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THESIS TITLE:

QUALITY MANAGEMENT FOR EDUCATION
(SECOND LEVEL SCHOOLS)

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Abstract

Quality Management for Education (Second Level Schools) Cathriona Conneally

Quality Management is a well-developed and widely used approach within Industry to gain competitive edge and increased market share. It is a new management approach for schools who are now applying it without having the culture or experience of its evolution.

Industrially based Quality management systems and excellence models have been developed. These excellence models and frameworks are based on the principles and concepts of TQM which are recognised as essential elements of high performing organisations.

Schools are complex social institutions that provide a service. Like any other service industry, the customers of education are expecting and demanding a better service or else they will go elsewhere. Schools are beginning to reform and change to adapt to such demands. This has been reflected in Ireland in the Education Act, 1998.

It is now the right time to develop a quality management system specifically for schools. The existing industrial excellence models have been modified for use in the private and public sector and some have been specifically tailored for education. The problem with such models is that they are still too sophisticated and the language still too industrial for schools.

This Thesis develops an Excellence Model for Second Level Schools and provides guidance and school specific tools for its implementation.

The Thesis is organized as follows:

Chapter 1.	Quality and Excellence Models.
Chapter 2.	Application of Quality in Schools.
Chapter 3.	Changes in Education in Ireland.
Chapter 4.	Primary Research.
Chapter 5.	Quality Model for Irish Second Level Schools.

Acknowledgements

Dr. W. Edward Deming stated that the aim of education should be to nurture and enhance the intrinsic joy in learning. Bob Kennedy, my research supervisor has fulfilled and exceeded this aim in my two years researching this thesis. You have been an *excellent* mentor and 'critical friend'. *Thank you Bob, Ann and Family for your constant support and encouragement.*

To Eamon Tolan and the staff of Grange Vocational School. If schools are as open minded and welcoming to suggestions as your school is, then quality has a great future in schools.

The community of Grange deserves a special mention. They have developed me as a person and provided me with many valuable skills. Thank you.

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To all my buddies, I HAVE FINALLY FINISHED. Thank you for your tremendous support and encouragement.

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Chapter 1

Quality and Excellence Models

Introduction

Education has changed. For a start it is not called education anymore but learning. Education is central in our lives. There has been a great deal of reform in educational systems all over the world in order to keep up with the rapid changes that are happening in society, technology and industry. In response, many schools are turning to industrial Total Quality Management to provide them with principles, practices and tools to help them manage and improve their organisation. The objective of this thesis is to:

- Examine industrial Total Quality Management (TQM) principles and the structured and systematic approaches that have been developed to implement these principles.
- Examine how these TQM principles are being promoted by excellence models, quality management systems and standards within the education sector internationally.
- Examine the Irish education system and how they are progressing towards a total quality culture.
- Develop a quality management model suited for Irish second level schools.

The thesis is divided into five chapters. The first chapter sets the stage for quality. It introduces the concepts of quality and how these concepts have developed into TQM concepts. It illustrates excellence models that can be used by any organisation in any sector to implement TQM. It also describes a quality management system that supports the implementation of TQM.

After describing in chapter 1, the principles and concepts behind Total Quality Management and subsequent TQM excellence models, chapter 2 describes how these industrial concepts and models are being tailored and modified for use in the educational sector.

Chapter 3 examines the Irish Education system and identifies how Irish second level schools are managing and improving the service of education. Chapter 4 looks at the researcher's fieldwork, which was carried out in Grange Vocational School, Sligo. The researcher examines the quality climate that exists in a Vocational school. The core of the thesis lies in Chapter 5. In this chapter, the researcher has developed a school quality management model specifically tailored for the quality culture of Irish second level

schools. It provides them with a coherent structure for managing a school and guiding them to 'best practice'. The aim of the model is defined as follows:

To help schools understand and adopt TQM principles as they question: what they do, how well they do it and how they are progressing towards best practice.

1.0 Quality and Excellence Models

1.1 Introduction

During the early 20th century, after the Second World War, manufacturing efforts to improve the quality of product, particularly in America and Japan resulted in the formation of many quality principles, tools and techniques. These were taught to Japanese and American industries by quality gurus such as W. Edward Deming and Joseph Juran in the 1940s/1950s. These quality principles, tools and techniques are still being applied and practised in organisations of the 21st century. The concept of quality itself is subject to many definitions. Some see quality as implicit and undefinable – know it when you see it. Sayed (1993) gives the following definitions of quality:

- It is about the production of goods and, in fact, the search for the most effective and efficient way of producing goods;
- It is concerned with the mastery of technical processes;
- It is about standardising outcomes so as to ensure uniformity;
- It can be objectively measured and assessed.

However Sayed's (1993) concept of quality has developed further and the quality today is termed Total Quality Management (TQM). TQM integrates all of these quality concepts, practices, tools and techniques that have come into the limelight over the last fifty years. TQM not only focuses on the quality of the product but also focuses on an organisations customers and people, society and continuous improvement of all activities to satisfy the external customer. Excellence models and frameworks such as the Malcolm Baldrige excellence model and the European Foundation of Quality Management (EFQM) excellence model have been developed for organisations to implement TQM principles and concepts. Quality is best described by examining the evolution of quality.

1.2 Evolution of Quality

The Second World War destroyed industrial Europe and Japan and as a result left the USA in a position of industrial superiority. Anything that America produced, the world was willing to buy. Consequently, America was mass-producing cars, televisions and other products to meet the huge post-war demand. The result of this unprecedented demand led to mass-produced poor quality, unreliable goods.

In the 1950's, the Japanese started to investigate 'industrial best practice' from successful American companies. At the same time two eminent quality 'gurus' from the United States, Dr. W. Edward Deming and Dr. J.M. Juran, were invited by the Japanese to help with the principles of quality control and their application in Japanese industry. This work formed the basis of a national drive, co-ordinated by the Japanese Union of Scientists and Engineers (JUSE), to improve the control of quality in Japanese companies. W.E. Deming introduced the Japanese to statistical methods to manage variation and a view of production as a whole integrated system rather than a set of separate tasks.

Shiba et al (1998) sums up the evolution of quality in Japan by using the four fitnesses, or levels of quality. They are:

- 1 Fitness to standard: the product must work as specified.
- 2 Fitness to use: Concept of 'market' or 'Customer Revolution' where the product or service incorporates customer's requirements and not just how the producers intends it to be used.
- 3 Fitness of cost: This meant high quality products or service at a low cost.
- 4 Fitness to latent requirement: Produce products or services that meet customer requirements and anticipate future needs of customers.

Table 1.1 shows the evolution of the four levels of quality and the development of associated quality tools and practices.

Quality Concept	Tools/ Practices	Explanation of concept
Fitness to Standard 1950s	Standardisation Statistical Process Control Inspection	The product does what designers intended it to do Evaluated by inspection at the end of production process
Fitness to Use 1960s	Market Research Cross functional involvement	Satisfaction of Market needs Evaluation was inspection at the end of production process
Fitness of Cost 1970s	QC circle 7QC steps, 7 QC Tools	Price is set in the market Evaluation took place at each stage of the production process to build quality in
Fitness to Latent requirement 1980s	QFD 7 Management Tools	Continuous change in market needs leading to shorter product development cycles

Table 1.1: The Evolution of Quality
(Shiba et al, 1998)

Total Quality Management integrates all the levels of quality but also introduces a behavioural and continuous improvement component to a quality management system, the aim of which is to satisfy the users of the product or service.

The next section will introduce TQM and the principles and concepts behind it.

1.3 Total Quality Management

There are numerous definitions and descriptions of TQM. Many writers describe TQM as a continuous quality improvement process or a culture change.

The British Standard 7850 (1992), defines TQM as follows:

“Management philosophy and company practices that aim to harness the human and material resources of an organisation in the most effective way to achieve the objectives of an organisation”.

It is perhaps easier to understand TQM by examining some of its key characteristics which are shown in Oakland’s (1993) model for TQM. The model is presented in Figure 1.1.

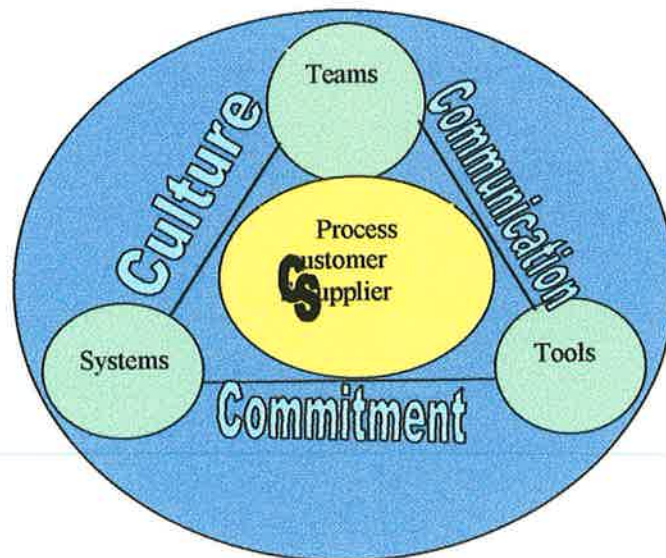


Figure 1.1: Total Quality Management Model (Oakland, 1993)

In any organisation, every department, section and unit is made up of a chain of customers and suppliers. The core of TQM is the internal and external customer-supplier relationship. At every customer supplier interface, the capabilities of the processes have to be measured to consistently ensure that they are meeting external customer requirements. In order to achieve a high quality chain of interaction between customers and suppliers, Oaklands (1993) three TQM soft foundations need to be built into the organisation. These three foundations are a quality culture, commitment to TQM and effective communication structures.

The first of these soft foundations is that organisations will require a change in culture. Culture is defined by Oakland (1993):

‘The culture of an organisation is formed by the beliefs, behaviours, norms, dominant values, rules and the climate in any organisation.’

Culture change will include both changing the behaviour of staff and also management in order to build quality into the organisation. Management must communicate the quality message or vision throughout the organisation and gain the *commitment* and support of every individual to attaining this vision. This vision of the organisation is developed into a strategy for implementation. Consequently, management must create a suitable working environment where staff has appropriate tools and well-defined procedures and systems in place so that they can carry out their work effectively to achieving this vision. There has to be continuous open *communication* and feedback between management and staff. Management must empower individuals and appreciate their achievements.

After the soft foundations are laid, Quality Systems, (e.g. ISO9000, Excellence models) quality tools, and teamwork, the ‘hard management necessities’ (Oakland, 1993) are required to support continuous process improvement to meet and exceed customer needs and expectations.

Quality systems in the form of excellence models and their frameworks have been developed for organisations to implement TQM. These excellence models have translated the principles behind TQM into core concepts and values that are embodied on a framework of usually seven or nine key categories / criteria for application by organisations. Table 1.2 shows the fundamental core concepts and values of the EFQM Excellence model and the Malcolm Baldrige model. These excellence models will be discussed in Section 1.4.

EFQM Excellence Model Core Concepts	Malcolm Baldrige excellence model core concepts and values
Results Orientation	Focus on Results and Creating Value
Customer Focus	Customer Driven Excellence
Leadership and Constancy of Purpose	Visionary Leadership
Management by Processes and Facts	Management by Fact
People Development & Involvement	Valuing Employees and Partners
Continuous Learning, Innovation and Improvement	Organisational and Personal Learning
Partnership Development	Agility
Public Responsibility	Public Responsibility and Citizenship
	Focus on the Future
	Managing for Innovation
	Systems Perspective

Table 1.2: The Core Concepts of Excellence Models (EFQM, 2001)/(US Department of Commerce, 2001)

The core concepts outlined in Table 1.2 have to be continually reinforced by top management so that total quality becomes embedded in the attitudes and behaviours of everyone within the organisation i.e. become part of the culture and everyday work experiences. The EFQM Excellence Model brochure (EFQM, 2001) states that:

‘Clearly, if these concepts are not fully understood and accepted that progress with the adoption of the model will be difficult and meaningless’

Once the quality culture is embedded in the organisation, appropriate quality tools and techniques can be used to support their implementation. Dean and Bower (1994) cited by D. Ho et al (2000) identified a set of principles, practices and techniques that underlie TQM which are shown in Table 1.3.

	Customer focus	Continuous Improvement	Teamwork
Principles	Paramount importance of providing products and services that fulfil customer needs: Requires organisation wide focus on customers	Consistent customer satisfaction Can be attained only through relentless improvement of processes that create products and services	Customer focus and continuous improvement are best achieved by collaboration throughout the organisation as well as with customers and suppliers
Practices	<ul style="list-style-type: none"> • Direct Customer contact • Collecting information about customer needs • Using information to design and deliver products and services 	<ul style="list-style-type: none"> • Process analysis • Re-engineering • Problem-solving • Plan/do/check/act 	<ul style="list-style-type: none"> • Search for arrangements that benefit all units involved in a process • Formation of various types of teams • Group skill training
Techniques	<ul style="list-style-type: none"> • Customer survey and group focus • Quality function deployment 	<ul style="list-style-type: none"> • Flowcharts • Pareto analysis • Statistical process control • Fishbone diagrams 	<ul style="list-style-type: none"> • Organisational development methods such as the nominal group technique • Team –building methods (e.g. role clarification and group feedback)

Table 1.3 Principles and Practices of TQM (Dean & Bowen, 1994)

All the techniques shown in Table 1.3 are useful but not essential to the implementation of TQM. In fact TQM runs into trouble if these techniques are used inappropriately, and used in an untimely fashion.

The next section will introduce TQM models that are currently being used by organisations.

1.4 Quality Excellence Models

Several countries have established award programs to recognise the innovative quality practices taking place. The Japanese have been recognising good quality practices since the 1950's with the Deming Prize. These award programs brought with it models and frameworks which encouraged organisations to adopt and deploy TQM. Organisations were turning, in their pursuit of TQM to the model and frameworks rather than the recognition of an award. The models, which will be individually looked at in detail, are built on TQM principles. These principles are embodied on a framework of usually seven or nine key categories / criteria for application by organisations. The criteria are being used by organisations to self assess or bench mark their performance. The development of such models and frameworks in different countries are growing strikingly similar in criteria and language.

According to Chuan et al, (2000) the core principles of the Deming prize, Malcolm Baldrige National Quality Award and the European Quality Award, are embodied in the 11 criteria in Table 1.4:

1. Leadership	7. Customer/Market focus
2. Strategy and Planning	8. People Satisfaction
3. People Management	9. Impact on Society
4. Information Analysis	10. Supplier/Partner Relationship
5. Resources	11. Results
6. Quality Systems and Processes	

Table 1.4: 11 Criteria of Excellence models (Chuan et al, 2000)

Virtually all models are evaluated in the same way i.e. in three dimensions: approach, deployment and results. Chuan et al (2000) states that the

‘approach dimension examines how an organisation addresses the areas and items highlighted in each sub-criterion. The deployment dimension examines the extent to which an adopted approach is implemented, both horizontally and vertically, in the organisational structure. The results dimension examines the magnitude of the achievements due to the approaches adopted’

The models discussed in the following pages will focus on the criteria that should be approached and deployed by an organisation and just reflect the scope of results to be addressed.

The excellence models discussed in this chapter are:

- Malcolm Baldrige
- EFQM Excellence model

The ISO9001: 2000 standard is also discussed because it provides the requirements of a quality management system that supports the implementation of TQM.

The Deming Prize was the basis for the establishment of many of the excellence models above so it will be examined first.

1.4.1 Deming Prize

This Prize was established in 1951 in Japan by the Union of Japanese Scientists and Engineers (JUSE). It was named after the American statistician and quality guru, Dr W. Edward Deming. Today, the Deming Prize honours private and public Japanese organisations for the successful implementation of quality control activities.

Jones (1995) states the Deming Prize is based upon two themes:

- The well-proven techniques of Statistical Quality Control (SQC)
- The definition of quality as no more and no less than ‘conformance to specifications’.

Unlike the other models, the Deming Prize has not a model and framework but it has ten equally weighted criteria on which an organisation is evaluated against. The criteria are in Table 1.5:

1. Policies (Hoshin)	2. Organisation
3. Information	4. Standardization
5. Human Resources	6. Quality Assurance
7. Maintenance	8. Improvement
9. Effects	10. Future Plans

Table 1.5: Criteria of the Deming Prize (Vokurka et al, 2000)

The principles behind these criteria are Deming's 14 points of management shown in Table 1.6.

1. Create consistency of purpose for the improvement of product or service.
2. Adopt the new philosophy.
3. Cease dependence on inspection to achieve quality.
4. End the practice of awarding business on the basis of price tag alone. Instead, minimise total cost by working with a single supplier.
5. Improve constantly and forever every process for planning, production, and service.
6. Institute training on the job.
7. Adopt and institute leadership.
8. Drive out fear.
9. Breakdown barriers between staff areas.
10. Eliminate slogans, exhortations and targets for the workforce
11. Eliminate numerical quotas for the workforce and numerical goals for management
12. Remove barriers that rob people of pride of workmanship. Eliminate the annual rating or merit system
13. Institute a vigorous program of education and self-improvement for everyone
14. Put everyone in the company to work to accomplish the transformation

Table 1.6: Deming's 14 Points of Management (Brown, 1997)

The Deming Prize had a major impact and was the basis for the establishment of the USA Malcolm Baldrige Award in 1987.

1.4.2 Malcolm Baldrige Performance Excellence Framework

The U.S. President, Ronald Reagan signed the Malcolm Baldrige National Quality Improvement Act on August 20, 1987. The purpose of the Malcolm Baldrige National Quality Award (MBNQA) is to:

- Promote quality awareness
- Identify the requirements for quality excellence
- Share information about successful quality strategies and benefits.

(Vokurka et al, 2000)

The National Institute of Standards and Technology (NIST) currently manage the Award with the American Society for Quality (ASQ) assisting with administration duties. Organisations that meet or exceed the requirements of the Malcolm Baldrige model will receive an award presented by the President of the US.

However some organisations may prefer just to use the model framework as a benchmark to self-assess against and not pursue the attainment of an award.

The Malcolm Baldrige model contains seven performance excellence categories. They are shown in Figure 1.2:

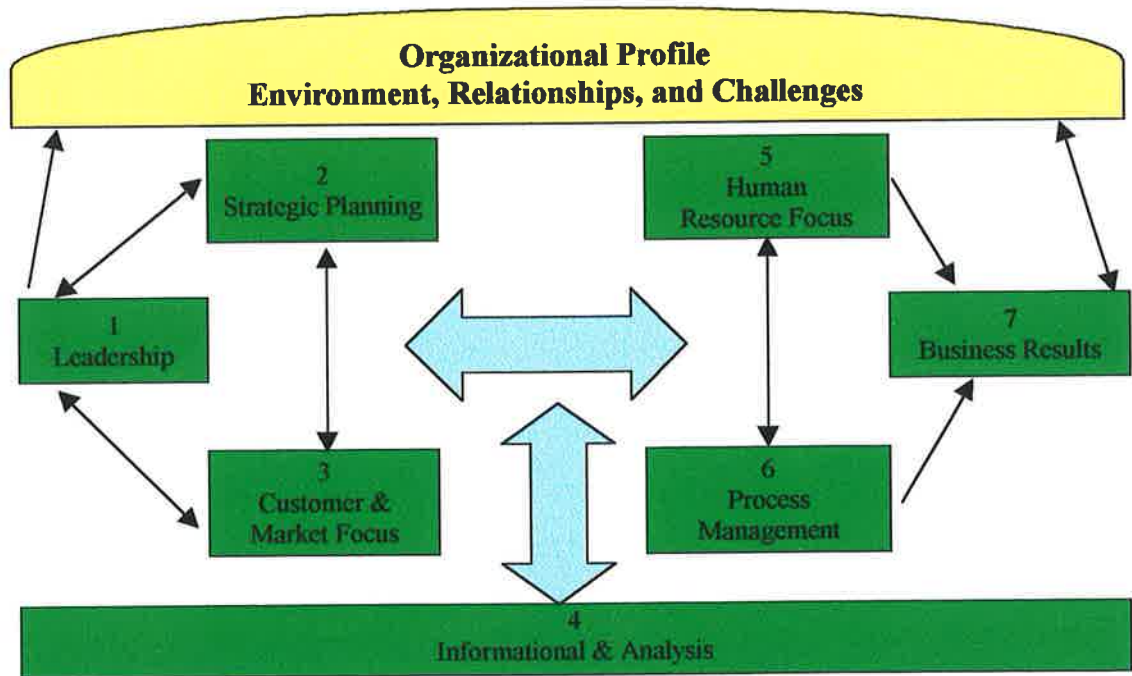


Figure 1.2: Baldrige Criteria for Performance Excellence Framework: A Systems Perspective. (US Department of Commerce, 2001)

A brief outline of the elements of the model is provided below:

Organizational Profile

An organisational profile should document the organisations operations and such areas as its environment, working relationships and strategic challenges.

System

The system is the six criteria at the centre of the excellence framework, which are categorised into two triads, the Leadership triad and the Results triad

The Leaderships Triad contains the criteria: Leadership, Strategic Planning and Customer and Market Focus. These three criteria are placed together to emphasis that leadership should set the directional focus and strategy of the organisation aligned with what the customer and market require or may require in the future.

The Results Triad is represented by the criteria: Human Resource Focus, Process Management and Business Results. These are grouped together to emphasise that it is the employees and the key processes that generates the business results.

Information and Analysis

The criteria 'Information and Analysis' provide the facts or evidence of these business results.

The seven criteria are divided up into eighteen items (sub criteria) and areas to address. The Malcolm Baldrige model places great emphasis on business results. Implementation of the models criteria will generate key business performance results. These are:

1. Customer – focused results.
2. Financial and market results.
3. Human resource results.
4. Organisational effectiveness results, including operational and supplier performance. (US Department of Commerce, 2001)

The Baldrige criteria for Business Performance Excellence can be downloaded in detail from the Malcolm Baldrige website, <http://www.quality.nist.gov/>

Four years later, Europe developed an excellence model similar to the Malcolm Baldrige model, so that European organisations could implement TQM. The EFQM model is discussed in section 1.4.3.

1.4.3 EFQM Excellence Model

The European Foundation of Quality Management (EFQM) developed the EFQM Excellence model and the European Quality Award in 1990-1991. The objective of the model is to stimulate and assist European organisations in improving customer and employee satisfaction, impact on society and business results (Vokurka et al 2000). EFQM have focused efforts in developing the model as they realise that it was being used as a management tool for self assessing the 'Excellence' of the company, not just for the purposes of attaining an award. The EFQM define excellence:

'Excellence is not just a theory, it is the achievement of tangible levels of results-in key areas-that are "best in class" and the evidence to provide confidence that these results can be sustained.'

(EFQM, 2001)

The criteria of the EFQM excellence model is similar in language and criteria to the Malcolm Baldrige model. This EFQM model is shown in Figure 1.3.

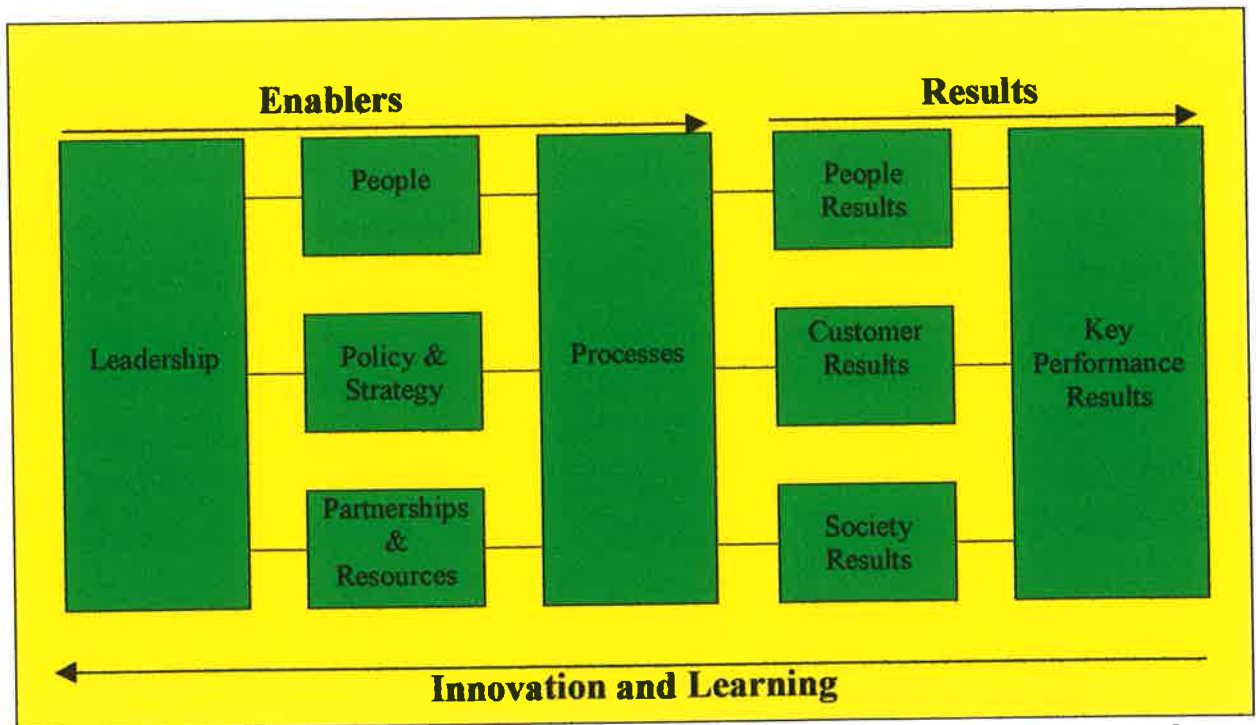


Figure 1.3: The EFQM Excellence model (EFQM, 2001)

The model consists of nine categories in two parts, 'Enablers' and 'Results'

The 'Enabler' criteria are:	The 'Results' criteria are:
1. Leadership	6. Customer Results
2. Policy and Strategy	7. People Results
3. People	8. Society Results
4. Partnerships and Resources	9. Key Performance Results
5. Processes	

Table 1.7: The Enabler and Results Criteria of the EFQM Excellence Model (EFQM, 2001)

The 'Enablers' is how the organisation operates and 'Results' is the results achieved by implementing and measuring these enablers. Like the Malcolm Baldrige model the EFQM model places great emphasis on business results.

The results criteria focus on:

Customer results – relates to customers' loyalty and their perceptions of the organisations image, products and services, sales and after sales support.

People results – relates to employees' motivation, satisfaction and the services the organisation provides for its people. It also includes employees perceptions of the organisation.

Society results – relates to the organisation's performance as a responsible body, its involvement in the community in which it operates, and any recognition it might have received.

Key performance results – shows the financial and non-financial outcomes of the organisation's planned performance.

Many countries have developed quality models to promote quality awareness in their organisations. Most of these models are founded on the two previously discussed and so will not be detailed individually.

It is evident that the excellence models discussed provide a comprehensive structured approach towards achieving TQM. However the models only provide broad criteria of key areas that an organisation should address. To support implementation of the criteria a built in quality management system would be effective. The International Organisation for Standardisation (ISO) provides such a system and will be discussed next.

1.4.4 ISO 9000

The International Organisation for Standardisation (ISO) is a worldwide federation of national bodies that develop standards and audit applicant organisations on their compliance to the standard pertinent to their application. The Irish national body is the National Standards Authority of Ireland (NSAI). The latest revision of the ISO 9000 quality management standard is ISO 9001: 2000. This standard presents four key requirements and related clauses of a quality management system for achieving conformity of product and / or service.

These four requirements of a quality management system are:

- Management Responsibility.
- Resource Management.
- Product realisation (and/or service).
- Measurement, analysis and improvement .

The quality management system requirements listed above are presented as a ‘process model’ in Figure 1.4.

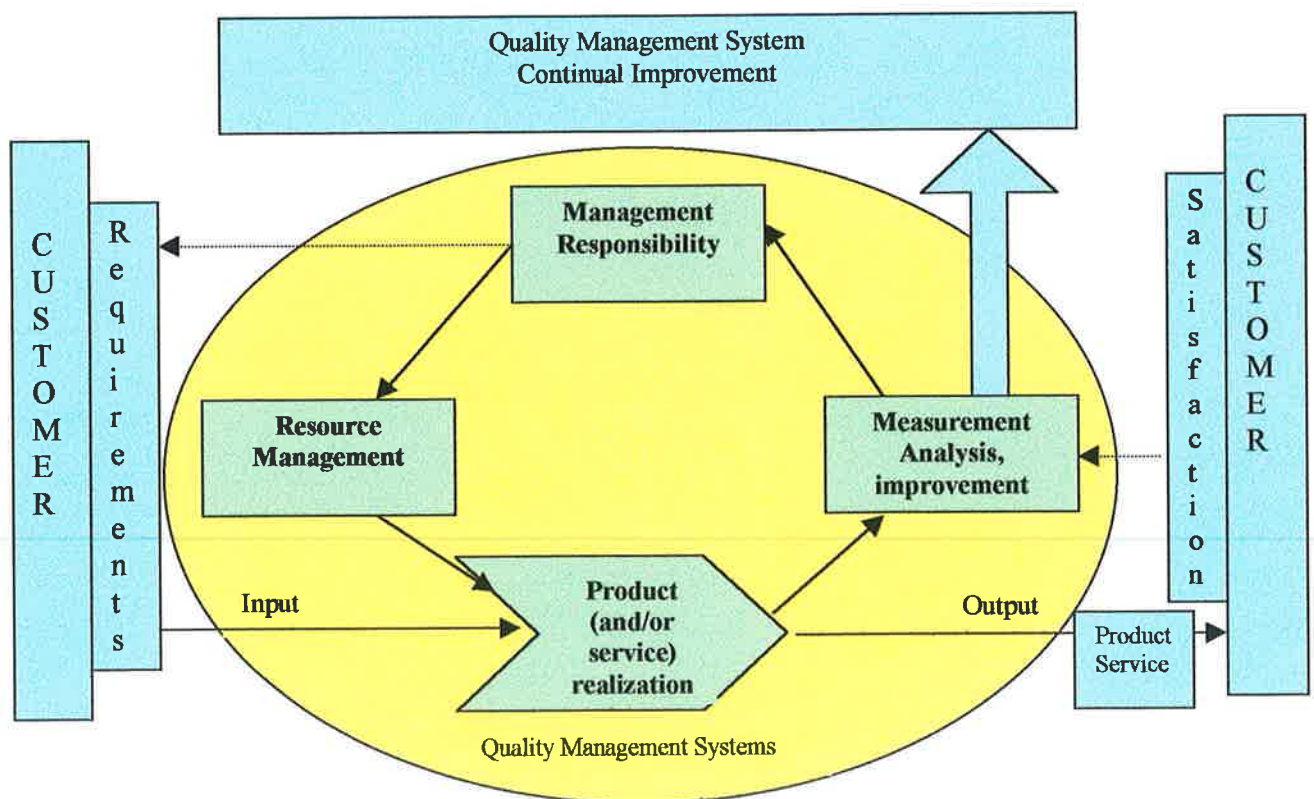


Figure1.4: Quality Management Process Model (ISO, 1999)

In the centre of the model are the four main requirements/processes of the quality management system for achieving conformity of product and/or service. The model recognises that customers and other relevant parties should have input into defining requirements. The processes within the organisation will then translate these requirements to realise the required ‘product (and/or service) realisation’. Customer satisfaction is measured internally and externally to evaluate and validate if customer requirements are met. Feedback is given back into Management Responsibility for

standardisation and initiation of improvement. This enforces continuous improvement of processes and customer satisfaction.

‘The quality management system requirements are aimed primarily at achieving customer satisfaction by meeting customer requirements by application of the system, the continual improvement of the system and the prevention of non-conformity’
(ISO, 1999)

ISO 9001: 2000, is not a TQM standard but it can be a support for implementation of TQM in an organisation. It can set the procedural and continuous improvement infrastructure. ISO9001: 2000 encourages organisation to adopt the ‘process approach’ to manage the organisation and its processes and as a means of identifying and managing opportunities for improvement. The ‘process approach’ is defined by ISO as:

‘the systematic identification and management of the various processes employed within an organisation, and particularly the interactions between such processes’

ISO 9000 series of standards are very popular ‘Upwards of a quarter of a million organisations world-wide are registered’ (Wade, 2000).

1.5 Summary

Quality has experienced four different evolutions. Total Quality Management is the latest evolution. Its main principles are that it focuses on the customers, employee relations and continuous improvement of the organisation.

The major obstacle of implementing TQM is that it will require a culture change i.e. a change in behaviour of staff and also a change in the way organisations are led and managed.

Quality Excellence models have been developed in many countries to provide a TQM model and framework to encourage organisations to apply it.

The next chapter will examine the application of quality in education and investigate how industrial models have been superimposed into educational institutions.

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Chapter 2

Application of Quality in Schools

2.0 Application of Quality in Schools

2.1 Introduction

Taylor and Hill (1993) believe that competitiveness and future survival of educational institutions will depend to a large extent on the ways in which change and improvement are managed. Synder et al, (1999) also believes that schools that do not respond to a changing society will not survive the 21st century.

The adaptation of Total Quality Management (TQM) could provide schools with an approach to managing and improving the service of education in their schools.

Models and standards, which were discussed in the previous chapter, provide a framework for the pursuit of TQM in the industrial/commercial sectors. This chapter looks at how these models and standards have been tailored for the education sector. One of the greatest splits between industry and the education sector in relation to quality is the language used. This chapter examines the models and standards to see how they have overcome this major problem.

2.2 Excellence models and standards for Education

‘TQM is a philosophy of continuous improvement, which can provide any educational institution with a set of practical tools for meeting and exceeding present and future customers needs, wants and expectations’

(Edward Sallis, 1996)

TQM (already discussed in chapter 1) can be implemented by educational institutions by applying excellence models. These models provide a systems and aligned approach to managing an organisation and improving the overall effectiveness and capabilities of the organisation.

This section will examine how TQM models and frameworks have been tailored for implementation of TQM in education. The two models discussed are the Malcolm Baldrige model and the EFQM Excellence model. The only attempt at tailoring the latter model is the Lloyds initiative.

It also examines how the ISO9000 and the Investors in People standards as well as the Charter Mark can be adapted by education to support the implementation of TQM.

The concepts, language and criteria of the models and standards have been translated for use in education.

2.2.1 Baldrige Education Criteria for Performance Excellence Framework

In 1999, the Malcolm Baldrige model was tailored for service industries in the specific areas of education and health. The Education criteria of this model is to help educational institutions use an aligned approach to organisational performance management that results in:

- Delivery of ever improving value to students and stakeholders, contributing to improved education quality
- Improvement of overall organizational effectiveness and capabilities
- Organizational and personal learning (US Department of Commerce, 2001)

The basic concepts of business excellence have been translated to similarly important concepts for education excellence. The concepts for education excellence are in Table 2.1

Visionary Leadership	Managing for Innovation
Learning centred education	Management by Fact
Organisational and Personal Learning	Public Responsibility and Citezenship
Valuing faculty, staff, and Partners	Focus on Results and Creating Value
Agility	Systems perspective
Focus on the Future	

Table 2.1: Malcolm Baldrige Concepts for Educational Excellence.

Malcolm Baldrige has acknowledged, in adapting their criteria for education, that educational institutions are complex, human organisations that will vary from one institution to another. However they all have a common goal, that is teaching and student learning. Therefore, the criteria of the Malcolm Baldrige model have a strong focus on teaching and student learning and development. The criteria emphasise that schools should establish broad mission requirements (aims) and strategic objectives for enhancement of student learning and development. The organisations performance across the seven categories of the model can then be assessed against the achievement of these aims and objectives.

The use of the industrial word ‘customer’ in education has created a major obstacle for the adoption of quality into education. The Business Criteria for Performance Excellence (US Department of Commerce, 2001) uses the generic term ‘customers’ to describe the person who receives or uses the product or service. In the Education Criteria for Performance Excellence, the key ‘customers’ of the education service are the student and stakeholders. The criteria make a distinction between student and stakeholder for clarity reasons. The stakeholder includes parents, employers, other schools and communities. The criteria focus on educational institutions identifying students, future students and stakeholder requirements and needs in relation to the education service they provide.

The excellence concept is translated for education as meaning ‘value-added’ demonstrated performance (US Department of Commerce, 2001). This means that schools should view themselves as key developmental agents of students. Consequently educational institutions should optimise the processes that enhance the learning of students. Central to the excellence concept is for schools to make assessment an integral part of the organisation. Assessment is required to assess improvement of the

organisation, that is improvement of students performance, staff skills and knowledge, the overall achievement of the organisations goals and objectives.

The Malcolm Baldrige model and the seven-part framework for education is similar to the model and framework used for business. Figure 2.1 shows the Malcolm Baldrige seven part framework for education.

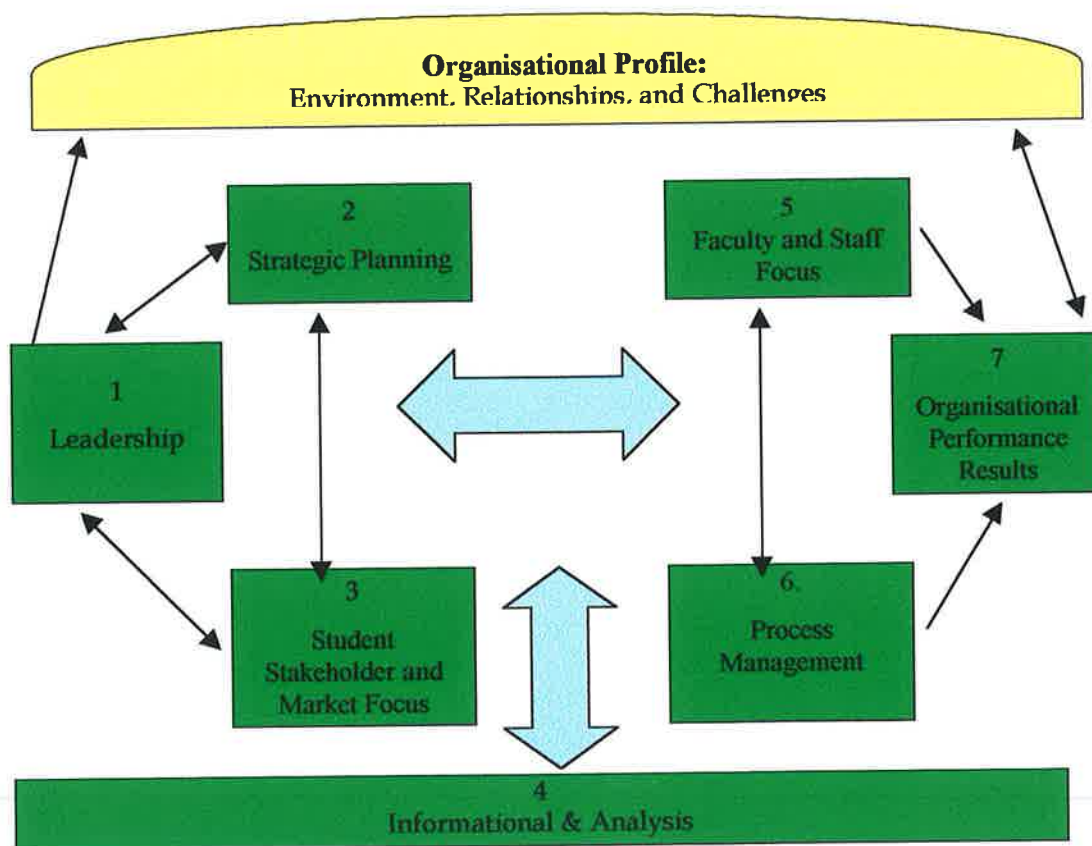


Figure 2.1: 'Baldrige Education Criteria for Performance Excellence Framework: A Systems Perspective (US Department of Commerce, 2001)

Table 2.2 shows how the language of the criteria has been translated from business.

Criteria for Education	Criteria for Business
1. Leadership	1. Leadership
2. Strategic Planning	2. Strategic Planning
3. Student Stakeholder, Market Focus	4. Customer and Market Focus
4. Information and Analysis	5. Information and Analysis
5. Faculty and Staff Focus	6. Human Resource Focus
6. Process Management	7. Process Management
7. Organisational Performance Results	8. Business Results

Table 2.2: Differences between the Business and Education Malcolm Baldrige Criteria

The education framework has three basic elements:

1. Organisational Profile

The Organisational Profile would be similar to a School Plan that boards of management of Irish schools must establish. It is an overall profile of the way a school operates, the environment, the working relationships and the strategic goals that is to be achieved. It sets the organisational context for responding to the criteria and the criteria items.

System

The model framework as is 'non-prescriptive and adaptable' (US Dept. of Commerce, 2001) and just outlines in broad criteria the key performance areas that educational institutions should address to achieve excellence. It does not provide tools and methods to implement the criteria. Educational institutions can adapt the model to fit its own uniqueness.

Like the business model, the categories are grouped into two triads ie. Leadership triad and Results triad.

The Leadership triad is the Strategic Planning, Leadership and Student, Stakeholder and Market Focus categories. These categories are placed together to emphasise the importance of a leadership focus on strategy, students and stakeholders. Management led schools maintain a **student-stakeholder focus**. This involves leaders setting school direction and focusing on student and stakeholder satisfaction through collaboration and partnerships with stakeholders. If leaders do not focus on creating a learning environment, the whole school will lack focus.

The Results triad is represented by the categories: Faculty and Staff Focus, and Process Management and Organisational Performance Results. Results-orientated leaders have a **faculty-staff focus** i.e. satisfy the needs and development of all employees in alignment with organisational goals. **Strategic Planning** includes the creation of action plans which is essential to school improvement. Commitment to education excellence requires **process management** to manage, review, analyse and improve the processes. High performance quality organisations are always management led and results orientated to achieve excellence. The same applies for education and is emphasised in the categories displayed in the Baldrige model (see *Figure 2.1*). The arrow in the centre of the Performance Excellence Framework links the Leadership Triad to the Results Triad i.e.,

a critical linkage or relationship between **Leadership** and **Organisational Performance Results**. According to Malcolm Baldrige, the key organisational performance results for education include:

- Student Performance Results.
- Student and Stakeholder Results.
- Budgetary and Financial Results.
- Faculty and Staff Results.
- Organisational Effectiveness Results.

3. Information and Analysis

Information and Analysis provides the facts and results. Decisions are made on the facts to improve school performance and competitiveness. With such emphasis on results, schools should have in place effective measures to generate data for planning, analysis and continuous improvement at three levels: the organisational level: the key process level; and the work unit level.

The seven categories for Education Excellence has 19 items which a school should address to achieve performance excellence. The categories, their relative items and sub items are broken down in Table 2.3

MALCOLM BALDRIGE CATEGORIES / ITEMS / SUB ITEMS FOR EDUCATION EXCELLENCE
1 Leadership
1.1 Organisational Leadership
1.2 Public Responsibility & Citizenship
2. Strategic Planning
2.1 Strategy Development
2.2 Strategy Deployment
3. Student and Stakeholder and Market Focus
3.1 Knowledge of Student, Stakeholder, and Market Needs and Expectations
3.2 Student and Stakeholder Relationships and satisfaction
4. Information and Analysis
4.1 Measurement and Analysis of Organisational Performance
4.2 Information management

5. Faculty and Staff Focus
5.1 Work Systems
5.2 Faculty and Staff Education, Training and Development
5.3 Faculty and Staff well-being and Satisfaction
6. Process Management
6.1 Educational Design and Delivery Processes
6.2 Student Services
6.3 Support Processes
7. Organisational Performance Results
7.1 Student Learning Results
7.2 Student and Stakeholder Focused Results
7.3 Budgetary Financial and Market Results
7.4 Faculty and Staff Results
7.5 Organisational Effectiveness Results

Table 2.3: Malcolm Baldrige Categories, Items for Education Excellence
(US Department of Commerce, 2001)

A full copy of the criteria can be downloaded from the Malcolm Baldrige website (www.quality.nist.gov) and will not be reproduced in this chapter.

2.2.2 The European Foundation of Quality Management Excellence Model

In September 1995, the European Quality Award was developed for use by public sector and voluntary organisations.

McAdam et al, (2000) states that the model has had little impact on the educational sector.

At present, the European Foundation of Quality Management has not tailored their model specifically for Education. Since 1999, Lloyds TSB Bank has taken the initiative to modify the criteria and interpret the language of the EFQM model and framework to one that is familiar to schools in the UK and Northern Ireland. The field work for this research project included a visit to a seminar in Belfast about the modification of the EFQM excellence model and its impact in Northern Ireland schools (see Chapter 4 for more details of this seminar). Lloyds since July 2001 has launched a pack that includes a CD-ROM and booklet for schools on how to implement the EFQM Excellence model. It is a free pack and the purpose of it is

‘to support the process of self-assessment against the EFQM Excellence Model... to identify Strengths and Areas for Improvement’
(Lloyds, 2001)

Lloyds TSB have not altered the model and framework or the language contained in the model. It is the same model used by any organisation. What they have done is modified the criteria and sub-criteria of the model for schools to understand. The model is shown in Figure 2.2

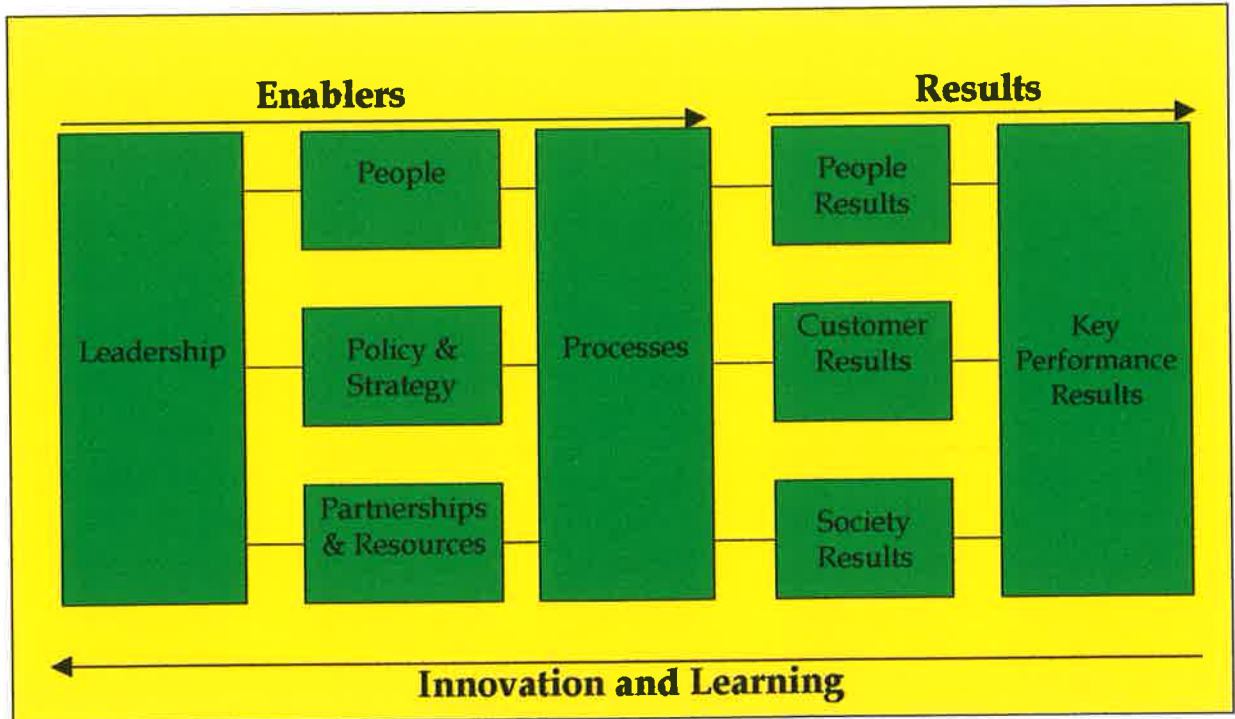


Figure 2.2: EFQM Excellence Model (Lloyds, 2000)

The model has nine criteria all linked together and are divided into two areas 'enablers' and 'Results'. The enabler criteria are the things a school has to do to achieve the results. The 'enabler' criteria consist of the Leadership, People, Policy and Strategy, Partnership and Resources and Processes categories. The 'results' criteria include People results, Customer results and Society results.

The 'Enablers' Criteria

A school must show how they approached and deployed each of the enabler categories. For approach, a school should demonstrate that they have all their processes defined, systematic and are subject to regular review and improvement. Deployment concerns how far the approach is really present throughout the organisation. Deployment can be evidenced through the results generated from monitoring showing how far the criteria have been deployed. A brief outline is given below on how Lloyds interpret the model for use in schools.

The ‘Enabler’ criteria is as follows:

Leadership

The criteria emphasis that schools should be led by management but in fact all adults within the schools should show leadership and lead by example. Management and teachers should create a learning environment that continuously improves to support the needs and requirements of students, staff, partners and society.

Policy and Strategy

Schools should translate what they want the school to achieve or what direction they want it to go (the vision) into broad aims (mission) and strategic objectives.

The key to successful implementation of strategic objectives is to:

- Use realistic and reliable information and data when formulating plans and actions.
This data is generated by effective measures that monitor key processes.
- Monitor, evaluate and update objectives and the plans, policies, target and processes, which achieves these objectives.
- Clearly communicate improvement activities to students and all partners.

People

The ‘People’ category focuses on employees within the school. It looks at how a school:

- Trains and develops staff to improve their skills and knowledge and aligns these training plans with the strategic objectives, plans and processes of the school.
- Empowers and involves staff in improvement activities to achieve the objectives of the school.
- Recognises, rewards and cares for the well being of their staff.
- Understands their needs and measures their satisfaction and motivation.
- Encourages teamwork and communication.

Partnerships and Resources

A school should build and establish key partnerships to aid in improving the school. How the school links the budget and the development planning process is vital in the way that the school improves on what it has already achieved. Resources have to be allocated wisely and optimised fully to maintain what is already in the school and also make improvements elsewhere.

Processes

A process

‘can be described as a sequence of steps that add value by producing required outputs from a variety of inputs.’ (Lloyds, 2001)

The ‘Processes’ criterion of the EFQM model focuses on all processes that support the policies and strategy of the school. These include processes that implements the other categories discussed above e.g. leadership and management processes, customer, employer, society processes as well as processes concerned with quality of teaching and learning. It asks schools to map their key processes as in to identify the relationships and linkages between processes. This includes mapping the people responsible for them, the resources and materials required and methods concerned with those processes and see how they all fit into the overall system. These processes have to be continuously improved and a continuous cycle of monitoring, reviewing, evaluating and implementing actions of improvement has to become an integral component of the school.

The EFQM model like the Malcolm Baldrige is results orientated and it looks at four different categories of results which are generated as a result of implementing the ‘enabler’ criteria. The ‘results’ criteria include:

- Customer Results
- People Results
- Society Results
- Key Performance Results.

Lloyds (2001) states that:

‘Results should address year on year trends and indicate continuous improvement over at least a three-year cycle, but preferably five, and the extent to which targets and plans are achieved’

In the Customers Results, People Results and Society Results categories it asks what the school is achieving in relations to parents and students (customer results), staff (people results) and societies (society results) and planned performance (key performance results).

Lloyds in modifying the EFQM model define the ‘customer’ of the school as the student and parent. Customer results for example could include results from parent and student surveys from which they identified their perceptions of the image of the school, the teaching and learning, opinions of teacher, loyalty etc.

Society results looks at how the school understands the needs and expectations of society. Results could examine how the school; minimises waste; recycling; noise prevention and how it preserves the environment. It examines how it supports and gets involved in the community for example does the school support adult education and training, offer its facilities in the evening etc. People results could include staff surveys training plans which should identify the needs of staff.

The Key Performance results looks at the financial and non financial outcomes of the school and the indicators that are place to monitor, predict and improve these outcomes. Financial outcomes may relate to maintenance costs and the internal indicator for that maybe to measure minimisation of waste. A non-financial outcome may be enrolment levels, dropout rates and the internal indicator for that maybe the performance of teaching and learning.

Table 2.4 details how Lloyds have modified the criteria of the EFQM Excellence model for application in schools:

LLOYDS EFQM CRITERIA FOR EDUCATION EXCELLENCE	
Enabler Criteria	Results Criteria
<p>Criterion 1: Leadership</p> <p>1a. Leaders develop the aims and objectives, or the mission, vision and values and are role models of a culture of Excellence.</p> <p>1b. Leaders are personally involved in ensuring the school's management system is developed, implemented and continuously improved.</p> <p>1c. Leaders are involved with customers, partners and representatives of society.</p> <p>1d. Leaders motivate, support and recognise the organisation's people.</p>	<p>Criterion 6: Customer Results</p> <p>6a Perception Measures: customer (Students and Parents) perception relating to overall school image, teaching and learning, opinions of teacher and school support, loyalty.</p> <p>6b Performance Indicators relating to customer perception to overall image, educational and extra provision, loyalty.</p>
<p>Criterion 2: Policy and Strategy</p> <p>2a Policy and Strategy are based on the present and future needs and expectations of stakeholders.</p> <p>2b Policy and Strategy are based on information from performance measurement, research, learning and creativity related activities.</p> <p>2c Policy and Strategy are developed, reviewed and updated</p> <p>2d Policy and Strategy are deployed through a framework of key processes</p> <p>2e Policy and Strategy are communicated and implemented</p>	<p>Criterion 7: People Results</p> <p>7a Perception Measures: People (staff) perception relating to motivation, satisfaction</p> <p>7b Performance Indicators relating to performance, motivation and involvement, satisfaction, services provided to school staff</p>
<p>Criterion 3: People</p> <p>3a People resources are planned, managed and improved</p> <p>3b People's knowledge and competencies are identified, developed and sustained</p> <p>3c People are involved and empowered</p> <p>3d People and management of the school have a dialogue</p> <p>3e People are rewarded, recognised and cared for</p>	<p>Criterion 8: Society Results</p> <p>8a Perception Measure: Society (from surveys, report, public meetings, public representatives, governmental authorities) perception of the school relating to performance as a responsible citizen, involvement in the communities where it operates activities to reduce and prevent nuisance and harm from activities</p> <p>7b. Performance Indicators: internal indicators for society may include those listed under 8a and press coverage, dealings with authorities such as OFSTED, accolades and awards received.</p>
<p>Criterion 4: Partnerships and Resources</p> <p>4a External partnerships are managed</p> <p>4b Finances are managed</p> <p>4c Buildings, equipment and materials are managed</p> <p>4d Technology is managed</p> <p>4e Information and Knowledge are managed</p>	<p>Criterion 9: Key Performance Results</p> <p>9a Key Performance Outcomes: These measures are the key results planned by the school and may include those relating to: financial outcomes (e.g. improvement of facilities), non financial outcomes (enrolment levels)</p> <p>9b. Key Performance Indicators: These measures are the operational ones used in order to monitor, understand, predict and improve the schools key performance outcomes (9a). Depending on the purpose and objectives of the organisation and its processes, they may include those relating to quality of teaching and learning, external resources including partnerships, buildings, equipment and materials, technology, information and knowledge</p>
<p>Criterion 5: Processes</p> <p>5a Processes are systematically designed and managed</p> <p>5b All processes are improved as needed using innovation in order to fully satisfy and generate increasing value for customers and other stakeholders</p> <p>5c Services are designed and developed based on customer needs and expectations</p> <p>5d Services are developed and delivered</p> <p>5e Customer relationships are managed and enhanced</p>	

Table 2.4: Lloyds EFQM Criteria and Sub Criteria for Education Excellence

The criteria and sub-criteria of this model address similar areas to the Malcolm Baldrige model for education. In both excellence models discussed, the criteria are broad enough to allow schools adapt the criteria to suit their own uniqueness.

2.2.3 ISO9000 applied to Education

The British Standards Institute (1995) state that TQM and Investors in People (IIP) (discussed in next section)

‘can only achieve their full potential when sustained by a quality system already in place’.

ISO 9000 provides that quality management system for universities, further education colleges, training organisations and schools. The literature on applying ISO 9000 to education is remarkably small. Many writers have criticised the ISO9000 series of standards for not suiting services such as education as it focuses more on the operations of production in industry than the end product. Sallis (1996) states that the international standard ISO9000:

“needs considerable translation for the educational context” and also ‘there is still insufficient educational practice to provide a definite answer to the appropriateness of ISO9000 to education’.

The new version ISO9001: 2000 which is developed more in similarity to the excellence models and is more adaptable for use in service industries could stimulate more interest in the education sector in the future. There are ISO 9000 standards on training and education available in different countries, some of which are under revision to align with ISO9001: 2000 or are still waiting to be published as a standard. Theses include:

- Guidance Notes on the Application of BS EN ISO9001 for Quality Management Systems for Education and Training (British Standard).
- ANSI/ASQC Z1.11 – 1996 American National Standard Quality Assurance Standards – Guidelines for the Application of ANSI/ISO/ASQC Q9001 or Q9002 to Education and Training Institutions (American Standard).
(Currently under revision to align with ISO 9001: 2000).
- ISO/FDIS 10015: Quality Management – Guidelines for Training
(Currently being balloted in the USA for acceptance and publication as an American National Standard (American Standard).
- HB 90.7 – 2000 Education and Training – Guide to ISO9000: 2000
(Australian Standard).

The ISO 9000 standards listed above are mostly Training and Education standards. These contain quality management system requirements mainly suited for application by universities, further education colleges and training organisations. They are not suitable for applying in a school.

In 1995, The British Standards Institute (BSI) tailored the industrial standard BS EN ISO 9002 for application in schools i.e. Guidance Notes for the Application of BS EN ISO 9002 for the Management Systems of Schools.

The researcher spoke with Charlie Corrie of the BSI. He stated that there were no plans as yet to tailor this the latest revision of ISO9001: 2000 for application in the education sector. External assessments of quality management systems in schools are assessed against BS EN ISO 9000. If schools had a contractual requirement to design a course or programme, then they would be assessed against BS EN ISO9001. Quality management systems in universities and training organisations are assessed against this standard.

All the activities necessary to produce the good or service require documented procedures if the quality system is to conform to ISO9000. In the case of an educational institution this would involve documenting every activity concerned with the delivery of its programmes, including selection, interviewing, induction, discipline, assessment, records of achievement, advice and guidance.

Schools are dynamic, natural, human organisations and it is hard to document many activities within the school. However, there are processes or operations that are static in an organisation. It should be the aim of educational institutions to have these processes or operations reasonably reliable, efficient and in line with best international standards and in congruence with the requirements of customers.

The researcher will explore briefly the Guidance Notes for the Application of BS EN ISO 9002 for the Management Systems of Schools (BSI, 1995) and what requirements are needed to establish a quality management system.

The guidelines define the product of education to be the enhancement of competence, knowledge, understanding and personal development of each pupil. The customer is defined to include an individual pupil, parent(s), governor(s), the community, society at large and Local Education Boards which are similar to Boards of Management in Ireland.

The requirements of BS EN ISO 9000 Part 2 for the Management Systems of Schools (BSI, 1995) is shown in Table 2.5 and translated for education by Sallis (1996) in the same table.

BS EN ISO9000 Requirements	TRANSLATION FOR EDUCATION
1. Management Responsibility	Management's commitment to quality
2. Quality System	Quality system
3. Contract Review	Contracts with internal and external customers (student / pupil entitlements, and the entitlements of the external customers, eg. Parents)
4. Document Control	Document control
5. Purchasing	Selections and admissions policy
6. Purchaser supplied product	Pupil / student support services, including welfare, counselling and pastoral and tutorial arrangements
7. Product identification and traceability	Records of pupil / student progress
8. Process Control	Curriculum development, design and delivery - teaching and learning strategies
9. Inspection and Testing	Assessment and testing
10. Inspection, measuring and test equipment	Consistency of assessment methods
11. Inspection and test status	Assessment records and procedures including records of achievement
12. Control of nonconforming product	Diagnostic procedures and methods of identifying underachievement and failure
13. Corrective action	Corrective action for pupil / student underachievement and failure. The system for dealing with complaints and appeals
14. Handling, storage, packaging and delivery	Physical facilities and environment, other entitlements offered, e.g. sports facilities, clubs and societies, student unions, drop-in learning facilities, etc.
15. Quality records	Quality records
16. Internal quality audits	Validation procedures and internal quality audits
17. Training	Staff training and development, including procedures for assessing training needs and evaluating the effectiveness of training
18. Statistical techniques	Methods of review, monitoring and evaluation

Table 2.5 – BS EN ISO9000 Main Requirements translated for use in the Educational Sector (Sallis, 1996)

It can not be emphasised enough in the excellence models that processes should be monitored, reviewed, analysed and improved in line with policy and strategy. Planning and improvement within a school should be based on fact and information. This standard provides a quality management framework which is concerned with documenting,

recording, auditing, evaluating all activities within a school and carrying out corrective action on any discrepancies or problems.

The major documents of a quality system for school are the following:

- **Quality Policy:** The quality Policy outlines the vision for the school
- **Quality Manual:** It translates the school vision into objectives, policies and cross-references them with detailed procedures and records.
- **School Prospectus:** This forms a contract between the school and parent. It describes what the school offers and what is expected from students and staff. Mutual agreement of the contract can be confirmed at the admissions interview or signing of the admissions form.
- **Other documents** are policies, procedures, records and audit sheets

The next section will examine the Investors In People (IIP), a UK standard, a human resource development and training standard that could be applied in schools. Staff training and development is a major principle of TQM and is focused on within the criteria of the excellence models. Implementing IIP could be an initiative that schools include in their strategy for developing staff within the school.

2.2.4 Investors in People Award (IIP).

‘Investors in People is a competency based national quality standard which increasingly has become accepted as a major standard concerned with training and development, emerged in 1990 at a time when education and its providers were facing change’
(Quayle et al, 1999).

This is a UK standard that was launched in October 1991. Sallis (1996) states that it is different from ISO9000 in that it is a standard for human resource development and training. It is industrial based but it is now readily adaptable to education. IIP is concerned with developing the staff in an institution and creating a learning environment. Essential features of the Investors In People require vision, commitment, communication and the participation of all employees. It is a powerful business tool, which links the continuous development of the people to the institutions schools aims and plans.

The IIP promotes the principles of total quality i.e. continuous improvement, customer satisfaction and teamwork. 'People' and 'results' are very strongly linked with this standard, similar to other excellence models. The IIP development framework (See Figure 2.3: Business Diamond) strategically focuses an institution in the areas of:

- *Commitment* - This includes commitment from top to bottom, organisational wide i.e. principal, board of management, teaching and support staff. Roles and responsibilities should be identified and defined. Staff have to be continuously encouraged to committing to taking ownership and responsibility for their own training and development once they are clear on the standard they have to perform and the school objectives and targets they have to achieve.
- *Planning* – There must be effective planning systems in place that link the plans of the organisation with the training plans for individuals within the organisation. Everyone should be involved in planning, processes and systems should be designed and piloted to iron out teething problems.
- *Action* – The idea is to gain competitive edge for the educational institution as a whole. There should be a commitment to developing staff and staff should be enabled to use their full potential in achieving targets. Action and review mechanisms and processes both internally and externally monitor progress towards attainment of targets and how the institution is performing against the IIP standards performance indicators.
- *Evaluation* – an effective evaluation process should be in place to continuously measure individual training and development and organisational performance to determine what could be done better.



The institution is performing against the IIP standard performance indicators. When an institution is ready for assessment, an assessor will be allocated. He will evaluate the institution against the indicators of the standard and determine if there is sufficient evidence. Quayle et al (1999) points out that most organisations fail due to ineffective process in the key areas of commitment, planning, inadequate action and review and evaluation. The reasons why organisations fail is because of the following:

- Written institutional plan is not clear in its targets, goals and objectives.
- Weak linkages between training and development and the business goals and targets; the results are not measured.
- What managers say is not corresponding to what staff say.
- Evaluation is ad hoc.
- Line managers lack of competence and involvement with staff.
- Staff not included in planning and unclear about objectives and targets.
- Poor presentation of portfolios of evidence with no/weak links between evidence and the indicators.

(Quayle et al, 1999)

2.2.5 Charter Mark

The Charter Mark was introduced by the UK Government as a means of recognising excellence in public sector organisations like schools, hospitals, government agencies etc. In England in the 1990s, the Department of Education and Employment encourage schools, colleges and universities to sign up to the Charter Mark.

‘ The result was a 50 per cent increase in the number of Charter marks awarded’
(QW, 2000).

Charter Mark is an effective programme for implementing local change in the public services. It also boosts staff morale and motivation and makes more responsive to satisfying the user of the service.

To win an award each service must satisfy ten stringent criteria, which encourage organisations to innovate and improve. (Quality World, 2000). The following aims are what the Charter Mark is all about:

- Set standards
- Be open and provide full information
- Consult and involve
- Encourage access and the promotion of choice
- Treat all fairly
- Put things right when they go wrong
- Use resources effectively
- Innovate and improve
- Work with other providers
- Provide user satisfaction

The school, when applying for the Charter Mark, has to provide evidence of meeting all criteria. Evidence is focused on customer surveys, providing public information and communications, designing a Charter Mark policy, undertaking market research, implementing improvements, best value and quality of service. Assessors mark the application against the criteria and visit the organisation. An independent panel of judges assesses the application based on the assessor’s recommendations. All applicants receive

feedback so that they can build on their strengths and improve on their areas of weakness. The awards are independently assessed and the Mark only lasts for three years. To win it again, an organisation must demonstrate continuous service improvement.

A person with vision and leadership must be nominated from the Charter Mark organisation to drive the programme to completion. They must receive support from their organisation. Once management support has been achieved, a project team should be established, which having determined a plan of action should be responsible for answering the questions under the criteria. Teams of staff should be set up to look at different criteria and from that generate ideas.

Forbes (2000) states that the Charter Mark could be modernised and improved.

2.3 SUMMARY

The excellence models, standards and Charter Mark discussed in this chapter can be applied in the education sector so that educational institutions, like any other organisation, can perform effectively, efficiently and demonstrate excellence.

While these models and frameworks can be applied by any educational institution, the Irish educational system has not yet shown any signs of adapting or developing such models and standards for use in Irish schools. Given that Irish second level schools would be basically unfamiliar with the structures that go with quality, these management systems would require a good deal of help to implement in Irish second level schools. However these management systems could be used as a guide for Irish schools to question what they are doing in recognised key areas towards achieving excellence.

The next chapter examines what stage the Irish Education system is at, in terms of managing and improving the educational service provided in second level schools.

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Chapter 3

Changes in Education in Ireland

3.0 CHANGES IN EDUCATION IN IRELAND

3.1 Introduction

*'At some level schools have to stop thinking of themselves as private institutions, which is what by and large church owned schools have been, and start thinking of themselves as public institutions in an accountable and more radically democratic society'.
(Fintan O' Toole, 1999)*

This quote by Fintan O' Toole reflects current thinking of the Irish Department of Education and Science. The Irish Educational System has undergone a major reform in the last ten years. This reform is reflected in The Education Act, 1998 and various pilot schemes and initiatives.

The subject of this chapter is how the Education Act, 1998 and the pilot schemes have created a quality climate, particularly in second level schools.

A brief background of the structures present in second level schools will be provided in the next section.

3.2 Education Structures in Ireland

3.2.1 Types of Schools

Students start second-level schools at twelve years of age. Before this students would have attended a primary school which is an eight-year programme. It is compulsory to attend school from the age of 6 to 15 years. The academic year runs from September to June with holidays at Easter and Christmas.

Education is free in the majority of primary and secondary schools since 1967 (Department of Education & Science, SDPI, 1999). All secondary schools are 'recognised' by the Minister of Education and Science. This means that 'recognised' schools must carry out all the functions of a school outlined in the Education Act, 1998, and comply with standards, regulations or any orders given by the Minister. These recognised schools receive funding from the State. Non-compliance in carrying out the functions of a school can result in a withdrawal of recognition. The 759 second-level schools in Ireland accommodate almost 370,000 pupils (Dept. of Education and Science, 1999/1999 Statistical Report). There are four types of second-level schools in Ireland, mainly differentiated on the basis of administration and sources of funding. The types of second level schools and numbers of each are in Table 3.1:

<i>Types of Second Level Schools</i>	<i>No. of Schools In Ireland</i>
<i>Secondary Schools</i>	432
<i>Vocational Schools</i>	245
<i>Community Schools</i>	66
<i>Comprehensive Schools</i>	16
<i>Total Second Level Schools</i>	759

Table 3.1: Types of Second Level Schools in Ireland
(Department of Education & Science, 1998/1999 Statistical Report)

The management structure of these schools will be discussed in section 3.3.3

3.2.2 School Cycle

Second level education in Ireland is divided into three cycles lasting five to six years shown in Figure 3.1 The core subjects taken throughout the cycles include English, Irish, Mathematics and after that students choose a range of subjects including Arts,

Languages, Sciences and other applied subjects (woodwork, mechanical drawing). The choice of subjects offered depends on the school.

The second level school cycle is shown below

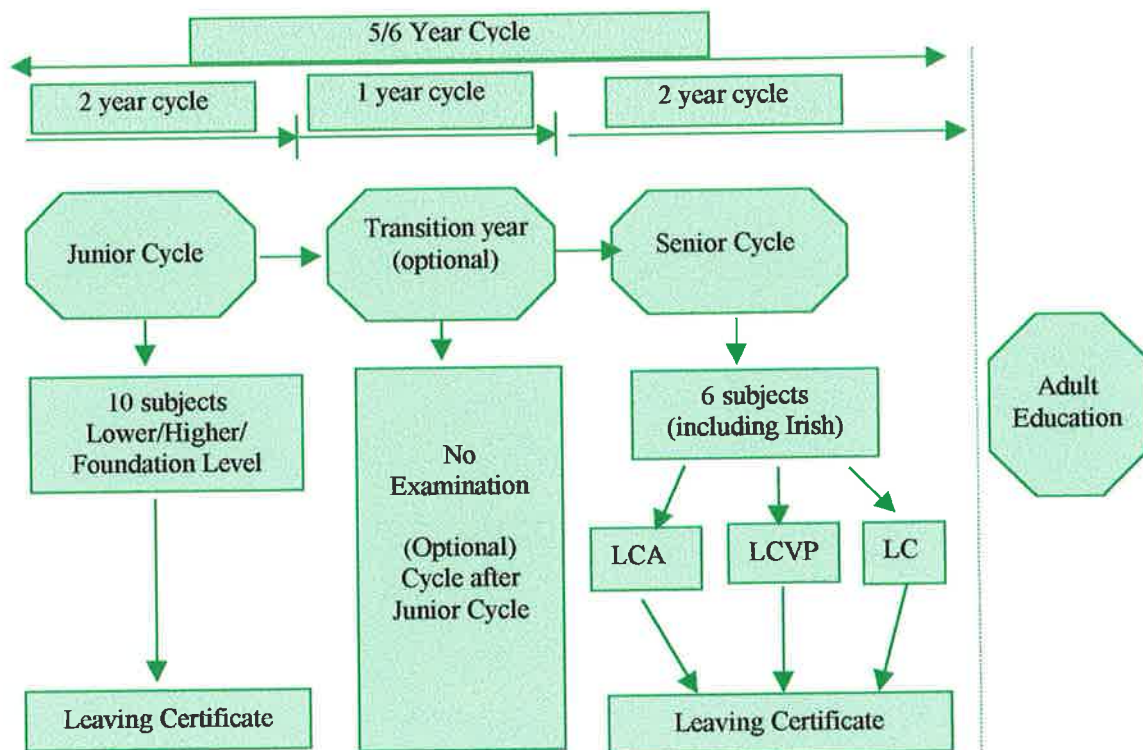


Figure 3.1: The Second Level School Cycle

The five/six year cycle (Figure 3.1) is as follows:

1. Junior Cycle is a three-year cycle, which leads to the Junior Certificate Examination and can be taken at three different ability levels i.e. Higher, Ordinary and Foundation level. Students usually are examined on ten subjects.
2. Transition Year is a one-year cycle which students can opt to take after the Junior cycle. It is not mandatory. This is a non-examination year and focuses more on the social and personal development of a student.
3. Senior Cycle is a two-year cycle, which culminates in the Leaving Certificate Examination. Students are usually seventeen or eighteen years of age when they sit this examination. Leaving Certificate Students can choose one of three Leaving Certificate Programmes. They include:
 - The Leaving Certificate (LC): This programme is the one that most students take who are pursuing a place in higher education at a third-level institute in Ireland. Access into third level institutes will depend on the results obtained in their

Leaving Certificate examination. Students must take at least five subjects including Irish.

- The Leaving Certificate Vocational Programme (LCVP) is basically the same as above but has more of a focus on technical subjects
- The Leaving Certificate Applied (LCA) does not qualify for direct entry into third level education. However those who successfully complete the programme have many avenues open to them including a wide range of post leaving certificate courses.

Most second level schools have a strong focus on life long learning and promote community and adult education along with out of school services.

The management of these four types of second level schools is discussed in the next section.

3.2.3 School Management

Second level schools have usually the management structure shown in Figure 3.2.

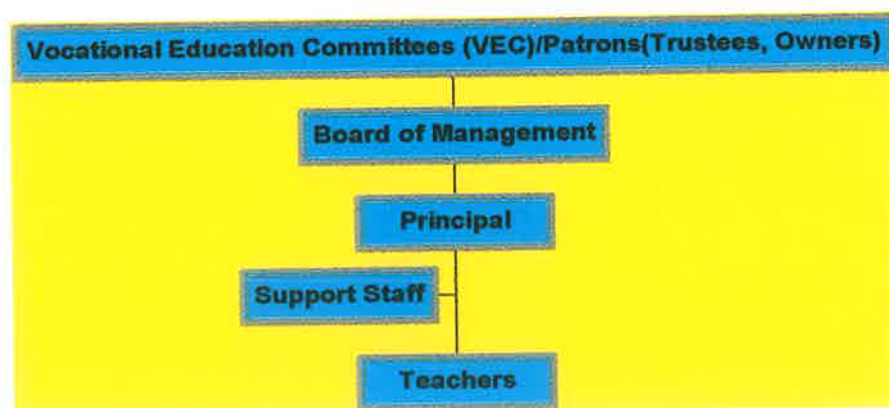


Figure 3.2: Typical Second-Level School Management

Second level schools apart from Vocational schools are usually administered by patrons that could include trustees or owner of the school. Vocational schools are administered by Vocational Education Committees (VEC's). The board of management is responsible

for managing the school on behalf of the patron or VEC. Boards of Management of Vocational Schools has some exceptions in the Education Act in relation to their functions and power. The Board of Management of Vocational schools, if present, is usually a sub committee of the VEC.

The Education Act, 1998 (discussed in section 3.3.2) calls for all ‘patrons’ of schools that has no board of management to establish one unless the patron can give a good reason why the school should not establish one. The reason has to be acceptable to the Minister, parents, teachers and other relevant partners.

‘for the purposes of ensuring that a recognised school is managed in a spirit of partnership’.

(Education Act 1998, Part IV, section 14,)

The composition of the board of management will vary among the different types of second level schools. The composition of this board is to be agreed between the different partners i.e. patrons of the school, parents associations, bodies representing teachers and trade unions. The Board will carry out the functions outlined in the Education Act, 1998 and manage the school on behalf of the patron.

The day to day management of the school is the responsibility of the Principal. His responsibilities are similar to the Leadership criteria of the excellence models for education, which is to create a learning environment and develop and train staff.

The next section will examine developments within the Irish Education System and how it is progressing towards quality.

3.3 Quality Progress in Irish Education

The major reform of education in Ireland has been the Education Act, 1998, which has a focus on the educational needs of students and adults, encourages greater involvement of the users of the education system, greater autonomy and responsibility for schools and a new emphasis on quality and accountability.

In such a climate of change and strenuous self-improvement, the school itself is emerging as an important focal point in the effort to evaluate and improve the performance of the education system. The Education Act, 1998 has created a focus on external school evaluation, which is to be carried out by the Inspectorate.

There have been two pilot projects concerned with whole school evaluation i.e. The Whole School Evaluation (WSE) 1998/1999 pilot project and the European Union Pilot Project of Evaluating Quality in Education 1997/1998. These pilot projects, which will be discussed in greater detail in this chapter, evaluated aspects of the whole school and recognised the school as a system.

The European pilot project will be discussed first as it introduced the idea of school self-evaluation and school development planning into second level schools.

3.3.1 The European Union Pilot Project

The European Union Pilot Project on Evaluating Quality in School Education promoted the idea of school self-evaluation and school development planning. The project was undertaken during one school year, 1997-1998 and concluded in December 1998. One hundred and one-second level schools in eighteen European countries took part, five of which were Irish second-level schools. The Irish School involved were:

- St. Paul's College, Raheny, Dublin
- Colaiste Muire, Ennis, Co. Clare
- Kilkenny College, Kilkenny, Co. Kilkenny
- Killinardeeen Community School, Tallaght, Dublin 24
- Maynooth Post Primary School, Co. Kildare

The project was managed by two groups: The EU Pilot Project Advisory Group (Monitored the implementation of the Project) and expert members of the EU pilot Steering Committee were responsible for designing, analysing, monitoring and reporting on the project. The bodies responsible for carrying out the project at an international, national and school level is shown in Figure 3.3 below:

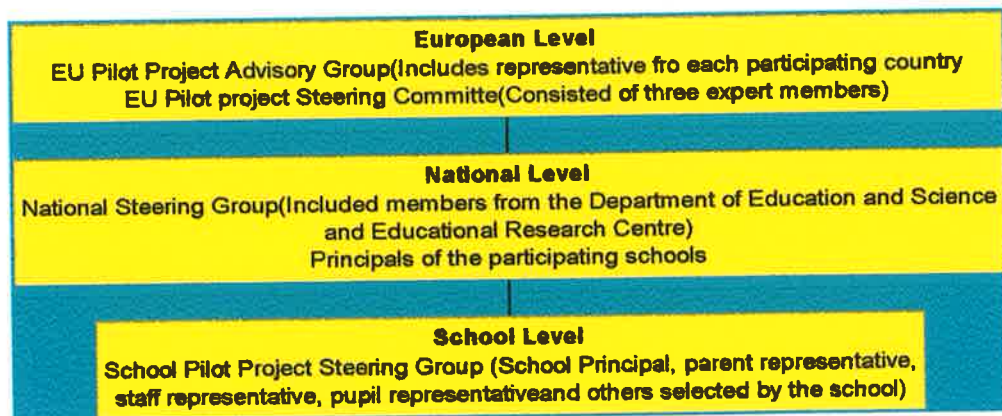


Figure 3.3: Bodies Responsible for the European Pilot Project (Department of Education & Science, February 2000)

Some of the areas chosen for further evaluation by Irish schools were as follows:

School Areas Evaluated by Irish Second Level Schools
Academic achievement
Personal and social development
Pupil destinations
Quality of learning and teaching
Support for learning difficulties
School as a social place
School and home
School and work
School as a learning place

Table 3.2: School Areas Evaluated by Irish Second Level Schools (Department of Education, February 2000)

Methods of Evaluation were in the form, like most other EU countries: surveys, questionnaires, some interviews and focus groups. Schools utilised the EU pilot project documentation (see Figure 3.4) in the project, all prepared by Macbeath, J. , Meuret, D. and Schratz, M.

European Commission (1997a), Evaluating Quality in School Education: Guidelines for Participating Schools.
European Commission (1997b), Evaluating Quality in School Education: A Practical Guide to Self-Evaluation (Could be used for evaluating quality of Learning)
European Commission (1997c), Evaluating Quality in School Education: Questionnaire 1
European Commission (1997d), Evaluating Quality in School Education: Self-Evaluation Profile.
European Commission (1998), Evaluating Quality in School Education: Questionnaire 2

**Figure 3.4: EU Evaluation Documentation
(Department of Education & Science, February 2000)**

The documents and additional information of the project may be found at the following websites:

<http://europa.eu.int/en/comm/dg22/poledu/indb-en.html>

<http://www.gl.org>

<http://scoilnet.ie>

Some schools used other evaluation methods other than the EU documentation. One Irish school used *Maynooth Teacher Competence Appraisal Guide* (NUI Maynooth) to evaluate the quality of teaching in the school. Another school completed a questionnaire based on the *Strathclyde Quality Assurance Unit, Indicators of Good Practice* (Strathclyde Education) to evaluate the support for learning difficulties within the school. Other evaluation techniques and instruments that were used in the project are shown in the appendices of the twenty nine page report on the Irish experience of the project: *Evaluating Quality in School Education at Second Level, The Irish Experience (2000)*.

According to the Report, the outcomes were very positive and were similar to the experiences of other EU schools. Good relationships existed between all the steering groups internationally, nationally and at school level.

The *essential elements* of school self evaluation based on the experience from Irish and European schools included the following:

- *Partnerships and breakdown of barriers.*
- *A strong commitment and involvement by all stakeholders:* management, teachers, parents, staff and local community.
- *A proactive school steering group* that shows leadership, that fully involves all its stakeholders, encourages teamwork and enhances motivation. The steering group should be involved in all aspects of the school development process: in planning, carrying out the evaluation, analysing results, report writing and building in recommendations into future school development planning.
- *A critical friend* that impacts on management, parents and students. Irish schools made a recommendation that ‘support teams’ located in regional education centres could act as a critical friend to clusters of schools.
- The *Self-evaluation profile* is a valuable tool for initial self-review. It stimulates dialogue among stakeholders and the opinions of as many stakeholders are shared.
- Initially, it is recommended to select three areas for evaluation instead of five so as to become familiar with school evaluation.

For Irish schools just beginning the whole process of school self-evaluation, other factors that they required for successful school self-review are given in Table 3.3:

<i>User friendly Evaluation Handbook,</i>	This would provide documentation on a wide range of evaluation tools and techniques and ‘best practices’ suitable for use by all groups i.e. management, teachers, parents and students.
<i>Direction and support</i>	Inservice training required in conducting, planning and structuring self-review; methods of evaluation; working in teams; collecting and analysing data in a valid way; report writing and incorporating findings into future development plans.
<i>Time</i>	More time <i>available</i> in familiarising stakeholders with the whole process of school-self review from the pre evaluation stage to the post evaluation stage. In the report it recommends that if evaluation is to be carried out within one full academic year, then an idea would be to have the pre evaluation stage in the previous academic year.
<i>Networking and benchmarking</i>	Networking with schools involved in school review and school development planning would be very beneficial in gaining knowledge of best practices at a European and National level either via exchange visits or educational websites (EUN : European education website and Scoilnet: Irish educational website.

Table 3.3: Factors required for School Self-Review (Dept. Of Education & Science, 2000)

This EU project formed a good basis for the introduction of school evaluation and school development planning into second level schools. The project concluded in the same month as the Education Act, 1998 was signed.

3.3.2 Legislation and the Education Act, 1998

The Education Act, 1998 is the end product of ten years of policy development. Before the enactment of the Education Act, 1998, there was the:

- 1992 Green Paper, Education for a Changing.
- 1995 White Paper, Charting our Education Future.
- Education Bill, 1997.

It is the most important piece of education legislation in bringing about change at primary and post-primary level, enacted since The Intermediate Education (Ireland) Acts, 1878 to 1924. The Education Act was signed into law on 23rd December 1998. It is a forty six page document with nine parts and fifty nine sections. The nine parts of the Education Act are shown in Table 3.4

Part 1	Preliminary and General
Part 2	Schools
Part 3	The Inspectorate
Part 4	Boards of Management
Part 5	The Principal and Teachers
Part 6	Miscellaneous
Part 7	National Council for Curriculum and Assessment
Part 8	Examinations
Part 9	Bodies Corporate

Table 3.4: Nine Parts of the Education Act

Some of the objectives of the Education Act, 1998, are highlighted below:

- Provide and meet the educational needs of everyone, including students and adults with disabilities or special educational needs.
- Promote lifelong learning.
- Promote equality of access.
- Enhance the accountability of the education system.
- Enhance transparency in the making of decisions in the education system both locally and nationally.
- Promote best practice in teaching methods and development of teachers skills and competencies.

- To promote effective liaison and consultation with the different partners in education. (Education Act, 1998, Part 1, section 6)

In terms of quality progress, The Education Act, 1998 has put a strong emphasis on:

- Partnerships.
- Evaluation.
- School Development Planning.

These bulleted points will be discussed below.

Partnerships

Involving partners in the service of education and building partnerships is promoted within the Education Act, 1998. The partners are identified in the following quote:

'to promote effective liaison and consultation between schools and centres for education, patrons, teachers, parents, the communities served by schools, local authorities, health boards, persons or groups of persons who have a special interest in, or experience of, the education of students with special educational needs and the Minister;' (Education Act, 1998, Part 1, section 6)

The responsibilities and functions of key partners are clearly defined within the Act i.e. Principal & teachers, board of management, inspectorate. The Act emphasises the importance of consultation with partners.

The Act encourages the partners to get involved in the service of education through the:

- Establishment of *boards of management* which have representatives from many of the partners of education and are responsible for the management of the school in consultation with the patron of the school and the Minister for Education and Science.
- Establishment of parents' association which is open to all parents of students within a particular school. Their function is to promote students interests and needs in concurrence with Principal, teachers and board of management.
- Establishment of students council. Students may form a students council, again in consultation with Principal, teachers and board of management.
- The establishment of the National Council for Curriculum and Assessment brings together a wide spectrum of partners. The purpose of this Council is to review, develop and inform the Minister in relation to the effectiveness of the Irish curriculum at a national level and in relation to standards of education

internationally. The Council can have representations from many of the partners that could contribute with relevant skills, knowledge and experience in education from early childhood right through to second level. That includes knowledge and experience in education of students with disabilities or special needs to reviewing and developing the Irish curriculum.

School Development Planning is also another way of involving these partners. School Development Planning is promoted in The Education Act, 1998 through the establishment of a School Plan. This is discussed below.

School Development Planning

The functions of the Board of Management, along with functions outlined in the Education Act, 1998 will be the preparation of a School Plan and establishing procedures for informing parents and students of the school about the operations and performance of the school. This could be in the form of a yearly report.

According to the Act, the School Plan should set out the objectives of the school and also the measures to achieve these objectives with particular reference to 'equality of access and participation including students with disabilities and special educational needs' (Education Act, 1998, Part IV, section 21(2)). This School Plan should be regularly reviewed and updated. The preparation of it will include consultation with patron, staff, parents and students of the school.

The School Plan can also be used to document the procedures and systems within the school. One of the functions of a schools is to:

'Establish and maintain systems whereby the efficiency and effectiveness of its operations can be assessed, including the quality and effectiveness of teaching in the school and the attainment levels and academic standards of students'.

(Education Act, 1998, Part II, section 9 (k))

According to the Act, evaluation of such systems and operations will be carried out by the Inspectorate.

School Evaluation

The role of the Inspectorate is to inspect schools. Second level schools are not as familiar with inspection as primary schools. Hot debate has sparked in recent times among those in the education field over inspection in schools. The reason is largely the

fault of Britain's education system. Inspection of schools in the UK is by an external agency consisting of people who have no background in education. They inspect the academic performance of schools all over England. League tables are then published in national newspapers ranking schools based on the academic performance of their students.

There has been a lot of debate about this particular performance indicator i.e. grades of students. Emer Smyth points out in her book 'Do Schools Differ' (1999)

'The publication of league tables ranking schools in terms of their average exam grades has been criticised for ignoring between-school differences in pupil intake and for increasing polarisation between schools, as certain groups of parents actively select 'higher performing' schools'.

Inspection, under the Education Act, 1998 has been introduced in an approach which is non-threatening. The inspector is depicted as more of a mentor that provides guidance and support to the school in helping them to develop and improve. The functions of an inspector at a school level, is to evaluate:

- 'organisation and operation' of schools and centres of education.
- 'quality and effectiveness of the education provided'.
- 'quality of teaching and effectiveness of individual teachers'.
- 'education standards'.

(Education Act, 1998, Part 111, section 3)

Since the Education Act, 1998, the Department have been trying to perfect the evaluation criteria for inspecting schools, which assesses important aspects of the whole school. A pilot scheme called Whole School Evaluation (WSE) was carried out to determine the effectiveness of the criteria. The outcomes of the WSE pilot project are outlined in the following pages.

3.3.3 Whole School Evaluation

One of the goals of the Department of Education, stated in the Strategy Statement, Implementation of the Public Service Management Act, 1997 is to:

“evaluate the quality of educational processes and outcomes at primary and second levels and to promote the achievement of continuous improvement”.

The objective of the Whole School Evaluation (WSE) pilot project was to find out if the criteria for evaluation and the reporting template of the Whole School Evaluation Report captured in true essence, the workings of the school.

Thirty-five primary and second level pilot schools were evaluated in the following categories:

- The quality of learning and teaching (in a selected number of subjects at second level)
- The quality of school planning
- The quality of school management

This evaluation process took a holistic approach to evaluation rather than just the traditional evaluation of teaching and learning.

The WSE pilot project took place in two phases, the first in two parts, in March/May 1998 and in October/November 1998 [24 schools]. The second and final phase, involving 11 schools, took place in February/March 1999. The project involved both primary and second-level schools of different types, sizes and different location (Table 3.5 shows the secondary schools involved).

Ashton School, Blackrock Road, Cork	Presentation Secondary School, Pearse Road, Ballyphehane, Cork
Christian Brothers College, Sidney Hill, Cork	Sacred Heart Secondary School, Convent of Mercy, Clonakilty, Co. Cork
Clonkeen College, Clonkeen Road, Blackrock, Co. Dublin	St Joseph's Secondary School, Rochfortbridge, Co. Westmeath
Colaiste Chroí Mhuire, An Spideal, Co. na Gaillimhe	St Louis High School, Rathmines, Dublin 6
Community College, Moinín Na gCiseach, Galway	St. Mary's Secondary School, Edenderry, Co. Offaly
Killinarden Community School, Killinarden, Tallaght, Dublin 24	St. Mary's Secondary School, Nenagh, Co. Tipperary
Loreto Secondary School, Bray, Co. Wicklow	St Paul's College, Sybil Hill, Raheny, Dublin 5
Mercy College, Woodford, Co. Galway	St. Leo's College, Convent of Mercy, Carlow
Presentation College, Headford, Co. Galway	

**Table 3.5: WSE Second Level Pilot Schools
(Dept. of Education and Science, December 1999)**

A three day training programme was given to inspectors involved in the project and a further joint two day training was given to both inspectors and teaching staff involved in the project.

The evaluation itself took place in schools over two days. At least two inspectors and a local inspector evaluated primary schools and a maximum of four inspectors could be present in second-level school to avoid disturbance. At Primary level all curricular areas were evaluated particularly English, Irish and Mathematics. In second level schools the core subjects were covered and a selection of other subjects no more than seven per second level school. One member of the group of inspectors was designated to co-ordinate the evaluation and write the final report. The evaluation process took the following format:

- First step: Pre-evaluation meetings: The evaluation process was explained to the school and all those involved.
- Second step: School and classroom visits: The school was evaluated under the three categories. Documentation was evaluated. Oral feedback and advice was given privately to teachers involved.
- Third step: Post-evaluation meetings: Findings, strengths and weaknesses were presented to the school.
- Final step: The Whole School Evaluation Report: A report of the findings which were outlined in the post-evaluation meeting was sent to the school within six weeks after the post-evaluation meeting.

The Whole School Evaluation Report published by the Department of Education (1999) does not publish the evaluation criteria which the Inspectorate themselves designed and used to evaluate the school under the three categories i.e. quality of teaching and learning, quality of school planning and school management. However it provides a broad insight into how the different categories were assessed by the inspector which is shown in Table 3.6:

<i>The quality of teaching and learning</i>	<i>The quality of school planning</i>	<i>The quality of school management</i>
Teaching and Learning was evaluated by:	School planning was evaluated by:	School management was evaluated by how management:
<p>Examining teaching methodologies e.g. use of discovery learning, fostering of autonomous learning, promoting teamwork in the class.,</p> <p>Observing pupil/teacher interactions, pupil/pupil interactions and inspectors interacting with class by asking questions, giving a short written exercise, listening to oral reports of work completed or reviewing a sample of copybooks.,</p> <p>Planning and preparation of teaching</p> <p>Reviewing assessment of students and reporting at subject level</p>	<p>The achievement of objectives and targets outlined in the School's Plan.</p> <p>How planning processes are an integral component of the day-to-day and year to year functioning of the school.</p> <p>How the school self reviews and evaluates their objectives.</p> <p>How the school reviews and evaluates all aspects of the school and builds this into improvement plans.</p> <p>How the school address staff development in school planning, yet inclusive of all partners in the school community.</p>	<p>Empowers and develop staff.</p> <p>Support the culture of the school.</p> <p>Delegate duties and responsibilities.</p> <p>Encourage innovation and creativity.</p> <p>Builds linkages with parents and the wider community.</p> <p>Communicates with all partners.</p>

Table 3.6: Inspectors evaluation of the three categories (Dept. of Education & Science, December 2000)

Overall, the outcome of this Pilot Project was a success. Principals, teachers and the inspectorate views and opinions were sought via questionnaires and the general theme was that the evaluation process was a valuable experience.

The objective of the pilot project was to find out if the evaluation criteria and the reporting template of the Whole School Evaluation Report sent to schools after evaluation was adequate and captured in true essence, the workings of the school.

The fifty four-page *Whole School Evaluation, Report on the 1998/1999 Pilot Project* report outlines some recommendations for improvement that should be made to the evaluation criteria and the reporting template. A summary of these recommendations is as follows:

Recommendations for Improvement of Evaluation Criteria

- Another category for evaluation should be incorporated i.e. ‘Quality of support for students’ which would focus on the student. This would incorporate evaluating the areas of pastoral care, personal and social development, and support for students with special needs.
- Evaluation criteria should incorporate evaluating the co-curricular activities of the school e.g. drama, debating etc which are vital in teaching many subjects.(Under the Quality of Teaching and Learning category)
- There was a need for improvement in WSE data collection and analysis techniques in finding out : (Under the Quality and Teaching category)

The opinions of students and how they felt about their learning

How students are recognised and rewarded

The climate that they learn in,

The discipline policy

Involvement of the school community

Inspectors’ views of the evaluation criteria and performance indicators was that they were not user friendly.

Recommendations for Improvement of Reporting Template

The reporting template took the following format:

- Introduction:
- Quality of learning and teaching
- Post-evaluation meetings in subject areas
- Quality of school planning
- Quality of school management
- Post-evaluation meeting

The recommendations were as follows:

- Reporting template should incorporate co-curricular activities, student input.
- The verbal communication and opinions at the post evaluation meetings should be reflected in the final written report.
- Recommendations made in the report should be realistic and manageable by the school to achieve within a reasonable period of time.
- Reports should list the positive strengths plus the areas for further development.

- The language to be used within the report should be decided either to write the report in Irish or English.
- A glossary should be provided in future reports so that there is clarity among all partners as to the terminology used.

Inspectors views of the reporting template was that it was too cumbersome and took too long to complete The Association for Secondary Teachers, Ireland (ASTI) members are vehement about not naming individual teachers in the report or publish any type of league table.

Other recommendations for improvement included the need for:

- Resources, both human and physical.
- Time. Teachers and the inspectorate felt that the two day evaluation period did not allow enough time to talk with and advise teachers.
- Schools to have a school plan and more structured planning, self-review and data for pupil data, dropout rates, resources available to the school, catchment area. This would then be incorporated into the final report to give a true representation of the schools functioning.
- Parents opinions and involvement in the evaluation process.

The WSE report does not state whether the Whole School Evaluation will become a mainstream initiative in schools and due to the teachers pay disputes this year, there has been no further developments in this area. However they do acknowledge that structured school self-review, development planning on a continuous basis and the School Plan are vitally important to be able to adapt to changing circumstances.

An external evaluation such as WSE would assess/validate/affirm the quality of their educational system as a whole. The context of such external evaluation would be nothing compared to the UK educational system but act in an advisory and supportive capacity to the school and help them build on their strengths and weaknesses through the inspector's expertise and knowledge of best practice from other schools. This non-threatening approach seems to satisfy everyone concerned in the process of education and therefore evaluation is seen at the moment in a very positive light.

Whole School Evaluation will be the force in development of Irish schools in the future.

School Development Planning Initiative

To improve the process of school planning and to support WSE, the Department of Education launched a School Development Planning Initiative (SDPI) in 1999 to promote school self-review, enhance whole school evaluation and school effectiveness. Through this initiative, a systematic approach to School Development Planning (SDP) has evolved, the evidence of all planning activities culminating in a structured document called the School Plan. The Department of Education and Science initiated a Development project to pilot draft guidelines of School Development Planning and to gather information from school to improve the process. The researcher attended a seminar on the SDPI in November 1999. The aim of this seminar was to:

- Provide information on work to date regarding the School Development Planning Initiative (SDPI).
- Listen to experience and expertise of teachers.
- Give presentation of School Development Planning (SDP).

Chapter 4 gives more detail on this seminar and discusses the School Development process and the formulation of a School Plan.

Since then, there was a directive sent to all second level schools in November 1999 from the Teachers Union of Ireland (TUI) stating that:

‘School Development Planning will be suspended until the granting of an additional Post of Responsibility for School Development Planning. As a consequence of this Directive, members should cease work on School Development Planning pending further advice.’

(Directive on School Development planning, 2000)

As a result of the pay disputes for most of the academic year 2000/2001, no further progress was made in this area.

3.4 Summary

The Irish educational system at present, as discussed in this chapter, is only beginning to pilot the concepts of school development planning and evaluation. Therefore, the tailored industrial excellence models and standards for education discussed in chapter 2 would be too advanced for implementation by Irish second level schools at the moment until they become more familiar with these two concepts.

What is now needed for Irish second level schools is a model and framework to incorporate the outcomes of the pilot projects i.e. The European Pilot Project and the WSE pilot project, into a coherent structure for schools. The industrial sector has provided excellence models and quality management systems but schools do not fit neatly into this industrial culture and attempts to fit existing models onto education is not, in the researcher's opinion, the most desirable.

In the next chapter, the researcher through her fieldwork tempted to tease out the culture that exists in a second-level school and therefore adapt a model suited for this culture which is described in chapter 6.

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Chapter 4

Primary Research

4.0 Primary Research

4.1 Introduction

The researcher worked for two years in a small CEARN office in Grange Co Sligo. CEARN, an Irish word meaning a small district or a triumph, is an acronym for Community Excellence Assistance and Research Network. This community excellence initiative was the brainchild of Bob Kennedy, a lecturer in the Institute of Technology, Sligo. The objective of the CEARN project was to test the applicability of TQM principles at community level. This researcher was to explore the applicability of TQM in the Education sector in the community of Grange. This involved two schools:

- Scoil Molaise Primary School
- Grange Vocational School

While the concept of life long learning was explored, it was felt that restricting the learning system to two levels was more than adequate for the purpose of this research.

Current changes at national level in terms of Education Acts and Whole School Evaluation (WSE), as discussed earlier in Chapter 3, also helped create a receptive climate for this approach.

Early in the project the primary school withdrew and enlisted their union (INTO) to ensure no further involvement. Consequently, the fieldwork is based entirely in the Vocational School together with contact with other schools and conferences outside the area. While recognising that the primary role of any school is education and its primary process teaching, these are not the focus of this research. Here the emphasis is on Leadership and Management. This has been done for a number of reasons:

1. Realisation that TQM will only succeed if an organisation is led by Management.
2. Researcher's background which is a Diploma in Fine Chemicals and Pharmaceuticals and a Degree in Quality Management.
3. Teaching and learning are adequately addressed in WSE.
4. To avoid creating a negative policing image of TQM.
5. Acceptance that everybody is doing their best.

The research terminated prematurely as a result of nation-wide industrial action taken by the ASTI and its knock-on effect on TUI withdrawing from School Planning in November 2000.

Grange Vocational School is located in Grange village, ten miles north of Sligo town. It is a Co-Ed, Post Primary School established since 1934 under the auspices of Co. Sligo Vocational Education Committee. The school has capacity for 160 pupils and caters for pupils between 12-18 years of age, studying the Junior Certificate - 3 year programme and Leaving Certificate Vocational Programme (LCVP), an additional 2 year programme. It has a teaching staff of sixteen, one secretary and two support staff.

The school catchment area extends from Bunduff Bridge on the Leitrim border in the north to Drumcliff Bridge in the south. It is bordered on the east by the Dartry Mountains and in the west by the Atlantic Ocean.

Grange Vocational School students are mainly from the immediate locality and a minority from the north and south of its catchment area. In recent years the population density in the Grange area has started to increase. With increased development in the area, it is an exciting time for the school and enrolments are expected to grow. However, competing schools in the surrounding areas are currently threatening the schools pupil intake.

Before working with the school, the researcher became familiar with the process of school development planning through attending seminars in Bundoran and Belfast. Also the researcher visited a school of best practice i.e. St Mary's of Derry. This school is internationally recognised because of its achievements and the range of quality awards it has received such as the Investors In People (IIP) award and the most recent Northern Ireland Quality Award. These awards are mostly won by industries or other service industries other than education. The aim of attending such seminars and schools was to understand and be able to relay information and best practice back to Grange Vocational school.

This background information is presented here first before dealing with the day to day interaction with Grange Vocational School.

4.2 School Development Planning Initiative Conference, Great Northern Hotel, Bundoran, County Donegal. - 16 November 1999.

The aim of the conference was to:

- Provide information on work to date regarding the School Development Planning Initiative (SDPI).
- Listen to experience and expertise of teachers.
- Give presentation of School Development Planning (SDP).

The speakers talked through the document *School Development Planning: An Introduction for Second Level Schools* and outlined what is involved in school development planning and compiling the school plan. The speakers on the day were the following:

Ms Sinead Breathnach, Principal of St. Louis Secondary School, Carrickmacross.

Mr Padraig O Conghaile, Inspector of Schools, Department of Education and Science.

Ms Rita Fitzgerald, Principal in Enniscorthy.

Mr Michael McCann, National Association of Principals and Deputy Principals.

Mr O' Conghaile stated that School Development Planning (SDP) is an initiative/pilot project and a process. He quoted that there were sixty facilitators helping schools in planning and that one hundred and thirty eight-second level schools were involved in the pilot project. These schools had a briefing session. At the time, resources available to schools to plan were one day to consolidate and review planning. As regards finance, there was a grant available of £1000 to £2000 to school planning. O'Conghaile pointed out that every school is unique i.e. it has its own ethos, culture, etc. and that the operation of the planning process will vary considerably from school to school. It will require active participation in the process by the community and access to various resources i.e. time, expertise, access to experience and practice, general support, training and leadership.

Ms Fitzgerald pointed out that schools want the best for pupils. They want to provide a quality education that meets the demands of a constantly changing environment. She acknowledged that second level schools are highly complex organisations, the

management of which involves a great deal of planning. She stated that schools now require a more systematic approach to planning to deal with complexity and change. They need a process for integrating all their planning activities into the coherent structure of an overall plan. She listed the benefits of having a school plan:

- It will guide and monitor self-evaluation in the school.
- It helps manage the school in an appropriate manner.
- Empowers staff and management of school.
- Makes school a better place.

Ms Fitzgerald gave a background to how school development planning and the school plan came into the Irish Educational system. It was first noted in the 1992 Green paper and finally was brought into law in The Education Act 1998.

She gave an outline of what the School Development Planning (SDP) process is:

◆ Systematic

It is a systematic approach to the planning that is already being done in schools. It brings all planning activities into a coherent plan.

◆ Collaborative

It is essentially a collaborative process that draws the whole school community together in shaping the school's future. It asks what do teachers, board of management, parents and pupils think of the school. It identifies what they want to change in the school. Ms. Fitzgerald stated that asking people what they want is very revealing.

◆ Ongoing

The process is ongoing, rooted in a school culture of systematic self-review, in which policies and plans are continuously developed, implemented, evaluated and revised in the light of the school's fundamental aims and the changing needs of its community.

◆ Progressive

It is a cyclic process. One cycle is built on another.

◆ Enhancing

School Development Planning is a means of meeting needs of staff and pupils.

The benefits of SDP were listed as follows

- ◆ School Effectiveness.
- ◆ It enables the school community to have a clear vision, targets, aims and consensus on the means of attaining them - ongoing school improvement.
- ◆ Quality of teaching and learning is enhanced.
- ◆ Staff Development.
- ◆ Partnerships are created.
- ◆ Effective Deployment of Resources.
- ◆ Management of Change: builds a capacity internally to answer needs externally.
- ◆ Furtherance of Aims and Priorities of National Education System.

Mr McCann went through the school planning process and the framework that is provided in the *School Development Planning: An Introduction for Second Level Schools*. He stated that there are many models of the School Development Planning process. A school should decide which model to use. There is a framework provided in the document but it is up to the individual school to customise it. He provided some guidelines to action planning in the form of a step-by-step guide as follows:

1. Select a small project initially. Mr McCann states “Small wins big gains”.
2. Specify targets/objectives e.g. Reduce the lateness of pupils coming to school. The objectives/targets must be defined, precise and be realistic and important to staff.
3. Select a course of action. At this stage, the focus is on identifying exactly what is to be done. A course of action is chosen. Tasks within it are clearly defined and the order in which they are to be addressed is specified.
4. Identify Resource Requirements i.e. human, physical and organisational resources to carry out the tasks.
5. Assign Remit and Responsibilities. Tasks are assigned to individuals ensuring that they are clear on their responsibilities and tasks and most importantly have the authority to do it.
6. Establish a time-scale for completion of tasks.
7. Identify criteria for measuring success. Build in ongoing reviewing and monitoring. It is important not to leave the monitoring to the end.

McCann stated that the participants in S.D.P are (not in order of priority):

- Trustees.
- Board of Management.
- Principal.
- Teaching Staff.
- Support Staff.
- Parents.
- Students.
- Local Community.
- Department of Education and Science.

Ms Breathnach talked about the School Plan. She stated that schools want something that is feasible, flexible and not fixed. Schools want something that is focused and forward looking. She gave a brief recommendations when compiling a School Plan:

Content of School Plan should be:

- Well organised.
- Clearly presented.
- Concise, coherent, sharply focused on needs of school.
- The language should be clear and easy to read for those outside the school.

School Plan: Format Options

- A single cohesive document.
- A series of related documents.
- A central comprehensive document with a range of booklets for different groups.
- A central document dealing with the relatively permanent features of the school and a separate document on the development aspects of the plan.

The Content of the Plan may be organised as follows:

A school may have a portfolio of documents and a separate document with a development theme. On the other hand it may be one overall document with the following section headings:

Section 1: Relatively Permanent Features of the School: features of the plan which is relatively permanent but not set in stone i.e. policies are drawn up and are reviewed over a cycle.

Section 2: Development Aspects: identify priorities and come up with action plans.

Phased Formulation

The School Plan can be formulated over time. A good place to start is with ‘What policies does the school need most?’ - Focus on needs of own school. Breathnach states that a school will know the issues that have to be dealt with. Breathnach pointed out that a whole school review can take up a lot of time and that it is better to prioritise and move on from there and to identify policies that can be:

- Assembled straight away.
- Documented easily from current practice.
- Formulated over time in order of priority.

Prioritisation

Breathnach provides pointers when a school is prioritising:

- Start small, think big (recognise the bigger picture but break work into phases).
- Balance maintenance and development.
- Build on things that are working well. A school needs balance between development and stability.
- Balance large scale and small-scale projects i.e. two large and two small projects might be enough to cope with in this Development Plan.
- Balance the prescribed (changes in curriculum) and the discretionary (topics the school decide on themselves e.g. introduction of Applied Leaving Certificate Programme).

Breathnach listed benefits of having a School Plan as follows:

- It is a working Document.
- It is to help the school community bring about clarity of policies and procedures.
- It is a reference document.
- Meaningful to non-specialists.
- It is a guide to action and to formulate evaluation.
- It is open to amendment so that it remains rooted in the reality of the school.

4.3 Meeting with Mrs. Geraldine Keegan of St Mary's College Derry, November 25th 1999.

Ms Keegan, the headmistress of St. Mary's College talked about the history of her school. It is an all-girls school for pupils 11-18 years. The location of the school is on the Creggan Road in Derry City, an area of educational disadvantage. Since Ms Keegan became Principal, the school has won many awards such as the Schools Curriculum Award, National Training Award, Charter Mark, 1992, 1995, 1998, Investor in People Award and the 1996 Northern Ireland Quality Award: Public Sector Prize. The school's success has been recognised all over the world. The EFQM Business Excellence Model (BEM) has been implemented into the school and they have won the UK Quality Award.

We discussed school development planning, which St Mary's are well advanced in. Ms. Keegan drew up a framework of a timetable (Table 4.1) on how to spend a day establishing mission, vision, targets and action plans.

Time	Agenda
9.00 – 9.15	Introduction
9.15-10.15	Mission statement/Core values
10.15 – 10.30	Coffee
10.30-11.00	Reminder of Surveys
11.00-12.00	Identification and Prioritising main areas for whole school development
12.00-1.00	Lunch
1.00 - 2.30	Development of aspects of priorities
2.30 – 3.00	Plenary
3.00 – 4.00	Targets for 5 Years/Extract action for each year

Table 4.1: Keegan's timetable for school development planning

She also provided the researcher with an example of an action plan and a survey on People Management and Policy and Strategy, which are two criteria of the EFQM model.

4.4 The Business Excellence Model Pilot: Recall Day in Glenvana House Hotel, Belfast, 13 December 1999.

In chapter two in an article by McAdam et al (2000), we learned that the Department of Education in Northern Ireland have commissioned the Business Development Service (BDS), an agency within the Department of Finance and Personnel to provide consultancy to schools that wish to explore the Business Excellence Model. Under The Further Education (Northern Ireland) Order 1997, 1999 colleges are given the freedom to develop a greater business focus to respond to multiple demands of customers while maintaining public accountability. Interest in the model and its applicability in Northern Ireland Schools resulted in the following sequence of events:

April 1998:	EFQM Conference, Rome
October 1998:	Awareness Conference: Steering group formed. It consisted of five boards, Regional Training Unit, Department of Education Northern Ireland (DENI) and Universities.
May 1999:	Training for pilot schools
September 1999:	First meeting of the Steering group
December 1999:	Recall Day for pilot schools and a steering group meeting.

The December date was the one in which the researcher attended. The Business Excellence Model (BEM) Pilot: Recall Day in Belfast was a seminar held by Northern Ireland Education & Library Boards' Regional Training Unit (RTU). The aim of this seminar was to hear at first hand how schools in Northern Ireland use the Business Excellence Model (BEM) pack in helping them with school development planning and management of their schools. Consultants such as Mr Andre Haines of Lloyds/TSB and Mr Brain McVeigh of Business Development Service (BDS) were present to provide expertise on the model. At the end of the seminar, which was just confined to the steering group, a meeting took place about the model's future for schools and if the Department of Education in Northern Ireland, which we learned that it has, would take it on.

The seminar took the following format:

- Introduction/Context Setting.
- Two separate sessions broken into two groups: One group shared experiences of using the model: What worked well, concerns, suggestions for more effective use of the model The other group was introduced to the Business Excellence Model. The researcher was part of the latter group.
- Feedback of the two groups.
- Case studies of two schools that have used the model: Mr John Platt, Principal, Broughshane PS and Mrs Marion McGreevy, Principal, St. Colmcille's Secondary, Crossgar.
- Taking the model forward - Issues and Concerns: Speaker Mr Andre Haines, (Lloyds/TSB).
- Update on Lloyds/TSB CD Rom: Mr Andre Haines.
- Plenary: Chaired by Mr Stephen Peover, Deputy Secretary DENI.

A brief summary will be provided under the bulleted items above:

Introduction/Context setting

This has been discussed above.

Group Sessions

The researcher took part in group two which was an introduction to the BEM model. Brain McVeigh, senior consultant of BDS (Business Development Service) led the group. He introduced the Business Excellence Model (EFQM Excellence model)(see chapter 2 for more detail of the model). He pointed out that the model is a tool not an initiative that provides a framework for:

- setting strategy
- forming partnerships
- identifying core processes

They provide schools with a *pack*, which details how to implement the model including questionnaires. Schools can implement the model themselves or require consultants to

help them. BDS are consultants who can visit schools and go through the model in half a day or a week. They work at a level that suits the school. The pack contains a questionnaire for groups of teachers to fill out. Actions for improvement would stem from such questionnaires that could be fed into development plans. A concern stemming from the group was that they were not sure what schools wanted as regards help in implementing the model.

Feedback

This was a summary of the feedback from the two groups as regards the effectiveness of the Business Excellence Model:

- It is beneficial to have external support like the BDS.
- The model has impact once a school gets into it.
- It widens accountability.
- Impacts on Leadership. It helps to identify the responsibilities and define roles
- Get results and analyse them in a different way: difference between boys and girls results. This leads a school to determine targets, down to targeting individual students i.e. identify strategies to help these students.
- Thrust needs to come from senior management. They should not see it as another initiative.
- The model's criteria are very useful.
- Lack of support for schools in implementing the model. However schools got good help from RTU and boards.
- Leads to problems in terms of time, management, and different sizes of schools.
- Accessibility of pack could be improved.

There was concern raised that there were too many pilots and that schools needed a structure to take on this model. The answer given to this was that the model provides a framework to manage all and 'If you don't see how it benefits children, then do something else'.

Case Studies.

Mrs Marion McGreevy, principal of St Colmcille's High School Presentation provided everyone with a sheet detailing how she went about introducing the model to staff. The School Management Team (SMT)/Board of Governors of her school felt that the model contained a lot of jargon that was far removed from school life. They picked an area such as Staff Development and Performance Review and prepared a questionnaire for staff. The staff identified areas of strength and areas for improvement. The Principal and Vice Principal divided up the areas into:

Strategic:	There may be new issues and needs to be planned for.
Operational:	Something happening that needs improving.
Quick fix:	Resolved within 3 months – which will have an impact for staff.
Self-explanatory:	Some thing that the school cannot do anything about.

This school identified the following problems with the BEM Model:

- Hard to make sense of questionnaire.
- Needed criteria to apply to areas for improvement.
- Evidence was lacking for strengths/improvements.
- Model helpful for teaching but not learning.

However this school felt that the model had a lot of potential and that self-assessment needs to fit into the development plan.

Mr John Platt, Principal, Broughshane PS stated that implementation of the model needs commitment from the top and from outside i.e. Boards, Department of Education. All staff must be committed. The questionnaires in the pack proved beneficial i.e. parent, staff and student questionnaire which identified their perceptions and expectations.

Benefits of the model were:

- It involved everybody.
- It promoted Self Evaluation.
- It helped with People Management.
- It raised common areas for improvement.

- The questionnaires were beneficial.
- It helped monitor teaching.
- The language is non-threatening to staff.

Concerns regarding the model were:

- Difficulty in selling model to staff.
- Time in relation to setting it up. However after that schools have to be managed anyway.
- The jargon is off putting i.e. terms like ‘customer’ ‘supplier’.

Taking the model Forward – Issues and Concerns by Mr Andre Haines (Lloyds/TSB)

Mr Haines provided an example of a school, which has mastered the model. This school is Foxdenton in Oldham, Lancashire, winners of the European Quality prize 2000 and the 1999 UK Business Excellence Award. He showed how they document and identified processes and sub process. He listed processes that are critical to the way the school runs effectively:

- Monitoring and evaluating curriculum
- Teaching and Learning
- Pastoral System
- Staff Development
- Planning
- Resourcing
- Communication
- Partnerships
- Benchmarking
- Evaluation
- Ethos

He wrapped it up by saying that ‘Pursuit of Excellence ‘ is not a fad. It delivers the goods. It supports the public sector for the shock of external auditors.

Update on Lloyds/TSB CD Rom: Andre Haines

According to Mr Haines, a CD Rom was going to be launched on January 1st of 2000 with a step by step approach to using the EFQM excellence model and would contain experiences from other schools that have used it. St Mary's College Derry is one of the schools that have used it and is one of the schools visited by the researcher. Recently, the researcher had a telephone conversation with Mr Haines about this CD Rom. He stated that it was launched this July 2001 in the UK and Wales. Five thousand copies were printed and three thousand were posted to schools in the UK and Wales. He said that the model was to be launched in Northern Ireland on the 3rd of October 2001. Changes and amendments had to be made to the model to be adaptable by Northern Ireland schools. The Regional Training Unit in Belfast offers full training to schools wanting to use the model in Northern Ireland. The new booklet that accompanies the CD Rom can be found in PDF format at the following website address: www.qualityineducation.co.uk

Plenary: Chaired by Mr Stephen Peover, Deputy Secretary DENI

The Department of Education Northern Ireland views the model in a positive light. The Department sees it as an integrative system that brings all the bits together. It promotes a good ethos, which is interwoven into the nine criteria. One concern by the Department is that the model views schools as organisations that are generic which they are wary of. A steering group meeting took place after that to discuss the future of the model.

4.5 Presentation College, Headford, Galway, January 2001

Presentation College, Headford was involved in the Whole School Evaluation (WSE) project. The researcher talked with the Principal about the pilot scheme and school development planning. The school is a co-ed voluntary secondary school in the West of Ireland. It has an enrolment of seven hundred and ninety four students, fifty-four teachers and is governed by a Board of Management. The school was evaluated on the following three aspects:

1. Quality of Learning and Teaching (English and Home Economics in this particular school)
2. Quality of Planning
3. Quality of Management

The Principal provided a brief outline of areas evaluated under the above three aspects of the school:

Quality of Teaching and Learning

- Planning and Preparation of class
- Presentation
- Pupil Involvement
- Assessment of teachers
- Pupil Outcomes
- Recommendations

Quality of School Planning:

- School Plan
- Planning of long and short term objectives

Quality of School Management

- Co-ordination of Board of Management
- Parental Involvement

The school went through the WSE process outlined in the *Whole School Evaluation: Report on the 1998/1999 Pilot Project*. The Principal praised the project and stated that it was a great learning experience for the school. Staff was supportive of it and saw it as non-threatening/non-intrusive. One negative aspect about the project was the evaluation report. They found it ‘encouraging’ but not sufficiently ‘prescriptive’. Some areas were more prescriptive than others were. The Principal provided the researcher with a brief outline of how the school has documented their school plan. The school plan is organised under the following headings:

- History of the School
- Profile of the school
- Mission Statement
- Policies

Policies are documented in the following format:

- Purpose
- Policy
- Procedure
- Review
- Approval

Their policies are inspired by their mission statement, which reflected the values of the school trustees and also through consultation with the parents’ council, teachers and board of management.

Table 4.2 lists the school’s policies and areas within the school, which are reviewed each September and December as part of school planning process in this school.

School Policies	Areas of review
Bullying	Annual Report
Involvement of Parents	Academic and Curricula
Pastoral Care	Social Recreation
RSE	Religious, Spiritual, Moral
Learning Disabilities	Student Support
Serious Illness	Home School Liaison
Absence	Disadvantage
School Trips	Social and Health
Mock/House Exams	Resources
	Staff Development

Table 4.2: School Policies and Areas Reviewed in Presentation College, Headford

The researcher was given a copy of their school booklet.

4.6 Work with Vocational School in Grange

The researcher had met with the Principal of Grange Vocational School a number of times prior to starting the applied research project. She had carried out a survey which formed part of the practical part of her project as part fulfilment of her Quality Management degree. Parents, students, staff and community were surveyed to find out their perceptions and expectations of the school.

The researcher met with the Principal, Mr. Eamon Tolan on October 11th 1999. It was an informal discussion. It was agreed that the researcher would meet with the Principal weekly to discuss current practices and attend staff meetings to get to know staff.

4.6.1 Newsletter Circulated in Grange Vocational School, December 18/19th 1999

A Newsletter (see Appendix A: Newsletter) was circulated to staff in Grange Vocational School to inform them about the researchers background, her objectives as regards her research, an introduction to quality and a brief outline of the seminars and meetings that the researcher had attended. The aim of the newsletter was to reassure teachers that the researcher's presence in the school was non-threatening and was one of support.

The researcher's role was to act as a 'critical friend' and help the school research quality and school development planning that would be of benefit to the school.

4.6.2 Starting Point

The researcher worked with management and staff as a 'critical friend' helping them develop a plan and structures using the following four questions:

Where are we now?

Where are we going?

How do we intend to get there?

How will we know if we have got there?

The researcher attempted to answer all these questions in her work with the school.

4.6.3 Where are we now?

Report Circulated in Grange Vocational School: January 2000

The researcher had been gathering information about the school since October 1999 to establish the ‘Where are we now?’ stage. This primarily dealt with identifying school resources in terms of physical and human resources. It was also a good opportunity to get to know staff. The researcher met with staff on their free periods and interviewed them using a set questionnaire (see Appendix B: Teacher Questionnaire 1). Table 4.3 below shows the physical and human resources identified:

Physical resources	Human resources
Layout and inventory of all classrooms	School Organisation Chart
Sports Facilities	Special Duties Teachers
Resource Requirements of Teachers	List of subjects taught
	Teachers objectives per subject
	Stakeholders of the school
	Core Values of the school
	Student Trends over the last ten years

Table 4.3: Physical and Human Resources of Grange Vocational School

This report (see Appendix C: School Report) identified a range of information. While all teachers had objectives for their subjects and had their own idea of what the core values of the school were, components that were lacking in improving this school were the same as those Zahn (1993) identified that are missing from efforts to improve education:

1. A shared vision of the kind of school they want and are willing to create.
2. Defined, measurable objectives related to this shared vision. These objectives, when achieved should delight the student and all other ‘Customers’.
3. Everyone sharing a passion to move continuously closer to the ideal vision and accomplishment of the objectives.
4. A view of education as a service that includes students, parents, VEC, Department of Education, Board of Management and the community.
5. A system in which progress is tracked in order to identify what’s working and what is not, so education can be continuously improved.

Zahn's (1993) five points are what the researcher tried to establish throughout her two years working with the school. This school report initiated school development planning. The researcher was invited to attend the staff meeting at the end of January 2000. The Principal and the researcher prepared a brief outline of what school development planning was about and what is involved in preparing a school plan. At the meeting, a brainstorming session took place to identify what issues or problems needed to be addressed. Staff identified two areas that needed to be improved within the school:

- Student/Staff Morale within the school.
- School Profile within the community.

4.6.4 Where are we going?

Survey circulated in March 2000

Resulting from the earlier report and the subsequent staff meeting which identified two areas for improvement, the researcher prepared a staff survey (see Appendix D: Teacher Questionnaire 2). This survey was to determine the willingness of the staff to improve i.e. did they want the school to continue as it was, improve or cease to function. It also identified the causes of poor student/staff morale and poor school profile within the community.

Results of Survey, May 2000

The results of the surveys, which were circulated in March 2000, were distributed in May. The delay in the report was due to the initial poor response to the survey. A teacher in the school took the responsibility of getting all teachers in the school to fill it in which resulted finally in an 81% response rate. The report of the survey is given in Appendix E: Results of Questionnaire 2. Resulting from the survey, a lot of causes for poor student/staff morale and poor profile of the school were identified. These causes included poor communication structures, lack of effective systems such as discipline and poor public relations. The researcher envisaged that these areas would form targets areas for the school to take action on in the school year 2000/2001. In summary, the report identified objectives for improvement and targets to achieve the objectives shown in Table 4.4.

<i>Objectives/Aims</i>	<i>Targets</i>
<ul style="list-style-type: none">• Increase the Student/Staff morale.	<ul style="list-style-type: none">• Improve the discipline system
<ul style="list-style-type: none">• Increase the Profile of the School.	<ul style="list-style-type: none">• Improve the communication structures within the school• Improve public relations of the school.

Table 4.4 Objectives and Targets for Grange Vocational School.

The work achieved by the researcher in the first two sections i.e. the 'Where are we now' and 'Where are we going' formed the basis of an outline school plan which is described in 4.6.5 below.

4.6.5 How do we intend to get there?

Outline Plan September 2000

The researcher had an outline plan drawn up before the start of the new school year 2000/2001 (see Appendix F: Outline Plan). This outline plan was a very basic form of a school plan. The aim of the outline plan was to be a working document, which the school could build on for that year. The outline plan gave a brief summary of information gathered from the reports and surveys carried out from the previous year. It briefly outlined the following:

- Profile of the school.
- School Resources: Human and Physical.
- The school's purpose.
- The school's values.
- The school's aims.
- School Management and administration.
- Policies and Procedures.
- Achieving Aims.

The school's purpose was already identified in an old school plan, which had been drawn up since 1979 and had not been updated since that date. The purpose stated in that plan was still in tune with what the school was trying to achieve:

‘To contribute towards the development of all aspects of the individual, including aesthetic, creative, cultural, emotional, intellectual, moral, physical, political, social and spiritual development for personal and family life, for working life, for living in the community and for leisure’.

The school values were identified through surveys, which the researcher had carried out. These values were incorporated into value statements starting with the words ‘We value’ ‘We strive’ ‘We promote’, e.g. “We strive to create a learning environment that meets the needs of all students.”

The aims were the same as those identified in the surveys: Increase student/staff morale and the school profile within the community. Two other aims were added:

1. Provide a good education.
2. Increase the pupil intake.

These two additional aims were added since providing a good education is the primary function of any school. Increasing pupil intake was another aim that the school needed to address because of declining numbers and serious competition from surrounding schools.

First Staff Meeting, 4th September 2000

At the start of this meeting, staff was given a copy of the outline plan. The researcher went through the plan with staff. All staff were in agreement to work on this plan for the year and have more staff meetings during the year with one hour allocated for school development planning at the end of these meetings. A timetable (see Table 4.5: Staff Meetings for 2000/2001) was drawn up at this meeting as follows:

STAFF MEETINGS FOR 2000/2001	
YEAR 2000	YEAR 2001
04/09/00	31/01/01
23/10/00	01/03/01
30/11/00	06/04/01
22/12/00	15/05/01

Table 4.5: Staff Meetings for 2000/2001

Second Staff Meeting, 23rd. October 2000

Having an hour, the researcher divided the time into two parts:

Section 1: To Brainstorm on each of the four aims for five minutes,

Aim 1: Provide a good education for all pupils

Aim 2: Raise the profile of the school

Aim 3: Increase the morale of students and staff

Aim 4: Grow the school to xxx pupils by 2010 [xxx-Staff could not agree a target]

The brainstorming session involved teachers generating ideas spontaneously on how to improve each of four aims, the researcher recorded the ideas as they were suggested. This type of brainstorming is called free-wheeling (Leigh, 1995)

Section 2: Review a Policy (10 minutes) and Procedure (20 minutes) and then 10 minutes to discuss actions and steps to be taken.

The policy that the researcher picked to discuss with staff was the discipline policy. Lack of discipline and inconsistency in discipline procedures in the school was something that had come out in surveys of staff and working with the students. The researcher through her weekly meetings with the Principal had established the policy and procedures on discipline that were already present within the school. In section two of the meeting, these policy and procedures were put into a standard controlled document as follows:

- Purpose
- Scope
- Responsibilities
- Reference Documents
- Revision History
- Procedure

The procedure for discipline was outlined in a flowchart format. The discipline policy and procedures were discussed with staff and the inconsistencies highlighted.

Third Staff Meeting: 11 November 2000

At this meeting, the agenda was divided into three sections:

Section 1: Review the Discipline Policy and Procedures (30 minutes)

Section 2: Identify actions on the four aims (20 minutes)

Section 3: Select another Policy. (10 minutes)

The researcher had updated the discipline policy and procedures since the last staff meeting. The procedure for discipline was divided up into five separate procedures, which included:

- Absences
- Lateness
- Homework
- Breaches of Discipline
- Detention & Suspension

All these procedures were detailed using a flowchart. Improvements to these procedures were built on existing practice. No major changes occurred in the procedures except for clarification and understanding by staff of the discipline policies and procedures. Using the flowcharts staff could see first hand where underlying problems were which resulted in:

- Creating a student record card for each student to record any behaviour that warranted detention or suspension
- Creation of anomaly sheets that go into the class registers morning and afternoon to record any absence on the sheet. Anomaly sheets would then be checked by the secretary and any students without a note explaining reason for absence would be dealt with by Principal.
- Creation of referral sheets. Referral sheets would be given to Student Councillor when the student is close to suspension or after student has served detention or suspension. The councillor will talk with the student on the referral sheet and counsel him about his behaviour.
- Clarification of when detention letters should be sent and when to suspend a student.

Staff were satisfied with the procedures and were willing to start the new procedures in the new year 2001 when all sheets had been created. The final version of these policies and procedures are shown in Appendix G: School Booklet

Directive on School Development Planning, 22 November 2000

The Teachers Union of Ireland [TUI] issued a directive on the 22 November 2000 directing all second level schools to suspend school development planning until a Post of Responsibility was granted for this activity. This ceased the researchers interactive role with teachers but not with the school management.

4.6.6 How will we know if we have got there?

School Manual - February 2001

The researcher presented the Principal and staff of Grange Vocational School with a school manual. This was a compilation of all the work the researcher had carried out within the school (see Appendix G: School Booklet). The manual is in three sections:

Section 1: This section provides general information about the ‘permanent features’ of the school:

- School’s purpose
- School’s Values
- School’s Aims
- School’s Profile
- School Management and Administration
- Curriculum
- Resources
- Uniform
- General Code of Discipline

Section 2 of the booklet details the policies and procedures of the school established at the staff meetings. This section also provides the school with a policy and procedure template and a step by step guide to formulating policy and procedure. This template is seen as an essential tool for the development of policies and procedures in the future.

Section 3 is the developmental section. All suggestions made by staff at staff meetings and through surveys and questionnaires are displayed in an action plan. This action plan lists targets to be achieved by the school in order to achieve their aims. Tasks, responsibilities, timeframes and resources have to be determined by the school to achieve these targets. It is envisaged that the school would use this action plan to build continuous improvement into the school. Improvement of the discipline system in the school was one of the targets achieved by the school in the 2000/2001 school year.

Questionnaires distributed among staff, June 2001

The purpose of this survey was to identify if the school had improved within the two years that the researcher had been working with the school. This was not just confined to improvements that the researcher had been involved with. This questionnaire (see Appendix H: Teacher Questionnaire 3) was in itself a school self-evaluation questionnaire. The questionnaire sought to identify levels of teacher satisfaction (Excellent, Satisfactory or Poor) and their perceptions of change in the last two years (Improved, No change or Worse) in the following areas:

- Physical Resources
- Human Resources
- Learning Environment
- Management
- Staff Morale
- Student Morale
- Discipline
- Profile of the school

Also part of the questionnaire was a section to determine from teachers if the researcher's role in the school was a positive or negative experience.

Fifty percent of teachers filled in the questionnaire. Teachers were mostly satisfied with all areas. While there are improvements to be made in each area, the greatest improvements need to be made regarding:

- Student Morale
- Profile of the School

It is interesting to note that the greatest improvement in the last two years has been discipline. Other vast improvements have been the physical resources of the school. Comments made by Teachers on the researcher's role in the school were positive.

Some of the comments are as follows:

- ‘Focused Staff’.
- ‘Accelerated the process of School Development Planning’.
- ‘Many ideas and topics were brought onto the agenda for discussion-this was good’.
- ‘Facilitated openness and appraisal of surroundings and ideas’.
- ‘The whole idea of debate and structured interference is good. It promotes self-awareness and regeneration’.
- ‘Helped to formulate a better discipline code than we would have had were we on our own’.
- ‘Made us face up to the problems we might have otherwise swept under the carpet’.
- A good starting point’.
- ‘Gave good guidelines for developing policy and plans-a base to work from is extremely helpful’.
- ‘Having a manual means that we are more likely to act as a team’.

This experience was invaluable to the researcher to observe day-to-day operations in a school over a two-year period. The researcher had open access to management, teachers and to students. An opportunity arose to teach a third year CSPE class, quality tools and techniques in a litter project they were carrying out.

The whole experience allowed her to modify industrial based quality management experience to suit the totally different environment found in education.

4.7 Summary

This chapter detailed the applied research carried out. The research methodology took two approaches:

- 1) Attending seminars and visiting schools to gain knowledge of best practice.
- 2) Facilitating and co-ordinating the school development planning process as a 'critical friend' within Grange Vocational School.

Through the seminars attended and the schools visited, valuable insight was gained into:

- School Development planning.
- The implementation of the EFQM model in Northern Ireland Schools.
- WSE pilot project.
- Excellence in a school.

This part of the research established the framework of School development planning for Grange Vocational School.

Within the two-year time frame, and given the restrictions imposed by the TUI, the school had developed:

- A comprehensive school manual.
- A discipline system.
- A template for future policy and procedure development.
- A sound basis on which to build a school plan.

The next chapter merges the experience gained in Grange Vocational School with TQM principles and is presented as Conneally's School Quality Management Model (CSQMM).

4.8 References

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Chapter 5

Quality Model for Irish Second Level Schools

5.0 Quality Model for Irish Second Level Schools

5.1 Introduction

The Irish Education System has undergone a number of changes in the last few years. Initiatives such as the Whole School Evaluation, the European Pilot Project for Evaluating Quality in Second Level schools and the Education Act 1998 (discussed in chapter 3) are all evidence of this. The Education Act 1998 and these initiatives have encouraged schools to plan and 'self-assess' but have not provided any form of excellence model to benchmark against. Even though Irish schools are at the early stages of learning how to plan and self assess, they have no way of knowing how well they are performing or progressing towards best practice or 'excellence'. A model of excellence is needed for second-level schools. The purpose of this chapter is to provide Irish Second Level schools with a quality school management model and framework called Conneally's School Quality Management Model (CSQMM). The aim of CSQMM is defined as:

To help schools understand and adopt TQM principles as they question: what they do, how well they do it and how they are progressing towards best practice.

The CSQMM and its framework is founded on TQM principles, which are translated for use by Irish second level schools. The model and framework provide schools with:

- A graphical presentation of key areas within the school, based on TQM principles, which should be addressed to achieve excellence.
- Criteria or guidelines as to what the school should be doing in each of the key areas.
- A direction and focus.
- A mechanism for continuous improvement and self-assessment.

The scope of the model and framework does not:

- Replace the legal or regulatory requirements of the schooling system.
- Dictate rigid approaches that schools should adhere to.

While industrial excellence models have been tailored for education such as the internationally recognised Malcolm Baldrige model and the EFQM model modified by

Lloyds TSB, (discussed in chapter 2), the CSQMM is specifically tailored for Irish second level schools. It suits the culture and fits in well with present practices. The principles and concepts of the CSQMM and framework are described in this chapter. There is an element of Dr. W. Edwards Deming's System of Profound Knowledge evident throughout the descriptions. The reason for this is that Deming had an intense interest in education and wanted to share his quality theories with the educational sector. This is reflected in the Whitepaper: Exploring Dr. Deming and Education (Brown, 1997) in which he translates his quality theories for application in education. The theories are captured in his System of Profound Knowledge, which consists of four interdependent and interactive areas:

- Appreciation for a System.
- Knowledge about Variation.
- Theory of knowledge.
- Psychology.

Some of these areas will be referenced throughout this chapter.

5.2 Development of Conneally's School Quality Management Model

Similar to all other excellence models, the CSQMM is built upon Total Quality Management (TQM) principles and core concepts. The core concepts of the various excellence models were discussed in Chapter 1. From this discussion it can be identified that the models have usually eight concepts that form the basis of the models. Their essence are captured in Kanji's **Four** principles, which are:

1. Delight the customer
2. Management by fact
3. People based Management
4. Continuous Improvement

(Kanji et al, 1993)

These four core principles will be the basis of the CSQMM. One point to note is that 'Management by fact' is amended in the CSQMM to incorporate processes and so it has evolved into 'Management by Processes and Facts' (See EFQM core concepts -Chapter 1). The reason for using Kanji's principles as the base is that they are simple yet appropriate for Irish second-level schools just embarking on the TQM journey.

However Kanji's principles are industrial focussed and need major translation for use by second-level schools. These will be translated into school core concepts in the following pages.

5.3 School Core Concepts.

The four TQM core principles (Kanji et al, 1993) are translated into the following six school core concepts (SCCs). The translation is shown in Figure 5.1 below:

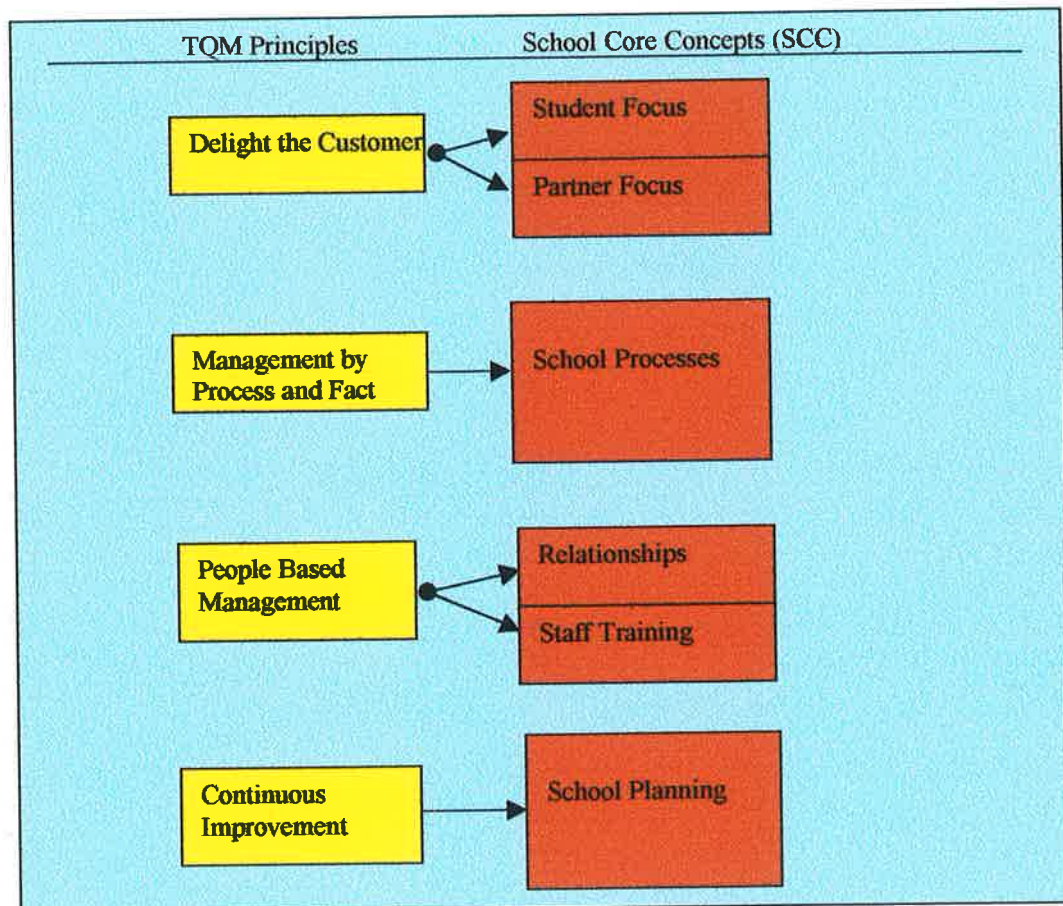


Figure 5.1: Translation of TQM Core Principles into School Core Concepts (SCC)

How these concepts are practised and achieved will require the development of quality management tools and techniques suited to the school culture. The TQM principles, School Core Concepts (SCC) and School Quality Tools and Techniques (SQTT) are arranged in the CSQMM as shown in Figure 5.2 and explained in section 5.4.

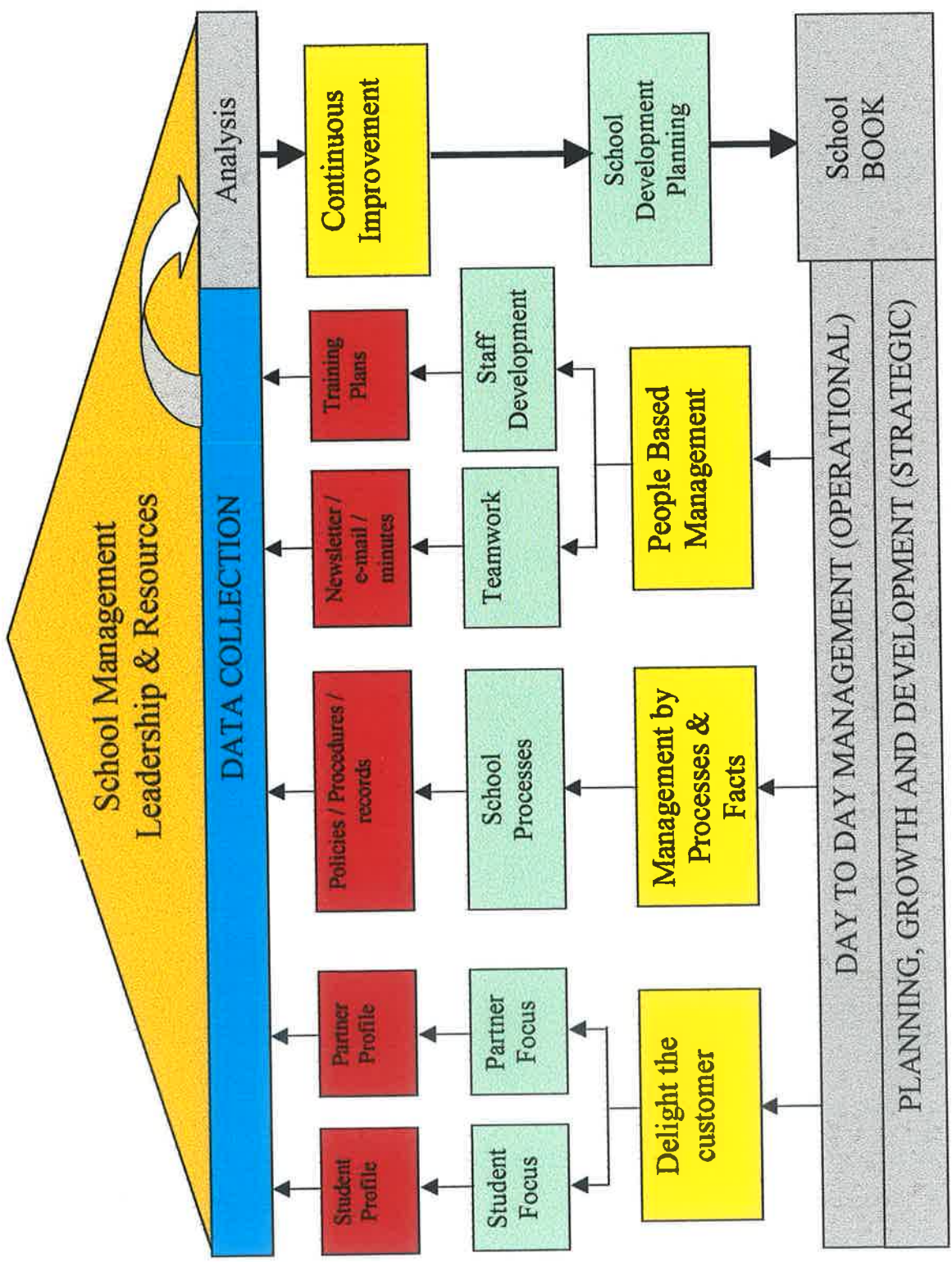


Figure 5.2: Conneally's School Quality Management Model (CSQMM)

5.4 Explaining the CSQMM

The Model is in the shape of a school building. The building represents a holistic school quality management system, and is in keeping with the WSE approach. All components are interrelated as highlighted by the arrows. This means that any change in one of the components will have an impact on the overall system. No component is more important than any other.

The roof of the model represents school management. School Management are responsible for establishing the structures required for the implementation of the CSQMM described in this chapter. Management must provide leadership by setting the vision or direction for the school and allocate appropriate resources. Without this leadership the implementation of the model will not be successful.

They are also responsible for developing the 'School BOOK' which is the outcome of the school development planning process. This process is detailed below in the section dealing with continuous improvement.

The school quality management system consists of three zones. These are

- Yellow Zone: Four TQM Principles.
- Green Zone: Six School Core Concepts (SCC).
- Red Zone: School Quality Tools & Techniques (SQTT).

TQM Principles

TQM is more dependent on a culture change than the adoption of a set of tools and techniques. Consequently the school must understand and embrace these four principles:

- Delight the Customer.
- Management by processes and facts.
- People Based Management.
- Continuous Improvement.

These principles are translated into six school core concepts. Once a school accepts these principles and concepts they can begin to use quality tools and techniques to put these concepts into action. As a result of using these quality tools and techniques, schools will

collect a wide range of data in each of the core concepts. This data is then reviewed, analysed and acted upon by management as part of **School Development Planning** process. The end product is 'The School BOOK' a term the researcher feels is more comprehensive than the traditional school plan which seems to imply future aspirations only.

The School BOOK includes:

- Permanent features of the school e.g. vision, culture, history etc.
- Key operational processes related to the key school core concepts.
- Strategic objectives and long term plans of the school. [continuous improvement].

BOOK is an acronym for **B**uilding **O**n **O**ur **K**nowledge and reinforces the need for continuous learning and improvement in all aspects of the model.

Section 5.5 explains the various zones of the model in more detail.

5.5 TQM principles, School Core Concepts (SCC) and School Quality Tools and Techniques (SQT) - Explained

School Management

It is well known that successful management should set the future direction of the organisation and align its people, resources and operations in this direction. The management of a second level school is usually a board of management. The Principal on the other hand is responsible for the day-to-day management of the school. The role of management is to provide leadership and resources.

Leadership

The school management is responsible for the development of the overall vision and mission of the school. The vision is the ideal picture of the school they wish to create. The *ideal picture* is described in short sentences using memorable, clear and inspirational words. This will set the direction and focus for the school and is long term. The mission is an elaboration of this vision statement. It outlines broad aims written in short statements of how the school is going to achieve this vision. These aims incorporate the values of the school. The mission will be the guideline for creation of all policies and action plans in the school. Management must communicate the mission and vision throughout the school and ensure that it is supported and understood by all.

Resources

Management is responsible for the management of physical, human and financial resources. These combined must create an environment conducive to learning and development of both students and staff. Lloyd's (2001) EFQM model for schools lists the following resources:

Finance, Buildings, Equipment and Materials, Technology, Information and Knowledge.

The four TQM principles which management must address are discussed next.

TQM Principle 1: Delight The Customer

This TQM principle 'Delight the Customer' has been explored in an industrial and educational context in chapters two and three. The concept in its language and meaning is suited to industry but adapting it to education is far from logical. The industrial meaning of the concept recognises that there are internal and external customers of an organisation that have to be satisfied and which are easily identifiable. The internal customers i.e. employees work in a customer-supplier chain supplying and receiving quality work from each other towards achieving a shared common purpose. The purpose is to fulfil or exceed the needs and expectations of the external customer i.e. anyone who purchases the product or service. To superimpose this concept onto a school does not work for a number of reasons:

- The internal and external customers of a school are not easily identifiable because of the range of individuals and bodies involved.
- The school is not a production process but a complex human institution.
- The schooling process is not systematic i.e. A child is not passed systematically from one activity to another and the end result is a quality education.
- The obvious customer of education is the student but this outlook would be myopic and could lead to anarchy. Additionally the internal and external customers approach is also confusing as can be seen below:

Internal customers could include teachers, parents, and board of management.

External customer could be interpreted as any of the following: third level colleges, employers, community, the student himself or his partner, board of management or parents. As can be seen there is an overlap between the two groups of customers leading to the confusion mentioned earlier.

As a result there is no obvious single customer to focus on for the school. The language and meaning of this principle 'Delight the Customer' needs to be transformed into something less rigid and more adaptable for schools.

The CSQMM provides a school with this clarity. While keeping in mind the dangers of applying this concept literally, the principle is put into practice using two school core concepts:

- Student Focus
- Partner Focus

Focus on Student

It is necessary for schools to have a clear profile of all the pupils. The CSQMM provides the student profile card as one of the service tools to provide this information (see appendix I – Student profile card). Once the school has identified the normal details of the student such as, name, age, residence, they should then identify students needs by the ‘triple A’ approach:

Aspirations – Identify what the student wants to achieve from his time in the school. It will include future career expectations, self-development, and personal goals.

Abilities – Identifies the student’s physical and mental abilities or any special needs he may have.

Attitudes – Determines the student’s approach to achieving his aspirations.

There is also a section on the profile card for parents to write down what they expect from the school and their child. The profile will form a contract between the student, parent and the school, with all parties agreeing and understanding what the school offers and what is expected of students and parents. It is also an opportunity for students to take responsibility and participate in the running of their school lives. Obviously this profile is a live document and a recommendation is to review it annually. There should also be ongoing identification of student concerns or complaints through surveying students or through a student council if one is established in the school.

Lloyds (2001) in their modification of the EFQM model for schools state that in the ‘Customer Results’ criteria of the model, schools should measure (through surveying) student and parent perceptions of the school in relation to

- Overall school image e.g. responsiveness and flexibility of school to students needs.
- Teaching and learning e.g. quality, delivery standards, innovation and variety.
- Opinions of teacher and school support e.g. capabilities and support of staff to students needs.
- Loyalty e.g. willingness to recommend the school.

Partner Focus

The Department of Education and Science are very keen to consult and involve all partners in the service of education. It is important to firstly identify who the partners of education are. At a school level it includes most of the partners shown in Figure 5.3: *Partners at a School Level*.

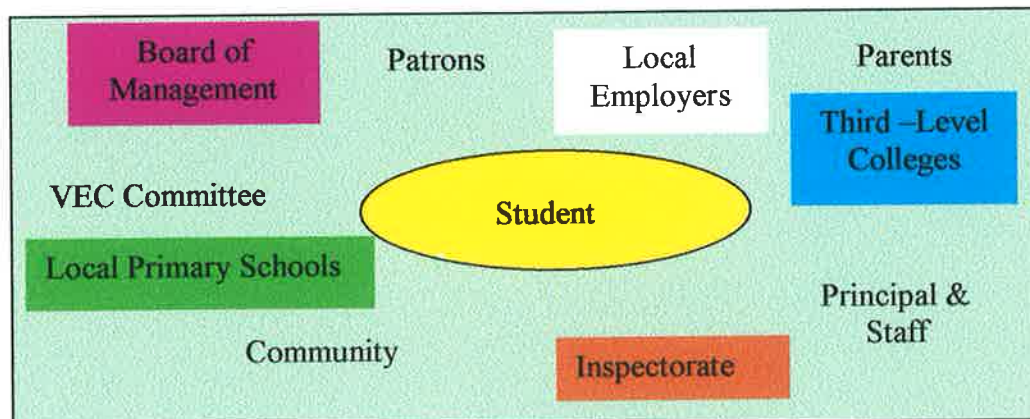


Figure 5.3: Partners at a School Level

This is not a definitive list and depending on the school, this list could involve more partners. However Figure 5.3 is a list of bodies that cannot be ignored. All of these partners have needs and expectations, which the school must take into account. Just like students, they should be surveyed using a ‘Partner Profile Card’ (appendix J) which identifies the needs of partners by the same ‘triple A’ approach which are interpreted as follows:

Aspirations: This will be the overall expectations/suggestions that the partner has for the school in order to enhance the educational service provided to the student.

Abilities: Identifies any resources or facilities that the partner could make available to the school.

Attitudes: This will determine the level of relationship that exists between the partner and the school and the willingness to be actively involved in the school.

It is understandable that filling out these cards is going to take a lot of effort and commitment. Schools have to be imaginative and make resources available for this. Examples include parent/teacher meetings, staff meetings, board of management meetings, student council meetings, and school events such as fun days or at school plays/concerts. These events may be an ideal time to introduce such cards and get the partners to fill them in. An additional point to note is that the school should actively seek bodies such as community councils and chambers of commerce to become partners and the profile card is an ideal tool to build such partnerships. Again like the student profile card, these cards must be updated periodically.

Scholtes (1996) in his article ‘Communities as Systems’ states that schools have become fortresses and that they must break down barriers and form partnerships. It is essential that a school establishes partnership structures so that these partners have a say in the running of the school and are also updated as to what is happening in the school. Partners could also provide invaluable moral and/or practical support.

Figure 5.3, identified the community as a partner of the school. The international excellence models place emphasis on a school’s impact on society. Lloyds (2001) EFQM model for schools state that schools should put measures (through surveys, public meetings, reports etc) in place to identify their impact on society as regards:

- Performance as a responsible citizen e.g. equal opportunities practices, impact on local economy
- Involvement in the communities where it operates e.g. provision in adult and community education and training, support for sport and welfare.

- Activities to reduce and prevent nuisance and harm e.g. noise, odour, pollution and toxic emission.
- Reporting on activities to assist in the preservation and sustainability of resources e.g. ecological impact, use of utilities e.g. gases, water, electric and new and recycled materials.

The school may also measure its impact on society by the media coverage it receives, dealings with local and national government bodies, accolades and awards received.

TQM Principle 2: Management by Process and Fact

The Principle ‘Management by Process and Fact’ is about monitoring and putting in place measurement systems to gather data about the performance of critical processes. The international standard ISO9001: 2000 *Quality Management Systems - Requirement* states that:

‘any activity or operation which receives inputs and converts them to outputs can be considered as a process. Almost all product and/or service activities and operations are processes’.

Systematic identification of these processes and the numerous interrelationships and interactions between them is what ISO calls the ‘process approach’. Schools must begin to view themselves as a system and also part of a wider system such as a contributor to the community, the economy, Irish society etc. We can apply the first of Deming’s disciplines ‘Appreciation for a System’ to a school. It requires identifying what the school as a system is trying to achieve so that all efforts are directed to this end. Like industry, a school has many complex processes, the only difference is that the inputs and outputs are less tangible so it is harder to measure them. When the processes and the relationships between them are better understood, measures can be put in place to improve these processes in line with the desired system. The data collected from these measures is then analysed and used to make decisions about how to improve the process. Having real data about processes and knowing the facts helps a school make reasonable decisions and allocate resources wisely.

The most common measurement instrument used in schools is the academic test scores of students. We have seen that this measurement instrument has its flaws for example the UK League Table Scheme. Schools should have a number of measures in place to measure the effectiveness and efficiency of all its critical processes. This has been addressed here under the school concept 'School Processes'.

School Processes

The day to day running of the school requires processes, policies and procedures.

These will incorporate the operational processes that are required to support teaching and learning as well as those related to the School Core Concepts (SCC's)

Sometimes these processes can seem to be haphazard and do not seem to complement each other. When a school is developing policies such as absenteeism, discipline and dealing with complaints it is essential that they see that they all fit into an overall system, which is working towards the same aim, and ensure that there is no conflict. This approach would help all partners including students; understand the relevance of such processes. A school should identify its key processes. These processes should support the policies and strategy of the school and also be in line with student and partner needs, staff needs and available resources. Responsibilities, materials, methods and resources required for such processes should be clearly defined and any inter-relationships identified.

It is important that a school puts in place effective measures to monitor the key processes. With sufficient monitoring of such processes, any changes or variation in the data will help schools to understand the system and decisions will be made based on fact or trends and not opinion. With deeper understanding of the process and inter-relationships, schools will see systemic causes of problems, not isolated symptoms of problems. Deming calls this 'Knowledge about Variation' in his System of Profound Knowledge.

School processes are usually documented as a policy and if necessary a procedure to implement the intended policies. These policies and procedures are formulated to ensure consistency and can be documented, using the Policy & Procedure template developed by the researcher for Grange Vocational School (see appendix K- Policy and Procedure template). This policy template includes a review section. The review section is for the Principal or Board of Management to either accept the policy as stated or to note any amendments and changes. The recommended review time is at the start or end of the school year. A flowchart approach should be used in developing procedures.

TQM Principle 3: People Based Management

In a human institution such as a school, people are its most important asset. 'People' includes *all* staff working in the school. This includes teachers support staff, caretakers and cleaners. All these individuals fit into the system. The school must maintain staff profile records, which are similar to student and partner ones addressed earlier. The staff profile record (see appendix L) lists the usual personal information and uses the same 'triple A' approach which are interpreted as follows:

Aspirations: This will be the overall expectations/suggestions that the staff member has for the school in order to enhance the educational service provided to the student

Abilities: Identifies qualifications, interests and aptitudes.

Attitudes: This will determine the level of relationship that exists between the staff member and the school and the willingness to be actively involved in the school.

This record is reviewed periodically. Training is covered in the staff development section below.

The 'People based management' TQM principle is put into practice in the model by the following two School Core Concepts:

- Teamwork
- Staff Development

Teamwork

Teamwork is a valuable tool that creates motivation and partnerships within a school. Many of the activities in a school are carried out in isolation. For example the process of teaching is very much an isolated activity. Schools should adopt teamwork culture; teachers would form teams to discuss their subjects and gain knowledge or examples of good practice as a result. Staff should also visit schools or organisations of best practice.

Staff should be involved in school planning and empowered to take action either individually or in teams.

Communication and Dialogue are essential to breaking down barriers within a school. Dialogue has been separated from communication for the following reasons. People can be communicated with in many different ways for example email, newsletters, letters, etc. However these communication methods must be followed up with dialogue to ensure that

everyone understands these messages. Dialogue is very important in a human institution such as a school. There has to be a two-way communication process and communication methods and dialogue must support this.

Staff Development

School needs are continuously changing; consequently people will need to develop new skills and competencies. Management feedback to staff on how they are doing and clearly defined roles and responsibilities are also important factors in this concept. The development of school processes as identified in the previous section, will help management identify training needs for staff. Also the staff profile is used to compile training needs identified by the staff themselves. All these inputs should be incorporated into a Staff training plan. A typical training plan can be seen in appendix M

All staff should receive some training on teamwork and associated tools and techniques. Training plans should align with school policy and plans and should be updated annually.

All staff should also be given a School BOOK so that they are familiar with the values, mission and vision of the school, their own roles and responsibilities and have a general knowledge of all school processes and plans.

TQM Principle 4: Continuous Improvement

The whole objective of planning is to ensure continuous improvement of day-to-day activities and to identify and realise strategic objectives. This process is called the school development process. As a result of implementing the TQM principles in a school, data is available which drives continuous improvement. This is translated into practice by the School Core Concept (SCC):

- School Development Planning

School Development Planning

‘School Development Planning is a process undertaken by the school community to give direction to the work of the school in order to ensure that all pupils receive a quality education in terms of both holistic development and academic achievement’

(School Development Planning, An Introduction for Second Level Schools, 1999)

In the CSQMM School Development Planning involves the analysis of all the data collected and the determination of how well the school is progressing towards best practice.

The planning process will address three general areas:

- Permanent features of the school e.g. vision, culture, history etc.
- Key operational processes related to the key school core concepts.
- Strategic objectives and long term plans of the school.

The researcher recommends that this information be compiled as a ‘School BOOK’. BOOK is an acronym for **B**uilding **O**n **O**ur **K**nowledge and reinforces the need for continuous learning and improvement in all aspects of the model. It is felt that the use of the term ‘School Plan’, as recommended by the Department of Education, as the outcome of this process is too narrow. A plan suggests some inspirational objectives for the future whereas the real objective of the process is to plan the improvement of all aspects of the school both operational and strategic.

As can be seen from the CSQMM (see Figure 5.2), school development planning is in the opposite direction to all the others, closing the cycle.

The planning cycle is discussed below:

Planning Cycle.

Mission Vision & Aims

Before beginning the planning process, schools should examine their vision, mission and aims. These three elements set the direction of where the school wants to go and all activities within a school are reviewed against them to ensure that they are aligned. All partners must be in agreement with these elements as it is important that everyone is still happy as to where the school is going.

Review

Review takes time to carry out in a school. In *School development Planning, An Introduction for Second Level Schools* (1999) it states that schools do not have to carry out a whole school review at one time but carry out a Specific Review of an area in the school that needs immediate attention. For example, in the CSQMM, data does not need to be collected from each of the specific areas in order for school planning to take place. Schools can review data collected based on one of the school core concepts (e.g. Student Focus) from the CSQMM and establish improvement plans as a result.

The data is then analysed to identify the schools strengths and weaknesses.

The school must then identify and prioritise key areas that need to be addressed or developed. The areas chosen must be realistic to the school in terms of schools resources and commitment to implementing the action plan. A school should ask the following questions when identifying areas for improvement:

Survival	–	Is it important to our survival
Success	–	Is it critical to our successes and direction
Customers	–	Will it deliver significant improvements for customers
Urgency	–	Does it need to be done now, or can we wait 12 months to start
Resources	–	Have we got, or could we have, the resources to do it
People	–	Have we got, or could we have, the people to do it
Risk	–	Would ignoring it be very risky
Easy	–	Would it be straightforward and undemanding to do

(Ref: QSTG, 2000)

Design

Once the priority areas have been identified, then aims or objectives should be identified as to what needs to be done. These objectives are then translated into actions and action plans are drawn up. The action plan states the:

The area of Improvement:	What area needs to be improved e.g. Teamwork Training.
Aims/Objectives:	What are the objectives e.g. All teaching staff will be trained in teamwork skills
Targets:	Set targets for implementing the objectives e.g. Ten Teachers will be trained in teamwork skills by the end of the school year 2002.
Tasks	Set tasks to implement the targets e.g. Organise a teamwork training session on the 1 st October 2001
Responsibilities	Who will be responsible for the tasks e.g. Mr. Brown
Time Frame:	Decide what is to be the estimated start and completion date. Set a deadline for task completion
Resources & Remits:	What resources and finance are needed to complete the task e.g. a venue for the training session
Review	A review is to assess how the tasks are progressing and their appropriateness. It would also detect problems or concerns early on so that corrective action can take place.

Implement

The people named in the action plan are responsible for carrying out tasks.

Monitoring

Monitoring can lead to adjustment of any aspect of the action plan. The action plans have to be reviewed to assess how the plan is progressing and how effective it is to the school. They have to be monitored on a regular basis so that corrective action can be taken as soon as something goes wrong or if the task is ineffective. This prevents wastage of time and resources.

Monitoring could take the form of:

- Review meetings which could consist of full staff or small teams responsible for various tasks that discussing progress and any concerns problems or needs that they might have
- informal or formal discussion
- a mentor or a critical friend
- Formal review instruments at specified stages within the time-scale of the plan

School development Planning, An Introduction for Second Level Schools, 1999)

Evaluation

This evaluation then looks at the whole picture i.e. to see if the action plans actually met the aims/objectives (mirror) that were set out and did it achieve improvement within the school. If the answer is *yes*, celebrate success. If the answer is *no*, i.e. the area has not improved then two possibilities must be considered as identified through the researchers fieldwork in the school:

- (a) *Wrong Action to the Right Area for Improvement* – If this is the case try a different action from possible ones already generated at the Design stage
- (b) *Wrong area of improvement* – Go back to the *review* stage. A typical example of this is when people confuse a symptom with a problem.

After evaluation, the school must do two things:

Standardise the Action: If the action worked then the school must make it part of their daily work. If the action is effective but is not complete, build it into the next cycle of planning.

Reflect on process and the next area for improvement: Improvement is ongoing. People have to learn from what they have done. Consequently, the school planning process is much easier when improving a different area of the school.

5.6 Summary

The model developed here was based on four TQM principles which the researcher feels adequately addresses all aspects of school management. These are:

- Delight the customer
- Management by processes and facts
- People based Management
- Continuous Improvement

The dangers of applying these industrial based concepts literally in a school setting were explored. Consequently, School Core Concepts (SCC) and associated School Quality Tools and Techniques (SQTT) were developed to translate these principles into a language and format suited to the culture of Irish Second level schools.

The unhelpful use of the term ‘school plan’ by the Department of Education was discussed and the new term ‘The School BOOK’ introduced to show the more holistic nature of the school planning process and the need to build on existing knowledge. This planning process is ‘top down’ as shown in the model and essential for the continuous improvement of all aspects of a school’s operation. How the planning process should be undertaken was also explored in detail.

5.7 References

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Chapter 6

Discussion, Conclusions and Recommendations

6.0 Discussion, Conclusion and Recommendations

6.1 Discussion

The objective of this Thesis was to:

- Examine industrial Total Quality Management (TQM) principles and the structured and systematic approaches that have been developed to implement these principles.
- Examine how these TQM principles are being promoted by excellence models, and quality management systems and standards within the education sector internationally.
- Examine the Irish education system and how they are progressing towards a total quality culture.
- Develop a quality management model suited for Irish second level schools.

Total Quality Management (TQM) is the quality being practiced today in organisations all over the world. There is no doubt that all sectors can benefit from the principles of Total Quality Management which are customer focused, people focused, process focused and promote continuous improvement of the organisation, the aim of which is to satisfy the external customer i.e. the users of the product or service. The development of TQM and the subsequent excellence models discussed in Chapter 1 has allowed these principles to be practiced in all sectors. These excellence models embody the principles of TQM in their frameworks and provide a structured systematic approach to managing the organisation as a whole and achieving organisational wide performance excellence. ISO9000 is a quality management system, which provides a documented, and continuous improvement structure, which supports the implementation of TQM. Investors In People (IIP) and the Charter Mark are also initiatives, which support the implementation of TQM.

Education as a major sector and service industry has to respond to changing society and ever increasing customer demands. Education can benefit from the application of TQM. This sector has now the prime advantage of applying highly developed and validated principles of quality management which have taken over fifty years to develop in

industry. The problem to be overcome by this sector in relation to TQM principles and concepts is to overcome the industrial language barrier. At the moment the researcher feels that TQM is something that cannot be forced on education because of the language and the industrial focus in its approaches. Education needs to develop its own approach and language to deal with it. The big problem with the excellence models that have been tailored specifically for education is that schools are being handed these sophisticated model and frameworks with no prior background in quality.

While excellence models and standards have been tailored for use in the educational sector, the Irish Educational System has not adopted or developed any of their own for use in Irish schools. As evidenced in Chapter 3, Ireland is only beginning to pilot the concepts of school development planning and school evaluation. As this present time, the climate is not right for implementing such highly developed, sophisticated excellence models into Irish second level schools until they become more familiar with planning, reviewing, analysing, and making improvements. The approach to evaluation as evidenced in the Whole School Evaluation (WSE) Pilot Project, saw inspectors evaluating schools based on the quality of teaching and learning, quality of school planning and quality of school management. While the WSE approach report states that this approach views the school as a system, the researcher feels that this approach is ad hoc and needs structure. All these aspects of a school need to be structured and aligned systematically. Also the School Plan which must be established by boards of management is also ad hoc and confusing. The term school plan would indicate a schools plan for the future but this School Plan according to documentation published by the Department of education also includes the operational activities of the school. The approach is confusing and that is why the researcher through her fieldwork developed a model which addresses all aspects of the school and aligns its into a coherent structure. It makes continuous improvement an integral part of school activities.

The researchers model is called Conneally's School Quality Management Model (CSQMM). It is a simple, adaptable model, which is appropriate for Irish second-level schools that are just embarking on the quality journey.

The CSQMM incorporates WSE approaches and school development planning. In the model, the School BOOK replaces the term School Plan. It sets the profile of the school and incorporates the operational management and the strategic plans of the school. It is a guideline for schools to refer to and continuously improve upon hence the acronym BOOK "Building On Our Knowledge".

6.2 Conclusion

The Irish Education System is tampering with pilot schemes for an effective approach to evaluating schools. Excellence models and quality management systems provide a ready-made approach to managing and evaluating schools but have their flaws in relation to their adaptability in education.

The researchers model, Conneally's School Quality Management Model (CSQMM) provides a structured approach to managing and evaluating Irish second level schools.

6.3 Recommendations

In applying the CSQMM model:

- School Management, staff, students and partners should be committed to enhancing teaching and learning.
- Schools should view themselves as a system and not work in isolation. They should continuously improve the processes within the system. Monitoring, reviewing, implementing action and evaluating the effectiveness of the action should be an every day activity.
- There is a danger of schools wanting to bring in a consultant or a post of responsibility to help them implement the CSQMM model whereas the whole school should be responsible for its implementation. However, there may be a need for a catalyst, maybe a full time person to guide the process along.
- Management and planning should not be seen as something separate from school life. Schools have to acknowledge that they are a service industry and without integrating these two aspects into the school, schools will not survive.

Appendix A

School Newsletter

EDUCATIONAL RESEARCH

CATHRIONA CONNEALLY – WHO I AM

INSIDE THIS ISSUE:

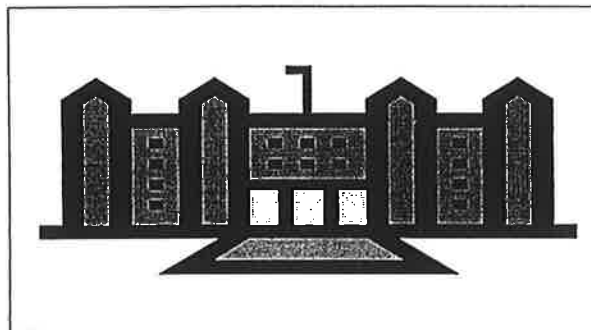
<i>Quality in Education- What is it?</i>	2
<i>Customers and Stakeholders – Who are They?</i>	2
<i>Seminars/ Meetings</i>	3
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Personal Profile

A lot of you in Grange Vocational School know me to see but probably do not know what I am doing. So, I prepared this Newsletter to give you some insight into the research I have carried out and who I have met. I intend to do a monthly Newsletter providing you with updates on latest research. Also if you want to add information or research you have carried out to this Newsletter, I would be delighted to include it.

Firstly, I will introduce myself. I am a Graduate of Sligo Institute of Technology. I was awarded with an Honours Degree in Quality Management this year. I also have a Diploma in Fine Chemicals and Pharmaceuticals which I received from Galway I.T.

You may ask the question 'What am I doing in Grange?' It all started when I decided to do a project as part fulfilment of my degree in Quality management. Bob Kennedy, my supervisor asked me at the time to look into Quality in Education. At the time I laughed at the notion. All I had been learning in lectures was mostly about Quality in Industry. The idea of implementing quality into Education seemed unbelievable because teachers, students, parents etc. are not products that can be fed into a machine and the quality of the end product measured. Education involves so many groups of people and it is very difficult to measure the quality of a school. As I researched the topic, to my amazement there is an abundance



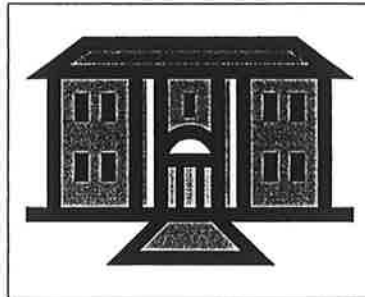
Excellence in Schools

of literature on 'Quality in Education'. I found also that the literature had been written mostly in the last 10 years so the concept of 'Quality in Education' is relatively a new idea. What surprised me even more was that the Department of Education & Science with Michael Martin as Minister, were using quality terms which are used in industry i.e. 'Self Evaluation, self assessment, quality assurance, customers, suppliers. For the project, I developed questionnaires for teachers students, community to find out their views and perceptions of a quality school. The case study was Grange Vocational School and Scoil Naomh Molaise. The findings of this Report was given to Bob Kennedy, Eamon Tolan and Patricia Currid. Today I am continuing this work but the focus of the research is to determine if a model based on best

international practice can validly be used to develop a culture of excellence in education/community interface. Specifically, my objectives are:
 Investigate the literature in relation to Excellence models and in the area of quality in education/community/ industrial linkages.
 Formulate questionnaires and establish discussion groups with the various educational stakeholders in order to determine the level of awareness and the key issues in relation to excellence.
 Develop a suitable model to represent quality and excellence in the local education/ community/employers interface
 Validate the model using data collected from the stakeholders and with reference to the international literature.
 This is where I need your help!!!!!!

QUALITY IN EDUCATION – WHAT IS IT?

The quality of education in Ireland is recognised and throughout the world. Yet we find it almost impossible to define what this 'quality' means. Quality is important for educational institutions for a number of reasons.



Excellence in Schools

These include competitive advantage, satisfying governmental requirements, and meeting ever-increasing public expectations. The concept of 'quality' has emerged from the industrial sector, but over the past decade,

there has been an increased interest in the application of it in Education. Industrial Quality systems such as quality assurance systems, TQM (Total Quality Management) are being applied mainly to universities but are now extending to Secondary schools. Introducing Quality into schools requires the involvement of a wide range of 'customers' and developing a shared vision and mission for the schools future. One of the

greatest splits between industry and education is the language used in relation to quality.

It is no good throwing money, people and hot new idea after hot new idea at schools. "success can come from thinking about and acting strategically to define and deliver quality" (Zahn,1993)

*John F. Kennedy
once said, 'Change
is a way of life.
Those who look to
the past or present
will miss the future'*

CUSTOMERS AND STAKEHOLDERS— WHO ARE THEY?

Identifying the Customers of Education is not an easy topic. Stakeholders and partners (the term mostly used by the Department of Education and Science) are also used to describe the diverse groups within a school community.

Under the School Development Planning Initiative, the Department of Education and Science identify the 'Partners' that should be involved in planning. These include (not in order of priority)

Trustees –They look at ethos of school, capital projects

Board of management –
General direction and conduct of the school
Principal – important figure to implement and encourage collaboration
Teaching Staff
Parents
Students – Students Council
Local Community
Department of Education and Science – National Policies/ New programs
Recently, I attended a seminar in the Glenanva Hotel in Belfast and they identified

the prime customer as the child. All in all, it is important to recognise stakeholders in any planning process. People are happy if they have had the opportunity to take part in formulating policy, and feel that their views are included and respected in decision making process.

Who do you see as your customer/stakeholder/ Partner?

SEMINARS / MEETINGS

The following are some of the seminars and meeting I have attended

School Development Planning Initiative

Great Northern Hotel, Bundoran

November 16th

At this seminar, the speakers were Principals, Inspector of Schools, Department of Education representatives. They went through the School Development Planning Initiative and talked on the following topics:

- What is School Development Planning
- The rationale for School Development Planning
- The Process of School Development Planning .
- What is the School Plan
- Content of the School Plan

School Development Planning Initiative (SDPI) is an initiative/pilot project. run by the Department of Education and Science At present there are 60 facilitators helping schools in planning. There were 219 applications from schools around the country to get involved in the project. There are at present 138 Second Level Schools now involved in the pilot programme. These schools had a briefing session. What 's on offer to school to prepare a development plan is as follows:

1 day to consolidate and review planning

Grant available of £1000 to £2000 to school plan

Meeting with Geraldine Keegan of

St Mary's College Derry

November 25th

St Mary's is seen as a model of Excellence and has won many awards such as the Schools Curriculum Award and the Northern Ireland Quality Award: Public Sector Prize. Their success has been recognised all over the world. The EFQM model has been implemented into the school and they have won the UK Quality Award. They have links with a company in Derry who provide free consultations on TQM principles Geraldine talked about the history of her school. She is principal of an all-girls school for pupils 11-18 years. The location of the school is on the Creggan Road. This area of Derry has a lot of educational disadvantage. We discussed school development planning which St Marys are well advanced in. A timetable was drawn up on how to spend a day establishing mission, vision , targets and action plans.

Business Excellence Model Pilot: Recall day

Glenanva Hotel, Belfast

The aim of this day was to hear at first hand from schools in the North who are using the EFQM Model(European Foundation of Quality Management) to help them in school development planning and management of their school. Two schools shared their experiences of using a pack which outlines in detail how to implement the model. Also in the pack is a questionnaire that helps to identify the strengths and major areas for improvement. They found that it has a lot of potential and is worthwhile and that such self-assessment needs to fit in to the development plan.

Andre Haines from Lloyds/TSB which started off this initiative provided additional insights on how to gain maximum benefit from using the model. A CD ROM is going to be launched at the end of January with a step by step approach tousing the model will also contain experiences from other schools that have used it. St Mary's College Derry which I visited is one of these schools.

Appendix B

Teacher Questionnaire 1

Human Resources

Name: _____ Temporary
 Area of Specialization: _____ Permanent
 Skill requirements of the Job _____

Academic Responsibilities

Subject(s)	Room No:	Year(s) Taught	Higher(h) Ordinary(o) Foundation(f) Lower(L)	As a teacher what is your objective for your subject taught.	Are Your resources adequate?
1					
2					
3					
4					

Non Teaching
i.e. Special academic, administrative or pastoral assignments

Posts Held
 Assistant Special Duties Other
 Principal

Job Title: _____
 Responsibilities _____

Do you agree that the following are customers of Grange Vocational School?

	Agree	Disagree	Neutral
1 Student			
2 V.E.C			
3 Dept. of Education			
4 Staff			
5 Parents			
6 Board of Management			
7 Local Community			
Other (Name them)			

In your opinion what are the Core Values your school promotes ?

Appendix C

School Report

The Journey Towards Excellence - One School's Story

Cathriona Conneally
Jan 2000

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1. INTRODUCTION

As we enter into the Millennium, we see greater expectations on our schools. These expectations come from the outside: parents, community, funding bodies and from the inside: students, staff and management. These expectations include a stronger voice for the users of the education system, more choice and competition, growth of responsibility for schools and a new emphasis on accountability. These increased demands do not necessarily mean a corresponding increase in resources. The excellent school of the future will involve satisfying these demands through the efficient use of the resources at its disposal. An excellent school should be well organised, and have a good understanding of its role and vision for the future. Education systems are the key to surviving in a period of rapid technological change and changing circumstances in our society. People are demanding higher quality services and education is no exception. In such a climate of change and strenuous self-improvement, the school itself is emerging as an important axis in an effort to evaluate and improve the performance of the education system.

Eamon Tolan, the Principal of Grange Vocational School has done a lot of work to meet these expectations. Eamon has prepared a draft outline of school policy. In his introduction of school policy, he states that by answering the following four questions, it would build “aims and objectives for the school into a definite framework with direction and meaning”,

Where are we now?

Where are we going?

How do we intend to get there?

How will we know if we have got there?

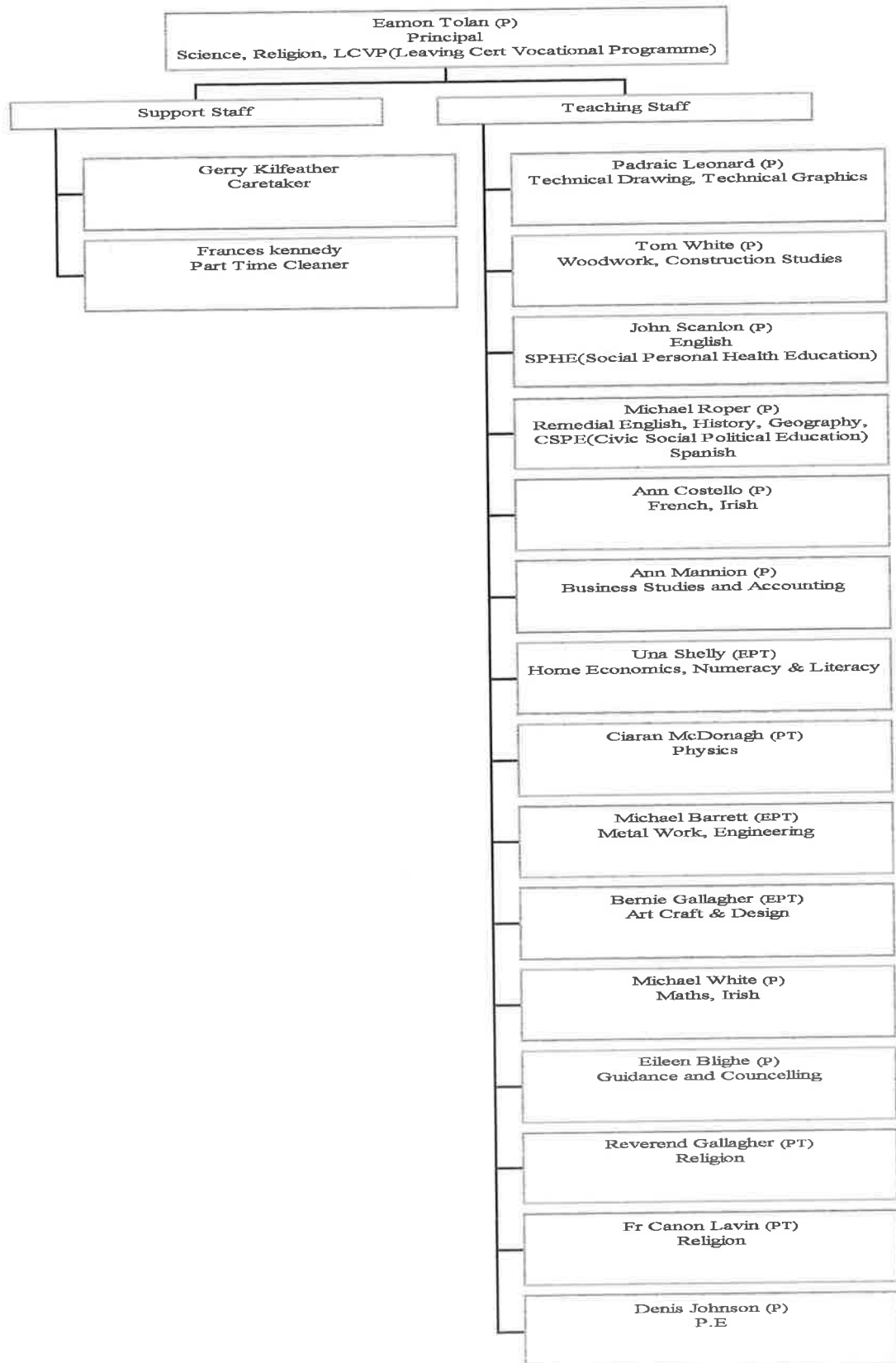
He states that the answer to Question 1 embraces our current buildings, curriculum and day to day routine; our position in relation to other schools and our future prospects; the school’s contribution to further education and to the employment market; the school’s contribution to the local community as a whole, and the social and economic factors which influence the life of the local community. He quotes that “ providing answers to the other three questions should form the basis for formulating aims and objectives for the school in keeping with the changing fabric of education and what the school feels should be its role in modern society and in filling that role, not merely adequately, but fully and dynamically.

This report is the first stage of helping the school answer the first question “ Where are we now?”. The objective of this report was to concentrate on the resources within the school i.e. human, physical and financial. The report includes the following:

1. School management and structures.
2. List of subjects taught at Grange Vocational school.
3. Data trends of school number intakes over the past ten years.
4. Interview of each teacher and objectives for your subjects taught.
5. Resource requirements and what you think are the core values of your school.
6. Who you viewed as the ‘customers ‘ of Grange Vocational school.
7. Layout and inventory of each individual classroom.

2. GRANGE VOCATIONAL SCHOOL ORGANISATION CHART

Grange Vocational school has a teaching staff of 16 and Support staff of 2. Ten of the teaching staff are permanent (p), three are part –time (pt) and three EPT (Eligible Part Time)



2. DUTIES

The management of Grange Vocational School is primarily the responsibility of the Principal. He is assisted by the Deputy Principal and five permanent teachers who have been assigned special duties as outlined below. School management is achieved in Grange Vocational as shown below:

1. Principal
2. Deputy Principal
3. Special Duties

1. Principal

Name: Eamon Tolan

Responsibility: Principal

Management of Staff & Facilities, Dealing with Parents, Dealing with Feeder Primary Schools, Secretary to Board of Management, Budget Management, School Staff/Student Development, Timetabling, Students Records, Exams, Publicity

2. Deputy Principal

Name: Padraic Leonard

Responsibility: Deputy Principal

Timetabling, all accounts (all materials and allocation of them), Examinations, Practical exams. In June responsible for looking after Junior Cert and Leaving Cert.

3. Special Duties

- **Adult Education**

Name: Michael Roper

Responsibility: Adult Education Officer for North Sligo

This post involves finding out from the community by advertising in the local newspaper if people are interested in a particular course. The community can also approach him on what courses people would like to do. If there is an interest of a minimum of twelve people, the post involves organising a teacher/instructor, advertising the date and venue.

- **Role Books/Registers**

Name: Michael Roper

Responsibility: Supervising Role Books

This post involves being in charge of the Role Books and supervising that roles are marked up every day and totalled.

- **Sport**

Name: John Scanlon

Responsibility: Post of Responsibility for Sport

This post involves entering teams into competitions e.g. Soccer, Gaelic, volleyball matches. Generally the post includes the promotion and organising of sporting fixtures within the school

- **Public Relations**

Name: Ann Costello

Post of Responsibility: Public Relations

This post involves promoting school news and events through local weekly paper either fortnightly or monthly. A team of reporters among students report news under the following headings: Sport, General and the post includes co-ordinating this news

- **Discipline**

Name: Ann Costello

Post of Responsibility: Discipline

This post deals with the clerical side of Discipline. It involves keeping a list of students behaviour, sending letters to parents about students behaviour, organising detention and suspension and being part of the Discipline Committee along with the Principal and Vice Principal.

- **Book Loan Scheme**

Name: Ann Mannion

Responsibility of Post: Book Loan Scheme

This post involves purchasing the books required by students for the year in each subject. The students pay a yearly subscription. A numbering machine identifies each book

- **School Shop**

Name: Ann Mannion

Responsibility of Post: School Shop

The duties of this post would include getting stock for the shop in Cash and Carry and the hiring of students to look after the shop.

****Ideally procedures should exist for each duty listed***

4. LIST OF SUBJECTS

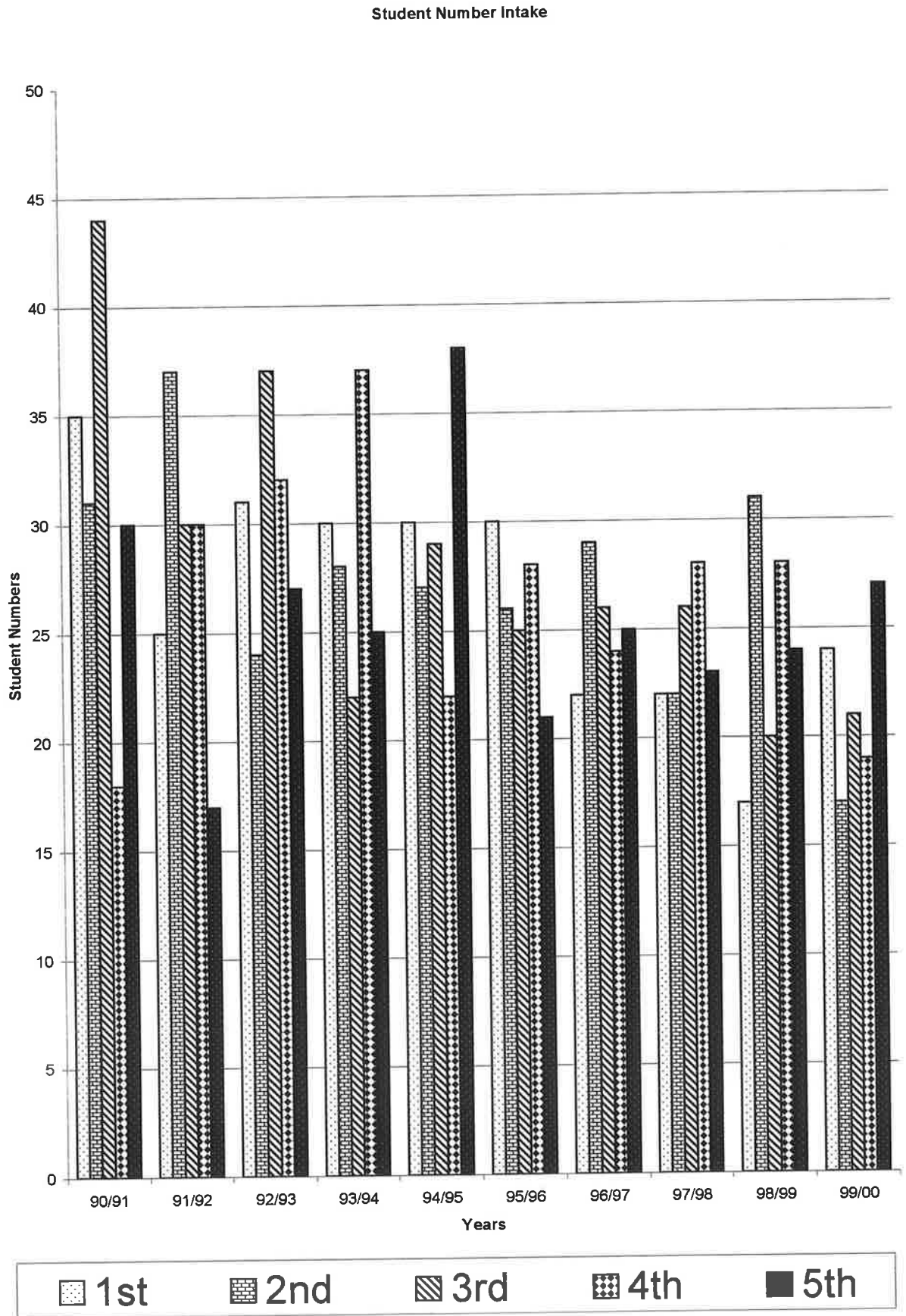
List of Subjects taught

<u>Junior Cert. Cycle</u>	<u>Leaving Cert. Vocational Programme</u>	<u>Adult Education</u>
<p>English Maths Irish Science Home Economics Art Craft & Design French Metal Work Technical Graphics History Geography CSPE (Civic Social Political Education) Business Studies Woodwork</p> <p>SPHE (Social, Personal, Health Education) Guidance and Counselling Religion Numeracy & Literacy Remedial English Physical Education Swimming Computers</p> <p><i>* All subjects are offered at higher and lower levels</i></p>	<p>English Maths Irish Physics Home Economics Art Craft & Design French Construction Studies Technical Drawing Spanish LCVP (Leaving Cert. Vocational Program) Accounting and Business Studies Engineering</p> <p>SPHE (Social, Personal, Health Education) Guidance and Counselling Religion Remedial English Computers Physical Education Computers</p> <p><i>All subjects are offered at higher and lower levels</i></p>	<p style="text-align: center;">Computers (80 Hour Course)</p> <p>European driving Licence – Monday, Wednesday, (2hours per night)</p> <p>Beginners course – Tuesday (1 hour)</p> <p>Improvers course Thursday (1 hour)</p> <p style="text-align: center;">Gardening (next term)</p>

- Subject content is set by the Department of Education
- Method of Teaching/Learning is individual to the teacher

4 (b) Student Number Trends

Notice that the overall trend over the ten year period is decreasing in Student Number Intake



5. TEACHERS OBJECTIVES PER SUBJECT

Teachers were asked to identify what they felt were the aims to be achieved through their subjects. These aims may be called visions for each subject taught. In a school context it is important that all individual 'visions' support the overall vision of the school

Teacher	Subject (s)	Room No.	Year (s) Taught	Higher (h) Lower (l) Foundation(f)	Objectives of Teachers
Eamon Tolan	Science	8	1,2,3	H, L	Students to get an understanding of the world around them. Get a good foundation in Science for further study
Eamon Tolan	LCVP	8	4,5	Common Paper	To make students more aware of enterprise and prepare them to enter the world of work. To gain Points in the Leaving Cert.
Eamon Tolan	Religion	8	1,4,5	N/A	To make students more aware of Christian heritage and beliefs.
Padraig Leonard	Technical Drawing	10	4,5	H, L	Each student to reach full potential irrespective of ability
Padraig Leonard	Technical Graphics	10	1,2,3	H,L	Each student to reach full potential irrespective of ability
John Scanlon	English	Prefab.	1,2,3,4,5	H,L	To help students become sufficiently literate, to cope with whatever life situations they may be in.
John Scanlon	SPHE	Prefab.		N/A	To empower students to cope with the awkward areas in life i.e. Substance abuse, helping them have a perspective on sexuality and building self-esteem.
Michael Roper	Remedial English	5	1,2,3,4	N/A	Students to have a reasonable efficiency in reading. Concentrate on reading skills.
Michael Roper	History	5	1,2,3	H,L	Give students a general outline of history
Michael Roper	Geography	5	1,2,3	H,L	Give students a general outline of Geography
Michael Roper	CSPE	5	1,2,3	N/A	Self development and make students aware of themselves and how they fit into the family, society and the community
Michael Roper	Spanish	5	4,5		A working knowledge of Spanish. Concentrate on speaking it rather than writing it.
Ann Costello	French	7	1,2,3,4,5	H, L	To increase language awareness, oral ability and some insight into French culture
Ann Costello	Irish	7	1,2	H, L	To try and preserve native language, its richness to our heritage and confidence in speaking and related culture heritage.

Ann Mannion	Business Studies	9	1,2,3	H, L	Basic understanding of business and how it relates to them as individuals, i.e., taxation, finance, insurance, budgeting and accounts.
Ann Mannion	Accounting and Business studies	9	4,5	H, L	More advanced level. It is more concentrated on Business
Tom White	Woodwork	6	1,2,3	H, L	The students get as much as possible out of the class and get the best results they can to the best of their ability.
Tom White	Construction Studies	6	4,5	H, L	The students get as much as possible out of the class and get the best results they can to the best of their ability.
Michael White	Maths	3	2,3,4,5	H, L, F	Get the students through their exams and help them develop thinking processes, and be able to analyse and methodically break down problems. At leaving cert. Level students should have a competent use of calculators.
Michael White	Irish	3	1,2,3,4,5	H, L, F	Try and give some appreciation of Irish and to better communicate in it.
Ciaran McDonagh	Physics		4,5	H, L	Show students that Physics is important and it is a fairly broad curriculum.
Michael Barrett	Metalwork	2	1,2,3	H, L	To get a good grade in Junior cert. and make the students' familiar with basic metalwork processes.
Michael Barrett	Engineering	2	4,5	H, L	Introduce the students to basic engineering and get a good grade in the Leaving cert.
Una Shelly	Home Economics	1	1,2,3,4,5	H, L	Help students apply knowledge in practical situations. What they learn in Home Economics is useful in later life.
Denis Johnson	Physical Education	Sports facilities Indoor & Outdoor	1,2,3,4,5	N/A	To see that every student gets P.E. To give the students a wide range of skills so that they will be able to carry on these skills after school, be it health related or performance related.
Una Shelly	Numeracy and literacy	1	N/A	N/A	To be able to help the child to function normally in family and society
Bernie Gallagher	Art Craft & Design	Prefab	1,2,3,4,5	H,L	Give students love for subject. Appreciation for Art and Design outside of the classroom. Giving them a sense of achievement by taking ideas, developing them and bringing them to a conclusion. Also to bring 4 th and 5 th years to exhibits to see heritage in the area.
Eileen Blighe	Guidance and counselling	4	1,2,3,4,5	N/A	To be available for all students for career information and personal guidance.

6. STAKEHOLDERS

Grange Vocational school has a variety of 'customers', 'partners', 'stakeholders' or 'actors' as they are so called by educationalists. From interviewing each teacher in Grange Vocational School, most of you had a problem with the word 'customer' and what it meant in educational terms. From my research, some writers believe that the primary 'customer' is the student, but there is a strong underlying assumption that the 'customer' of state education are parents, staff, VEC, Department of Education, Board of Management, industry and even society as a whole. These customers have different needs. All have a claim to judge service quality, despite their different needs and levels of participation in the service.

Your views are as follows:

1. Student

The majority of teachers however agreed that the student is the primary customer.

2. Department of Education

Most teachers saw the Department of Education as a customers that plays a financial and policy role in the school.

3. VEC

Like the Department of Education, most teachers saw the Department of Education as a 'customer' that plays a financial and policy role in the school.

3. Staff

All agreed that staff are customers

4. Parents

All agreed that parents are customers

5. Board of Management

Most teachers did not know who the Board of Management were or that the school had one

5. Local Community

Teachers felt that the local community has some input into the school but a lesser degree than the previous ones.

7. DUTIES OF STAKEHOLDERS

Once we recognise these partners in education, we can identify roles/ duties / responsibilities for them. This must be done in the next stage of the process.

Partners	Roles/Duties/Responsibilities
Student	
Teacher	
Board of Management	
VEC	
Department of Education	
Parent	
Community	
Support Staff	
Management	
Other	

8. CORE VALUES OF GRANGE VOCATIONAL SCHOOL

The following is a list of statements made by you the teachers and caretaking staff of Grange Vocational School. They convey what you think are the core values of your school.

Development of the whole person academically, physically, socially, culturally, spiritually*Eamon Tolan*

Help each student reach full potential irrespective of ability.....*Padraic Leonard*

Trying to get the best leaving cert. points for each child that they can.....*John Scanlon*

Student centred. Give students the best opportunities for further education. The core value system of: value home, value friends, honesty, justice is incorporated into the school by the way people deal with each other.....*Eileen Blighe*

The working relationships with students, staff and community.....*Gerry Kilfeather*

Good working environment, good discipline.....*Frances Kennedy*

Promotes the whole person rather than exams. Students leave the school well rounded, being able to cope with life. Students concentrate on what they are good at. Self-esteem is encouraged.....*Una Shelly*

Pupils are educated as well as can be and that they feel that they have enjoyed it*Michael Barrett*

Small classes means more one to one contact, fairly informal so the students get plenty of help.....*Ciaran McDonagh*

Students leave with a strong sense of Community. Equip students for life on an individual level and socially.....*Michael White*

Staff interested in students, sports promoted in the school.....*Tom White*

To develop a broad educational base. They have a good choice of subjects. Emphasis is put on more than just achieving results. The students develop a sense of responsibility, achievement. They get on with people. More to life than the Leaving Cert. Points*Ann Mannion*

To encourage confidence in a student's ability. To promote individual potential, general character development, sporting, academic and social. Allow the students to develop what they are good at.....*Ann Costello*

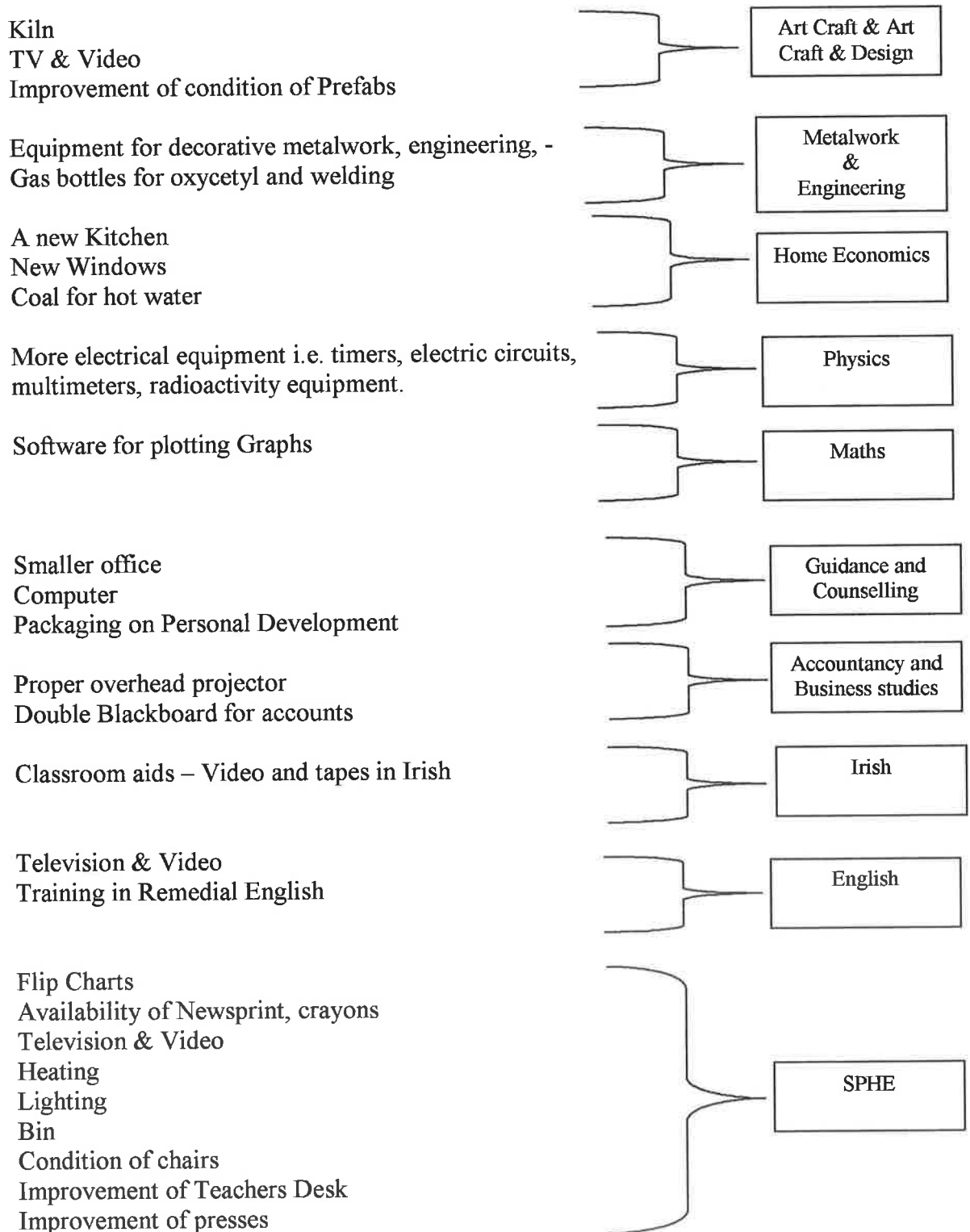
Try and aim to concentrate on the student.....*Michael Roper*

Teaching children for life. Helping them grow and develop to a greater or lesser degree. More one to one contact.....*Bernie Gallagher*

There is a good working relationship within the school. There is good liaison between staff, students and the authority of the school. There is a good friendly atmosphere. Staff are appreciative of the needs of each individual teacher.....*Denis Johnson*

9. TEACHING REQUIREMENTS

All teachers were asked about the adequacy of their resources. The following is a list of resources required:



10. SUMMARY

To create a learning experience for the child requires the involvement of all customers that are discussed in this report. Each 'customer' has his own needs to create a learning environment for the children. In Grange Vocational School, this is the case. From interviewing you, the teachers, we learned of your objectives in relation to your subjects taught and your needs in relation to resources required. The diversity of objectives and needs proves that education is complex and it is hard to satisfy everyone's expectations. In order to satisfy these expectations, the following is required:

1. A shared vision of the kind of school you want and are willing to create
2. Defined, measurable objectives related to this shared vision. These objectives, when achieved should delight the student and all other 'Customers'
3. Everyone shares a passion to move continuously closer to the ideal vision and accomplishment of the objectives.
4. A view of education as a service that includes students, parents, VEC, Department of Education, Board of Management and the community
5. A system in which progress is tracked in order to identify what's working and what isn't so education can be continuously improved

Shared Vision

In this report, the core values of Grange Vocational School were identified. The words or statements which most teachers used could be described as your shared vision for the future. They are as follows:

'Development of the whole person',
'Student reach full potential',
'Good working relationships/environment',
'One to one contact'
'Well rounded'

Mission and Objectives

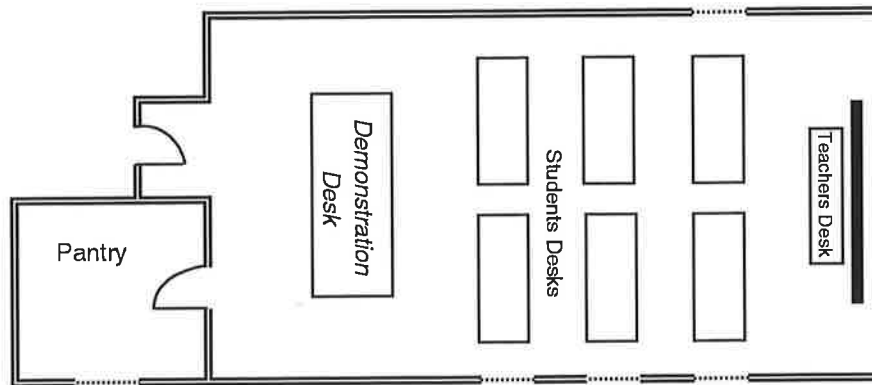
In stage 2 of my next report, I would hope to build on these statements and draw them out into a mission statement i.e. a list of what has to be done in order to achieve this vision. Hence, this should progress into aims and objectives for the future of Grange Vocational School.

However, for any change to occur, it involves a lot of involvement and commitment.

11. PHYSICAL RESOURCES

- 11.1 School Classroom layout and inventory
- 11.2 Sports Facilities Report

Home Economics Room

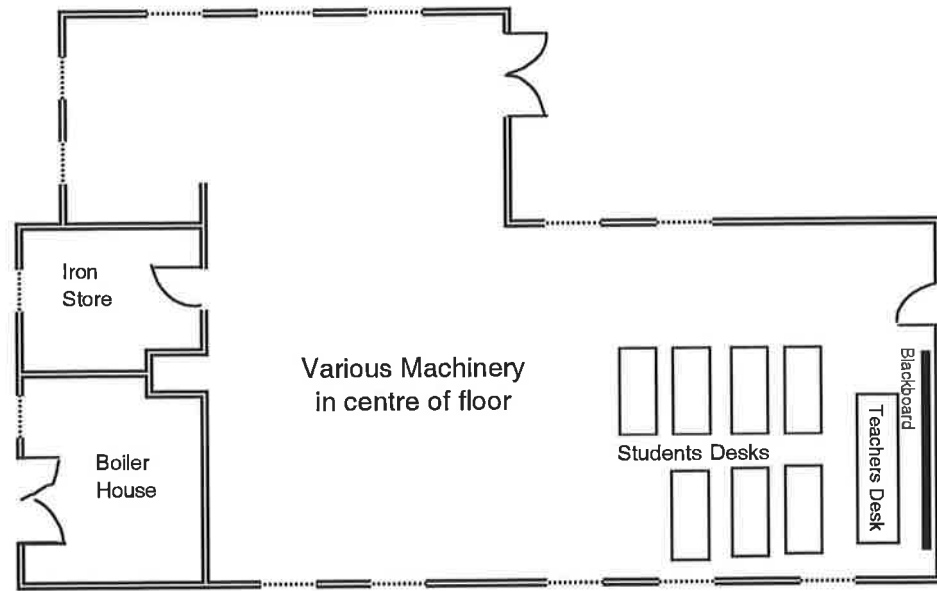


Room No. 1

List of Inventory in Room 1

- | | |
|-----------------------------|--|
| 1 x Teachers Desk | 1 x Demonstraion Table |
| 6 x Student Tables (double) | 1 x Boiler |
| 18 x Chairs | 1 x Press(Containing Textiles) |
| 1 x Blackboard | 3 x Press(4 door), (1 door), (12 door) |
| 2 x Radiators | 2 x towels and rails |
| 3 x Mats | 1 x Fridge Freezer |
| 5 x Sinks (all single) | 1 x Book Trolley |
| 2 x Tables | 1 x Computer / Trolley |
| 2 x Gas Cookers | |
| 2 x Electric Cookers | |
| 1 x Range | |
| 1 x Microwave | |
| 1 x Fire Extinguisher | |
| 1 x Fire Blanket | |
| 1 x Dustbin | |
| Food Mixers | |
| Blender | |
| Food Processor | |
| Toaster | |
| Electric Kettle | |
| Deep Fat Fryer | |
| 2 x Irons | |
| 1 x Ironing board | |
| 5 x Sewing Machines | |

Engineering Room

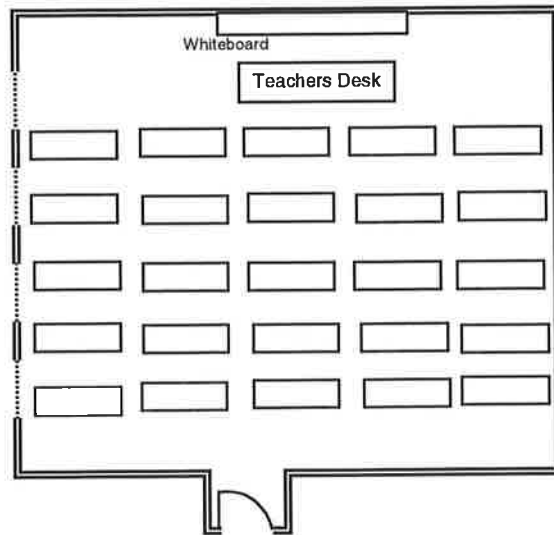


ROOM NO. 2

List of Inventory in Room 2

- 1 x Teachers Desk
- 7 x Student Wooden Desks (Double)
- 20 x Stools
- 1 x Blackboard
- 3 x Lathes
- 1 x Milling machine
- 16 x Vices
- 15 x Tool Boxes
- 1 x Welder
- 1 x CNC Machine
- 1 x Drilling Machine
- 1 x Oxygen and acetylene blow torch
- 1 x Saw
- 1 x Grinder
- 3 x Cabinets
- 2 x sinks
- 1 x Towel and Towel Rack
- 16 x 5 Drawer Presses

Irish / Maths Room

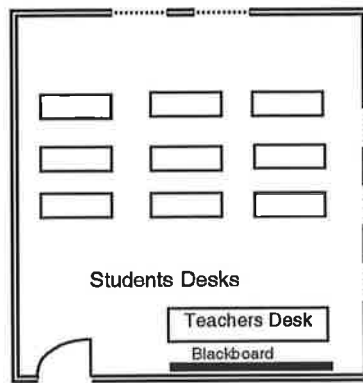


Room No. 3

List of Inventory in Room 3

- 1 x Teachers Desk
- 25 x Student Tables (Single)
- 25 x Student Chairs
- 1 x Whiteboard
- 1 x Filing Cabinet (twin long door)
- 1 x Fire Extinguisher
- 1 x twin cassette Radio
- 1 x Small bin
- 1 x Press (Twin door)
- 2 x Chairs (1 Wooden)
- 1 x large Graph Plotter
- 3 x Radiators
- 1x movable heater

Career Guidance Room

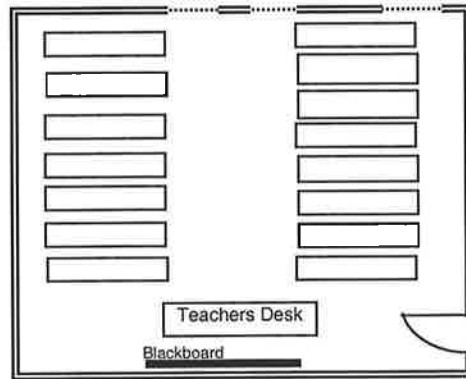


Room No. 4

List of Inventory in Room 4

- 1 x Teachers Desk
- 9 x Students Tables (Double)
- 10 x Chairs
- 1 x Blackboard
- 1 x Cupboard
- 1 x Fire extinguisher
- 1 x Dustbin
- 2 x Radiators

History, Geography, Spanish
English, CSPE

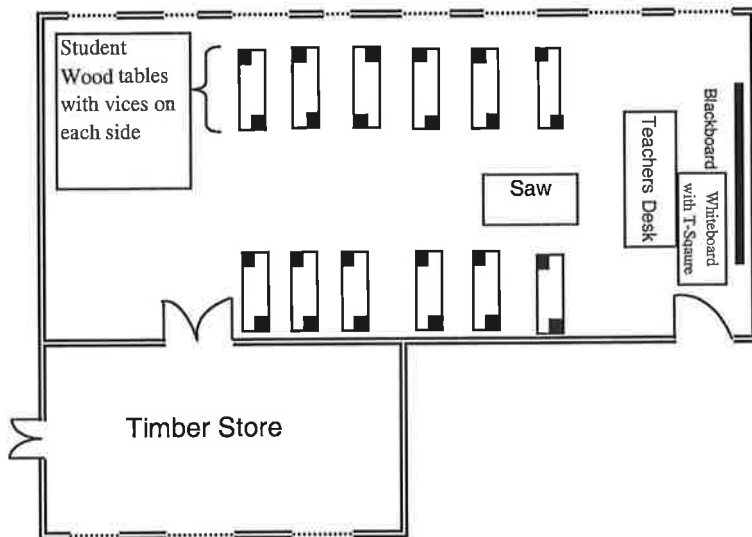


Room No. 5

List of Inventory in Room 5

- 1 x Teachers Desk
- 15 x Student Tables
- 25 x Chairs
- 1 x Blackboard
- 1 x Press (8 door)
- 1 x Broken Dustbin
- 1 x Radio
- 1 x Fire Extinguisher
- 1 x Clock
- 1 x Teachers Swivel Chair
- 1 X Filing Cabinet
- Rolls of Maps
- 1 x Globe
- 1 x Radiator
- 1 x Press

Woodwork, Construction Studies

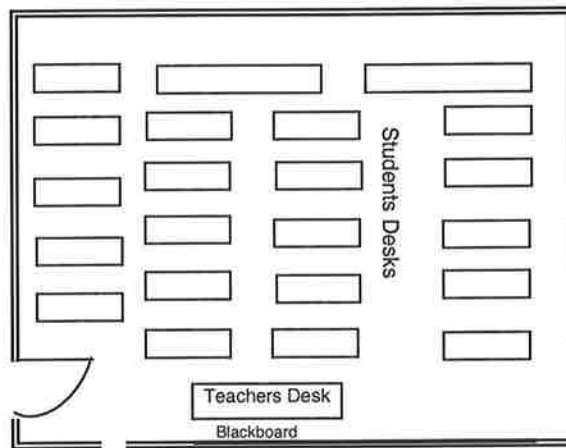


Room No. 6

List of Inventory in Room 6

- | | |
|------------------------------|-------------------------|
| 1 x Teachers Desk | Chisels |
| 18 x Stools | Hammers |
| 12 x Student Wooden benches | Planes |
| 1 x Blackboard | Screwdrivers |
| 1 x Whiteboard with T-Square | Markers |
| 2 x Fire Extinguisher | Levels |
| 5 x Radiators | Bench (for tenson saws) |
| 1 x Band Saw | Mallatt |
| 1 x Plane | T.Square |
| 1 x Drill | Saws |
| 1 x Wood Turner | 1 x overhead projector |
| 1 x CNC Rotor sink) | 1 x press (underneath |
| 1 x Cabinet (12 Door) | |

French & Irish

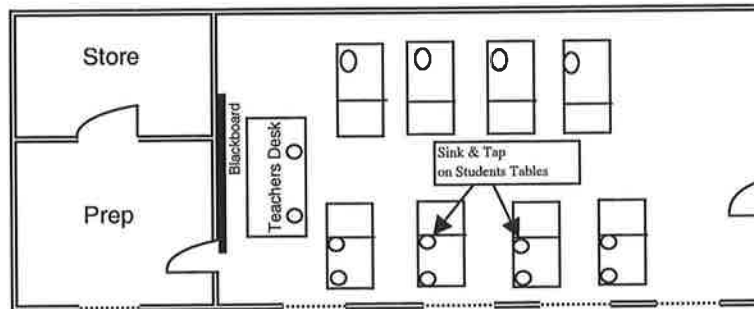


Room No. 7

List of Inventory in Room 7

- 1 x Teachers Desk
- 20 x Single Student Tables
- 2 x Double Student Tables
- 23 x Chairs
- 1 x Blackboard
- 2 x Cabinet
- 2 x Radios (twin cassette, single cassette)
- 1 x Dustbin
- 1 x TV
- 1 x Television
- 1 x Filing Cabinet
- 3 x Radiators
- 1 x Fire Extinguisher
- 2 x Filing Cabinet (large twim door, small one door)
- 1 x twin door Press
- 1x Displav Board

Science & Physics Room

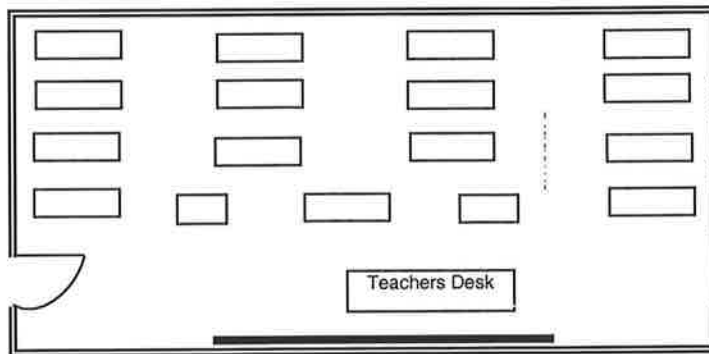


Room No. 8

List of Inventory in Room 8

- 1 x Teachers Desk (Containing two sinks and two gas outlets)
- 8 x Student Tables (containing sinks and gas outlets)
- 26 x Stools
- 1 x Blackboard
- 1 x Fume Cupboard
- 1 x Overhead Projector
- 1 x Table
- 1 x Press (5 Door)
- 1 x Fire Extinguisher
- 7 x Twin Wall Shelves
- 1 x Bench containing sink (twin door Press underneath it)
- 1 x Television
- 1 x Video
- 2 x Presses (twin door)
- 1 x Old Television
- 4 x Radiators attached to student tables
- 1 x Display Board
- 1 x Fire Extinguisher

Business Studies and Accounting

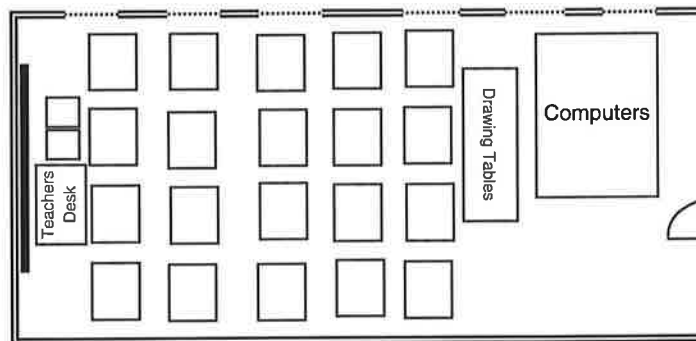


Room No. 9

List of Inventory in Room 9

- 1 x Teachers Desk
- 17 x Student Tables (15 x Double, 2 x Single)
- 32 x Chairs
- 1 x Blackboard
- 1 x Dustbin
- 2 x Presses(Twin Door)
- 3 x Radiators
- 1 x Fire Extinguisher
- 1 x Display Board

Technical Drawing Room

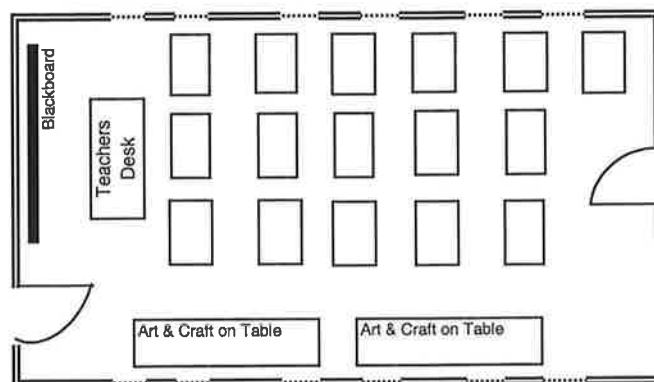


Room No. 10

List of Inventory in Room 10

- 20 x Drawing Tables (containing sinks and gas outlets)
- 2 x Table
- 1 x Sink (double door Press underneath)
- 1 x overhead projector
- 1 x Filing Cabinet
- 10 x Computers
- 1 x Printer
- 1 x Bin
- 1 x Fire Extinguisher
- 1 x scanner
- 1 x Clock
- 4 x Display Board
- 1 x Filing Cabinet
- 1 x Press (4 Door)
- 1 x Radiator
- 1 x Swivel Chair
- 18 x Stools
- 2 x Press
- 1 x Towel Rail

Art Craft & Design

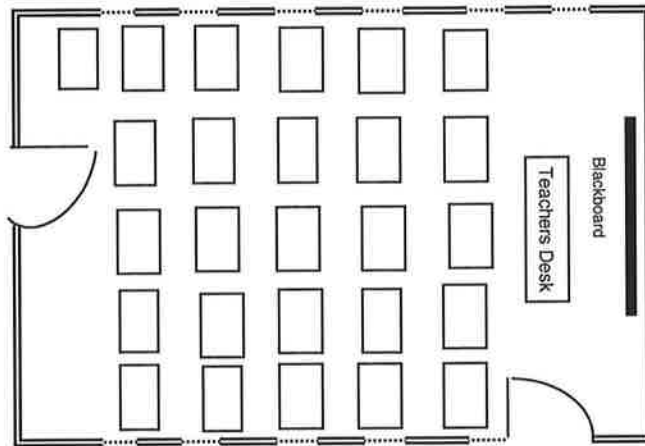


Room No. 11

List of Inventory in Room 11

- 1 x Teachers Desk
- 16 x Single Student Tables
- 16 x Chairs
- 1 x Blackboard
- 1 x Clock
- 2 x Tables (with Craft Work on it)
- 1 x Press
- 1 x Fire Extinguisher
- 2 x storage Heaters
- 5 x Tables
- 1 x Sink
- 1 x Twin shelf
- Art Boards
- 2 x Wooden Stools
- 1 x Fire Extinguisher
- 1 x Bin

English, SPHE

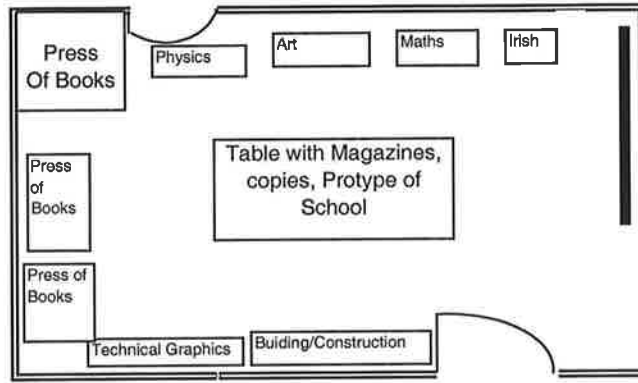


Room No. 12

List of Inventory in Room 12

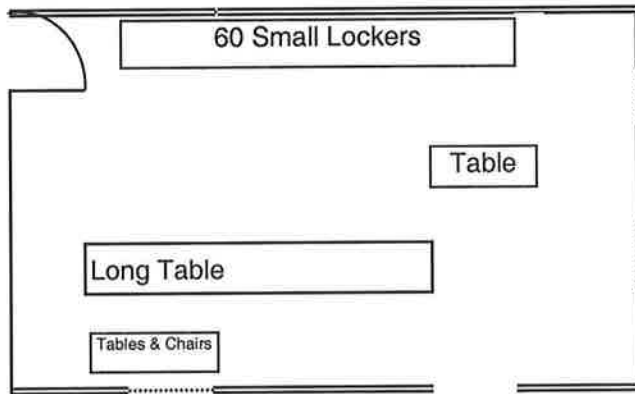
- 1 x Teachers Desk
- 26 x Single Student Tables
- 26 x Chairs
- 1 x Blackboard
- 3 x Filing Cabinet (twin Door, one door)
- 1 x Radio
- 1x broken basin(bin)
- 2 x Storage Heaters

Book Room

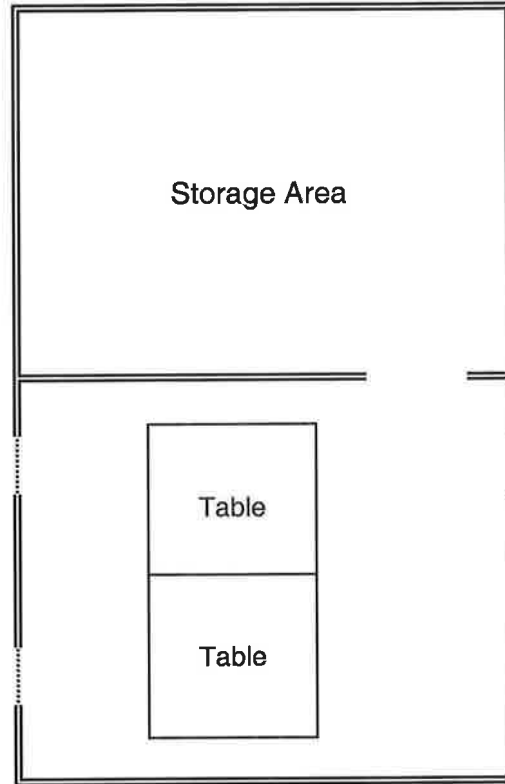


Prefab

Locker Room



Staff Room



SPORT FACILITIES REPORT

1. BOATSHED

1.1 Background

In 1984, Eamon Tolan, Principal of Grange Vocational School saw that there was a need for more extra-curricular or after schools activities during the summer months. A scheme for Holiday Sport and Adventure was run by Eamon Tolan and Padraic Leonard. In 1988, the VEC then initiated the Sailing course with a small number of boats and this course has grown in popularity over the years. The boats are housed in a Boat Shed at *Grange Vocational School*. The Boat Shed is a 'Completely self containing unit'. On a number of occasions, students have competed at the International School's Regatta at Schull in Co. Cork with success. These regattas involve students from N. Ireland, England, Scotland, Wales, France, Spain, Holland.

It contains the following:

7 x Mirror dingys (complete with sails, rigging)
12 x Toppers
2 x Trailers for transport of all boats.
1 x inflatable dinghy with overboard motor
1 x Rigid 'Plastic Fantastic' rescue boat with outboard motor
1 x large clinker built 'Titanic'
10 x Fibre Glass Kayaks
40 x Buoyancy aids

1.2 Sailing Courses

Sailing for Students

Sailing courses are organised by the V.E.C for the whole Summer at Mullaghmore - from early June right through to the middle of September.

Courses are provided for students in *Grange Vocational School* and other schools if they so wish – at no cost. All equipment and instruction is supplied and generally students are collected each day by minibus and returned each evening. This is a unique opportunity for young people to pick up another skill which will last for life.

In the last two years, the course has normally run from 9 a.m.- 5p.m. for the first two weeks of September and it coincides with the opening of the school

It provides a good opportunity for students entering the school to get familiar with other students in *Grange Vocational School*. Training is ongoing i.e. students taking courses can go onwards to taking 'Irish Sailing Associations Qualifications'. The incentive there is the going through all levels. Certificates are given for each level achieved.

Sailing Courses for General Public and Visitors

Courses are also run for General Public and for visitors to the area –courses are for 2 weeks – 9am - 5pm. The cost is in the region of £160 for two weeks

Sailing Courses for Adults

Evening courses for adults depend on demand. They run from 6.30p.m. -9.30p.m.

5 days a week. The sailing courses can cater for around 58 people. Numbers are similar on other courses. All instructors are fully qualified Irish Association Qualified Instructors

1.3 Benefits of Sailing

- Sailing is a skill for life
- People can sail and get involved with boats after school
- Opportunity for being a member of a crew
- Principles of sailing – can communicate with other crew members
- Good leisure activity
- Forms a good link with Primary School-have experience with school
- Learn Basics of Sailing- Rigging and derigging a boat, how to catch winds and turn, safety on water, weather and knowledge of sea

* The Junior Organiser for Sailing in Co. Sligo VEC is Kevin O' Brien

1.4 Opportunities

As students get more grades, trainees can become helpers i.e. help qualified instructor with new beginners. Young people with 1 to 2 levels can act as helpers and get paid for it. As well as helping out they could get to another level. Students from *Grange Vocational School* have picked up a lot of skills in boat maintenance and repair from Padraic Leonard, the Vice Principal of Grange Vocational School. They also get paid for it

1.5 Future Developments

It is hoped for the future to put Loft into Boatshed for:

- More storage area
- Provision of showers, drying rooms (May be at Complex or as an addition to Boat Shed)

2. TRACK AND FIELD

2.1 Background

In the late 1960's, Grange Vocational School purchased 4.5 acres of land from a local family, bordering on the school. It was two small fields divided by a fence in rough condition. Several projects were undertaken to improve operation, eventually culminating in a large project by *Grange Vocational School* itself in 1978-1979. The field was developed, all put into one, drained, ploughed and reseeded and finished as a football field. At the same time, the play area of the school was fenced and tarmacdamed. Tennis, Volleyball, and basketball areas were also marked out. That whole project won the school a National Award Irish Nation-wide and Irish Independent Environmental Care Project in 1978 for which they got a pricey sum of £500. From community involvement and money , Grange Vocational School has an excellent tarmacdamed play area and football field . Today, these facilities are open to the public.

Years after the opening of the Sports and Leisure Centre, North Sligo Athletics Club was growing and it needed a base. Due to this a licensing arrangement between the Vocational School, VEC and the North Sligo Athletics Club was made and an all weather 300m running track and jogging track was laid down around the football field by Mr. Michael Carney. In a similar licensing arrangement between the school, VEC and Grange United Soccer Club, a soccer field was developed in the centre of the

running track as a base for the Grange United Club. All this work was carried out by the Club themselves. Long Jump area and Shot Putt area was developed by Michael Carney.

2.2 Facilities

- 300m Running Track
- 300m Jogging Track
- Soccer Field
- Long Jump area
- Shot Putt area

3. SPORTS COMPLEX

3.1 Background

In 1985, it was agreed within the Community to build a Sports Centre in Grange. It was felt that having it close to the schools meant good use of it. A site was made available to the Community on a long-term lease on Grange Vocational School's Football Field. It did not impinge on the football field. It was built and opened in November 1988.

It is a community run facility and is available to Grange Vocational School at of the time. All P.E. classes and all other activities are held in it. It is also a favourite for all inter-school competitions

3.2 Facilities

- Meeting Room
- Kitchen Facility
- Raquet Ball Court
- Hand Ball Court
- Squash
- Gym Room
- Sports Hall

3.3 Activities

- Raquet Ball
- Handball
- Squash
- Badminton
- Indoor Soccer
- Athletics
- Aerobics
- Basketball

4. TENNIS COURTS AND PLAY AREA

4.1 Background

In the last 10 years there has been great interest in tennis in Grange Vocational School. Towards the end of 1997, following discussions with the North Sligo Sports Centre, at which they agreed to put some funding, a joint application including costings and quotations was made to Sligo County Council, bringing £30,000 grant aid to the project. As a joint venture, two top quality tennis courts, fenced, painted and fully flood lit were developed on a site between the school and the Sports Complex. The school jointly administers them during the daytime and Sports Complex after school hours. The courts are of the highest quality and have been used already by Sligo Tennis Club to run part of the Connacht Open Championships. At the same time, the school play area around was tidied up when contractors were on site.

4.2 Facilities

- x Fully Flood Lit, fenced and painted Tennis Courts
- 1 X Table Tennis Tables and one being completed

Play area for:

- Basketball
- Outdoor Soccer

4. OTHER ACTIVITIES

5.1. Night Classes

- Computers for beginners
- Computers for Improvers
- European Computers Driving License
- Gardening
- ICA Arts Classes
- Civil Defence First Aid Class
- Gardening
- Course in Forestry
- Women's Creative Project
- ICA Meetings
- Community Council Meetings
- Credit Union Study Group
- County Development Board Meetings
- Sligo LEADER Partnership Meetings
- Grange and Armada Development Association Meetings

Appendix D

Teacher Questionnaire 2

Grange CEARN

Educational Research

Volume 1, Issue 2 Monday 13 March



Hello Teachers

Following my report and discussions at your staff meeting about school development planning, one must look at the future of Grange Vocational School. There are three options for Grange Vocational School: (1) The school continues as it is, (2) The school continues to grow or (3) The school ceases to function. I would like to find out from you what your thoughts are on these statements. At the staff meeting, you identified two main priorities for improvement within the school: staff/student morale and also the profile of the school. Please take time at breaktime or lunchtime to think about what the causes are for having poor morale within the school and a low profile within the community. I will leave a suggestion box in your staff room and you can put this sheet into it. I will collect it on Wednesday 15th March. Try and get everyone involved in filling it out. If there is not enough space to list your suggestions, write on the back of this sheet. Any priorities that you feel are more important than the two already identified, please feel free to write them down. I will report back with the findings!

What is your opinion on these 3 statements and rank them (1,2,3) in order of probability of happening and also in order of how you would prefer it to be

	Rank in order of probability (1= being the most probable)	Rank in order of preference (1 = the most preferred)
The school will continue as it is		
The school will continue to grow		
The school will cease to function		

Two main priorities listed below were identified at the staff meeting for improvement. Please take time to list the causes of these problems.

Effect	Cause
Poor student /staff morale	

Effect	Cause
Poor School Profile within the community	

Appendix E

Results of Questionnaire 2

Results of Survey

Following my earlier report and discussions at your last staff meeting about school development planning, I prepared a survey.

The scope or goal of the survey was to:

1. Find out your opinions on the future of Grange Vocational School and to determine your preference for this likelihood
2. To identify the causes of :
 - Poor morale among teacher and staff
 - Poor school profile

Sixteen survey sheets were left in Grange Vocational staff room on Monday 13th March. Over a month later on the 20th April, the surveys were collected. There were 5 replies collected a response rate of 31 %. Due to the response rate being so low, the survey would not hold any validity. Thanks to Mr. Michael Roper, more surveys were filled out and the response rate is 81% which is a greater representation of teachers views and suggestions.

Summary of Survey

The survey Identified a lot of areas for improvement. It is clear from the results that teachers want the school to grow but see it continuing as it is. The last thing all teachers want is for the school to cease to function. If this is the case, there is a need for a change in attitude and direction.

Two major problems were looked at in the survey:

- 1) Poor student / staff morale in the school
- 2) Poor profile of the school within the community

The causes of each problem were put under categories that I chose but you should establish your own. I will deal with each problem individually.

Poor Student / Staff Morale within the school

I grouped the causes of poor morale, which you identified under main headings; Students, Staff, Management and Environment. (See page 4 for more detail).

In your opinion, the type of student in Grange Vocational School is contributing to poor morale. They are low ability students, lack motivation and in the weaker students they lack self-esteem. Communication between students and staff and staff themselves is a contributing factor to poor student morale. Under the heading of management, teachers identified causes of poor morale in management's lack of effective systems and structure in the areas of discipline, rewarding staff and students, communication and timetabling. Poor profile of the school in the community and the shifting of values and attitudes in society were other additional causes of poor morale.

Poor School Profile within the Community

I put the causes of poor profile which you identified under the headings; Communication, community, students, Management, Teachers and Public Relations (See page 5 for more detail). Communication is the major underlying cause of poor profile within the community; Poor communication between school and community, poor communication between school and parents as to what is going on in the school and poor communication between school and local primary schools. Contributing to this cause is another cause i.e. poor public relations. School achievement, the good points of the school and subject variety is not highlighted in newspapers and in the community. There are other causes listed in the report but I have summarised the main causes that emerged from the survey.

I hope this report will provide the school with some guide for improvement. I would ask you to look at it in detail and hopefully in the new school year, actions can be taken on some of these areas.

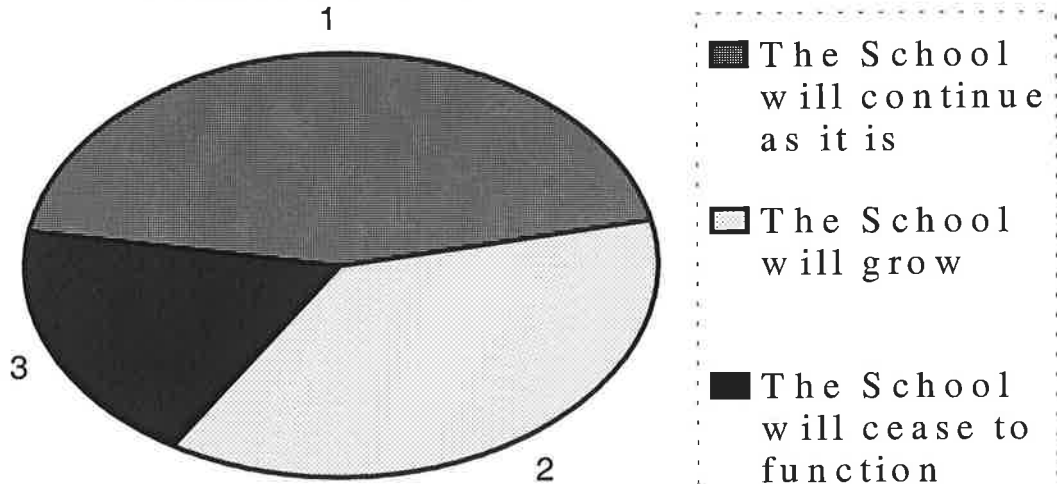
Have a nice holiday and thank you for co-operating with me.

Cathriona Conneally

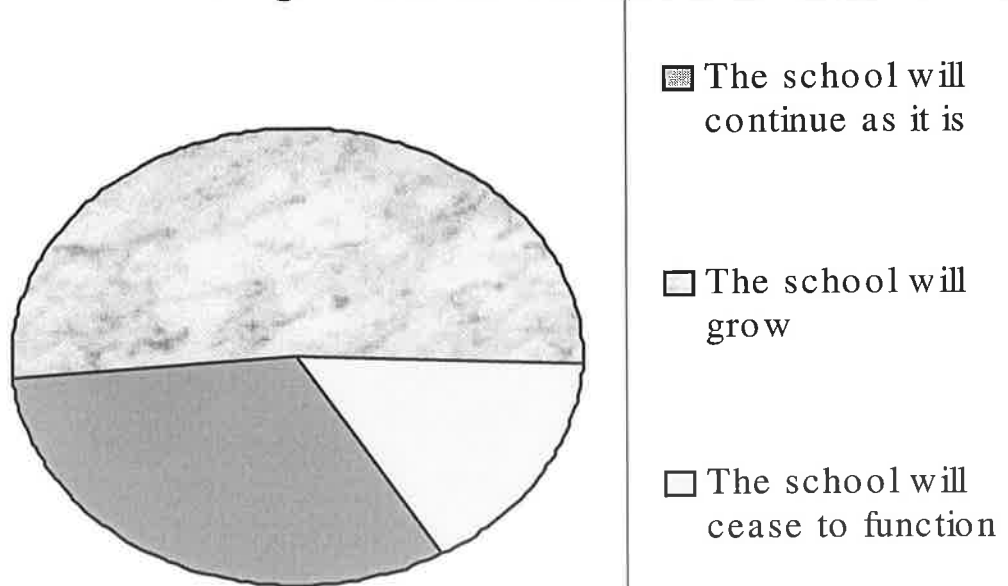
Results of Survey

Future of Grange Vocational School

What you think will happen to Grange Vocational School



Teachers Preferences to the future of Grange Vocational School



Note: Teachers see that the probable future of Grange Vocational School is 'to continue as it is' as shown in the first pie chart. However, teachers would prefer for 'the school to grow' which is shown in the second pie chart

Causes of Poor School Morale within the School

Causes	Reasons Why
Students	<ul style="list-style-type: none"> • Higher % of Students are weaker/ Low achievers/ Less interested students
	<ul style="list-style-type: none"> • Impossible to motivate some students (large %) –they work against progress – attitude problems
	<ul style="list-style-type: none"> • Low ability students
	<ul style="list-style-type: none"> • Students lack the motivation and drive to be progressive.
	<ul style="list-style-type: none"> • Student aspirations often don't match student ability or students sense of work levels required for Higher Level courses. This can lead to reduced morale.
	<ul style="list-style-type: none"> • Students – low self esteem among weaker students
	<ul style="list-style-type: none"> • High number of students discourage any new developments e.g. sports, new clubs, new ideas
	<ul style="list-style-type: none"> • Student Intake is 20% Remedial (behavior problems), 70% Ordinary and 10% Higher Level
Staff	<ul style="list-style-type: none"> • 'Lack of Human touch' - there is a need to be able to take more time just to talk with students.
	<ul style="list-style-type: none"> • Lack of co-operation among teacher in terms of organising things
	<ul style="list-style-type: none"> • Teachers pitching their teaching to accommodate Higher Level students. This is causing poor student morale
Management	<ul style="list-style-type: none"> • Lack of an effective system for dealing with disruptive pupils
	<ul style="list-style-type: none"> • Lack of enforcing a standard code of behavior.
	<ul style="list-style-type: none"> • Staff who work hardest are not rewarded by positions of authority e.g. Posts of Responsibility
	<ul style="list-style-type: none"> • No reward system for students who do behave
	<ul style="list-style-type: none"> • Timetable constraints and general pressures
	<ul style="list-style-type: none"> • Lack of opportunities for Senior Cycle to develop a sense of responsibility
	<ul style="list-style-type: none"> • Poor internal communication
Environment	<ul style="list-style-type: none"> • Poor profile in the community
	<ul style="list-style-type: none"> • A rapid and global shift in moral and cultural values and attitudes place a huge burden on education and schools.

Causes of Poor School Profile within the Community

Causes	Reasons Why
Communication	<ul style="list-style-type: none"> • Lack of communication between school and community
	<ul style="list-style-type: none"> • Lack of communication
	<ul style="list-style-type: none"> • Lack of awareness among parents regarding what goes on in the school
Community	<ul style="list-style-type: none"> • Lack of interest from local community to what is happening in local school
	<ul style="list-style-type: none"> • Poor response from local primary school on recent open day
	<ul style="list-style-type: none"> • Community show little support to events happening in the school
	<ul style="list-style-type: none"> • Locals(Grange national School in particular) discourage their students to attend Grange Vocational School-even the open day held recently
	<ul style="list-style-type: none"> • Vocational Education was traditionally perceived as being a second vote Education, not only in Grange area but in many parts of Ireland
	<ul style="list-style-type: none"> • To a passer by, the first impression of the school is that it is an old 'Tech'
	<ul style="list-style-type: none"> • It may be caused by the size of the school. Parents may feel that there is not enough subject choices for their children
Students	<ul style="list-style-type: none"> • Because of students low ability, too few students have a really positive school experience and the 'vibes' they give of the school tend to be negative rather than positive
	<ul style="list-style-type: none"> • Image created by disruptive pupils
Management	<ul style="list-style-type: none"> • No involvement by school in community activities or at least very little
	<ul style="list-style-type: none"> • Low subject choice for L.C
	<ul style="list-style-type: none"> • Shabby Classrooms
Teachers	<ul style="list-style-type: none"> • Most teachers do not live within the community-most are not involved in community activities
	<ul style="list-style-type: none"> • A small number of teachers may have a poor reputation as teachers in the community – this would be promoted by ex pupils
Public Relations	<ul style="list-style-type: none"> • School achievement is not highlighted in Newspapers.
	<ul style="list-style-type: none"> • Community do not know enough about school. The good points of the school are not emphasised enough within the community
	<ul style="list-style-type: none"> • People are not aware of the variety of subjects on offer
	<ul style="list-style-type: none"> • Any positive aspects or achievements for the school are not highlighted in the community
	<ul style="list-style-type: none"> • Grange Vocational School does not do any P.R. to highlight achievements

Teachers Suggestions for Improvement

Suggestions for Improvement

- Greater communication
- Cross-subject approaches may enhance the learning for students.
- A system to convey all information/news in all directions.
- Students need to be given more responsibility and must be more responsible themselves. Students must concentrate on some non-academic activities to boost morale.
- Staff should work together more also on non-academic activities to get to know each other also.
- More involvement in in-service teacher courses needed

Suggestion for Improvement

- ◆ Need for more *planned* interaction with community – school open day, displays of work etc.
- ◆ The board of management to become more active
- ◆ Set up a Parents Association with a broad brief.
- ◆ In breaking tradition students and Community need to realise that what is on offer is as good or better than can be achieved elsewhere.
- ◆ Need for greater promotion of school in the community

Appendix F

Outline Plan

Grange Vocational School Grange, Co. Sligo

Telephone: Principal 071 – 63514
Staff 071 – 63118

Fax: 071 - 73105

E-mail: grangevs@iol.ie

OUTLINE PLAN

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2.0 Our Values	2
3.0 Our Aims	2
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5.0 School Resources	3
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8.0 Achieving Our Aims	7-10

1.0 PURPOSE

'The general aim of education is to contribute towards the development of all aspects of the individual, including aesthetic, creative, cultural, emotional, intellectual, moral, physical, political, social and spiritual development for personal and family life, for working life, for living in the community and for leisure

Curriculum and Examinations Board
'Issues and Structures in Education'
September 1984

Grange Vocational School has adopted this definition as its overall purpose.

2.0 OUR VALUES

- We value our pupils and their parents
- We develop the whole person academically, physically, socially, culturally, spiritually
- We strive to help each student reach full potential irrespective of ability
- We strive to give students the best opportunities for further education.
- We promote this core value system of: value home, value friends, honesty, justice is incorporated into the school by the way people deal with each other.
- We value the working relationships with students, staff and community

3.0 OUR AIMS.

Our priority aims for the immediate future are:

1. Provide a good education for all pupils.
2. Raise the profile of the school.
3. Increase the morale of students and staff.
4. Grow the school to 400 pupils by 2010.

These aims will be achieved as detailed in section 8.0.

4.0 PROFILE OF THE SCHOOL

Grange Vocational School was established in 1934. Grange is a Co-Ed, Post Primary School under the auspices of Co. Sligo Vocational Education Committee. The school caters for pupils aged between 12-18 years, studying the Junior Certificate - 3 year programme) and Leaving Certificate (LCVP) - 2 year programme. It has a catchment area comprising of: -

-Drumcliff -Mullaghmore -Ballaghtrillick -Cliffony

The school has capacity for 160 pupils.

Many Grange families are long term residents of the area with two and three generations attending the school.

5.0 SCHOOL RESOURCES.

5.1 Staffing.

Grange Vocational school has a teaching staff of sixteen and two support staff. The following is the breakdown of the teaching staff.

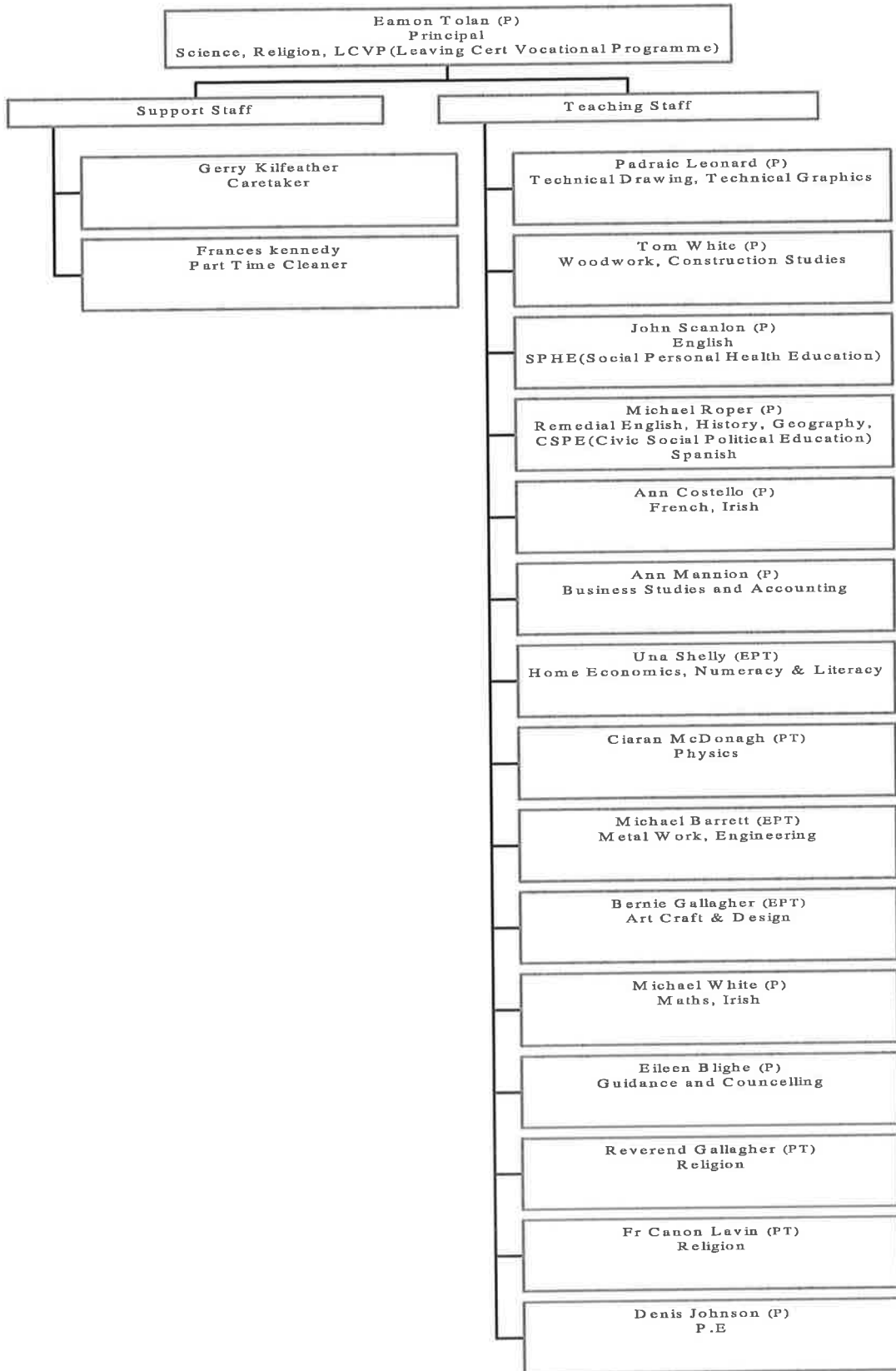
- Ten are permanent (p),
- Three are part –time (pt)
- Three are EPT (Eligible Part Time).
- One Cleaner
- One Caretaker

(See organisational chart on next page)

5.2 Physical Resources

The school is well equipped with classrooms, special purpose rooms and sports facilities. These are detailed in the 'Physical Resources Booklet'

Grange Vocational School Organisational Chart



6.0 SCHOOL MANAGEMENT AND ADMINISTRATION.

6.1 Management Structure

The management of Grange Vocational School is primarily the responsibility of the Principal. He is assisted by the Deputy Principal and five permanent teachers who have been assigned special duties.

Permanent teachers are identified with the letter (P) and special duties teachers by (*) on the organisation chart. (See chart). Examples of special duties are listed below. Where necessary, procedures exist which assist in the implementation of the post.

Principal

Management of Staff & Facilities, Dealing with Parents, Dealing with Feeder Primary Schools, Secretary to Board of Management, Budget Management, School Staff/Student Development, Timetabling, Students Records, Exams, Publicity

Deputy Principal

Timetabling, all accounts (all materials and allocation of them), Examinations, Practical exams. Responsible for State exams.

6.2 Special Duties

- **Adult Education**

This post involves finding out from the community by advertising in the local newspaper if people are interested in a particular course. The community can also approach him on what courses people would like to do. If there is an interest of a minimum of twelve people, the post involves organising a teacher/instructor, advertising the date and venue.

- **Supervising Class Registers**

This post involves being in charge of the registers and supervising that rolls are marked up every day and totalled.

- **Sport**

This post involves entering teams into competitions e.g. Soccer, Gaelic, volleyball matches. Generally the post includes the promotion and organising of sporting fixtures within the school

- **Public Relations**

This post involves promoting and co-ordinating school news and events through local papers either weekly, fortnightly or monthly. A team of reporters drawn from the students report news under the headings of Sport and General news.

- **Discipline**

This post deals with the clerical side of Discipline. It involves keeping a list of students behaviour, sending letters to parents about students behaviour, organising detention and suspension and being part of the Discipline Committee along with the Principal and Vice Principal.

- **Book Loan Scheme**

This post involves purchasing the books required by students for the year in each subject. The students pay a yearly subscription.

- **School Shop**

The duties of this post include purchasing the stock, maintaining accounts and managing student helpers.

7.0 POLICIES AND PROCEDURES.

The school has in place a number of core policies and procedures to ensure the smooth operation of key repetitive tasks. Responsibility for the implementation of some of these policies is delegated to designated members of staff.

Examples of some core policies and procedures include:

Policy area	Procedure
Timetabling	MP01
Discipline (Students)	MP02
Bullying	MP03
Class Registers	MP04

8.0 ACHIEVING OUR AIMS

Aim 1: Provide a good education for all pupils.

A good education involves the development of the whole person. This includes intellectual, social, spiritual and cultural aspects.

Intellectual development.

Curriculum

The school offers a range of subjects at both Higher and Ordinary level at Junior Certificate and Leaving Certificate. First year students take xxx subjects in term 1. This is reduced to yyy subjects in term two. The student is directed by school staff to select subjects best suited to his individual talents, ability and aspirations.

At Senior cycle, students select zzz subjects from their Junior Certificate subjects. Class contact times are specified in the timetable and are in accordance with Department of Education, syllabus guidelines.

Insert Lists

- Class Streaming/Mixed Ability Grouping.
- Project Method of Learning.
Competitions, Community related work, pilot schemes etc.
- Career guidance.
- Religious studies.
- Physical Education.
- Cross subject teaching.

Aim 2: Raise the profile of the school.

Grange Vocational School is a major asset to the Community. It is important that this is appreciated by all stakeholders and vigorously promoted by the school. The school can not survive let alone grow without the support and confidence of the Community. This involves COMMUNICATION, COMMUNICATION, COMMUNICATION.

Responsibilities.

- Vocational Education Committee.
- Board of Management.
- Parents Association.
- School Management.
- School Teachers.
- Students.

Aim 3: Increase the morale of students and staff.

When morale is high, people are more upbeat and positive. The working environment becomes more pleasant for all and people are generally more productive.

Staff Morale

- Better Communication.
- Staff meetings.
- Consultation.
- Delegation.

Student Morale

- Better Communication.
- Improve student profile.
- Remedial Education
- Student Counselling
- Student councils.

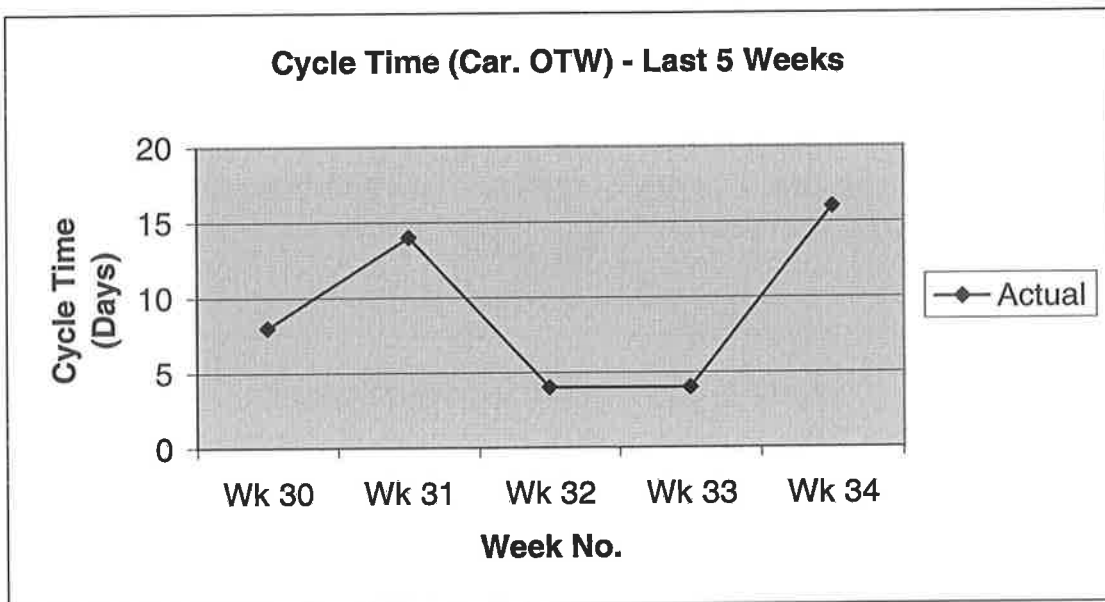
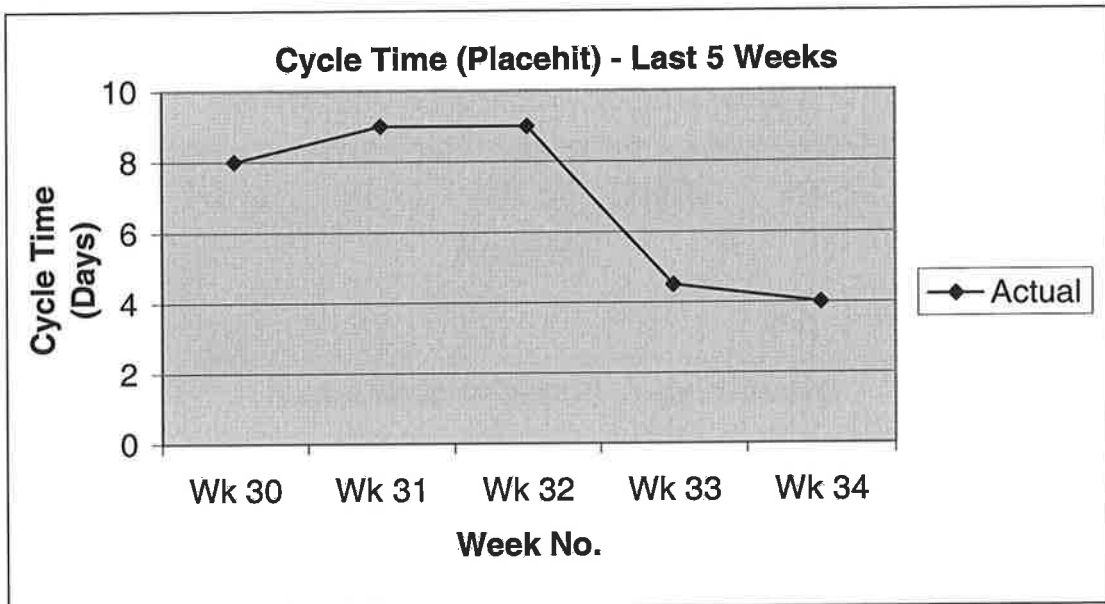
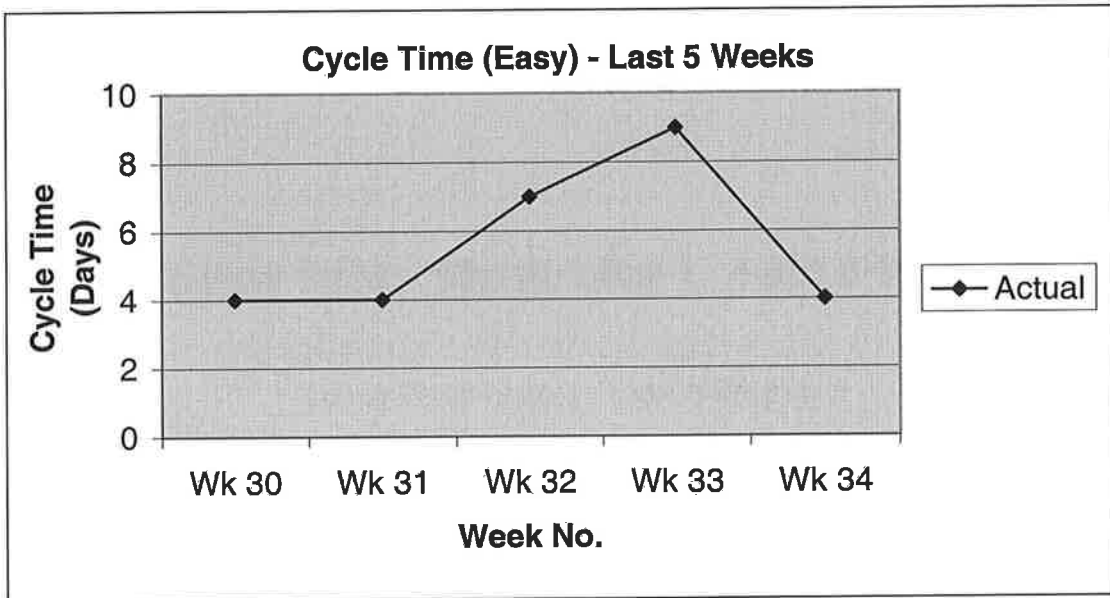
Aim 4. Grow the school to xxx pupils by 2010.

The options open to Grange Vocational School are to grow, stagnate or die. The staff have indicated that their preferred option is for the school to grow.

Possibilities

- Raise the profile of the school and its importance in the Community.
- Promotion of school to all feeder primary school Principals, sixth class pupils and their parents.
- Open days.
- Repeat Leaving Certificate.

Cycle Time - Stents Line 1 - Last 5 Weeks



Appendix G

School Booklet

Grange Vocational School School Manual



VOCATIONAL SCHOOL, GRANGE

Principal:	Mr. Eamon Tolan		
Deputy Principal:	Mr. Padraic Leonard		
School Address:	Grange Vocational School, Grange, Co. Sligo.		
Telephone Number		Principal Office:	071 63514
		Staff Room:	071 63118
E-mail:			grangevs@iol.ie
Fax:			071 73105

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SECTION 1 GENERAL INFORMATION

SECTION 1: GENERAL INFORMATION	
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1.0 OUR PURPOSE

Grange Vocational School has adopted the following definition as its overall purpose:

“To contribute towards the development of all aspects of the individual, including aesthetic, creative, cultural, emotional, intellectual, moral, physical, political, social and spiritual development for personal and family life, for working life, for living in the community and for leisure”.

2.0 OUR VALUES

- We value our pupils and their parents and strive to meet their needs by providing the highest quality of education through developing pupils academically, physically, socially, culturally, spiritually, environmentally.
- We strive to help each student reach full potential irrespective of ability.
- We strive to give students the best opportunities for further education.
- We value the working relationships with students, staff and community.
- We value our colleagues.

3.0 OUR AIMS.

Our priority aims for the immediate future are to:

Provide a good education for all pupils.

Raise the profile of the school.

Increase the morale of students and staff.

Grow the school to 200 pupils by 2010.

These aims will be achieved as detailed in section 11.0.



4.0 SCHOOL PROFILE

Grange Vocational School was established in 1934. Grange is a Co-Ed, Post Primary School under the auspices of Co. Sligo Vocational Education Committee. The school caters for pupils between 12-18 years of age, studying the Junior Certificate - 3 year programme and Leaving Certificate Vocational Programme (LCVP), an additional 2 year programme. The school catchment area extends from Bunduff Bridge on the Leitrim border in the north to Drumcliffe bridge in the south. It is bordered on the east by the Dartry mountains and in the west by the Atlantic Ocean. Grange Vocational School students are mainly from the immediate locality and a minority from the north and south of its catchment area. In recent years the population density in the Grange area has started to increase. With increased development in the area, it is an exciting time for the school and enrolments are expected to grow.

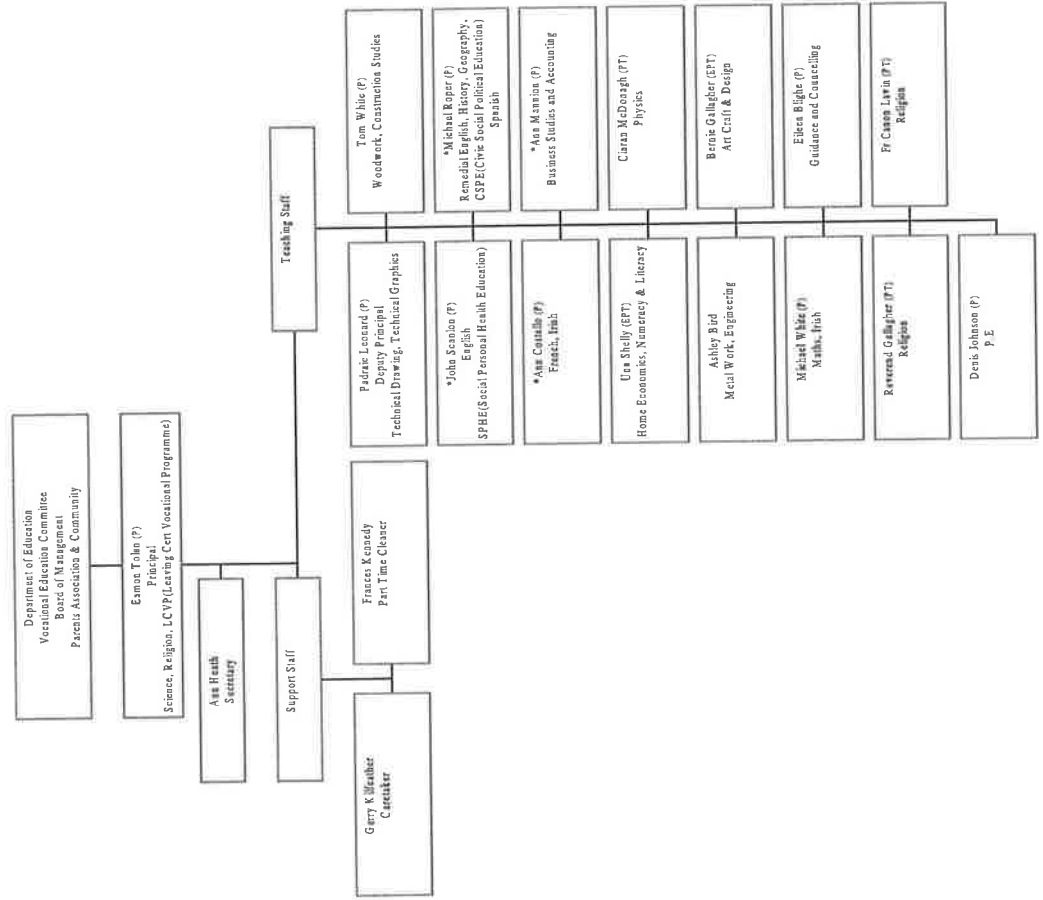
5.0 SCHOOL MANAGEMENT AND ADMINISTRATION

5.1 Staffing.

Grange Vocational school has a teaching staff of sixteen, one secretary and two support staff. The breakdown is as follows:

- Ten permanent teachers (P)
 - Three part –time teachers (PT)
 - Three Eligible Part Time (EPT)
 - One Secretary
 - One Cleaner
 - One Caretaker
- (See organisational chart)

Grange Vocational School Organisation Chart



5.2 Management Structure

The Principal and teachers of Grange Vocational School are committed to the education and development of its students. The management of Grange Vocational School is primarily the responsibility of the Principal. He is assisted by the Deputy Principal and five permanent teachers who have been assigned special duties.

Permanent teachers are identified with the letter (P) and special duties teachers by (*) on the organisation chart. (See organisational chart, page 4). The special duties are listed below. Where necessary, procedures exist which assist in the implementation of the post.

- *Principal*
Management of Staff & Facilities, Dealing with Parents, Dealing with Feeder Primary Schools, Secretary to Board of Management, Budget Management, School Staff/Student Development, Timetabling, Student Records, Exams, Publicity. Some of these responsibilities are delegated to *Special Duties* teachers.
- *Deputy Principal*
Timetabling, all accounts (all materials and allocation of them), Examinations, Practical exams. Responsible for State exams.

5.2.1 Special Duties

- *Adult Education*
Grange Vocational promotes life long learning in the community. The school supports adult learning. The school provides a range of

courses for adults depending on the interests and needs of the community. A special duties teacher is assigned to

- Identify the interests and needs of the community.
 - Promote the courses in local media.
 - Administer the delivery of the course.
- A course will run if there are twelve or more interested parties.

- *Supervising Class Registers*

Success is directly related to attendance. Students must attend school every day. In the interests of safety, parents and staff must know a students whereabouts at all times. The marking and totalling of the class registers play an important role in identifying who is in attendance or on excused leave. A special duties teacher takes charge of these class registers.

- *Sport*

Grange Vocational School is very involved in a wide range of sporting activities and has fostered an interest in sport both in students and in the community. Sports catered for include – Gaelic, Football, Basketball, Volleyball, Tennis, Athletics, Cross-Country Running, Indoor Football, Swimming and Sailing. Other activities may arise from time to time. The sporting facilities in the school are excellent and are the result of forming partnerships with the community. Facilities include two fenced, floodlit tennis courts, basketball area and football area. These facilities are also available to the community.

A special duties teacher in the area of sport promotes and organises sporting fixtures within the school and enters the school in various sporting competitions.

- *Public Relations*

Communication is extremely important if students, teachers, parents, board of management and the community are to be aware of what is happening in the school.

Grange Vocational School acknowledges the importance of communication and has in place a post of responsibility for Public Relations. This post involves co-ordinating and promoting school news, events and achievements through various local media such as local newspapers, newsletters, radio etc. either weekly, fortnightly or monthly. A team of reporters drawn from the students gathers the news under the headings of Sport and General news.

- *Discipline*

Grange Vocational School has a Code of Discipline in place to ensure the school can operate in an effective and efficient manner. There are procedures in place to enforce this Code. Detention and Suspension are formal disciplinary actions, which come into effect when a student is consistently in breach of the Code of Discipline or has committed a serious offence.

These two disciplinary actions require a lot of clerical responsibility. The responsibilities of the special duties teacher for this area include monitoring of students behaviour, informing parents of misbehaviour and organising detention and suspension.

- *Book Loan Scheme*

Grange Vocational School is conscious of the expense incurred by the purchasing of new schoolbooks.

The school operates a 'Book Loan Scheme'. The school supplies all textbooks required by students and charges an annual fee.

For this to manage effectively, a special duty teacher is responsible for the scheme. This post involves purchasing the books required by students for the year in each subject, tagging the books, receiving the annual fee from students and general management of the books.

- *School Shop*

This is a service provided by Grange Vocational school to their students. Students are paid to run the shop. A special duty teacher is responsible for purchasing the stock, maintaining accounts and managing student helpers.

6.0 CURRICULUM

Grange Vocational School strives to cater for all pupils irrespective of ability. Our aim is to help each student reach full potential. Grange Vocational School offers students the Junior Certificate (three year programme) and the Leaving Certificate (two year programme)

Junior Certificate Programme:

Subjects listed below in *Table 6.0* for the junior cycle curriculum are offered at ordinary and higher levels.

Table 6.0: Junior Certificate Programme	
Core Subjects	Optional Subjects (Pick three)
Irish	French
English	Home Economics
Maths	Materials Technology (Wood)
Business Studies	Materials Technology (Metal)
History	Technical Graphics (Drawing)
Geography	Art Craft & Design
Science	
Civic Social Political Education	
Social, Personal, Health Education	
Physical Education	
Religion	
Guidance and Counselling	
Numeracy & Literacy	
Remedial English	
Computers	
Swimming (For 1 st Years)	

- 1st Year students study the full range of subjects for the first term in their first year.

At the end of the first term, students choose subjects that he/she wishes to take for the Junior Certificate (see options in table 6.0). The teaching staff provide guidance to the students in the selection of subjects most suitable to their abilities and aptitudes. The core subjects that all students must take are highlighted in grey in Table 6.0 (page 6)

- The subjects chosen make up the students' curriculum for the junior certificate and barring exceptional circumstances can not be altered. The Principal may impose restrictions or adjustments in line with timetable constraints.

Leaving Certificate Vocational Programme

Subjects listed in *Table 6.1* for the senior cycle curriculum are offered at ordinary and higher levels.

The core subjects that all students must take are highlighted in grey

Table 6.1: Leaving Certificate Vocational Programme	
Core Subjects	Optional Subjects (Pick 4 subjects)
Irish	French
English	Spanish (ab initio)
Maths	Accounting
Link Modules - Enterprise Education, World of Work, Work Experience.	Business
Physical Education	Physics
Social, Personal, Health Education	Home Economics
Religion	Art (Craftwork or Design)
Guidance and Counselling	Construction Studies
Remedial English	Technical Drawing
Computers	Engineering

Adult Education

It is school policy to address the life long learning needs of the community. Where there is adequate demand (12 or more), the school offers the following range of topics:

- Computer courses are offered to adults at the following levels:
 - European driving Licence ,Beginners course , Advanced course.
- Gardening
- Art
- First Aid
- Others

7.0 SCHOOL RESOURCES

7.1 Technology

Grange Vocational School is committed to using computer technology to enhance the learning programs of the school. The school has the very best of computers and computer technology carrying the latest versions of all the important software packages – AutoCAD; Microsoft Office; Microsoft Publisher; Windows etc. They are equipped with colour printers, scanners, plotters, CD ROM's, sound systems etc.

The school also boasts a CNC Lathe and CNC Router that are used in Engineering and Construction Studies subjects. Other high quality equipment includes a multi-media projector, kiln and video.

Students have access to the Internet under supervision by teachers.

7.2 Physical Resources

During the year 2000, Grange Vocational School experienced a lot of new developments. New facilities include:

- New PVC double glazed units
 - Complete new Home Economics department with all new equipment
 - New Girls/Boys Toilets
 - Mathematics Room completely rebuilt and carpeted
 - New sewerage arrangements for the school
 - School Yard newly tarred
 - Inside and outside of the school completely decorated
- The school is well equipped with 11 classrooms, special purpose rooms and excellent sporting facilities.

7.2.1 Sporting Facilities

Grange Vocational School has built up long lasting relationships with the community. Resulting from these partnerships, the school and the community has excellent sporting facilities. The facilities include:

- North Sligo Sports and Leisure Centre
- 300m Running Track
- 300m Jogging Track
- Soccer Field
- Long Jump area
- Shot Putt area
- 2 x Fully Flood Lit, fenced and painted Tennis Courts
- Play area for basketball and outdoor soccer

8.0 SCHOOL UNIFORM

Grange Vocational School insists that students wear the school uniform. The uniform is an important aspect of our school in that it:

- Fosters pride in self and in the school.
- Ensures students are dressed appropriately for specific school activities.
- Encourages equity amongst students.
- Fosters and enhances the public image of the school.
- Assists in building school and team spirit.

Boys' Uniform:

- a) Maroon Jumper with school crest.
- b) Dark Grey Slacks or Black Jeans.
(Blue Jeans or Grey Jeans not acceptable)
- c) Collared Shirt – Grey or white in colour
or Polo Shirt, Grey or white in colour.
(Shirt or Polo Shirt must be all one colour – no mixtures of colours or grey and white stripes etc)
- d) Tie is optional – may be worn if desired.

Girls' Uniform

- a) Maroon Jumper with school crest
- b) Grey Skirt or Black Jeans
(Blue Jeans or Grey Jeans not acceptable)
- c) Collared Shirt – Grey or white in colour.
or Polo Shirt, Grey or white in colour.
(Shirt or Polo Shirt must be all one colour – no mixtures of colours or grey and white stripes etc)
- d) Tie is optional – may be worn if desired.

9.0 GENERAL CODE OF SCHOOL DISCIPLINE

Grange Vocational School, as a centre of learning must have a degree of organisation to run efficiently and effectively. A Code of Discipline exists in the school to create the right learning environment for all students.

All students should familiarise themselves with the requirements of the Code and comply with it at all times.

A convenient way of remembering the schools code in the form of the acronym **HABITS**.

H = Homework
A = Attendance
B = Behaviour
I = Interest
T = Teamwork
S = Safety

Homework

Homework is an essential part of learning and may take any of the following forms: written exercises, oral work, and revision. A procedure is in place for dealing with students who fail to complete homework.

Attendance

In the interests of continuity of the learning process, parents are advised to ensure their children are in regular attendance. Students are expected to arrive on time and to remain in the school until all classes are over.

Behaviour

- Students must show respect:
 - for teachers
 - for other students
 - for property, equipment, for the school and its rules and the environment.
 - Courtesy is to be expected. Bullying, vulgar language, or rough behaviour will not be tolerated.
 - School uniform must be worn with pride.
 - Chewing gum and Tippex are not allowed in the School.
 - The possession or consumption of cigarettes, drugs or alcohol is forbidden.
- Procedures are in place for dealing with unacceptable behaviour. Sanctions may include detention or suspension as appropriate.

Interests

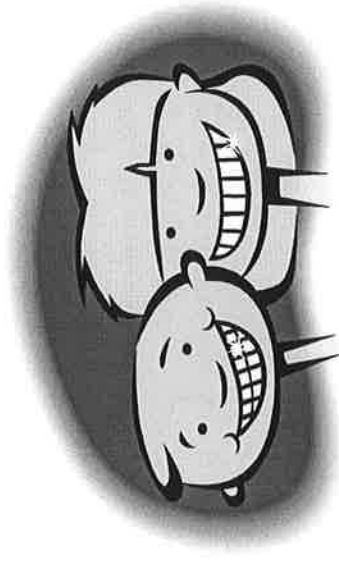
Students who are interested in what they are studying will learn more easily and will be an asset to the school. The school can not legislate for student interest but will do all in its power to nurture and encourage it. Staff are always willing to discuss any that concerns students or parents may have.

Teamwork

Students, Teachers and school staff has to work as a team to provide the best environment for learning, working and playing. Every individual must play his part in creating a good team spirit.

Safety

Students should never put the safety of themselves or others at risk. This applies to all activities within the school, extra curricular activities and transport.



10.0 POLICIES AND PROCEDURES OF GRANGE VOCATIONAL SCHOOL

Grange Vocational School has a number of policies and procedures in place to deal with recurring issues. The development of new policies is ongoing. *Table 9.0* lists some existing policies as well as others, which are under consideration. Some of these may be of a more implicit than explicit nature.

Table 10.0: List of Policies and Procedures		
Policy area	Procedure	Page
1.0 School Management (General)	1.1 Guidelines on the Development of School Policy and Procedure	12,13 14
	2.1 Homework Procedure	15
2.0 Discipline (Students)	2.2 Attendance Procedure	16
	2.3 Behaviour Procedure	17
	2.4 Detention	18
	2.5 Suspension	19
Pastoral Care		
Guidance/remedial provision		
Homework		
Parent/Teacher Contact		
Home-school-community link		
Pupil Assessment		
Staff Development & Deployment		
Safety and Welfare		
Countering Bullying Behaviour		
Dealing with Allegations or Suspensions of Child Abuse		
Relationships and Sexuality Education		
Parent/Teacher meetings		
Timetabling		

SECTION 2

POLICIES AND PROCEDURES

1.1 Guidelines on the Development of School Policy and Procedure

Under the Education Act 1998 every school must have a School Plan. The School Plan in effect facilitates systematic development within the school community. It is a structured reference document for the whole school community that informs everyone about:

- What services the school provides.
- How the services are provided.
- What are the key ideals, beliefs and values that the school stands for.
- Future targets /goals.
- The progress achieved by the school.

The Plan will include a schools policies and procedures on a diverse range of administrative and organisational issues to provide clarity to all.

In formulating policy within a school, the complexity of the environment has to be appreciated. There is no simple way of developing policies. Every school is unique and the values underlining policies will vary from school to school. But a clear policy statement will reduce uncertainty and promote consistency.

There are two different types of policies, i.e. general and specific.

- (a) General policies are complex policies to develop. An example of such policies may include policies on teaching and learning, equal opportunities, staff developments or special needs.

The values that underpin the policy are likely to be contested. When developing this type of policy, the language should be kept broad so that it can be agreed by all. General policies may or may not be guided by procedures.

(b) Specific policies are those policies such as school uniform, school visits, or resource finance and resource management. These policies are simpler to write and the direction of their intent is clearer and is usually accompanied by procedures to aid in achieving the intended result.

Policies and Procedures are usually formulated to serve as a guideline to:

- Deal with day to day operations
- Recurring issues
- Difficult situations or problems

Formulating policies and procedures will require the collaboration of Principal, Staff, Board of Management Parents, and other stakeholders if necessary. Policies written in isolation will have no impact.

A step by step approach to policy development is given below. Once policy has been agreed, a procedure maybe necessary for its consistent implementation:

Step 1

Principal and Staff should tease out why a policy is needed in the school. In formulating policies, it is advisable to analyse existing practice and identify answers to the following question 'Where are we now?' and resulting from that the policy working group can identify what 'ought' to be done or 'Where we want to be'. The policy statement should be clear and realistic. An example of a policy statement could be 'Students are expected to arrive to school on time and to remain in the school until all classes are over'.

Step 2

Principal and Staff establish policies in consultation with the Board of Management and other stakeholders if required. The degree to which stakeholders will be involved in policy formulation varies from school to school. The formulation of policies may require more consultation than the formulation of procedures. However there must be an agreed acceptance of policy and procedure among all relevant stakeholders.

Step 3

Procedures may be developed to help implement the policy. A procedure provides consistency in implementing policy. The policies are implemented with appropriate resources and allocation of responsibilities.

Step 5

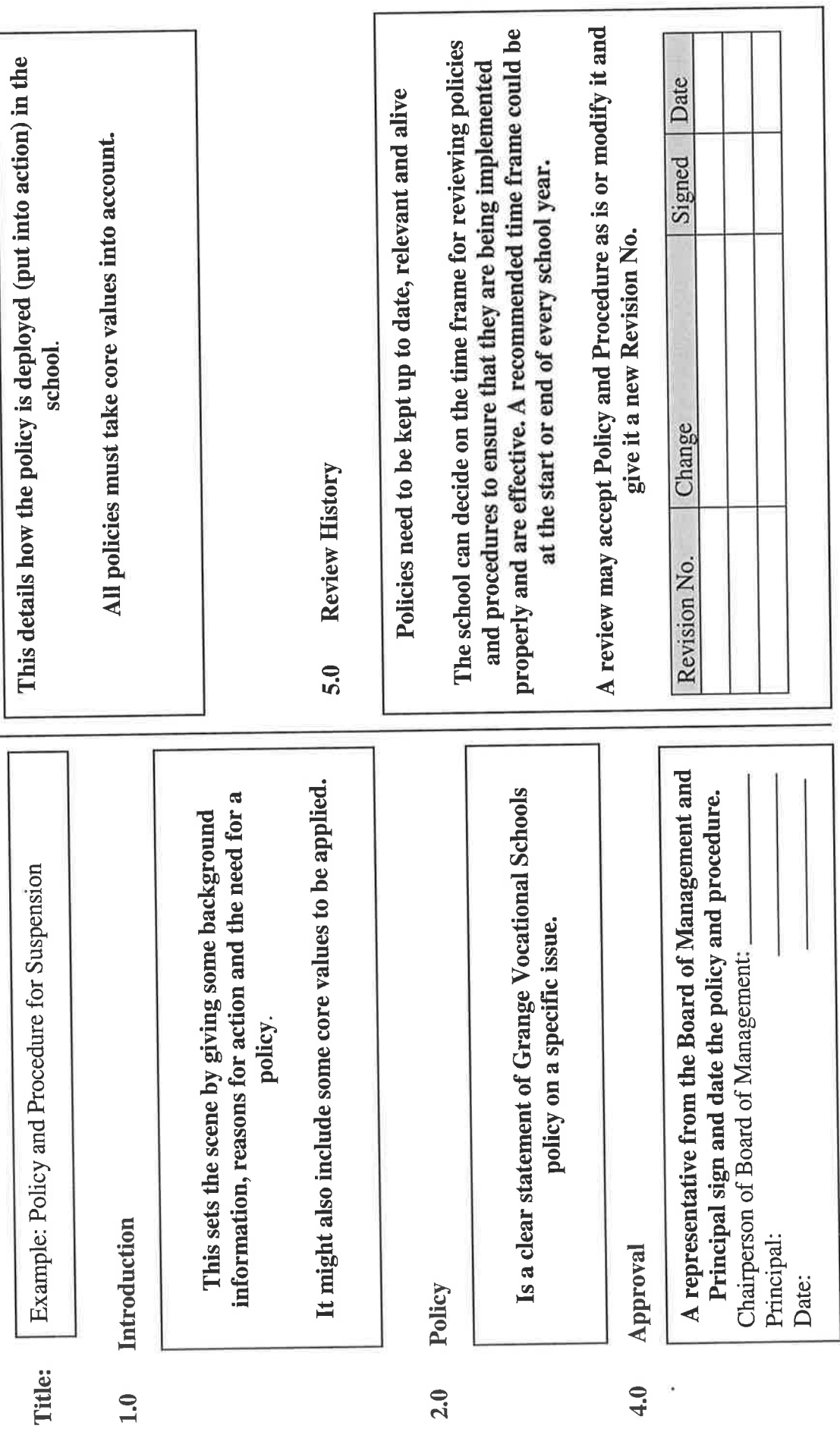
The Policy needs to be formally accepted. This could be in the form of a signature from a representative from the Board of Management or the Principal on behalf of the whole school.

Step 6

Policies and Procedures need to be reviewed to assess if they are properly implemented and are effective. The school can decide on the time frame for review. Policies may not need to be reviewed as regular as procedures. A recommendation could be the start of every school year or the end of every school year.

A Template for linking Policy, Core Values and Procedure is given on Page 14.

Figure 1.1: Structured Format for Writing Policies and Procedures



2.1 Policy and Procedure for Homework & Study

1.0 Introduction

Homework is of vital importance in reinforcing material covered in class. It consists of the following W = Written Exercises, O = Oral Work, R = Revision.

2.0 Policy

Students are expected to attempt all homework given to them and to submit it on time.

4.0 Approval

Chairperson of Board of Management: _____

Principal: _____

Date: _____

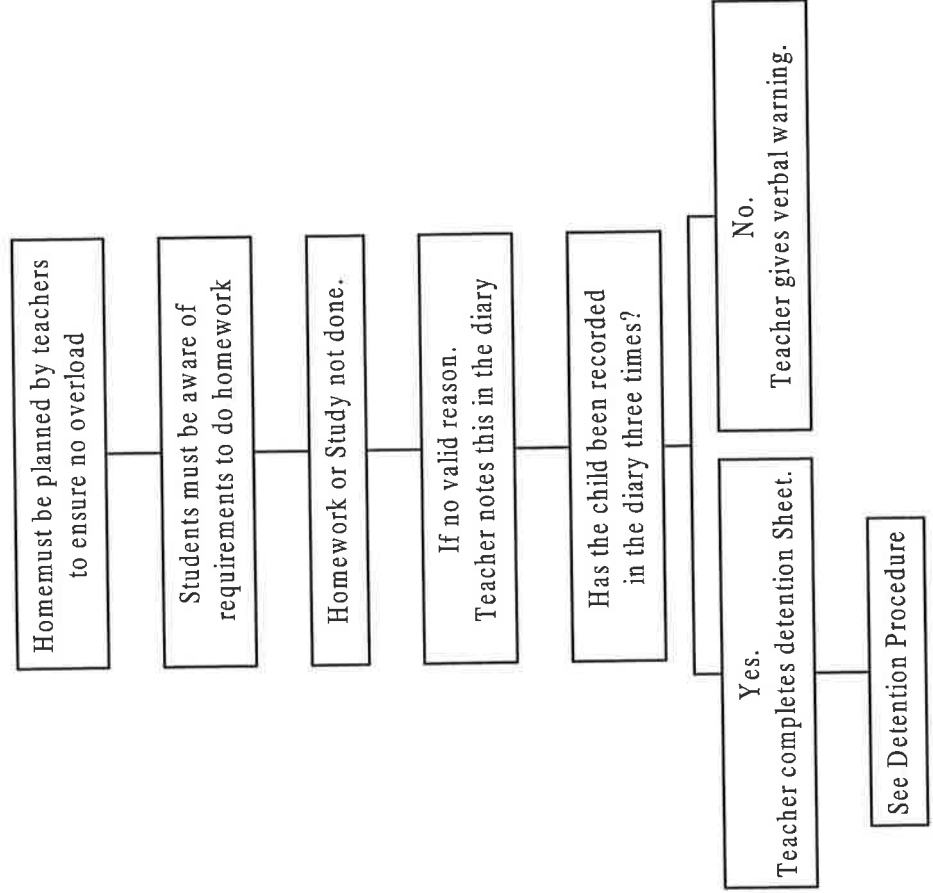
5.0 Review History

Revision No.	Change	Signed	Date

3.0 Procedure

This procedure outlines, in a flowchart format, the current procedure in place for dealing with students who do not do any Homework or Study.

Flowchart 2.1: Homework and Study



2.2 Policy and Procedure for Attendance

1.0 Introduction

In the interests of continuity of the learning process, parents are advised to ensure their children are in regular attendance.

In the interests of safety, parents are asked to write a note explaining students absences whether long or short or for any period of the school day.

Students who wish to leave the school during the day must bring a note and also sign the signout/signin record in the office prior to leaving and immediately on their return. Notes and records are placed on file.

2.0 Policy

Students are expected to arrive on time and to remain in the school until all classes are over.

4.0 Approval

Chairperson of Board of Management: _____

Principal: _____

Date: _____

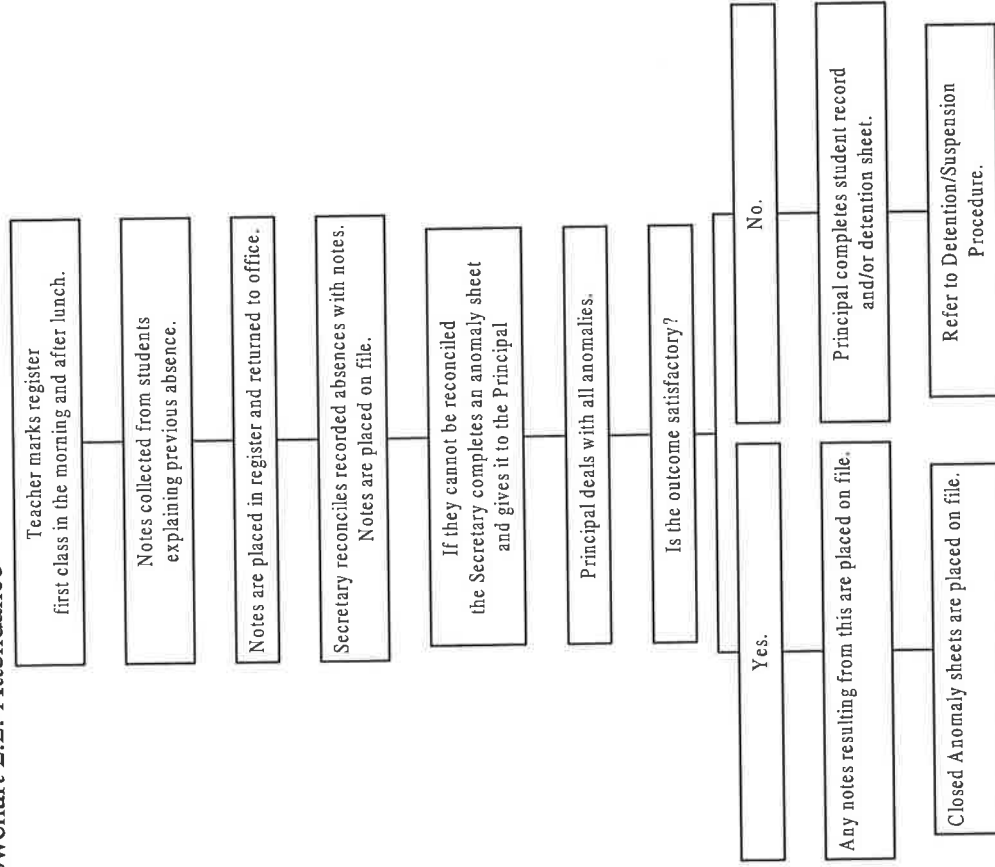
5.0 Review History

Revision No.	Change	Signed	Date

3.0 Procedure

This procedure outlines, in a flowchart format, the current procedure in place for dealing with absence of student.

Flowchart 2.2: Attendance



2.3 Policy and Procedure for Unacceptable Behaviour

1.0 Introduction

At an informal level, all teachers are involved in the disciplining of students in the course of their teaching and supervision. Teachers use various means to encourage good behaviour and to deal with discipline problems. These means may include: advice after class, verbal reprimand, assigning alternative seating, extra work within reason, referral, informal discussion with other class teachers.

2.0 Policy

When informal approaches fail to improve a students behaviour, then formal action will be taken.

4.0 Approval

Chairperson of Board of Management: _____
Principal: _____
Date: _____

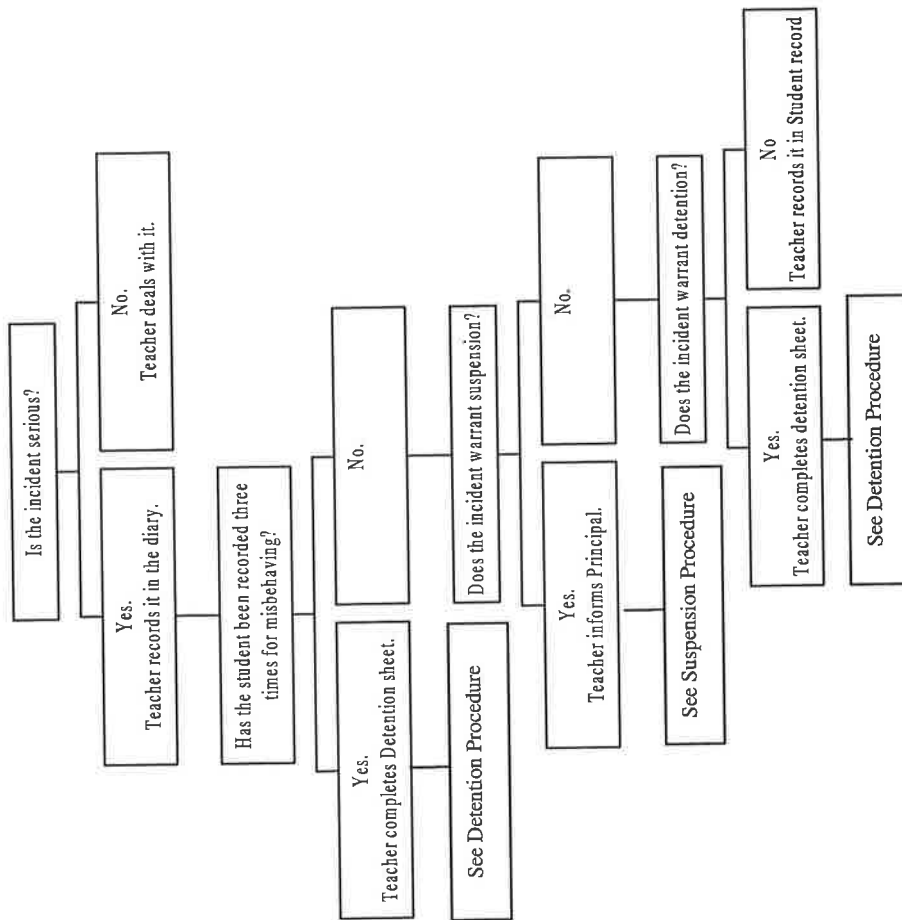
5.0 Review History

Revision No.	Change	Signed	Date

3.0 Procedure

This procedure outlines, in a flowchart format, the current procedure in place for unacceptable behaviour.

Flowchart 2.3: Unacceptable Behaviour



2.4 Policy and Procedure for Detention

1.0 Introduction

Serious or recurrent breaches of Discipline require a more formal response. Detention is the first of these formal responses.

2.0 Policy

Students who are consistently displaying unacceptable behaviour, not doing their homework or showing trends of unexplained absences will warrant detention.

4.0 Approval

Chairperson of Board of Management: _____
Principal: _____
Date: _____

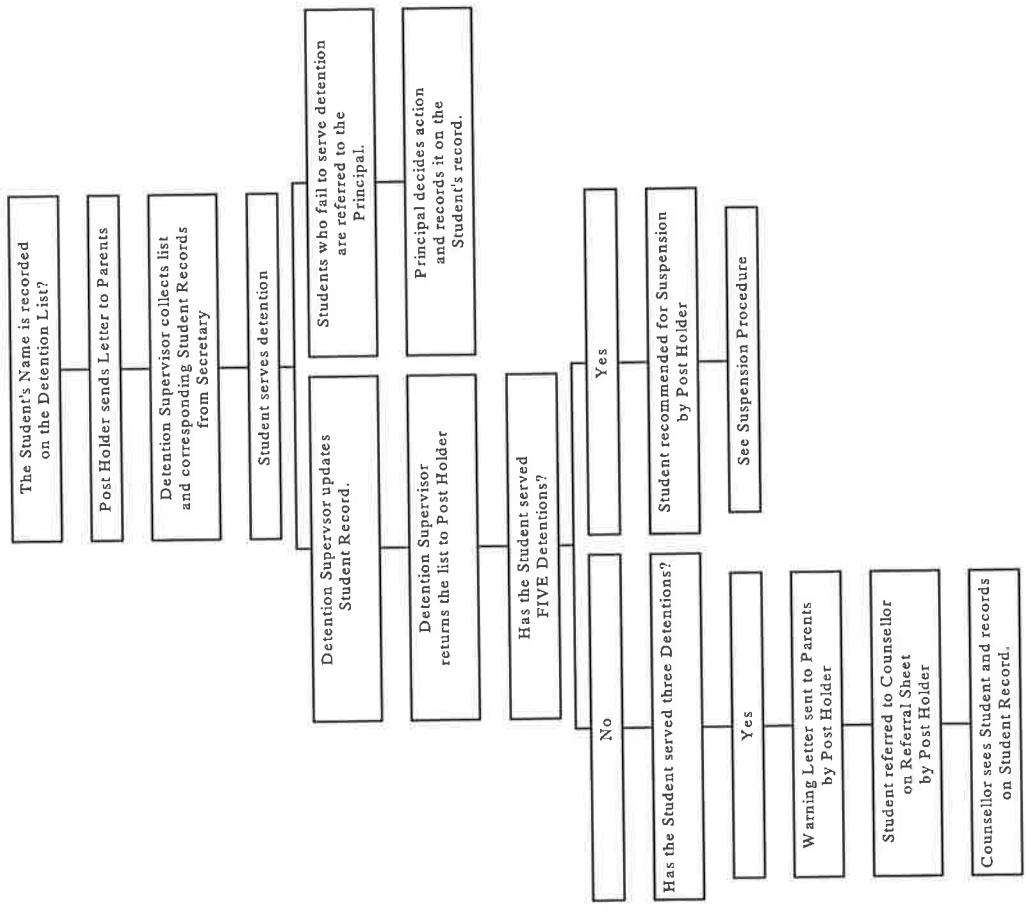
5.0 Review History

Revision No.	Change	Signed	Date

3.0 Procedure

This procedure outlines, in a flowchart format, the current procedure in place for detention of students.

Flowchart 2.4: Detention Procedure



2.5 Policy and Procedure for Suspension

1.0 Introduction

Suspension is a very serious sanction and is used sparingly in consultation with parents. Its intent is threefold:

- I. A severe reprimand to the student.
- II. A warning to the parents.
- III. Remove the source of A problem from the school.

The student is suspended for three days and is only readmitted following consultation with parents.
The parents determine when their child is readmitted to the school.

2.0 Policy

Students who fail to respond to other formal discipline procedures will be considered for suspension.

4.0 Approval

Chairperson of Board of Management: _____

Principal: _____

Date: _____

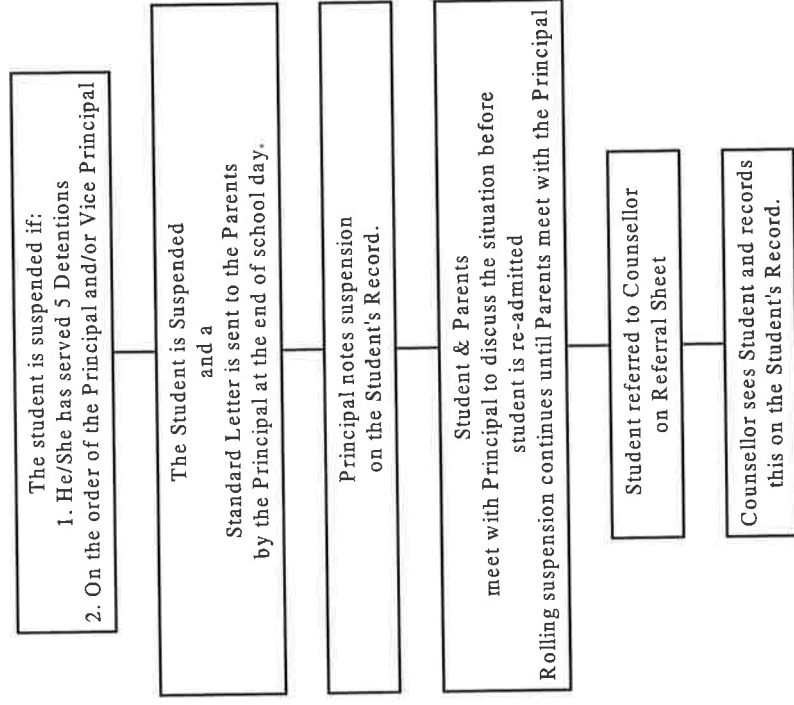
5.0 Review History

Revision No.	Change	Signed	Date

3.0 Procedure

This procedure outlines, in a flowchart format, the current procedure in place for detention of students.

Flowchart 2.5: Suspension Procedure



SECTION 3 SCHOOL DEVELOPMENT PLANNING

SECTION3: SCHOOL DEVELOPMENT PLANNING	
Topic	Page
8.0 Summary of Factors	21
9.0 Development Priorities	21
10.0 Action Plans	22



11.0 SUMMARY OF FACTORS GOVERNING GRANGE VOCATIONAL SCHOOLS DEVELOPMENT NEEDS

- Range of pupil' needs, abilities and socio-economic backgrounds.
- Staffing levels and staff qualifications, skills, aptitudes and interests.
- The effect of competition from other schools on pupil numbers.
- The availability of support from parents, the local community, local primary schools and local business.
- Availability of inservice training for teachers.
- Need for effective systems and structures in the area of discipline, rewarding staff and students, communication and timetabling.

12.0 LIST OF GRANGE VOCATIONAL SCHOOLS DEVELOPEMNT PRIORITIES

Aim 1: Provide a good education for all pupils.

A good education involves the development of the whole person. This includes intellectual, social, spiritual and cultural aspects.

Aim 2: Raise the profile of the school.

Grange Vocational School is a major asset to the Community. It is important that this is appreciated by all stakeholders and vigorously promoted by the school. The

school can not survive let alone grow without the support and confidence of the Community. This involves COMMUNICATION, COMMUNICATION, COMMUNICATION, COMMUNICATION.

Aim 3: Increase the morale of students and staff.

When morale is high, people are more upbeat and positive. The working environment becomes more pleasant for all and people are generally more productive.

Aim 4. Grow the school to 200 pupils by 2010.

The options open to Grange Vocational School are to grow, stagnate or die. The staff have indicated that their preferred option is for the school to grow.

13.0 ACTION PLANS

Table 12.1 SET OF ACTION PLANS FOR GRANGE VOCATIONAL SCHOOL FOR THE YEAR 2001

Aim	Targets	Tasks	By Whom?	Time-Frame	Resources & Remits	Review
Aim 1: Provide a good education	Remedial Course					
	Use Career Guidance Counsellor a lot more					
	Develop a policy for Career Guidance					
	Develop ways to improve teaching methodologies in teachers own subject					
	Share knowledge among teachers to improve					
	Change of School Name					
	Have a School Newsletter					
	Submit articles to Champion and Grange Community Newsletter					
	Improve contact with National School					
	Open Days					
Aim 2: Raise the Profile of the School	Exhibitions					
	Christmas Performances					
	5 minute video of the school, its facilities					
	School Website					
Aim 3 : Increase the morale of students and staff	Improve facilities in Staff Room – Hot Water					
	Give students a say in the running of the school – 5 th Years					
	Improve attitudes					
Aim 4: Grow the school to 200 pupils by 2010	Not to underestimate students capabilities					
	Increase first year intake – target 24 pupils in 2001					

Appendix H

Teacher Questionnaire 3

Reviewing Development in Grange Vocational School: A Teacher Questionnaire

Area	Column 1 Rating Now.			Column 2 Perceived Change in the last two years.		
	Excellent	Satisfactory	Poor	Improved ↑	No Change ↔	Worse ↓
<p>Please indicate your feelings on the following topics. Column 1 indicates your level of satisfaction now. Column 2 indicates perceived change in the last two years.</p>						
Physical Resources						
Buildings						
Grounds						
Classrooms						
Staffroom						
Office						
Play areas						
Equipment						
Teaching materials						
Library						
Computer facilities						
Canteen/Lunch facilities						
Human Resources						
Number of teachers						
Staff Training & Development						
Teaching methodologies						
Administrative Support						
Caretaking Staff						
Cleaning Staff						
Learning Environment						
Grange Vocational School as a learning place						
Quality of teaching and learning						
Time to talk with students						
Range of Subjects offered (JC)						
Range of Subjects offered (LC)						
Education provision meeting the needs of all students						
Remedial Facilities						
Guidance Counselling						
Personal and social development of students						
Extra curricular activities						
Management						
Management structures						
Post Holders						
Relationship with Board of Management						
Relationship with VEC						
Number of staff meetings						
Planning of staff meetings						

Area	Column 1			Column 2		
	Rating Now.			Perceived Change in the last two years.		
Please indicate your feelings on the following topics. Column 1 indicates your level of satisfaction now. Column 2 indicates perceived change in the last two years.	Excellent	Satisfactory	Poor	Improved	No Change	Worse
				↑	↔	↓
Staff Morale						
Staff Morale						
Internal Communication						
Sharing Knowledge among teachers						
Staff Room and Facilities						
Involvement in Planning						
Development of Policy & Procedures						
Consistency in applying Policy and Procedures						
Awareness and transparency of procedures						
Adequacy of School Purpose in reflecting school culture						
Student Morale						
Student Morale						
Academic achievement						
Students involvement in school planning						
Encouragement and praise of students						
Student attitudes						
Pupil Intake						
Discipline						
Level of Discipline in school						
Understanding of Discipline Policy (Teachers)						
Understanding of Discipline Policy (Students)						
Understanding of Discipline Procedures (Teachers)						
Understanding of Discipline Procedures (Pupils)						
Implementation of Discipline Procedure in school						
Effectiveness of Discipline Procedure						
Involvement in developing Discipline Policy						
Involvement in implementing Discipline Policy						
Profile of the School						
Profile of the School						
Interaction with parents						
Interaction with community						
Interaction with local primary schools						
Interaction with Businesses						
Number of Articles in local Papers						
Number of Articles in Newsletter						
Induction Days/Open days/Exhibitions						
School Website						
School name						
Number of shows or performances						

Has my involvement in your school over the last two years helped develop the school in any way. Please Explain your answer

Yes

No

Do you feel that someone like me i.e. a critical friend is beneficial to the school. Please explain your answer.

Yes

No

Did I help you start the process of School Development Planning. Please explain your answer.

Yes

No

Was the school manual that I prepared helpful to the school. Please explain your answer

Yes

No

Any additional comments

Appendix I

Student Profile Card

STUDENT PROFILE CARD

NAME: _____ **YEAR:** _____
AGE: _____ **CLASS:** _____
ADDRESS: _____

ABILITIES : _____

ASPIRATIONS: _____

ATTITUDES: _____

PARENTS EXPECTATIONS: _____

STUDENTS SIGNATURE: _____ **DATE:** _____
PARENTS SIGNATURE: _____ **DATE:** _____
PRINCIPAL SIGNATURE: _____ **DATE:** _____

Appendix J

Partner Profile Card

PARTNER PROFILE CARD

PARTNER GROUP: _____ **YEAR:** _____

VISION FOR THE SCHOOL: _____

ASPIRATIONS: _____

AIMS: _____

ABILITIES: _____

PARTNER SIGNATURE: _____ **DATE:** _____

Appendix K

Policy and Procedure Template

Guidelines on the Development of School Policy and Procedure

Step 1

Principal and Staff should tease out why a policy is needed in the school. In formulating policies, it is advisable to analyse existing practice and identify answers to the following question 'Where are we now?' and resulting from that the policy working group can identify what 'ought' to be done or 'Where we want to be'. The policy statement should be clear and realistic. An example of a policy statement could be ' Students are expected to arrive at school on time and to remain in the school until all classes are over'.

Step 2

Principal and Staff establish policies in consultation with the Board of Management and other stakeholders if required. The degree to which stakeholders will be involved in policy formulation varies from school to school. The formulation of policies may require more consultation than the formulation of procedures. However there must be an agreed acceptance of policy and procedure among all relevant stakeholders.

Step 3

Procedures may be developed to help implement the policy. A procedure provides consistency in implementing policy. The policies are implemented with appropriate resources and allocation of responsibilities.

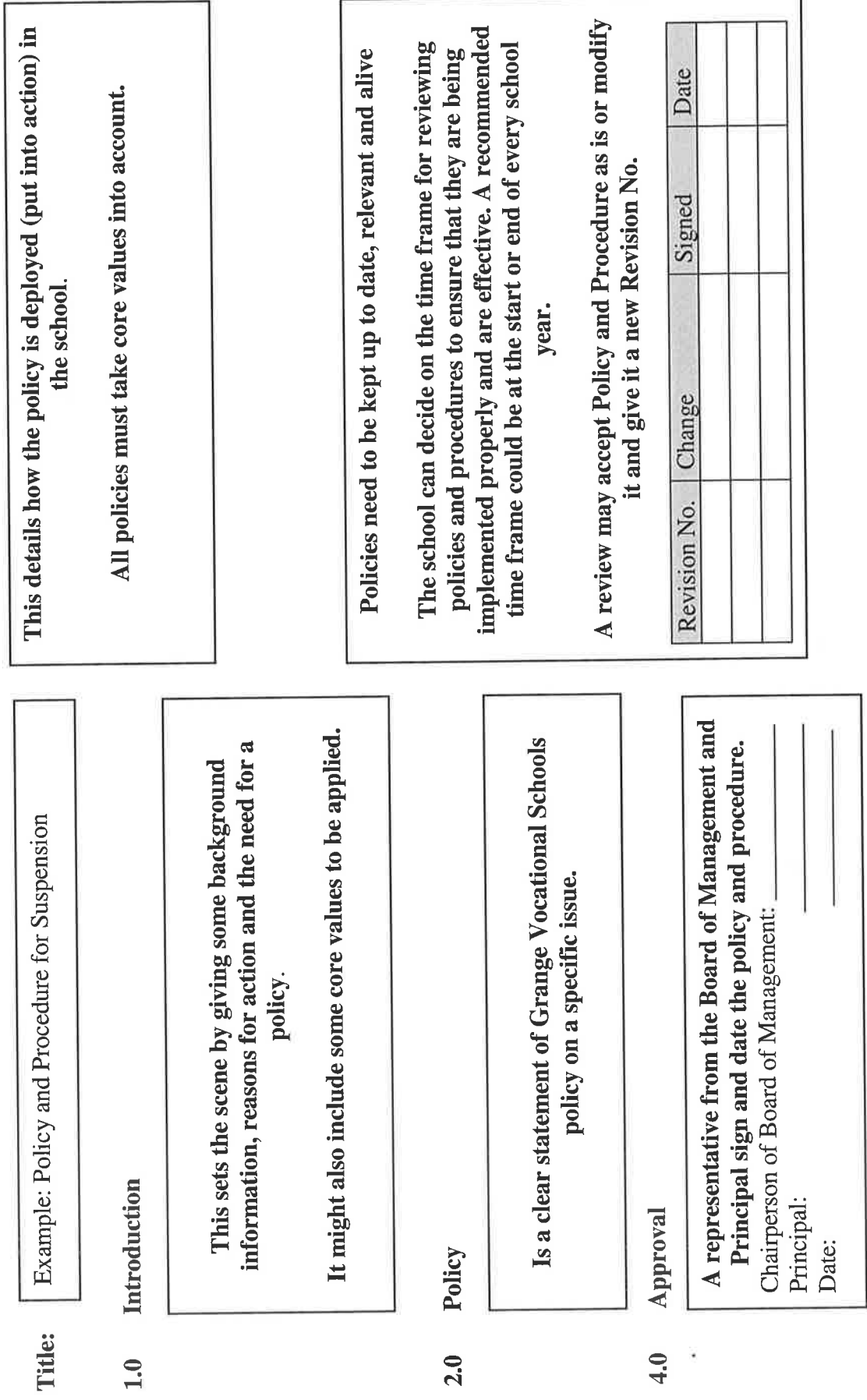
Step 5

The Policy needs to be formally accepted. This could be in the form of a signature from a representative from the Board of Management or the Principal on behalf of the whole school.

Step 6

Policies and Procedures need to be reviewed to assess if they are properly implemented and are effective. The school can decide on the time frame for review. Policies may not need to be reviewed as regular as procedures. A recommendation could be the start of every school year or the end of every school year.

Figure 1.1: Structured Format for Writing Policies and Procedures



Appendix L
Staff Profile Card

STAFF TRAINING PLAN

STAFF NAME: _____ **YEAR:** _____

SUBJECTS TAUGHT: _____

JOB DESCRIPTION _____ **POST OF RESPONSIBILITY:** _____

SKILLS REQUIRED: _____

TRAINING REQUIRED: _____

EXPECTED COMPLETION DATE FOR TRAINING OUTLINED ABOVE: _____

REVIEW OF PERFORMANCE _____

STAFF SIGNATURE: _____ **DATE:** _____

PRINCIPAL SIGNATURE: _____ **DATE:** _____

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