at a nearby school and received a summary report on authoritative pedagogy. The Research-based Framework of the Project includes the concept of a three-dimensional pedagogy that links personal, whole school and authoritative pedagogy (Crowther *et al.*, 2002). The ISMT members were keen to organise more professional development for staff in this area.

The role of whole school professional development is central to building a learning community. King, Youngs and Ladwig (2003) explain the relationship among professional community, professional learning and enhanced school capacity. During 2005, there was evidence of an increasing awareness on behalf of ISMT members of a need for whole school professional learnings in the area of pedagogy and this could be attributed to the discussions at ISMT meetings.

5.2.3 Professional Practices

At the mid-stage of the Project, the vision had just been developed, but there had been no time for it to have impacted on professional practices. The IDEAS envisioning stage also includes the development of a schoolwide pedagogy, but this was far from being developed. The following data provide perceptions of the anticipated impact of the Project on practices.

5.2.3.1 2005 Interview Data: Professional Practices

The third of the specific questions used at the mid-stage interviews related to the impact of the visioning stage of the Project on professional practices:

- What impact do you anticipate it may have on teaching, student learning and performance?

There was a variety of responses to this question, with some suggesting possible strategies for future progress of the IDEAS program:

- T₁ It could impact if teachers have posters at the front of their rooms and refer to it in their teaching e.g., “how do we recognise individuals?” It is going to take a considerable amount of time to impact on the whole school. I think future discussions are needed across the whole staff so it can be more open. I think it should be across departments.
- T₂ I believe that Heads of Departments will need to work within their departments to ensure that the statement is the focus of all of our work. We certainly want to make it better for the kids – “Engage Hearts and Minds”; involve the students in group work so each can contribute in their own way – “Celebrate our Differences”; even using the bells and whistles [data projector] where we can – “Reaching Out to the Future”. We want to organise the unit around a semester theme that will suit the kids so they are better prepared for Year 11 and 12.
- T₃ It should strengthen teaching, particularly in areas such as [a specific department is named] where we have disengaged students in the Middle Years. We still have behavior issues that need addressing. We need classroom strategies and so we need in-service on specific engaging pedagogies. We have a significant number of teachers who have real problems in their classrooms.

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- T₄ Not much [impact] unless the new headmaster sets the direction next year. One example is how the work done by the [Order's] Foundation Team on "Heart Pedagogy" has gone no further than a few people. The Team sent out fliers to explain what they were doing, but these never got to teachers. Everyone must refer to it [the vision] whenever decisions and policies are made.
- T₅ We need to elaborate more on what the words mean for teachers. We need to focus more on the words in terms of pedagogy. The ISMT worked well at the start of the year when we had more time, but progress slowed in the latter part of the year.
- P₁ The Order has a commitment to education which they entrust to the school community. If they decide to teach in a different way, then the franchise can be taken back.
- S The next stage...I would make use of the fact that we have a new Principal to turn it from being covert to overt. In some way, I elected to turn to being very, very gentle, almost the IDEAS we're having when we're not having IDEAS, because I'm waiting for the new Principal to arrive. I feel that is the time to wind it up. It will be very deliberate from the beginning of next year. What is needed in this school are professional standards in teaching and learning without being autocratic, bureaucratic, inspectorial, "You will do this". I am hoping to use the vision as a framework for improving pedagogy, improving teaching and learning. We are still in a space here at [St Jude's] where we do not like being told that we have to lift our game. I see what we might do with IDEAS next year as strategic as much as anything – purposeful endeavour, but we need to address things not only because it might be enlightening to address them, but because we need to address them.

5.2.3.2 2005 Document Data: Professional Practices

Throughout 2005, the ISMT members discussed the reflections and input from the teaching staff regarding their practices and their visions for excellence in teaching at St Jude's. The following records from the minutes of ISMT meetings provide a picture of what the teaching staff considered as important in their practices:

Reflections on the visions developed by the staff:

- unity yet diversity, team, inclusive, together, individuality (catering for individual success), tolerance, respect
- successful, expecting success, success at different levels, positivity
- thriving, growing, challenging, "faithed", heart, journey, strength, alive, whole.
(Minutes, 24 February 2005)

A general discussion occurred about our personal pedagogies. Some questions/comments included:

- How do you encourage seemingly unmotivated students to be independent learners?
- Can we change students from being passengers to drivers of their learning?
- There are heavy demands on students with respect to their navigation of the curriculum/learning tasks.
- Many students want “immediate” success.
- Do we “spoon-feed” our students?
- What opportunity for learning growth is presented in 50 minute chunks?
- Building relationships with students is of utmost importance, along with humour and honesty. (Minutes, 24 May 2005)

5.2.3.3 2005 Journal Data: Professional Practices

A journal comment early in 2005 indicated that the process of developing a vision was impacting upon my personal pedagogy reflections:

The visioning process is influencing my personal reflections on pedagogy. I am trying more and more to cater for all students – e.g., at the start of each lesson, writing a summary of what has been done previously as well as the aim for the next few lessons (to assist those who miss classes) . I have started the intranet folders to provide students with copies of what they may need. (Journal, 28 February 2005)

The journal also provides a reference to how the vision might impact on professional practices within my subject department:

I decided to use the vision statement to focus the Department Workshop that I planned for the start of 2006. There had been many concerns raised by teachers in the Department regarding student learning and performance. I gained approval to have an extended Department meeting at the start of 2006 with the aim of assisting teachers to develop/progress their personal pedagogies and to also look at any organisational changes that may be necessary to Work Programs. (Journal, 28 November 2005)

Details of the outcomes of this workshop and the impact of the vision are discussed in the next chapter.

5.2.3.4 Summary Discussion: Professional Practices

St Jude's Education Plan (2004) proposed that the school "...offers an education that is grounded in the distinctive [Order] educational vision and mission and is presented in accord with best professional practice", but the Project had not progressed to the stage of identifying an agreement of what constituted best practice by the end of 2005. While a vision had been developed, it had not been presented to staff for feedback and there was still work to be done to develop a Schoolwide Pedagogy statement. For this reason, little impact of the Project on teachers' practices would have been expected at the mid-stage of the Project. The teachers who had already received input on the "Pedagogy of the Heart" document may have started to reflect upon their individual practices, but there were no data to support this. In one or more subject departments, teachers shared reflections on practices, but this was not occurring at a whole school level.

5.3 Overall Discussion: Mid-Stage

At St Jude's in 2005, of the recognised characteristics of a professional community, there was limited impact or improvement in collaborative decision-making as evidenced by the examination of the minutes of the ISMT meetings. The IDEAS workshops organised by the Dean of Studies ensured that teachers had time to reflect upon and provide input into the development of a shared vision for improved outcomes for students. The final version of the vision was developed by the Dean of Studies without reference to or input from the members of the ISMT or feedback from the teaching group and it bore little resemblance to an original version developed collaboratively from teachers' input data. Despite this, the interview data indicated that the case study participants were generally approving of the wording and possible future impact.

There was limited progress in 2005 in the areas of professional learnings and professional practices which could have been as a result of the following factors that emerged as having impacted on the progress of the Project during this mid-stage:

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- lack of time allocated to IDEAS activities
 - limited schoolwide awareness of authoritative pedagogies
 - lack of collaborative decision-making on the part of the Chair of the ISMT with regard to the development of the final version of the vision
 - lack of collaborative decision-making on the part of the Principal with regard to the organisation of in-service on “Pedagogy of the Heart”.

The research of Crowther *et al.* (2002) found that student achievement is significantly affected by collective responsibility for an agreed approach to teaching and learning. They also found that such schoolwide approaches develop only when “when teacher leaders assume responsibility for identifying critical commonalities in their most successful individual teaching practices” and “align those common practices with the school’s vision or negotiate meaningful changes in the vision” (p. 47). Cuttance’s key findings (2001) indicate that effective whole school innovations are rooted in whole-school understandings and beliefs and that distributed leadership is essential to successful innovation. Sarason (1982) proposed that, while leadership is central to the change process, it is teachers who ultimately implement change at the school level. “Those who are or may be affected by change should have some part in the change process because only through involvement can they be committed to the change” (p. 294). Fullan (1992) proposed that teacher development was at the core of any implementation of change, and the capacity of teachers to manage change (individually and with others) is what ultimately is important. Teachers must understand the implementation perspective and the process required and whole school staff development is essential if the school is to develop the collegial and collaborative culture that is necessary for smooth reform implementation.

In 2005, the slow or limited progress of the Project had started to become a self-fulfilling prophecy; any progress was limited to individual teachers or subject departments; there was an absence of a culture of genuine faith in working together as a whole staff; the vision was essentially one person’s work; and the Principal had a different vision. Adding to the mix of factors at play at St Jude’s was the scheduled arrival of a new Principal for the coming school year. These factors are addressed in more detail in the following chapters.

Chapter 6 Final Stage Data, Analysis and Interpretation

This chapter summarises the progress of the IDEAS Project in 2006 and identifies the factors which emerged that impacted on the progress of the Project. Each section includes a summary discussion of the triangulated data and the chapter concludes with an overall discussion of the data and interpretations at the final stage of the study.

6.1 The IDEAS Process in 2006

This section details the IDEAS workshops, staff in-service programs and meetings of the ISMT during the final stage of the study in 2006. These are summarised in Table 6.1.

2006	Events
20 January	Staff day on the progress of IDEAS. Teachers worked in groups to provide shared feedback on the vision statement and its possible impact on pedagogy.
20 February	ISMT meeting to plan the agenda for the rest of 2006. Meeting dates were put in the school calendar, the next staff workshop day was planned, and there was a decision to attempt to ‘market’ the vision more broadly.
9 March	ISMT meeting to discuss future professional development relating to teaching and learning.
18 March	A staff professional development day was devoted to IDEAS. The Chair of ISMT organised two speakers on the topics of Indigenous Education and Multiple Intelligences.
8 May	The Chair of the ISMT ran a one hour staff meeting devoted to follow-up work on Multiple Intelligences.
10 May	The ISMT meeting agenda was to work on a Schoolwide Pedagogy statement – to determine some key, shared pedagogy statements.
1 August	ISMT meeting with information provided by the Chair on future plans to work on the Schoolwide Pedagogy before the end of 2006 and the plan to administer the Diagnostic Inventory again.
28 August	The Principal presented his Education Statement to staff in which he incorporated the words from the vision statement. The Chair then reported on the progress of IDEAS to that point and set staff the task of looking at essential elements of pedagogy to collect data to form the basis of a Schoolwide Pedagogy Statement.
13 September	ISMT meeting at which the Chair handed out data collected from the last staff day, and outlined the plan to “have a Schoolwide Pedagogy Statement by the end of 2006”.
8 November	ISMT meeting to discuss progress and suggest next action/tasks to work towards a Schoolwide Pedagogy Statement.

Table 6.1: The IDEAS Process in 2006

At the start of 2006, the ISMT Chair presented the new vision statement to staff who then worked in groups to provide input on their perceptions of how this reflected their current pedagogy and its possible impact on their future pedagogy. The new Principal expressed his strong support for the Project. In the following weeks, he was also supportive of the suggestion of the Chair to place ISMT meetings on the school calendar on a three-weekly basis.

The ISMT met in February 2006 to plan for the progress of IDEAS during 2006, which included the need to ensure that the vision statement be incorporated into the school's marketing projects. At the March 2006 meeting of the ISMT, the action plan for the year was again discussed and again included the need to provide professional development in the area of current trends in teaching and learning.

I was impressed with the fact that members of the ISMT spoke up about issues and the Chair did not dominate the decisions. There were signs of parallel or collaborative leadership. While the Chair wanted professional development on boys' education or Indigenous education, the members wanted the focus to be on student-centred pedagogy and middle schooling. They also wanted to recognise all of our student cultures and [both] genders. The decision was to run a day where staff discussed the varying types of students at the school and then have input on strategies for teaching from a student-centred approach. (Journal, 9 March 2006)

The staff professional development day in March 2006 did not, however, include these suggestions of the members. The Dean of Studies and the Deputy chose to focus the day on Indigenous Education and Multiple Intelligences. There was another in-service in May 2006 to do follow-up work on Multiple Intelligences and their impact on classroom practices.

In May 2006, an ISMT meeting was planned to design a Schoolwide Pedagogy Statement using the staff feedback on the vision, which was collected in January 2006. An ISMT meeting in August 2006 had the same agenda, but progress was not apparent. At a staff in-service day in August 2006, the new Principal presented staff with his vision of education in which he used the words of our vision statement, and again

expressed his support for the IDEAS Project. The Chair followed the Principal's input with another report on the progress to date and organised another opportunity for staff to focus on the words of the vision and to list those elements considered to be essential to classroom practices.

At ISMT meetings in September and October 2006, the aim was again to use data collected at both the January and August 2006 staff days to develop a Schoolwide Pedagogy Statement. No time was spent at these meetings on this task, rather in October 2006 the members were asked to attempt the task in their own time and forward their ideas to the Chair for collation. No further meetings were held in 2006 and the year finished without the ISMT achieving the goal of having a Schoolwide Pedagogy Statement. Once again the Chair had extra duties to perform at the end of the year as a result of the absence of the Deputy who was on sick leave and this impacted on the time available for the IDEAS Project, just as it had at the end of 2005.

6.1.1 Progress of the Project: Surveys

November 2006 was the end of the time span recommended initially by the USQ IDEAS Team the development of a Schoolwide Pedagogy and the decision was made by the Executive Team at St Jude's to administer a final Diagnostic Inventory in October 2006, despite not having completed the Project. The aim was to determine if staff, parents and students perceived any impact of the Project on the school outcomes. The results of this administration of the Diagnostic Inventory are presented and discussed in Section 6.2.

At an ISMT meeting in August 2006, the Chair expressed satisfaction with the progress of the Project. A journal comment expressed my concerns:

I feel that we have not progressed at all since [the Chair] wrote the vision statement and staff were informed what it was. [The Chair], on the other hand, supported by at least one member of ISMT, considers 'we' have made a fair bit of progress. Perhaps she can see tangible changes from her position as Dean of Students. For example, the vision is now on curriculum documents, on the marketing banners, and in the Principal's document on Education at [St Jude's]. [The Chair] also might be working alone on the data from the January

2006 staff meeting to work towards a Schoolwide Pedagogy Statement. She may also be talking about it regularly with the Executive team. (Journal, 2 August 2006)

Following these reflections, I discussed with the Dean of Studies my interest in gaining an understanding of the perceptions of teachers about the progress of the IDEAS Project. Subsequently, she asked all staff to complete a “Rubric” before they departed for the September holidays in September 2006. This was a set of questions designed by the USQ IDEAS Team (Appendix 4) to gauge the progress of the IDEAS Project in a school. The results of this Rubric provided a more comprehensive picture of the teachers’ perceptions of the progress of the Project at St Jude’s than the researcher designed survey. The data from the Rubric have been categorised under the research dimensions in Section 6.2.

6.1.2 Progress of the Project: Interviews

As outlined in Chapter 3, constant comparisons were used to look across all sources of data to generate categories and sub-categories for deeper analysis. From this categorisation process and using the data from the designed survey, the following factors that affected the engagement in the IDEAS Project emerged:

- Teacher culture
- School leadership team
- IDEAS School Management Team (ISMT)
- Subject departments.

At the time of the final interviews in 2006, I reminded the case study participants of the planned timeline of two years for the development of a Schoolwide Pedagogy Statement and asked for their perceptions of the progress of the Project. The questions asked at this stage were:

- Why do you think the progress of the IDEAS Project has been quite slow at our school?

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- Reflect upon the factors that have possibly influenced the progress and offer your opinion on what has enhanced or hindered the progress.
 - Reflect upon the following factors that have emerged from the study that may have impacted upon the progress:
 - teacher culture
 - the school leadership team
 - the ISMT
 - subject departments.

The leader of the USQ IDEAS Team also agreed to be interviewed in December 2006 and she provided further data from the perspective of an observer external to the school. Her involvement in the school included:

- Introduction of the Project to the teaching staff.
- Meeting with the School Board to explain the Project.
- Facilitator of the “initiating” and “discovering” workshops at the school.
- Two meetings with the ISMT Team to explain their roles and to assist with the initial planning of actions.
- Advisor to the Chair when required during 2004 and 2005.

These activities enabled the leader to build perceptions of the school culture and form opinions regarding the progress of the project. In a semi-structured interview, she was asked for her perceptions of the following:

- How do you feel the revitalisation process has gone at the school?
- What do you see as the key factors that have influenced the IDEAS process at the school?
- Have you seen any impact on the professional community, the professional learnings and the professional practices?
- Could you give me your perception of how the IDEAS Project may face difficulties in some school cultures?
- From your experience, could you express your view of the outcomes of the IDEAS Rubric at the school?

In response to the request to reflect on factors that emerged during the research, the following quotations from the 2006 interview transcripts discuss the impact of teacher culture:

Teacher Culture

While some aspects of teacher culture at St Jude's were considered to have a positive impact on the progress of the IDEAS Project, there were others that hindered it. The following quotations regarding culture and teacher morale assist in understanding that impact:

- T₁ The teacher culture is open to change and open to ideas.
- T₂ A barrier to progress might be people's aversion to change.
- T₃ Our teachers resist change.
- T₅ Staff are not totally open to change.
- T₄ It's not working here [the IDEAS Project]. If there has been no discussion in the first place, then no, we won't accept the change. It would be a matter of just trying to work with it and trying to tolerate it. If you really want change, you open the conversation. We want to be part of the decision about change.
- T₃ Staff negativity is a result of us never being asked before decisions are made that affect us.
- S There's a small but powerful element of staff, who are mostly blokes, who do not really get on board with it. They are in the main people who have been here for a very long time. I found the Rubric interesting in the breakdown of data. It suggests to me that there are a couple of Heads of Departments who are quite negative.

The Dean of Studies also discussed the problem of teachers she saw as failing to live the ethos of the school: "I can see a smattering of staff who would want to move kids on [out of their class or the school], rather than work with them to improve".

The USQ Team leader (coded as U) raised the issue of the difficulty of implementing IDEAS in a school with a history of successes, but with a culture of teachers blaming others when they experience lack of success:

- U It is probably more difficult for schools that have publicly acknowledged successes to see the need for something like [IDEAS]. They often find it more difficult because the issues and the challenges are very difficult. They are often the undiscussable things; they are the kids you can't reach; they are the kids that you haven't touched in terms of success. The challenges for such schools are really difficult. It is part of the capacity building to get collective responsibility

for every child. It is a blaming culture to say it is the administration's fault or it is the parents' fault or it is the kids' fault. [St Jude's] is a complex school and two years was probably not long enough to get past the envisioning stage. You have to stop the blaming because the people who are going to make the difference are the teachers, not the Principal. IDEAS does not fix schools. Schools fix schools. There have been huge cultural difficulties at [St Jude's] amongst people and personnel. There's a culture where the staff would see themselves as pretty successful teachers. If they do not have measures of personal success then they tend to blame others. It becomes a very blaming culture. It is like a country club with conversations about sport and social interactions. There are not conversations about work. Those sorts of culture are very difficult to move.

School Leadership Team

The decision to involve the school in the Project was made by the Deputy at the end of 2003 as a way of addressing the Teaching and Learning Direction of the school's Education Plan. During the final interview for the study, the Dean of Studies explained the problems caused by the Deputy's management approach that impacted on the progress of the Project. Other case study participants also referred to the problem, as did the USQ Team Leader:

- S The Deputy Principal had a bigger impact on the progress of IDEAS [than the Principals]. The Deputy Principal initiated the IDEAS Project, but not for the right motives. It would have been perceived as a 'you beaut quick fix'. The Deputy Principal does not understand that IDEAS is a developmental, evolutionary journey. The Deputy and the consultant were trying to overlay a business management model onto school development. That was having an impact; quite a bit of what we were doing was seen to be going through the motions and ticking off [the Education Plan Direction] as done.
- U The process was interrupted by a lot of micro-politics along the way. I was not privy to all of that, but was on the fringe of some of that. I had an awareness that there were things that were fracturing the administration team. The complexities of the school means you need very strong leadership emerging to bring all the forces together so you all are heading in the same direction, and that same direction is developed collaboratively and not someone telling you what you should be doing. I think that there is no cohesion at all between the Deputy and the Dean of Studies. I felt that sometimes they [the Deputy and the Dean] were not supported by the [first] Principal.

The Dean of Studies also talked about her perceptions of the approach of the Deputy and Principals to collaborative leadership and the Project. There was support for her perceptions from other case study participants:

- S She [the Deputy] would play lip-service to those things [collaborative leadership and teacher leadership], but [she] doesn't get it. The present Principal supports the research-based framework teacher leadership idea. The previous Principal did as well. There's no doubt in my mind that the new Principal is very keen for pedagogy to be something that we are deeply immersed in. I think that, up until the start of this year [2006], I battled to have IDEAS seen by some other members of the Executive as entrenched or integral. I felt that, by the start of this year, we had just gotten permission for that to happen. It was really unfortunate that, having just got that permission, the other dramas on the Executive occurred. Having said that, I am optimistic that the drama has almost reached its conclusion, and I am optimistic that next year we just move on.
- T₃ The lack of collaboration and teacher leadership is of concern. I am sure [the new Principal] has a genuine interest and I am hoping it will improve next year; and I am sure if we have someone in the Deputy Principal role that might improve things.
- T₄ Decisions are being made by people who are not in the classroom. I don't think the Principals have had any impact [on the progress]. We have been a culture that says the leadership lies with the Executive.
- T₅ Both Principals were really in favour of what's going on [in the IDEAS Project], but neither of them particularly got too involved. Perhaps they needed to be more up-front and helping to drive that.
- T₁ Under the previous leader, there was lack of communication, lack of interaction and listening to people and observation. A new light has come in 2006. There is clear vision and support and communication.

The Deputy of the school appeared to exercise executive control over most management issues and the delineation between her role and that of the Principals was often unclear.

The ISMT

The IDEAS Facilitation Folder (Crowther *et al.*, 2002) describes the role of the IDEAS School Management Team (ISMT) as internal facilitation which involves “keeping the process moving, and liaising with the school administration and with the community” and “maintaining links with the USQ IDEAS Core Team, the IDEAS Support Team and facilitation groups within the IDEAS Network”. It has a “key role to play in the

establishment of a mind-set for school revitalization” (p. 41). While it was not difficult to maintain links with the USQ Team and other IDEAS schools, the process at St Jude’s was hindered by a lack of a clear understanding of the goals of the Project, the time allocated to IDEAS activities, cancelled ISMT meetings, the workload of the Chair of the ISMT, lack of collaborative decision making within the ISMT and a lack of activities demonstrating how the vision could be applied in the classroom. Evidence to support these interpretations is provided in the words of the case study participants in the final interviews:

- T₄ With the difficulties among the Executive, the ISMT has become a bit of a tool to use against one another. One [the Deputy] can say, “The ISMT is going nowhere; what are you doing, what are you achieving?” and the other [the Dean of Studies] can say, “The ISMT can’t go anywhere because you won’t give us enough time in meetings or staff days”. It has become a weapon to use. The ISMT is not going to move forward just to meet somebody else’s deadline.
- U There were issues I think in terms of how you spread an understanding of IDEAS throughout the school. It is interesting that [St Jude’s] joined the process when it [IDEAS] had already started within the cluster [in other schools]. We actually work with a cluster of schools. We don’t work generally individually with a school. The school sends people to workshops. The purpose of the workshops is awareness-raising, but also to develop skills of the ISMT or facilitators that they then use back in their schools.
- P₂ There were questions around time allocation for IDEAS in the past few years. At the start of this year, the leadership team agreed that we would devote more time to IDEAS than in the past.
- T₂ [The vision] may still be in the realms of overall philosophy rather than down-to-earth, nitty gritty, day-to-day stuff. [The Dean of Studies] might have been constrained from bringing it down to a more day-to-day level by time constraints because of pressures of the Deputy being away.
- T₃ [The Deputy’s] role/non role has had a negative impact, because it has increased the workload of others ridiculously, to the point of fitting IDEAS in has been insane. With the [Deputy’s] absence, I guess they had to prioritise things and I guess IDEAS was at the end of the priority list. So many of our [ISMT] meetings have been cancelled.
- T₄ I don’t think the absence of the Deputy has had any effect on the lack of ISMT meetings. I don’t think it’s got anything to do with an extra workload factor at all. I think we need a new facilitator, but...members of the Executive are appointed to such positions in this school.

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- T₅ We have had a couple of good sessions, but probably long periods in between when things died down a little bit. I don't know whether that's a school thing; they [the Executive] seem to allocate only certain periods of time for professional development in certain areas. They should have been pushing this a little bit more and providing a bit more time for this to happen. Maybe we haven't put enough time into it, or given people enough direction. The ISMT group went around in circles a little bit. It was a good forum and the people that were involved there found out a lot of information. I do not know to what extent she [the Dean of Studies] was constrained in terms of how many sessions and what she would have liked to have done in those areas than was able to be achieved. I don't know whether she is frustrated that we haven't got a bit further than we have. I would be pretty sure that the whole [Deputy] thing has impacted on her [the Dean of Studies] time.

The workload of the Dean of Studies reached its peak at the end of a school year, as she organised student subject selections and designed a timetable for the following year. In 2006, this workload had an extra dimension as the Deputy was on personal leave and no one was appointed to act in her position, with the other members of the School Leadership Team taking on extra responsibilities. Some of the interviewees perceived that this extra work had a major impact on the workings of the ISMT, while others considered that a different facilitator/chair could have solved the problem. The Principal excused the lack of ISMT work at the end of a year in terms of "lack of interest on the part of teachers as they wind down their work for the year".

- P₂ In Term 4, staff members tend not to be the least bit interested in professional development anyway; and this is the time when the Dean of Studies is very busy with timetables and student subject selections, etc. The ISMT group are certainly effective amongst themselves. In terms of the transfer of that enthusiasm and information, you run into the time allocation problems again. If there is nothing immediately following what was inspirational and quite exciting, where does it go to if you don't have enough time to start working that through?
- T₂ [The Dean of Studies] is usually the one who is presenting all the stuff and staff might see it as something [only she] is involved in. The ISMT members do not have a high profile. You would have difficulty naming more than one or two of the committee.
- T₁ I don't know who's on it [the ISMT]. I think it [the progress of IDEAS] will change dramatically in the next two years. I personally think the place was feeling stale under the old leadership.
- T₃ I guess [the Dean of Studies] has wanted to control the ISMT to a huge extent, and she has not let other people pick up pieces to work with. She has gone off
-

and looked at stuff. She could have asked some of the ISMT to join her when she has worked on the data. Mind you, it was probably due to time constraints for her. Because we are not helping her put it together, we are not wearing it. She comes up with the next stage and we get all excited and then she goes away to work on it. I used to work on [the tasks] individually, but I never saw the results of anyone else's summary; we only saw hers. It's frustrating to have this assignment [developing the schoolwide pedagogy] that is going on forever and ever and there's no completion. The lack of collaboration and teacher leadership is of concern.

- T₄ I think it has become, the [Dean of Studies] baby. I think the ISMT is trying to do some work, but I think what might finally step out as what the ISMT has achieved is [the Dean]'s message, not the ISMT message. An example of that is our visionary words; they are lovely words, but they were never the words that we actually reached. They reflect for me the words of [another school]. The ISMT initially felt that this was the way to move into collaborative decision making, and working together and achieving things, but this hasn't happened.
- T₄ There's a lot of talk and a lot of discussion at ISMT meetings, and then we just stop and go no further. The visioning or the step forward or what is to come out of that is then formulated by one person, so all we're getting is a biased or skewed thing which is not the collective view. The collective that's just about to reach a point is then given an individual focus. The individual focus that comes out of it, I can't understand how it came out of the collective wisdom, because it's off at a tangent. I was close to not wanting to be a part of the ISMT because I'm not making any contribution that I can see is worthwhile.
- T₅ They [ISMT members] were happy to let [the Dean of Studies] carry it all herself. I didn't do the tasks that she asked us to do. Unless everybody is going to pick it up and try and be involved and do something with it, it becomes the few who have to keep pushing it, and it becomes much more difficult to achieve anything.

In response to my reflective comments that ISMT members could have offered more suggestions at ISMT meetings about adhering to agenda items and progressing the Project, the following statement indicated that at least one participant perceived that the Dean of Studies wished to control the progress of the Project:

- T₄ It wouldn't have mattered how hard you pushed the agenda; all that would have happened is that you would have made enemies. I often have the feeling that I would like to see the ISMT have a new facilitator, moving to break completely from the Dean of Studies.

Comments by the USQ Team Leader suggest that the Chair of the ISMT may have impacted on the progress through her failure to encourage parallel leadership and establish a collective responsibility for the decision making and outcomes of the ISMT:

- U You are dealing with people who have survived years of people saying you should change. You need highly skilled people who have a lot of resilience and persistence that build a critical mass around them to can change such schools, if they are able to survive. An individual can not survive on their own. [The Dean of Studies] will not survive unless she can develop a critical mass around her. I would suggest that she was the wrong person [to chair the ISMT].

Subject Departments

There was limited involvement of subject departments in the IDEAS Project at St Jude's, mainly because the Project's goal involves a whole school approach to change. On professional development days organised by the Chair, teachers were arranged in groups across subject departments. The consideration of subject departments as a factor in the progress of the IDEAS Project at St Jude's arose from the categorisation of data. The Dean of Studies and one other case study participant perceived that the implementation stage of a schoolwide pedagogy might need to involve work done within departments, although the USQ Team Leader and one other participant expressed a preference for not limiting further work to departments. The final interviews provided the following comments:

- P₂ I am sure that secondary school teachers work more in departments than on whole school change.
- T₁ It would be good to work across subject departments, in particular, to bring real issues out in the open to discuss.
- T₅ Perhaps some people are just a bit wary of talking about that sort of thing [pedagogy] with others particularly on a whole school basis; we tend to keep it more in departments instead of a whole school idea, and maybe that's the hard step that we haven't been able to make yet.
- S In some other IDEAS schools, they have abandoned the ISMT and moved it into the domain of the departments and work through the HODs [Heads of Departments]. There's no doubt in my mind that IDEAS was developed by people who had a particular primary school expertise. I am mindful that what we are trying to do with IDEAS is easier to do in a smaller school of about 400 or 500.
- T₄ The school gives us something at the theory level, but we don't ever follow it through. We don't get time in department meetings to do this.

U Secondary teachers are more discipline based and don't often talk to each other. We deliberately mix people up in secondary schools and make sure they are from different departments. They find there are a lot of commonalities.

Doyle and Ponder (1977), Fullan (1992) and Huberman and Miles (1984) support the view that how teachers relate to and manage the change process is ultimately what is important in any school revitalisation. Hargreaves (2000) and King (2006) focus on the importance of the levels of emotion produced by a change process and contend that emotions are integral to cognition and action within the process of change. The findings of Barnett *et al.* (2001) and the follow up study by Barnett and McCormick (2003) indicate that teachers need principals to demonstrate individual concern and appreciation of their work in any school restructuring process.

Kotter (1996) summarises the steps that produce successful change of any organization:

1. Establishing a sense of urgency
2. Creating the guiding coalition
3. Developing a vision and strategy
4. Communicating the change vision
5. Empowering broad-based action
6. Generating short-term wins
7. Consolidating gains and producing more change
8. Anchoring new approaches in the culture. (p. 21)

The teachers at St Jude's did not appear to have a sense of urgency regarding the need for change, the change vision was not well communicated and short term gains were not consolidated, thus reinforcing a teacher culture with an aversion to change. The participants recognised the need for teachers to understand the change process and for teachers to be provided with examples of successful implementation of the change process:

T₁ If there were more workshops on specifics examples of how you might do that, and if there was maybe a pilot project with a couple of staff to do something like that and then they reported that this is what staff are currently doing and so we could see how this is consistent with the schoolwide pedagogy and the

IDEAS “Engaging Hearts and Minds”, etc. That might be a way to do it and staff might then see it as practical.

- T₄ We are a staff that [needs to] understand why a change is happening, and if the change is good, and if the problems were highlighted in the first place.

6.2 The 2006 Data and Final Stage Discussion

The data from the 2006 interviews, documents (including ISMT meeting minutes and surveys) and the journal were triangulated to further explore the impact of the Project on professional community, professional learnings and professional practices after three years.

6.2.1 Professional Community

To determine the impact of the Project on the professional community, the data collected in 2006 focused on the same characteristics as those used in the earlier chapters.

6.2.1.1 2006 Interview Data: Professional Community

To determine any perceived changes over the three year study, the same focus statements were used again during the semi-structured follow-up interviews in November 2006.

Table 6.2 provides a summary of the perceptions of the case study participants for both the 2004 and 2006 interviews. The participants stated a level of support for each of the statements, using the codings:

Little Support: 1 Some Support: 2 Strong Support: 3.

For ease of comparisons, the data from 2004 are repeated in the table.

		Focus Statements	T₁	T₂	T₃	T₄	T₅	P_{1/2}	S
1	2004	“Staff share visions for school improvement that focus on student learning”	2	2	2	2	2	1	2
	2006		3	3	3	2	2	2	3
2	2004	“Staff are involved in making decisions that affect students’ learnings”	1	3	2	2	1	2	2
	2006		1	3	1	2	2	3	3
3	2004	“There are supportive conditions (e.g. physical, time, organisational) for the whole staff to collaborate with one another in reflective professional dialogue”	2	2	2	2	2	2	2
	2006		1	3	1	2	2	2	2

Table 6.2: Initial and Final Interview Data Summary (Professional Community)

The following sample responses from the participants in the final interviews indicated teachers’ perceptions of the position of the school in the area of professional community at the end of 2006.

Focus Statement 1: “Staff share visions for school improvement that focus on student learning”

Similar responses were provided by some teachers in the initial and final interviews regarding the perceptions of the presence of a shared vision, but there were some perceptions that the new Principal was having a positive impact on the professional community:

T₁ There’s probably been some improvement in regards to staff sharing vision, but I think that staff probably are more in a positive mindset in regards to leadership, having a stronger leadership, and I think they’re more uplifted now than they were, and it’s probably reflecting in the classrooms. [The new Principal] has provided a lot more positive atmosphere for the staff to work in, knowing that they are going to get some support.

T₂ I think they do. It is more directed now with IDEAS. I think it has given it a bit more focus.

T₃ True. I think they do. I think people are talking more. The impact of [the Principal] has been interesting. I think people generally believe in similar things. It’s not perfect yet, but it’s getting better.

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- T₄ I think we are doing some more talking and I think we have a common view. We're moving together, but we're not at the stage of being able to clearly articulate that this is what we share. We're much more after the same thing.
- T₅ Yes. I think a lot of staff have thought a bit more about that; perhaps not to the extent that we would like to see, but I think it has improved over the last little while. I think just being made aware that that's the direction that we want to go in - it made people sit down and think through some of the things we did with IDEAS.
- P₂ I think that departments do that more so than the whole school, because the departments are much more hands on. But I think, from what I've seen at the IDEAS workshops this year, there's a movement towards an approach that tries to anchor what are the key things for us as a school. It's a long, slow process and we probably need to be reminded of what we have actually said. The raw data that I've seen in terms of the responses of staff and the responses of kids indicate to me that we are on the move in that direction.
- S Yes, I believe some share vision or visions. I'm not of the opinion that we've all got exactly the same vision, but I think there is a sharing of what people perceive to be what you would call vision in this school. Yes, I believe that [IDEAS] has impacted on [shared vision]. There's still work to do, and I think we need to do more than articulate it. We need to live it. That is something that emerges over time.

In the interview with the USQ Team Leader at the end of 2006, she provided the following comment regarding the development of a shared vision:

- U The Board at [ST Jude's] was actually writing a vision for the school [independently of the ISMT]. It wasn't a shared vision and I opened up the conversation about what a vision means for a school. It isn't a business vision – it is a school vision, and a school vision has got to move the school along and the people who have to do that are the teachers. The teachers are the key and if you want to meet the goals, the vision has to live in the classroom. It has to be reflected in the way teachers teach. It is a big problem that the Board does not connect strongly with the professional community. The Board sets forward a strategic plan which the school is expected to follow. That's very difficult if there hasn't been consultation with the professional community and no shared ownership. When [the Chair] wrote the vision, perhaps she was responding to an expectation to deliver. I guess it is necessary to get the process going, but it is not building capacity within your staff to actually take shared responsibility.

There was, thus, a vision, but doubt remained in terms of the extent to which the staff shared it.

Focus Statement 2: “Staff are involved in making decisions that affect students’ learnings”

- T₁ No, I don’t think so. I think there could be a lot more input from teachers. If teachers were heard (i.e., at a staff meeting if we had an open forum to discuss issues), I think we would have a lot more ownership for all staff and the real issues would emerge and therefore then be able to be acted upon.
- T₂ Because I cannot think of an example where I was involved, I would have to say “no”, but in our department meetings we discuss things.
- T₃ No. Probably not enough still. We’re getting more opportunities because [the Principal] is very aware of the fact that we need to have a say in things; but there are still decisions being made that I don’t think we have much say in.
- T₄ I still don’t think there is enough of that being done. I think some staff might be involved simply because they are more forward or more likely to speak up. That doesn’t mean that their advice is taken. We could do a lot more talking or just more listening to people.
- T₅ To a degree, yes. Within individual departments there’s a bit more of that going on. I’m not sure about a whole school basis.
- P₂ I see that all the time in the different departments.
- S I think they are, but I certainly think that they can do more. I don’t know how hungry I perceive staff to be about shaping kids’ learning outcomes. I think a lot of staff do a very good job, but I probably perceive that they could do more, be more pro-active, going for it more. I kind of feel that we feel comfortable. I’d like the focus to be more on the kids’ rather than the teachers’ comfort levels.

It was apparent that opinions varied regarding the presence of a culture of shared decision making. It was recognised to have occurred within some departments but not across the whole school.

Focus Statement 3: “There are supportive conditions (e.g., physical, time, organisational) for the whole staff to collaborate with one another in reflective professional dialogue”

- T₁ No. I don’t think so. I know that the other afternoon, we had a Vocational Education meeting. We came away from that little gathering all pleased that we could sit around and have an open forum to discuss things. It was a good discussion and it would be nice to be able to document some points from that and then to openly bring it to the attention of the entire staff and get their ideas. There’s no time to do that, apart from at departmental meetings which usually

have a firm agenda. The main benefit from the meeting last week...was the fact that there were people from about four or five departments.

- T₂ I think there are plenty of opportunities here. We get the opportunity at department meetings and at some of the in-service days we've had.
- T₃ No, we don't have enough time.
- T₄ No, we don't have enough time just for the Department to do that. We don't have enough time even for a couple of teachers to sit and do it. A lot of it is done on the run. Some of it is my fault. I'm too busy to sit and talk.
- T₅ Probably not enough. I guess we've had a couple of opportunities to do that, but probably not nearly enough for it to be effective.
- P₂ Yes and no. We could always use more time. Departments could use more time for real, reflective conversation around education issues and philosophy. We don't have a lot of conducive areas for those sorts of things.
- S No, I don't believe we do that well. I think we're kidding ourselves if we think we are going to have overwhelming success, putting 65 people all in the one building with some sort of contained two hour session. I think you do that in a school like ours to raise interest and awareness, but it has to now move on to being backed up with some kind of small scale project that you would have departments take on. If we're soft, there are a number who would choose not to come on board, and that is holding us back.

There was agreement that organised time for reflective dialogue occurred within some departments. The participants were of the opinion, however, that there was never enough time for such activities, particularly at a whole school level.

The perceptions of the presence of a "shared" vision, collaborative decision making and supportive conditions for reflective dialogue were similar at the end of the study as they were at the initial stage. The data did not support the presence of a strong professional community at a whole school level. Where there was some support, it was perceived to be at departmental level or was attributed to the influence of the new Principal rather than to the impact of the Project.

6.2.1.2 2006 Survey Data: Professional Community

Two surveys in 2006 provided data regarding the impact of the Project on professional community.

6.2.1.2.1 Rubric Data: Professional Community

The numbers of responses for each category of the continuum are provided in Table 6.3 for each of the dimensions. 56 staff members responded (out of a possible 65), with some elements having missing data. 34 teachers, nine Heads of Departments, five Year Coordinators and three members of the school Executive Team responded. The six ISMT members who responded included one Year Coordinator, four teachers and one Head of Department.

For the dimensions of Strategic Foundations and Cohesive Community, the following is a summary of the numbered elements relating to professional community, with the accompanying results in the following table:

Strategic Foundations:

- 1: School vision is clear and guides practice.
- 2: Leadership is shared.
- 3: School successes are acknowledged.
- 4: Decision making is shared or visible.
- 5: School's understanding of education is promoted in the community.

Cohesive Community:

- 6: Community is supportive of the vision.
- 7: Community is involved in school planning.
- 8: Staff assume collective responsibility for individual students and outcomes.
- 9: Contributions of individuals and groups are recognised.
- 10: There is a culture of 'blame'.

Strategic Foundations				
Element	Non-exist	Emerging	Developing	Sustained
1	3 (6%)	25 (46%)	24 (44%)	2 (4%)
2	5 (9%)	19 (34%)	28 (50%)	4 (7%)
3	0 (0%)	8 (15%)	29 (54%)	17 (31%)
4	6 (11%)	25 (45%)	23 (42%)	1 (2%)
5	3 (5%)	23 (42%)	26 (47%)	3 (5%)
TOTAL	17 (6%)	100 (36%)	130 (47%)	27 (10%)

Cohesive Community				
Element	Non-exist	Emerging	Developing	Sustained
6	1 (2%)	17 (33%)	22 (42%)	12 (23%)
7	0 (0%)	35 (65%)	16 (29%)	3 (5%)
8	5 (9%)	20 (36%)	24 (44%)	6 (11%)
9	1 (2%)	11 (19%)	29 (52%)	15 (27%)
10	5 (10%)	21 (40%)	23 (44%)	3 (6%)
TOTAL	12 (4%)	104 (39%)	114 (42%)	39 (14%)

Table 6.3: 2006 Rubric Data (Professional Community)

The majority of responses were in the “Emerging” and Developing” categories. Because these two options are too semantically similar, it was difficult to determine the level of support for an element. There was reasonable support for the notion of recognised school successes and the contribution of individuals and groups. There was limited support for the notion that the community is involved in school planning. For many of the other elements there were similar numbers for the combined “Non-exist” and “Emerging” responses as there were for the combined “Developing” and “Sustained” responses. These did not indicate strong support for the impact of the Project on whole school professional community.

The responses for many of the elements in the data in Table 6.3 can be considered to be polarised into two groupings: “non-exist” and “emerging”; and “developing” and

“sustained”. In the final interviews in November 2006, the case study participants and the USQ Team Leader (U) were asked for their opinion regarding this possible interpretation that teachers were polarised in their responses for most of the elements:

- T₁ The terminology “emerging” and “developing” are very similar things. So to one person, Cohesive Community could be “emerging” to someone who’s been here short term, but to someone who’s been here longer, it could be “developing”. Looking at those statistics, 33 and 41, nearly 74% are in the middle.
- T₂ It would be interesting to see if the polarisation is from newer staff and staff that have been here a long time. That may be one reason for it. There might be differences in the concern that is expressed by some of the older staff that are more academic focused and the newer involvement in school-based traineeships. Some see it that this is not that sort of school; it is an academic school.
- T₃ I would say that some people do not have a real understanding of themselves while others do have a real understanding of themselves. Some would see that everything is someone else’s fault, rather than their own. That makes for negativity and people feeling there are faults in the system that may not even be there. The fault may be with them, but they don’t even see that.
- T₄ I think we’re a staff that’s under constant change, and generally staff who’ve been here longer may see that some things are really beginning to happen. There will be staff who come new to the place who may have come from a school where things did happen, and they come here and they can’t understand why it’s not. Another thing that may be affecting the way staff are at the moment is our change of Principal this year. Possibly the other thing that allows our staff to be polarised is that we don’t talk as a whole staff and therefore we don’t see the whole picture.
- T₅ I don’t know that I’d say we were polarised. I think we’ve got some staff at either end who are very strongly positive or negative, and who express their opinions. I would probably say that the majority of the rest of them fit somewhere in the middle.
- P₂ I don’t think they are polarised. I think those who have embraced IDEAS are a fairly large group. In any school, there’s always a group that are not interested in anything. They are not actually opposed to it, but are not actively involved, because it is not affecting their classroom.
- S I was not surprised. I thought the Rubric results were fairly much what I expected, in that it tells us that IDEAS is happening; that we’ve achieved something; but we still have a lot to do.
- U If [the data] are split down the middle, it shows that some people have moved while others haven’t. The polarisation shows that some people have not moved as far as others. It shows a need for conversation to continue to develop a clear understanding and acceptance by all of where we are at this particular point of

time. Otherwise people will say, “I was never asked. How are you making that decision?” The Rubric data could be used to open up conversations.

6.2.1.2.2 2006 Diagnostic Inventory Data: Professional Community

The staff Diagnostic Inventory items that are relevant to perceptions of professional community are provided in Table 6.4 along with the means and standard deviations. For ease of comparisons the 2004 data are repeated.

The results indicated that teachers were initially concerned about the lack of supportive conditions for collaboration and reflective professional dialogue, but that there may have been some improvement over the course of the study. The results also appeared to support the interpretation that the Project had impacted on improved collaborative decision making, on shared leadership and on a shared vision.

Item		2004 n-unknown		2006 n = 59	
		Mean	S.D.	Mean	S.D.
A 8	The morale of classroom teachers at this school is high.	2.52	0.89	3.20	0.78
A 16	The staff demonstrate that professional dialogue can resolve most issues.	2.87	0.91	3.33	0.84
A 18	The staff manage the process of change effectively.	2.72	0.87	3.21	0.83
B(S) 2	The school assesses the relevance of its vision to the needs of students on a systematic basis.	3.08	1.01	3.51	0.90
B(S) 3	There is a shared commitment throughout the staff to the achievement of the vision.	3.04	0.92	3.40	0.84
B(S) 5	The school recognises significant leadership roles for teachers as well as administrators.	2.92	0.88	3.49	0.88
B(C) 3	The school has processes which enable staff, parents and students to assume collective responsibility for individual students' progress and needs.	2.97	0.96	3.53	0.83
B(I) 3	The physical design of the school encourages positive staff interaction.	3.08	1.00	3.47	1.01
B(P) 10	Adequate planning time is available for shared staff reflection.	2.37	0.92	3.17	0.97

Table 6.4: Staff Diagnostic Inventory Data (Professional Community)

If the USQ recommendations of means of 3.6 and above indicating successful practice and 3.3 and below indicating areas of concern are used to interpret the results, many of

the means still indicated areas of concern at the end of 2006 and none indicated successful practice. These data would suggest that staff did not perceive that there was a strong professional community. Nevertheless, the data reveal more positive results in 2006 on every item.

6.2.1.3 2006 Document Data: Professional Community

Examination of the ISMT minutes indicated a level of initiative and leadership by teacher members of the ISMT in 2006 (Table 6.5).

In 2006, the school calendar was adjusted to have ISMT meetings regularly every three weeks. The new Principal was keen to provide support for the IDEAS Project and the Chair, and there was more noticeable progress during the early part of the year. There was not, however, much input from the teacher members, and no action taken as a result of any suggestion by a teacher member.

The following excerpt from the minutes of an ISMT meeting in 2006 indicated that members were keen for the vision to be used within departments to focus discussion on pedagogy:

Feedback on the vision is fairly favourable. RE [Religious Education Department] will look at it [the vision] in detail at their next meeting. We should be looking at the whole school to see how the vision impacts on the different areas. Should these be evaluated in line with the vision? Heads of Departments [should be asked] to do some work on the vision and pedagogy within their departments. (Minutes, 9 February 2006)

DATE 2006	TEACHER	SUGGESTIONS	RESULTANT ACTION
9 February	1 member	All areas of school life should be evaluated in light of the vision.	Not done
	researcher	Discussed outcomes of using the vision statement in a Department workshop. This led to the Chair saying all departments will be asked to do a similar activity.	Not done
	1 member	Staff need in-service on new methodology ideas.	April 2006 in-service
	researcher	Should involve students in ISMT	Not done
	3 members	The vision (draft 2) should be launched and used throughout the school.	Done during 2006
	1 member	Staff should be informed of the “Pedagogy of the Heart” statements.	Done during 2006
20 February	1 member	We could provide staff with “tips for good teaching” on a regular basis.	Not done
	1 member	Suggested that the vision be ratified by the School Board.	Unknown
	1 member	Students should be informed of the vision.	Not done
	1 member	Vision should be on school letterhead.	Included on some documents in 2006
	1 member	Staff could brainstorm new teaching approaches and parents informed.	Not done
	1 member	Teachers could demonstrate a lesson to peers and have a buddy system to maintain the focus of change.	Not done
19 April	1 member	Survey staff to determine their needs for professional development.	Not done
	researcher	A sample lesson could be evaluated by staff in terms of our vision.	Not done
10 May	1 member	There should be follow-up workshops on “Multiple Intelligences” and we should have a board in the staffroom to include further ideas.	Not done
2 August	1 member and researcher	There should be a homework policy in the school; students should be surveyed to find out present homework patterns.	Not done
13 September	1 member	Students should be consulted about their thoughts on good pedagogy; the data from the 2005 Student Academic Committee could be used.	Not done
	1 member	We could plan activities to recognize special Indigenous Education events such as NADOC Week and Harmony Day.	Not done
13 September	researcher	Our Schoolwide Pedagogy development should focus on both current good practices and future aims for change.	Not done by October 2006
	1 member	Data collected at staff workshops on pedagogy should be displayed in the staffroom and teachers asked to indicate their priority areas.	Not done

Table 6.5: Teacher Leadership - ISMT (2006)

6.2.1.4 2006 Journal Data: Professional Community

The following excerpts from the journal indicate that there was a desire to improve aspects of the professional community during 2006 but that the Project did not always progress as planned:

The staff Retreat day was an excellent “building community” day. The new Principal apparently is keen to improve the professional community. There was no “collaboration” with staff about the agenda for the retreat day. However, the use of three long-serving staff members to “tell their story about working in the school and being part of its wider community” was an excellent idea. (Journal, 8 March 2006)

We had an ISMT meeting yesterday “To work on a Schoolwide Pedagogy using the data collected to date from staff to determine some key, shared pedagogy elements”. The whole time ended up as a general discussion about our students and their learning. [The Dean of Studies] decided that we could have an extended meeting in a few weeks. I think we need to stay on task or it will end up that [the Dean of Studies] has to do the task on her own again. (Journal, 11 May 2006)

Today [the Dean of Studies] expressed the view to me that the ISMT members do nothing between meetings. I asked her if that was why she does everything herself and her answer was “Yes”. I then asked her if any of them had done the task of summarising the January data and she replied “Yes”. I should have asked whether she agreed with the summaries and why the summaries were not presented to staff on the last in-service day. (Journal, 25 August 2006)

6.2.1.5 Summary Discussion: Professional Community

Despite concerns by some participants, the combination of results can be interpreted as support for some improvement in the area of shared vision. The USQ Rubric data, collected a few weeks earlier than the second Diagnostic Inventory, showed that only 6% of the teachers perceived that “School vision is not clear and does not guide practice”. It could be considered a positive outcome of the IDEAS Project that 63% of staff perceived that the community was supportive of the school vision at the end of 2006. However, 54% considered there was a lack of clarity and effect of the vision at that stage. This result might be explained by a casual conversation from the staffroom (researcher’s journal, 25 August 2006) which suggested that teachers may have been “bored with too many IDEAS staff days that do not seem to be getting anywhere”. It

was also an indication of the slowness of the process at the school that there were no visible signs of the effects of the vision after such a long period of time. Kotter (1996) points out that “change strategies risk losing momentum if there are no short-term goals to meet and celebrate” and that “Most people won’t go the long march unless they see compelling evidence within six to eighteen months that the journey is producing expected results” (p. 11).

There was some evidence of an impact on supportive conditions for collaboration, but time available for reflective professional dialogue was not supported at the whole school level, although there was some support at subject department level.

The data did not indicate strong support for a culture of collaborative decision making and shared leadership. The perceptions of the case study teachers were not consistent in the final interviews. The results of the 2006 Diagnostic Inventory appeared to support the interpretation that the Project had an impact on improved collaborative decision making and on shared leadership. These results were consistent with those from the 2006 Rubric, which showed that 50% of teachers considered that “Parallel Leadership is with a number of people” and an extra 7% considered that “Parallel Leadership is very evident”. At the same time, however, only 42% supported the statement that “Decision making is often shared and visible”, with an extra 2% supporting “Decision making is both shared and transparent”. While 57% of staff considered that parallel leadership was developing or in practice, there was no evidence that this is an outcome of the IDEAS process in the school, as the approach of the new Principal in 2006 may have accounted for the more open communication between teachers and himself.

The literature on a whole school approach to change suggests that improved outcomes are dependent upon a sustained, schoolwide concentration on developing a professional community (Crowther *et al.*, 2002; Cuttance, 2001; Newmann & Wehlage, 1995). It is probable that the lack of a strong professional community at St Jude’s hindered the capacity of the teachers to “work together more effectively and put more effort into creating and sustaining opportunities for student learning”, as recognised by Kruse, Louis and Bryk (1994, p. 4) and supported by Caron and McLaughlin (2002), King,

Youngs and Ladwig (2003), Hord, (1997), Little (2003) and McLaughlin and Talbot (2001).

6.2.2 Professional Learnings

To determine the impact of the Project on professional learnings after three years, the data collected in 2006 focused on the same characteristic as that used in the earlier chapters:

- The school organises whole school professional development that focuses on individual and collective learnings to address improved student outcomes.

6.2.2.1 2006 Interview Data: Professional Learnings

Table 6.6 provides a summary of the perceptions of the case study participants for both the 2004 and 2006 interviews, using the codings:

Little Support: 1 Some Support: 2 Strong Support: 3.

For ease of comparisons, the data from 2004 are repeated in the table:

		Focus Statement	T ₁	T ₂	T ₃	T ₄	T ₅	P _{1/2}	S
4	2004	“The school organises professional development sessions that focus on individual and collective learnings to address student needs”	1	1	1	1	1	1	1
	2006		1	3	1	2	1	2	1

Table 6.6: Initial and Final Interview Data Summary (Professional Learnings)

The following sample responses from the participants in the final interviews provided evidence of teachers’ perceptions of the positioning of the school in the area of professional learnings at the end of 2006:

Focus Statement 4: **“The school organises professional development sessions that focus on individual and collective learnings to address student needs”**

T₁ There is no whole staff training on teaching and learning. Professional development should involve a lot more in regards to pedagogy of the heart. We

seem to spend a lot of P.D. [professional development] time doing a lot of other things rather than focusing on teaching and learning.

- T₂ The one that stands out for me is the one on the theory of “Multiple Intelligences” and how we might employ some of those theories in the classroom to cater for the needs of a wider variety of kids. That one stands out. Where you can see a direct link between the theory that they are saying and how it might apply in the classroom – they’re the ones that I am most interested in.
- T₃ I don’t think we do enough. We have the odd thing, but it is all a bit random and *ad hoc*. We probably need something that’s a bit systematic. We obviously have an issue with boys and effort...that we should be addressing.
- T₄ I seem to recall something on Indigenous students about half-way through the year. We’ve had different sort of pedagogy stuff come in. The school gives us something at the theory level, but we don’t ever follow it through, talk about and say, “How does that fit with what we are doing now?” or “How do we use that?” My priority at the moment is that we need straight out in-service on content. After the Heart Pedagogy stuff, we did have a meeting to....talk about it and shared ideas and looked at where does it fit with us and what are we doing in this department to make that come alive, but that was as far as it got. We have touched on it a couple of times under the IDEAS Project.
- T₅ I wouldn’t say specifically. I suppose there are some that come up that people are made aware of. I guess they’ve done that through “Spirituality of the Heart” from the people from the [Order’s] Institute; that’s been made available to all staff in small groups. I can’t think of any others.
- P₂ You usually look at a professional development program over a period of three years. Some of the IDEAS stuff that we have done so far this year is certainly geared towards that.
- S I think we need more opportunities to chat professionally, just amongst ourselves. I think some of what we pay people to go and do, under the name of professional development, is more for the individual’s gain. I think the outcomes or benefits that we derive from professional development fall short of what I think we need [for the whole school].

Thus, the 2006 interviews indicated some perceptions of some schoolwide professional development in the area of teaching and learning, but there were conflicting perceptions and some teachers were concerned that not enough was provided.

6.2.2.2 2006 Survey Data: Professional Learnings

The two surveys administered in 2006 provided data regarding the impact of the Project on professional learnings.

6.2.2.2.1 2006 Rubric Data: Professional Learnings

The following is a summary of the numbered elements relating to professional learnings in the Rubric survey, with the accompanying results in Table 6.7:

- 25: Professional learning initiatives reflect the vision.
- 26: Collaborative professional learning processes.
- 27: Physical and human resources available to support shared pedagogy.
- 28: External networks contribute to professional growth.

Professional Supports				
Element	Non-exist	Emerging	Developing	Sustained
25	4 (8%)	26 (49%)	19 (36%)	4 (8%)
26	7 (13%)	28 (52%)	16 (30%)	3 (6%)
27	3 (6%)	26 (50%)	19 (37%)	4 (8%)
28	1 (2%)	17 (32%)	29 (55%)	6 (11%)
TOTAL	15 (7%)	96 (45%)	83 (39%)	17 (8%)

Table 6.7: 2006 Rubric Data (Professional Learnings)

Except for the data relating to external networks, there were more responses at the lower end of the four point scale for each of the elements. This indicated that there was not strong support for the presence of whole school professional learnings.

6.2.2.2.2 2006 Diagnostic Inventory Data: Professional Learnings

The staff Diagnostic Inventory items that were relevant to perceptions of professional learnings are provided in Table 6.8, along with the means and standard deviations:

Item		2004 n - unknown		2006 n = 59	
		Mean	S.D.	Mean	S.D.
B(S) 9	Faculty resource planning begins with consideration of how to enhance teaching and learning.	2.80	0.99	3.41	0.96
B(P) 1	The school's staff development policies reflect agreed priorities for teaching and learning.	2.57	0.72	3.33	0.84
B(P) 2	The school has processes in place to enable teachers to learn from one another's successful practices.	2.37	0.84	2.95	0.88
B(P) 3	A whole school approach to professional development, encompassing all staff and administrators, is in place.	2.93	0.99	3.22	0.91

Table 6.8: Staff Diagnostic Inventory Data (Professional Learnings)

The data reveal more positive results in 2006 on every item which suggest that the Project may have impacted slightly on whole school professional learnings. While there were observable improvements in the means, two results indicated areas of concern (3.3 and below) and the others did not indicate areas of successful practice (3.6 and above). These results suggest that teachers perceived a strong need to more professional development in the areas of teaching and learning. The major area of concern was the lack of opportunities for teachers to learn from one another's successful practices.

6.2.2.3 2006 Document Data: Professional Learnings

There were only two references to professional development in the minutes of ISMT meetings in 2006:

We may need professional development on “new” methodologies to handle teaching and learning concerns. We could do this within the school, rather than bring in outside speakers. Can we have tips for teachers? [We could] give staff solid stuff to read after each working IDEAS day. (Minutes, 9 February 2006)

The group felt that teachers would benefit from an outside speaker working on a “student-centred” approach as opposed to a “teacher-centred” approach. This could also include looking at the characteristics of the type of students we are working with e.g., Y-generation and other cultures. (Minutes, 8 March 2006)

These excerpts demonstrate that the ISMT members were aware of the need for more professional development in the areas of teaching and learning, as demonstrated by the survey results.

6.2.2.4 2006 Journal Data: Professional Learnings

The following journal excerpts provided details of whole school professional learnings in 2006 that were organised by both the ISMT and the Principal:

The “Pedagogy of the Heart” day was a good in-service to reflect on pedagogy. Working in small groups is more effective than larger ones. The day helped me reflect on this pedagogy and compare it to the Personal Pedagogy Framework that I had developed from the authoritative work on pedagogy from the literature. It was interesting that some middle managers still have little idea about IDEAS and pedagogy. [One person] expressed concern about the concept of a “Schoolwide Pedagogy” as he sees teaching style as very personal and private for him. (Journal, 8 March 2006)

I was impressed with the fact that members of the ISMT spoke up about issues. There were signs of “parallel” or “collaborative” leadership. While the Chair wanted [to organise] professional development on “boys education” or “Indigenous education”, the members wanted the focus to be on “student centred pedagogy” and “middle schooling”. (Journal, 9 March 2006)

The Indigenous Education session was fine and most teachers appeared to be interested. The Productive Pedagogies and Multiple Intelligences sessions were well presented. [The presenter] put it well when she referred to “Preventative Pedagogy”. It was a good explanation for why schools can get something out of IDEAS. (Journal, 18 April 2006)

Yesterday’s staff meeting was devoted entirely to IDEAS and [the Dean of Studies] did follow-up work on “Multiple Intelligences”. The staff appeared to enjoy doing the test to determine their dominant learning style. (Journal, 9 May 2006)

At today’s ISMT meeting [The Chair] provided comments from the Principal regarding some of the student cultural problems and how he wants one more year when IDEAS is the professional development focus for staff. (Journal, 9 November 2006)

6.2.2.5 Summary Discussion: Professional Learnings

The results revealed that, while there was an increase in schoolwide professional development in the areas of teaching and learning as a result of the Project, there was

still room for improvement in the area of collective or shared professional learning. The lack of a strong professional community at St Jude's can be linked to the results in this section. The works of McLaughlin and Talbot (2001), Caron and McLaughlin (2002), Little (2003) and King, Youngs and Ladwig (2003) support the premise that the presence of a strong professional community enhances school improvement programs and that enhanced school capacity is linked to schoolwide professional learning. Senge *et al.* (1999) and Mitchell and Sackney (2000) support the need to develop the organisational capacity if a school is to be open to new ideas and sustain change. Argyris and Schön (1996) and Leithwood and Louis (1998) provide evidence for the need for whole school learning for school improvement.

6.2.3 Professional Practices

To determine the impact of the Project on the professional practices after three years, the data collected in 2006 focused on the same characteristics as those used in 2004:

- Teachers share their classroom practices with their peers and provide assistance to support individual and community involvement.
- Teachers experience certainty regarding effective teaching practices.

6.2.3.1 2006 Interview Data: Professional Practices

Table 6.9 provides a summary of the perceptions of the case study participants for both the 2004 and 2006 interviews, using the codings:

Little Support: 1 Some Support: 2 Strong Support: 3.

For ease of comparisons, the data from 2004 are repeated in the table:

		Focus Statements	T ₁	T ₂	T ₃	T ₄	T ₅	P _{1/2}	S
5	2004	“Teachers share their classroom practices with their peers and provide assistance to support individual and community improvement”	1	1	2	2	2	2	2
	2006		1	2	1	2	1	2	3
6	2004	“Teachers experience certainty that their teaching practices are effective”	1	2	2	2	1	1	1
	2006		3	3	2	3	1	2	2

Table 6.9: Initial and Final Interview Data Summary (Professional Practices)

The following sample responses from the participants in the final interviews provided evidence of teachers’ perceptions of the positioning of the school in the area of professional practices at the end of 2006:

Focus Statement 5: “Teachers share their classroom practices with their peers and provide assistance to support individual and community improvement”

T₁ No. Not enough. At the moment, I’m teaching junior Chemistry and it would be of benefit...to be able to sit in with a Chemistry teacher who is teaching the same thing, and see what they do compared to what I do. I think [teachers would accept it] if it was available; even sitting in on two lessons a year....would be an advantage. It could also be an advantage for newcomers to sit in on some classes with people who have a lot of experience in this school, to see how they communicate with the students here, because the traditional teaching method, or teaching model just doesn’t work here. There are teachers that I could learn a lot from and I could offer a lot to other people.

T₂ In the Maths Department we do, but teachers do not visit each other’s classrooms. In Maths we sometimes give feedback to each other about things that work, but we usually work in isolation, particularly those who just teach junior classes.

T₃ No. I don’t know that it’s entirely appropriate to be going in and analysing someone’s classroom, but I think you can learn a hell of a lot from watching someone else.

T₄ Often there’s not a lot of opportunity for that to happen. I think a lot depends on the individual teachers and the individual departments. Working in isolation – yes.

T₅ Very limited; not across the whole school. I thought through IDEAS that it might become more prevalent, but it hasn’t as yet.

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- P₂ It varies from department to department. Teachers have not always been good at that in the past, but I think they are getting better at it.
- S I think they share their classroom practices. They do it more in a chit-chat social way, more than ‘let’s inform our pedagogy’ way. In the staffroom, people used to relate to each other more on a social level, rather than talk the business of teaching and learning. We have shifted; we now have some conversations around teaching and learning. We need to be careful that it doesn’t slip into negative comments about students.

Focus Statement 6: “Teachers experience certainty that their teaching practices are effective”

- T₁ I don’t think so. I think some teachers do not have a lot of enthusiasm for the school, nor the students, nor the type of school it is. I think they are still very focused on the traditional teaching model which isn’t very effective and they keep on keeping up with that model, rather than wanting to change. Something that I ask myself is, “Why do I hear teachers bad-mouth students that come into my class and do their work?” If there was a strong commitment from all teachers...to work together with an approach for 10 weeks one term, and work really hard and back each other up and have it backed up through the entire system, I think the students would really change a lot.
- T₂ I do and most of the ones in the Maths Department do.
- T₃ Some probably think they are doing a fantastic job; that’s the scary thing. I wonder if they have got that self-perception to know what they are really like. If you have a kid who says they really want to be in your class, that makes you think you are perceived as reasonable, but if they want to get out of your class, do they think there is something wrong with themselves, or do they think it is the kids’ fault?
- T₄ I’m sure we all think we are very good teachers, but how effective we are in getting a message across – we don’t know it in the immediate [in Religious Education classes].
- T₅ No. Within departments where you’ve got that dialogue, where you can get some support. I think it’s the lack of communication that makes people wary of having other people come into their classrooms or talk about what they’re doing, the fear of finding out that you’re not doing as good a job as you thought you were doing.
- P₂ I would think that the majority of teachers in this school would be confident about the way they teach. There would be a few who wouldn’t be that confident, but they’re learning. I’ve seen lots of evidence this year of younger teachers making sure that they are continually asking more experienced teachers, “Is this right? Is this really an A?” I see a lot of that sort of stuff happening, but some can see it as a weakness to ask.
-

- S I think they have a view as to whether they are effective or not. If they think they are not effective, they blame structural things or blame the kids, rather than themselves. I think we have an element of staff who don't think enough about how they do it, rather than just what they teach. This school is so busy that there is no time to find out how others might do things.

The results of the 2006 interviews indicated that the case study participants perceived that little had changed with regard to shared practices over the three years, although the Dean of Studies considered that there had been a change in the type of conversations among teachers. There was no consensus about the level of teachers' certainty about the effectiveness of their practices. There did not appear to be many teachers who used student evaluations to obtain feedback on their effectiveness. It was perceived that there was a culture of reflective practices in some subject departments, but not at a whole school level. In the final interviews, there was also concern expressed about how some teachers would blame students or structural issues if there were indications of lack of effectiveness, rather than look at teaching practices.

6.2.3.2 2006 Survey Data: Professional Practices

The two surveys in 2006 provided data regarding the impact of the Project on professional practices.

6.2.3.2.1 2006 Rubric Data: Professional Practices

The following is a summary of the numbered elements relating to professional practices, with the accompanying results in Table 6.10 (which is divided into two sections). The elements categorised under Pedagogy/Teaching, Learning and Assessment are:

- 11: Shared understanding of the vision.
- 12: Pedagogy reflects the vision.
- 13: Teachers base their work on authoritative theories.
- 14: Student achievement is measured against authoritative meaningful benchmarks.

- 15: Students and parents are included or consulted in teaching and learning discussions.

Pedagogy/Teaching, Learning and Assessment				
Element	Non-exist	Emerging	Developing	Sustained
11	1 (2%)	25 (45%)	24 (44%)	5 (9%)
12	3 (5%)	22 (40%)	25 (45%)	5 (9%)
13	2 (4%)	22 (42%)	21 (40%)	7 (14%)
14	1 (2%)	13 (24%)	27 (49%)	14 (25%)
15	4 (9%)	18 (33%)	26 (47%)	7 (13%)
TOTAL	11 (4%)	100 (37%)	124 (46%)	38 (14%)

Table 6.10(a): 2006 Rubric Data (Professional Practices)

The data indicate that teachers perceived student achievement was measured against authoritative benchmarks and that parents and students were involved in discussions relating to teaching and learning. There was not similar support for the presence of a shared approach to pedagogy that reflected the vision, nor teachers basing their work on authoritative theories. These results reflect the notions expressed in the interviews.

The elements categorised under Infrastructural Design are:

- 16: Physical and human resources enrich the school's identity.
- 17: Use of time, space and technology is (a) conducive to quality teaching
(b) reflective of the vision
(c) conducive to aesthetic environment.
- 18: Curriculum frameworks are (a) reflective of the vision
(b) responsive to student needs
(c) transportable into quality teaching.
- 19: Time available for reflective practice.

Infrastructural Design				
Element	Non-exist	Emerging	Developing	Sustained
16	1 (2%)	19 (36%)	26 (49%)	7 (13%)
17a	3 (6%)	21 (41%)	22 (43%)	5 (10%)
B	2 (4%)	23 (46%)	21 (42%)	4 (8%)
C	3 (6%)	24 (49%)	18 (37%)	4 (8%)
18a	2 (4%)	19 (39%)	26 (51%)	4 (8%)
B	2 (4%)	17 (36%)	26 (55%)	2 (4%)
C	2 (4%)	17 (38%)	23 (51%)	3 (7%)
19	7 (14%)	32 (65%)	10 (20%)	0 (0%)
TOTAL	22 (6%)	172 (44%)	172 (44%)	29 (7%)

Table 6.10(b): 2006 Rubric Data (Professional Practices)

The data relating to time available for reflective practice had very little support at the upper end of the four-point scale. The data relating to student achievement were supported at the upper end. For the remaining elements, the responses were similar at each end of the scales which did not appear to indicate strong support for the impact of the Project on whole school professional practices. These results reflect the ideas expressed in the interviews.

6.2.3.2.2 2006 Diagnostic Inventory Data: Professional Practices

The staff Diagnostic Inventory items relevant to perceptions of professional practices are provided in Table 6.11, along with the means and standard deviations:

Item		2004 n - unknown		2006 n = 59	
		Mean	S.D.	Mean	S.D.
A 17	The staff's procedures for ongoing professional dialogue result in effective critique of their professional practice.	2.70	0.86	3.19	0.85
B(I) 6	Flexibility in the use of time enables pedagogical innovation.	2.27	0.84	2.89	0.89
B(T) 2	The pedagogical practices of staff are consistent with the school vision.	2.92	0.82	3.43	0.68
B(T) 4	Teaching practices are grounded in current educational theory.	3.29	0.72	3.64	0.70
B(T) 7	Teachers openly share the rationale for their classroom practices.	2.55	0.91	3.11	0.80
B(P) 6	If staff encounter difficulties with teaching processes, effective support systems are available.	2.67	0.86	3.18	0.99
B(P) 9	Staff have access to internal networks to obtain helpful feedback on their teaching.	2.72	0.84	3.19	0.84

Table 6.11: Staff Diagnostic Inventory Data (Professional Practices)

While there were observable improvements in the means, five results indicated areas of concern (3.3 and below) and only one indicated an area of successful practice (3.6 and above). The data suggest that the Project may have impacted slightly on whole school professional practices, but that there was still room for improvement. Teachers perceived that a lack of flexibility in the use of time hindered pedagogical innovation and that there was limited professional dialogue and critiquing of professional practices. They also perceived that there were not effective support systems if they encountered difficulties and they did not openly share rationale for their classroom practices. These data reflect the Rubric data and the opinions expressed in the interviews.

6.2.3.3 2006 Document Data: Professional Practices

When school commenced in 2006, the Dean of Studies informed the teaching staff of the progress to date of the envisioning stage. Small groups shared their reflections on what the vision meant to them. My perception was that the teachers were engaged, were enthusiastic about the vision and shared common views.

One day after this whole school workshop, in my role as Head of a Department, I ran a workshop with members of the department to address their concerns about student learning. These concerns had been raised by teachers at the end of 2005. I chose to use the three dimensions of the vision statement to focus the discussion and these were used as headings on the reflection worksheets designed for teachers to outline possible solutions to their concerns. The 12 teachers, half of whom also taught in another subject area, participated in the workshop.

The outcomes of the workshop (Appendix 5) were summarised in a table listing “Concerns” and “Possible Solutions”. At the conclusion of the day, I attempted to write “Pedagogy Implications” statements that summarised the discussions. I then used the Characteristics of a 21st Century Teaching Paradigm to make comparisons with the outcomes from the workshop. Table 6.12 shows the results of these comparisons:

It was of interest that there was no reference to relationships with students in any of the possible solutions, despite the heavy emphasis on this in the vision discussions of the previous day. “Engaging Hearts” did not seem to be a priority for these teachers when discussing their actual classroom practices, whereas “engaging minds” was considered the top priority.

It was also of interest that “Celebrating Our Differences” was forgotten when actually complaining about having to cater for such a wide range of abilities in classrooms. The possible solutions often included asking the Head of Department to get things changed within the school structure or get the Learning Support Unit to do more work.

While some teachers had a strong focus on “Reaching Out To The Future”, particularly in the area of the use of technology, there were others who had a strong emphasis on the need to concentrate on basics, content and on control and punishment of students.

Evaluation forms for the workshop were returned by five of the 12 teachers involved and they showed limited support for the impact of the vision statement on focussing their thoughts and discussions.

	Dimension	Elements	Department
1	Personal qualities of teacher	Caring, collaborative and respectful relationships with: <ul style="list-style-type: none"> • teaching peers • school administration • parents • students 	✓ ✓
2	Classroom management and organization	<ul style="list-style-type: none"> • student control • student self-regulation • provision of explicit criteria • engagement of students • support for all students • high expectations of behaviour 	✓ ✓ ✓ ✓ ✓ ✓
3	Instructional planning and implementation	<ul style="list-style-type: none"> • well prepared and assisting student planning • deep knowledge • deep understanding • higher order thinking and problem-solving • student involvement and discussion • relevant contexts, building on prior knowledge • involve outside community • effective instructional strategies that account for different learning styles • reflection on outcomes 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
4	Student progress	<ul style="list-style-type: none"> • monitoring student learning • reporting to parents • assessment practices integral to teaching and learning 	✓ ✓ ✓
5	Expectations	<ul style="list-style-type: none"> • high expectations of learning for all • valuing effort • promotion of self-confidence • promotion of risk-taking • relevance of learning • catering for individual differences 	✓ ✓ ✓ ✓ ✓ ✓

Table 6.12: Department Workshop Outcomes

The outcomes of the workshop were presented at an ISMT meeting. The following excerpts from the minutes of ISMT meetings in 2006 indicated members' ongoing attempts to consider ways to improve professional practices:

It was suggested that we need a teachers' workshop to brainstorm/share/develop new classroom ideas, and then inform parents and students of our changes. (Minutes, 20 February 2006)

It was suggested that there should be a look at what professional development funding (for activity outside the school) is going towards improvement on classroom practices. Appraisal Action Plans should also include improvement on classroom practices. (Minutes, 2 August 2006)

It was suggested that we should be considering what the students said about what they consider to be good pedagogy. (Minutes, 2 August 2006)

Members of the Student Academic Committee were asked to provide feedback to the ISMT on their perceptions of good pedagogy. The following excerpt from the minutes of their meeting was tabled at an ISMT meeting:

The students were keener to address the issues of good teaching skills, rather than simply designing a catchy vision statement. The following summarises their thoughts:

- Teachers must be able to earn students' respect. They must be able to control the class (respect ↔ discipline).
- They must have a passion for their subject area, have a deep knowledge base (beyond the text book), be able to hold students' interest and motivate them.
- They need interpersonal skills relevant to teenagers.
- They need to use interactive methods, valuing student discussion, and at times negotiating with students such issues as programs, assessment and methods of learning.
- They should seek/encourage student evaluations of the teaching.
- Learning and teaching should be based more on critical thinking and problem solving rather than simply skill based and just for assessment. (Minutes, 12 May 2006)

6.2.3.4 2006 Journal Data: Professional Practices

The researcher's journal also refers to the impact of the Project on personal and school professional practices:

The Maths Department workshop went well. The "concerns" expressed often involved school structural problems rather than pedagogy problems. It is interesting that they believe the problems in their classrooms are caused by the school structure and were asking me as Head of Department to try and get the

executive to change things, rather than investigate how they might adapt their room environment or their pedagogy. (Journal, 20 January 2006)

The vision has not changed anything for me – it is what I already value and approach in my teaching. [The Dean of Studies] said she thought of me when she came up with the wording of the vision and she is right – it is what I espouse. (Journal, 1 February 2006)

6.2.3.5 Summary Discussion: Professional Practices

The results of the 2006 interviews indicated that the case study participants perceived that little had changed with regard to shared practices over the three years, that there was no consensus among teachers about the effectiveness of their practices and that there was not a strong shared reflective culture about teaching practices. It was perceived that this did occur in some subject departments, but not at a whole school level. There was concern expressed about how some teachers would blame students or structural issues if there were indications of a lack of effectiveness, rather than look at teaching practices.

The minutes of ISMT meetings and journal comments indicated that shared and effective professional practices were a regular focus and concern of the group managing the Project.

While there appeared to be observable improvements in the Diagnostic Inventory means for items related to professional practices, these were still lower than the USQ recommended value of 3.3 and thus were considered as areas of concern for the school. The Rubric data showed that 2% perceived that teachers did not have a shared understanding of successful pedagogy while 45% perceived that teachers rarely discussed pedagogy and had a limited understanding of successful pedagogy. It was also of concern that only 54% perceived that teachers based their work on authoritative theories.

Nias (1987), Smyth (1987) and Goodson and Hargreaves (1996) argue that teachers' experiences can be relied upon as a source of valid theory for their practices. This practical knowledge is developed through reflective practice but the authors also believe

that experience needs to be balanced with reading of professional literature and theory, collaboration, peer coaching, teamwork, partnership, mentoring and professional development. Without such balance, teachers are at risk of reflecting on isolated classroom experiences. Hargreaves (1994) and Lieberman and Miller (1997) identify implications for school improvement that include the need to change the culture of teachers' lives so that they are less isolated and private, and the need for the organisational structures of a school to allow time for teachers to collaborate, share ideas and feelings and develop a shared vision.

As the school had not developed a schoolwide pedagogy by the conclusion of this study, it could be understood that the Project had limited impact in the area of improved professional practices. The data suggested that the limited sharing of classroom practices remained an area of concern for St Jude's College. The data, however, were based on people's perceptions of professional practices and Fang (1996) and Kynigos and Argyris (2004) report inconsistencies between teachers' stated beliefs and the reality of their classroom practices.

6.3 Overall Discussion: Final Stage

6.3.1 The Impact on the Research Dimensions

While some inconsistencies existed in the data, there was evidence of some impact of the IDEAS Project from 2004 to 2006 on the professional community at St Jude's College. The literature on a whole school approach to change suggests that improved outcomes are dependent upon a sustained, schoolwide concentration on developing a professional community (Crowther *et al.*, 2002; Cuttance, 2001; Newmann & Wehlage, 1995). It is probable that the lack of a strong professional community, indicated by the results, hindered the capacity of the teachers to "work together more effectively and put more effort into creating and sustaining opportunities for student learning", as recognised by Kruse, Louis and Bryk (1994, p. 4) and supported by Caron and

McLaughlin (2002), King, Youngs and Ladwig (2003), Hord, (1997), Little (2003) and McLaughlin and Talbot (2001).

There was some evidence that the Project led to an increase in whole school involvement in professional learnings through the deliberations of the ISMT and their recommendations to the Deputy for whole staff professional development in the area of teaching and learning. Leithwood, Jantzi and Steinbach (1998) and Louis and Kruse (1998) suggest that there are common characteristics across schools that are successful learning organisations. These include elements such as shared leadership, professional development in the area of teaching and learning, collaboration and reflective dialogue, and a culture that values teacher learning. This study did not provide overwhelming evidence that these elements existed at the school.

With more opportunities for parallel leadership and collaborative decision making, the Project may have progressed at a faster rate and the vision may have been more effective in leading to a schoolwide pedagogy and improved student outcomes. Perhaps because the school already had a strong history of student successes, some teachers did not perceive a need for change.

The limited impact of the Project on improved professional community, learnings and practices has been demonstrated and interpreted as a result of the lack of progress of the Project over the time span of the study. Reasons for this lack of progress are explored in the next sub-section.

6.3.2 The Factors Impacting on the Progress of the Project

Data were collected relating to perceptions of the factors that affected the progress of the Project. Table 6.14 outlines the factors apparent in the data that affected how engagement in the IDEAS Project impacted on the building of a collaborative learning community and the related impact on classroom practices at St Jude's College. Elements of each factor are described as either an enabler of (E), or a hindrance to (H)

the process, as I saw it. The discussion of these factors focuses particularly on those factors which hindered the progress of the Project.

	Professional Community	Professional Learnings	Classroom Practices
Teacher Culture	<ul style="list-style-type: none"> • <i>The ethos of the order is supportive of the need for a caring and collaborative community (E)</i> • <i>For some teachers, the ethos was simply rhetoric (H)</i> • <i>Teacher morale (E/H)</i> • <i>'Blaming' culture (H)</i> • <i>Aversion to change (H)</i> 	<ul style="list-style-type: none"> • <i>Limited schoolwide awareness of authoritative pedagogies (H)</i> • <i>Teachers desired to have more professional development in the area of teaching and learning (E)</i> • <i>Professional development was dominated by behavioural management issues (H)</i> 	<ul style="list-style-type: none"> • <i>Teachers worked in isolation (H)</i> • <i>Teachers perceived a need for control of students and consequences for unacceptable behaviour (H)</i>
Leadership Team	<ul style="list-style-type: none"> • <i>'Us' v 'them' mentality regarding teachers (H)</i> • <i>"Collaborative leadership" is one of the goals of the Education Plan (E)</i> • <i>Lack of collaborative decision making (H)</i> • <i>Lack of time allocated to IDEAS (H)</i> 	<ul style="list-style-type: none"> • <i>Limited whole school professional development in areas of teaching and learning (H)</i> • <i>Personal professional development was encouraged and supported (E)</i> 	<ul style="list-style-type: none"> • <i>Very little teaching done by members of the school leadership team (H)</i>
Subject Departments	<ul style="list-style-type: none"> ○ <i>Teachers isolated within subject groupings (H)</i> ○ <i>Professional dialogue within departments (E)</i> 	<ul style="list-style-type: none"> • <i>Individual membership of professional organisations was encouraged (E)</i> • <i>Sharing of knowledge occurred within departments (E)</i> • <i>Little cross- department sharing and communication (H)</i> 	<ul style="list-style-type: none"> • <i>Some sharing of successful practices (E)</i> • <i>Limited visits to other teachers' rooms (H)</i>
ISMT	<ul style="list-style-type: none"> • <i>Team worked collaboratively, providing caring support for one another (E)</i> • <i>Limited number of meetings as a result of the Chair being so busy (H)</i> • <i>Chair wrote the vision statement herself because of lack of time (E/H)</i> • <i>Limited collaborative decision making (H)</i> 	<ul style="list-style-type: none"> • <i>Chair requested more professional development in the area of pedagogy (E)</i> • <i>Staff sessions on IDEAS were productive (E)</i> • <i>Deputy provided limited time for staff to work on IDEAS (H)</i> 	<ul style="list-style-type: none"> • <i>Members occasionally shared their practices during meetings (E)</i>
Student Involvement	<ul style="list-style-type: none"> • <i>Diagnostic Inventory(E)</i> • <i>Student Academic Committee comment on original version of the vision were provided to Chair of ISMT (E)</i> • <i>No student participation on ISMT (H)</i> 		<ul style="list-style-type: none"> • <i>Students offered suggestions for teaching best practice (E)</i>

Table 6.13: Factors Affecting the Progress of the Project

Teacher Culture

Teacher culture was considered as one factor affecting the progress of the Project. The data demonstrated that not all teachers in the school were open to change and that the morale of teachers was not always high. The teachers worked in isolation and had limited awareness of current authoritative pedagogy theories and research. Consequently, they may have been less open to change, and may have had a tendency to blame the behaviour of students when experiencing a lack of teaching and learning success.

The literature on whole school improvement (Crowther *et al.*, 2002; Cuttance, 2001; Newmann & Wehlage, 1995) stresses the need for schools to ensure that the schoolwide professional community work collaboratively with a shared vision, engage in professional dialogue in the areas of teaching and learning, and involve teacher leadership. These characteristics continued to be found wanting to some degree at St Jude's and this could have impacted on the progress of the project.

The teachers at St Jude's did not appear to have a sense of urgency regarding the need for change, the change vision was not well communicated and short term gains were not consolidated. The evidence suggests that they did not have a strong ownership of the Project, whereas Kotter (1996) suggests that this could have assisted in maintaining a teacher culture with an aversion to change. While the ISMT may, as a guiding coalition, have developed and communicated a change vision, steps five to eight of Kotter's 1996 process, described earlier, were lacking. Teachers were not empowered with strategies for implementing change in their classrooms; there were no short term gains; and there were no new approaches that became part of the teachers' culture.

Leadership

Another factor that emerged as hindering the progress of the Project was the lack of a culture of teacher leadership and collaborative decision making. As these are essential

components of the Research-based framework of the IDEAS Project, limited evidence of their existence at St Jude's is interpreted as having significant impact on the progress of the Project.

Silins and Mulford (2002, 2004) found that effective leadership is both Principal based and distributive. There was evidence at St Jude's that the problems caused by both the leadership style of the first Principal and the management style of the Deputy impacted on the progress of the Project. The Deputy of the school appeared to exercise executive control over most management issues and the delineation between her role and that of the two Principals was often unclear.

Hayes *et al.* (2006) distinguishes among leadership, management and headship in schools, defining leadership as the exercise of influence over others towards achieving goals. Management is considered to be concerned with the structures and processes by which the goals are met, and headship as a structural position of responsibilities and accountabilities. These authors suggest that school Principals should integrate leadership and management functions, disperse leadership and delegate management where possible (p. 200). They consider leadership to be about learning together, and constructing meaning and knowledge collectively and collaboratively. The Principals at St Jude's appeared to delegate management to the Deputy and disperse leadership to the Deans of Studies, Students, Residents and Community, but evidence of teacher leadership was limited.

Kotter (1996) is concerned that there is often an emphasis on management that discourages employees from learning how to lead (p. 27). He points out that "The combination of cultures that resist change and managers who have not been taught how to create change is lethal" (p. 29). Management of change is important, but Kotter insists that the leadership of change is the bigger challenge. "Only leadership can motivate actions needed to alter behaviour in any significant way. Only leadership can get change to stick by anchoring it in the very culture of an organization" (p. 30).

According to many authors, change in schools is dependent upon teachers being empowered to lead. This concept is strongly supported by Limerick *et al.* (1998), Crowther *et al.* (2002), Cuttance (2001), Andrews and Crowther (2004), Bodnar (2004), Patterson and Patterson (2004), Fullan (2006), Hargreaves and Fink (2006), and Gurr, Drysdale and Mulford (2006). In this study, the lack of teacher leadership and lack of direction from the first Principal were significant factors impeding the progress of the change process at St Jude's College. The Principal needed to have a strategic development role in the IDEAS Project.

IDEAS School Management Team

The ISMT has a “key role to play in the establishment of a mind-set for school revitalization” (Crowther *et al.*, 2002, p. 41). The progress of the Project at St Jude's was hindered by early difficulties in liaising with the School Leadership Team, a lack of a clear understanding of the goals of the Project, the limited time allocated to IDEAS activities, cancelled ISMT meetings, the workload of the Chair, a lack of collaborative decision making within the ISMT and a lack of activities demonstrating how the vision could be applied in the classroom. St Jude's had joined the local cluster of IDEAS schools after the initial training program for ISMT members and this may have impacted on how the members perceived their role. Evidence was provided that the Chair did not encourage parallel leadership and failed to establish a collective responsibility for the decision making and the outcomes of the ISMT. Fullan (1991), Newman and Wehlage (1995), Crowther *et al.* (2002), and Cuttance (2001) all stressed the factors of teacher leadership, collaboration and commitment as influential in a change process.

Subject Departments

The consideration of subject departments as a factor in the progress of the IDEAS Project at St Jude's arose from the categorisation of data rather than from the literature on whole school change. Secondary schools traditionally work within subject areas rather than at a whole school level and there was evidence of some perceptions that the

involvement of subject department groups could have enhanced the process of the Project at certain stages because most of the professional dialogue, teacher collaboration and shared practices occurred at department level. As noted earlier, Hargreaves (1994) and Harris (2001) support the concept that subject departments in secondary schools can have a significant effect on whole school effectiveness and improvement, because it is possible for subject departments to work cooperatively with other units and school improvement teams if this dimension of the culture is recognised and accommodated.

Students

The IDEAS Facilitation Folder (Crowther *et al.*, 2002) provides thumbnail sketches of two successful IDEAS schools as exemplars. Both describe the striking success of fostering student engagement in the IDEAS process. The secondary school report describes how “The seriousness with which students have treated their involvement in IDEAS since the outset has encouraged the ISMT to go back to the students with the difficult issues of trying to define the school vision in practical terms” (p. 68). Sarason (1993) talks about the positive effect of including students, as well as teachers, in school governance. He proposes that “altering and supporting what goes on in classrooms requires changes in the style of classroom and social governance” (p. 170). He suggests that relationships among students, teachers and administrators based on collaborative decision making can result in improved educational outcomes.

Student involvement in the Project at St Jude’s was limited, as was that of the parents, to their perceptions of the school performance which were obtained through the Diagnostic Inventories, and their suggestions regarding quality pedagogy which were tabled at an ISMT meeting, but never discussed again.

The five factors of teacher culture, leadership, the ISMT, subject departments and student involvement interrelated to form a very complex environment within which to introduce a change process.

Chapter 7 Conclusion

This chapter concludes the research project. Following a brief review of the research questions and the methodology, it details the conclusions reached from the analysis and interpretation of the data collected; it provides recommendations for schools undergoing change processes impacting on teachers' professional lives; and it makes suggestions for future research.

7.1 School Context and Research Questions

St Jude's College is an Order-owned Catholic secondary school in regional Queensland. There is a strong focus on the charism (religious influence) and tradition of the Order of priests that established the school. The Order emphasises a spirit of family, compassion and forgiveness. The school historically had operated under a hierarchical organisational structure, and many classrooms had been predominantly teacher-centred with a focus on content exposure in traditional subject disciplines. In 1999, a survey of the level of satisfaction of parents, staff and students was carried out by the school governance Board. The results led to a re-structuring of the School Leadership Team, including the appointments of a new Deputy, Dean of Studies, Dean of Students and Dean of Community in 2001. In the years 2001 to 2004, further new appointments were made to the positions of Dean of Studies and Dean of Students. The newly formed School Leadership Team worked with the school governance Board to develop an Education Plan in 2004.

As part of the process of implementation of the Education Plan, the School Leadership Team and school governance Board commissioned the IDEAS Project Team from USQ to assist the school to address the directions of Collaborative Leadership, Educational Philosophy and Staff Development and Support. The IDEAS Facilitation Folder (Crowther, Andrews, Dawson & Lewis, 2002) describes the conceptualisation of the process:

[I]deas is a process in which the professional community of the school engages in collaborative learning in order to enhance the school's approach to teaching and learning and to heighten the integration of teaching and learning with the school's vision, values and infrastructures. (p. 37; **emphasis in the original**)

This study investigated how engagement in the IDEAS Project impacted on the building of a collaborative learning community that enabled the teachers at St Jude's College to develop and implement a united vision for improved outcomes for all students. The study also addressed how the process of creating a shared vision and schoolwide pedagogy influenced teachers' professional lives at St. Jude's College. The investigation was based on teachers' perceptions of change over a three year period from early 2004 to the end of 2006. The research investigated the question: *How does the process of creating and implementing a schoolwide pedagogy, linked to a shared vision, impact upon teachers' perceptions of the professional community, the professional learnings, and professional practices within the school?* Subsequently, the study sought to identify the several factors that impacted on the progress of the Project.

7.2 Research Methodology

The focus of this study was to understand how individual teachers created, modified and interpreted the IDEAS process within a specific school setting. The research paradigm was interpretivist inquiry and the methodology was phenomenological constructivism (Denzin & Lincoln, 1994, pp. 12-13).

Interviewing, observing, reporting personal experiences and document collection and analysis were employed for the study, and a narrative method was used in interpretation and presentation. The case study participants constituted staff from all levels of the teaching community and the School Leadership Team.

7.3 Conclusions

The presentation and interpretation of results were discussed for each of the three stages of the research: initial (2004); mid-stage (2005); and final (2006). Within each of these stages, the impact of the IDEAS Project on professional community, professional learnings, and professional practices was identified, along with the factors that impacted on the progress of the Project. The following conclusions are based on the findings that were detailed in Chapters 4, 5 and 6, along with supporting literature.

7.3.1 The Impact on Professional Community

The dimensions of professional community that were investigated included shared vision, supportive conditions for collaboration and professional dialogue, shared leadership and shared decision making. While some inconsistencies existed in the data, perceptions of the case study participants, supported by data from the other sources, indicated that there was limited impact on the professional community over the time of the study.

At the initial stage of the study, the perception was that there was evidence of shared vision among some, but not all, teachers. There was some perception of the existence of supportive conditions for collaboration and professional dialogue within some larger subject departments, but there was no support for the existence of such practices across the whole school. The data from all sources did not support the presence of collaborative decision making and shared leadership at the initial stage of the research.

At the mid-stage of the study, there were varying levels of support for improvement in these areas. While it was perceived that the newly designed vision was acceptable to teachers, it had not been developed collaboratively and there was little evidence of teacher leadership in the visioning process. By the end of 2005, there had been three visioning workshops involving the whole teaching staff and numerous ISMT meetings to discuss the outcomes of the workshops. Prior to the start of the Project, there was little

evidence of whole school professional dialogue relating to pedagogy and thus the Project impacted on this area.

By the final stage of the study, there was evidence that teachers accepted the vision that had been developed by the Chair of the ISMT and that they desired more time for whole school professional dialogue. The workshops organised by the Chair of the ISMT ensured that the teachers engaged in reflective professional dialogue. The teachers appreciated these opportunities and desired more. While not all teachers were in agreement, some perceived improved conditions for collaboration, shared leadership and shared decision making. The results are consistent with the literature outlined in Chapter 2 that supports the impact of a whole school revitalisation project on professional community.

A lack of parallel leadership and lack of collaborative decision making by members of the ISMT hindered the progress of the Project. The Chair often acted in isolation and the other members failed to exert an influence on the planning and organisation of the Project in the school. The members appeared to be satisfied to allow the Chair to work independently and did not demonstrate the skills of parallel leadership described by Crowther *et al.* (2002) to be essential to the effective implementation of the IDEAS process.

The Project did not appear to be influential in developing a culture of collective responsibility for student outcomes and the teachers did not appear to demonstrate a “no blame” culture (described by Crowther *et al.* (2002) to be essential to the implementation of the Project). The school already had a strong history of successes and there was evidence that some teachers did not perceive a strong need for change. This may also have impacted upon the progress of the Project. Fullan (1992) proposes that the key issue for the implementation of change is what teachers “do and think” in relation to the particular change (p. 22). Teachers must understand the implementation perspective and the process required, which requires whole school staff development to

develop the collegial and collaborative culture that is necessary for smooth reform implementation.

7.3.2 The Impact on Professional Learnings

This dimension of the research addressed the impact of the IDEAS Project on whole school professional development which focused on collective learnings for improved student outcomes.

At the commencement of the study, the school had a history of very limited whole school professional development in the areas of teaching and learning. Evidence was provided to show that the IDEAS Project directly impacted on teachers' awareness of a need for whole school professional learnings.

The ISMT, and in particular the Chair, were successful in instigating three whole school professional development days at which the major focus was authoritative pedagogies that could lead to improved student outcomes. The first of these provided a summary of current authoritative pedagogy theories, while the other two focused on the specifics of multiple intelligences and issues relating to indigenous education. The impact of these experiences was less than might have been the case if there had been follow-up time for teachers to discuss and share practical ways of implementing new ideas in their classrooms.

During 2005 and 2006, there were many references in the data to the perceptions that there was a need for more to be achieved in the area of collective or whole school professional learning. There was evidence that some teachers also perceived the need for practical examples of how to address the elements of the vision within particular classrooms, perhaps learning from each other. There was evidence that this occurred in some subject departments and that this could be extended to a whole school level. Doyle and Ponder (1977), Fullan (1991) and Huberman and Miles (1984) propose that teachers are more likely to engage in a change process when they perceive that it might

directly lead to improved classroom instruction and student outcomes. Leithwood, Jantzi and Steinbach (1998) and Louis and Kruse (1998) suggest that shared leadership, professional development in the area of teaching and learning, collaboration and reflective dialogue, and a culture that values teacher learning are common characteristics across schools that are successful learning organisations. The findings of Barnett *et al.* (2001) and Barnett and McCormick (2003) emphasise the importance of principals building relationships and showing individual concern for teachers during a change process.

Over the time of the study, the culture of the teaching staff at St Jude's remained one in which there was limited sharing of ideas with one another at a whole school level. Any such professional dialogue was usually focused on behaviour management issues, as opposed to teaching and learning approaches for improved student outcomes. The evidence in this study clearly showed that teachers desired more time for such reflective dialogue and professional learnings.

The Victorian "Principles of Learning and Teaching" (Department of Education and Training, 2005) provide a process by which schools can enhance professional learnings and which provide a scaffold for teachers to assist them in their practices. This study provides evidence that, without such a whole school approach, a school lacks an environment within which a Project such as IDEAS can progress satisfactorily.

7.3.3 Impact on Professional Practices

The focus of this dimension of the research question addressed whether teachers shared their classroom practices with their peers and provided assistance to support individual and community involvement, and whether they experienced certainty regarding effective teaching practices.

At the initial stage of the study, the perception was that the sharing of professional practices occurred within departments, rather than across the whole school. There was

evidence that teachers worked in isolation and that there was some uncertainty regarding the effectiveness of teaching practices. Such a culture in secondary schools is recognized in the literature (Feldman, 1994; Hargreaves, 1994; and Liebermann & Miller, 1997). One of the outcomes of the IDEAS Project should be a change in such culture through increased whole school professional dialogue around a shared vision.

By the mid-stage of the study, there was no indication that the Project had impacted on this culture. The data collected in 2006 reflected these same perceptions that little had changed with regard to shared practices over the three years. There was no consensus about the level of teachers' certainty about the effectiveness of their practices and teachers continued to work in isolation.

As the school had not progressed to the stage of developing and implementing a schoolwide pedagogy by the conclusion of this study, it is understandable that the Project would have had limited impact in the area of shared professional practices. The data suggested that this limited sharing of classroom practices at a whole school level remained an area of concern for the teachers at St Jude's. The data indicated that some teachers perceived that they received support and feedback on effective practices within subject departments while others considered that they could benefit from cross-subject discussions.

The lack of progress of the Project at St Jude's, even after three years, resulted in limited whole school attempts to encourage professional dialogue regarding the sharing of successful classroom practices. During the time of the study, the school leadership team placed an emphasis on the development of a Responsible Thinking Centre as a withdrawal room to assist teachers handle students with behavioural problems. Issues and concerns related to this program tended to dominate discussions among teachers. The ISMT and the Dean of Studies found it difficult to compete for time of staff development days to engage staff in whole school professional dialogue on classroom practices to improve student outcomes.

Another initiative of the school leadership team, in particular the Principals, was the introduction of the concept of Pedagogy of the Heart. Staff were briefed in small groups on the characteristics of such an approach to classroom practices and this was done independently of the ISMT and not linked to the IDEAS Project. This lack of collective responsibility and shared decision making did little to enhance the progress of the Project at St Jude's.

The ISMT made little progress at a whole school level on a schoolwide approach to classroom practices. Towards the end of the study, the Dean of Studies was suggesting that the next stage should involve progressing the Project within subject department groupings.

Hargreaves (1994) suggests that shared values and common beliefs within a teaching community can reduce the uncertainties of teaching, and refers to a culture in secondary schools which he calls "balkanization" (p. 17), which he describes as the boundaries among different parts of the organisation, usually in the form of subject departments, and which may be divisive when attempting to construct some sense of a whole school approach to change. He suggests, however, that it is possible for subject departments to work cooperatively with other units and school improvement teams if this dimension of the culture is recognised and accommodated. Harris (2001) supports this concept and provides research evidence that subject departments in secondary schools can have a significant effect on whole school effectiveness and improvement.

7.3.4 The Factors Impacting on the Progress of the Project

Constant comparison of the interview transcripts and other data indicated that the following factors impacted negatively to some extent on the progress of the IDEAS Project at St Jude's College:

- teacher culture
- School Leadership Team
- workings of the ISMT

-
- subject departments
 - student involvement.

Consistent with much of the literature, the teacher culture at St Jude's included elements of negativity, an aversion to change, a readiness to blame others for a lack of personal effectiveness in the school and a practice of working in isolation with limited awareness of current authoritative pedagogy theories that could lead to improved student outcomes. During the interviews at the mid-stage and final stage of the study, the Dean of Studies referred to how such a culture affected the ways that she managed and progressed the change process. She discussed the perceived need to revisit the outcomes of previous staff workshops and to move at a pace that accommodated the negativity of some teachers and reduce resentment towards the change process.

The School Leadership Team did little to encourage teacher leadership and collaborative decision making, despite both being deemed essential components of the Research-based Framework of the IDEAS Project. This was particularly evidenced by the decision of the Deputy to engage the USQ IDEAS Team in 2004 to improve the area of teaching and learning without consulting the teaching staff; the appointment of the Dean of Studies as Chair of the ISMT without an opportunity for any teacher to apply for the position; and the fact that, whenever individual teachers suggested actions, their suggestions were rarely acted upon. Such actions resulted in cynicism on the part of some participants that little would change in the school as a result of the Project.

During the first two years of the Project, the Deputy failed to provide the time to implement the Project effectively. Even when ISMT meetings were programmed into the school calendar in 2006, times allocated to IDEAS sessions were sometimes reduced to provide time for other activities. The Deputy controlled when IDEAS would be on the whole school agenda and she expected results without understanding how the project needed to be managed. The first Principal showed no indication of taking any role in the implementation of the Project. The Deputy's many absences resulted in extra administration tasks being allocated to the Dean of Studies, particularly at the end of

2005 and at the end of 2006. This reduced the time that she could devote to chair the ISMT meetings which, in turn, impacted upon her effectiveness in developing a cohesive team, as well as managing action plans that would progress the implementation of the Project. The management style of the Deputy was discussed by all interviewees as having had a negative impact on the progress of the Project by causing delays and resentment.

The workings of the ISMT were essential to the level of impact of the Project and its rate of progress in the school. The members of the ISMT at St Jude's had received limited input as to their role, as discussed by the USQ Team Leader at the end of 2006. This was a result of the timing of the school's entry into the cluster of local schools engaged in the IDEAS Project. Teachers from the other schools had attended training sessions prior to St Jude's commencement of the Project.

In the initial stage of the study, the evidence suggested that the ISMT members worked collaboratively and enjoyed strong professional dialogue. This later changed and the Chair of the ISMT often worked in isolation during the second half of 2005 and during 2006. There was no evidence that the teacher members questioned this change to the workings of the ISMT. The Chair planned and facilitated the IDEAS workshops for the whole staff and she designed the final vision statement without consulting the team members. She failed to make use of summary work done by individual members and she spoke of her perception that members had not contributed to the process. Evidence has been provided that there was no progress in the development of a schoolwide pedagogy statement despite numerous meetings in 2006 that were planned to complete this task. ISMT meetings did not eventuate when the Dean of Studies was busy in her other roles at the end of the 2005 and 2006 school years. The lack of parallel leadership and the need for the Chair to control the ISMT agenda resulted in little progress of the Project in 2006.

As a secondary school, many of the school's structures and activities centred around subject departments. The initial stage data indicated that a culture of a whole school

approach to change did not exist. The IDEAS workshops throughout the three years of the study involved professional dialogue among teachers from different subject departments in a deliberate attempt to develop a whole school approach to the visioning process. The process of implementation of the Project at St Jude's did not include the Heads of Subject Departments working within their structured department meetings to develop practical applications of the vision for improved student outcomes within subject classrooms. This impacted on the progress of the Project as evidenced by the perceptions that practical examples were required before teachers could understand how the Project would impact on their professional practices.

Throughout the three stages of the study students had minimal involvement in, or impact on, the visioning process or on the development of a schoolwide pedagogy that could result in improved outcomes for students. While this may not have hindered the progress of the Project directly, the IDEAS Facilitation Folder (Crowther *et al.*, 2002) provides evidence from other IDEAS schools of "the striking success of fostering student engagement in the IDEAS process" (p. 68). When considered alongside the absence of a culture of whole-school approaches to change, the lack of meaningful student involvement is indicative of a lack of genuine school-wide engagement in the Project.

A comparison of the results from this study and the literature led to the identification of factors that need to be present in schools for effective improvement, the identification of the factors that were not present in the school at the time of the study; and the identification of factors that were perceived to have inhibited change at the school. This comparison led to the recognition of the interrelationships of the essential key elements of effective school improvement. These are summarised in Figure 7.1, with an explanation of each following:

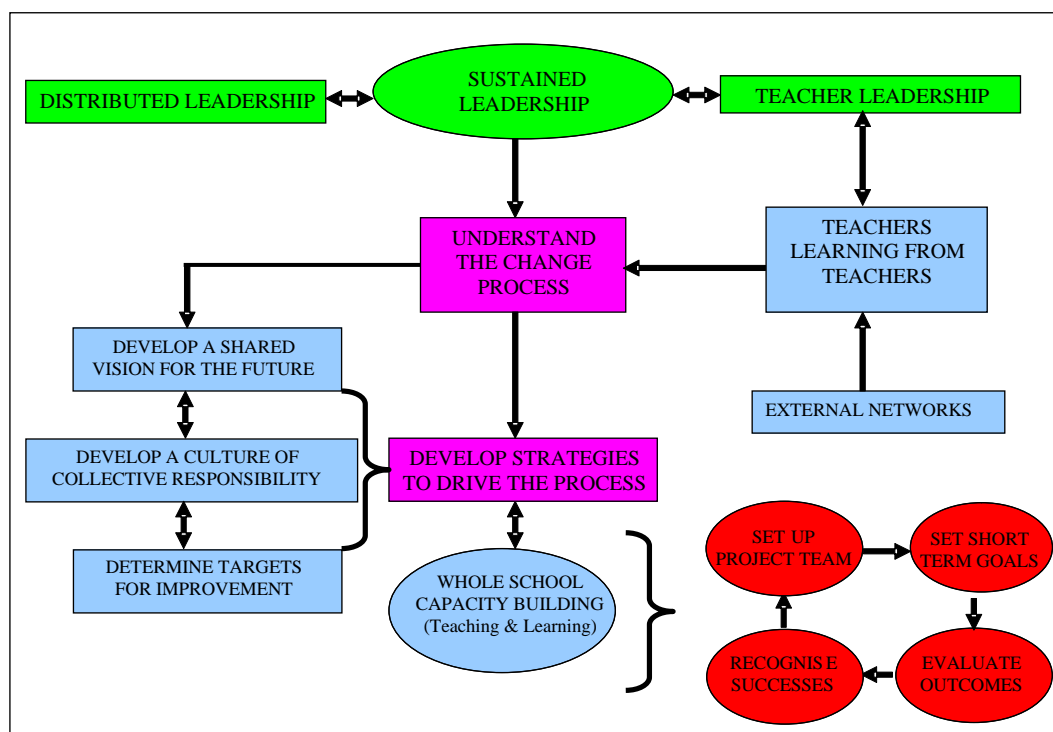


Figure 7.1: Effective School Improvement

Leadership

Factors relating to leadership (highlighted in green in Figure 7.1) include the need for sustained, distributed leadership that encourages and supports teacher leadership. The Principles of the IDEAS Project (Crowther *et al.*, 2002), the findings from the Innovation and Best Practice Project (Cuttance, 2001) and the findings of the International Successful School Principalship Project (Gurr *et al.*, 2006) all emphasise the role of the Principal and the style of leadership in the change process. Andrews and Crowther (2002) promote the need to involve teacher leaders in the process, while Fullan (2006) and Hargreaves and Fink (2006) advocate the need for a distributive and shared leadership culture in order to sustain improvement programs. Davies (2006) defines a strategically focused school as one that is educationally effective in the short term but also has a clear framework and processes to translate core moral purpose and vision into excellent educational provision that is challenging and sustainable in the medium to long term. Its leadership team must enable short term objectives to be met while concurrently building capability and capacity for the long-term (p. 4).

Managing the Change Process

Factors relating to the process of change (highlighted in pink in Figure 7.1) include the need to understand the change process and presence of strategies to drive that process. Senge *et al.* (1999), Schein (1992), Fullan (1992), Sarason (1982) and Kotter (1996) emphasise the importance of managing the change process to ensure that there is a culture of whole school understanding of the need for change, and the development of a collective responsibility for recognising areas of concern and agreement on strategies for implementation of the change process. The management process should include the alignment of all strategies with an agreed and shared vision, which is well communicated. The members of the project team need to exercise parallel leadership during the management process so as to establish a common vocabulary, understand how staff could make things happen, build consensus, outline staff visions, build reflection, keep everyone involved and carry everyone forward (Davies, 2006, p. 7).

Capacity Building

Factors relating to capacity building (highlighted in blue in Figure 7.1) include the need for whole school capacity building based on a shared vision; a culture of collective responsibility to determine targets for improvement; and the involvement of teachers in the whole school learning process. The leadership and management of a change process are dependent upon whole school professional development and dialogue that builds teachers' capacities (Buchanan & Khamis, 1999; Feldman, 1994; Mitchell & Hackney, 2000; Potter, Reynolds & Chapman, 2002; and Sagor, 1995). Capacity building can develop from both internal and external sources. Internally, teachers can learn from the shared successful experiences of other teachers within the school. External networks can also provide schools with professional learnings. Crowther *et al.* (2002) place a strong emphasis on the use of networking with cluster schools that are also implementing the IDEAS program, while Cuttance (2001) suggests that external support can assist in filling the gaps in the capacity of schools.

Setting Goals and Targets

Factors relating to the management of the Project (highlighted in orange in Figure 7.1) include the need for Project team to set short term goals, recognize successes and evaluate outcomes. Crowther *et al.* (2002) and Kotter (1996) emphasise the need to build on successes and have short term goals. Doyle and Ponder (1977), Fullan (1992) and Hargreaves (2000) support the need for teachers to be able to see an impact of change on their practices, if they are to accept the need for change.

The findings and conclusions led to the following recommendations.

7.4 Recommendations

A number of recommendations emerge from the study that are relevant for a school undergoing a change project with a conceptual framework similar to that of the IDEAS Project. The recommendations can be grouped into three categories: selling the need for change; having an effective process for change; and managing the change process.

Selling the need for change

Teachers can have negative impact on a change process if they fail to see the need for change, if they focus only on their successful practices, and if they blame others for any perceived lack of success. To address this factor, the following is suggested:

Recommendation 1.

Schools that have publicly acknowledged successes need to ensure that the reasons for engagement in a change process are clear to all stakeholders and that there is an attempt made to develop a culture of “no blame” for any weakness areas, while developing agreement on collective responsibility for such areas.

Having an effective process for change

Teachers need to have a clear understanding of a change process and how it might directly impact on their practices and lead to improved student outcomes. To address this factor, the following is suggested:

Recommendation 2.

The initial timeline for the Project should ensure that time is allocated to the development of an understanding of the conceptual framework of the Project by all teachers, as well as to the development of a shared vision and schoolwide pedagogy. This planning should include regular ISMT meeting, staff development times, and recognition of achievements at different stages, and should aim to be well advanced to the sustaining stage within a two-year time span.

Managing the change process

The Research-based Framework of the IDEAS process emphasises teacher or parallel leadership and collaborative decision making. To ensure that the chair of the school management team has supportive conditions for implementation of the Project, the following recommendations are suggested.

Recommendation 3.

The facilitator of the IDEAS School Management Team (ISMT) should be a recognised position of responsibility within the school, appointed from within the teaching staff. The facilitator should have time to devote to the ISMT and the Project and have a strong focus on and commitment to the Project, not unduly influenced by other areas of responsibilities in the school. The School Leadership Team should provide adequate support to the facilitator and the ISMT in terms of time available for

teacher workshops and for awareness raising within the school community of the aims and the outcomes of the Project.

Recommendation 4.

The facilitator should aim to develop and build on a critical mass of supporters of the project and involve them in the collaborative planning and organisation of Project activities.

To ensure that the whole school change process is integrated into the school's strategic planning and management, the following is recommended:

Recommendation 5.

The School Governance Board and the School Leadership Team need to take a metastrategic approach to the Project. There needs to be a cohesive approach to the implementation of the Project that integrates all areas of professional development needs, to ensure a focused, rather than a piecemeal approach, to teachers' learnings and professional practice.

Members of the school management team gain from the support provided by other schools engaged in the Project. The USQ Team considers that the process is enhanced by schools working within a cluster and sharing their experiences. If a school does not commence the process at the same time as others, it can feel isolated and fail to gain from the experience of discussing its progress with others. For a school that commences the Project at a later date than other local schools, the following is recommended:

Recommendation 6.

There needs to be an improved support structure for schools that join the IDEAS project at different times from other schools in their regional cluster. The support structure could include a collection of multi-media displays of successful cluster group experiences with exemplars of each

stage of the process. This could assist 'isolated' schools to experience a simulated cluster experience.

To ensure that the strengths and structures of subject departments within the school are utilised in the change process, the following is recommended:

Recommendation 7.

In secondary schools, the ISMT should plan activities for subject departments that complement the whole school approach, and reports of outcomes of such activities should be reported back to the whole school.

To ensure that all stakeholders in the school community work collaboratively on the change process, the following is recommended:

Recommendation 8.

The ISMT should involve parents and students in the change process and ensure that the School Board are kept informed of, or involved in, the progress of the Project.

These recommendations may assist schools in the future to implement such a change process and avoid some of the pitfalls illustrated in this particular case study.

7.5 Contributions of the Research

The major contribution of this study is to the body of knowledge on implementation of a school revitalisation process. This investigation was carried out in an Order-owned, non-systemic, independent school by a teacher in the school, and it provides evidence to support the identification of factors specific to the school that affected the implementation of the change process. The following sub-sections detail leadership issues that may be specific to a non-systemic school, concerns regarding the principles

that underpin the IDEAS process and issues arising if the IDEAS School Management Team does not have clear directions.

7.5.1 Leadership Issues

In a non-systemic school, the Principal and the leadership team do not rely on a system-based support structure to provide directions for their leadership and management. The success of the IDEAS process depends heavily on the school Principal taking on a metastrategic role and, where this does not happen, it is difficult for the process to progress successfully. Crowther *et al.* (2002) describe metastrategy as “an approach to strategic management that integrates the processes of vision and identity management with the more customary processes of strategic design and implementation” (p. 38). The results of this study indicate that the lack of metastrategic leadership was a major factor affecting the progress of the Project. There was no evidence that the first Principal made an attempt to establish the vision in the minds of the members of the school community, to identify the goals of the Project, to identify a strategy for implementing the change process, or to manage the cultural problems arising from the change process. The USQ Team could play a role in providing IDEAS school leaders with strategies to enact this essential role.

7.5.2 IDEAS Principles

IDEAS has five *Principles* which are acknowledged by Crowther *et al.* (2002) as having the potential to “pose challenges for the existing culture of any school” (p. 3). IDEAS depends upon teachers taking a leadership role, the school engaging in whole school professional learning, the establishment of a culture of ‘no blame’ in the school, the building upon prior successes, and the alignment of the whole school to take collective responsibility for improvement. This study highlights the problems of attempting to introduce a change process into a school in which there is little evidence of four out of the five premises. While the school in this study had a publicly acknowledged history of successes in many areas, the evidence indicated limited teacher leadership, limited

professional learnings in the area of teaching and learning, a strong culture of blame, and no collective responsibility for improved outcomes for students.

7.5.3 Training for ISMT Members

Andrews and Lewis (2004) describe the success of the IDEAS process in a school distinguished by striking features, including “a proactive highly integrated senior administration team” and a “cadre of assertive, confident teachers” (p. 8). They suggest that the school’s engagement in the process “centres on the work of the teachers” (p. 8). The study at St Jude’s College provides lessons to be learned for teachers who take on membership of the ISMT and perhaps for the USQ IDEAS Team.

This study suggests that ISMT members can lose sight of the essential elements of the process if they focus entirely on the development of a vision statement for a long period of time. The introductory sessions to IDEAS at St Jude’s were facilitated by the USQ Team because the school joined the Project at a date later than the other schools in the nearby cluster. The USQ Team would prefer to train teachers from within the school as to the role of an ISMT member, and need to consider the consequences of not providing such training to members of a participant school.

One of the IDEAS workshops in the initial stage involved staff reflections on the school’s success and areas of concern which emerged from the initial Diagnostic Inventory. The school “report card” (Appendix 3) developed in this *discovering* stage was forgotten over the next three years. Two examples of the areas of concern that emerged at the time were “Don’t all believe we are encouraged to learn the way that best fits our learning style” from students, and “Don’t believe that everyone agrees on what makes excellent teaching” from teachers. The ISMT did not refer back to this document as they focused on developing a vision statement. They did not develop specific short term and long term goals for whole school improvement to address the needs of all students. The USQ Team could also have a role in reminding ISMT members of the need to refer back continually to the school report card, as well as the need to have

clearly defined goals that are communicated to all teachers and that direct all of their actions.

The training for ISMT members could also include suggestions for catering for the different cultures that exist in secondary schools, such as using the strengths of the existing subject department structures to develop a collective responsibility to address the agreed to goal of the Project. Small gains achieved at department level could be built upon at a whole school level. Argyris and Schön (1996) support the concept that collectively agreed upon or shared professional beliefs are necessary for sustained organisational change. They contend that, without “double-loop learning” (p. 16) which examines and questions the existing values and norms, teachers will not merge new learning with existing knowledge and practices.

7.6 Future Research

The assumptions underlying this research were that the IDEAS project would impact on the professional community, professional learnings and professional practices of the teachers within a particular Order owned Catholic secondary school in regional South East Queensland. The results of this study lend support to the assumptions to varying degrees.

An opportunity exists for future research to study the implementation of the IDEAS Project in another non-systemic, independent school to determine if similar factors impact on the progress, or if the recommendations from this study could assist in a smoother process. The question arises whether the factors recognised in this study as ones that hinder progress are present in other settings, to what degree they impact on the progress of the Project, and whether any of the recommendations from this study are applicable to another context. While the culture of St Jude’s and the idiosyncrasies of its leadership and team may be particular to that school, any secondary school would have its own cultural and leadership characteristics that would impact on a whole school

change process and it would be of interest to determine how different characteristics and contexts would impact on such a Project.

While this study has identified opportunities for future research, one of the most important factors to be considered in such an interpretivist study of a particular school context is the composition of the case study participants and the particular subjectivities which impact on their perceptions. The researcher's choice of questions to be asked in interviews, the researcher's relationships with participants and even the manner of questioning may influence responses. As stated in Chapter 3, there are unavoidable questions that could be asked about the trustworthiness of my reflections, observations and reports. The power of the researcher-reporter's 'voice' on the contents of the narrative (what's included and what's excluded, as well as how this is presented and subsequently read) is acknowledged. Through a reflexive account of myself and the process of the research, and through the triangulation of data, I produced texts that explain how I reached my conclusions.

A participant observer researcher also brings a different dimension to the study from that of an external researcher. Nevertheless, this study has provided an in-depth analysis of how one school implemented a revitalisation program, its impact on the professional lives of its teachers and the context specific factors that impacted on the progress of the program. It provides evidence of some improved outcomes as a result of the implementation, recognises the factors which inhibited completion of the process, and suggests ways that the process could have been managed better within the specific school setting.

This study raises questions regarding the efficacy of the IDEAS Project as a whole school approach to improving student learning outcomes in all secondary schools. The study has demonstrated that, for one school, all of the five Principles that underpin the Project were not always present and did not necessarily emerge simply through engagement in the Project. Flowing almost inevitably from the lack of real commitment

to these principles within the school was the lack of any significant change of either heart or mind.

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APPENDIX 1

Pedagogy of the Heart Document

This is an exact copy of the document presented to staff at group in-services.

Pedagogy of the heart: a spirituality for learning and teaching

A spirituality of the heart reverences the human heart as loved unconditionally by God, and as the privileged place of encounter with God. Living such a spirituality involves the journey into one's own heart and into the heart of the human condition, open to encountering there the compassionate heart of Jesus, the Heart of God. It is this encounter which has the power to transform brokenness into blessing, to create the world anew.

(Chevalier Institute statement on spirituality, 2003)

LOVE

(compassion, care, acceptance, acknowledgment, inclusion, mutual trust, non-judgment)

"You've just got to love 'em!"

"I don't care what you know until I know that you care." (Anon)

As [Order], we live our faith in the Father's love revealed in the heart of Christ. We want to be like Jesus who loved with a human heart; we want to love through him and with him and to proclaim his love to the world. (Constitution n.10)

A philosophy of education that is based on a spirituality of the heart must begin and end with the mysterious call to love as God loves.

Love is an expression of a relationship that brings another to life. Even the traditional understanding of the role of teacher (*in loco parentis*) suggests a parental love as the foundation of the teacher-student relationship. Jules Chevalier's favourite image of Jesus, the Good Shepherd, expresses the love-relationship ... the good shepherd is the one who lays down his life for his sheep, and who 'knows his sheep and they know him.'

There are two important levels of care in a 'pedagogy of the heart': caring about the student as a person, and caring about their learning. The first is about acknowledgement of the person – their intrinsic value and 'lovability'. The second level is caring deeply about the student's learning:

- (1) We must believe in her/his ability to learn (being prepared to challenge our own assumptions or prejudices or ignorance in this regard)
- (2) If we care about learning, we will seek to understand how learning happens, when it happens, what we can do to help it happen, and how this may vary from individual student to individual student (n.b. individual learning styles)

RELATIONSHIP

(connectedness, intimacy, belonging, collaboration, independence and interdependence, self and others)

*Ours is a spirit of family and a spirit of [true relationship], formed by kindness and understanding,
by compassion and mutual forgiveness, by gentleness, humility and simplicity,
by hospitality and a sense of humour. (Constitution n.32)*

True community does not come about all at once. It grows by God's grace and the constant effort of each member. It needs to be built up as a human community, knit together by [close] relationships, where each member brings their talents and knows that they are recognized, accepted, heard, encouraged and challenged. (Constitution n.33)

In relationships of trust, where people feel they will not be judged for 'not knowing, not comprehending, not having a particular skill', there is much more likelihood that learning will occur.

'[For transformative learning to occur] time and attention need to be given to building a strong, trusting, interdependent, interpersonal environment, characterized by significant experiences of inclusion'
(Ross Keane, 'Transformative learning', Course notes, 1991)

Community facilitates learning ...
*'MSC schools strive to build a community of faith among staff, parents and students.
In the spirit of a loving and supportive family, members help one another grow in knowledge, faith and service (action).'*
([Order] Vision in Education)

If we have an individualistic/competitive philosophy of learning (or education), then we are ignoring the deeper reality of our interconnectedness and the riches that this has to offer the learning/teaching process. We are buying into a sort of educational Darwinism ... where knowledge/education is a scarce resource, for which we must compete fiercely, and it is all about the survival of the smartest! Community (an interconnected web of relationships) offers a much richer and more authentic context for learning/teaching.

CONTEMPLATION

(reflection and discernment; discovery, expression of, response to - real needs; action, evaluation)

"We teach by listening deeply – by creating space for students (and for all those with whom we share life) to discover (to experience and know) their hunger, their real needs."

(Mary Rose O'Reilley, *Radical presence: teaching as contemplative practice*)

"Learning occurs most readily when the process of learning moves from experience, to reflection on experience, so that a 'pattern' or 'framework' allows the learner to grasp the meaning of the learning ..."

(Julia Atkin, *Learning by design*)

Contemplative practices, reflective habits, help us to grow in wholeness; to integrate the often scattered dimensions of the self. Contemplation enables us to become more honest with ourselves and others, and to make personal meaning out of the vast array

of information, insights and experiences that come our way in educational settings. We learn, in a transformative way, by listening deeply!

THE WHOLE SELF

(heart as symbol of the whole self, the integration of physical, emotional, rational, relational, spiritual, metaphoric), learning is about the whole self growing and changing.

The heart of the person refers to the physical organ – very much of the body, flesh and blood – but also the home of the spirit, the seat of wisdom, the centre of the emotions, and the source of the will. In most ancient cultures, it is the heart (not the brain or the mind) which ‘knows’, chooses, feels, thinks, suffers and rejoices.

All learning is about making personal meaning.

Narrow, content-based approaches isolate ‘facts and data and theories’ from the context

of the whole self within a human community. Thus the content is disconnected from its meaning.

The process of education is itself *healing* when it is based on, or seeks to preserve, the wholeness of being.

(Rachel Naomi Remen, ‘Education for compassion’)

‘Human learning is deepened and amplified by integrating our multiple ways of knowing. Teach to ENGAGE and INTEGRATE all modes of processing, regardless of personal thinking style. ...

Truly effective learning, learning which can be transferred to new situations and communicated to others, will be known in ... many languages ... and these ways of knowing will be integrated and coherent.’

(Julia Atkin, *Learning by design*)

Learning is deeper and more lasting when it engages the whole self.

We are whole, multi-dimensional beings and we need to access all the dimensions of the self in learning – offering a variety of pathways to experience and/or integrate the learning.

A TRANSFORMATIVE JOURNEY

(from woundedness to wholeness, awe and wonder, vulnerability as the point of growth, ‘healing and learning are one in the same.’)

‘From 40,000 responses to the request to identify metaphors or analogies for learning, the most common responses were: journey, growth, creation-recreation, transformation, enlightenment, empowerment, enrichment.’

(Julia Atkin, *Learning by design*, 10)

We are always on the journey. We never ‘have it all together’. We are always in a process of becoming! Life is a healing journey ... a gradual growth towards greater wholeness, becoming more and more myself, and connecting more and more with my

sacred Origin and Purpose. This has a most profound relevance to learning. Learning is a transformative journey, a healing journey. Learning is growth towards wholeness.

‘True education and healing are one in the same. Both require trusting in the wholeness of life and people. ... The beginning of healing and education is attending to wholeness. The tender heart is usually hidden behind the masks of competence and objectivity.’

(Rachel Naomi Remen, *Educating for compassion*)



‘... Education at its best (these profound human transactions called knowing, teaching and learning) are not just about information, and they’re not about getting jobs. They are about healing. They are about wholeness. They are about empowerment, liberation, transcendence. They are about reclaiming the vitality of life.’

(Parker Palmer, *The grace of great things*)

Let us pray for wisdom. Let us pause from thinking and empty our mind... In the silence let us listen to our heart.

The heart which is buried alive. Let us be still and wait and listen carefully... We shall rescue the entombed heart. We shall bring it to the surface, to the light and the air. We shall nurse it and listen respectfully to its story.

(Michael Leunig, *A Common Prayer*)

Jesus was forever healing and liberating people through encountering them heart to heart; meeting them at their point of need, in their vulnerability, and inviting them to stay on the journey. In people’s encounters with Jesus, some of the most profound learning took place at the same time as healing.

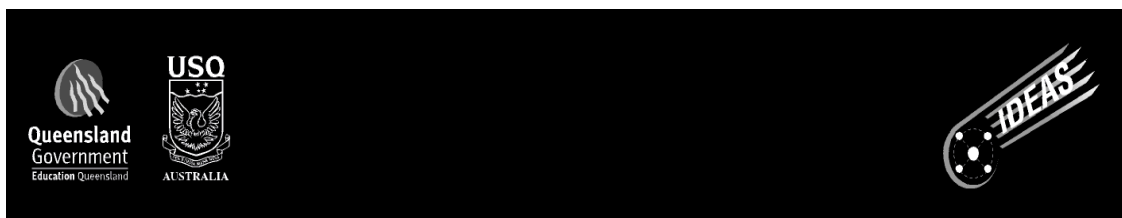
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APPENDIX 2

Diagnostic Inventory Survey – Staff Version

The Diagnostic Inventory is a bank of 70 questions that interrogates the IDEAS Research-based Framework from the perspectives of teachers, parents and students. The document can not be presented in full because of the intellectual property limitations. Sample questions are provided and the information provided by the USQ Team regarding interpretation of the results appears on p. 220.



What are your perceptions of your school's overall successes, achievements and limitations during the past year? Consider the following statements and any evidence which exists to support, or not support, them. Indicate your response to each statement by ticking one of the five boxes. **Do not tick a box if you do not know the answer. Leave it blank**

SCHOOL SUCCESSES AND ACHIEVEMENTS	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.					
2.					
3. This school prepares students well to become concerned, active citizens .					
4. Students acquire significant processes for applying what they learn to real life situations.					
5. .					
6.					
7.					

SCHOOL SUCCESSES AND ACHIEVEMENTS	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Staff Morale and Professionalism					
8. The morale of classroom teachers at this school is high.					
9.					
10.					
11.					
The School's Image in the Community					
12.					
13.					
14. The school has an image of providing a caring and respectful environment for all students.					
15.					
Professional Learning Community					
16. The staff demonstrate that professional dialogue can resolve most issues					
17. The staff's procedures for ongoing professional dialogue result in effective critique of their professional practice.					
18. The staff manage processes of change effectively.					
Alignment of School Practices					
19. Clear consistency is evident between the school's vision / community expectations / teaching and learning practices.					
20.					

SECTION B - CONTRIBUTORY ELEMENTS

STRATEGIC FOUNDATIONS	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.					
2. The school assesses the relevance of its vision to the needs of students on a systematic basis.					
3. There is a shared commitment throughout the staff to the achievement of the vision.					
4.					
5. The school recognises significant leadership roles for teachers as well as for administrators.					
6.					
7.					
8.					
9. Faculty resource planning begins with consideration of how to enhance teaching and learning.					
10.					

COHESIVE COMMUNITIES	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.					
2.					
3. The school has processes which enable staff, parents and students to assume collective responsibility for individual students' progress and needs.					
4. The school staff demonstrate obvious cohesiveness, respect and trust in their working relationships.					
5. The school takes steps to cater for the needs of the full range of students .					
6.					
7.					
8.					
9.					
10. The contributions of individuals and groups to the school are celebrated.					

TEACHING, LEARNING AND ASSESSMENT		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.	The school staff have developed an agreed definition of excellence in teaching.					
2.	The pedagogical practices of staff are consistent with the school vision.					
3.						
4.	Teaching practices are grounded in current educational theory .					
5.						
6.						
7.	Teachers openly share the rationale for their classroom practices.					
8.						
9.						
10.						

PROFESSIONAL SUPPORTS	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1. The school's staff development policies reflect agreed priorities for teaching and learning .					
2. The school has processes in place to enable teachers to learn from each other's successful practices .					
3. A whole-school approach to professional development, encompassing all staff and administrators, is in place					
4.					
5.					
6. If staff encounter difficulties with teaching processes effective support systems are available.					
7.					
8.					
9. Staff have access to internal networks to obtain helpful feedback on their teaching .					
10. Adequate planning time is available for shared staff reflection.					

INFRASTRUCTURAL DESIGN		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.	Teachers at this school are encouraged to design learning environments which facilitate high quality teaching.					
2.	The physical design of the school is conducive to effective teaching and learning in my area/s of professional responsibility.					
3.	The physical design of the school encourages positive staff interaction					
4.						
5.						
6.	Flexibility in the use of time enables pedagogical innovation.					
7.						
8.						
9.						
10.	The prescribed curriculum is systematically modified and updated to reflect the perceived needs of students.					

Diagnostic Inventory Workshop

Writing Our Report Card

Staff work on discovering the successes and concerns/challenges.

>4.0	Highly Successful
3.7-4.0	Successful
>3.3 - <3.7	Going Okay
3.0 – 3.3	Concern
<3	Major Concern

Staff complete their own summary of successes and concerns/challenges and then, working in a group (4), write a school report.

APPENDIX 3

Summary of outcomes for the School “Report Card” (2004)

This is a copy of the summary of staff deliberations provided by the Dean of Studies to the ISMT.

Professional Supports (Positives)

- + helpful partnerships
- + good community networks
- + agreed priorities
- + staff – develop skills together

Professional Supports (Negatives)

- lack of planning/shared reflection
- poor support systems for teachers struggling with teaching role

Strategic Foundations**Positives**

- Promotion of school identity within community
- Encouraged & affirmed
- School aims to meet student needs

Negatives

- Lack of shared leadership
- Decision-making not transparent
- Lack of opportunity for teaching staff to work together
- Vision not clear/shared

School Outcomes**Positives**

- Literacy & numeracy
- Status in the community
- Students well prepared for future learning

Negatives

- Poor staff morale
- Lack of professional dialogue
- Lack of citizenship (among students)

Professional Supports

Positives

- Good assessment practices/policies
- Respectful of community values

Negatives

- Don't all believe we are encouraged to learn the way that best fits our leaning style
- Don't believe that everyone agrees on what makes excellent teaching

Cohesive Community

Positives

- Celebration of achievement
- Contribution of community supports
- Parents are supportive of school

Negatives

- Staff unity and trust
- Communication
- Blaming
- Poor cohesion

Infrastructural Design

Positives

- Attractive school environment
- Available technology is used well
- Good facilities in some areas

Negatives

- Not all areas have resources/facilities that assist teaching and learning
- Organisational structure constrains teaching innovations

APPENDIX 4

The IDEAS Project Progress Research-based Framework Rubric

The Rubric document can not be presented in full because of the intellectual property limitations. Sample items are provided.

Element		Non-Existent	Emerging	Developing	Sustained
Strategic Foundations	1	<input type="checkbox"/> School vision is not clear and does not guide practice	<input type="checkbox"/> School vision is unfolding with some evidence that it guides practice	<input type="checkbox"/> School vision is apparent along with the link to practice	<input type="checkbox"/> School vision is clear and consistently evident in all school practices
	2	<input type="checkbox"/> Leadership is with Principal only	<input type="checkbox"/> Leadership is with Principal and some others	<input type="checkbox"/> Parallel Leadership is with a number of people	<input type="checkbox"/> Parallel Leadership is very evident
	3	<input type="checkbox"/> School successes are not acknowledged	<input type="checkbox"/> School successes are sometimes acknowledged	<input type="checkbox"/> School successes are often used to promote school's identity and ethos	<input type="checkbox"/> School successes are used regularly to promote school's identity and ethos
	4	<input type="checkbox"/> Decision-making is not shared or visible	<input type="checkbox"/> Decision-making is partially shared or visible	<input type="checkbox"/> Decision-making is often shared and visible	<input type="checkbox"/> Decision-making is both shared and transparent
	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cohesive Community	6	<input type="checkbox"/> Community is not supportive of the school's vision	<input type="checkbox"/> Community is sometimes supportive of the school's vision	<input type="checkbox"/> Community is often supportive of the school's vision	<input type="checkbox"/> Community is supportive of school vision
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7				
	8	<input type="checkbox"/> Staff does not assume collective responsibility for individual students and outcomes	<input type="checkbox"/> Staff sometimes assume collective responsibility for individual students and outcomes	<input type="checkbox"/> Staff often assume collective responsibility for individual students and outcomes	<input type="checkbox"/> Staff assumes collective responsibility for individual students and outcomes
	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/> There is a culture of "blame"	<input type="checkbox"/> There is sometimes a culture of "no blame"	<input type="checkbox"/> There is usually a culture of "no blame"	<input type="checkbox"/> There is a culture of "no blame"

Element		Non-Existent	Emerging	Developing	Sustained
3D Pedagogy/ Teaching, Learning and Assessment	11	<input type="checkbox"/> Teachers do not have a shared understanding of successful pedagogy	<input type="checkbox"/> Teachers rarely discuss pedagogy and have a limited shared understanding of successful pedagogy	<input type="checkbox"/> Teachers often discuss pedagogy and are beginning to develop a shared understanding of successful pedagogy	<input type="checkbox"/> Teachers enthusiastically and regularly discuss pedagogy have a high level shared understanding of successful pedagogy
	12	<input type="checkbox"/> Pedagogical priorities do not reflect school vision	<input type="checkbox"/> Pedagogical priorities sometimes reflect school vision	<input type="checkbox"/> Pedagogical priorities often reflect school vision	<input type="checkbox"/> Pedagogical priorities reflect the vision
	13	<input type="checkbox"/> Teachers do not base their work in authoritative theories	<input type="checkbox"/> Teachers sometimes base their work in authoritative theories	<input type="checkbox"/> Teachers often base their work in authoritative theories	<input type="checkbox"/> Teachers base their work on authoritative theories
	14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infrastructural Design	16	<input type="checkbox"/> Physical & human resources are not used to enrich school's identity	<input type="checkbox"/> Physical & human resources are sometimes used to enrich school's identity	<input type="checkbox"/> Physical & human resources are often used to enrich school's identity	<input type="checkbox"/> Physical & human resources are used to enrich school's identity
	17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Element		Non-Existent	Emerging	Developing	Sustained
Infrastructure Design	18	School's curriculum frameworks are not: <input type="checkbox"/> Reflective of vision <input type="checkbox"/> Responsive to student needs <input type="checkbox"/> Transportable into quality teaching	School's curriculum frameworks is sometimes: <input type="checkbox"/> Reflective of vision <input type="checkbox"/> Responsive to student needs <input type="checkbox"/> Transportable into quality teaching	School's curriculum frameworks are often: <input type="checkbox"/> Reflective of vision <input type="checkbox"/> Responsive to student needs <input type="checkbox"/> Transportable into quality teaching	School's curriculum frameworks are: <input type="checkbox"/> Reflective of vision <input type="checkbox"/> Responsive to student needs <input type="checkbox"/> Transportable into quality teaching
	19	<input type="checkbox"/> Time is not available for reflective practice	<input type="checkbox"/> Time is sometimes available for reflective practice	<input type="checkbox"/> Time is often available for reflective practice	<input type="checkbox"/> Time is available for reflective practice
School Outcomes	20	<input type="checkbox"/> Student achievement is low	<input type="checkbox"/> Student achievement is improving	<input type="checkbox"/> Student achievement is at state average and/or continuing to improve	<input type="checkbox"/> Student achievement is high
	21	<input type="checkbox"/> School morale is low	<input type="checkbox"/> School morale is emerging	<input type="checkbox"/> School morale is developing	<input type="checkbox"/> School morale is high
	22	<input type="checkbox"/> Level of community pride and support for school is low	<input type="checkbox"/> Level of community pride and support for school is emerging	<input type="checkbox"/> Level of community pride and support for school is developing	<input type="checkbox"/> Level of community pride and support for school is high
	23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	24	<input type="checkbox"/> School is not an effective learning community	<input type="checkbox"/> School is sometimes an effective learning community	<input type="checkbox"/> School is often an effective learning community	<input type="checkbox"/> School is an effective learning community

Element		Non-Existent	Emerging	Developing	Sustained
Professional Supports	25	<input type="checkbox"/> Professional learning initiatives do not reflect the vision	<input type="checkbox"/> Professional learning initiatives sometimes reflect the vision	<input type="checkbox"/> Professional learning initiatives often reflect the vision	<input type="checkbox"/> Professional learning initiatives do reflect the vision
	26	<input type="checkbox"/> Collaborative professional learning processes are not in place	<input type="checkbox"/> Collaborative professional learning processes are sometimes in place	<input type="checkbox"/> Collaborative professional learning processes are often in place	<input type="checkbox"/> Collaborative professional learning processes are in place
	27	<input type="checkbox"/> Physical/human resources are not available to support teacher's shared pedagogical priorities	<input type="checkbox"/> Physical/human resources are sometimes available to support teacher's shared pedagogical priorities	<input type="checkbox"/> Physical/human resources are often available to support teacher's shared pedagogical priorities	<input type="checkbox"/> Physical/human resources are available to support teacher's shared pedagogical priorities
	28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Designed by Tom Tyndall (2002). Modified by Dorothy Andrews (2004)
(Unpublished)

APPENDIX 5

Department Workshop Outcomes (20 January 2006)

CONCERNS	POSSIBLE SOLUTIONS	DRAFT PEDAGOGY STATEMENTS
Lack of retention	<ul style="list-style-type: none"> • Train junior students in how to keep a good notebook for revision. • Expect students to retain skills and knowledge for longer than a topic test immediately after a topic is finished. 	<ul style="list-style-type: none"> • Students need to be trained (and see teachers model) how to effectively summarise notes. • Junior students will not use notes in tests, except in some circumstances agreed to by the HOD. • Senior students will be assisted in summarizing their notes for use in exams, and these will be monitored by the teacher for suitability and ownership.
Gaps in learning	<ul style="list-style-type: none"> • Junior units have been rewritten and will be evaluated in 2006. • We cannot change the structure of semester units. • Students' previous folios can be obtained if a teacher wants to see what needs consolidation. • Grades will be used from 2006 so a background check can more easily be done on student performance. 	<ul style="list-style-type: none"> • Teaching and Learning should involve understanding and skill development within real life relevant contexts (process based). <p><i><u>It should be noted here that there is not consensus on this pedagogy statement and the alternative is:</u></i></p> <ul style="list-style-type: none"> • Teaching and Learning should involve understanding and skill development followed by applications in real life relevant contexts (content based).
Lack of motivation	<ul style="list-style-type: none"> • Teachers should continue to have high expectations and attempt to vary methods to attempt to engage as many students as possible. 	<ul style="list-style-type: none"> • Teachers should develop a variety of teaching methods in an attempt to engage all students, and have reasonable expectations of student outcomes.
Attitude to study	<ul style="list-style-type: none"> • Some queried whether teachers can change student attitudes. It was suggested that attitudes can fluctuate from time to time. 	<ul style="list-style-type: none"> • Teachers should continuously set high expectations for students and inform parents when they are not met.
Lack of work ethic	<ul style="list-style-type: none"> • Use of homework tasks on a daily/weekly basis and monitoring of their completion can help students develop an organized, planned approach to their work 	<ul style="list-style-type: none"> • Teachers should attempt to develop independent learners with a strong work ethic, both in class and at home.
Variety of abilities in one class	<ul style="list-style-type: none"> • Different resources can be developed for students with differing ability levels within the same class. 	<ul style="list-style-type: none"> • Teachers should be organized and have strategies for being aware of and catering for the needs of all students.

Lack of background knowledge	<ul style="list-style-type: none"> Teachers need to ask and to share knowledge with each other and to get students to share their knowledge. 	<ul style="list-style-type: none"> Teachers should continually improve their knowledge of where the content is applicable and attempt to motivate students with such knowledge, while involving students in such discussions.
Lack of resources	<ul style="list-style-type: none"> HOD will continue to add to and upgrade classroom sets of calculators (within budget restrictions). HOD will also keep requesting banks of computers within classrooms. 	<ul style="list-style-type: none"> Teachers should ensure they make use of technology in their teaching where relevant.
Lack of a variety of resources and input from other teachers	<ul style="list-style-type: none"> As a teaching team completes a topic, they should attempt to design good assessment questions which are shared. 	<ul style="list-style-type: none"> Teachers should work together to develop the best resources and assessment tasks.
Bringing of equipment to class	<ul style="list-style-type: none"> Use RTC to train students to be responsible. On some occasions it may be suitable to lend students equipment so that effective learning can take place. 	<ul style="list-style-type: none"> Teachers should aim to develop responsible, independent young learners.
Classroom interruptions	<ul style="list-style-type: none"> Teachers can inform the Deputy whenever school organized events cause unacceptable disruption to their teaching. Teachers need to be very organized and flexible to cope with unforeseen disruptions. Teachers can have prepared RTC forms and ask a student to wait outside the room until the form is ready. Teachers can email absentee lists or send it with a student at the end of a lesson rather than during a lesson. 	<ul style="list-style-type: none"> Teachers should have good classroom management and organization to optimize learning.

APPENDIX 6

Initial Diagnostic Inventory Data (2004)

The Statements listed are as per Appendix 2

- 5: Strongly Agree
- 4: Agree
- 3: Neither Agree or Disagree
- 2: Disagree
- 1: Strongly Disagree

Means below 3.3 are highlighted in blue, signifying areas of concern.

Means above 3.6 are highlighted in red, signifying successful practice.

Standard Deviations above 1.0 are highlighted in pink, signifying items where the pattern of responses was widespread.

Number of respondents: Unavailable, but assumed to be similar to those for the Final Diagnostic Inventory: 100 parents, 243 students, 59 staff.

School Diagnostic Inventory – Results

[ST JUDE’S COLLEGE]

SECTION A: OUTCOMES (School Successes and Achievements)

Statement	Statement Mean				Standard Deviation			
	Staff	Parent	Students	Average	Staff	Parents	Students	Average
1	3.79	4.09	3.82	3.90	0.80	0.58	0.61	0.66
2	3.57	4.15	3.83	3.85	0.74	0.50	0.67	0.64
3	3.28	4.02	3.91	3.73	0.93	0.73	0.82	0.83
4	3.30	3.81	3.89	3.67	0.81	0.79	0.88	0.83
5	3.68	4.14	3.40	3.74	0.78	0.66	0.85	0.76
6	2.94	3.92	3.53	3.46	0.98	0.87	0.92	0.92
7	3.74	3.98	3.91	3.88	0.81	0.62	0.77	0.73
8	2.52	3.78	3.68	3.33	0.89	0.69	0.66	0.75
9	2.82	3.85	3.62	3.43	0.82	0.73	0.78	0.77
10	3.05	4.00	3.57	3.54	0.90	0.56	0.77	0.75
11	3.71	4.02	4.03	3.92	0.68	0.58	0.77	0.67
12	3.59	4.03	3.69	3.77	0.74	0.61	0.79	0.72
13	3.62	4.15	3.78	3.85	0.65	0.51	0.73	0.63
14	3.35	3.93	3.60	3.63	1.05	0.77	1.02	0.95
15	3.29	3.88	3.51	3.56	0.76	0.71	1.04	0.84
16	2.87	3.56	3.69	3.37	0.91	0.74	0.80	0.82
17	2.70	3.70	3.41	3.27	0.86	0.65	0.79	0.77
18	2.72	3.60	3.42	3.25	0.87	0.83	0.84	0.85
19	2.76	3.77	3.65	3.39	0.79	0.65	0.82	0.75
20	3.15	3.96	3.56	3.56	0.87	0.80	0.86	0.84
Overall	3.23	3.94	3.68	3.61	0.83	0.68	0.81	0.77

School Diagnostic Inventory – Results

[ST JUDE’S COLLEGE]

SECTION B: CONTRIBUTORY ELEMENTS

Element: STRATEGIC FOUNDATIONS (School Vision and Structures)

Statement	Statement Mean				Standard Deviation			
	Staff	Parent	Students	Average	Staff	Parents	Students	Average
1	3.38	3.79	3.82	3.66	0.91	0.59	0.91	0.80
2	3.08	3.83	3.61	3.50	1.01	0.66	0.79	0.82
3	3.04	3.51	3.54	3.37	0.92	0.70	0.79	0.81
4	2.83	3.77	3.81	3.47	0.96	0.75	0.92	0.88
5	2.92	3.74	4.05	3.57	0.88	0.77	0.75	0.80
6	3.02	3.90	3.96	3.63	1.02	0.76	0.81	0.87
7	3.43	3.81	3.67	3.63	0.80	0.67	0.96	0.81
8	2.24	3.56	3.46	3.08	0.90	0.91	0.98	0.93
9	2.80	3.61	3.46	3.29	0.99	0.81	0.80	0.87
10	3.82	3.95	3.86	3.88	0.69	0.67	0.84	0.73
Overall	3.06	3.76	3.73	3.52	0.91	0.73	0.86	0.83

SECTION B: CONTRIBUTORY ELEMENTS

Element: COHESIVE COMMUNITY (The School and Its Communities)

Statement	Statement Mean				Standard Deviation			
	Staff	Parent	Students	Average	Staff	Parents	Students	Average
1	3.30	3.69	3.80	3.59	0.74	0.63	0.78	0.72
2	3.12	3.65	3.67	3.48	0.82	0.77	0.73	0.77
3	2.97	3.77	3.53	3.42	0.96	0.77	0.83	0.85
4	2.77	3.77	3.72	3.42	0.99	0.80	0.85	0.89
5	3.55	4.10	3.59	3.75	0.91	0.57	0.98	0.82
6	3.07	3.81	3.40	3.43	0.85	0.70	0.97	0.84
7	2.95	3.86	3.42	3.41	0.86	0.91	1.07	0.94
8	3.00	3.51	3.72	3.41	1.05	0.79	1.01	0.95
9	3.56	3.89	3.57	3.67	0.71	0.49	0.91	0.70
10	3.60	4.05	3.78	3.81	0.79	0.61	0.94	0.78
Overall	3.19	3.82	3.62	3.54	0.87	0.70	0.91	0.83

School Diagnostic Inventory – Results

[ST JUDE’S COLLEGE]

SECTION B: CONTRIBUTORY ELEMENTS

Element: INFRASTRUCTURE DESIGN (Work Practices and School Organisation)

Statement	Statement Mean				Standard Deviation			
	Staff	Parent	Students	Average	Staff	Parents	Students	Average
1	3.29	3.74	3.13	3.39	0.81	0.69	1.04	0.85
2	2.66	3.57	3.20	3.14	1.05	0.88	1.02	0.98
3	3.08	3.61	3.36	3.35	1.00	0.74	0.96	0.90
4	4.00	4.35	3.73	4.03	0.77	0.70	0.95	0.81
5	2.86	3.92	3.56	3.45	0.93	0.76	0.87	0.85
6	2.27	3.71	3.21	3.06	0.84	0.72	0.92	0.83
7	3.62	3.96	3.69	3.76	0.86	0.66	0.95	0.82
8	3.16	4.00	3.74	3.63	0.99	0.55	0.97	0.84
9	3.00	3.78	3.80	3.53	0.97	0.75	0.89	0.87
10	3.27	3.96	3.39	3.54	0.94	0.68	0.99	0.87
Overall	3.13	3.89	3.48	3.50	0.92	0.71	0.96	0.86

SECTION B: CONTRIBUTORY ELEMENTS

Element: INFRASTRUCTURAL DESIGN (Teaching, Learning and Assessment)

Statement	Statement Mean				Standard Deviation			
	Staff	Parent	Students	Average	Staff	Parents	Students	Average
1	2.37	3.61	3.25	3.08	0.82	0.78	0.84	0.81
2	2.92	3.71	3.43	3.35	0.82	0.69	0.78	0.76
3	2.84	3.53	3.43	3.27	0.89	0.78	0.82	0.83
4	3.29	3.73	3.47	3.49	0.72	0.69	0.93	0.78
5	3.47	4.00	3.71	3.73	0.68	0.49	0.81	0.66
6	2.63	3.93	3.75	3.44	0.89	0.58	0.85	0.77
7	2.55	3.09	3.04	2.89	0.91	1.06	1.04	1.01
8	3.58	3.74	3.68	3.67	0.85	0.73	0.87	0.81
9	3.22	3.77	3.40	3.46	1.02	0.85	0.93	0.93
10	3.21	3.78	3.64	3.54	0.83	0.56	0.89	0.76
Overall	3.00	3.70	3.48	3.39	0.85	0.72	0.88	0.81

School Diagnostic Inventory – Results

[ST JUDE’S COLLEGE]

SECTION B: CONTRIBUTORY ELEMENTS

Element: PROFESSIONAL SUPPORTS

Statement	Statement Mean				Standard Deviation			
	Staff	Parent	Students	Average	Staff	Parents	Students	Average
1	2.57	3.63		3.10	0.72	0.66		0.69
2	2.37	3.58		2.97	0.84	0.70		0.77
3	2.93	3.63		3.28	0.99	0.68		0.83
4	2.89	3.44		3.17	0.96	0.56		0.76
5	2.73	3.46		3.10	0.88	0.57		0.72
6	2.67	3.38		3.03	0.86	0.56		0.71
7	3.38	3.73		3.56	0.76	0.60		0.68
8	3.46	3.52		3.49	0.89	0.68		0.78
9	2.72	3.68		3.20	0.84	0.63		0.73
10	2.37	3.54		2.96	0.92	0.69		0.81
Overall	2.81	3.57		3.19	0.87	0.63		0.75

APPENDIX 7

Final Diagnostic Inventory Data (2006)

The Statements listed are as per Appendix 2

- 5: Strongly Agree
- 4: Agree
- 3: Neither Agree or Disagree
- 2: Disagree
- 1: Strongly Disagree

Means below 3.3 are highlighted in blue.

Means above 3.6 are highlighted in red.

Standard Deviations above 1.0 are highlighted in pink.

Number of respondents: 100 parents, 243 students, 59 staff

School Diagnostic Inventory – Results

[ST JUDE’S COLLEGE]

SECTION A: OUTCOMES (School Successes and Achievements)

Statement	Statement Mean				Standard Deviation			
	Staff	Parent	Students	Average	Staff	Parents	Students	Average
1	3.67	3.98	3.58	3.74	0.66	0.62	0.81	0.70
2	3.91	4.01	3.63	3.85	0.54	0.59	0.81	0.65
3	3.92	4.16	3.75	3.94	0.74	0.60	0.84	0.73
4	3.60	3.86	3.65	3.70	0.70	0.66	1.04	0.80
5	3.96	4.04	3.44	3.81	0.64	0.83	0.85	0.77
6	3.12	3.77	3.58	3.49	1.03	0.85	0.95	0.94
7	3.67	3.84	3.69	3.73	0.84	0.70	0.78	0.77
8	3.20	3.41	3.52	3.38	0.78	0.83	0.82	0.81
9	3.56	2.69	3.66	3.30	0.69	0.67	0.80	0.72
10	3.59	3.91	3.41	3.64	0.78	0.63	0.80	0.74
11	3.97	3.85	4.05	3.96	0.76	0.72	0.83	0.77
12	3.60	3.93	3.62	3.72	0.92	0.77	0.84	0.85
13	3.60	3.90	3.59	3.70	0.93	0.69	0.87	0.83
14	3.80	3.92	3.70	3.80	0.90	0.77	0.97	0.88
15	3.37	3.81	3.65	3.61	0.82	0.66	0.96	0.81
16	3.33	3.42	3.64	3.47	0.84	0.76	0.85	0.82
17	3.19	3.60	3.37	3.39	0.85	0.67	0.81	0.78
18	3.21	3.65	3.30	3.39	0.83	0.66	0.88	0.79
19	3.28	3.61	3.64	3.51	0.81	0.80	0.90	0.84
20	3.50	3.83	3.50	3.61	0.76	0.69	0.93	0.79
Overall	3.55	3.78	3.60	3.64	0.79	0.71	0.87	0.79

School Diagnostic Inventory – Results

[ST JUDE’S COLLEGE]

SECTION B: CONTRIBUTORY ELEMENTS

Element: STRATEGIC FOUNDATIONS (School Vision and Structures)

Statement	Statement Mean				Standard Deviation			
	Staff	Parent	Students	Average	Staff	Parents	Students	Average
1	3.76	3.73	3.72	3.74	0.56	0.63	0.95	0.71
2	3.51	3.81	3.55	3.63	0.90	0.60	0.80	0.77
3	3.40	3.55	3.42	3.46	0.84	0.77	0.88	0.83
4	3.23	3.71	3.82	3.59	0.94	0.82	0.91	0.89
5	3.49	3.89	4.00	3.80	0.88	0.65	0.81	0.78
6	3.33	3.90	3.87	3.70	0.95	0.75	0.89	0.86
7	3.45	3.96	3.50	3.64	0.86	0.73	0.97	0.85
8	2.81	3.46	3.47	3.25	1.02	0.89	0.94	0.95
9	3.41	3.56	3.31	3.43	0.96	0.79	0.82	0.85
10	3.91	3.80	3.86	3.86	0.87	0.77	0.89	0.84
Overall	3.43	3.75	3.66	3.61	0.88	0.74	0.89	0.83

SECTION B: CONTRIBUTORY ELEMENTS

Element: COHESIVE COMMUNITY (The School and Its Communities)

Statement	Statement Mean				Standard Deviation			
	Staff	Parent	Students	Average	Staff	Parents	Students	Average
1	3.29	3.53	3.61	3.48	0.74	0.71	0.89	0.78
2	2.91	3.60	3.55	3.35	0.78	0.71	0.79	0.76
3	3.53	3.89	3.45	3.62	0.83	0.62	0.90	0.78
4	3.43	3.64	3.46	3.51	0.95	0.79	0.89	0.88
5	4.07	4.07	3.67	3.93	0.63	0.74	0.90	0.76
6	3.61	3.76	3.33	3.57	0.83	0.71	0.97	0.83
7	3.77	3.74	3.60	3.70	0.84	0.81	1.06	0.90
8	3.22	3.49	3.58	3.43	0.89	0.81	0.98	0.89
9	3.85	3.78	3.47	3.70	0.70	0.65	0.86	0.74
10	3.98	3.96	3.86	3.93	0.71	0.66	0.87	0.75
Overall	3.57	3.76	3.56	3.63	0.79	0.72	0.91	0.81

School Diagnostic Inventory – Results

[ST JUDE’S COLLEGE]

SECTION B: CONTRIBUTORY ELEMENTS

Element: INFRASTRUCTURE DESIGN (Work Practices and School Organisation)

Statement	Statement Mean				Statement	Standard Deviation			
	Staff	Parent	Students	Average		Staff	Parents	Students	Average
1	3.75	3.65	3.08	3.49	1	0.81	0.77	1.02	0.86
2	3.08	3.57	3.39	3.35	2	1.05	0.64	0.95	0.88
3	3.47	3.52	3.34	3.44	3	1.01	0.59	0.92	0.84
4	4.20	4.23	3.76	4.06	4	0.73	0.60	0.98	0.77
5	3.33	3.86	3.40	3.53	5	0.99	0.50	0.86	0.78
6	2.89	3.54	3.22	3.22	6	0.89	0.66	0.95	0.83
7	3.98	3.89	3.73	3.87	7	0.66	0.66	0.89	0.74
8	3.43	3.91	3.61	3.65	8	1.03	0.64	0.96	0.88
9	3.46	3.74	3.70	3.63	9	0.93	0.64	0.94	0.83
10	3.57	3.79	3.52	3.63	10	0.84	0.56	0.98	0.79
Overall	3.52	3.80	3.48	3.60		0.89	0.62	0.95	0.82

SECTION B: CONTRIBUTORY ELEMENTS

Element: INFRASTRUCTURAL DESIGN (Teaching, Learning and Assessment)

Statement	Statement Mean				Statement	Standard Deviation			
	Staff	Parent	Students	Average		Staff	Parents	Students	Average
1	2.98	3.53	3.06	3.19	1	0.83	0.65	0.91	0.80
2	3.43	3.69	3.30	3.47	2	0.68	0.68	0.84	0.74
3	3.38	3.55	3.21	3.38	3	0.86	0.63	0.89	0.79
4	3.64	3.66	3.39	3.56	4	0.70	0.71	0.93	0.78
5	3.87	3.85	3.50	3.74	5	0.70	0.69	0.88	0.75
6	3.40	3.69	3.73	3.61	6	0.79	0.72	0.95	0.82
7	3.11	3.12	3.01	3.08	7	0.80	0.99	1.09	0.96
8	3.75	3.68	3.57	3.67	8	0.66	0.67	0.89	0.74
9	3.86	3.69	3.35	3.63	9	0.52	0.73	0.97	0.74
10	3.67	3.75	3.48	3.64	10	0.67	0.60	0.91	0.73
Overall	3.51	3.62	3.36	3.50		0.72	0.72	0.93	0.79

School Diagnostic Inventory – Results

[ST JUDE’S COLLEGE]

SECTION B: CONTRIBUTORY ELEMENTS

Element: PROFESSIONAL SUPPORTS

Statement	Statement Mean				Standard Deviation			
	Staff	Parent	Students	Average	Staff	Parents	Students	Average
1	3.33	3.69		3.51	0.84	0.61		0.73
2	2.95	3.56		3.25	0.88	0.66		0.77
3	3.22	3.71		3.47	0.91	0.63		0.77
4	3.16	3.63		3.39	0.91	0.63		0.77
5	3.07	3.47		3.27	0.73	0.70		0.72
6	3.18	3.51		3.35	0.99	0.67		0.83
7	3.59	3.83		3.71	0.62	0.57		0.60
8	3.68	3.67		3.68	0.65	0.64		0.65
9	3.19	3.60		3.39	0.84	0.74		0.79
10	3.17	3.51		3.34	0.97	0.67		0.82
Overall	3.25	3.62		3.44	0.84	0.65		0.74

APPENDIX 8

Letter from [St Jude's] school giving permission to use the data collected by the school.

This is to confirm that Mrs Trudy Dunne is given permission to cite data from this school's administration of the IDEAS Diagnostic Inventories, Rubric and Report Card in her Ed. D. dissertation entitled "At the Heart of School Change".

A handwritten signature in dark ink, appearing to read "E. Smith". The signature is written in a cursive style with a large initial "E" and a stylized "Smith".

Assistant Principal