

The Commonwealth Casebook for School Administrators

Case Studies in Theory and Practice



Commonwealth Secretariat

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Edited by

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Marlborough House, Pall Mall, London SW1Y 5HX

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Commonwealth Council for Educational Administration

ISBN 0 85092 217 8

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PREFACE

Throughout the Commonwealth there is concern to make education systems more responsive to the needs of both national and personal development. New schools are built if the money can be found, new curricula are designed and learning materials produced and new teachers are trained - all as an attempt to match educational practice more closely with national and community needs. These changes all exert great pressure upon those with responsibility for management of the system. The school principal must re-examine the objectives of his or her school and implement where necessary, new and sometimes stressful procedures. The inspector must consider how best to fulfil a role which is positive rather than purely regulatory. The district education officer must examine how best to unite school, community and government in a common effort to meet local and national needs, and all of them must be concerned corporately with the delivery capacity of the system both in quality and quantity.

While the context of these changes varies throughout the 47 member countries of the Commonwealth - each administrator responding to peculiar social, cultural, political and economic problems - yet a great many of the principles associated with the effective management of education remain common to all. It is this community of principles which has encouraged the compilation of these case studies. It is the great advantage of the case study approach that as a flexible instrument, which can be adapted to match specific requirements, its use for training purposes recognises local circumstance as well as general principle.

For the past ten years, the Commonwealth Secretariat has been closely associated with efforts by member countries to increase the provision of training in educational administration and to identify the types of training activities required. During this period it has become clear to us that there is a shortage of suitable training materials relevant to the needs particularly of the developing countries of the Commonwealth. In pursuit of the mandates of both the Seventh and Eighth Commonwealth Education Conferences the publication of this book of case studies is one response to this need. Even more significantly, it is a further instance of the valuable collaboration which has existed between the Commonwealth Secretariat and the Commonwealth Council for Educational Administration (CCEA). The Council's Directory of Qualifications and Courses in Educational Administration published by the Commonwealth Secretariat is now in its third edition (1980) and has become a recognised source of valuable information of training opportunities throughout the Commonwealth.

It is therefore with considerable satisfaction that we are once again able to offer with CCEA this further contribution of training materials to staff development in Commonwealth countries. The Casebook is primarily the work of Harry Harris, the former Executive Director of CCEA, who has now retired from a post which he has occupied with such distinction for so many years. Together with a casebook for post secondary administrators shortly to appear, this book of case studies will be a practical tribute to Harry Harris's abiding concern that educational administrators everywhere should have the opportunity to develop their potential to serve their education systems to maximum effect. In sharing that concern we offer the present publication as an earnest of the importance which Commonwealth Education Ministers continue to attach at their conferences to the effective administration of education.

Rex E. O. Akpofure
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ACKNOWLEDGEMENTS

Many of the cases in this book were devised by unidentified participants in seminars in various parts of the Commonwealth. Others have been submitted anonymously through Ministries of Education, University Departments and affiliated CCEA groups. They have come from Africa, the Caribbean, Cyprus, Mauritius, the Pacific and South East Asia and from Third World post-graduate students in Australia and Canada.

The special contributions of Ministries of Education in The Bahamas, Botswana, Cyprus, Fiji, Kiribati, Malaysia, Singapore, Swaziland, Tonga, Zambia and Zimbabwe are acknowledged while thanks are extended to the following people who either wrote or collected cases within their institutions:

Les Gue of the University of Alberta,

Michael Owen, Courtroy Holder, G.L. Braithwaite and Velda Husbands
of the Ministry of Education, The Bahamas,

Earle Newton and Fentey Scott of the University of the West Indies,
Cave Hill, Barbados,

Wilhelmina Drummond of Massey University, New Zealand,

Nick Chitamun of the Mauritius Institute of Education,

Cliff Burnett of Western Creek High School, Canberra,

John Weeks formerly of the University of the South Pacific, now adviser
to the Ministry of Education, Vanuatu,

Pat Jones of the Western Australian Institute of Technology,

Robert McCaig of the Institute for Higher Education, University of
New England,

Paul Chang, formerly of Universiti Sains Malaysia.

Harry Harris, Executive Director of CCEA, edited the cases and wrote
Part 1 of the book.

INTRODUCTION

People in the Western World often speak of the Third World as if it were homogeneous and readily understood, a simplified, less advanced world than their own. But in reality, it is a world of great diversity, and complexity. In the aftermath of the colonial period it is subjected to extreme social and political upheaval as new ideas come into conflict with traditional values.

Education in these circumstances becomes the focus of political action. For example, demands are made for universal primary education, for the elimination of adult illiteracy and for improved access to secondary and tertiary institutions. In responding to these challenges educational administrators find that they must of necessity compete with other national interests for resources, and from a pool that is always chronically inadequate. As schools and universities multiply faster than staff can be trained, responsibilities must often be assumed by the inexperienced.

Since there appears to be little chance of an increase in available resources it becomes of critical importance to look to the more efficient management of existing ones. To achieve this it would seem to be axiomatic that administrators be trained. Although this book is directed specifically towards the needs of educational administrators in the Third World it is hoped that those concerned with the training of administrators, wherever they may be located in the Commonwealth, will find it of interest and value.

There was a time when it was widely thought that education and its administrators held the key to development and growth, particularly for those nations struggling to emerge from a colonial past. We know now that the belief was misplaced and that change does not result from such simplified strategies¹. It remains true however that schools and universities continue to play a critical part in the reshaping of nations and that those who administer such institutions need help and training.

This is another way of saying that they must have readier access to administrative ideas of sound provenance and sensible practical application.

Case studies with their immediate blend of theory and practice and their close orientation to the real world would seem to offer special advantages. In the Western World this has long been recognised and catered for by a growing literature; yet in the Third World, while case studies have been used, there have been few serious attempts to record and collect examples. Indeed, apart from such exceptions as 'The Penang Case Book'², collections have rarely been published. One reason for this could well be the difficulty of compiling cases that would be relevant, for example, in both Kiribati and India.

In attempting to come to terms with this problem two assumptions have been made:

1. While certain situations might be unique to particular cultures, principles tend to be universal.
2. Ideas, unlike solutions, often travel well.

ABSTRACT

Part 1 of the book addresses a number of theoretical and methodological issues. Chapter 1 begins with a retrospect covering the development of the case study method and shows how it came to be established as a method in the teaching of management. The skills needed by managers are then explored and the tendency of traditional academic training to separate diagnosis from action is commented upon, leading to a conclusion that case studies, with their close association of diagnosis with action, have much to offer the training process.

As a preliminary to the consideration of the characteristics of a case study, Bridges' classification of cases into (a) issue, (b) descriptive, and (c) substantive, is accepted and these terms are then defined. Stein's definition of a case study is examined and further discussed and attention is then turned to the desirability of editing case material.

This leads on to a listing of the criteria that distinguish a good case study, and the process of preparing a 'raw' case for use as an issue or as a descriptive case is illustrated by the example of Luke Martel (a fictitious name).

Chapter 2 turns to methodological issues. The variety of training situations likely to be met in the field is examined and it is noted that cases can be used for individual study, distance learning and group learning. For convenience the detailed suggestions that follow relate to group techniques but the possibilities for modification within alternative modes are also outlined.

A section on case writing advances simple technical procedures aimed at assisting groups to produce cases that will conform to desirable criteria. This leads to a consideration of the structural elements of a case study, viz the case report, the case diagnosis and the case analysis. It is held that bringing these three elements into the closest possible relationship so that solutions emerge or principles are illustrated becomes the aim of case methodology.

Each of these elements is further considered and particular attention is drawn to three levels of diagnosis (asking 'what?') and of analysis (asking 'why?'). These are stated to be:

1. The informal and personal.
2. The organisational.
3. The conceptual.

The case of Luke Martel is used to illustrate this process.

A distinction is drawn between a fully developed case and a mini-case and the elements of the latter are examined through a study of the case of 'The Maneaba'.

The final section of Chapter 2 turns to suggested detailed procedures in relation to:

1. Extended cases.
2. Mini-cases.
3. The incident process method (including a discussion of the differences between a 'critical incident' and a 'mini-case' - again

related to the case of Luke Martel).

4. Role play (reality practice, participative, sociodrama).
5. The actuality method.
6. Information modelling.

Part 2 deploys a number of extended cases and mini-cases. These have been contributed by people from many parts of the Commonwealth. Some have reached the editor's desk in a very basic form, and these have needed sympathetic rewriting. Wherever possible they have been left substantially in their original form and editorial comment has sought to be unobtrusive.

It is believed that the cases will be widely usable but there will no doubt be some that will not travel easily.

In keeping with the cooperative nature of the whole project, comments from the users of this book would be appreciated. These should be sent to The Director, Education Division, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, Britain. or to the Executive Director, Commonwealth Council for Educational Administration, Faculty of Education, The University of New England, Armidale, New South Wales 2351, Australia.

PART 1

THEORETICAL BACKGROUND

CHAPTER 1

BACKGROUND ISSUES

The Case Study in Retrospect

Case studies have long been used, particularly in the teaching of ethical and social behaviour. Sometimes the cases have concerned gods and goddesses, at other times the characters have been animals or people. One has only to recall the Panchatantra, the Buddhist Jataka, Homer, the fables of Aesop, the parables of Christ, the legends of the Australian aborigines and the folk memories of peoples with a long oral tradition to establish the antiquity of the method.

It should not therefore be surprising that this apparently natural way of instruction should ultimately excite the attention of the social professions - including management.

Harold Stein³ has traced the development of the case study in the American context and records that

"... the case method was first introduced into law teaching ... at Harvard by Professor Langdall about the year 1870."

Law cases are of course different in that they may be used as precedents to guide future judgements but such precedents can be overturned by later rulings. Cases in other fields yield to less certain solutions or even to a variety of acceptable solutions.

From about 1919 the Graduate School of Business Administration at Harvard began collecting, writing and using cases that described the behaviour of people in business. The attraction to the technique of teachers of public administration from about 1948 led to the monumental work of the Committee on Public Administration Cases and to formally establishing the case method in that area of teaching.

Case studies had long been used in the teaching of management. One has only to recall, for instance, that the work of Taylor⁴ rested on highly specific case studies, that the early lecturers in educational administration tended to be experienced practitioners and that their methods tended to be substantially anecdotal.

During the 1950s there began a move towards a more formally structured case method. According to Griffiths⁵ four basic factors led to this:

1. Disenchantment with traditional administration literature.
2. The lack of theory and content of administration per se.

3. Introduction of social science research.
4. Concentration on the informal rather than the formal aspects of organisation arising out of sociology.

Griffiths has argued that because the basic rationale for the earlier use of the case method had become invalid it was necessary to broaden and supplement the former permissive approach with a more structured, theory-based technique. The term 'informal' in this context does not imply greater simplicity. It is used in a special sense to distinguish the more subtle and complicated patterns of leadership and control that emerge in organisations even though these might be officially and 'formally' structured in hierarchical fashion. Paradoxically the so-called 'informal' structure requires a more sophisticated technique of diagnosis and analysis.

We are indebted to Sargent and Belisle for the first substantial application of the 'new administration' to the structured use of case studies in teaching. They were also able to convey some of the excitement attending their researches into case study techniques:

"... For those who are willing to look upon education as an adventure, cases offer this opportunity par excellence: no one - neither instructor or student - can ever know or predict surely in advance all of what may be discovered in the examination of a case".⁶

Case Studies and the Administrator

The good administrator is one who gets things done. However, they must inevitably reconcile actions within the framework of a system and in such a way that the system is maintained while meeting the expectations of "significant others".⁷ As part of the art of administration they will no doubt deploy certain intuitive gifts and will have the advantage of some experience.

Notwithstanding those gifts of mind and heart they can also be assisted by training to develop and exercise a number of useful competencies.

Benne⁸ has identified the following as skills that might respond to training:

1. Sensitivity to other people.
2. Accuracy in perceiving demands and expectations.
3. Ability to gather information.
4. Ability to set priorities and to reconcile conflicts.
5. Flexibility and good timing when intervening in situations.
6. Self awareness - particularly of his own motivations.
7. Ability to translate judgement into action.
8. Ability to hold multiple and conflicting factors, forces and requirements in mind while judging, acting and evaluating.

These findings find verification and support from Culbertson et al ⁹ while recent descriptive studies by Duignan¹⁰ and Willis¹¹ of what superintendents

and school principals actually do have provided information as to the relative proportion of time spent on various activities and, hence, some indication as to what might be priorities for training.

There is some evidence to suggest that case studies as used in Third World seminars have tended to copy the less formal approaches common in the West prior to 1950. One reason for this could be that, while some excellent courses in educational administration are taught in Third World universities, practitioners in general have not had many opportunities to align their hard won practical experience with the appropriate body of theory, nor have the theorists generally been aware of the problems of the Third World.

The linking of cases and case methodology to the relevant base of theory is naturally of importance to the trainer-consultant who is already part of the academic discipline of educational administration. Practitioners may, however, be a little harder to convince and less ready to accept that the supposed dichotomy between theory and practice is an illusion.

Benne considers that traditional academic training in administration tends to have overlooked the elements of manageability and changeability when diagnosing and recommending administrative behaviour. Such training can be of immense value in suggesting to administrators what might be happening in a situation and also what might work as a solution but it cannot allow them to determine what will work. At that point administrators must desert science for art and examine what can be made to happen within given resources and constraints (i.e. manageability) and in the light of a situation that is never static (i.e. changeability).

Traditionally academic training, in Benne's view, tends to separate diagnosis from action. He holds that the use of case studies in training helps to redress this critical balance.

Types of Cases

Bridges¹² has divided cases into three types: issue cases, descriptive cases and substantive cases.

1. Issue Case

In this type of case there is the statement of a problem or problems together with sufficient background to enable the student to suggest a solution and to give reasons for his or her decision. It thus provides an opportunity for the quality of the decision to be discussed. Since there is no 'official' answer there is little 'threat' in the situation for the student.

2. Descriptive Case

This resembles the issue case but, since the solution is given the descriptive case provides the opportunity for the student to generalise from the particular solutions as to the theoretical considerations that appear to be relevant. It also becomes possible to discuss the constraints and values that led the administrator to a particular solution and to make an assessment of the strengths and weaknesses of a particular organisation.

3. Substantive Case

A substantive case is essentially a research tool rather than an instructional device. In other words the substantive case

"... is designed to increase the substantive knowledge relevant to the study and practice of educational administration."¹³

The substantive case study was the major tool used by Selznick and other writers of the 'Institutional School'. An excellent critique of the work of this school together with numerous examples is to be found in Perrow's 'Complex Organisations'.¹⁴ Peter Blau's, 'The Dynamics of Bureaucracy'¹⁵ is a particularly fine example of the substantive case.

Bridges sees the need for substantive cases

"... which deal with the concepts of executive succession and organisational change, sequence of goals, displacement of goals, conflict between the formal and informal organisation, manifest and latent functions of organisations, differential perception and problems of communication, functions and dysfunctions of organisations, group norms and sanctions, and the system of official and unofficial inducements available to organisational participants."¹⁶

Characteristics of a Case Study

According to Griffiths¹⁷ a case study is "... a chunk of reality - a record of complex problems to which no solution is provided." While this definition has often been quoted with approval it misses an important point: while a case study might aim to be realistic it can never be reality. Inevitably it is at best an interpretation of reality as seen through the eyes of a reporter. Again when it is submitted to a group for discussion it undergoes a reconstruction of reality as interpreted by way of the selective perceptions and cultural emphases - even by the psychological hangups of the participants to the discussion.

Stein gathers up these ideas in a rather neat definition:

"... a narrative of events that constitute or lead to a decision or a group of related decisions.... Though cases do not represent absolute truth they do supply the kind of historical material that represents a sufficiently practical re-creation of reality to make analysis and discussion useful and meaningful to practitioners as well as to students."¹⁸

Assuming that case studies do have this kind of flexibility it follows that a case developed in Nairobi and presented in Raratonga will take on interpretations that could enable each group to work towards genuine solutions. It follows also that the more successful cases in this work will be those with the potential for multiple interpretation of reality and to which there will be no one 'correct' answer.

What then constitutes "... a sufficiently practical re-creation of reality"? And, in particular, how does one ensure that what re-creates reality in one culture retains this reality when submitted to analysis within a different cultural context?

According to Sargent and Belisle "... few of the products of personal reporting stand up as cases, in comparison with the more skilfully researched ones, when it comes to the crucial test of analysis and discussion."¹⁹ Nevertheless the recall of personal experience or the reporting of observed incidents provides the most readily available source of case material. Indeed with the resources typically available in the Third World, personal reporting inevitably forms a large proportion of the available material.

Should this material then be improved by editing?

Pigors and Pigors²⁰ warn specifically against the correction of the literary shortcomings or improving on the facts of such recall. They feel that, above all, the case must have integrity and that this is best achieved by accuracy - no matter how dull the case might seem! Each of the above authors however assumes that the writers of cases will already be aware of the characteristics of a good case. The pragmatic view is taken here that since a case only becomes valuable when it is in a form suitable for discussion, it is sensible to edit material to bring it within certain broad criteria. In the process, great care must be taken to leave intact the cultural identity of the case.

Criteria for Cases

Some cases will be more successful in use than others. While the success of a case can only be determined in use it is felt that the likelihood of success can be improved by devising cases that conform substantially to the following criteria:

1. Each will be a clear narrative of events.
2. Each will involve people and hence both formal and informal inter-relationships.
3. Each will be written as though by a detached observer.
4. Each will concern matters of policy rather than of technical procedures.
5. Each will be wide ranging to simulate interaction, i.e. each character will contribute from his or her own point of view
6. While each case will have defined time and space boundaries the action will be ongoing and open ended.
7. Each case will have integrity. "The code of the case writer obligates him to report nothing more than he saw, or knows to be factual, leaving his readers free to make their own interpretations and draw their own inferences."²¹

The application of these criteria is illustrated by the following example of (a) an actual case received from a participant during a seminar for primary headteachers in Mauritius and (b) the same case as rewritten within the criteria.

(a) The Case as Received

I will attempt to illustrate vividly a problem which I have encountered while in charge of a school in one of the southern divisions. As soon as I was posted there, my colleagues and friends warned me that it would be no 'easy' job on account of a particular teacher noted for his character. He was alcoholic. I agreed that was no easy task for me but I was posted there and had to stay there for at least one year.

I decided right from the start to tackle that knotty problem and had the fellow under close observation. I soon found that I had been well informed about his bad habits but, to my great surprise, he revealed himself - when in high spirits - to be a good teacher.

At the beginning, he showed a belligerent attitude specially when he had to admit that he had been 'caught'. That would degenerate in endless discussions when I would surpass myself in calmness. At times, when he was sober, I would have long and friendly talks with him and invariably they would end by solemn promises on his part to abstain definitely from alcohol. Those total abstinences unfortunately never exceeded a fortnight. And during those periods he was the most charming, the most amiable teacher. On one specific occasion, he even had charge of the school for a whole day and I was told he discharged his duty impeccably.

On the other hand, when under the influence of alcohol, he would be a real nuisance: disturbing the morning assembly, walking hesitatingly here and there, reclining, if not sleeping, in class, being over critical or picking quarrels with his colleagues - well, doing exactly the right thing to make me lose my head if not my temper. Besides, I had to sustain the remonstrations of the parents pestering me for the transfer of their wards to another class, the recriminations of the other teachers, the complaints of the domestic staff.

It was not gratifying at all to spend a lot of one's precious time to discuss either with a drunkard or with raging parents. All adverse reports - oral or written - were of no great effect. I had to be extremely cautious and to choose my words whenever reporting him. It was known that once, charged with an offence by the police, he pleaded his own case in court and won it. I took steps to have him transferred to another sector of the Public Service but did not succeed. It seemed that the Ministry's policy was to give him enough rope to hang himself. Meanwhile, I had to cope with my 'problem' teacher and save the good name of my school.

It is flagrant that had there been a good medical unit to look after people of that type or other unhealthy teachers, my work would have been eased off and that teacher would have been cured and actually would be leading a peaceful life.

But things went at their worst for that teacher; he drove my successor mad for five more years and recently I happened to learn that he had been either dismissed or pensioned off. .

What advice can we give to the Headteacher in question?

It will be noted that the case as received met a number of the criteria. It was a clear narrative of events, it involved people in interaction, it concerned matters of policy rather than of technical procedure and it had integrity. Nevertheless the writer had closed off rather than opened out discussion by pre-empting a number of the possible solutions. Because her intensely personal involvement shows clearly in the case she had made it more difficult for her colleagues in the workshop to discuss the incident dispassionately. In other words, it shows a critical lack of detachment on the part of the writer.

Re-written this detachment has been achieved by setting the case in the third person and by removing those parts that should emerge from discussion. At the same time great care has been taken to preserve the style and flavour of the original version.

(b) The Case as Re-worked

*Marie Bissett had been posted to the charge of a village school in a pleasant part of the island. As soon as the appointment was known her colleagues and friends warned her that the new job would not be easy because one of the teachers, Luke Martel, was an alcoholic.

Marie knew that she had to remain at the new school for at least twelve months and decided to tackle this knotty problem right from the start by keeping Luke under close observation. She soon found that she had been well informed about his bad habits, but, to her great surprise, he revealed himself, when sober, to be a good teacher.

At the beginning Luke showed a belligerent attitude, especially when he had been 'caught'. That would degenerate into endless discussions when Marie would surpass herself in calmness. At times, when Luke was sober they would have long, friendly talks and invariably these would end by solemn promises on his part to abstain. These total abstinences unfortunately never exceeded a fortnight but, during these times he was a most charming and amiable teacher. On one specific occasion Luke even had charge of the school for a whole day and Marie was told that he had discharged his duties impeccably.

On the other hand, when under the influence of alcohol, he would be a real nuisance, disturbing the morning assembly, walking hesitatingly here and there, reclining - if not sleeping - in class, being over-critical and picking quarrels with his colleagues and generally trying Marie's patience to the limit.

It was not long before parental disapproval surfaced. Jean Maurais and Elizabeth Chardommay called to demand that their children be transferred to another class and it was clear that other parents were of a similar mind. The recriminations of the other teachers and the complaints of the domestic staff added to Marie's troubles.

Marie knew that she was being forced into a choice between continuing to attempt to cope with Luke and saving the good name of her school.

What advice could be given to Marie Bissett?

*All names and locations are fictitious.

It might be noted that the case of Luke Martel has been edited so that it has become an issue case. It will be recalled that, in the issue case, "... the student obtains actual practice in decision making and has the produce and process of his thinking assessed in a risk-free social system, i.e. a setting which carries a minimum of threat to the student's professional career."²²

The case of Luke Martel could have been transformed into a descriptive case by simply changing the case as received from the first to the third person and by preserving the anonymity of the writer.

It will be obvious that a case which begins as an issue case can progressively take on the character of a descriptive case. In other words after decisions have been made to solve the problem or problems posed, the case has in effect been modified so that it can then be treated as a descriptive case. It is then possible to generalise towards concepts or to analyse the forces affecting an administrator faced with that set of problems. For these reasons most of the cases in this study have initially been treated as issue cases.

CHAPTER 2

METHODOLOGY

Introduction

While case methods have usually been developed in the context of group learning, a mode that is emphasised in this chapter, it is not always possible to organise training in that mode. Any one of three situations could exist:

1. Individual learning. Administrators in remote locations might profitably work through the cases in this book in an attempt to improve their administrative performance. Unless however they are able to check their solutions against either a body of theoretical knowledge gained from reading or the opinions of their peers they stand in considerable danger of merely strengthening existing prejudices.
2. Distance learning. Developments over recent years have clearly established the viability of forms of distance learning. However this might be organised the essential features are likely to be:
 - (a) The supplementing of the actual case material by written, aural or visual means.
 - (b) The existence of a mentor.
 - (c) Regular exchange and feedback between the mentor and the student.
3. Group learning where trainer and trainees are in actual physical contact.

The advantage of the group situation lies in the fact that lines of enquiry emerge mainly out of immediate discussion and vigorous intellectual exchange. Where, as in individual study or distance learning, this is not possible it can be replaced by a carefully devised series of questions and activities and supplemented by arrangements for both self assessment and external evaluation. The sections in this chapter covering diagnostic and analytic procedures will be relevant whatever the learning situation.

While for reasons of expediency the detailed methods outlined here refer to the group situation, sensible adaptations will no doubt occur to those who need to work in an alternative way.

Case Writing

One of the more powerful devices for helping both trainees and trainers to understand the use of case studies is to involve them in both the writing and editing of such material. Suggested ways of doing this are as follows:

1. Discussion of case criteria. Initially these can either be the subject of exposition or an inductive/deductive method can be used. For example, by presenting the case of Luke Martel as originally written and as edited by the consultant, trainees can be helped to work out what the criteria might be.
2. Participants might be encouraged to bring along a report of some personal experience and this can be edited within the criteria as group exercise.
3. A group can be set to writing case studies.
 - (a) It is not unlikely that, if people are simply asked to do this in the group situation, nothing much will happen. The problem is usually one of 'getting started'. It will be found useful to first define a general problem area, for example, the 'head teacher and the community' or 'a dilemma facing an inspector in relation to a head teacher'. A general free-for-all or 'brainstorming' session can help to release ideas and to break through the reticence of the participants.
 - (b) Groups then attempt to define a specific situation by asking themselves such questions as: What could be happening? Who might be involved? What might be the setting?
 - (c) A case is worked out by each individual.
 - (d) The cases are discussed and a group version is developed.
 - (e) The case is used by another group.
 - (f) The solution reached by the second group is submitted to the first for discussion.
 - (g) The consultant then conducts a brief evaluation of the experience. Ample time should be allowed for the whole activity.

Case Structure

A case study may be considered as consisting of three elements:

1. The case report which has been described as "... a confrontation of people in training with concrete human situations."²³
2. The case diagnosis. What is the situation? Who are involved?
3. The case analysis. Why have the events happened in just this way? Why have the people in the situation acted as they have done?

Bringing these three elements into the closest possible relationship so that solutions emerge or principles are illustrated becomes the aim of case methodology.

1. The Case Report

The most common and certainly the most convenient method of presenting a case is the written case report. In such a form the case can be made readily available in multiple copies to assist both individual and group diagnosis and analysis.

Case reports may range from highly complex and detailed examples that might take a number of sessions through to the mini-case consisting of a page of print or less.

The written word can be supplemented or even wholly replaced by alternative forms of presentation. The cassette tape, alone or in conjunction with photographic slides or photographs, and the movie film or videotape can lend a further dimension of understanding. Care should be taken however that the inherent entertainment value of such approaches does not distract from the real purpose of the exercise.

Case reports tend to be shaped in accordance with the purpose they are to serve. The lawyer or the doctor looks to cases for the identification of specific cause and effect but for the educational administrator the purpose is more diffuse. They are seldom concerned with the elusive 'best' answer since their decisions must always have some political content. Hence the best cases in educational administration will be those that provide the opportunity for the exercise of informed judgement in order to generate a range of possible solutions rather than to discover an ideal answer.

2. Case Diagnosis

Whatever its length or detail the case will have been reported within the limits of the author's perceptions but, at the point of diagnosis, it will inevitably be seen within different frames of reference as each group member brings his or her own perceptions to bear. Diagnosis will therefore be a process of filling out the details of the case. For a mini-case this process needs to be especially creative. When the participants ask, "What is the situation?" they need not be arbitrarily confined by the case as written but should be allowed to range within the limits of reasonable probability.

3. Case Analysis

Diagnosis - asking what? - shades into analysis - asking why? - and in this section the two are treated as complementary. Diagnosis and analysis can be conducted on at least three levels: Informal and Personal, Organisational, Conceptual.

(a) Informal and Personal

At this level of diagnosis and analysis the group will be concerned mainly with establishing the obvious facts about the situation and the apparent relationships among the people involved. Judgements will tend to be of the common-sense or 'gut reaction' type and there is a danger that the solutions advanced will owe more to moral stances or personal prejudices than to a careful consideration of alternatives. For example, in the case of Luke Martel, members of the group opposed to alcohol 'on principle' could make harsher judgements than others who themselves enjoy a drink. Useful questions to be asked would include:

- What is Luke's side of the story?
- Since the problem is apparently one of long standing, why haven't the parents previously objected?
- What do Marie Bissett's serious talks with Luke tell you about the headteacher?

(b) Organisational

The problem of Luke Martel is not just one that concerns the village. The school is part of a wider organisation and both Luke and Marie are members of a teaching service. Hence the discussion could profitably move to such questions as:

- Who decides what is acceptable behaviour in a teacher? The parents? The headteacher? The system?
- What would be the attitude of the Teachers' Union should Luke be reported and disciplined?
- What remedies are available to meet this situation and how likely is it that they would be applied?

(c) Conceptual

Finally a number of theoretical and philosophical questions could be asked, for example:

- In what ways does the case of Luke Martel illustrate the boundaries of headteachers' authority?
- What rights do parents have in relation to the education of their children?
- What are Luke's rights in this situation?

The Mini-Case

In real life situations the administrator operates against a background that they probably know so well that they take it for granted. When called upon to report a case they may tend to assume that the background details are similarly obvious to the audience. The result is a brief, slimmed-down version

that can be regarded as a 'mini-case'.

The brevity of the mini-case does not necessarily imply that it contains very little for discussion. Indeed a one page case report may be richer in implications and in substance for discussion than some more extensively reported cases. But in order to achieve that result it may first be necessary to reconstruct the background details by drawing on the experience of the group to clothe the bare bones before embarking on the quest for a solution.

Consider the following mini-case contributed to an actual seminar 'some where in the Pacific' by a primary school headteacher.

The Maneaba

William Toere is the headteacher of a village school on a small Pacific island. One of his new teachers, Ana Haia, is having difficulty in the community.

Ana's father has built his house very close to the 'maneaba'. The villagers are very angry as it is the custom of the island that, since the maneaba is a public place, nobody is allowed to build a house there, especially on the side facing the lagoon. They have asked Ana's father to move his house but he has refused.

Now some of the villagers are threatening that they will refuse to have Ana teach their children. What should William Toere do?

A group presented with a case such as this must simultaneously reconstruct as they diagnose and analyse. The three levels of analysis, personal, organisational and conceptual, serve as a guide.

- (a) Personal
 - Why has Ana's father acted in this way?
 - How would Ana feel about the situation?
 - Is William Toere a man of this village or has he been appointed from a community with different customs?

Out of the answers to these and similar questions would come a clearer appreciation of the social context and the personal conflicts inherent in the situation.

- (b) Organisational
 - Is Ana an efficient teacher?
 - Should William attempt to solve the problem himself or is it one he should refer to the Ministry?
 - Is there some formal village council with whose members William should confer?
- (c) Conceptual
 - Should William allow his loyalty to a staff member to override a concern for a local custom?
 - Should a parent be able to 'interfere' in the management of the school by threatening to withdraw a child unless a teacher is transferred?
 - When traditional customs clash with

imported educational and social ideas
which should prevail?

While great care needs to be exercised when filling out a mini-case in this way in order to avoid a loss of integrity it is suggested that what initially appears to be a simple, straightforward case is often revealed when analysed to be full of hidden complexities.

A variation of this approach to the diagnosis and analysis of a 'critical incident' has been developed by Pigors and Pigors²⁴. Their 'Incident Process Method' is described below.

Some Detailed Procedures

Teaching and learning are highly personal experiences. While good teaching is often orderly it is not necessarily so and, indeed, many would regard it as a creative process that refuses to be bound by conventional 'lesson steps' or traditional 'learning activities'. Nevertheless clear procedures represent useful starting points for beginners and handy points of reference for the more accomplished. Those that follow are presented without apology. While they should be regarded as suggestions only they do represent sequences that have been found useful in the field.

1. Extended Cases

Method 1:

- (a) The case study is presented in a suitable form. This may be in writing, on cassette, on film or some combination of these.
- (b) The case is diagnosed (What is happening?) and analysed (Why?) using the three levels of enquiry, informal and personal, organisational, and conceptual, as set out in the previous section.
- (c) Individuals advance and defend various solutions and the sub-group moves towards consensus.
- (d) A spokesman for the sub-group reports on the discussions and findings.
- (e) The group moves towards a consensus solution.

The above procedure is designed for an issue case. Should the case be descriptive the procedures would be similar except that in step (b) the discussion would centre not on a proposed solution but on the way the administrator has handled the problem.

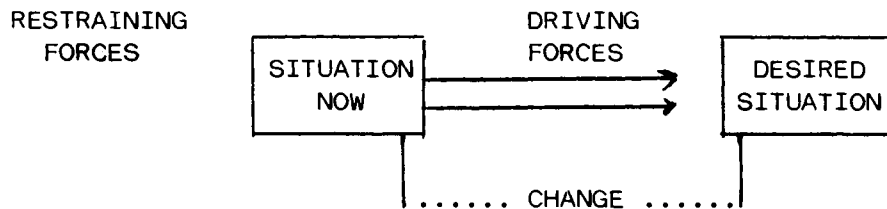
A similar general procedure can be used for a substantive case. However the greatest emphasis would then be on diagnosis and analysis at the conceptual level. Hypotheses could be set up and examined and the whole case tested within some theoretical framework.

Method 2:

- (a) A model illustrating some theoretical issue is presented.
- (b) A structured worksheet is devised and presented.
- (c) Individuals or groups complete the worksheet.
- (d) The process is evaluated.

The following example based on the topic of managing change illustrates the procedure.

Preamble: Most change situations can be understood in terms of forces which push towards change (Driving Forces) and forces which resist change and keep the situation the same (Restraining Forces).



Exercise: Any change usually tends to bring with it a certain amount of confusion. But this is not always necessary; change does not have to be haphazard. This exercise will help you to subject any given situation including change to analysis.

1. State the situation so that it describes:
 - (a) The situation as it is now.
 - (b) The situation as you would like it to be.
2. What are the Driving and Restraining forces affecting the situation? Think about these as broadly as you can. The three levels of diagnosis/analysis should be kept in mind. Include personality factors, physical resources and restraints, feelings, social pressures. List anything that comes to mind, without being critical or selective. You can weed out the irrelevant items later.

List the forces.

 - (a) Restraining Forces.
 - (b) Driving Forces.
3. Now review the two lists and underline those forces which seem to be important right now, and which you think might be able to affect the situation constructively. There may be one specific force that stands out or there may be two or three driving forces and two or three restraining forces which are particularly important.

4. Now for each restraining force that you have underlined, list some possible courses of action which you might be able to plan and carry out to reduce the effect of the force or to eliminate it completely. Brainstorm - list as many courses of action as possible without worrying about how effective or practical they would be. You will later have a chance to decide which are the most appropriate.

Restraining Force A: _____
Possible courses of action to reduce this force:

Restraining Force B: _____
Possible courses of action to reduce this force:

Restraining Force C: _____
Possible courses of action to reduce this force:

etc.

5. Now do the same with each driving force you outlined. List all of the courses of action which come to mind which would increase the effect of each driving force.

Driving Force A: _____
Possible courses of action to increase this force:

Driving Force B: _____
Possible courses of action to increase this force:

etc.

6. The place to begin change is at those points where some stress and strain exist. Sometimes an attempt to increase a driving force results only in a parallel increase in the opposing force. Consider whether the change would be managed more easily by reducing a resisting force.

Review the action steps you have listed on the last two pages and underline those which seem promising.

7. List the courses of action you have underlined. Then for each course of action list the materials, people, and other resources which are available to you for carrying out the action.
8. Now review the list of courses of action and resources in step 7 and think about how they might each fit into a comprehensive action plan. Eliminate those items which do not seem to fit into the overall plan, add any new steps and resources which will enhance the plan, and think about a possible sequence of action. Write the possible sequence below.

9. The final step in this problem-solving process is for you to plan a way of evaluating the effectiveness of your action programme as it is implemented. Think about this now, and list the evaluation procedures you will use.

2. Mini-Cases

The Mini-Case, First procedure:

- (a) The mini-case is distributed and discussed in order to fill out the missing details and so to arrive at a consensus as to what the situation probably is.
- (b) Sub-groups are set to work to conduct a three-level analysis and to achieve consensus on a solution.
- (c) Sub-group spokesmen advance and defend various solutions.
- (d) The group moves towards a consensus solution.

The Mini-Case, Alternative procedure:

- (a) The mini-case is distributed to the whole group which has had previous experience or instruction in the method of three-level diagnosis and analysis. A general discussion is held to clarify points and to stimulate further analysis. No firm conclusions are allowed at this stage.
- (b) The group breaks into small sub-groups each of which then produces a full version of the case together with a consensus solution.
- (c) Sub-groups report back to the group where versions and solutions are exchanged.
- (d) The consultant comments on important issues including theoretical issues.

3. The Incident Process Method

While the traditional method of attacking both extended cases and mini-cases is useful in developing attributes and analytical skills it can at best deal only with an incident frozen in time and hence not readily able to "reproduce the unfolding quality of actual events."²⁵ One attempt to overcome this limitation lies in the Incident Process Method as developed by Paul and Faith Figors.

This method is based on the presentation of a 'Critical Incident'. A critical incident resembles a mini-case in most respects but there is a significant difference in that while the mini-case stands on its own the critical incident is actually the climax of a fully developed case, the details of which are initially known only to the group trainer.

This may be illustrated by reference to the case of Luke Martel. It could be assumed that the consultant wishing to use the Pigors Incident Process Method would initially disclose paragraphs 4 and 5 of the case as received but with modifications to introduce the two major characters.

The critical incident extracted from the case could then read as follows:

When under the influence of alcohol, Luke Martel, a teacher in a village school in Mauritius, would be a real nuisance, disturbing the morning assembly, walking hesitatingly here and there, reclining, if not sleeping in class, being over-critical or picking quarrels with his colleagues - doing exactly the right thing to make the headteacher lose her head if not her temper. Besides Marie had to sustain the remonstrations of parents pestering her for the transfer of their wards to another class, the recriminations of the other teachers, the complaints of the domestic staff.

Marie felt that it was not gratifying to spend a lot of her precious time in discussion either with a drunken teacher or with raging parents. Adverse reports had been of no great effect but Marie felt that she had to cope with her problem teacher and to save the good name of the school. Finally the parents presented her with an ultimatum.

Pigors and Pigors believe that:

"... when a person studies remote cases (or analyses his own experience) a full measure of learning becomes possible only when he (i) puts a good deal of himself into the work of analysis; (ii) uses some method to 'travel around' (getting different angles of view); (iii) uses or develops some system of analysis that is 'realistic' (that yields results in the form of workable decisions); (iv) keeps searching for general ideas and operative principles in the 'ever-tangled skein of human affairs'; and (v) keeps going back and forth between remote cases and his current experience, trying to apply some part of what he has learned."²⁶

Their recommended procedure is as follows:

- (a) The incident which represents the climax of the case is given to the group. Group members are encouraged to identify with a particular person in the situation.
- (b) Questions are directed towards eliciting the facts of the case from the trainer in order to decide what needs to be done and decided immediately.
- (c) Short term decisions are made and tested as follows:
 - (i) Each member of the group considers the case, writes down his decision and hands it to the leader.

- (ii) The leader sorts the individual decisions and forms sub-groups supporting each of the several short term decisions. These sub-groups confer and prepare a supporting statement.
 - (iii) Spokesmen for the sub-groups then debate the case for these decisions (or there can be a role play).
 - (iv) The group leader discloses the rest of the case and so reveals what actually happened and what the consequences were.
- (d) The group then are led to reflect on the case, to isolate long term issues and to uncover the deeper implications.

4. Role Play

Benne²⁷ notes that in the Pigors and Pigors method the trainee is still analysing the behaviour of someone else and hence that diagnosis and judgement are still separated. He feels that Moreno's Sociodrama or Role Play Method comes closer to achieving a bond between these aspects.

Moreno believed that "... taking the role of another is a mark of a socialised human being ... role behaviour gives people opportunities to accept and be accepted by others."²⁸ He was responsible for sociodrama, a method aimed at a more intimate involvement in a situation under study. Sociodrama is also known as Reality Practice, Role Play and as the Participative Case Method.

Role Play, Method 1:

- (a) A problem situation is presented.
- (b) Trainees assume the roles of people in the situation.
- (c) Those acting out the situation work 'in the round' with the rest of the group placed around the room as observers. This is sometimes known as a 'fish bowl' arrangement.
- (d) (i) The observers are led to comment on the performance.
(ii) The actors are encouraged to describe their inner feelings as they performed their roles.
- (e) Further analysis and discussion identify and reconcile disagreements or faults in diagnosis and action.
- (f) The situation is re-enacted.

Role Play, Method 2:

- (a) A problem situation is presented.

- (b) Trainees discuss the people in the situation in order to achieve insights as to personality and to form preliminary ideas as to the reasons for their actions.
- (c) Roles are assumed and acted out in a 'fish bowl' setting.
- (d) The performance is discussed as in (d) above.
- (e) Further analysis and discussion probe more deeply into the situation, and small segments might be re-enacted in order to make further points.
- (f) (Optional) The situation is re-enacted.

Role Play, Method 3:

- (a) A problem situation is presented.
- (b) Sub-groups each prepare and present a role play of the situation.
- (c) General discussion concerning strengths and weaknesses of each presentation.
- (d) Re-enactment by one group.
- (e) Further analysis and discussion to ensure that issues are highlighted.

5. Actuality Method

- (a) Each participant is requested to write up an actual incident in which he has been involved and to bring it to the seminar.
- (b) A volunteer agrees to have his behaviour in the case discussed by the group.
- (c) Discussion proceeds at an informal level and actions are analysed and commented upon.
- (d) The consultant sums up.

This method should be used with great care. It contains elements of sensitivity training that can cause distress to the volunteer.

6. Information Modelling

In an interesting variation of the case method the participants are presented with a set of data relating to a particular problem. They then use this information to model an administrative situation and to arrive at a solution. This then becomes a 'descriptive' case that can be studied in accordance with techniques already outlined. Examples of these cases may be found in Part II.

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PART 2

THE CASE STUDIES

ARRANGEMENT OF THE CASES

It is simply not possible to devise a case that deals with a single issue. Although a case might emphasise a particular problem others will inevitably be raised. Thus a case which is categorised under communication could conceivably be related also to, among other things: discipline, delegation, decision making, staff development, planning and organisation, public relations, change, morale, relations between supervisor/subordinate, parent/teacher/child relationships, provision of educational opportunities for disadvantaged groups, industrial relations, political action and/or moral issues.

In the interests of simplicity and convenience the cases in Part II have been arbitrarily arranged under broad general headings as follows:

1. School and System Organisation
2. Innovation
3. Intercultural Relations
4. Staff Relations
5. Problem Teachers
6. Problem Pupils
7. School-Community Relations
8. Ancillary Staff Matters

Both extended and mini-cases have been included in these groupings.

SCHGOL AND SYSTEM ORGANISATION

1. THE NEW HISTORY SYLLABUS

The Director-General of Education of the Federation of Eurasia opened yet another file. As he read the letter from his Director of Curriculum which submitted for approval a new history syllabus for upper primary classes he mused on the difficulties involved.

In the rural areas of his country there were at least 3000 teachers possessing low academic qualifications (six years of primary schooling) and brief professional training. These would be required - if he agreed to the proposed syllabus - to cope with heavy demands involving new content and new methods of teaching. Obviously they would need immediate retraining if the syllabus were to be introduced next year and this could be expensive. However, the Minister was very keen to have the Ministry courses up-dated in order to stress local content rather than the present left-over fare from a colonial past so it seemed likely that he would support the change.

Taking up his pen the Director-General wrote the following Minute:

The proposal is approved. The Director of Curriculum is to set up a steering committee which will design a plan to enable the 3000 presently under-qualified teachers to implement the new syllabus.

The Committee will be concerned also with the implementation of the change and it will take into account both the constraints and the available resources together with the implications of the change on the roles of teachers, school principals, college lecturers and others.

Resources will be made available as follows:

1. Funds will be provided for in-service training of 3000 teachers for a period of two weeks.
2. About 100 lecturers can be drawn from the various colleges of education to assist in conducting the in-service courses - if considered necessary.
3. Consultancy services will be available from:
 - (a) The federal inspectorate.
 - (b) The various state organizers.
 - (c) The local universities.
 - (d) The Curriculum Development Centre.
4. Technological support will be available from the Education Media Service Centre:
 - (a) A television studio.
 - (b) A sound recording studio.
 - (c) Four sets of high speed cassette duplicating machines, each capable of servicing six cassettes at the same time.

- (d) Printing facilities.
- (e) Programme producers and script writers.
- (f) Camera men and other technicians.
- (g) A team of 10 media experts.

5. Technological software in the form of cassette tapes and portable cassette replay machines are available in the open market. Prices are reasonably cheap. Ministry of Education has funds to buy them in bulk to supply to schools.

The Committee is to proceed with its task with the utmost despatch. A full report outlining proposals in detail is to be submitted for my approval within three weeks from this date.

Mohamad bin Azir
Director-General

Discussion

This exercise lends itself to the preparation of sections of the report by different groups and to discussions to co-ordinate the sectional plans.

2. INSPECTION

Discussion

Read the school inspection report, with its three appendices, which follows, then:

1. List the changes that the inspectors have recommended for the school.
2. In relation to each proposed change give your opinion as to how desirable it is.
3. List (a) the constraints that might make change difficult to achieve in this school.

 (b) the elements in the situation that might be favourable to change.
4. In the light of the above produce a new subject distribution that would provide for more relevant courses. What staff changes would be needed to implement your new subject plan?

INSPECTION REPORT ON SECONDARY SCHOOL
CONDUCTED ON WEDNESDAY 12 JANUARY, 1972

Inspectors: Mr
Mrs
Accompanied by

Buildings and Grounds

Situated right out of the hustle and bustle of diamond mining town life this newly developed mission school with its seven permanent teaching blocks is striving hard to make good progress in the chiefdom headquarters whose name the school bears.

The site itself is roughly three miles long and two miles wide, one edge of this boundary being washed by a stream. Fourteen classrooms, three laboratories, one geography room, one bookshop, a small library, the office, staff-room, and a store occupy the seven teaching blocks. Of the seven blocks one was built to fit in a single classroom which is occupied by the fifth form, thus separating them from the rest of the school. Provided these fifth formers are conscientious this arrangement should be of immense help in their studies. The entire compound, with the exception of the toilets (for both day and night use) was very well kept and the exterior of the buildings looked rather dignified in its surroundings. Immediate attention and regular supervision ought to be paid to the toilets in order to obviate the risk of an outbreak of some terrible disease.

Away from the teaching blocks are the dormitories; the girls in two buildings on one side of the compound and the boys not exactly on the opposite side, but quite a distance from the female dormitories.

Of necessity staff houses have been erected in the compound.

Administration

Mr, a very hard working, experienced graduate heads this part boarding school with Mr as his second in command. No clerical assistance has as yet been appointed, so the principal finds himself in charge of collecting fees. Sometimes he is assisted in this by his senior assistant teacher, Mr The fees collected are:

Tuition	-	£10.00 per term
Registration	-	£10.00
Boarding	-	£22.00
Games	-	£2.00
Medical Fees	-	£0.50

The majority of pupils in this school have their homes miles away from this village so a boarding department is the best solution to the problem of distance to school or suitable guardians. There are 216 boys and 92 girls at present in the boarding department. It is compulsory for girls to be boarders

regardless of whether they live near the school or not. Mrs, wife of the principal, and two fifth-form girls are in charge of the female boarders while Mr looks after the males. The senior prefect works in conjunction with Mr to see that there is order in the male dormitories. With the exception of the toilets all the dormitories are fairly well kept. The necessary lockers etc have been provided for the boys but it is a pity the girls have been neglected in this respect. Since water is sometimes a problem in this area the principal is advised to attend to the construction of decent local type toilets as early as possible.

Organisation

There is no streaming yet but the principal hopes to introduce it in the third or fourth form next school year. Since the school is now fully developed it would be to their advantage if proper heads of subject departments could be allocated immediately, so that schemes and work records and also junior staff can be effectively taken care of.

A prefect system operates. The prefects - eight in number (including the senior prefect) are appointed by the staff. Form teachers are normally responsible for selecting class monitors but up to the day of inspection this had not yet been done for the current school year because of some slight misunderstanding.

A very small library is maintained in the school but a good supply of new editions would enhance its usefulness.

Curriculum

General school subjects including Agricultural Science are taught in the first three forms. The curriculum is modified in the fourth and fifth forms by the addition of Government and Economics as teaching subjects. It is a pity that with such good staff on the science side there is no one experienced and willing enough to teach General-Science as a single subject in Forms I and II. Splitting up into Physics, Chemistry and Biology as early as the first form takes the joy out of understanding science as it should in the junior forms.

There is an adage which reads: 'All work and no play makes Jill/Jack a dull girl/boy'. This has been proved over and over to be correct, and is one of the reasons why educational authorities in every part of the world have included some form of Physical Education in their curriculum. This school should not be an exception because by non-inclusion of this so important item in the curriculum the pupils are made to suffer heavily.

There is however one subject in the curriculum which is not quite clear in the minds of the Inspectors. Why is German being taught for one year only and in the Middle School?

Extra Curricula Activities

At the moment only Scouting is enjoyed outside the classroom but a new self-help agricultural project for rice and vegetable production is beginning to gain ground.

Discipline

This does not seem to be much of a problem in this school. The principal has been able to cope with the few cases that have cropped up. Lateness is almost negligible.

Classroom Work

Pupils in the senior school should do well in Biology under the guidance of Mrs, a graduate with 10 years' teaching experience. Somehow the third-form pupils looked rather weak, but it may well be the effect of obvious spoon-feeding or plain shyness because of the presence of the inspectors.

Junior Biology in Form II on the other hand was badly taught by Mr who on the day of inspection gave a very dull lesson on the structure of mantids. With just a little more effort on this part Mr should do well. Apart from preparing his lessons in advance he should watch out for the following weaknesses:

- (a) Avoid walking continuously backwards and forwards while doing actual teaching.
- (b) Should not allow pupils to answer questions in chorus; questions should be directed to individual pupils.
- (c) When teaching, he should not start a word or a sentence and expect pupils to finish it; this is very bad teaching.

Agricultural Science is a 'light' and 'natural' subject and must be handled as such. Mr in teaching this subject to second form pupils made it clear that he knew his facts, but by spelling out these dry facts in a monotone to junior pupils nothing is achieved.

Mr who has been recommended for the post of senior teacher is doing a good job with his first form pupils for Maths. Apart from his good lesson, which the pupils enjoyed, he makes it his practice (as observed from exercise books) to give regular assignments to the pupils and these have been marked up to date.

Six years' experience in the teaching of French has done a lot for Mr who seemed to be making good use of this when dealing with his third-form pupils. During the lesson, all his instructions to the pupils were given in French, and somehow they were well understood by the pupils whose response was very encouraging. Regularly marked assignments as from the 22 September 1971 were observed in the pupils' exercise books. Mrs, a fairly new graduate without much experience, could profit from his experience.

English Language Form IB Roll: 18 boys and 5 girls

Teacher: Mr, B.Sc. (Agric) one year's teaching experience.

Topic: The Use of the Apostrophe

The teacher wrote on the blackboard the following sentence:

This is the book of Moses . He then proceeded to explain how the apostrophe is formed in the singular and wrote beneath the first sentence, This is Moses's book . The rest of the period was taken up by the pupils giving examples with no variations but only changing the word 'book' to 'pen', 'pencil' etc. etc.

English Language Form 1C Roll: 18 boys and 16 girls

Teacher: Mr, G.C.E. O Level, one year's teaching experience.

The topic was a comprehension lesson taken from Chapter 10 'Football' - 'English Course Book I' by Grieve.

This was a good lesson. The teacher after allowing the pupils some time to read the passage silently, proceeded to test their understanding of the passage and the use of some key words. His efforts were well rewarded.

English Literature Form IA Roll: 12 boys and 6 girls

Teacher: Mr, G.C.E. O Level, 2 years' teaching experience.

Topic: 'The Caine Mutiny' by Herman Wouk.

The teacher arrived late to start his lesson. He made no apology even though he found the inspector waiting for him. He sat down on the table and began to ramble about the topic. There was no direction, no purpose. His lecture was punctuated regularly by the expression 'Is that not so? It was a poor lesson.

English Language Form IIIC Roll: 19 boys and 5 girls

Teacher: Mrs, B.A. (Econ) (Hons), 2 years' teaching experience.

Topic: Lesson in appreciation of a poem 'Richard Cory' by E.A. Robinson.

This was a good lesson. The teacher succeeded in working up the class to the climax which they discovered without unnecessary meanderings. Key words in the poem were noted and explained. The class showed appreciation.

English Language Form IIIB Roll: 25 boys

Teacher: Mrs, B.A. (Hons), one year's teaching experience.

The class was engaged in correcting their mistakes in written work which they had done previously. Both pupils and teacher were working together.

Geography Form IIC Roll: 28 boys and 4 girls

Teacher: Mr, S.C., one year's teaching experience.

Topic: The British Isles - Climate

Too much was put in this lesson for a second year class. With remarkable swiftness the class was rushed through maritime type of climate to corresponding vegetation - then to isotherms. The blackboard was covered over with drawings, summaries, etc.

After the lesson the inspector called the principal's attention to the inappropriateness of the study of the British Isles in Form II.

Government Form V Roll: 9 boys and 1 girl

Teacher: Mrs, B.A. (Econ) (Hons), two years' teaching experience.

Topic: Source of Revenue.

This lesson was unsatisfactory. The class apparently was revising some notes which they had in their exercise books. No teaching aids, pictorials etc. were available. The lesson was dull and lifeless. Reference ought to have been made to the function of their local committee or barrie. The teacher admitted this later.

General Observations

Comparatively speaking the standard of work was satisfactory. Nearly all the teachers prepared their work and showed keen interest. The feeling of comradeship was high and infectious, their sense of responsibility commendable.

Records

Admission Register, Attendance Registers and Record-of-Work books need a little more careful attention.

Miscellaneous

The Principal is lucky in having such a wonderful staff, and the inspectors sincerely wish they will continue to be as happy and hard working for a long time yet. We also hope, in the interests of all concerned that efforts to bring the husband of Mrs (who is himself a graduate) over will be fruitful. Also that the application by Mrs for inducement pay on signing a new contract will soon be favourably considered.

The present choice of members of the Board of Governors to this school has proved to be rather faulty and affecting the smooth running of the school. According to the principal there is no member of the Board from the Chiefdom. Many of the members are from,, and, and so because of the problem of distance they find it almost impossible to attend Board meetings.

On the day of inspection the general tone of the school was good and pupils turned out in good number.

With the small donations given by some kind members of the public the principal has been able to start the construction of a separate science block but its completion will take years unless help in the form of finance is received from the Ministry. If completed, diversification (which is so necessary) for the girls could be started.

Full agricultural and commercial courses are also envisaged by the principal in the not-too-distant future.

The need for home economics, technical and agricultural courses is very great in this community which is mainly agricultural. Since it is very obvious that Secondary School is a progressive school the inspectors strongly feel that ratepayers' money could well be invested in this school to the benefit of that community.

APPENDIX I

FULL STAFF LIST

A.	<u>NAME OF PRINCIPAL</u>	<u>QUALIFICATION</u>	<u>TEACHING EXPERIENCE</u>
	Mr.....	B.A., Dip Ed.	23 years
B.	<u>STAFF</u>		
1.		B.Sc. B. Ed.	18 years
2.		B.A. Dip. Ed.	6 years
3.		B.Sc. Ed.	3 years
4.		B.Sc. Ed.	10 years
5.		B.Sc. Ed.	3 years
6.		B.Sc. Ed.	3 years
7.		B.A. Econ.	2 years
8.		M.A.	2 years
9.		M.A.	2 years
10.		M.Sc.	2 years
11.		B.Sc.	2 years
12.		B.Sc. Agric.	2 years
13.		H.T.C.	2 years
14.		B.Sc. Ed.	2 years
15.		B.Sc. Agric.	1 year
16.		G.C. of Agric.	2 years
17.		G.C.E. O Level	2 years
18.		G.C.E. O Level	2 years
19.		B.A. Dip. Ed.	2½ years
20.		S.C.	2 years
21.		S.C.	1 year
22.		G.C.E. O Level	1 year
23.		G.C.E. A Level	1 year
24.		B.A.	1 year

APPENDIX II

BREAKDOWN OF SUBJECTS TAUGHT IN SCHOOL

FORMS I, II AND V - 11 SUBJECTS
FORMS III AND IV - 12 SUBJECTS

SUBJECTS	PERIODS PER WEEK					DURATION
	FORM I	FORM II	FORM III	FORM IV	FORM V	
English Language	5	5	5	4	4	40 mins
English Literature	2	2	2	4	4	" "
Maths	6	7	5	5	5	" "
French	5	5	5	5	5	" "
Geography	3	3	2	5	5	" "
History	3	3	3	4	-	" "
General Science	-	-	-	-	-	-
Physics	3	2	3	5	5	" "
Chemistry	2	2	3	4	8	" "
Biology	2	2	3	4	5	" "
Government	-	-	-	4	4	" "
Economics	-	-	-	5	4	" "
German*	-	-	5	-	-	" "
Bible Knowledge	2	2	2	4	4	" "
Agricultural Science	2	3	2	-	-	" "
Physical Education**	-	-	-	-	-	-

* Of what use is this subject when being taught for only one year in the Middle School?

**Effort should be made very soon to remedy this situation.

APPENDIX III
ANALYSIS OF ENROLMENT

FORM	BOYS	GIRLS	TOTAL
IA	23	7	30
IB	20	15	35
IC	17	19	36
ID	18	18	36
IE	26	13	39
2A	34	6	40
2B	30	8	38
2C	36	6	42
2D	26	9	35
3A	27	1	28
3B	30	-	30
3C	27	5	32
4A	23	3	26
4B	23	4	27
4C	28	4	32
5	27	2	29
TOTAL	415	120	535

3. A RURAL CHALLENGE

Mr Vasilou has just been appointed as Headmaster of Periphai Primary School in rural Cyprus. By great good fortune the village of Periphai has been the subject of a survey conducted by the Educational Research Unit of the Ministry during the previous year. Vasiliou has read the voluminous report on Periphai with great interest and has listed its major findings.

1. Of the 75 families with children attending the school 63% had 5 to 7 children while 12% had 8 to 11 children.
2. 75% of the people are engaged in agriculture.
3. The occupations of the parents do not necessarily require secondary or higher education. Most had only a primary school education and some had themselves never been to school.
4. Annual family incomes vary between £1000 and £1500. Only 8% of families have annual incomes in excess of £2000.
5. All the children in classes 5 and 6 and most of the children in classes 3 and 4 are required to help with the family occupation. During its harvesting time children are often kept at home.
6. Only 10 families buy a newspaper regularly. 25 families never buy a newspaper. No family buys books but 69 have radios and 25 have T.V. sets.
7. Most of the village houses have two bedrooms only.
8. Homework must be done in the kitchen or dining room.
9. Bread is the basic food. This is supplemented by vegetables grown in the gardens. Meat or fish is eaten about once each week but cheese and milk are more frequently available.
10. Only 10 families have cars. Most children have not travelled more than 20 miles from Periphai.
11. The results of standardised tests in spelling show that Periphai children perform substantially below the norms of rural areas - although the situation improves in classes 5 and 6.
12. Mean I.Q.'s are:

4th class - 86, 5th class 87, 6th class 89 and this represents one Standard Deviation below the Standardised mean.

It was obvious to Vasiliou that Periphai School will be a challenge.

Discussion

If you were an inspector of schools advising Vasilou,

1. What would you suggest as the important educational priorities?
2. What style of management would you advocate?
3. What suggestions could you make for involving the parents in the active support of school policies?
4. If the research report provides insufficient information to guide the headmaster's planning what further information would he be well advised to seek?

4. TEACHERS OF ENGLISH IN SECONDARY SCHOOLS

Discussion

On the following pages you will find details about secondary schools in Zambia and the teaching of English therein. On the basis of this information you are asked to make policy decisions on:

1. How to arrange for an orderly and equitable withdrawal of non-Zambian teachers.
2. What steps to take to ensure that the University and Nkrumah Teachers' College do not produce more teachers than can be employed once the non-Zambian teachers have left.

Schools

There are 114 Government and Grant-Aided Secondary Schools in Zambia for which the Ministry of Education is responsible for recruiting teachers or approving teachers recruited by the Church agencies which run the grant-aided schools. The salaries of all these teachers are paid by the Ministry.

Classes

The Secondary school course is a five-year course, with a selection examination at the end of three years. The approximate number of classes, each containing approximately 40 pupils, is:-

Junior School:	Form I	570 classes
	Form II	570 classes
	Form III	570 classes
Senior School:	Form IV	270 classes
	Form V	<u>270</u> classes
	TOTAL	2250 classes

English Teaching

All classes receive instruction in English. Each class receives eight forty-minute periods of English a week in the junior school and seven in the senior school. In addition about one third of the senior school classes take Literature in English for four periods per week.

Teaching Loads

The average number of teaching periods per week for each teacher is 28, but in some schools teachers take loads of up to 34 periods a week and in others, where there are surplus teachers the loads are as low as 20 periods. This means that a full-time teacher of English could teach four classes

which would give him or her between 28 and 32 periods a week, but it is recognised that this is a very heavy load in view of the amount of marking to be done, so the usual load is three classes of English (21-24 periods per week) and perhaps one or two classes of Literature in English (4-8 periods per week) or some other subjects.

Teachers of English

Zambian teachers of English are trained at the University of Zambia and Nkrumah Secondary Teachers' College. The University offers a four-year B.A. with Education after which the students are qualified to teach two subjects up to the Form Five level. Nkrumah Teachers' College runs a two-year course leading to a diploma which qualifies the holder to teach two subjects up to Form Three level (i.e. in the junior school).

Expatriate teachers of English are recruited on three-year contracts which can be reduced to thirty months or extended to forty-two months. The main areas of recruitment are Britain, India, Sri Lanka, and the Philippines, with a few teachers from other countries. Most of these are graduates but not all can teach in the senior classes because of discipline problems or the poor quality of their degrees. However, most of the non-Zambian non-graduates hold A Levels plus a three-year certificate in education and so are capable of teaching up to fifth form level.

Where a school has a shortage in a particular subject area, the headmaster can recruit a local person, usually the wife of someone working in or near the school, on a daily basis. These teachers are called relief or part-time teachers.

Zambianisation

There is a national policy of Zambianisation which applies to all firms and Ministries. Until 1980 the Ministry of Education was trying desperately to recruit more expatriate teachers as there were many vacancies in nearly all schools. In 1980 however the tide turned and there is now a need to refuse renewals of contracts to non-Zambians in order that sufficient vacancies may be found for all the Zambians graduating from Nkrumah Teachers' College and the University.

TABLE 1. PROGRESS OF ZAMBIANISATION - SECONDARY ENGLISH

	<u>ZAMBIAN</u>			<u>NON-ZAMBIAN</u>			
	<u>Grad.</u>	<u>Non-Grad.</u>	<u>Unqual.</u>	<u>Grad.</u>	<u>Non-Grad.</u>	<u>Unqual.</u>	<u>Relief</u>
1977	97	229	11	319	93	28	33
1978	99	263	23	328	89	28	35
1979	116	308	19	298	70	16	28
1980	140	352	16	268	71	7	16

5. We do not think that it will be necessary to recruit any more expatriate teachers for government schools for 1981. The vacancies can be filled by expatriates who renew their contracts, graduates from Nkrumah in May and from UNZA in August.
6. In 1977 at folio 110 (notes 1 and 2) I indicated that we were likely to be self-sufficient in junior teachers of English by 1985 but that we were unlikely to be self-sufficient in senior teachers of English for a very long time. The estimate about junior teachers still stands as can be seen from the figures given below, but the number of graduates entering the teaching service has increased considerably so we are likely to be self-sufficient in about seven years time.

TABLE 2. TEACHERS OF ENGLISH REQUIRED 1980-85

<u>Junior teachers</u>	(i.e. non-graduates - 2 years' training)
<u>No. required:</u>	600
1980: Actual number:	352
1981 (estimate)	400
1982 "	450
1983 "	500
1984 "	550
1985 "	600
 <u>Senior teachers</u>	 (i.e. graduates - 4 years' training)
<u>No. required:</u>	300
1980: Actual number:	140
1981: (estimate)	165
1982: "	190
1983: "	215
1984: "	240
1985: "	265

The implications of these figures are serious for Nkrumah Teachers' College and UNZA. If the present trends continue for the next three years, it will be necessary to reduce the number of junior English teachers being trained at these institutions in 1984, so that the output of trained teachers is just sufficient to replace the teachers who retire or resign. Even the sixteen new secondary schools will only require one year's output of trained teachers to become fully staffed in English. At the inspector's meeting in May 1980, it was recommended very strongly that the teacher training courses at Nkrumah and Copperbelt Colleges should be lengthened to three years. This would be the most efficient way of reducing the output but continuing to utilise the existing resources. It would also enable the colleges to produce more adequately trained teachers. We therefore recommend that planning begin for the introduction of a three-year diploma course in 1983 or 1984.

Discussion

1. Before the Chief Inspector acts upon the report of the English Inspector what further issues should she consider in relation to:
 - (a) The progress of Zambianisation.
 - (b) The staffing of the Training Colleges.
 - (c) The costs of teacher training if a three-year diploma is introduced.
 - (d) The effect of these changes on the production of teachers of other subjects e.g. would a change to three-year training produce shortages in other subject areas?
2. In the light of the response to the above enquiries you should indicate what policy decisions need to be taken and give your reasons (see introductory paragraph).

5. WHO SHOULD FIX IT?

A District Education Officer was being shown around a primary school by the headteacher. One of the classrooms at the school was badly in need of maintenance and the District Education Officer made a note of this. Two other classrooms in permanent materials were in good order except for ceiling panels which were hanging loose. The District Education Officer asked why these had not been repaired and the headteacher replied that he had reported the matter but no maintenance had been carried out yet. The District Education Officer suggested that perhaps the headteacher or his staff could do such minor repairs but the headteacher replied that the people of the community became cross when the staff maintained the buildings because they knew if they waited government would eventually pay the men of the village to carry out the repairs.

Discussion

1. Was the attitude of the villagers reasonable?
2. Do you think the headteacher was right to ignore the need for simple repairs on the buildings because the people of the village complained?
3. How would you have handled this situation if you were the headteacher at the school?
4. If you were the District Education Officer how would you handle the situation?
5. What arguments could the headteacher or the District Education Officer use to encourage an attitude of 'self help' amongst the staff and the community?

6. NEW SCHOOL?

A District Education Officer returned from lunch one day to find a group of men from a village on a neighbouring island within his District waiting to see him. The men explained to him that some children from their village could not attend school because their parents did not like them to walk the considerable distance to the nearest school. The men asked the District Education Officer to support their request for the establishment of a new primary school in their village. What should the District Education Officer do?

Discussion

1. What further information would the District Education Officer require from the group of parents?
2. Who else would the District Education Officer have to consult?
3. What other information would the District Education Officer require?
4. If you were the District Education Officer what steps would you take before making your decision or recommendation on the matter?

7. DISAGREEMENT OVER TIME

Namasa School is situated in a small town in Fiji. Besides the headteacher there are seven teachers on the staff. Three of these are married ladies who, because they live some distance away, catch buses to school. The bus services run erratically and these teachers are often late for duty.

Since the School Committee is rather poor there is no possibility that it can provide suitable staff housing and the headteacher is at first resigned to the lateness of the three staff members.

Because of the situation other members of staff have been called upon to perform extra supervisory duties and they have become unhappy about this.

The headteacher believes that the problem can be solved by commencing school at 9 am instead of 8.30 am. However the four 'town' teachers object to this on the grounds that this will extend the school sessions into the hottest part of the day and so disadvantage the pupils.

The headteacher is now forced to examine the whole situation to see if he can locate the hidden agenda.

Discussion

1. Examine the issues through the eyes of the headteacher.
2. How might the problem be resolved?

8. THE STATE ATHLETICS COACH

Place

A Government secondary school in Malaysia in an urban area (large town - not a city) Enrolment of students 1000 girls. Staff 38 (mixed).

Situation

A senior teacher, Mr X, teaches science in all 5 streams of Form III with classes in both morning and afternoon session. These students are preparing for the Government external examination on which their whole future depends. Failure can mean the end of their school days. Poor results can mean they get into the wrong stream for their studies in upper secondary. Mr X is a very good teacher - interested in his students.

Mr X is also a highly qualified athletics coach, appointed by the Sports Council as state coach for over 200 large secondary schools. The Sports Council is a voluntary body headed by the chief education officer and manned by school principals and teachers. The principal of our school is very keen also on sports and a member of the Sports Council.

The Problem

His duties as state coach require that Mr X is often needed for meetings and training in places far distant from his school. He is often called for weeks to other parts of the country. On occasions he has even had to accompany the national team overseas.

No replacement can be obtained for his work - because replacements are only given if a person is absent for more than 30 days at a time. Last year he was missing for a total of 92 days - on fully approved leave from the Department - but always in less than 30 days at a time. No one else on the staff can fill in for his science as it is a specialist job and science teachers are scarce. The laboratory boy tried to look after the students. Students grumbled. Parents complained to the principal. The principal realised that if she tried to limit the times the teacher left the school for these sports activities, this would be unpopular with the Sports Council.

Discussion

What action should the principal take to be fair to all parties?

9. TRANSFER

A District Education Officer after consulting his headquarters decided to transfer a teacher from school. He wrote an official letter advising the teacher that he/she should transfer before the commencement of the term.

The headteacher of the school was opposed to the transfer so he sent a telegram to the Ministry advising that the School Committee did not want the teacher to be moved to another school.

In response to the headteacher's telegram, the Ministry cabled the DEO disapproving the transfer of the teacher.

Discussion

1. Was the action taken by the District Education Officer correct in this matter.
2. Was the action of the headteacher correct?
- 3, Was the action of the Ministry correct?
4. How could this situation have been avoided?

10. OSEA

Osea Kaputin had volunteered to be headmaster of a big school in one of the outer islands. His wife was not at all pleased with the decision and so she decided to remain on the main island with the children. Osea left without them to take on his new job at the beginning of the year.

On arriving at the school, he did all that he could to maintain and even to improve standards. The Area Organiser, who was responsible for the district, visited him and was pleased with his performance but was surprised to find out that he had already written to the Ministry requesting a transfer back to the main island on the following year because of domestic problems.

Discussion

What advice should the Area Organiser give to this headmaster?

11. ELITE

Mr X taught the elite section of Standard VI last year. The year before he taught the same pupils in Standard V. Last year he wanted to move up with his class in order that (as he puts it) he might gain new experience and also pick up the class from where he had left it the previous year. However, his main interest in teaching the elite class lay in giving private tuition for remuneration, although he was not using the school premises to that end. Giving private tuition for remuneration is forbidden by law, but the law is not really enforced.

This year Mr X wants to stay in the same class and welcome its new pupils, on the plea that the Certificate of Primary Education elite section needs a teacher who is well equipped and who has adequate experience. He had prepared a good many teaching aids and visual aids last year and he is tired of preparing new things each year. He has told the principal that he is going to give private tuition - either naively or because he feels that the principal is very close to him and he can be trusted. May be also, he has some financial problem and he thinks that giving private tuition is an easy means of getting money. Consequently, he has expressed his wish that a streaming of the pupils be performed. But the reason he puts forward is that more intensive work can be done if the pupils are streamed.

On the other hand, Mr Y who taught Standard V A last year wants to move up this year - perhaps with the same motives. But the difference is that Mr Y is against the idea of 'streaming' and he would not part with any of his pupils even if they happen to be worse than those of the other sections. He loves his pupils (he says) and he got through a lot of work with them last year, thus paving the way for the next school year.

The Area Inspector in his turn, shares the opinion that the CPE (elite) section needs very careful handling and that Mr X is better placed to take the class. Now, what to do with Mr Y who has done such a tremendous amount of work last year? Keep him in Standard V? He is definitely not going to put in the same amount of work this year. Besides, the Standard IV teacher would like to go to Standard V. Giving Mr Y a Standard IV section would appear to be downgrading him - and he might feel frustrated. That might tend to alienate him. On the other hand, trying to please Mr Y could alienate Mr X.

Discussion

If you happened to be the principal how would you deal with the situation?

2

INNOVATION

59

1. SMITHY GETS UPSET

A term ago Peter Jones had been appointed head of a science department in a secondary school. This involved a transfer from the school at which he had previously been teaching. He was 25 years old, a graduate and he had recently completed his teachers' training programme. The department had four science laboratories and five other teachers of science consisting of four younger, non-graduates and Mr Smith.

Mr Smith was 52 years old and was an experienced non-graduate teacher who had been at the school for 16 years. He had been teaching science when the school only had one small room that doubled as a science room. He had been the first teacher of biology at the school and over the years his students had obtained a steady trickle of O Level passes in Biology under conditions in which very little practical work was possible. This same room, which had eventually been converted into a full laboratory, was used by Mr Smith as his home base. Hardly anybody taught there except in an emergency. He kept the lab and its contents in immaculate condition, although this was in part due to his philosophy which was one typified by a comment of his, "There's no point in allowing children to handle practical equipment until they have passed O Level. They can't understand how to use it." Thus it was with the greatest reluctance that students were allowed to look through a microscope or do the basic things that would be expected of them in the practical examination. Consequently, the lab never had a chance for its usually immaculate appearance to become dishevelled.

Peter felt that this approach was not the best for students of O Level Biology so he had asked the headteacher to arrange the timetable in order that Mr Smith taught general science to the middle forms of the school, while he himself took the O Level Biology class. In order to clear the air, he had convened a meeting of all the science department teachers to inform them of this.

Peter knew that Mr Smith might not be too familiar with the new general science course being used so he made an effort to help him. Since Peter was teaching parallel forms he made a point of telling Mr Smith of everything that he had been doing and making available every worksheet and set of equipment that he had constructed. On occasions he even took the trouble to carry the equipment into Mr Smith's lab and set it up after he had finished with it. But to his surprise, Mr Smith hardly ever used any of the equipment that he took in. He would not even acknowledge Peter's actions and he would give the impression of being hostile to what Peter was doing. Peter felt that he was only trying to help and he could not understand Mr Smith's actions. The other younger science teachers did not react in this way at all. In fact they did all that Peter told them to without a murmur.

"After all," thought Peter, "I am head of department. And the main aim of being head of department is to see that everyone in the department works properly and professionally."

One morning Peter was called to the headmaster's office. "What's happened to Smithy?" asked the headmaster. "After 16 years in this school he is asking for a transfer."

Discussion

1. Can you trace any possible reasons for Mr Smith's request?
2. Do you think that anything (a) could have been done,
(b) could now be done to make Mr Smith change his mind?
3. Discuss the statement made by Peter in the penultimate paragraph. If you agree with the main aim as stated by Peter, discuss how it could be achieved.

2. HEADING FOR CHANGE

You have recently taken up your first headship in a large primary school in a district some distance away from where you live and formerly taught. Your last school in which you were senior teacher was, by local standards at least, progressive - unstreamed, with informal relationships, modern methods, with good discipline though the strap was hardly ever used etc.

Your new school on the other hand is rigidly streamed, discipline is rigidly enforced, especially by the Senior Teacher. Different approaches to teaching are used so that the children are confused as they move through the school. For example, subtraction is taught by 'equal addition' as well as 'decomposition', several different methods are used for the teaching of reading, and the separate subjects - Geography, History etc. are taught by some teachers while others teach Social Studies.

The staff consisting of a good percentage of young, untrained teachers are divided into various camps - a division that existed before you took up your position. These camps are led by three or four more experienced teachers, each apparently believing that her/his course alone is right. There is Mr Snaggs, a firm egalitarian who is convinced that streaming is wicked. He can "prove to you" that the few middle-class children in this predominantly working-class school occupy the top streams, and get all the attention. On the other side of the fence is Miss Higgins. She teaches the Common Entrance class, and is convinced that mixed-ability grouping would hold back the bright kids, and would not in any way help the less bright. She has not had any direct experience of this, nor has she read anything of the vast literature on the matter, but she knows! She also believes in a common approach and finds herself opposed to Mrs Gross, who champions the cause of the teacher doing his/her own thing. It is good for the children to be exposed to different methods and approaches, and after all, the teacher has a personality. The senior teacher, Miss Sawyer, is always clashing with Mrs Neil over her lax attitude to discipline. Mrs Neil believes that children are little people with rights just like big people. They should not be flogged and subdued, and she allows them a good degree of freedom which Miss Sawyer calls disrespect.

You have allowed yourself a 'comfortable settling-in period', and you have made an assessment of the situation. This mess cannot go on! It is the children who suffer in this state of uncertainty and chaos! You have a chat with your district education officer, who reveals that she is fully aware of the situation and has been for quite some time. She agrees with you that something has to be done.

Discussion

Where do you go from here?

3. ESL

It is the policy in a certain island country to teach English as a second language. The authorities have spent a good deal of money in providing resources and in sponsoring in-service courses in the Tate method. While the local language is still used in primary schools it tends to be replaced by English as the language of instruction in the second form of the secondary school.

Raurenti, the headmaster of a village primary school, fully accepts the policy of his Ministry in relation to the teaching of English but he is encountering a good deal of opposition from the village elders. He is further troubled by the imperfect English used by some of his teachers and the evident boredom of some of the children during English lessons.

At a meeting between the teachers and the parents the matter comes to a head when Sione, an influential elder, is openly critical of the teaching of English to his grandson - "so encouraging the boy to discard his own language". The village is divided in its feelings and, as Raurenti hopes to persuade the people to build a new classroom for which he needs their co-operation he feels great concern.

Discussion

1. What are the issues, including the hidden ones, in this case?
2. How should Raurenti handle the whole matter?

4. RAISING STANDARDS

On taking charge of a large primary school in Singapore, Mary Choo was distressed to find that, for a number of years the results of the external examination at the end of Grade VI had showed that only 40% to 50% of the children had ever mastered the syllabus. What distressed her even more was that the teachers accepted the situation as inevitable. They pointed out that half the children came from the lower socio-economic group and that there was little exposure to English in the homes. Since the hope of attracting a better class of children to the school was remote, teaching, it was felt, could never become a satisfying challenge.

Two questions haunted Mary Choo -

1. Was it possible that so many 'stupid' children were born year in and year out?
2. Was there anything wrong with the syllabus?

Mary Choo could not bear watching the children accept failure before they could even enjoy life. Something had to be done. Interviews with the parents revealed that they felt as helpless as their children. Some were anxious to unburden themselves and were openly distressed, some instructed Mary to take harsh measures and make the children learn, some were defensive and some were antagonistic.

Initially any solution of necessity rested with Mary Choo and her staff.

Three years later the position had completely changed. Morale was high and pupil performance in class and at the final examinations had greatly improved.

Discussion

1. What steps had Mary Choo taken?
2. What had been the sequence of reactions from (i) the staff, (ii) the parents, (iii) the children?

5. COMMUNICATION

Background

A large school with up to approximately 700 students and a staff of around 70. Staff relationships are relaxed and a 'professional' attitude exists. The principal is keen on innovation and considers himself progressive - he is well-regarded within the teaching service.

Problem

In an attempt to improve lines of communication the principal had established a daily 'briefing session' with his heads of department. These meetings are short, about 10 minutes, and are held at the beginning of the day. Staff bulletins are issued monthly and the staff notice board is religiously kept up to date by the V.P.

At a meeting of the education committee, consisting of the entire staff, it was decided as a useful exercise that teachers should be given an opportunity to list any problems they encountered in the general running of the school. (This was to be done anonymously to obtain a more realistic result.)

On analysing the lists of 'problems' which were presented, it was found that quite a large majority indicated that there was a 'lack of communication' in the school - the principal reacted strongly to the implication.

Discussion

1. What, if anything, was wrong with the lines of communication within the school?
2. What should be done now to rectify the situation?

6. EXTRA-MURAL ACTIVITIES

Mr John MacNeil was a rather popular deputy headteacher of a primary school in the suburbs of Greeting. He was very active in voluntary social organizations, and a member of the church council.

Eventually he was appointed headteacher of a small country school, and planned to channel all his enthusiasm into making this school one of the best in his small island. He was confident that the skills he had used with such success at his former school, would work even more successfully in the country environment. But at the first staff meeting, held the week before school was reopened - he felt the first pangs of doubt. His senior teacher, who had been filling the place of headteacher during the previous term did not accept his overtures of friendship. In discussing current programmes of the school, members of staff seemed reluctant to contribute unless they read approval in the deputy's expression. Information which would be helpful in formulating new programmes was deliberately withheld, as the new headteacher found out later.

During the first term he tried his best to establish rapport with the staff and parents as well as the pupils. The latter returned his goodwill but the parents seemed to avoid him and the teachers were respectful but aloof. Each member of staff found some good reason why he or she could not be responsible for some extra-curricular activity. Some attended evening classes or had family responsibilities, which necessitated leaving school at least five minutes after dismissal in the afternoon.

But the headteacher was determined to have a Brownie pack, a Guide company, a Cub pack, a Scout troop, a Drama group, a 4H Club and a Parent-Teacher Association going before the end of the school year. He tried to start the drama group and a cub pack by himself, but found these along with his other duties exhausting. He kept on however, in the hope that three of the younger teachers would be encouraged to help him. Eventually, he learnt through the grape vine, that the teachers were wary of offending the deputy headteacher, who resented not being appointed head of the school. No teachers volunteered.

The tension in the school was now to be felt. The deputy was not filling in the supportive role, although outwardly he was pleasant enough. The headteacher did not want open hostility to develop, so ignored what antagonism he could. Yet he felt that it was his duty to upgrade the school in all the ways possible. He knew that there was potential only waiting to be tapped, and that a great deal more could be done to help these children's development.

Discussion

Where should he go from here? What would you do if you were in his place?

7. THE CONSERVATIVE

Sandra X, an experienced secondary school teacher, had been seconded a year ago by her government to act as a Project Implementation Officer to co-ordinate the activities of a two-year multi-national project in five pilot primary schools in her country. The project, founded by an international agency, was aimed at producing revised core curricula in the four principal subjects taught in primary schools in the countries of the region.

At the regional teacher workshops, some very interesting and, in Sandra's opinion, good material in mathematics had been developed. In four of the pilot schools, the materials had been introduced with very positive results. The teachers had found that use of the materials had had a dramatic effect on the students and their interest in mathematics. The children were responding to the course with a great deal of interest and the teachers had by and large responded favourably, since the materials contained detailed instructional content, thus helping them with a subject that many of them had found to be difficult.

In the fifth school there was a problem. Although some of the teachers who had seen the material seemed favourably disposed towards it, the course was not being widely used. The materials had in fact stayed in the headmaster's study. In response to Sandra's requests, he had always sounded evasive and had made comments such as, "I want to check them first, to find out if they will fit in with our programme. Maths is in the eleven plus test, you know, and our results have always been very good." Or, "I will give them out next week." Or, "Just give me a little time. I don't want to confuse the children with too much new stuff at one time." And once when she arrived at the school, she heard the headmaster telling his staff, "Don't pay too much attention to all this new stuff that Miss X is trying to force down our throats. She's only going to be here for a couple of years, but this school will be here for long after she's left for some big-shot job at the University. I'm thinking about the children, not the project."

The project Maths specialist had also been expressing his frustration with the situation to Sandra, and had asked her for assistance.

Discussion

1. What were the possible causes for the conflict?
2. What possible actions are there for Sandra to take now and what are the likely outcomes of each? Which would you recommend?
3. Detail a course of action that a person in Sandra's position could take during her first year in office to reduce the possibility of such a conflict arising.

8. COMMUNITY READING IN THE CLASSROOM

In Territory 'A', an Education Officer conducted a workshop on community reading in the classroom for a group of trained, practising, primary school teachers.

At the inception there was continuous conflict, due to the lack of understanding of the concept - community reading.

Teachers asked questions such as 'What is meant by community reading?' Some said that community reading was just another time-wasting approach copied from overseas, and the children of Territory 'A' would be better off if they were taught to read through the traditional method.

As the workshop progressed some expressed the view that they would go through the motions of the workshop, but when they returned to their regular classroom they would certainly forget everything said at the workshop, and would most definitely continue in the traditional approach to the teaching of reading.

One of the main fears expressed centred around the ideas of community reading drawing heavily upon the language of parents and peers. Teachers were definitely not willing to admit that meaningful learning could be achieved through constant interaction between the language of professional (teachers) and that of non-professional (parents and peers).

By the conclusion of the workshop the same teachers had a better understanding of community reading and were optimistic and eager to use the approach on their return to the classroom.

Discussion

1. Why did trained and practising teachers react in such a way to the new approach?
2. What may have taken place at the workshop in order to change the opinion of these teachers?

3

INTERCULTURAL RELATIONS

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1. RACIAL MISUNDERSTANDING OR THE PAKEHA'S DILEMMA

Marks Donovan and his young teacher wife had quickly adjusted to many of the new demands of life in an extremely isolated, rural district deep in the King Country. The small, two teacher school of Kohunui was a challenge and to a young man fresh from teachers' college, university and two years of teaching in a provincial centre a considerable step on the upward promotional ladder.

It was strange and unfamiliar too, to a young man accustomed all his life to the European society of a southern city where someone of another race was a rarity, to be a man of some importance in a small rural community for the most part Maori. His duties as Registrar of deaths and births, postmaster and school teacher involved him daily in differing associations with a people he had hitherto had no contact with whatsoever.

Marks could still with great clarity remember the long drive in their small fragile car, baby son in a basinette in the rear, from the provincial city where he and his wife had spent their first two years of marriage. After leaving the main tarsealed route they had travelled a further twenty miles along a rough stone strewn road through bush, blackberry, shrub and marginal hill country to arrive at a vantage point looking down on a narrow valley. This cleared area was marked by a single group of buildings, obviously the school, residence and associated out buildings. All other signs of habitation were the infrequent, unpainted, small house and milking shed merging with the surrounding bush and tea tree.

These immediate impressions were a far cry from the idyllic picture Marks had built up when after studying a map of the North Island, he had made an application for Kohunui. However, despite the eerie silence of the nights, the twice weekly rural mail delivery, the urgent need to learn how to milk a house cow, the twenty mile distance from a store, doctor and other elements of civilisation, the raw, city bred boy had settled in well.

The children of the school numbered over thirty. They ranged in age from five to fifteen, there being four secondary school pupils who worked from correspondence school sets at the school rather than at home where conditions were not favourable to study. With the exception of four children from two families they were all local Maoris, representing the twelve families of the small inter-related community.

Theirs was a largely subsistence economy, based on some dairying, fishing in the nearby harbour, hunting pigs and goats in the extensive bush and scrub land and cultivating large gardens in the spring to autumn seasons.

The Donovans readily became accustomed to the need to provide more than just the formal educational requirements for the group of shy, reticent, yet willing children to whom English was a second language and one little used out of the school grounds. The school also provided often needed medical and hygienic facilities and Marks and his wife accepted their wider role of teacher, nurse and community standard keeper with enthusiasm and some sense of missionary purpose.

Marks was determined to assimilate as much as he could of Maoritanga. He began to learn Maori through the Correspondence School but was disappointed when his attempts to use some of his new knowledge were somewhat lukewarmly received. A certain coolness towards outsiders was apparent and even the few Pakeha farmers were slow to offer friendship. Much no doubt could be explained in terms that the school was in the heart of the King Movement country and the people were the inheritors of the troubles and resentments of the previous century.

Even the school children could be moody and wary and this often coincided with local events, the prolonged absence of parents in the nearby town, the planting and harvesting periods and when they were more than usually tied to the twice daily routine of milking cows.

The older pupils were the chief cowhands of the district. Their attention and diligence at school were closely correlated to the long hours they spent in the milking shed. This was particularly marked when comparisons were made with classroom achievements of the four Pakeha children who came from the only two large sheep farms in the area. Although racial harmony was outwardly cordial, the Pakeha children who were free from the enormous chores most of their Maori peers carried, and living in a language environment in which they were at ease, were invariably to the fore scholastically. Marks found situations arising which took some skill, commonsense and tact to defuse, and so preserve an atmosphere of unity and goodwill.

Another feature which was disturbing was the incidence of petty theft. Donovans' educational and personal philosophy incorporated trust and openness but these aspects had not been reciprocated in full. Various items had disappeared from the school's storeroom and both Marks and his wife were aware of their predecessors experience when many of their household possessions were stolen during a holiday absence.

Nevertheless it was the frequency of absences of many of the children - absences which were clearly known and connived at by the parents - which caused the greatest concern. This he expressed to the School Committee whose meetings were always an exhausting exercise, business being conducted in Maori followed by translation by Robert Rahere, the chairman, into and from English for Donovans' benefit. They, he felt, did not share his concern. It had always been customary for children to actively assist in planting, harvesting and other communal and family activities and this young teacher's enthusiasm, somewhat naive and brash attitude was not entirely appreciated. They promised however to discuss the teacher's concern when they all next met at the Marae.

Marks' zeal though, when a little later the annual potato and kumera planting absences occurred, in sending out official absence notices, did not improve the already smouldering atmosphere related to this issue.

Matters became really complicated when Joe Tinira, the grand patriarch of the district and one related, if by Pakeha concepts rather distantly, to every Maori of the area died after a short illness. The tangi, which promised to be large, long and very important was arranged for the local Marae, a short distance from the school.

At the time of a previous tangi, on the death of a city relative buried in the local cemetery, several children were absent for upwards of a week, returning to school reluctant and moody. On that occasion Marks had paid a visit to the home of the chairman of the School Committee. His request that the chairman intervene and effect the children's return to school had not been as successful as Marks had hoped. For this large tangi Marks wondered what the outcome would be. He was not long in finding out. Joe Tinira died on Sunday morning and for the remainder of the day cars, trucks and buses brimming with people kept arriving at the Marae.

Monday morning when school opened four children arrived - all the Pakeha pupils.

At the Marae and the nearby river within full view of the school, children were walking, playing and generally amusing themselves. To Donovan this was an intolerable situation and his zealous, eager, well intentioned mind filled with different courses of action which he felt he could take.

Discussion

Which course of action should Donovan follow?

2. IDEALS AND ISLANDERS

Mr Kingi sat at his desk trying valiantly to write notes for the statement he must make at tonight's Board Meeting.

He glanced again at the chairman's letter informing him of the meeting, and re-read the section he had underlined. "There has been growing concern in some quarters", it said, "over the effect on our school of the growing number of island pupils. Both parents and teachers have expressed to me their fears that standards of schoolwork and of behaviour are suffering. Could you please be prepared to give a statement at tonight's meeting concerning the current situation, and any steps you advocate for the future."

Somehow his thoughts wouldn't clarify; or could it be that his feelings kept intruding? Perhaps, he thought, his own Maori background made him over-sympathetic toward these modern Polynesian migrants now travelling the route taken by his ancestors so long ago. Yet he could see that there were real problems in his school, and he wanted desperately to find a solution to them.

Five years ago, when John had first been appointed as headmaster of Christian Primary School, the problem had not existed. Yet the potential was there. The Church, the denomination that owned and operated the primary school (and a number of others like it in other centres), had an active mission programme in the Cook Islands, and a number of the Church's adherents were coming to New Zealand for periods of work. The New Zealand church members welcomed their island brethren into church fellowship, and when the first families came to settle permanently, arranged for their children to attend the church school. John remembered how the first family had been unable to pay the fees in advance, as the school policy clearly required, but how several of the church members offered to stand as guarantors. He remembered, too, how proud the father had been as he paid the debt in full a month or so after starting work, and how he had insisted that John accept \$5 extra, as a gift to the school's sport fund.

But the movement of island families to this big city and to the surrounding area had continued apace, to the extent that there were almost as many island pupils at the school now as there were Europeans - and the attitude of the original group seemed gradually to have changed. Already several of the long established European families of the area had moved away, perhaps because so many of their neighbours were islanders, and their children had left the school. It seemed likely that this trend would continue.

John recalled with concern the cold way in which Jim Steward, long a personal friend, and father of three pupils, had told him a few days before "John, I have nothing against the island folks as individuals. Some of them are as nice as you could hope to meet. But my children's education is important to me, and I tell you clearly, if there comes a time when more than half the pupils in my kid's classes are islanders, my three will leave the school. And I know a lot of other parents feeling the same way about it. You'd understand how it is, John, because you're a real New Zealander." John sensed some embarrassment in his friend's tone as he ended his statement, and wondered if it was possible that some

parents would be reticent to tell him how they felt, because of his colour. The possibility was rather disquieting as he had always considered he kept in close contact with the parents of his pupils.

The last staff meeting had been rather difficult too. He had hoped to introduce the use of Gloria Tate's oral English series, and therefore suggested their use in special classes for the island children to help them improve their spoken English, but the whole idea had received a rather mixed reception. Miss Corban, the infant mistress, seemed delighted with the Tate series, and asked questions about time-tabling and materials which indicated she was eager to try out the new work in her classes. Three of the other teachers (all, he had noticed, teachers of the lower classes) had also shown some interest in the new approach and the special classes.

But Mr Fowler, the first assistant, and several others had given fairly blunt refusals when he asked if they would like to try the new ideas. They said they were already battling to try and keep their classes up to the expected standard, and felt that if any extra help was to be given it should go to the European children whose progress was being adversely affected by the large number of island pupils. In fact the first assistant had suggested that the time had come for the forming of separate classes. It was obvious, he said, that there was a tendency for the European children to copy the stilted English of the island children, and he found that both oral and written expression were suffering in his Form 2 class. There had been an audible murmur of agreement.

Then the discussion in the meeting had taken a sudden turn. John had been surprised to hear the thought expressed that behaviour in the school had declined badly since the island children came. "Nothing is safe anymore," one of the teachers said. "If you leave anything on your table and go out of the room it will quite likely be gone when you come back." It was true that there had been several cases of stealing lately, John had thought, but two cases had involved European children, and two had involved island pupils. Yet when he had pointed out the racial distribution of the offences, he had been told that the European children had been badly influenced by the islanders. There did not seem to be any point in reminding the teachers that there had been problems involving loss of property before any island children at all had come to the school.

"But that's not all," a Form 1 teacher, recently out of Training College, had added. "Some of the senior Island girls in Form 1 and 2 are quite old - why, Mary must be nearly 15 - and physically advanced for their ages by our standards. And they seem to be very fond of attracting attention from the young men at the factory down the street. You ought to hear the whistles when our girls go by. You mark my word. There'll be trouble, and our school will have a bad name as a result. Those girls should not be in a Primary school at all." John had wondered momentarily if any of the factory boys would have whistled at the speaker herself, and what her reaction would have been if they had. One of the other lady teachers had pointed out that the girls in question had been unable to attend school before coming to New Zealand, and would not be able to cope with high school work. Perhaps, she had suggested, what was needed was a series of special classes in cooking and homemaking, the kind of thing that some of the women from the community could come in and help with. Such classes would give the girls something worthwhile and useful, and at the same time occupy some of their leisure time.

But again the staff had been divided, some suggesting that the older island girls would get into trouble whatever was done for them, and any extra help should be given to those who would better be able to benefit, in other words to the European girls. The staff meeting had ended without any united action of any kind being decided on.

John's thoughts of the past were interrupted by the sounds of a truckload of laughing and singing men coming down the school drive. One saw John, and waved. "Come and play on the tennis court," he called. There was a gale of laughter, as the men went on down to where they were pouring concrete for a new tennis court. There was one thing certain, John thought. The island folk certainly gave excellent help if there was work to be done - or money to be raised. The school had in no way suffered financially because of the islanders' coming. He put down his pen (all he had written so far was a list of figures concerning enrolment) and leaned back to try and think things through.

The figures he would give the Board tonight would show that there were already two classes where there were more island pupils than Europeans. It would only require a few more families (large families they usually were) to come, and the island pupils would represent more than 50% of the enrolment. There was no doubt that the school could continue even if most of the European children left. But the assistance that children with a New Zealand background could give in helping newcomers to adjust to the new way of life was very important. And although the European children did copy some of the quaint sayings of the island children, the general level of English in the school was still fairly high. Some of the island children who had come some years back were now quite fluent in English, and were helping new arrivals to adjust. In fact the standard of work in the school was fairly good, John thought. A series of objective tests in all basic subjects that he had recently run in all the upper classes had shown that the average results for the school were above the national norms.

Discussion

There must be some way to help all the groups work together. The children themselves soon seem to get along happily together, John thought, but how could he help staff, parents and Board members to see things the same way? Christian Primary School was a private school, and as such could make its own policies regarding acceptances, age limits, etc, and provided certain basic requirements of the Education Department were met, could organize its own programmes of studies too. Should the school be declared full as far as island students were concerned? Should separate classes be tried? Perhaps one more staff member would allow for a series of special oral English classes for island children. What about the possibility of after school classes for the older island girls? How can one show people that standards have not slumped? How can one compare behaviour in two different periods of time? John picked up his pen again and looked at his notes.

4

STAFF RELATIONS

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1. WALTON'S NEW HEAD

At the beginning of the current academic year, Mr Harmon W. Harmonsworth was appointed head of Walton Comprehensive School. Walton Comprehensive is a five-year old school in a semi-rural setting, and has a roll of 1,250 students - 680 girls and 570 boys and a staff of 55 teachers.

The existing administrative structure at the time of his assumption of duty was:

- Head
- Deputy Head - Curriculum
- Deputy Head - Discipline
- 5 Senior Teachers in charge of year groups
- 11 Heads of Department
 - English & Drama
 - Mathematics
 - Physics
 - Chemistry
 - Biology
 - Geography
 - History
 - General Studies
 - Home Economics
 - Scripture
 - Music
 - Economics
 - Commercial Subjects
 - Modern Languages
 - Industrial Arts
 - Physical Education

Prefects - selected by staff

Mr Harmonsworth was thirty-five years old, well-qualified and considered very progressive. He was great on community involvement, related well to young people and was known to be one who actively supported women's rights' movements. He tended to exude confidence (some would describe him as cocky) and to trust in his own judgement. He felt, however, that this structure did not make the best use of the available human resources and militated against creative use of funds. He allowed himself a term to settle in and then issued the following memorandum to staff.

MEMORANDUM

From: Harmon W. Harmonsworth, Headmaster

To: All members of Academic Staff

Date: 1981-01-13

Subject: Upcoming Changes in Administrative Structure of
Walton Comprehensive

As you are all aware, my position as headmaster enjoins upon me the duty of providing the best educational services for the students of

Walton Comprehensive school. In keeping with this duty, therefore, I am planning to re-organize the administrative structure of the school along the following lines:

Head

Deputy Head - Curriculum

Deputy Head - Female Pupils

5 House Masters/Mistresses in charge of the House System
which will be instituted.

10 Heads of Department

English & Drama

Science

Mathematics

Social Studies

Home Economics

Music

Physical Education

General Studies

Modern Languages

Industrial Arts

Student Council and Prefects - elected by students and involved in the running of the school.

You will notice that I have abolished the separate departments in the sciences, and have merged them into one department. I believe that the modern world requires an integrated approach to Science. I am therefore proposing that we move towards an 'Integrated Science' curriculum, and away from the separate subject disciplines which reinforces the fragmentation we so frequently see around us. In this regard, I have brought History and Geography together, and have removed Economics from the General Studies Department and added it to the History and Geography to form the Social Studies Department. This will permit students to get a more rounded picture of man and his environment, and will leave scope for the addition of such subjects as Sociology and Psychology at a later date.

In keeping with my philosophy of co-operation of home and school, I have removed Home Economics from the General Studies Department, and given it the status of a department in its own right. In this regard, Home Economics and Industrial Arts will now be open to both boys and girls. Music also becomes a full department and will include Band. In case you are wondering how the Band will be financed, I've calculated that money saved by streamlining and combining departments in the way outlined will be enough to purchase basic instruments. However, I will also be contacting parents to get them to pay part of the cost for the instrument their child wants to play. Remember that Band is highly visible and can bring much needed prestige to Walton. All other subjects will remain with the General Studies Department which will now be much smaller, reduced from the vast meaningless amalgam which it was before. I believe that in this way we can streamline our curriculum and provide a better and more meaningful education package for our children.

You will note that we will have a deputy head to look after the female pupils. I firmly believe that we will be able to deal more effectively with female student problems if we make it part of our operational policy. In this regard, Mrs X will now take charge of such

affairs. Discipline will be handled by myself, both vice-principals and, of course, all staff members as this is part of our professional responsibility. I believe that early staff attention to problems will greatly reduce the need for administrator involvement, hence the removal of discipline as the major function of a vice-principal.

Of equal significance is the introduction of the house system under the direction of House Master/Mistresses. Pastoral care ought to be a major concern of any school. In the past, it seemed to me that this was missing from our philosophy. While it is true that we had year heads who in my opinion did an excellent job, yet they were limited in their efforts in this regard by the very nature of the job as year head. The House Master/Mistress concept along with the proposed Student Council should provide us with a framework for better pastoral care, and will help students to develop responsible leadership since I propose to have the Student Council and prefects elected by students, and to have them actively involved in the governance of student affairs and the running of the school.

Of these changes the house system will take effect immediately. Mr Johnson, Miss Pinder, Mr Aileyne, Mrs St John and Mr Brown will take charge of the houses after the positions of year head which they held have been formally abolished. Details will be worked out within the next few days.

All other changes will go into effect at the beginning of the new academic year, and all relevant positions will be advertised accordingly. Finally, let me add that change creates problems. I am, however, expecting staff to contact me about any problems they anticipate.

Harmon W. Harmonsworth
Headmaster

Two days after this memorandum was sent, Mr. Harmonsworth received a note signed by the five year heads indicating that under the circumstances, they were not willing to serve as house masters and that Mr Harmonsworth should look elsewhere. This was accompanied by another note which simply said "YOU ARE NUTS" and was signed by every member of the staff.

Discussion

1. What are the concepts in administration which the case illustrates?
2. Outline the administrative blunders made by Mr Harmonsworth. Given Mr Harmonsworth's philosophical position and the changes he desires, how might you have brought about these changes?
3. Indicate how he might now retrieve and resolve the situation.

2. MR EVANS

Main Points

1. The appointment of a new headteacher is often seen as a threat by other members of staff.
2. The new head has to take control from the start by gaining the support and confidence of staff members.
3. A staff member who is resistant to change in accepting a new head may be a source of embarrassment to the administration particularly when other teachers support such behaviour.
4. How a new head deals with certain matters could indicate how effective he would be in all areas of school administration both internally and externally.

Mr Evans was recently appointed to the post of headteacher of Crossland secondary school following the retirement of Mr Mandeville. Crossland was one of the largest newer secondary schools in the island and it came as a surprise to many teachers there when Mr Charles Winston did not obtain the appointment, for after all he had been on the staff for the past 12 years both as teacher and as deputy head. There was nothing they could do, however, but to accept the decision of the board of managers.

If Mr Evans had any idea of the feelings of certain teachers towards his appointment he would most likely not have accepted the post but have remained headteacher of a small but prominent grammar school in the city. However, he accepted the challenge that a new situation had to offer - after all he was a strict, authoritative and methodical administrator. He looked forward to the co-operation of the staff at Crossland, including his deputy, on whom he realised he had to depend a great deal during the initial stages.

Mr Winston was obviously upset and disappointed, but he recognized that he had no choice in the selection. The least he could do now was to continue his role as a deputy and perform his duties as well as he could under the circumstances. He knew that the majority of teachers favoured him. What he hoped for was that the staff would eventually settle down and accept Mr Evans as head. How he could assist in bringing about this unity was not fully worked out. What he did know was that he wanted the staff to respect Mr Evans and at the same time continue their loyalty for him. This situation would eventually get out of control, but for the time being Mr Winston played it safe.

One teacher who went a step further was Miss Pinder, an English specialist. She not only openly spoke of her preference for Mr Winston as head of Crossland, but she also demonstrated her negative attitude by often visiting his office with matters which she normally should have brought to Mr Evans' attention.

In addition, she would encourage other staff members to treat the deputy as the most senior administrator which some of them actually began to do. She was an English teacher whom many of her colleagues admired and whose influence was felt beyond her own department.

It was to be expected that sooner rather than later Mr. Evans would have cause to react to Miss Pinder's open resentment, but he more than anything else did not want a confrontation. As far as the deputy was concerned, the last thing he wanted was to be accused of causing a division among the staff at Crossland; for it would not only adversely effect staff administration relationships, but could involve the students as well. The latter would be dangerous, since it would definitely affect the parents of 1,250 students and the community at large.

From his position Mr Winston neither encouraged nor discouraged Miss Pinder or others from bringing certain matters to his attention. What he did fear was losing their confidence in him, while at the same time he wanted them to appreciate where the full authority for Crossland rested. He wanted to play the game safely, but Miss Pinder's persistence in recognizing him as their 'head' did little to maintain the balance Mr Winston hoped for.

Jean was sitting her qualifying examination all week. As an average student in the fifth form, she was hoping to qualify in five subjects so that she would be eligible to sit them at ordinary level in the overseas Cambridge examination in June. During the English examination, she answered a student who had asked her a question. This caught Miss Pinder's attention and immediately she was sent out of the room and debarred from completing the qualifying examination in English. According to Miss Pinder, this meant that Jean could not enter for English in June, since she did not qualify.

An explanation to the headteacher could have made Miss Pinder change her mind and so off Jean went to Mr Evans' office and knocked at the door. After explaining the problem to him, Mr Evans asked that Miss Pinder discuss the matter from both sides. At the end of the morning session, Miss Pinder strolled down to Mr Evans' office where she met him working at his desk. He invited her to take a seat which she reluctantly did after making a mental note of inventory in this room. She tried to hide her feelings but appeared agitated at the question which Mr Evans began to ask. When he actually reached the main point, Miss Pinder stood on her feet and abruptly told him that she had planned to deal with the problem after consulting with the deputy who knew Jean's parents well. She started to leave the room but sat down when Mr Evans told her that she should use her judgement in taking appropriate action when dealing with the matter.

Later in the day Miss Pinder met with the deputy and told him what had happened. She asked him to send for Jean's mother so that she could explain to her why Jean would not be allowed to sit English in June. Mr Evans was not aware of this planned conference and was taken by surprise when Mrs Thomas appeared at his office early the next morning accompanied by Jean. According to the arrangement, Mrs Thomas should have reported directly to the deputy and Miss Pinder, but was inadvertently taken to the head's office by her daughter.

He sent for Miss Pinder who had not yet commenced classes for the morning. On arriving at his door and seeing both mother and daughter there, Miss Pinder's eyes took on a solemn gaze. She did not expect Mrs Thomas to be in consultation with the head but rather expected to meet with her in Mr Winston's office. She managed to control her feelings and quietly told the headteacher that she would deal with the matter. The head asked Mrs Thomas and daughter to accompany Miss Pinder.

Miss Pinder reported to the head that she did not change her mind from disqualifying Jean. Mrs Thomas left the school a disappointed parent sensing that somehow there seemed to be some friction between the head and Miss Pinder, but could not tell why. She held out hope that somehow her daughter would be allowed to sit English in June. Meanwhile Jean continued to sit her qualifying examination in the other subjects.

The headteacher was exasperated and reminded his deputy that serious matters relating to students should be first brought to his attention especially when parents are to be involved. Of course the deputy knew this as well as Miss Pinder who was an experienced but influential teacher at Crossland High.

Discussion

1. Do you support the view that the deputy was the best man to fill the vacancy created by the retirement of the headteacher, Mr Mandeville?
2. As a new head, how would you go about ensuring that you immediately gain the support and co-operation of all members of staff?
3. How authoritarian and methodical was Mr Evans in running Crossland High?
4. Was the deputy justified in giving the head the kind of support he did?
5. How would you deal with a teacher like Miss Pinder?
6. Suggest ways in which the case of the student could have been handled differently.
7. Do you think that Miss Pinder set out to show Mr Evans that she was an influential member of staff?
8. Did Mr Evans help to make the students' cause more humane?
9. Why do you suppose Mr Evans did not put the deputy 'in his place' knowing that he, the deputy, was trying to gain support of the staff?
10. Do you think that the parent should accept the decision of Miss Pinder?
11. What administrative qualities of Mr Evans do you admire?
12. Did he adjust well to the leadership of the new school?
13. Assess the attitude of Miss Pinder in the light of staff/administration relationship? What changes were necessary?

14. Did the board of managers err in appointing a completely new head to such a large school? Give reasons.
15. As administrators which theory would you develop from Mr Evans' manner or style of leadership?

3. A ZEALOUS COLLEAGUE

Mrs Tan, the Maths teacher, and Mrs Ang, the English teacher of Sec. 3 and 4, came into the principal's office with two students from the class.

Mrs Tan (Maths teacher). "Mrs Ang (the English teacher) scolded these girls for cheating during the monthly maths test I set them when I had already dealt with them. (To students) Tell the principal what you did."

Student. "My friend in the next class gave me the Maths paper during recess. I showed it to my class-mate. I am sorry I had a look at the paper. Mrs Tan told us not to get help from the other class. I will not do this again."

Mrs Ang. "I scolded them because we have to teach good morals. I was doing my duty."

Mrs Tan (shouting). "You should not interfere. I had already scolded the girls and punished them. It had nothing to do with you."

Principal (interrupting, to students). "Girls, you see what trouble you cause by your behaviour. Now go back to class and don't let this happen again. (To Mrs Tan) You should not lose your temper before the students. Now tell me calmly what happened."

Mrs Ang. "I heard Mrs Tan complaining about the girls in the staff-room."

Mrs Tan (interrupting). "You eavesdropped. You had no right to listen. I was talking to Mrs D'Souza, their form mistress, not to you."

Mrs Ang. "But you were speaking loudly enough to be heard by everybody."

Mrs Tan. "You had no business to scold the girls again. They will never trust me again. I told them that it was over after I had punished them and that I would not tell the principal or anybody else what they had done."

Mrs Ang. "I had to correct them."

Mrs Tan (Shouting). "You made them stand up in class and own up. You humiliated them."

Principal. "That's enough. I won't have you two quarrelling in my office. Get out of my office! I am not going to discuss this with you till you learn to be calm. Out, please!"

Later in the day the senior assistant reports to the principal that feelings are festering dangerously between the two teachers. She advises that the principal should see them before matters get worse. The principal agrees but first calls in the form mistress for her views.

Mrs D'Souza (form mistress). "Mrs Tan did tell me about the Maths test but she asked me not to mention the incident again with the girls as she had already dealt with the situation. Mrs Ang nags at the girls. My girls are afraid of her. Mrs Tan is hard on the girls but the girls take her scolding as they know once they have been scolded the incident will be treated as over and done with."

Principal. "All right. Please be present when I send for the two teachers. I just want you to speak for your girls."

The senior assistant sends for the two teachers.

Discussion

1. What happened in the principal's office?
2. Stage the incident as a role play.

4. NATURE TAKES ITS COURSE

Margaret du Pont, the principal of Roseworthy School, found that owing to the sudden death of one of her teachers at the beginning of the year, an emergency situation had arisen. She notified the Ministry and Mrs Simons, a young married teacher was appointed. It soon transpired that Mrs Simons was seven months pregnant.

Margaret posted her new teacher to a class in Standard III. Bearing in mind the pregnancy she provided Renee with teaching materials, plan and record books and paid frequent visits to the class. Mrs Simons adapted well and all went smoothly until the new baby arrived and the mother went on leave for two months.

The second term had just begun. The only alternative to seeking another short term appointment was to squeeze the 3 sections of Standard I into two classes and to use one of the Standard I teachers in Standard III. When this was put to the staff they agreed to the change and the school continued to run smoothly with Mrs Simons' class now in charge of Mrs Alovin - an experienced and devoted teacher.

The second term was drawing to its end and the second term tests were about to be held when Mrs Simons resumed duty. By that time Mrs Alovin had already covered the programme and had even prepared the test papers. As it was not a normal teaching week, the principal requested Mrs Simons to wait till the end of the tests before taking back her class. However Mrs Simons insisted that she should set her own test papers arguing that this was her privilege and duty. When the principal failed to agree with this Mrs Simons called on the union delegate for support as she was afraid the results might entail an adverse report. Although she was assured that no such actions would be taken but still she showed a negative attitude and she was not open to persuasion. The more Margaret du Pont tried to persuade her the more defiant she became while the union delegate supported the teacher rather than the principal.

Discussion

1. How would you assess the principal's actions?
2. What should the principal do next?

5. STUDENT RIGHTS

When the Student Council of Roahann Secondary School was set up the constitution was drafted by a recent university graduate in discussion with senior students. This was then ratified by the principal. The constitution bore a remarkable resemblance to that of a University Students' Union. It placed total control in the hands of students from the senior school.

A new principal was appointed at the beginning of the following year. He became dissatisfied with certain activities of the Students' Council and decided to introduce some changes. He set aside the old constitution and introduced a new one which gave each class a representative on Council. This had the effect of depriving the seniors of their lop-sided majority and prominence.

There was immediate dissatisfaction amongst the seniors, a dissatisfaction fomented by the publicly expressed opinions of an expatriate staff member who interpreted the change as a breach of the students' democratic rights and liberties. In this he was vociferously supported by the original author of the constitution. It was not long before conflict developed in the staffroom to a degree that challenged the well-being of the school.

Discussion

What advice could you give to this principal?

6. A MATTER OF PRIORITIES

The Jalan Arratoon Girls Secondary School is located in a city area. Though well staffed it is very cramped for non-classroom space. Sports lessons are taken in nearby parkland, 10 minutes walk from the school but the arrangement of physical education lessons is less easy.

Miss Tuck, the physical education senior teacher has successfully demanded an additional lesson for each class as is normal in all other schools. She insists also that (a) lessons should be taken in the school's only quadrangle, and (b) that she should be free to conduct classes as she sees fit, including the use of music, shouting etc.

In support of her attitude she says that her demands are just and that should she be denied the opportunity to work in this way it would be inevitable that physical education would be regarded as a Cinderella subject and that this would be detrimental to the children.

Teachers who are taking humanities subjects in classrooms bordering the quadrangle are very unhappy. They hold a private meeting and depute Mr Tso Choon Choy, the senior history teacher to seek an interview with the principal (Mr Howard Racket).

Mr Racket learns in this way that the humanities staff claims that, because of Miss Tuck's lessons they are unable to make themselves heard in their adjoining classrooms. Further they are now being denied the use of the quadrangle for certain outside lessons and discussions they have planned.

Mr Racket listens to the complaint and tells Mr Tso that he will look into the matter.

7. AGE AND YOUTH

There is conflict in Nautona staff room. The situation has been created by what appears to be a different set of values between the older teachers of more conservative outlook and the younger teachers (of whom the headmaster is one).

Certain senior teachers have expressed their disturbance at what they see as familiarity and unwise fraternization between students and some members of staff. They feel that since most of the children come from homes where the traditional values of respect for age and politeness are still cherished the school should actively encourage those 'virtues'.

It seems that the headmaster is in a 'no win' situation. The senior teachers, and, he suspects, many members of the community, expect him to uphold the traditional values. His own inclinations and the sentiments of the younger staff members pull him towards what he sees as a more modern and acceptable view.

Discussion

How can the situation be resolved?

8. THE SYCOPHANT

Mr Lee has been a Secondary School principal for the past nine years. His peculiarity is that he is keen to put into practice any recommendation made by any inspector or advisor. He will not take suggestions from his teachers, not even his senior teachers. Instead he manages by decree.

Mrs Tan is a Science specialist in Mr Lee's school. She is very much interested in her work and the staff know her as a hard-working and dedicated teacher. She also comes from a musical family.

In the beginning of the year, it so happened, the Music Inspector came to Mr Lee's school and requested Mr Lee to have music lessons for the Secondary 3 and 4 students. When Mr Lee promised the Music Inspector that the Secondary 3 and 4 students would have music lessons, he presumed Mrs Tan would be able to help out. But, unfortunately, Mrs Tan was not a musician herself and so felt unable to teach the subject.

Mr Lee had committed himself. He felt that he had no alternative but to introduce music in the Secondary 3 and 4 levels. So he ordered his senior assistant to incorporate music in the Secondary 3 and 4 time-tables.

The senior assistant has accordingly drawn up the time-table but he cannot find the teacher. He has spoken to his staff but there is no one competent enough to take on the job. Mr Lee has intervened and has ordered Mrs Tan to teach the music lessons but she has declined.

Discussion

What should Mr Lee do next?

9. GOSSIP

In a school a good deal of gossiping takes place during the day. It is common for a teacher to leave his class and go to his neighbour's class for a chat.

Discussion

What steps should be taken to minimise this practice without disturbing the friendly relationships that exist between teachers and between the teachers and the headteacher?

10. HANDICAP

Characters: Francis Ram, headteacher of Tuperi School
Agnes Fiala, headteacher of Tuperi School for the Handicapped.

Tuperi School is a large government school containing 18 classrooms and situated on the outskirts of a substantial town.

Six years ago Francis Ram and the Parents' Committee of the school had responded to a request from the Ministry that two vacant rooms in the school should be used to house Tuperi School for the Handicapped. At that time no alternative accommodation was available and Agnes Fiala and her assistant teacher thankfully settled in with a group of mentally handicapped children.

The arrangement was supposed to have been a temporary one but something went wrong with Ministry planning. Now Francis Ram feels that he needs the two rooms but the Ministry has found itself in an embarrassing position and it is unwilling to press Tuperi School for the Handicapped to vacate.

Tuperi School Parents' Association has sent written submissions to the Government asking for it to clear the rooms on two grounds:

1. The school needs the rooms to expand its facilities, particularly for a library and a science room.
2. The parents feel that the intellectually handicapped children have an adverse effect on their own children who are normal.

Francis and his staff are also not happy about the situation. They have made frequent complaints about noise, littering and messing of the toilets by the intellectually handicapped children. On the other hand Agnes and her assistant have fiercely defended their pupils. Ill feeling between the two staffs has grown to such an extent that they are barely on speaking terms.

Nobody has the authority to ask Tuperi School for the Handicapped to move out except the Government and, so far, it has given no indication that it will do so.

Before taking the next step Francis Ram retires to his office to sort out what the real issues might be.

5

PROBLEM TEACHERS

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1. GEORGE MATTHEWS

I first heard of George Matthews when I was principal of Gagg Secondary School in Barbados. A senior member of the staff had been promoted and I was discussing the filling of the vacancy which had resulted with an officer of the Ministry of Education.

"Would you accept George Matthews to fill the vacancy?" the supervisor asked.

"Who is George Matthews?" I queried, "I have never heard of him."

"He has been the acting deputy principal of Turner Secondary for the past two years. That post has now been filled, and we think it best to move Mr Matthews from that school - provided that we can find a principal who would take him."

I had no need of a deputy, so I reminded him that I already had one.

"As you know Gagg already has a deputy. What is Mr Matthews' substantive post?"

"He is not even a senior teacher in status."

"Then, what administrative post will he be able to hold in my school?"

"I cannot think of any."

"But why?" I asked, "You cannot downgrade a former acting deputy principal like that. In the first place, I think it is not good for Mr Matthews himself, and secondly, it is not good for the morale of the service. How long has he been teaching?"

"Over twenty years."

"Why are you asking me to take him?"

"As a matter of fact, the Ministry considers him to be quite incompetent as an administrator, and would welcome the opportunity if he could be got out of the profession as quickly as possible.

"I will discuss the matter with my deputy principal. If he agrees with me, we will have Mr Matthews on our staff."

Later, in discussion with the deputy principal, it was brought to my attention that Mr Matthews had been considered a trouble maker on the staffs of the schools at which he had worked. He was however highly qualified, both academically and professionally.

We took the decision to have Mr Matthews on the staff. The supervisor was notified accordingly.

Mr Matthews arrived at Gagg during the first week of the 1977 to 1978 academic year. He was forty-three years old, and grey at the temples. He seemed to be dispirited, and moved about rather lazily. He was given the responsibility to teach Geography in ten forms.

During the first four weeks, I tried to monitor his progress. I would pass his classes occasionally to see whether he was actually teaching. I would send for him and ask if he was having any problems. He would always assure me that there were very few.

At the beginning of the sixth week, I asked him to assume responsibility for the teachers and pupils of the fourth forms. He accepted this assignment without a murmur.

It was soon brought to my attention that the teachers of the fourth years found his advice very helpful and that he offered encouragement to all of them. Students in this age group had been saying too that he was a very good teacher.

Gradually his personality improved. He became jovial and moved around with enthusiasm, and seemingly with much more purpose.

I wondered what were the reasons for Mr Matthews removal from the deputy principalship of Turner Secondary. I began to suspect that he had offended someone in authority, or even that he was possibly of lower social class origin - which was considered a disadvantage for a supervisory position.

I remembered being advised by a former principal of mine. "Make sure that you do not say anything to upset your supervisory officers, because they will use their intelligence to prevent your progress in the profession."

I recalled too being told after an interview by a senior officer: "You had better open your eyes. In order to progress in this society, people in power have got to be acquainted with your parents. Who was your father?"

However, at the end of the school year, the deputy, the staff, and I realised that Mr Matthews had been a great credit to the school.

The supervisor visited the school during the third term and enquired about the performance of Matthews. I told him that Matthews was doing a fine job. He was very disappointed and said "You do not know Mr Matthews."

Discussion

1. Account for Mr Matthews' behaviour after being at Gagg for only one term.
2. What do you consider were the motives behind the principal's decision to have Mr Matthews on his staff?
3. What reasons can you advise for the supervisor's disappointment when he was told that Mr Matthews was performing very well at Gagg?
4. Can you suggest any reasons why low social origin may be considered a disadvantage for a supervisory position?

2. A CASE FOR TRANSFER?

Discussion

Read the following case study carefully; identify the various places at which the issue might have been resolved, indicate a number of strategies which the administration might have used and then outline a final solution.

Gary White had completed three years of a four-year degree course in English, History and Sociology, but refused to return for the final year since he strongly believed that the U.W.I. was placing too much emphasis on passing examinations, and doing too little to develop character or change values. He applied to the Ministry for a teaching position and was interviewed by Mike Rowan who was then Senior Education Officer in charge of recruiting of staff.

Mr Rowan, after a long interview, finally decided to send Gary to Boyd School which was an all-age school. Boyd School had 14 staff members and an enrolment of 344 boys. There were 10 female teachers and four males. Gary was sent there because Gerry Moore the Headmaster, had a reputation for handling tough cases and keeping teachers in line. Gary, on the other hand, was well-known for his unorthodox views and for having led a 'sit-in' of students during his third year.

He lost no time in getting to know the students. He was assigned a class of eight and nine-year olds, but seemed especially friendly with those twelve years and older. During this year, most of the staff felt that Gary was doing little 'teaching' and was spending most of his time telling or reading stories to his students. They frowned on this but did nothing, as they all liked Gary and believed that he would 'come on' with time, especially since he had such a good relationship with the students. He had even started a debating club for the senior students, and had taken charge of the sports programme.

At the end of the year, Gerry and a number of the older teachers talked about Gary's year, and what they thought should be done. They even discussed a rumour that Gary was using the debating club to introduce students to Rastafarianism and other such ideas. Gerry promised to talk to Gary at the beginning of the new term. Six weeks into the new term, however, Mrs Payne who taught the ten and eleven-year olds, began to complain that the students were very badly prepared, fell far short of what she expected and could not do simple things that students in other years handled without difficulty. She was concerned that the group would not be able to meet the standards for the eleven-plus examination, and vehemently stated that it was Gary's approach which was responsible for the poor showing, and that Gerry had better do something. Gerry simply said that he felt that Gary was improving, and that he was thinking of shifting him to the twelve-year olds in the following year. He therefore asked Mrs Payne to have patience.

Matters continued in much the same manner until in April a parent came to see Mr Moore to complain that Mr White was filling her son's head with 'foolishness', instead of teaching him how to read and write properly. At this point, Mr Moore told the parent that he would look after it. When she left, he wrote a report to Mr Rowan at the Ministry requesting that Gary be transferred to another school.

Two days later Mr Rowan telephoned Gary, gave him the gist of Mr Moore's letter, and requested Gary to see him on the following Friday. Gary then indicated to Mr Moore that he would be referring the matter to his union which would see to it that he remained at Boyd School.

3. A VERY PRIVATE MATTER

"If you don't get him removed from your school soon, we shall have to lodge an official complaint with the Ministry," Dr Yap said quietly before he left the principal's office. Jacob Tan felt the school's Advisory Committee Chairman had justification in issuing his threat. He should have acted long before this. How does one ignore a scandal involving a male teacher and a sixteen year old girl pupil? And yet it was not really his business to interfere in what was really a very private matter. The girl had reached the 'age of consent'. He had hoped things might have worked out well for them.

Richard Ho (26) had taught English and badminton competently for the past four years he had been at the Lion City Secondary School. He was perhaps too egotistical to be popular with the other members of the staff. Still he was enthusiastic and diligent and had shown initiative. The pupils had responded well to him. A pity he had to go overboard for Susan Wong, the fair prefect, in Secondary 3 Arts. In fact he had gone out of his way to offer to take her class in English and General Studies. The senior assistant had not realised his motive until too late. Richard had kept Susan back for additional coaching in English, had encouraged her to take up badminton, found occasions to take her home personally. Susan who must have felt flattered at first, fell in love and subsequently gave herself to her tutor. They had gone on trips to Johore and stayed weekends together.

Now the male teachers had protested that the affair was the talk of the school and had put them in a bad light. Other girls had sniggered and cracked jokes about teacher Casanovas. The senior assistant had wanted him to reprimand Ho.

Susan's mother had seen him the week before. She herself was unable to communicate with her daughter. The father was usually abroad on business. Mrs Wong had not cared much about Susan's activities until her open defiance in staying away on weekends. She felt angry and ashamed - angry that the teacher could have taken advantage and ashamed that she had not taken better care of her daughter.

Finally it had to come to this. Other parents had heard of the affair. They had discussed among themselves and felt moral indignation. Dr Yap was merely acting as their proxy.

The principal sighed. He felt uneasy. A pity. Would taking action against the teacher help matters. He doubted. He greatly doubted.

4. A FUSS ABOUT SAVINGS STAMPS

For many years Miss Khee had been a teacher of Chantip school and recently she had been appointed its principal. An unassuming person she had the quiet ability to get the best out of everyone especially in situations most people would find difficult to handle.

Chantip was a primary school with 1000 pupils and situated a few hundred yards away from the residence of Miss Khee. The pupils came from three different language streams although the majority were from the English stream, and the Chinese and Malay streams constituted only a minority population. These pupils were taught and cared for by 40 teachers who, like the pupils, also came from different social, cultural and language backgrounds.

The expectations of parents, staff conflict, settling in the inexperienced and newly appointed teachers, and the welfare of poor pupils - these were and had been the perennial problems with which Miss Khee had found herself confronted.

Walking along her usual path to the school she pondered over the many problems that beset her - the most vivid of which was the recent incident between two of her teachers, Mr Salut and Mr Chin. Mr Salut being assigned by the principal the function of selling savings stamps had been prevented by Mr Chin from carrying out this function during a class lesson conducted by the latter. While Mr Salut maintained that Mr Chin intentionally prevented him from discharging his duties, Mr Chin insisted that it was Mr Salut who deliberately interrupted his class lesson.

Miss Khee was fully aware of Mr Salut's aggressive nature but she had no doubt of his loyalty - besides, he had been extremely hardworking since the day he joined the school and had, in fact become quite indispensable to the school. Miss X was also aware of Mr Chin as an excellent classroom teacher as well as his dedication towards his teaching. Although he was not prepared to take on any extra curricular activities and he could not get along well with most of his colleagues.

Miss Khee's unofficial investigation had revealed that, prior to this incident, Mr Chin and Mr Salut had a dispute over the delegation of duties during the school sports day. Since then, they had displayed hostility towards each other.

An attempt to resolve this problem by the appointment of another teacher, (who was on friendly terms with Mr Chin) to look after the sales of stamps had proved to be abortive.

Miss Khee did not wish to comment unfavourably on Mr Chin as she was aware that he was an excellent teacher in spite of all his weaknesses. Neither, had she the desire to condemn Mr Salut.

Discussion

How did Miss Khee solve her problem?

5. DEEDS - NOT WORDS

Joe Blow is an appointed enthusiastic primary teacher. He is the resource person and was appointed to this 'post' by his headteacher. He has successfully completed a two years' training programme and has been teaching for over five years.

Joe Blow is always complaining about science equipment. Suffice it to say that basic equipment had been at the school for some time but is under-utilised.

Joe Blow is always remarking about children's problems related to science but when questioned as to whether he is acquainted with the new science syllabus and guides, he is very quick to answer in the affirmative. A check by the headteacher demonstrates that the guides have been locked away in the cupboard from the time of their arrival and untouched. The said guides could very well be implemented with little or none of the basic equipment for they are based on local, indigenous materials.

Although Joe Blow discusses modern approaches to science very aptly, there is no record of these approaches in any of his plans of work. He usually cites very tangible and worthwhile techniques during any discussions pertaining to the improvement of science in the classroom, but useful ideas never seem to filter down to the children in the classroom. His headteacher believes that he talks a lot and falls short of actually putting what he says into practice. A careful check demonstrates that his lessons are of the lecture type. He claims that the children are backward and hardly grasp what is taught to them. When suggestions are made about the improvement of science in general his declaration is, "I have tried them all."

Joe Blow has been receiving further training in the improvement of classroom techniques and how children learn science. In the same training programme the new guides are tackled and experiments are tried out along with simulated exercises concerned with professional development. When plans are made concerning the new guides Joe Blow frequently absents himself from the sessions.

Discussion

1. Why should Joe act in this way?
2. How should the principal tackle this problem?

6. THE COLD FISH

Mr Ram Reddy a 24 year-old teacher was an English teacher in a private secondary school of Port Louis. He was of medium height, well-read and took his work rather seriously. He was in his class earlier than any other teacher in the morning planning and organising his work for the day.

He was stand-offish as a teacher and did not believe in the value of informal contacts. "Familiarity", he said, "breeds contempt." He never tried to approach students as individuals, and was simply an impersonal authority figure or 'player of the teacher role'. "Teachers", he said, "spend too much time nowadays trying to establish credibility with students I am here to teach, that's all."

For three consecutive years his class had divided feelings about him. A few found him excellent, they even stayed behind to do the boards, and to help him carry his bag to his car. A sizeable minority found him distant, unbearable and as a result were openly defiant. "He should have been an army captain," exclaimed one of them. "Whenever I ask him a question, he reacts with blame and frustration or disgust." On the other hand the bulk of the class went along with the day to day routine without grumbling too much.

Occasionally parents complained to the principal who then had a few words with the teacher. One day while Mr Ram Reddy was busy writing on the board, he heard a cat-call. He thought he recognised the voice, and he shouted vehemently, "Out of my class, Akim, out!" Akim laughed, looked at his friends, and spoke out with a calculated coolness. "Get me out Sir... that is if you can."

Akim, who was only fourteen, was a tall boy, taller than the teacher. The noise subsided, there was a heavy silence in the air, the silence that preludes a storm.

Mr Ram Reddy was shocked and confused - he slammed the door and rushed out to the principal's office.

7. FUNDS AND DECISIONS

People in the Case

Miss White Principal, Motatin School

Mrs Lau Head Tutor

Mrs Moa Staff member

Motatin school has borrowed \$100,000 from the bank for a new dormitory block and construction has already started. To repay the loan a fund-raising project has been launched. The target for the first year of the project has been set at \$10,000.

Miss White, the principal, delegated responsibility for organising fund-raising through individual classes to the head tutor, Mrs Lau. Mrs Lau left the decision on the means of raising funds to form teachers and classes. Decisions from each class on methods to be used were passed to the head tutor. Mrs Lau was not satisfied with some of the decisions taken and kept those classes back in the assembly hall after morning devotions. She grumbled at everybody and showed her dissatisfaction with the decisions reached. Finally she informed the classes that they had to hold a concert to which all parents should come and donate at least \$5.00. The classes thought this was too much. They had decided that each class member would donate \$2.00 towards the fund.

Mrs Moa, one of the form teachers, was unhappy with the head tutor's action in forcing the students to hold a concert. She went and talked with the principal. Miss White said that whatever the classes had decided to do should be done. She also said that the head tutor's directive should be ignored.

Unfortunately Mrs Lau was a most influential person and would certainly do what she had decided. Mrs Moa, on the other hand, was determined to do what she and her class had decided.

8. JEALOUSY

Narovi School is a day and boarding school situated in an isolated rural area.

There are seventeen members of staff at the school - ten males and seven females. Out of these, four members are married and their wives are also teaching in the same school. Six other married couples are living in the school compound with their wives and children and are occupying school quarters provided by the school committee.

Mr and Mrs Daniel who are both teachers are occupying one of the houses. He often has trouble with his neighbours because of his wife. He is a very suspicious person and makes trouble over very minor matters. He suspects that his wife is dishonest and often accuses her of spying on their neighbours. At times he gets so bad-tempered that he beats and assaults his wife.

In the school during normal teaching hours he keeps an eye on his wife, and will not allow her to mix socially with other members of staff, especially the males. He often has petty differences, arguments and troubles with other staff members. He pollutes the minds of other members too by carrying tales. Moreover, he speaks ill of others and casts slurs on their character.

The situation is one that calls for resolute action from the headmaster.

Discussion

What should the headmaster do to maintain good staff relationships and to develop professional responsibility in the teachers?

9. A QUESTIONABLE REPORT

The District Education Officer was asked to report on the progress of a first-year teacher. Upon arrival at the school he discussed the progress of the teacher with the headteacher who described the teacher's work as poor, stating that he was lazy, that his lessons were not adequately prepared and that he made very little effort to teach his class at all. The District Education Officer then visited the teacher's classroom and in view of the headteacher's report he was pleasantly surprised to see two excellent lessons taught by the teacher. He was further surprised to find the teacher's schemes of work and lesson records well prepared and up to date.

Discussion

1. What reasons could there be for the difference between the work of the teacher observed by the DEO and work reported by the headteacher?
2. In what ways could the DEO check whether the lessons he saw were the result of a special effort by the teacher in anticipation of his visit?
3. If you were the District Education Officer and you were satisfied that the headteacher's report on the teacher was unfair and untrue what action would you take?

10. THE DISCIPLINE MASTER

Mr Syed, the new principal of the high school, was seated in his office waiting for Mr Lim to keep his appointment. As he waited, the principal recalled the problems he had encountered with Mr Lim, the school's discipline master, and pondered about how he should deal with the situation.

At first, Mr Syed recalled, he had been pleased to allow Mr Lim, an experienced teacher, to organise the school discipline, but later a number of incidents gave him cause to be concerned. Although students were not allowed to leave the school premises during school hours - 7.15 a.m. to 1.00 p.m., without permission of the principal, Mr Syed had met a student leaving the school. On investigating, the principal found that Mr Lim had sent the student to the Union's office on an errand concerning Union affairs. When Mr Syed discussed the incident with Mr Lim he was assured that there would be no recurrence of the breach of regulations.

In another instance students complained that Mr Lim consistently came late to classes and at other times never came at all. Teachers too complained that Mr Lim's class was extremely noisy when they were teaching next door. The principal's investigation resulted in him teaching the class in Mr Lim's absence. The discussion with Mr Lim concerning his unsatisfactory behaviour produced the desired outcome and Mr Lim had been on time to all his classes since.

A few days ago Mr Lim had requested permission to go home during school hours to care for his son who was ill and home alone. However, the principal now knew that instead of going home Mr Lim went to have his car serviced at a garage and had not spent the remainder of his time at his home. And, yesterday, a form five student, Ahmad had complained that Mr Lim had slapped him because his hair was longer than the specified length. Mr Lim, an experienced discipline master, should have known that the regulations did not permit him to slap a student. Today, Ahmad's father had complained about the slapping of his son, whose conduct over the years had always been reported as good.

A knock on the door signalled the principal that Mr Lim had arrived and he drew a deep breath before calling "Please come in!"

Discussion

As Mr Syed, the principal, what would you do?

11. A STUBBORN STAFF MEMBER

Matthew Mensa, headteacher of Corinda School believed in making a good start to the school year. Returning from vacation a few days early he prepared detailed organisation plans in readiness for the first staff meeting of the year. In particular he gave much thought to the allocation of teachers to classes. Some of the staff members were well known to Matthew but there were six newcomers about whom the Ministry had furnished only the sketchiest of information.

To Matthew's surprise his announcement of the new class - teacher allocations caused much dissension. Some staff members even made disparaging and hostile comments and it became evident to Matthew that he needed to tread carefully. Using all his personal charm and persuasion he interviewed his staff members individually and at length the situation settled down reasonably well - except for Samson Nipa.

Samson, who had been allocated a junior class stoutly maintained that, as he had been trained to teach seniors he had no intention of working at another level. Since, in its infinite wisdom, the Ministry had sent more teachers trained to teach upper levels than were needed there was little Matthew could do to change Samson's assignment - nor, in view of the teacher's attitude was Matthew prepared to try very hard to do so. As a result very little teaching was done in Samson's junior class and parents began to complain.

Discussion

Who should resolve this problem? What should be done?

12. THE PRINCIPAL IS PUZZLED

I have just taken charge of a school. Amongst the members of the staff are two teachers, X and Y, both of the same race.

X, aged about 50, has been at the school for ten years, and spends every minute he can at his work. He 'knows' exactly how the school should be run, right down to the last detail, and airs his knowledge vehemently, formally in staff meetings and informally also.

Y, aged about 25 has been in the school for one year, and spends every minute he can at his recreation. He 'discerns' the way the school should be run, but feels that his ideas won't be accepted because 'anybody under 30 knows nothing'. He disagrees with X in the vehemence of his propaganda, both in staff meetings and at large.

The disharmony created can readily be envisaged. I have reasoned with each of them, privately and confidentially endeavouring to get each to see things the way the other sees them, and to see them the way a 'reasonable' man would see them. Each remains satisfied that he is correct and continues on his headlong course. What next?

13. TOMAS

Memo: To Principal

From Deputy Principal

I have just finished a period of supervision with Tomas. I watched him teach for a while. The lesson was Mathematics with fifth grade and it was a disaster - I told him so.

When you asked me to take him over this year I knew that he wasn't a strong teacher. I've given a lot of time to him and I have offered many suggestions but he doesn't seem to have learned a thing. His preparation is still unsatisfactory, his methods are out of date and the children are noisy and disinterested.

He has been teaching for a long time now and, because he is cheerful and kindly, he is well liked by some of the other staff members.

I know that Tomas is still my problem but parents are beginning to complain. I would like to have your advice. What do I do next? How do I communicate with this man?

6

PROBLEM PUPILS

1. FRIDAY

Introduction

Although the names of the persons in this case have been changed and the location can only be described as a 'rural secondary school in an African country', the events as described are based on an actual happening.

Facts of the Case

Friday Chisano was a Form III pupil and a self taught repairer of radios and other electrical appliances. One afternoon, Friday was given permission by his expatriate teacher, Mr Thomas, to absent himself from class so that he could go and repair the teacher's radio. The boy obliged and went to the teacher's house, collected the radio, cassettes and some handtools. He carried the radio to his workshop in his father's house.

A week later, Friday returned the radio to his teacher. Mr Thomas was pleased when he saw that the radio was in working condition, but less happy when he discovered that some handtools and tapes were missing from the house. He suspected Friday Chisano to have taken them.

Mr. Thomas and his house servant decided to conduct a house search at Mr Chisano's home and while there he is alleged to have abused Mrs Chisano and broken some household items. When Friday went home and found Mr Thomas at his father's house he was very angry. The two people exchanged very unpleasant words which almost resulted in a fight. Mr Thomas left and later returned with two policemen and a teacher. This time Mr Thomas managed to retrieve a few items including his servant's radio which Friday was repairing.

Friday and his parents decided to summon his teacher Mr Thomas to court. They complained that Mr Thomas had abused their family by calling Friday a thief and conducting a house search without a warrant.

The acting headmaster, Mr Jackman, summoned Friday to his office and ordered the boy to withdraw the case against his teacher or face suspension from school if the court found the accusations against Mr Thomas baseless. When the Chisanos decided to go ahead with the court proceedings the local Magistrate threw the case out and ruled that Mr Thomas had no case to answer.

On 22nd June 1979 the acting headmaster suspended Friday Chisano from school and recommended to the Chief Education Officer of the region that the boy be expelled from school permanently. In his letter of suspension the Acting Headmaster charged that Friday Chisano was being suspended from school because:

1. The boy was a truant and his record of attendance was poor.
2. For going to law against a teacher without trying to get his grievances redressed through proper channels thereby setting a bad precedent. The headmaster feared that if a number of pupils followed Friday's example, the discipline of the school would be undermined.

The Chief Education Officer for the region agreed with the headmaster and decided that Friday Chisano be permanently expelled from school. Mr Chisano, Friday's father, was not happy with the decision. He therefore appealed to the Minister of Education and Culture against the decision. He asked the Minister to reinstate his son.

Discussion

Consider the following points:

1. Was Friday Chisano suspended and ultimately expelled from school because he summoned his teacher Mr Thomas to court or because he stole some items from Mr Thomas' house?
2. Were the mitigating circumstances strong enough to suggest that Friday deserved more lenient treatment?
3. Is it fair to say the pupil was truant when in fact the teacher asked him to be absent from class in order to attend to the teacher's private assignments.
4. Mr Thomas did not report to the headmaster or police that items were missing from his house; he decided to search Mr Chisano's home, which is a serious offence in itself. The Magistrate found Mr Thomas innocent. But as an education officer, would you reprimand the teacher for unseemly behaviour. His action could have caused a racial confrontation between Mr Chisano's family and himself.
5. If you were asked to process Mr Chisano's appeal, would you reinstate the boy or support the Chief Education Officer's decision to expel the boy from school permanently?

2. CLEM BROWN - THE CLASS PEST

Miss May teaches a bright class of eleven and twelve-year olds and the class is run on a democratic basis whereby the pupils in their class meetings decide various issues concerning class management and disciplinary measures.

On the whole, the class is very well behaved but one boy tends to make a continuous nuisance of himself. Clem Brown is always pestering the other pupils, appears restless most times and annoys Miss May considerably at times. He has become so intolerable that he is now made to sit by himself in front of the room by the teacher's desk. Clem is the only boy in a family of four, and was brought up by an uncle but is at the moment back with his parents.

On this particular day the class held a meeting, Miss May was not present but at the meeting the pupils decided that anyone who misbehaved in the absence of their teacher would be severely punished. The form of punishment they agreed upon was that the class would line up in two lines and as the culprit walked down between the two lines, each pupil would give him a slap, a bang or a knock.

As the days went by, Miss May continued to be with her class but one day she was called to take one of the pupils to hospital. The class was now left to the care of the class captain. Young Clem seized his opportunity to get up to his usual tricks and started to create a lot of disturbance in the class. The class captain, being reminded by the secretary about the decision made in the class meeting for pupils who misbehaved in the absence of their teacher, decided to punish Clem in accordance with what the class had agreed upon.

The class lined up in two files and Clem was asked to walk through the two files. As he walked through, each pupil gave him either a knock, a bang or a slap. At first Clem took it all as one big joke but towards the end of the file, he could stand it no more and broke down sobbing very loudly. He then ran to the headmaster and reported on the incident. By the time Miss May returned from the hospital, Clem was still in the headmaster's office. As soon as Miss May saw Clem, she sensed that something was amiss.

The headmaster took Miss May to the Staff Room and related the incident which had occurred in the room during her absence. Miss May expressed disbelief in Clem's story and said that she'd have to check the minute to find out whether such an agreement had been decided upon.

On returning to the room, Miss May asked the class captain what had happened and also asked to see the minute book. The class captain told Miss May of the decision made in the class meeting and looking through the minute book, Miss May came across the decision made a few weeks back and it was written down in bold print, staring her right in the face.

She stood there a while wondering - "Why didn't I keep a constant check on the minute book?"

In the meantime the headteacher went back to his office, looked at Clem and asked himself - "What am I to do about this boy? And about Miss May?"

3. RULE NO 10

STUDENTS MUST NOT EAT ON THE STREETS, IN BUSES OR OTHER PUBLIC PLACES WHEN WEARING THE SCHOOL UNIFORM

Susan a 4th former, generally well-behaved but not renowned for her brightness, is seen in the bus stand at about 4.30 on Tuesday afternoon by a teacher. Susan, in her school uniform, is eating a hamburger, which the teacher orders her to throw in the nearby garbage bin. Susan explains that she had been delayed in town running an errand for her mother; she was very hungry and would not reach home until late as she had to travel a long journey. The teacher insists and threatens to report her to the head for disobedience, as well as for breaking the school rules. Susan, feeling angry at what she termed the teacher's 'unreasonableness', says, "I bought this hamburger with my pocket money. Furthermore, people all over the world are suffering from want of food, and it is not right to throw away food," and stamps away to her bus which had just arrived.

Wednesday a.m.

Susan is summoned by the head to her office. Susan, on the head's invitation, recounts accurately and in detail the incident of the preceding evening. The head is sympathetic, shows Susan where she thought she was wrong and tells her that she wanted her to apologise to Miss X and that would be the end of the matter. Susan agrees to this and Miss X is summoned to the office where the head explains her action and asks Susan to apologise. Miss X is furious. She feels that Susan should be severely punished for not only breaking the rules - why do we have rules if they are not kept - but more so for her rudeness and insolence. She let her views be known there and then, and indicates to them both that that is not the end of the matter. She would deal with Susan in her own way.

Susan returns to her class but when the Maths period comes, Miss X the Maths teacher sends her out of class. She accepts this, but when it happens again the next day, she reports the matter to the head. The head speaks to Miss X and firmly tells her she must not exclude Susan from classes again. Susan is allowed to join her classes and the head satisfies herself on this by noticeably checking on the classes during Maths period.

Two weeks later the head receives the following letter:

Dear Headteacher,

I am a poor man with not much education, but I know right from wrong and I am interested in my children education. About 2 weeks ago Susan Maths teacher accost her in the bus stand about eating in the uniform and the child explain the situation. Yet she make a big fuss and although you dealt with it in a sensible way, I must say the teacher still taking it out on my child. She never ask her no questions in class, and when the child ask her to explain something she don't understand, the teacher don't even

answer at all. And to beside, the teacher never take up her book to mark her homework or any work she does in class. Susan want to do a career and she need Maths for what she want to do. I know Susan is too bright but she willing and she need help with her work. I am sending this letter to the Ministry too.

Thank you

John E.

Discussion

1. Identify and describe the problems/issues raised in the case study.
2. Using your knowledge of administrative theory, models, concepts etc, suggest some solutions.
3. Show how you would resolve the situation.

4. TIME FOR DECISION

Discussion

Read the following case study, identify the problem(s) and describe how you would seek a satisfactory resolution of the problem(s). Be sure to note the implications for the teacher and student roles.

Background

Joan was fourteen years and had just entered third form of one of the secondary schools. She lived with her mother and step-father in a newly-developed middle-class area in St Michael, in which the headteacher lived.

From the first day of school, it was apparent that she had serious emotional and adjustment problems. She seemed determined not to get along with most people, especially teachers. She, however, was admired by a small group of whom she was the natural leader. She showed displeasure and irritability toward any attempt at kindness or friendliness. Her characteristic attitude was one of sarcasm and belligerence. She had given the Physical Education teacher a rough time. For example, if he demonstrated a skill, she would swear under her breath and say out loud, "Do you expect me to do that? I might as well try to fly." She didn't seem to understand his attitude when he tried to help her, and when he tried to speak to her about her behaviour, she would turn away and say she hadn't done anything wrong, or simply reply "O.K., I heard you!" No matter what approach he tried, he didn't seem able to reach her. This belligerent attitude to the P.E. teacher was typical of her attitude to most other teachers. For example, she frequently diverted the English teacher from her planned activities to the delight of her clique. Further, she always attempted to defend the diversion even though the majority of the class were fed up with her behaviour.

She was often the topic of discussion in the staff room.

Joan, however, always managed to secure creditable marks.

Incident

One Wednesday afternoon the English teacher set some homework for the next day. Joan stated that the assignment did not make sense in relation to the topics which they were doing at present and she would not do it. An argument ensued in which she became openly disrespectful. The entire incident was reported to the headteacher, whose initial reaction was that the teachers generally had not shown enough consideration for Joan, and children in similar circumstances. She indicated that she would give a decision the following day.

5. SUSAN

Susan, a twelve year old girl, was a pupil in a co-educational institution. She often discussed her most intimate business with other children far younger than herself.

This business was soon the school's business. The headteacher, Mr Phillips, spoke to Susan repeatedly about not sharing her personal business with the public. Susan persisted. Eventually the headteacher administered corporal punishment.

The following day Susan's irate mother visited the school and would not be pacified. The headteacher was absent. Teachers made attempts to restrain her from using abusive language and threats, but to no avail.

When the headteacher arrived at the school, during the luncheon period, Susan's mother was still there. In spite of her mouthings, the headteacher invited her into the office. She refused, but threatened to "beat" the headteacher. The headteacher again invited her to his office to discuss her problem. She continued her refusals. The headteacher then politely informed her he could only speak with her if she came to the office and sat down to talk.

Some minutes later, the mother came to the office and took a seat. She accused the headteacher of whipping her daughter without cause, being brutal and of hating her family. The headteacher pointed out his reasons for administering corporal punishment and expressed some measure of joy at seeing the mother so involved in the daughter's personal affairs. He also informed the mother that it was his love for her family that caused him to use such harsh measures.

The mother then invited the daughter to the headteacher's office and listed a number of untruths which her daughter had told. The mother then apologised for her past behaviour and promised that she would assist the Headteacher in his efforts to uphold the school's rules and principles.

Discussion

1. Should corporal punishment be used in an effort to alter personal attitudes?
2. Was the headteacher justified in using corporal punishment in the case?
3. What other corrective measures can be used in such instances?
4. Should not the police have been called to restrain the mother who was using abusive language and threats on school premises?
5. What does this incident tell you about the headteacher's leadership style?

6. FIGHTING IN SCHOOL

Mr Chan, the principal of St Andrew's Primary School, noted that there had been an increase of fighting cases among the pupils in the school recently. To identify the problem, he discussed the matter with the discipline master of the school. He was then informed that the increase was mainly due to a particular pupil, Ismael Makuna, who had been involved in nearly all the fighting cases.

An investigation carried out by the form teacher revealed that Ismael's parents neglected the boy and that he was associating with a group of older trouble-makers in the apartment building where he lived.

Mr Chan considered the possibility that Ismael should be expelled on grounds of misbehaviour but he realised that this would simply transfer the problem from the school to the neighbourhood. Whatever course Mr Chan took he realised that he would need the cooperation of teachers who were already incensed by Ismael's general misbehaviour.

Discussion

What alternatives are available to this principal?

7. UNFAIR PUNISHMENT?

Amongst his mail one morning a District Education Officer found a letter written by an angry parent. The parent claimed that his son had been unfairly punished by the headteacher of his school for an offence which he had not committed. The parent had gone personally to the school to complain to the headteacher but alleged that the headteacher became angry and ordered him from the school. Because of this the parent had withdrawn his son from the school and he was no longer attending school as there was no other school in the locality.

Discussion

1. Do you think the headteacher was right to order the parent from the school?
2. Has the District Education Officer got sufficient information to take immediate action?
3. If you were the District Education Officer what action would you take?
4. Do you think the parent was right to withdraw his son from the school?

8. THE YOUNG SMOKERS

At recess, the headteacher was told by the class 9 teacher that two of his boys were found smoking and when they were told that smoking was prohibited in school, they replied that their parents had allowed them to smoke.

After school the headteacher paid a visit to the boys' home and learned that two boys were permitted to smoke by the parents.

Discussion

1. Do you think that the parents of these boys were right to permit the boys to smoke?
2. Were the boys right to smoke at school?
3. If you were headteacher of the school what steps would you take to solve the problem?

9. DRUNK BUT NOT DISORDERLY

One day two senior boys were brought to the headteacher's office because they were drunk. The head sent them home with a strongly worded letter to their parents saying that their children had broken one of the most important rules of the school, and because of this, their children were expelled from school. The parents on receiving this letter paid a visit to the DEO and complained to him that their children had been unfairly expelled. They demanded that their children be re-instated mentioning in their defence that this was the first time their children had committed this offence and that when they were drunk they didn't damage things or cause a disturbance in the school. The DEO paid a visit to the school the next day and talked with the headteacher about this. The result of this discussion was that the two boys should be expelled. However, the matter didn't end there, because the parents didn't feel satisfied with this decision, so as their next step they approached the President of the Island Council. This man, on learning of this incident, immediately promised the parents his full support. On hearing this, the headteacher was naturally worried and felt insecure in his position.

Discussion

1. Had the headteacher the right to expel the two boys?
2. Would you have taken this action if you had been the headteacher?
3. Should the headteacher have consulted anyone else before expelling the two boys from school?
4. Was the action of the District Education Officer in order?
5. Do you think the President of the Island Council was right to offer his support to the parents?
6. Has the President of the Island Council any authority in such a case?

10. A QUESTION OF ETHICS

Stella Lamont, a retired principal, was delighted to meet her former pupil, Melanie Nicolas, and to learn that she had become a teacher. It was not long before Melanie was confiding her story to her former mentor.

"I am working in a Secondary School in Rose Hill with girls of Form 1. Most of the pupils come from rural areas - from families with a low income. Many of them are often ill-fed, ill-clothed and ill-informed about the little troubles awaiting adolescents.

"Classrooms are generally over-crowded, dark and uncomfortable. Discipline in the eyes of the administration means only wearing the uniform, paying the school fees before a certain date and keeping silent. So the teacher is left on his own to tackle the various problems arising in the classroom. Apart from those inherent to instruction, I have to deal with problems of untidiness, bad manners, ill-health, dishonesty, lack of text-books and so on.

"I could not settle down to real work before the second term. The first one was devoted mainly to getting the pupils 'run in'. I usually divided the class into 4 groups of 10. The group leaders were given certain responsibilities checking and collecting copy-books, fetching text-books from other forms and distributing them and keeping the class quiet between classes. They proved very helpful.

"I had a very tough trouble-maker. She was of the restless and noisy sort: talkative, lazy and rough. She was labelled as hopeless and some teachers even threw her out of the class as soon as they got her in - a decision that suited our trouble-maker as she could then roam about.

"I placed her in the front row where I could keep a close watch on her. I checked her work every day, and had her re-write any careless work, then I gave her some responsibilities. Fetching text-books and cleaning the blackboard occupied her as well as provided me with a breathing space. By the middle of the second term, she was doing her homework almost regularly, was more or less quiet and had stopped trying to bribe me with fruits and flowers from her garden, but I still could not leave her out of my sight.

"One day after recess, I found the class in a turmoil. Even after silence had been restored, I could feel something was wrong. As soon as I had my head bent, I heard a shout. My trouble-maker was in the middle of the classroom, crying. She had been hit by a girl who still had a ruler in her hand. I summoned both girls to my desk and questioned them. At first I obtained no answer then the other girl said: 'Teacher, she is saying that my mother goes out with a Chinese. That's a lie.' I was shocked. I ordered my trouble maker out of the class and later took her to the principal who threatened to call her parents. The threat was never carried out.

"The next day she came in the classroom. I was still upset and ignored her. From that day onwards she refused to do any home-work. She pretended to follow the class and kept silent, though. I once tried to renew our relationship but soon gave up. By that time we were getting ready for the mid-year exams and then came the holidays.

"Months later I talked to one of her few friends. 'You know teacher, children blamed her for things she never did. She is not a bad kid.' I did not know what to say. That conversation made me uneasy, and I have been left with a deep feeling of guilt."

Stella was concerned for the welfare of Melanie. Clearly the school principal had not been very helpful in the matter.

Discussion

1. Was it ethical to advise a staff member of another principal?
2. Should she insist that now she was retired it was no longer her concern?
3. Would she be regarded as a busybody if she approached the principal?
4. Was her former responsibility for Melanie now at an end?
5. If not, what counsel should Stella offer?

11. PROVOCATIVE BEHAVIOUR

Mr Tan has been principal of his present school for seven years now. Life in his school has been peaceful enough, and hitherto, he has not met with any situation which has made him doubtful about the appropriate action to take. He is known for his ability to solve problems and above all he prides himself as a reformer.

Miss Lee is a teacher in Mr Tan's school. She is an experienced and competent teacher who has devoted much of her time to the growth and improvement of the pupils under her charge. She is respected by her pupils and gets along handsomely with them. Like many good and capable teachers, she has successfully handled numerous disciplinary cases.

Kwee Chai, a secondary 3 boy in Mr Tan's school, is a tough, rude and arrogant character. Somehow his two previous form teachers have managed to ignore him and thus Kwee Chai has been able to behave as he pleases in school. He has done no work in school and he still does not do his work in the class where Miss Lee is currently the form teacher. Dutifully, Miss Lee has tried very hard to help him; but unfortunately, her efforts have been to no avail. Instead of responding positively to her attempts to help, he openly threatens to bring to bear the influence of one of his relatives who is a political figure.

One day, during an art lesson, Kwee Chai chooses to eat his favourite variety of preserved fruit in the class while his class-mates are busy painting. The still life models for his friend's painting are some fresh cucumbers, tomatoes and the like. Suddenly, Kwee Chai picks up a cucumber in front of him and without hesitation hurls it at Miss Lee who is then giving another boy some hints on the proper technique of painting. The vegetable projectile finds its mark and lands squarely on the chest of a very shocked Miss Lee. Feeling very upset, she finally brings the matter to the attention of Mr Tan.

On seeing Kwee Chai, Mr Tan quickly recalls to mind the two warnings he has personally given to the boy. Kwee Chai Senior must be politely invited to come to school immediately. Soon enough, a very agitated K C Sr appears and unmistakably assists Mr Tan to convince himself that the son is just a tiny chip off the proverbial block!

Discussion

What will Mr Tan do next?

12. A COMPLAINT

Mrs Tay is a principal in a primary school. She is diligent and interested in the welfare of both her teachers and pupils.

Mary Wee, a pupil in this school, has been irregular in her attendance at Brownie meetings. Recently her Brownie Mistress did not include her name in a forthcoming excursion as a form of punishment. By doing so she hoped Mary's attendance at meetings would improve. There were also four other Brownies who were disciplined in this way. (In Singapore Brownie packs are organised as part of the extra curricular activities of the school).

However, only Mary complained to her mother about this and Mary's mother, who was a member of the school's Advisory Committee insisted to Mrs Tay that Mary be included in the excursion. The principal advised the mother that her daughter should accept discipline. The mother, not being satisfied, wrote a letter of complaint to the Director of Education. Although the principal feels that a big issue has been made out of a small incident she is now obliged to take further action.

13. NEGLECTED CHILD

Sereima's father is an influential executive. The family lives in a large, modern newly-built home. Sereima invariably comes to school late. She is untidy, dirty, frequently has broken sandals and her uniform generally misses buttons, hooks, a belt etc and is torn. She is rude and discourteous to the staff members.

Her principal finds it difficult to make contact with her parents and to obtain satisfaction and co-operation when he does. They fail to answer requests to visit the school to discuss the matter.

The situation deteriorates.

Discussion

What action should the principal take?

14. ANA

Ana's home is on a distant island to which there is an irregular and infrequent shipping service. She is attending boarding school in Viti Levu and is sitting Fiji Junior in seven subjects. Her last paper (Fijian) is on the last day of the examination of the last day of the school term. The boat to her island taking children home for the holidays leaves the day before. It is possible there will not be another boat before Christmas. Her parents at home, unaware of the situation, have for the first time, booked and paid her passage for this trip. In the past the money has come too late for her to get a passage.

Ana herself has been suspended during the year for misbehaviour and the principal feels that if she stays for the exam and goes to relatives to wait for the next boat she may not go on it.

Discussion

Should the principal put her on the boat or keep her at school for the exam?

7

SCHOOL-COMMUNITY RELATIONS

1. WHO GOVERNS THE SCHOOL?

Two years ago when I first took charge of the school in which I am presently working I was faced with a serious problem.

The very first week I was there a few parents came to tell me that they were not happy with two teachers in whose classes their children were. They even asked me to remove these teachers and to replace them by two others whom they suggested by name.

I told them that this was not possible and explained to them that allocation of classes was my prerogative and that I would not allow anybody to encroach upon it. They, in their turn claimed that as parents they had a responsibility to ensure that their children were properly taught. They went away, but I had the feeling that they were not very convinced.

Some time later I received the visit of the president of the Parent Teachers' Association (PTA) who was accompanied by another member of the executive committee of the Association. The president told me that he had received representations from some parents expressing doubts regarding the competence of the two teachers I referred to earlier as well as a third one whom they wanted to be replaced on the ground that he was too harsh with his pupils.

It suddenly dawned upon me that I was confronted with a very serious problem which, if left unchecked, would eventually erode my authority in so far as the administration of the school was concerned.

I requested the president of the PTA to call an urgent meeting of the executive committee for the following week where the problem could be dealt with more fully.

In the meantime I found out from the teachers who had been working in the school long before I arrived, that for years it had been in the habit of many parents to interfere in administrative matters, either directly or through the PTA.

After careful consideration of the situation I thought it wise to meet first with my teachers.

Discussion

How should this principal handle:

1. His staff meeting?
2. His meeting with the PTA?

2. THE POLITICIAN

A school committee member is a well-to-do person who involves himself in active politics. He has relations holding important key posts in the Ministry. Without the knowledge of the headteacher, the committee member reprimands a staff member of the school and writes to one of his Ministry contacts suggesting that the teacher be transferred to another school.

The teacher concerned feels that this is improper and unprofessional. He maintains that only the headteacher who is his immediate official superior should do such things. He therefore approaches the headteacher who then becomes aware of the situation for the first time.

Since an examination class is involved and the examinations are a few short weeks away the headteacher is anxious to avoid the transfer and replacement of the teacher. He realises, however that the school committee member could be difficult to oppose.

Discussion

What strategy should the headteacher employ in order to retain the teacher?

3. RAIN

Once a District Education Officer was on tour, and he was astonished to see one of the teachers at home during school hours.

The District Education Officer angrily questioned the teacher as to why he wasn't at school. The teacher answered that the day was a rainy day, and all classrooms and even the teachers' houses were in poor condition. The teacher also said that the rain chased all children and teachers out of the classrooms.

The DEO called a meeting of the School Committee, and to his surprise he saw the rain pouring into the classrooms.

Discussion

1. Was the teacher right to remain at home because it was raining?
2. What should the headteacher of the school have done about the condition of the classrooms and teachers' houses?
3. Whose responsibility is it to maintain the classrooms and the teachers' quarters?
4. Does the school committee or the community have any responsibility for the maintenance of school buildings?
5. If you were the headteacher of the school what steps would you have taken to prevent this situation arising?
6. If you were the District Education Officer visiting the school what steps would you take to correct the situation?

4. TRAGEDY AND AFTERMATH

One day a headmaster sent a class six boy to post a letter at the post office. On the way back a fast moving truck knocked the boy down and crushed him to death. The father of the child with other connected relatives all rushed to the school to look for the headmaster. The headmaster had fled to the Government Station. The DEO stationed on the same island quickly transferred the headmaster to another school in a different island.

Discussion

1. Do you think that sending a child to post a letter is acceptable in school?
2. Who is to be blamed for this tragic incident?
3. Put yourself in the place of the headmaster; how would you feel about the accident?
4. Do you agree that posting the headmaster to another school is a good solution to the problem? State your reasons.
5. If you were sent to investigate and solve the problem what procedures would you take?

5. THE OUTSIDERS?

It was reported to the District Education Officer that the School Committee at a fairly isolated village was refusing to allow the children of one family to attend school. On making further enquiries he discovered that the family had recently moved to live in the village and were a different religious denomination from the rest of the community. The schools in the area had been constructed by community effort and the Committee had decided that since the parents of the children concerned had not contributed their labour towards the development of the school their children could not attend the school. The parents argued that they had contributed towards the development of the school in their last village. Feelings had already deteriorated to such an extent that the parents of the children had said that they would not contribute to the future development of the school either, and they would seek the help of Government to force the School Committee to permit their children to attend the school.

Discussion

1. Do you think that the decision of the School Committee was a reasonable one under the circumstances?
2. If you were headteacher of the school how would you attempt to resolve the problem?
3. If you were the District Education Officer would you need further information before you visited the school?
4. If you were the District Education Officer what measures would you take to solve the problem at the school?

6. 'LAY IS BEAUTIFUL'

The idea that lay people should play an active part in the governance of schools is commonly held in Third World countries. Many examples could be given of the activities of School Boards that have made major contributions to the welfare and direction of their schools. There could be, however, some doubts in relation to the Board of Governors of Ntali Secondary School.

It would be fair to say that, while this Board is well-intentioned it does not share the objectives and ideals of the principal. In particular it believes in economy and staffs the school on the basis of cheap pay. The result is that a conglomeration of doubtfully qualified people staff the school.

As an inevitable result the educational standards of the school are low, examination results are poor and there is a good deal of unrest amongst the parents because of this.

To add to the principal's anxieties the Board has appointed one of its own members to act as Bursar. He has not been slow to exploit the power of his office and indeed is suspected of conspiring with certain members of staff to weaken the principal's position and so improve his own.

Several former principals have solved their problems by moving to another school but Bennett Kay, the present incumbent, is determined not to be defeated.

Discussion

How might the principal tackle this problem?

7. COMMUNITIES IN CONFLICT

Sigi School serves two separate communities which are constantly opposed to each other. In village politics, religion and social activities they always hold opposing views.

When one party is helping the principal the other group engages in continuous criticism and sometimes bitter opposition. The problem is not helped by the fact that the staff is also divided on racial grounds while the pupils simply reflect the attitudes of their parents.

Mark Solon, although a member of the dominant community, is nevertheless concerned to bring about a reconciliation of interests.

Discussion

What lines of action are open to the principal (both positive and negative)?

8. PICTURE THEATRE

On arrival at his new school a principal found that the behaviour of the children was really bad. A fortnight later, a member of the Management Committee came to his office and requested the principal's assistance in stopping the children from attending picture shows at night.

On investigation the principal found that the complaint was justified. (1) The school children were found in the theatre almost every night of the week. (2) Parents had been supplying money to their children in order to attend night shows.

There was, however, a complication. The theatre owner had for a long time been a generous supporter of the school and there was still an urgent need for funds.

Discussion

1. What are the issues in this case?
2. How should the principal resolve the situation?

9. THE NONCONFORMIST

In order to husband the scarce resources available for Primary Education in the island republic of San Sebastian it is customary to insist that the parents of each village should build and maintain the school.

Because of the growth in numbers in the north of the island the school at Herato needed two extra classrooms. Led by William, the headteacher, the members of staff took part in the building operation together with all but one of the men of the village.

The exception, Hamoto, believing that the Government and not the village people should provide the school rooms declined to help and instead went fishing. This did not prevent him from presenting his second son for enrolment as soon as the new building was ready.

A meeting of the School Committee condemned Hamoto's actions in no uncertain terms. The chairman was deputed to wait on the headteacher and insist that Hamoto's son not be enrolled. He was also instructed to inform the headteacher that, should the boy be enrolled, the other parents would withdraw their support from the school.

William found himself in a dilemma. Ministry regulations obliged him to admit Hamoto's son who had reached the age of 6 years. Ministry regulations also obliged him to take serious note of any decisions of his School Committee. It would reflect badly on his own competence should the parent body carry out its threat.

Discussion

1. What are the issues in this case?
2. What advice would you give to William?

10. A PARENTAL OUTCRY

Fifteen year old May was a pupil at one of the leading secondary schools in Territory 'Y'. One of the literature texts from which Mary was studying in order to prepare for an important examination contained obscene language. Mary's parents discovered the book and complained bitterly to the school and the local Director of Education. Her parents contacted other parents and they in turn complained, and threatened to withdraw their children from school if immediate action was not taken to ban the use of that text and all other texts which contained such obscene language.

The teachers of the particular school openly condemned the stand taken by the parents. They (the teachers) claimed that in everyday life the average fifteen-year-old hears all kinds of words, and in some cases uses them at home as well as on the streets.

The teachers further accused the parents of using even worse words in the presence of their children, and said their complaints were only designed to tarnish the good name of the school. The teachers also claimed that parents were being prejudiced against books produced by authors of the region, and would have never reacted in such a way if the same words were included in texts from the European or North American markets.

The principal of the school supported the view of the teachers and told the parents that they could keep their children home as long as they wished.

The local Education Board met with parents and promised that the books would be banned. The Board did not invite teachers to air their views, but rushed ahead and suspended some whose names were submitted by parents. The principal was never suspended, or even reprimanded.

Discussion

1. Were the parents justified in their approach in handling the situation?
2. Did the teachers deal with the matter in a professional way?
3. Should the principal have taken such a stand?
4. How appropriate was the action taken by the local Education Board?

11. INTERFERENCE

Jonas Fanafi was posted as a principal to a recently built Junior Secondary School and after serving there for a few months found out that the school on the whole was not functioning as smoothly as it should be. This was mainly due to the Management Committee under the leadership of an energetic but stubborn, hot tempered and aggressive School Manager who frequently came and interfered with the internal administration of the school.

1. He attacked and condemned a teacher in the presence of other members of the staff or students.
2. He condemned the untidiness of the classrooms and compound without consulting Jonas or the staff on duty first.
3. He criticised the arrangement of furniture and library book shelves.
4. He unnecessarily cut down school orders even if the allocation from the department was still available e.g. textbooks grant, school furniture grant etc.
5. He employed or sent the typist/clerk paid by the department to go and work somewhere else without informing the principal.
6. He used the school facilities without informing Jonas first.

Jonas had noted that there already were divisions of opinion within the Management Committee. Some fully supported the actions of the School Manager but others were unhappy with the situation.

Since the principal depended on the Management Committee for resources not provided by the Ministry and since Ministry resources were channelled through the Committee he knew that the situation was delicate.

Discussion

What did Jonas do to resolve this problem?

12. A HEADTEACHER RECALLS

During my administration at M _____ School I experienced many problems. The school yard for example was not fenced, and every now and then acts of vandalism were committed either in the school yard or in the classrooms.

The school itself comprised four blocks, the fourth being situated about 200 ft. from the main building close to the (1) main road, (2) a housing estate, and (3) the village playground. As there was no watchman, the school buildings were left at the mercy of the vandals. Very often doors and window panes were broken. Often teachers complained to me that their dusters were lost, teaching aids taken away or torn off, their drawers and cupboards were either forced or searched. It was, consequently, quite impossible for them to keep their belongings and those of the school safely in their respective classrooms. Caretakers also reported that they always came across cigarette ends, damaged chairs and tables. Nonsense and injurious words were written on the blackboards. Such acts, they said, always happened during week ends.

One Monday morning I found the classrooms in a chaotic mess. Some of the teachers told me that it was impossible for me to put an end to these acts of vandalism, as they had existed prior to my attachment there. Nevertheless, I had to do something in order to put an end to those dirty games which penalised both pupils and teachers.

During the morning assembly, I talked to the pupils about those mischievous acts. I held a staff meeting, and requested all teachers to give civic lessons on vandalism, its causes and effects. I also took the opportunity to declare a 'Civics Week'. In the meantime I summoned the parents to an assembly during the same week, and talked to them about the various activities of the school, laying stress on the acts of vandalism committed at school. I also drew their attention to the fact that their wards (the teenagers not attending school) should not be on school premises after school hours, during week ends and school holidays. I pointed out that if they did so, it would be at their own risk. I also explained that a school is an institution of prestige in a village, that government spends a lot of money on every school, and that they should help in the upkeep of the buildings.

For two or three weeks everything went well, but soon the problems cropped up again. Disgusted with the situation I called at the Police Station and made a declaration about the state of affairs at school, and I requested the Police Inspector to help us by sending a patrol during the night and week ends.

The following Monday morning when I came to school, eight to ten parents stood on the school verandah. I thought they had called on me for some minor problem in which some teachers might have been involved. As I was alighting from my car, some pupils told me that "some school children have been arrested". On my way to the office I greeted the parents and asked them about their problems.

"Our children have been arrested since last night, they were in the school doing nothing," they said. They besought me to help for the release of their sons as they had come to see me at the request of the Police Inspector. I bluntly told them that I could not do anything as it entirely depended on the police, and that their children were themselves responsible for their arrest.

Some of the parents started shedding tears. I sympathised with them and told them that I would try to help. So I requested the Senior Teacher to take charge and went to the Police Station where in fact I found the culprits (all teenagers) in the cells. Being aware that their future would be at stake, if they were prosecuted, both the Police Inspector and myself agreed to their release after a severe warning in the presence of their parents.

Those incidents gave me food for thought. It seemed to me that there was a lack of communication between parents and teachers. I decided

.....

Complete this account.

8

ANCILLARY STAFF MATTERS

1. THE LATE TONY JACOB

Mrs Joan Wheatly has had 15 years experience as a senior assistant. She recently took over the supervision of non-teaching staff at Riverside School when the former senior assistant was transferred to a new school in Jurong. She is a very capable person. She supervises the non-teaching staff very effectively.

Riverside school is a well-managed school. The grounds and buildings are well cared for. The parents of the pupils of this school hold the school in high esteem. The teachers of this school are very conscientious. All the non-teaching staff are obedient and work to the best of their ability. In April last year the office attendant resigned from service because he had a better offer from the private sector. After eight months a replacement was transferred to this school from another school. Tony Jacob, the new office attendant, took medical leave frequently. On one or two occasions he took French leave. He was warned and his absence was commuted to vacation leave. Since then he has been conforming to regulations. He is a very good worker. He keeps the office clean and maintains the duplicating machine very well and does all the work that is expected of him. When he is engrossed in his work he even skips his lunch hours.

Recently, however, he has been coming late to school. Each time he comes late the senior assistant warns him verbally. After a while he repeats the offending practice. He is warned verbally again. This has been going on for a couple of months. The senior assistant now feels that her verbal warnings are ineffective. She has now placed this matter in the hands of Mr George Thomas, the principal of Riverside. While George has been following the case from the beginning he has not wished to interfere until the supervisor, in this instance the senior assistant, felt unable to cope with the situation. George realizes that Tony is a good worker and his only fault is coming late to school. If this matter is reported to the Ministry of Education he may lose a good worker. If George allows this situation to go on other members of his non-teaching staff may do the same thing.

2. THE CARETAKER

Mark Stanton was appointed to a newly-opened Govt. Primary School at Valetta as headteacher. For some reason the Public Service Commission had overlooked the appointment of a caretaker so Mark took the initiative of having the casual labourers of the school do the caretaker's work.

After repeated requests a caretaker (Abram Musad) was appointed and Mark thought that, at long last, his worries were over. But in fact they were just beginning!

On the first day of Abram's assumption of duty, Mark had a long talk with him about his duties at the school. He listened to Mark very politely and Mark thought he was going to have a conscientious caretaker.

The trouble began a few days later when Mark called at the school during the next school vacation in order to register the names of pupils who were asking for transfer to the school. He found the school gate locked. And the key was with the caretaker!

This meant that, as the school caretaker was in possession of the school keys, no casual labourer was able to enter the school premises to work in the school garden. Since Mark didn't know where the school caretaker lived he could not call at his house.

Matters came to a head a week later when Mark again called at the school to find the casual labourers on the road, outside the locked school gate, waiting for the gate to be opened. And the key was still with the caretaker who was nowhere in sight!

Quite by chance Mark located Abram's house and demanded an explanation. His excuse was that he was ill.

Mark then personally called on Mr Y, the officer in charge of school caretakers, at the Ministry of Education, and made an oral and written report on the caretaker. He also reported that the caretaker refused to do any cleaning of the school yard as he thought that was the job of the casual labourers.

The supervisor promised that the caretaker would be summoned to the Ministry and given a severe warning. If he didn't improve his case would be submitted to the P.S.C.

Three months later Mark is still waiting for action to be taken by the authorities and the position is no better.

Discussion

How would you have dealt with this problem if you were the headteacher?

3. THE NEGLIGENT WATCHMAN

Akhtar Ahmed was an understanding but firm and decisive principal whereas Mohamed Din, the watchman, who served in the school, was extremely lazy and, more often than not, found sleeping during working hours.

For one particular month, Ahmed found that the watchman's clock had not been punched which indicated that he had not been patrolling during the nights. Din, when summoned by the principal, claimed that the keys were missing and hence he could not punch the clock as required. The principal then instructed the watchman to report to him should the keys be found missing in future. Din refused to do this claiming that it was not his duty to do so. Nevertheless, the principal decided to place the keys in the watchman's clock and requested that he punch accordingly.

Subsequently, on three separate occasions the principal had to place new sets of keys during the day as it was found that immediately after each week the keys were missing. On the fourth occasion however, the principal found that the new set of keys had been hidden in the clock. Din was called upon to explain the reason for not punching the clock and again he claimed that there were no keys. Ahmed immediately brought him to the clock and showed him the keys. He was then given a written warning.

4. A TROUBLESOME SERVANT

Ahmad is a school servant at Kotapurna School. He is in his late forties and has had more than 20 years of service. Physically, he is weak and his eyesight is poor. He is, by temperament, quite aggressive and easily irritated. During the course of his service he has been transferred to at least ten schools.

On arrival at Katapurna, Ahmad informed the principal that his frequent transfers were due to victimisation. When asked to elaborate, he dismissed the matter as a thing of the past.

Ahmad was given a list of his duties by Paul Arasaratnam, the principal of the school and the Senior English Master, Roger Bohun, was made his immediate supervisor.

After a month the S.E.M. Bohun verbally informed Arasaratnam that Ahmad was slackening in his work. It had been necessary to instruct him many times in order to get certain areas cleared. In fact, Bohun realising Ahmad's age and physical condition, had been patient and tolerant in his approach but the situation was becoming acute.

Paul Arasaratnam decided to call Ahmad before Roger Bohun to remind him of his duties. Ahmad's reaction was quite aggressive and he accused the English Master of victimising him.

After two months a fresh incident occurred.

The principal was informed that Ahmad was absent from duty without leave for one day. When pressed for an explanation, Ahmad replied that when his wife rang the school, Bohun agreed to his wife's request for one day's leave. Roger Bohun however did not confirm the story and the principal then requested Ahmad's wife to call on him.

She showed evidence of recent injury and confessed that Ahmad had been very violent on the previous evening and that he had smashed the T.V. set. She begged for another chance for her troublesome husband saying that the family had no savings and that it would go hard for herself and Ahmad's six children should he be dismissed.

Paul Arasaratnam wanted to be humane - he also wanted efficient performance from Ahmad. What was he to do?

Discussion

What was the principal to do?

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Printed and published by
The Commonwealth Secretariat

May be purchased from
Commonwealth Secretariat Publications
Marlborough House
London SW1Y 5HX

ISBN 0 85092 217 8

