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ii

their tried and tested methods of teaching.

Lack of readiness for going back to their classes (re-entry): Bringing a change in a school is a complex phenomenon but most of the teacher education courses underestimate the significance of preparation for the re-entry process (when the teachers have to go back to the classroom). Some basic aspect of this issue, e.g., whether change is a holistic process, whether it is a slow process, should it be mandated or not, etc., are not discussed at length. Similarly action plans, e.g., short term planning and long term planning according to the contexts of participants, are not part of most courses. This situation forces participants to take a plunge in the re-entry phase without proper preparation. Thus in a very short time they realize that making efforts for change is an exercise in futility and that

n, a short term, visible, the impact of this change es then is usually temporary development of er of reasons for this. ceptualization of educational programmes that make it ning professsion, insufficient support from head track performance, or e professional (both connees

there is no need to stick to it.

Lack of follow-up: For any change to be successful, it is important that there should be a strong follow-up system. Usually what happens is that after a teacher completes an education course, there is no follow-up and the participants get isolated. Such a system is not only useful for monitoring purposes but also acts as a support for the teachers.

School-based 'gravitational' forces: So far we have looked at some of the gravitational forces related to the nature and composition of teacher education programmes and workshops. Writing about the post-programme phase, Guskey (1985) suggests that support during this period of trial and experimentation is critical. Teachers need continuous guidance and direction in order to make adaptation while maintaining loyalty to the programmes. Let us now discuss briefly some forces in a school that make teachers revert to their old style of teaching (or drag down their line of change).

The role of the head teacher: The role of the head teacher in sustaining a change is pivotal. If a head teacher is a part of the process of change, chances of success are greater. On the other hand, if a head teacher is not part of the change, chances are that the process of change either does not happen at all or dies down quick-

ly. Typical teacher education workshops hardly make any effort to bring in the perspective of the head teacher. The result is that a head teacher is not in a position to appreciate initiatives in the school and thus provides little support to those teachers who do want change. A number of useful initiatives go to waste if the head teacher has an autocratic approach and is unable to share or empathize with the perspectives of others. Surprisingly there are not many courses available for head teachers in Pakistan that could focus on these issues and enable them to act as catalysts for initiating and sustaining educational change.

Lack of cooperation from colleagues: Another important force that often pulls down the line of change is the non-appreciative attitude of fellow teachers in school. In some cases, the teacher who tries to bring a change is discouraged by the cold behaviour of colleagues. This situation is further aggravated when the head teacher is not supportive. The result is a depressing isolation which ultimately leads to the settlement on the part of the teacher to go back to the traditional way of teaching.

School policy: The policy of the school, where the teacher goes back to after a training course, plays an important role. If school policy is not supportive the chances of sustainability of change are slim. A school may have its own stance on various issues like discipline, examination, homework, etc. If the policy is based on a traditional approach, the change is slowed down and the chances of sustainability of change become slim.

External 'gravitational' forces: I will now discuss some strong forces that exert pressure from outside the school but whose impact is felt by every stakeholder inside the school. In their existing state, these forces put their weight against change taking place in the school.

Community-based pressure: The role of the community in making a change successful is crucial. Dalin and Rolf (1993) underline the role of parents and the home and suggest that "research indicates that as much as 80-90 per cent of variation in the learning outcomes is because of the home and local environment. Without a close co-operation with homes and the community schools cannot provide learning opportunities".

There seems to be lack of communication between schools and the home. Parents want their children to do a lot of work in schools, get good grades and are not much concerned about the overall development of a child's personality. When teachers, after attending a teacher education course or workshop, go back to their schools and try some new techniques they do not get any support or encouragement from the parents. *

The curriculum: One of the strongest forces that plays an important role in the process of change is the curriculum. In Pakistani schools, the curriculum is prepared at the national level and teachers have to implement it. One of the aspects of the curriculum is the syllabus that is usually manifested in the shape of textbooks in Pakistan. Textbooks

occupy the central place in most of the school systems. The teachers are supposed to teach textbooks and the greatest concern of school administration and thus schoolteachers is to finish the course, i.e., the textbooks, on time. The teachers, even after attending a course or workshop, find little room for innovation in the presence of the existing curriculum and syllabus. A number of teachers, cognizant of innovative pedagogical methods, find themselves shackled by the restraints imposed by the curriculum. In a typical teacher education programme in Pakistan, teachers are not taught skills to enrich or enhance the existing curriculum. Consequently, when they go back to their school the existing curriculum de-motivates them and discourages them from initiating any kind of change.

Examination: The controlling force
So far I have referred to some 'gravitational forces' that try to pull down the line of change. Now I will discuss the force that has its impact on all the stakeholders, i.e. head teachers, teachers, teaching methodologies, students, and parents.

This force is the external examination. In most of the schools, the appraisal of a head teacher depends on the examination results of school. The head teacher, in turn, tries to focus on the results, and as a consequence, a teacher's appraisal is largely based on the results of his/her class. Similarly, the parents of the students expect from teachers to prepare their children for the examination. The concern of students, in the majority of cases, is to get good grades in the examination. These pressures from different directions, i.e. students, head teachers, parents, and colleagues arise because of the examination. Teachers who go back to their schools, after attending workshops or courses, find themselves pressured by the external examination system. The majority of teachers complain about the shortage of time in which they have to finish the assigned syllabus. If the assigned syllabus is not finished how will the students pass the external examination? The pressure of time and the anxiety of finishing the syllabus flow from the concern for external examination.

Thus through the system of external examinations the affairs of schools are controlled. The control of examinations has a direct negative effect on what goes inside a classroom and "the control is achieved because teachers have little choice but to teach to the tests" (Smith 1985). This control usually works against any initiative that would bring a change in teaching methodology, the syllabus, or the textbooks.

In this article I discussed various 'gravitational forces' which try to pull down the rising line of change to the horizontal straight line of status quo, that is, the force that discourage a teacher from being innovative and different in his or her method of teaching and conducting a classroom. Next week, I shall be focusing on the ways and means to initiate and sustain professional development. ■

E-mail: shahidksiddiqui@yahoo.com