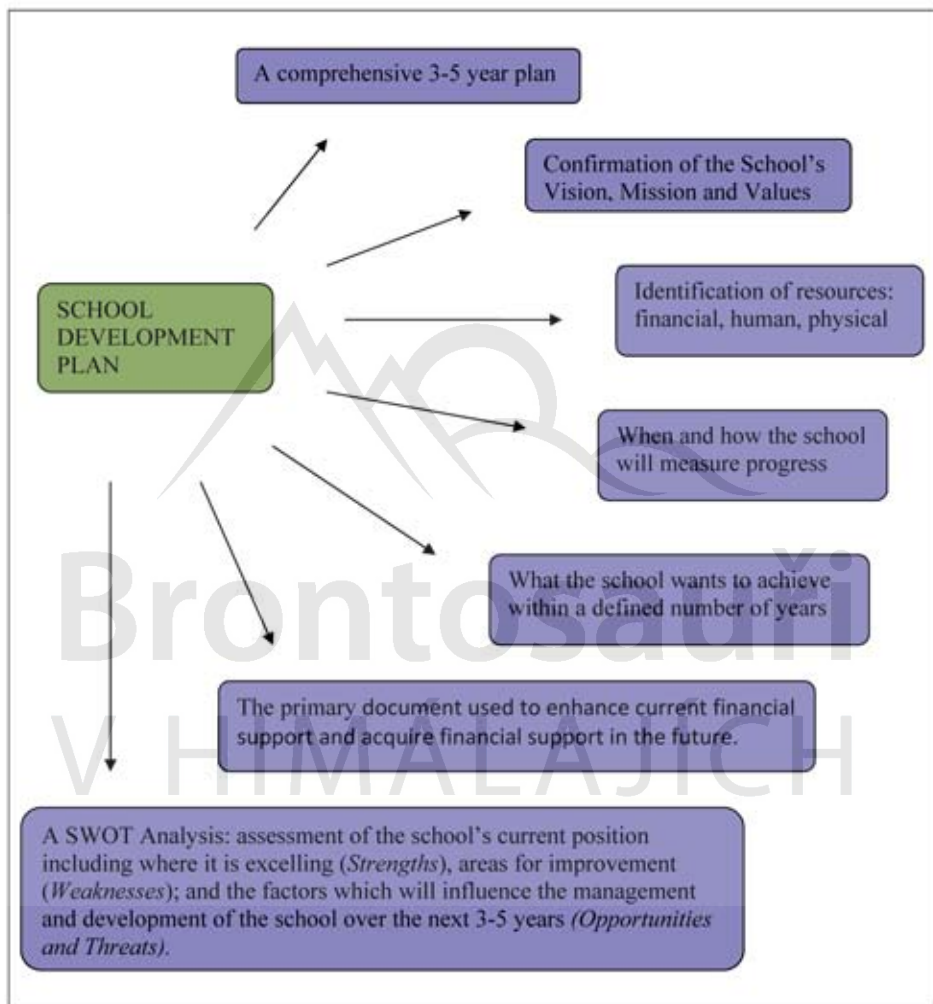




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SCHOOL DEVELOPMENT PLANNING ¹

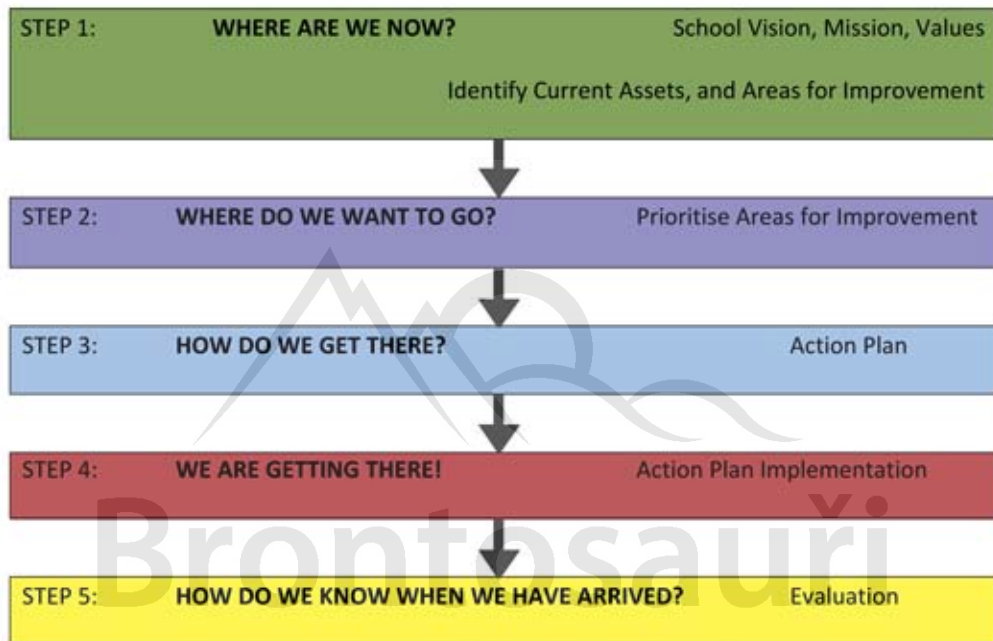
An effective planning process is an essential part of every successful organisation. In the case of Spring Dales Public School, a School Development Plan will result in:



¹ Adapted from: Department of Education - Northern Ireland, *School Development Planning* guidance booklet, June 2005.

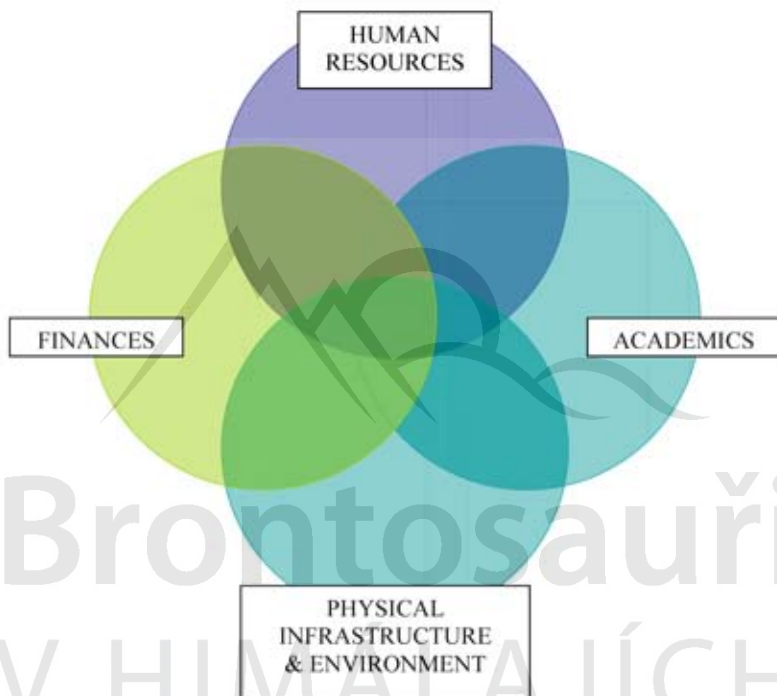
"A ROAD MAP FOR THE FUTURE"

The School Development Plan is a 'living' document for use by the school and project partners. It is a sort of "ROAD MAP FOR THE FUTURE" and will be based on the following steps:

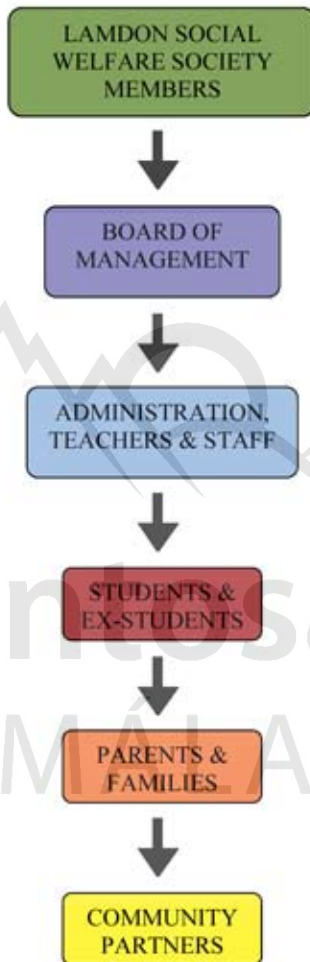


STEP	TIMELINE
STEPS 1-3	Summer 2011
STEP 4	October 2011 – September 2012
STEP 5	October 2012

PRIORITY THEMES FOR SPRING DALES PUBLIC SCHOOL DEVELOPMENT



WITH WHOM ARE WE CONSULTING?



STEP 1:**WHERE ARE WE NOW?**

Establish School Vision, Mission, Values

Identify Current Assets, and Areas for Improvement

INFORMATION GATHERING: COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR)

In order to make a plan for the future we need to know where we are in the present. Spring Dales Public School **Planning Team** is assessing the School's current situation by consulting with key stakeholders and gathering information using Community-Based Participatory Research (CBPR) to inform the planning process.



Planning Team Members - Spring Dales Public School Development Project

METHODS: The following examples are some of the methods of Community-Based Participatory Research that we are using for the Planning Process:

- **Community Consultation:** facilitated group meetings, or one-to-one discussions assessing the needs/wants of key stakeholders in the school community who are directly involved with or will be directly affected by the Development Plan (e.g.: Lamdon Social Welfare Society, Board of Management, teachers, students, families).



Consultation and Planning with Members of the Lamdon Social Welfare Society & Board of Management

- **Surveys/Questionnaires:** administering written questions to individuals for direct feedback and information gathering. This method can be especially useful for those people who would like to remain anonymous;



Ex-Students were each given a questionnaire and asked to reflect on their experience at Spring Dales Public School.

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EX- STUDENT QUESTIONNAIRE RESULTS:

Most Common Themes:

- improved teaching methodology (x4)
- good science laboratory (x4), with new chemicals, and practical experiments (x2)
- better trained teachers with good experience/exposure (x3)
- good computer facility (x3)
- good playground with lawn (x3)
- complete facilities (x2)
- good library (x2)
- school bus (x2)
- music room with music class and musical instruments (x2)
- parent and teacher meeting (end of every month) (x2)
- students speaking English in English class and Hindi in Hindi class (x2)
- competitions (x2): speech, games, studies, debates, quizzes, etc.
- more and more volunteers coming again and again (to teach English) (x2)

- **Visioning Sessions:** facilitated meetings with community members to establish the School's Vision, Mission, Values; conduct a SWOT analysis, etc.;



Members of the Lamdon Social Welfare Society
(including the Eldest Member – Since 1972): hard at work Visioning.



Members discussing the question:
"What future do you want for the students of Spring Dales Public School?"

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- **Photo Voice:** photography is proven to be an effective form of participatory research and is a way to give a voice to people whose voices often get lost in research processes (e.g.: children).

Students (Classes 3-10) were given disposable cameras and asked to take photos of:

- a) what they **like** about SDPS; and
- b) what they **dislike** about SDPS.

After the photos are developed we will discuss the photos in groups, the data will be analyzed, and then used to inform the planning process.



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- **Photo Voice Results – COMMON THEMES**

LIBRARY - LIKE



The library was popular because it “increases knowledge of the students” and is “home to many holy books”

GREENERY – THE GARDEN AND TREES - LIKE



“The trees and plants give us oxygen, make the school look nice and are home to beautiful birds”

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TOILET - DISLIKE



Some students dislike the toilet because “it smells bad”

CONSTRUCTION – DISLIKE & LIKE



Some students dislike the construction because it “makes the uniforms dirty” and it makes it so there is no playground. Others like the construction because they want to see the development of a student hostel.

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UNDISCIPLINE IN THE CLASSROOM – DISLIKE



Many students said they did not like other students acting in an undisciplined way.

SCHOOL MURALS & PAINTINGS - LIKE



The most common theme was an appreciation for the Paintings because they are “colourful and make us happy to come to school”. They are also inspiring and make the students “want to make paintings like this”. Many students commented on liking them because they depict religious teachings.

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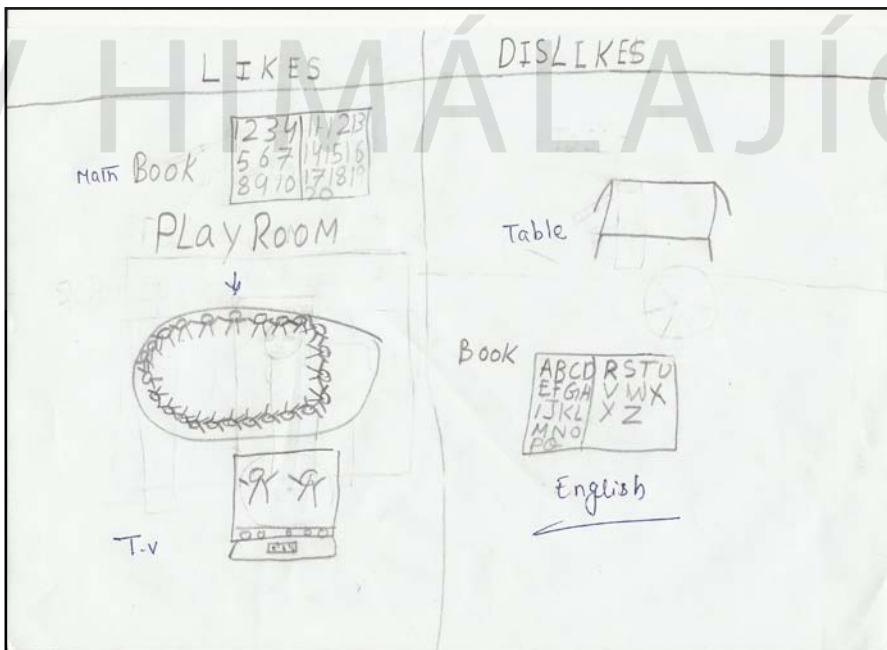
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Arts-Informed Perspectives: Using drawing, painting, creative writing, poetry, drama, dance, music, singing, etc. to help give a voice to those people – often children, and adults with disabilities - who may not have the ability to communicate their needs and wants through words in conversation.

Upper Kindergarten Class (students aged 5-6 years old):



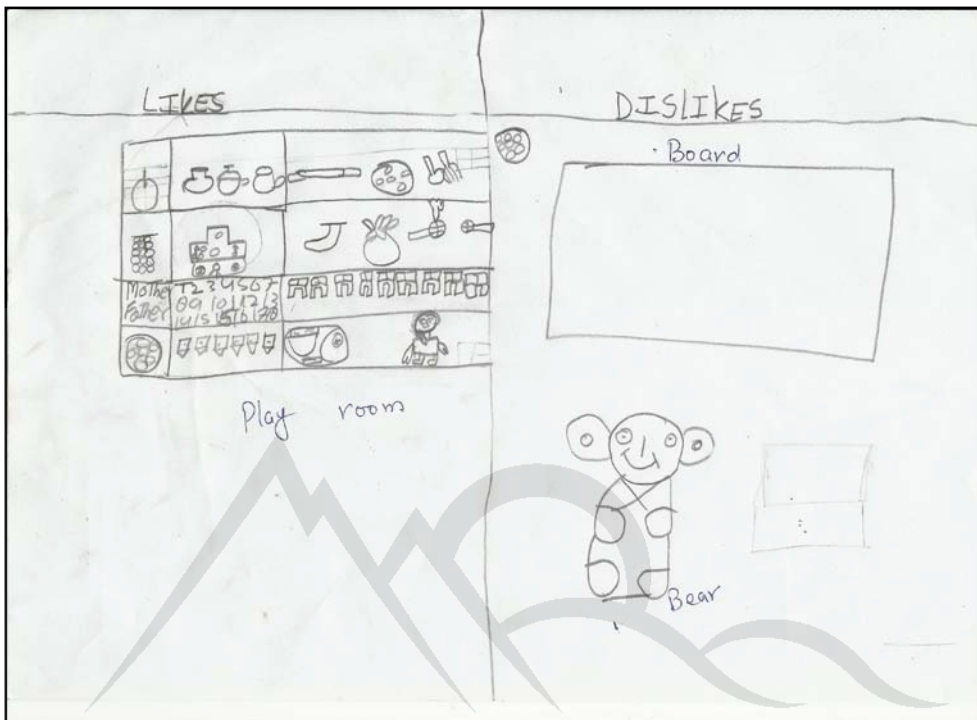
The teacher is assisting with the 'Likes/Dislikes' information gathering.



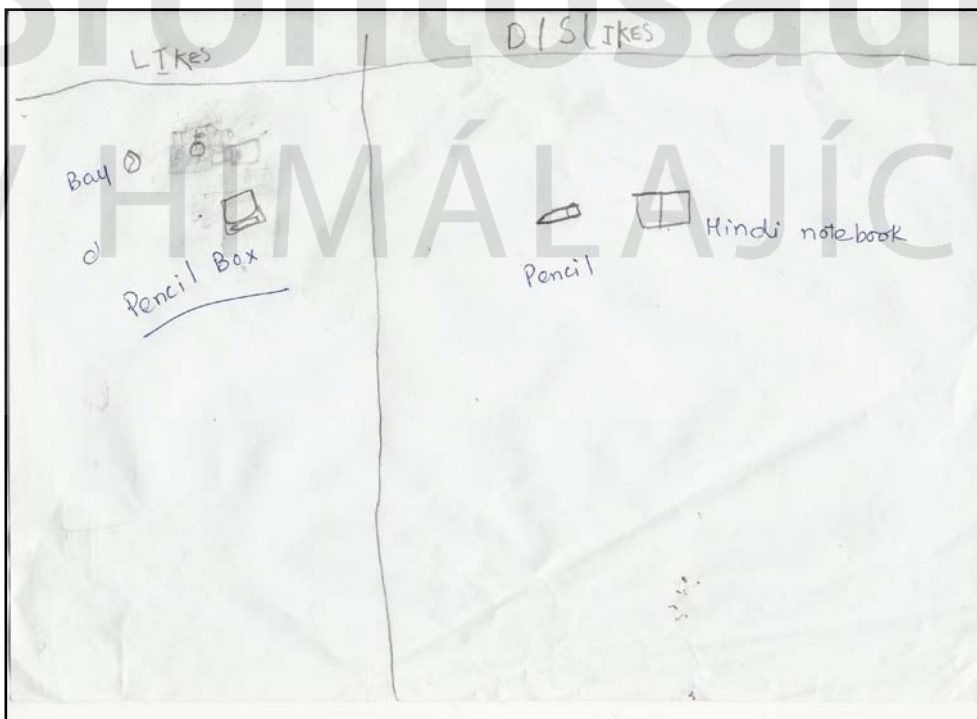
This student 'likes' her math book, the playroom and the T.V. and 'dislikes' her English book and her table (because she says it is too small for her).

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This student 'likes' the play room and 'dislikes' the bear and the white board (because it is broken in two pieces).



This student 'likes' the ball and his pencil box and 'dislikes' his Hindi notebook and his pencil (because it is too small and he does not have another one).

AN ETHICAL APPROACH

Consulting with people - especially children - requires the adherence to ethical Practice Standards.



We are using as guidance Save the Children's 'Introduction to Practice Standards in Child Participation' which has been informed by the UN Convention on the Rights of the Child.

All Planning Team members and Teachers have been trained in these Practice Standards.

Standard 1:

An Ethical Approach:
Transparency and Honesty

Standard 2:

Children's Participation is Appropriate and Relevant

Standard 3:

A Child Friendly, Enabling Environment

Standard 4:

Equality of Opportunity

Standard 5:

Staff are Effective and Confident

Standard 6:

Participation promotes Safety and Protection of Children

Standard 7:

Follow up and Evaluation

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TEACHERS CONSULTATION



After 3 meetings we were able to accomplish the following:

- Discuss the importance of the planning process
- Discuss ethical consultation
- Plan for Student Consultation (Photo Voice & AIP)
- Conduct a SWOT Analysis
- Complete a comprehensive questionnaire (including 'Career Anchors')



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PARENTS CONSULTATION

On July 24th we hosted a 4 hour Parents Meeting where we presented the new School Design and the School Development Planning process.



- Approximately 70 parents attended
- 114 students were represented (50 boys, 64 girls) = 75 % of the SDPS total number of students

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Then the parents broke out into groups, and were asked:

- What do you like about SDPS?
- What do you dislike about SDPS?
- What do you want to see change in the future at SDPS?
- How can you help SDPS to achieve this (now or in the future)?



COMMON THEMES:

LIKES	DISLIKES
<ul style="list-style-type: none">- teachers- culture and discipline- education system- Principal- volunteers- LKG & UKG	<ul style="list-style-type: none">- Lack of school bus- lack of medical facilities- lack of trained teachers- unstable teachers (they leave regularly)- lack of lunch program

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LAMDON SOCIAL WELFARE SOCIETY MEMBERS CONSULTATION - VISIONING



After 1 Sunday meeting and 3 evening meetings we were able to accomplish the following:

- Discuss the following questions in focus groups:
 - What Is a School?
 - What Future do you want for the students of SDPS?
 - How do you expect SDPS to help each student to grow this future?
 - How can I, as a Member, help SDPS to achieve this?
- Brainstorm “Our Collective Values”
- Draft a Vision and Mission Statement
- Conduct a SWOT Analysis
- Develop the Draft ACTION PLAN for 2011-2012



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LAMDON SOCIAL WELFARE SOCIETY - COLLECTIVE VALUES

- Traditions (respecting Elders and children)	- Dedication
- Freedom to be who you are	- Truthfulness
- Culture/identity	- Confidence
- Humanity (being a human)	- Courage
- Compassion	- Discipline
- Selflessness	- Sincerity
- Politeness (when speaking)	- Respect
- Good manners	- Punctuality
- Principles	- Regularity
- Self-respect	- Freedom
- Words-in-action	- Security
- Peace	- 'Live and let others live'
- All religions	- Sentiment (emotional feeling)
- Integrity	- Contentment

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NEXT STEPS?

- Analyze the remaining data (teacher's questionnaires, photo voice, AIP)
- Draft the School Development Plan document (ACTION PLAN)
- Send document to SDPS and LSWS for feedback and edits
- Finalize the School Development Plan document

- Deliver it to SDPS and LSWS for their ACTION PLAN implementation
- Evaluation – October 2012



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