

**Partnership in Education, through Whole School
Development with Parent and Community Involvement:
A Study of a National Initiative
to Combat Educational Disadvantage -
the Home, School, Community Liaison Scheme (2 Vols.)**

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VOLUME 2

Appendices and Bibliography

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Appendix One: Tables (see Chapters 4 and 5)

There are two types of Table included in Appendix 1:

Some give the percentage of respondents citing certain responses (items). The percentages given by respondents on these Tables add to more than 100 per cent because respondents give more than one response (see Appendix 1, Table 1 as an example).

Others give the percentage breakdown of total responses for collapsed items. On the Tables relating to the Top Three priorities/issues/ways etc. the percentages cited are based on the total responses given (not respondents) and thus add up to 100 per cent (see Appendix 1, Table 2 as an example). In these Tables total percentages are rounded up/down to 0.1 per cent.

When comparisons are made between principals, coordinators, and teachers the reader should bear in mind that principals and coordinators represent the responses from the total population while teachers represent the responses from the sample.

Appendix 1, Table 1					
Priorities for School/Community/Class Development Listed by Principals, Coordinators, and Teachers					
Item	Priorities listed	Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Development of children	10.0	4.5	29.6	12.6
2	Partnership with parents/community	1.9	4.0	0.0	2.2
3	Staff development	45.6	57.1	1.9	39.6
4	Develop the ethos	8.1	1.1	1.9	3.8
5	Parent involvement (meaningful)	16.9	20.9	0.0	14.4
6	Get parents involved	0.6	31.6	0.9	13.0
7	Develop the curriculum	18.1	0.0	5.6	7.9
8	Get to know parents/community	0.0	2.8	0.0	1.1
9	Equal opportunities	1.3	0.0	0.0	0.4
10	Attendance	1.9	0.0	0.9	0.9
11	Raise achievement levels	3.8	0.6	0.9	1.8
12	Raise self-esteem levels	8.1	7.3	5.6	7.2
13	Return to basics of curriculum	1.9	0.0	0.9	0.9
14	Whole-school discipline	9.4	0.0	15.7	7.2
15	Pupil-staff relationships	3.8	0.0	19.4	6.1
16	Staff relationships	11.3	4.0	1.9	6.1
17	Parent-teacher relationships	11.3	28.8	1.9	16.0
18	Positive behaviour	11.9	0.0	12.0	7.2
19	Respect among parents and teachers	12.5	16.4	1.9	11.5
20	Co-operative environment	16.9	14.1	1.9	12.1
21	Interpersonal skills	1.3	0.6	0.9	0.9
22	Social skills	3.1	0.0	5.6	2.5
23	Improve access to education	3.1	4.0	0.0	2.7
24	Clear targets	2.5	0.0	1.9	1.3
25	Commitment of staff	3.8	0.0	1.9	1.8
26	Pupil learning	16.3	1.1	39.8	16.0
27	Care for pupils	11.9	0.0	25.0	10.3
28	Physical conditions of school	3.1	0.0	3.7	2.0
29	Friendly atmosphere	5.0	2.3	22.2	8.1
30	Links with the most disadvantaged	3.1	7.9	2.8	4.9
31	Academic standards	8.1	0.6	22.2	8.5
32	Imaginative teaching	1.3	0.0	19.4	5.2
33	Communication	2.5	2.3	0.9	2.0
34	Parent development	5.0	39.0	0.0	17.3
35	Weak pupils	4.4	0.6	3.7	2.7
36	Recreation/sport	2.5	0.0	0.0	0.9
37	Unit for the disruptive	1.9	0.0	0.0	0.7
38	Attitude change	1.9	0.6	0.0	0.9
39	Junior Cycle	1.3	0.0	0.0	0.4
40	Transition Year	0.6	0.0	0.0	0.2
41	Leaving Certificate	0.6	0.0	0.0	0.2
42	Accountability	1.3	0.0	0.9	0.7
43	Counselling	1.3	0.0	0.0	0.4
44	Awards	0.6	0.0	0.0	0.2
45	Involvement in community needs	3.8	9.6	0.0	5.2
46	Computer education	0.6	0.0	0.0	0.2
47	Parent-school education	0.6	2.3	0.0	1.1
48	School-Community interdependence	3.1	6.2	0.0	3.6
49	Middle management	2.5	0.6	0.0	1.1
50	Music	0.6	0.0	0.0	0.2
51	Arts and Crafts	0.6	0.0	0.0	0.2
52	Traveller integration	1.3	1.1	0.0	0.9
53	Attitude of Principal	0.0	2.3	0.0	0.9
54	Encourage Principal	0.0	2.3	0.0	0.9
55	Support Principal	0.0	2.3	0.0	0.9
56	Home visits	0.0	0.6	0.0	0.2
57	Development of coordinator	0.0	4.5	0.0	1.8
58	Development of the BOM	0.0	2.3	0.0	0.9
59	Coordinator-principal contact	0.0	1.7	0.0	0.7
60	Development of core group	0.0	0.6	0.0	0.2
61	Development of parent council	0.0	1.7	0.0	0.7
62	Parental involvement in Early Start	0.0	1.1	0.0	0.4
63	Development of Local Committee	0.0	1.1	0.0	0.4
64	Job satisfaction	0.0	0.0	4.6	1.1
65	Positive reinforcement for pupils	0.0	0.0	0.9	0.2
66	Impart knowledge	0.0	0.0	5.6	1.3
67	Teach to state examinations	0.0	0.0	0.9	0.2
	Total %	36.0	39.8	24.3	100.0
	N (respondents)	160	177	108	445

Appendix 1, Table 2				
Top Three Priorities for School/Community/Class Development Listed by Principals, Coordinators, and Teachers				
Priorities listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
Developing the pupil and the learning environment	59.9	31.5	67.8	50.2
Developing relationships and communicating with parents, pupils, teachers and community	23.8	66.7	10.7	38.1
Developing standards and organisation	11.9	1.4	18.3	9.1
Developing ethos of the school	4.5	0.4	3.1	2.5
Total %	100.0	100.0	100.0	100.0
N (responses)	471	514	289	1274

Appendix 1, Table 3					
Perceptions on How the School Shows that it Respects its Pupils Listed by Principals, Coordinators, and Teachers					
Item	Perceptions	Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Recognise achievement	3.2	0.6	0.0	1.5
2	Respect them	25.3	14.6	20.2	20.0
3	Communication	1.9	0.6	1.1	1.2
4	Respond to requests	1.9	3.8	1.1	2.5
5	Care for well-being	29.1	36.7	28.1	31.9
6	Awards	1.9	2.5	6.7	3.2
7	Positive reinforcement	19.0	10.8	15.7	15.1
8	Welcome	1.3	0.6	0.0	0.7
9	Freedom of choice	7.6	3.8	7.9	6.2
10	Involve family in education	1.9	3.2	4.5	3.0
11	Relate environment to curriculum	5.1	4.4	9.0	5.7
12	Kindness	2.5	11.4	4.5	6.4
13	Understanding	6.3	1.9	4.5	4.2
14	Assembly	0.6	0.6	0.0	0.5
15	Positive discipline	21.5	15.8	21.3	19.3
16	Listening	28.5	18.4	18.0	22.2
17	Extra curricular	8.9	16.5	5.6	11.1
18	Pupil-centred	2.5	3.2	11.2	4.7
19	Stay safe	0.6	0.0	0.0	0.2
20	Christian name	0.6	0.0	0.0	0.2
21	Welcome parents	7.0	3.2	3.4	4.7
22	Student council	5.1	6.3	4.5	5.4
23	Staff development	3.2	1.9	0.0	2.0
24	Involve pupils	1.3	1.3	4.5	2.0
25	Self-esteem	4.4	9.5	6.7	6.9
26	Pupil central	2.5	0.0	1.1	1.2
27	Tutor system	1.3	0.6	1.1	1.0
28	As individuals	20.3	19.6	27.0	21.5
29	Value parents	1.3	0.6	0.0	0.7
30	Value opinions	8.9	10.1	3.4	9.1
31	Games	1.3	1.3	0.0	1.0
32	Courtesy	3.8	0.0	0.0	1.5
33	Trusting environment	5.7	8.9	7.9	7.4
34	Develop talents	8.2	17.7	3.4	10.9
35	Attractive school	10.8	3.2	3.4	6.2
36	Good teaching	3.8	13.3	7.9	8.4
37	Friendship	2.5	3.8	1.1	2.7
38	Commitment	0.6	1.3	0.0	0.7
39	Challenge	3.8	1.9	6.7	3.7
40	Knowledge	1.9	8.2	0.0	4.0
41	Positive reports	0.6	0.0	0.0	0.2
42	Concern for weak	4.4	5.7	2.2	4.4
43	Concern for disturbed	2.5	1.3	1.1	1.7
44	Concern for disadvantaged	1.3	2.5	2.2	2.0
45	Social programme	1.9	0.6	0.0	1.0
46	Equipment	1.9	2.5	5.6	3.0
47	Job placement	0.6	1.3	0.0	0.7
48	High expectations	0.6	0.6	0.0	0.5
49	Approachability	0.0	3.2	1.1	1.5
50	Uniform	0.0	0.0	1.1	0.2
51	Isolation	0.0	0.0	1.1	0.2
	Total %	39.0	39.0	22.0	100.0
	N (respondents)	158	158	89	405

Appendix 1, Table 4				
Perceptions of the Top Three Ways listed by Principals, Coordinators and Teachers by Which the School Respects its Pupils				
Ways listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
By developing good relationships and by improving communication	46.7	40.6	40.8	43.1
By developing the pastoral care system	40.7	46.3	44.7	43.7
By creating a positive learning environment	12.6	13.1	14.5	13.2
Total %	100.0	100.0	100.0	100.0
N (responses)	445	443	228	1116

Appendix 1, Table 5					
Perceptions on How the School Shows that it Values its Parents Listed by Principals, Coordinators, and Teachers					
Item	Perceptions	Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Parent as prime educator	5.6	5.1	8.5	6.1
2	Home visits	1.9	3.2	1.1	2.2
3	Decision-making	1.3	2.5	3.2	2.2
4	Welcome	4.4	0.0	0.0	1.7
5	Listened to	18.1	20.3	14.9	18.2
6	Availability	8.8	6.3	21.3	10.7
7	Room/facilities	10.0	15.2	11.7	12.4
8	Pre-entry programmes	0.0	0.6	0.0	0.2
9	Classroom work	1.9	3.8	7.4	3.9
10	Fundraising	0.6	4.4	1.1	2.2
11	Paired reading	1.3	1.9	2.1	1.7
12	Encouragement	3.8	0.6	0.0	1.7
13	Understanding of parents	5.6	7.0	0.5	6.8
14	Parents night	0.6	0.6	1.1	0.7
15	Informing them	11.3	7.6	10.1	11.4
16	Involving them	26.9	22.2	9.6	21.1
17	Respect trust	10.0	3.2	0.0	5.1
18	Openness	8.8	5.1	0.0	5.3
19	Core group	5.0	10.8	2.1	6.6
20	Welcome	5.6	17.1	3.2	9.5
21	Consulting them	19.4	15.8	18.1	17.7
22	Co-operating	15.6	7.0	12.8	11.7
23	Social meetings	1.3	0.6	0.0	0.7
24	No confrontation	0.6	0.0	0.0	0.2
25	Parent association /council	16.9	14.6	10.6	14.6
26	Regular contact	31.3	32.9	35.1	32.8
27	HSCL activities	14.4	22.2	37.2	22.6
28	Involvement	5.6	4.4	0.0	3.9
29	Open door	35.6	32.9	17.0	30.3
30	Meet needs	1.3	1.3	0.0	1.0
31	Individual meetings	0.6	0.0	0.0	0.2
32	Peripheral involvement	1.3	0.6	0.0	0.7
33	Crèche facilities	0.6	0.0	0.0	0.2
34	Homework	1.9	1.3	1.1	1.5
35	Equality	1.3	1.3	0.0	1.0
36	Thanks/party	2.5	0.6	1.1	1.5
37	Compensate	0.6	0.0	0.0	0.2
38	Advice	1.9	0.0	0.0	0.7
39	Educate children	1.3	0.0	1.1	0.7
40	Approachability	0.0	1.9	1.1	1.0
	Total %	38.8	38.3	22.8	100.0
	N (respondents)	160	158	94	412

Appendix 1, Table 6**Perceptions of the Top Three Ways, listed by Principals, Coordinators and Teachers by Which the School Values its Parents**

Ways listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
Involvement of parents	47.1	46.3	44.4	46.3
Respect for parents	26.5	23.7	13.2	22.7
Emotional support for parents	15.6	20.5	28.6	20.2
Practical support for parents	10.7	9.4	13.7	10.9
Total %	100.0	100.0	100.0	100.0
N (responses)	456	434	234	1124

Appendix 1, Table 7					
Perceptions on How School Personnel Sound Out the Feelings or Opinions of Pupils Listed by Principals, Coordinators, and Teachers					
Item	Perceptions	Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Class discussion/group work	32.8	21.3	10.6	23.1
2	Input to rules	9.4	14.8	1.2	9.0
3	Listen to them/ Identify needs	20.3	30.6	30.6	26.5
4	Discuss with parents	1.6	0.9	0.0	0.9
5	Teacher counsellor	0.8	5.6	1.2	2.5
6	One-to-one meetings	16.4	25.9	30.6	23.4
7	Questionnaire	10.9	10.2	3.5	8.7
8	Transfer programmes	47.7	42.6	44.7	45.2
9	Student council	10.9	13.0	3.5	9.7
10	Prefects/captains	8.6	3.7	0.0	4.7
11	Tutor system	8.6	11.1	4.7	8.4
12	Written work	10.2	8.3	16.5	11.2
13	Yard duty	5.5	3.7	8.2	5.6
14	Past pupils	5.5	0.0	0.0	2.2
15	Suggestion box	2.3	0.0	0.0	0.9
16	From parents	14.1	11.1	2.4	11.8
17	From teachers	9.4	3.7	3.5	5.9
18	Observing behaviour	2.3	5.6	24.7	9.3
19	Competitions	0.8	4.6	1.2	2.2
20	Peer support	3.1	0.0	0.0	1.2
21	Pastoral care	7.8	5.6	10.6	7.8
22	Offer choices	3.1	2.8	2.4	2.8
23	Leadership	1.6	0.0	0.0	0.6
24	Truth	0.8	0.9	1.2	0.9
25	Develop openness	0.8	1.9	2.4	1.6
26	Consider age	0.8	0.0	0.0	0.3
27	Pupils' forum	1.6	0.9	0.0	0.9
28	Home visits	0.8	0.0	0.0	0.3
29	Class/teacher network	0.8	0.0	0.0	0.3
30	Visits by externals to school	0.8	0.9	0.0	0.6
31	Health society	1.6	1.9	0.0	1.2
32	Involve community	0.8	0.0	0.0	0.3
33	Principal	0.8	2.8	0.0	1.2
34	Adapt programmes	0.0	2.8	0.0	0.9
35	HSCCL programmes	0.0	3.7	4.7	2.5
	Total %	33.9	33.6	26.5	100.0
	N (respondents)	128	108	85	321

Appendix 1, Table 8				
Perceptions of the Top <u>Three</u> Ways in Identifying Feelings/Opinions of Pupils Listed by Principals, Coordinators, and Teachers				
Ways listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
By formal listening	64.0	66.9	57.9	63.5
Sounding through the services of professionals and school structures	14.5	16.9	11.5	14.6
By listening informally	14.8	9.6	15.8	13.3
Through building relationships	6.8	6.5	14.8	8.6
Total %	100.0	100.0	100.0	100.0
N (responses)	311	260	183	754

Appendix 1, Table 9					
Reasons for Communication with Parents on an Individual Basis Listed by Principals, Coordinators, and Teachers					
Item	Reasons	Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Accidents/illness	11.3	0.6	7.7	6.1
2	To discuss indiscipline	70.6	15.3	66.3	47.4
3	Improvement	2.5	0.6	4.8	2.3
4	Organisation/information	19.4	21.5	4.8	16.8
5	To get hopes/fears	8.8	7.3	11.5	8.8
6	To affirm/support	3.8	27.1	3.8	13.2
7	To get suggestions/opinions for policy	5.0	2.3	0.0	2.7
8	Placement advice	10.0	2.3	7.7	6.3
9	Transfer needs	10.0	13.6	0.0	9.1
10	Progress	54.4	9.0	66.3	39.0
11	Newsletter	0.6	1.7	0.0	0.9
12	Encourage HSCL activities	4.4	10.7	1.0	6.1
13	Reports	0.6	0.0	0.0	0.2
14	Poor attendance	10.0	4.0	15.4	8.8
15	Books/uniforms	4.4	0.0	0.0	1.6
16	Exam fee	0.6	0.0	0.0	0.2
17	Extra-curricular	1.3	0.0	0.0	0.5
18	Parent-teacher meetings	8.8	1.7	15.4	7.5
19	Family problems	15.6	24.3	4.8	16.6
20	Teacher problem	3.1	0.0	0.0	1.1
21	Bullying	5.0	0.6	2.9	2.7
22	Listening to needs and opinions	3.8	27.1	6.7	13.8
23	Good news	3.8	2.3	1.0	2.5
24	Socially	0.6	1.1	1.0	0.9
25	Specific learning needs	10.6	4.0	5.8	6.8
26	Concern	2.5	0.0	3.8	1.9
27	Evaluation	1.3	0.0	1.9	0.9
28	Missing property	0.6	0.0	0.0	0.2
29	Fundraising	0.6	0.0	0.0	0.2
30	Parent-teacher problems	1.3	6.2	0.0	2.9
31	Parent association/council	1.3	0.0	0.0	0.5
32	Support on home visits	0.0	28.2	0.0	11.3
33	Support HSCL activities	0.0	39.0	0.0	15.6
34	Conflict management	0.0	0.6	0.0	0.2
35	Core group	0.0	3.4	0.0	1.4
36	Marginalised parents	0.0	6.8	0.0	2.7
37	Identify needs	0.0	14.1	1.0	5.9
38	Paired reading	0.0	2.8	2.9	1.8
39	Peripheral	0.0	1.1	0.0	0.5
40	Committee follow-up	0.0	2.8	0.0	1.1
	Total	36.3	40.1	23.6	100.0
	N (respondents)	160	177	104	441

Appendix 1, Table 10				
Top Three Reasons for Communication with Parents on an Individual Basis Listed by Principals, Coordinators, and Teachers				
Reasons listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
To give negative information	43.4	18.0	42.7	32.6
To give organisational information	24.2	17.2	14.2	19.2
To encourage parents to become involved in school life	7.0	33.3	7.3	18.1
To give positive information	22.6	4.6	30.9	16.8
To listen, affirm and support parents	2.7	26.9	4.9	13.3
Total %	100.0	100.0	100.0	100.0
N (responses)	442	499	246	1187

Appendix 1, Table 11					
Reasons for Communication with Parents on a a Collective Basis Listed by Principals, Coordinators and Teachers					
Item	Reasons	Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Discipline code	8.5	1.2	2.5	4.4
2	Curriculum/Religious Education	38.6	9.3	10.0	21.6
3	Information/advice giving	45.1	22.1	47.5	34.5
4	Combine school and home	2.6	1.2	7.5	2.5
5	Pupil central	2.0	0.6	17.5	3.0
6	Contribute to school policy	11.8	4.7	0.0	7.1
7	To hear complaints	0.7	0.0	2.5	0.5
8	Courses/parent education	5.9	41.9	2.5	22.5
9	Health education	8.5	5.8	5.0	6.8
10	Meetings/parent association/council	13.7	5.8	0.0	8.5
11	Encourage involvement	3.9	5.8	7.5	5.2
12	Early Start	3.3	5.2	2.5	4.1
13	Transfer programmes	20.3	27.9	7.5	22.5
14	Class meetings	20.3	22.1	20.0	22.1
15	General meetings	19.0	6.4	5.0	11.5
16	Senior cycle	6.5	0.0	0.0	2.7
17	Facilitated parent-teachers meetings	13.7	12.8	25.0	14.5
18	Study skills training	2.6	7.6	5.0	5.2
19	Assembly	4.6	0.0	0.0	1.9
20	Socially	4.6	7.0	7.5	6.0
21	Identify needs	0.7	23.3	5.0	11.8
22	Fundraising	7.2	1.2	0.0	3.6
23	Partnership	0.7	0.0	0.0	0.3
24	Involvement in HSCL activities	6.5	21.5	2.5	13.2
25	Issues e.g. smoking	3.9	0.0	2.5	1.9
26	Mathematics group	0.7	0.0	0.0	0.3
27	Parents' room	2.6	7.0	0.0	4.4
28	Language development	1.3	3.5	5.0	2.7
29	Core group development	2.0	4.1	0.0	2.7
30	Training parents as home visitors	0.0	2.3	0.0	1.1
31	Enhance parent growth	0.0	8.1	0.0	3.8
32	Home visits	0.0	1.2	0.0	0.5
33	Evaluating HSCL activities	0.0	4.7	0.0	2.2
34	Volunteers	0.0	2.3	2.5	1.4
35	Local Committee	0.0	7.6	0.0	3.6
36	Spot talent	0.0	2.3	0.0	1.1
37	Peripheral	0.0	0.6	0.0	0.3
	Total %	41.9	47.1	11.0	100.0
	N (respondants)	153	172	40	365

Appendix 1, Table 12				
Top Three Reasons for Communication with Parents on a Collective Basis Listed by Principals, Coordinators, and Teachers				
Reasons listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
To promote involvement in educational programmes	72.8	62.2	67.5	67.1
To promote consultation, communication, partnership	17.5	30.5	15.6	23.8
To foster partnership	9.8	7.4	16.9	9.1
Total %	100.0	100.0	100.0	100.0
N (responses)	400	476	77	953

Appendix 1, Table 13				
Ways to Ensure Clear Communication with Staff Listed by Principals and Coordinators				
Item	Ways	Principals	Coordinators	Total
		%	%	%
1	Personal communication	81.0	84.1	82.6
2	Staff meetings	90.2	83.5	86.7
3	Intercom	3.7	6.3	5.0
4	Socialising	1.8	1.1	1.5
5	Written communication	60.7	31.3	45.4
6	Delegation	1.2	1.1	1.2
7	Year group/class/team meetings	14.7	20.5	17.7
8	Suggestion list	0.6	1.1	0.9
9	Break time	17.8	19.9	18.9
10	Through deputy principal	3.7	5.7	4.7
11	Giving information	1.8	4.0	2.9
12	Listening-meeting needs-supporting	5.5	2.8	4.1
13	Visits to classroom	0.0	10.2	5.3
14	Involvement of Parents' Room or home visits	0.0	4.5	2.4
15	Keep vision alive	0.0	1.1	0.6
16	Teachers on Local Committee	0.0	0.6	0.3
	Total %	48.1	51.9	100.0
	N (respondents)	163	176	339

Appendix 1, Table 14			
Top Three Ways to Ensure Clear Communication with Staff Listed by Principals and Coordinators			
Ways listed	Principals	Coordinators	Total
	%	%	%
Formal communication through the school system	56.0	45.6	50.6
Informal communication on the personal level	37.5	38.9	38.2
Including staff through involvement, delegation and working towards consensus	6.5	15.5	11.2
Total %	100.0	100.0	100.0
N (responses)	461	489	950

Appendix 1, Table 15				
Ways of Communicating with Colleagues Listed by Teachers				
Item	Categories	1st Choice	2nd Choice	3rd Choice
1	Staff meetings	10.6	21.2	26.1
2	One-to-one	58.4	20.4	16.2
3	Notice board	1.8	9.7	17.1
4	Committee work	n/a	3.5	5.4
5	Social gatherings	0.9	2.7	17.1
6	Informal	27.4	39.8	17.1
7	Phone	0.0	0.0	0.0
8	Other	0.9	2.7	0.9
	Total	100.0	100.0	100.0

Appendix 1, Table 16				
Ways of Communicating with Principals Listed by Teachers				
Item	Categories	1st Choice	2nd Choice	3rd Choice
1	Staff meetings	8.8	39.5	34.5
2	One-to-one	75.2	15.5	1.8
3	Notice board	2.7	9.1	13.6
4	Committee work	n/a	3.6	11.8
5	Social gatherings	n/a	1.8	7.3
6	Informal	11.5	28.2	29.1
7	Phone	0.0	0.9	0.0
8	Other	1.8	1.8	1.8
	Total	100.0	100.0	100.0

Appendix 1, Table 17				
Ways for Checking Communication Listed by Principals and Coordinators				
Item	Ways	Principals	Coordinators	Total
		%	%	%
1	Appraisal of attitudes/relationships	71.3	80.0	75.8
2	Open agenda at staff meetings	57.4	30.0	43.1
3	Ask teachers views	17.8	18.6	18.2
4	Brainstorming/identifying staff views	13.2	15.7	14.5
5	Level of action	17.1	15.7	16.4
6	Union steward	5.4	0.0	2.6
7	Open to change	5.4	1.4	3.3
8	School secretary	1.6	0.0	0.7
9	Coordinator	0.8	1.4	1.1
10	Deputy principal/mid-management	10.9	8.6	9.7
11	Suggestion box	3.1	18.6	11.2
12	Summer course	0.8	0.0	0.4
13	Social events	1.6	2.9	2.2
14	Evaluation	0.0	2.9	1.5
15	Local Committee reports	0.0	0.7	0.4
16	Value the HSCL scheme	0.0	4.3	2.2
	Total %	48.0	52.0	100.0
	N (respondents)	129	140	269

Appendix 1, Table 18			
Top <u>Three</u> Ways for Checking Communication Listed by Principals and Coordinators			
Ways listed	Principals	Coordinators	Total
	%	%	%
Through appraisal of attitudes and relationships	46.6	52.0	49.4
Through a formal evaluation process	44.4	42.7	43.5
Through members of the school community	9.0	5.3	7.1
Total %	100.0	100.0	100.0
N (responses)	266	281	547

Appendix 1, Table 19					
Methods for Communication Listed by Principals, Coordinators, and Teachers					
Item	Methods	Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Parents class	1.3	0.6	0.0	0.7
2	BOM meeting	0.7	0.6	0.0	0.5
3	Informally	44.1	49.4	66.7	50.9
4	Parents committee	0.7	0.0	0.0	0.2
5	Attending HSCL activity	3.9	6.3	2.5	4.7
6	Written notices	15.1	29.9	18.5	22.1
7	Telephone	4.6	4.6	3.7	4.4
8	Weekly meeting	26.3	26.4	1.2	21.4
9	Messages	1.3	0.6	0.0	0.7
10	Planning together	11.2	19.0	0.0	12.3
11	Staff meetings	16.4	5.2	25.9	13.5
12	Visits to staff room	4.6	0.0	12.3	4.2
13	Early morning meeting	3.3	2.3	0.0	2.2
14	Lunchtime meeting	1.3	1.7	12.3	3.7
15	After school meeting	0.7	1.1	0.0	0.7
16	Informal meeting (daily)	21.1	19.5	2.5	16.7
17	Support each other	12.5	6.3	1.2	7.6
18	Formal meeting (monthly)	6.6	9.2	1.2	6.6
19	Local Committee meetings	2.0	2.9	0.0	2.0
20	Management team	2.6	2.9	0.0	2.2
21	Frequent meetings	28.3	26.4	3.7	22.6
22	Report to BOM	1.3	1.7	0.0	1.2
23	Giving advice	2.6	0.6	0.0	1.2
24	Others reactions	0.7	0.0	0.0	0.2
25	Once a term	0.7	0.0	0.0	0.2
26	After home visit	0.0	1.1	0.0	0.5
27	After cluster meeting	0.0	8.0	0.0	3.4
28	Policy committee	0.0	1.7	0.0	0.7
29	Listening actively	0.0	3.4	0.0	1.5
30	Coordinator/principal meeting	0.0	0.6	0.0	0.2
31	Through principal	0.0	0.0	4.9	1.0
32	Visiting coordinator's office	0.0	0.0	16.0	3.2
33	In the classroom	0.7	0.0	2.5	0.7
	Total %	37.3	42.8	19.9	100.0
	N (respondents)	152	174	81	407

Appendix 1, Table 20				
Top Three Methods for Communication Listed by Principals, Coordinators, and Teachers				
Methods listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
Through formal methods	52.9	58.6	33.3	52.8
Informally, as part of a working relationship	35.7	34.2	56.1	38.0
Through a policy of inclusion and appreciation of roles	11.4	7.2	10.6	9.3
Total %	100.0	100.0	100.0	100.0
N (responses)	325	403	123	851

Appendix 1, Table 21				
Methods for "Individual" Feedback as Perceived by Principals and Coordinators				
Item	Methods	Principals	Coordinators	Total
		%	%	%
1	One-to-one	61.2	22.9	41.1
2	Meetings	28.8	13.7	20.9
3	Written	20.9	5.9	13.0
4	Phone	12.9	6.5	9.6
5	Coordinator	11.5	49.0	31.2
6	From parents	7.9	5.2	6.5
7	BOM member	12.9	9.8	11.9
8	Staff	21.6	36.6	29.5
9	Through parent involvement	17.3	16.3	16.8
10	Community representatives	2.2	2.0	2.1
11	Other schools	0.7	0.0	0.3
12	Pupils	4.3	0.0	2.1
13	P-T meetings	4.3	13.1	8.9
14	Assembly	0.7	0.0	0.3
15	Observation	0.7	1.3	1.0
16	Suggestions	2.2	1.3	1.7
17	Evaluation	3.6	2.6	3.1
18	Follow through	0.7	0.0	0.3
19	Inspector	2.9	0.0	1.4
20	Religious order	0.7	0.0	0.3
21	Mission statement	1.4	0.0	0.7
22	Local Committee	2.2	3.3	2.7
23	Through principal	0.0	39.9	20.9
24	Home visitation	0.0	5.2	2.7
25	Parents' Room	0.0	2.0	1.0
	Total %	47.6	52.4	100.0
	N (respondents)	139	153	292

Appendix 1, Table 22			
Top Three Methods for "Individual" Feedback as Perceived by Principals and Coordinators			
Methods listed	Principals	Coordinators	Total
	%	%	%
People/Groups	52.6	63.5	58.5
Meetings	26.0	27.3	26.7
Phone/letter	21.4	9.1	14.8
Total %	100.0	100.0	100.0
N (responses)	308	362	670

Appendix 1, Table 23				
Methods for "Group" Feedback as Perceived by Principals and Coordinators				
Item	Methods	Principals	Coordinators	Total
		%	%	%
1	BOM	30.2	20.8	25.4
2	Meetings	44.4	19.2	31.6
3	Written	23.8	6.2	14.8
4	Phone	16.7	2.3	9.4
5	Early Start	1.6	3.1	2.3
6	Department officials	7.1	4.6	5.9
7	Middle management	4.0	2.3	3.1
8	HSCL context	7.1	40.0	23.0
9	Parents	20.6	22.3	21.5
10	VEC	0.8	0.0	0.4
11	Community groups	6.3	5.4	5.9
12	Agencies	1.6	1.5	1.6
13	Local Committee	4.0	12.3	8.2
14	Feeder Schools	1.6	0.0	0.8
15	Principals	1.6	0.0	0.8
16	Principal/coordinator with group	25.4	29.2	27.3
17	Employers	0.8	0.8	0.8
18	Gardai	0.8	0.8	0.8
19	Pupils	0.8	0.0	0.4
20	Unions	1.6	3.8	2.7
21	Sacraments	0.8	0.0	0.4
22	School helpers	0.0	2.3	1.2
23	Education centres	0.8	0.0	0.4
24	Ancillary staff	1.6	0.0	0.8
25	Tone	0.8	1.5	1.2
26	Community Against Drugs (CAD)	0.8	2.3	1.6
27	Diocesan advisers	1.6	7.7	4.7
28	P-T process	0.8	0.8	0.8
29	Consultation	0.8	0.8	0.8
30	Partnership	0.0	0.8	0.4
31	Core group	0.0	7.7	3.9
	Total %	49.2	50.8	100.0
	N (respondents)	126	130	256

Appendix 1, Table 24			
Top Three Methods for "Group" Feedback as Perceived by Principals and Coordinators			
Methods listed	Principals	Coordinators	Total
	%	%	%
Meetings	50.2	36.4	43.4
Good relationship with school-related groups	27.8	56.6	42.0
Phone/letter	21.7	6.2	14.0
Informal Methods	0.4	0.8	0.6
Total %	100.0	100.0	100.0
N (responses)	263	258	521

Appendix 1, Table 25				
Methods for "Agency" Feedback as Perceived by Principals and Coordinators				
Item	Methods	Principals	Coordinators	Total
		%	%	%
1	One-to-one	30.5	9.1	19.0
2	Phone	19.0	11.6	15.0
3	Written	34.3	5.8	19.0
4	Meetings	27.6	19.8	23.5
5	Psychologists reports	17.1	9.1	12.8
6	Social Worker reports	13.3	7.4	10.2
7	Parents	5.7	8.3	7.1
8	Through coordinator	5.7	40.5	24.3
9	Gardai (Police)	8.6	9.1	8.8
10	Attendance officer	2.9	2.5	2.7
11	Employers	2.9	1.7	2.2
12	From agencies to BOM	1.9	5.0	3.5
13	Through experience	3.8	5.8	4.9
14	Case conference	3.8	0.8	2.2
15	Resource centre	12.4	7.4	9.7
16	Fears/opinions	1.0	3.3	2.2
17	Evaluation	1.0	0.0	0.4
19	At Local Committee meetings	1.0	9.1	5.3
20	From agencies to staff meetings	1.9	17.4	10.2
21	Barnardos	0.0	1.7	0.9
22	Principal	0.0	27.3	14.6
	Total %	46.5	53.5	100.0
	N (respondents)	105	121	226

Appendix 1, Table 26			
Top Three Methods for "Agency" Feedback as Perceived by Principals and Coordinators			
Methods listed	Principals	Coordinators	Total
	%	%	%
Formal basis	39.2	69.0	55.5
Systems/structures	51.0	24.5	36.5
Phone/letter	9.8	6.5	8.0
Total %	100.0	100.0	100.0
N (responses)	105	121	226

Appendix 1, Table 28	
The <u>Three</u> Most Significant Support "Persons" Named by Coordinators	
Most significant support persons	Coordinators
	%
From within the school	50.0
From within the scheme	45.4
From within the community	3.8
From individuals	0.8
Total %	100.0
N (respondents)	175

Appendix 1, Table 27			Appendix 1, Table 29		
Support Persons Listed by Coordinators			Support Structures Listed by Coordinators		
Item		Coordinators	Item		Coordinators
		%			%
1	Management	3.0	1	Cluster group	26.6
2	Cluster	20.8	2	Core group	12.3
3	Staff member	19.8	3	Public Health Nurse	0.6
4	Public health nurse	0.2	4	Youth services	0.4
5	Principal	22.7	5	Local Committee	5.1
6	Parents	12.8	6	Local Cluster	12.1
7	Teacher counsellor	1.2	7	Staff/school	11.0
8	National/Assistant Coordinator	6.5	8	In-career Development	10.4
9	School secretary	1.4	9	BOM	2.5
10	Community activists	2.8	10	Principals	2.7
11	Deputy Principal	2.0	11	Dept. of Education	1.5
12	Parallel coordinators	5.3	12	National Coordinator	3.4
13	Parish Priest/Chaplain	0.8	13	Agencies	4.4
14	Marriage Partner	0.2	14	Diary	0.6
15	Friend	0.6	15	Parallel coordinators	0.6
	Total %	100.0	16	Parish	1.7
	N (responses)	506	17	Community	1.9
	N (respondents)	175	18	Area partnership	0.4
			19	Self motivation	0.8
			20	School policy	0.2
			21	Gardai	0.2
			22	Planning	0.2
			23	Family	0.2
				Total %	100.0
				N (responses)	473
				N (respondents)	171

Appendix 1, Table 30**The Three Most Significant Support "Structures" Listed by Coordinators**

Support Structures Listed	Coordinators
	%
HSCCL scheme structures	54.5
Parent and community structures	27.1
School structures and self motivation	18.4
Total %	100.0
N (respondents)	171

Appendix 1, Table 31					
Perceptions of Principals, Coordinators, and Teachers in Relation to Delegation					
Item		Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Day to day	16.0	1.3	5.4	7.8
2	Supervision of pupils	23.6	0.0	8.1	10.8
3	Library	5.6	0.6	4.1	3.2
4	Discipline	28.5	0.0	9.5	12.9
5	Social events	4.2	1.3	4.1	3.0
6	Posts of responsibility	5.6	0.0	1.4	2.4
7	Case conferences	1.4	0.0	1.4	0.8
8	Paperwork	32.6	1.3	20.3	17.2
9	Meetings with JLO (Police)	2.1	1.3	1.4	1.6
10	Curriculum planning	11.8	0.0	8.1	6.2
11	Parent courses	1.4	0.0	0.0	0.5
12	Project/debating	1.4	0.6	4.1	1.6
13	Subject areas	25.7	0.0	24.3	14.8
14	Health and safety	8.3	0.0	6.8	4.6
15	Savings	0.7	0.0	0.0	0.3
16	Fundraising	6.9	1.3	1.4	3.5
17	Light maintenance	22.9	0.6	13.5	11.8
18	Outings	2.8	0.0	0.0	1.1
19	Extra-curricular	20.1	0.0	6.8	9.1
20	Options	0.7	0.0	0.0	0.3
21	Recording of pupil progress	6.9	1.3	31.1	9.4
22	Outside links	2.1	2.6	0.0	1.9
23	Pastoral care	6.9	0.0	2.7	3.2
24	Attendance	2.8	0.0	1.4	1.3
25	Substitution	4.2	0.0	1.4	1.9
26	Peripheral	7.6	3.2	2.7	4.8
27	Evaluation by year heads	1.4	0.0	1.4	0.8
28	Parent contact	9.7	0.0	0.0	3.8
29	Staff development	2.8	1.9	5.4	3.0
30	Decision-making	2.1	0.0	0.0	0.8
31	Early Start	0.7	0.6	1.4	0.8
32	Sacraments	2.8	0.0	0.0	1.1
33	Classroom work	0.7	12.3	0.0	5.4
34	P-T working together	0.0	4.5	1.4	2.2
35	Recruiting parents	0.0	23.4	0.0	9.7
36	Training parents	0.0	13.0	0.0	5.4
37	Running crèche	0.0	5.2	0.0	2.2
38	Organisation of classes	0.0	58.4	0.0	24.2
39	Leadership training	0.0	0.6	0.0	0.3
40	Dissemination of information	0.0	27.3	0.0	11.3
41	Maintenance of parents' room	0.0	51.3	0.0	21.2
42	Management of parent group by teachers	0.0	7.1	0.0	3.0
43	Home visits by teachers	0.0	2.6	0.0	1.1
44	Sustaining groups	0.0	1.3	0.0	0.5
45	Clubs for children	0.0	0.6	0.0	0.3
46	Parents as home visitors	0.0	7.8	0.0	3.1
47	Evaluation of coordinator programmes	0.0	0.6	0.0	0.3
48	Facilitation of Local Committee	0.0	3.2	0.0	1.3
49	Resources/ideas	0.0	1.3	0.0	0.5
50	Inter-school	0.0	0.6	0.0	0.3
51	Monitoring	0.0	1.3	0.0	0.5
52	Less dependency	0.0	0.6	0.0	0.3
53	Parent input at parent meetings	0.0	7.1	0.0	3.0
54	Managing funds	0.0	1.3	0.0	0.5
55	Parent council	0.0	1.9	0.0	0.8
56	Supporting teachers	0.0	1.3	0.0	0.5
57	BOM/INTO issues	0.0	0.0	2.7	0.5
	Total %	38.7	41.4	19.9	100.0
	N (respondents)	144	154	74	372

Appendix 1, Table 32				
The Three Most Frequently Delegated Matters, as Perceived by Principals, Coordinators, and Teachers				
Most Frequently Delegated	Principals	Coordinators	Teachers	Total
	%	%	%	%
Administration matters	69.0	14.9	57.5	44.2
Parent contact	4.6	76.4	1.6	34.9
Issues of a pastoral/social nature	19.6	2.8	32.3	14.2
Planning/monitoring/evaluating	4.8	4.1	5.5	4.6
Agency contact	2.0	1.8	3.1	2.1
Total %	100.0	100.0	100.0	100.0
N (responses)	393	390	127	910

Appendix 1, Table 33					
Perceptions of the Most Helpful Ways to Promote "Teacher Development" Listed by Principals, Coordinators, and Teachers					
Item		Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Courses	70.7	55.9	81.7	67.5
2	Staff meetings	37.6	37.1	14.4	31.8
3	One to one relationship/communication	4.5	15.9	5.8	9.3
4	Personal development	25.5	29.4	5.8	22.3
5	Attitude change	1.3	1.2	0.0	0.9
6	BOM advice	2.5	0.0	0.0	0.9
7	Example	1.9	6.5	1.9	3.7
8	Affirmation	31.2	34.7	26.9	31.6
9	Sensitivity	1.9	4.7	0.0	2.6
10	Involvement of teachers	14.6	11.8	5.8	11.4
11	Responsibility to teachers	12.7	5.3	2.9	7.4
12	Listening	4.5	13.5	4.8	8.1
13	Consultation	13.4	23.5	18.3	18.6
14	Meeting principal	0.6	0.0	0.0	0.2
15	Committee work	20.4	12.4	13.5	15.5
16	Other schools	1.9	1.2	3.8	2.1
17	Evaluation	4.5	0.6	3.6	2.8
18	Challenging	2.5	0.0	3.8	1.9
19	Career breaks	0.6	0.0	0.0	0.2
20	Financial support	3.8	0.0	1.9	1.9
21	Quality training	1.3	0.6	0.0	0.7
22	Social outings	1.3	2.4	7.7	3.2
23	Own efforts	0.6	1.2	3.8	1.6
24	Teacher mobility	1.3	1.8	0.0	1.2
25	Multiplier effect	0.0	1.8	0.0	0.7
26	P-T meetings	0.0	5.3	0.0	2.1
27	Home visits	0.0	1.8	0.0	0.7
28	Leadership	0.0	0.0	5.8	1.4
29	Statutory bodies	0.0	0.0	1.0	0.2
30	Unions	0.0	0.0	1.0	0.2
	Total %	36.4	39.4	24.1	100.0
	N (respondents)	157	170	104	431

Appendix 1, Table 34				
Perceptions of the <u>Three</u> Most Helpful Ways to Promote "Teacher Development" Listed by Principals, Coordinators, and Teachers				
Ways listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
Through in-career development	62.0	50.9	56.5	56.2
Through staff nurturing and good communication	23.9	31.4	28.7	28.0
Through a culture of affirmation	14.1	15.1	14.3	14.6
Through parents and community	0.0	2.6	0.4	1.2
Total %	100.0	100.0	100.0	100.0
N (responses)	410	456	223	1,089

Appendix 1, Table 35					
Perceptions of the Most Helpful Ways to Promote "Parent Development" Listed by Principals, Coordinators, and Teachers					
Item		Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Involvement in HSCL activities	42.6	12.4	17.5	24.6
2	Parents' room	11.0	8.2	12.4	10.2
3	Courses for parents	54.2	77.6	73.2	68.0
4	Helping in classroom	7.1	3.5	2.1	4.5
5	Affirmation	19.4	24.1	5.2	18.0
6	Small groups of parents	11.6	10.6	2.1	9.0
7	Referrals	2.6	0.6	1.0	1.4
8	Identification of needs	8.4	24.7	5.2	14.2
9	Encourage participation of parents	34.2	39.4	18.6	32.7
10	P-T meetings	14.2	4.1	22.7	12.1
11	Listening to parents/reflecting their questions back	9.0	17.6	5.2	11.6
12	Information to parents	10.3	5.9	21.6	11.1
13	Home visits	1.3	15.9	0.0	6.9
14	Example	0.6	0.0	2.1	0.7
15	Invite and encourage partnership, real decision making	11.0	9.4	7.2	9.5
16	A strong supportive Parents association	9.7	1.8	7.2	5.9
17	BOM membership	0.6	0.0	0.0	0.2
18	Extra-curricular activity	1.3	0.6	2.1	1.2
19	Attitudes	1.3	1.2	0.0	0.9
20	Local Committee	1.3	3.5	1.0	2.1
21	Parent driven help/parent to parent help	0.6	3.5	6.2	3.1
22	Core group	0.0	3.5	0.0	1.4
23	Appreciation	0.0	1.2	1.0	0.7
24	Policy involvement	0.0	1.8	0.0	0.7
25	Fundraising	0.0	0.0	1.0	0.2
26	Employment opportunities	0.0	0.0	1.0	0.2
	Total %	36.7	40.3	23.0	100.0
	N (respondents)	155	170	97	422

Appendix 1, Table 36				
Perceptions of the Three Most Helpful ways to Promote "Parent Deveiolemnt" Listed by Principals, Coordinators, and Teachers				
Ways listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
Through intervention of the HSCL scheme	52.9	59.2	55.0	56.1
Through involving parents and using their skills	25.3	21.0	17.2	21.9
Through good communication	14.1	10.8	25.4	14.9
Through a culture of affirmation	7.7	8.9	2.4	7.2
Total %	100.0	100.0	100.0	100.0
N (responses)	391	461	209	1,061

Appendix 1, Table 37					
Perceptions of the Most Helpful Ways to Promote "Pupil Development" Listed by Principals, Coordinators, and Teachers					
Item		Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Discussion /group work	3.3	3.7	11.6	5.4
2	Inviting speakers/growing up, business	4.6	3.1	5.3	4.1
3	Good staff relationships	7.2	10.4	4.2	7.8
4	Encouragement/affirmation/building of self-image	29.6	31.9	30.5	30.7
5	"Early detection"/ "remediation"	1.3	0.0	1.1	0.7
6	To challenge limitless possibilities of pupils	21.7	33.1	17.9	25.4
7	Professional advice /counselling	5.3	1.8	1.1	2.9
8	Comprehensive school programme	34.9	29.4	26.3	30.7
9	Home visits	1.3	0.6	0.0	0.7
10	Give responsibility	17.1	16.0	17.9	16.8
11	Happy relaxed environment /care/ belonging	23.7	12.9	23.2	19.3
12	Consistent and fair discipline	7.2	6.1	9.5	7.3
13	Mutual respect between all	13.8	17.2	7.4	13.7
14	Extra curricular activities	25.7	19.6	27.4	23.7
15	Involvement with the arts	1.3	0.0	0.0	0.5
16	Target-setting and evaluation	5.3	2.5	3.2	3.7
17	Listening /consulting	11.8	17.8	12.6	14.4
18	Student council	2.0	1.8	5.3	2.7
19	Teachers understand the needs of pupils	13.2	17.8	12.6	14.9
20	Develop ethos and value system	2.0	0.0	1.1	1.0
21	Pupil involvement in leadership	3.3	6.1	2.1	4.1
22	To keep up-to-date	2.0	1.8	0.0	1.5
23	Action research /accountability	0.7	0.6	1.1	0.7
24	Religious Education groups	1.3	1.8	1.1	1.5
25	Assembly routines	2.6	0.0	2.1	1.5
26	Accountability	0.7	0.0	0.0	0.2
27	Parent education and targeting	8.6	29.4	6.3	16.3
28	Competitive approach	1.3	0.0	0.0	0.5
29	Moral development	0.7	0.6	0.0	0.5
30	Awards	0.0	1.2	1.1	0.7
31	Reduced pupil-teacher ratio	0.0	1.2	1.1	0.7
32	School attendance	0.0	0.6	0.0	0.2
33	Statutory bodies	0.0	0.0	2.1	0.5
	Total %	37.1	39.8	23.2	100.0
	N (respondents)	152	163	95	410

Appendix 1, Table 38				
Perceptions of the <u>Three</u> Most Helpful Ways to Promote "Pupil Development" Listed by Principals, Coordinators, and Teachers				
Priorities listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
Affective development	37.1	35.5	35.0	36.0
Good communication and staff relationships	22.9	32.6	24.7	27.3
Professionalism of the staff in working with pupils	24.9	20.0	19.7	21.8
Active pupil-centred learning	15.1	11.8	20.6	14.9
Total %	100.0	100.0	100.0	100.0
N (responses)	385	439	223	1,047

Appendix 1, Table 39							
Perceptions of ICD (Element 1) According to Coordinators							
Item		Learned to cope	Under-standing	Understood feeling /listening	Supporting parents	Practical advice	Total
		%	%	%	%	%	%
1	Conflict management	77.8	22.2	0.0	0.0	0.0	10.4
2	Internalised oppression	6.9	87.9	5.2	0.0	0.0	33.5
3	How to develop the staff	0.0	100.0	0.0	0.0	0.0	1.2
4	Community education	0.0	100.0	0.0	0.0	0.0	1.2
5	Leadership	0.0	95.8	0.0	0.0	4.2	13.9
6	Counselling skills	0.0	33.3	66.7	0.0	0.0	1.7
7	Scheme development/past and current practice	0.0	75.9	3.4	6.9	13.8	16.8
8	Delegation	0.0	50.0	0.0	50.0	0.0	1.2
9	Partnership	0.0	100.0	0.0	0.0	0.0	9.8
10	Empowerment	0.0	100.0	0.0	0.0	1.7	0.0
11	Time management	0.0	0.0	0.0	0.0	100.0	0.6
12	Early start	0.0	0.0	0.0	0.0	100.0	1.7
13	Local Committee	0.0	33.3	0.0	0.0	66.7	3.5
14	Group work	0.0	100.0	0.0	0.0	0.0	1.2
15	Partnership	0.0	100.0	0.0	0.0	0.0	1.2
16	Post-primary needs	0.0	100.0	0.0	0.0	0.0	0.6
	Total %	10.4	76.9	3.5	1.7	7.5	100.0
	N (responses)	18	133	6	3	13	173

Appendix 1, Table 40		Perceptions of ICD (Element 2) According to Coordinators									
Item		Identity blocks	Understand job	Avoid duplication	Real understandings	Put ideals of scheme in context	Realistic goals	Staff development	Staying on track	Self-evaluation	Total
		%	%	%	%	%	%	%	%	%	%
1	Internalised oppression	60.0	15.0	0.0	0.0	5.0	10.0	10.0	0.0	0.0	11.4
2	Rationale and current practice	2.6	76.9	0.0	0.0	7.7	0.0	10.3	0.0	2.6	22.3
3	Community education	0.0	42.9	14.3	0.0	42.9	0.0	0.0	0.0	0.0	4.0
4	Time management	0.0	44.4	0.0	0.0	0.0	55.6	0.0	0.0	0.0	5.1
5	Educate disadvantaged	0.0	37.5	0.0	37.5	0.0	0.0	0.0	0.0	0.0	4.6
6	Leadership skills	31.3	12.5	0.0	3.1	18.8	25.0	6.3	0.0	3.1	18.3
7	Conflict management	82.4	11.8	0.0	0.0	0.0	0.0	0.0	5.9	0.0	9.7
8	Early Start	0.0	57.1	0.0	42.9	0.0	0.0	0.0	0.0	0.0	4.0
9	Partnership	0.0	33.3	0.0	25.0	41.7	0.0	0.0	0.0	0.0	6.9
10	Empowerment	40.0	10.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	5.7
11	Home visits	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1
12	Groupwork	75.0	12.5	0.0	0.0	0.0	0.0	0.0	12.5	0.0	4.6
13	Local Committee	25.0	75.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.3
	Total %	27.4	36.0	0.6	6.3	14.3	8.6	4.6	1.1	1.1	100
	N (responses)	48	63	1	11	25	15	8	2	2	175

Appendix 1, Table 41		Perception of ICD (Element 3) According to Coordinators							
Item		Empowerment	Information	Parents as resource	Organisational framework	Forum for sharing views	Learned strategies	Development in education	Total
		%	%	%	%	%	%	%	%
1	Management structures	11.1	33.3	0.0	55.6	0.0	0.0	0.0	11.3
2	Changes in education	0.0	50.0	0.0	25.0	0.0	0.0	25.0	2.5
3	Language development	0.0	33.3	0.0	66.7	0.0	0.0	0.0	1.9
4	Staff development	16.7	66.7	0.0	16.7	0.0	0.0	0.0	7.5
5	Empowerment	25.0	75.0	0.0	0.0	0.0	0.0	0.0	2.5
6	Internalised oppression	50.0	33.3	0.0	0.0	0.0	16.7	0.0	3.8
7	Local Committee	50.0	50.0	0.0	0.0	0.0	0.0	0.0	2.5
8	Community Education	0.0	50.0	50.0	0.0	0.0	0.0	0.0	1.3
9	Group dynamics	9.5	64.3	0.0	14.3	9.5	2.4	0.0	26.3
10	Conflict management	16.7	33.3	0.0	0.0	0.0	50.0	0.0	3.8
11	Early Start	0.0	80.0	20.0	0.0	0.0	0.0	0.0	3.1
12	Partnership	11.8	47.1	11.8	23.5	0.0	0.0	5.9	10.6
13	Current practice	12.1	54.5	0.0	33.3	0.0	0.0	0.0	20.6
14	Cluster groups	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.6
15	Home visits	0.0	66.7	0.0	33.3	0.0	0.0	0.0	1.9
	Total %	13.1	53.8	2.5	23.8	2.5	3.1	1.3	100.0
	N (responses)	21	86	4	38	4	5	2	160

Appendix 1, Table 42	
Elements of the ICD Programme Reflecting the Number of Coordinators Who Valued Each Element	
Element of ICD	No. of coordinators who found it helpful
Rationale and practices of the HSCL scheme	90
Internalised oppression and its consequences	79
Leadership skills	55
Group dynamics	52
Theory of partnership	48
Conflict management	41
Management structures	18
Cluster group management	18
Empowerment	17
"Early Start" training	15
Staff development	14
Local Committee	14
Community education	11
Time Management (theory and practice)	10
Educational Disadvantage	8
Home visitation	5
Changes in education	4
Language development	3
Counselling skills	3
Delegation	2
Post-Primary needs	1

Appendix 1, Table 43				
Perceptions of the "Tasks" Performed by Parents Listed by Principals and Coordinators				
Item		Principals	Coordinators	Total
		%	%	%
1	Crafts/cookery	6.1	6.6	6.4
2	Music/drama	3.3	3.0	3.1
3	Open day	3.5	3.7	3.6
4	Computers	1.7	1.2	1.4
5	Classroom reading	10.6	7.5	8.8
6	Games/sport	4.8	4.9	4.9
7	Discipline	1.1	1.8	1.5
8	Fundraising	13.7	9.1	11.2
9	Meetings	1.9	2.4	2.1
10	Outings	5.6	3.9	4.6
11	Leisure activities	8.9	6.7	7.7
12	Personal development	1.9	0.0	0.8
13	Parents' room	0.7	3.6	2.3
14	Pre-school	3.9	3.0	3.4
15	Religious ceremonies	0.9	1.0	1.0
16	Crèche	0.9	1.2	1.1
17	Local Committee	0.6	1.9	1.3
18	Community activities	0.4	1.0	0.7
19	BOM	1.7	0.7	1.2
20	Leadership	0.7	5.1	3.1
21	Assisting HSCL coordinator	1.5	3.4	2.6
22	Homework	0.7	1.0	0.9
23	Peripheral	1.3	0.1	0.7
24	Parent association	0.9	1.2	1.1
25	Partnership	0.2	0.0	0.1
26	Lunches/books	9.4	8.8	9.1
27	Adult education	1.1	0.1	0.6
28	Substituting for absent teachers	0.2	0.0	0.1
29	Security	0.7	0.1	0.4
30	Information	0.7	1.2	1.0
31	Support	0.2	0.1	0.2
32	Newsletter	0.2	0.7	0.5
33	3rd. Level visits	0.2	0.0	0.1
34	Resources	0.2	0.0	0.1
35	Mock interviews	0.2	0.1	0.2
36	Library	4.6	3.4	4.0
37	Classroom work	2.6	5.7	4.3
38	First aid	0.4	0.3	0.3
39	Parents' Room	1.3	0.7	1.0
40	Vision statement	0.2	0.1	0.2
41	Making of equipment	0.2	0.4	0.3
42	Home visits	0.2	0.7	0.5
43	Health promotion	0.0	0.1	0.1
44	Transfer programmes	0.0	0.4	0.2
45	Evaluation	0.0	0.1	0.1
46	Core group	0.0	1.6	0.9
47	Home visits	0.0	0.3	0.2
48	Identify needs	0.0	0.1	0.1
49	Staff development	0.0	0.1	0.1
	Total %	44.6	55.4	100.0
	N (respondents)	146	165	311

Appendix 1, Table 44					
Perceptions of Principals, Coordinators, and Teachers in Relation to Enriching Examples of Partnership					
Item		Principals	Coordinator	Teachers	Total
		%	%	%	%
1	Extra curricular	13.0	7.5	10.0	10.4
2	Help on outings	6.8	2.5	5.7	4.8
3	Help with events	9.6	11.3	10.0	10.4
4	Meetings	4.1	1.3	0.0	2.1
5	Yard games	7.5	1.3	5.7	4.5
6	Behaviour	4.8	6.3	5.7	5.6
7	Parent's committee	15.1	8.8	8.6	11.2
8	Reading projects	17.1	16.3	27.1	18.6
9	Parent room	4.8	2.5	4.3	3.7
10	Music therapy	0.7	0.0	0.0	0.3
11	Local Committee	6.2	5.0	0.0	4.5
12	P-T Involvement with children	27.4	25.6	12.9	23.9
13	Parent involvement in classroom	14.4	13.8	14.3	14.1
14	Fundraising	8.9	5.6	5.7	6.9
15	Social events	7.5	11.9	4.3	8.8
16	Community development projects	4.8	6.9	1.4	5.1
17	Involvement in HSCL activities	21.2	8.1	47.1	20.5
18	Partnerships	1.4	0.6	0.0	0.8
19	BOM/VEC	5.5	1.9	1.4	3.2
20	Work experience	2.7	1.3	0.0	1.6
21	Joint committees	1.4	0.0	0.0	0.5
22	Schools co-operating	1.4	0.0	0.0	0.5
23	Agency co-operation	1.4	0.6	0.0	0.8
24	Parent involvement in Early Start	5.5	6.3	0.0	4.8
25	Team approach	3.4	0.0	2.9	1.9
26	Child interest	1.4	0.0	0.0	0.5
27	Past pupils	0.7	0.0	0.0	0.3
28	Transition year	1.4	1.3	2.9	1.6
29	Teacher involvement in parent courses	4.1	5.0	4.3	4.5
30	BOM training	0.7	0.6	0.0	0.5
31	Mission statement	1.4	0.6	0.0	0.8
32	Raised esteem	0.7	0.0	2.9	0.8
33	Lifelong learning	2.1	1.3	1.4	1.6
34	Core group	5.5	3.8	1.4	4.0
35	Negotiators	0.7	0.0	0.0	0.3
36	Action research	0.7	0.0	0.0	0.3
37	Student exchange	1.4	0.0	0.0	0.5
38	Health education	1.4	0.0	1.4	0.8
39	Homework support	4.1	2.5	0.0	2.7
40	Pupil-staff relationships	0.7	0.0	1.4	0.5
41	The development of mutual understanding	8.2	20.6	14.3	14.6
42	Openness	0.7	1.9	0.0	1.1
43	Policy group	6.2	11.9	0.0	7.4
44	Cluster meetings	2.1	0.0	0.0	0.8
45	Principals meetings	0.7	0.0	0.0	0.3
46	Sharing resources	1.4	3.1	0.0	1.9
47	Peripheral	1.4	3.1	1.4	2.1
48	Preparation for religious activities	4.1	0.6	0.0	1.9
49	Library	3.4	3.1	0.0	2.7
50	Home visits	0.7	0.6	0.0	0.5
51	Lobbying	0.7	0.0	0.0	0.3
52	Leaders	0.7	3.8	1.4	2.1
53	The value of teachers	0.0	5.0	0.0	2.1
54	Transfer programmes	0.0	5.0	0.0	2.1
55	Improved behaviour	0.0	2.5	0.0	1.1
56	Parent as educator	0.0	1.3	0.0	0.5
	Total %	38.8	42.6	18.6	100.0
	N (respondents)	146	160	70	376

Appendix 1, Table 45				
The <u>Three</u> Most Enriching Perceptions of Partnership According to Principals, Coordinators, and Teachers				
Perceptions listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
Parent-child contact	30.0	27.2	33.6	29.4
Parent-school contact	30.0	30.6	20.0	28.6
Parent-teacher contact	14.3	16.3	8.6	14.2
Parent-parent contact	11.4	7.0	25.7	11.9
Pupil outcomes (whole-school approach)	6.5	11.0	11.4	9.1
Community contact	7.8	7.9	0.7	6.7
Total %	100.0	100.0	100.0	100.0
N (responses)	370	356	140	866

Appendix 1, Table 46					
		Perceptions of Negative or Unproductive Examples of Partnership Listed by Principals, Coordinators, and Teachers			
Item		Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Parents "taking over"	24.0	19.2	27.3	22.1
2	Opposed to coordinator	2.0	3.8	0.0	2.7
3	Invasive over familiar parents	22.0	11.5	27.3	17.7
4	Clique	6.0	3.8	9.1	5.3
5	Poor response from parents	24.0	21.2	36.4	23.9
6	Over-involvement	4.0	0.0	0.0	1.8
7	Abusive encounter	20.0	5.8	0.0	11.5
8	Inappropriate links	2.0	0.0	0.0	0.9
9	Teacher fears	10.0	11.5	0.0	9.7
10	Preconceived ideas	4.0	1.9	0.0	2.7
11	Early Start	2.0	0.0	0.0	0.9
12	Bad timekeeping (teachers)	4.0	0.0	0.0	1.8
13	Children upset	2.0	0.0	0.0	0.9
14	Poor P-T communication	2.0	13.5	0.0	7.1
15	Poor BOM response	2.0	1.9	9.1	2.7
16	Gossip in parent room	2.0	5.8	9.1	4.4
17	Marginalisation of those parents not involved in HSCL	2.0	1.9	0.0	1.8
18	Inadequate psychological services	2.0	0.0	0.0	0.9
19	Not ready	2.0	0.0	0.0	0.9
20	No procedures	2.0	0.0	0.0	0.9
21	Difficult agency individual	0.0	3.8	0.0	1.8
22	Unwilling teachers	0.0	23.1	0.0	10.6
23	Hard to support all parties	0.0	3.8	0.0	1.8
24	Children removed from school by parent involved in HSCL	0.0	1.9	0.0	0.9
25	Lack of facilities for parents	0.0	1.9	0.0	0.9
26	Lack of agenda	0.0	1.9	0.0	0.9
27	Inter-agency rivalry	0.0	3.8	0.0	1.8
28	Local jealousy	0.0	3.8	0.0	1.8
29	Parent association	0.0	7.7	0.0	3.5
30	Unsatisfactory shop	0.0	0.0	9.1	0.9
31	Expectations	0.0	0.0	9.1	0.9
	Total %	44.2	46.0	11.0	100.0
	N (respondents)	50	52	11	113

Appendix 1, Table 47				
Top <u>Three</u> Perceptions of the Most Unproductive Experiences of Partnership According to Principals, Coordinators, and Teachers				
Perceptions listed	Principals	Coordinators	Teachers	Total
	%	%	%	%
Undesirable parent involvement	78.6	52.5	86.7	66.7
Problems within the school	8.6	28.8	6.7	18.2
Resistance to the introduction of new schemes/ideas	10.0	11.3	6.7	10.3
Poor relationships with agencies	2.9	7.5	0.0	4.8
Total %	100.0	100.0	100.0	100.0
N (responses)	70	80	15	165

Elements of Partnership as Perceived by Teachers			
Appendix 1, Table 48			
Elements of Partnership, <i>First</i> Named			
Item	Elements	Frequency	Percent
0	Nothing	9	8.0
1	Shared purpose	74	65.5
2	Mutual respect	6	5.3
3	Negotiation	2	1.8
4	Shared information	12	10.6
6	Sharing responsibilities	7	6.2
7	Sharing decisions	2	1.8
8	Accountability	1	0.9
	Total	113	100.0
Elements of Partnership, <i>Second</i> Named			
Item	Elements	Frequency	Percent
0	Nothing	71	62.8
1	Shared purpose	8	7.1
2	Mutual respect	14	12.4
3	Negotiation	2	1.8
4	Shared information	7	6.2
5	Sharing skills	2	1.8
6	Sharing responsibilities	8	7.1
8	Accountability	1	0.9
	Total	113	100.0
Elements of Partnership, <i>Third</i> Named			
Item	Elements	Frequency	Percent
0	Nothing	103	91.2
1	Shared purpose	2	1.8
2	Mutual respect	1	0.9
4	Shared information	1	0.9
5	Sharing skills	1	0.9
6	Sharing responsibilities	1	0.9
7	Sharing decisions	1	0.9
8	Accountability	3	2.7
	Total	113	100.0

Appendix 1, Table 49				
Perceptions of Principals and Coordinators Relating to the Development of Partnership Among Staff				
Item		Principals	Coordinators	Total
		%	%	%
1	Reinforcement	33.3	49.1	41.7
2	Address staff issues	21.6	27.7	24.8
3	Risk taking	17.0	6.9	11.7
4	More awareness	3.3	2.9	3.1
5	Build respect/trust	10.5	11.0	10.7
6	Develop equality	0.0	1.2	0.6
7	Share power	7.8	3.5	5.5
8	Plan together as teachers	17.6	20.8	19.3
9	Show example	0.7	6.4	3.7
10	P-T informal meeting	16.3	4.0	9.8
11	Share information	7.2	2.9	4.9
12	Decision making	2.6	1.7	2.1
13	P-T meetings	15.0	20.8	18.1
14	Training for teachers	24.2	38.2	31.6
15	Encouragement and support	9.8	4.6	7.1
16	Community initiative	1.3	0.6	0.9
17	Socials	1.3	1.7	1.5
18	Affirm teachers	2.0	7.5	4.9
19	Understand values of HSCL	3.9	3.5	3.7
20	Agreeing a common vision	2.6	2.3	2.5
21	Move slowly	4.6	8.1	6.4
22	Management	0.7	1.2	0.9
23	Discussion time	8.5	8.7	8.6
24	Develop policy	2.0	6.4	4.3
25	Evaluation	1.3	1.7	1.5
26	Classroom	0.7	0.6	0.6
27	More administrative principals	0.7	0.0	0.3
28	One school to each coordinator	0.7	0.0	0.3
29	Funding	0.7	0.0	0.3
30	Part of training	0.7	0.6	0.6
31	Communication	2.0	9.8	6.1
32	Don't know	0.7	0.0	0.3
33	Parents' Council	0.0	0.6	0.3
34	Skills development	0.0	0.6	0.3
35	Settle disputes	0.0	1.2	0.6
	Total %	46.9	53.1	100.0
	N (respondents)	153	173	326

Appendix 1, Table 50			
Perceptions of <u>Three</u> Most Important Methods, According to Principals and Coordinators in Order to Develop Partnership Among Staff Members			
Most Important Methods	Principals	Coordinators	Total
	%	%	%
Involve all parties, communicate and build relationships	52.3	42.8	46.9
Develop plans and put structures in place	28.1	32.3	30.5
Highlight the value, the positive outcomes of partnership	19.6	24.9	22.6
Total %	100.0	100.0	100.0
N (responses)	327	430	757

Appendix 1, Table 51			
Perceptions of the Top <u>Three</u> Actions Required by Principals and Other Staff in Order to Develop Partnership According to Teachers			
Actions of Principals according to Teachers	%	Actions of other Staff according to Teachers	%
Communication	23.6	Communication	24.8
Planning	13.3	Naming of concerns	16.1
Affirmation	13.0	Affirmation	14.0
Naming concerns	12.7	Naming of expectations	10.2
Naming expectations	9.7	Planning	9.3
Delegating responsibility	8.8	Parent-teacher meetings	8.1
Parent-teacher meetings	7.6	Training	5.6
Training	5.8	Delegating responsibility	3.7
Social gatherings	2.4	Social gatherings	3.1
Other	1.2	Classroom involvement of Parents	2.5
Evaluation	0.9	Evaluation	2.2
Classroom involvement of Parents	0.9	Other	0.3
Total %	100.0	Total %	100.0
N (responses)	330	N (responses)	322

Appendix 1, Table 52				
Perceptions of Principals and Coordinators Relating to the Development of Partnership Among Parents				
Item		Principals	Coordinators	Total
		%	%	%
1	Facilitate understanding and involvement	15.5	16.3	15.9
2	Training	29.1	26.7	27.8
3	Establish boundaries	5.4	12.2	9.1
4	Breakdown fear	10.1	16.9	13.8
5	Collaborate-participate	35.1	29.1	31.9
6	School as an open community	16.2	9.3	12.5
7	Respect/sensitivity	11.5	8.1	9.7
8	Equality	1.4	0.0	0.6
9	Share power/decision-making	2.7	9.9	6.6
10	Explain staff fears and difficulties	2.0	1.2	1.6
11	Share information	18.2	10.5	14.1
12	Build confidence of parents	20.9	37.2	29.7
13	Healing	0.7	1.2	0.9
14	Socialise	8.8	7.6	8.1
15	Parents association	6.1	3.5	4.7
16	Develop teachers	1.4	1.2	1.3
17	Atmosphere in school	0.7	0.0	0.3
18	Formal P-T meetings	9.5	8.7	9.1
19	Consultation	8.8	8.1	8.4
20	The parent as prime educator	10.1	18.6	14.7
21	Give feedback	0.7	0.0	0.3
22	Coordination	0.7	0.0	0.3
23	Small steps	2.7	2.3	2.5
24	Confidentiality	1.4	0.6	0.9
25	Work together	1.4	4.1	2.8
26	Break apathy	1.4	0.0	0.6
27	Suggestions	0.7	0.0	0.3
28	Media interest	0.7	0.0	0.3
29	BOM selection	0.7	0.6	0.6
30	Classroom involvement	2.0	1.7	1.9
31	More facilities	2.0	0.6	1.3
32	Involve father	0.7	0.0	0.3
33	HSCCL courses	0.7	1.2	0.9
34	Local Committee	0.7	1.2	0.9
35	Money	0.7	0.0	0.3
36	Don't know	0.7	0.0	0.3
37	Core group	0.0	8.7	4.7
38	Reach all	0.0	4.1	2.2
	Total %	46.3	53.8	100.0
	N (respondents)	148	172	320

Appendix 1, Table 53			
Perceptions of the <u>Three</u> Most Important Methods, According to Principals and Coordinators in Order to Develop Partnership Among Parents			
Most important methods	Principals	Coordinators	Total
	%	%	%
Create an environment of co-operation and partnership	56.1	52.5	54.1
Help parents to set up structures, share power and decision-making	24.6	24.5	24.5
Provide training	18.4	22.5	20.7
Create an environment of trust	0.9	0.5	0.6
Total %	100.0	100.0	100.0
N (responses)	342	432	774

Appendix 1, Table 54	
Perceptions of the Top <u>Three</u> Actions of Parents, Required in Order to Develop Partnership According to Teachers	
Actions of Parents	%
Communication	24.7
Naming concerns	16.9
Parent-teacher meetings	15.6
Naming expectations	12.8
Affirmation	9.4
Training	5.6
Social gatherings	4.1
Classroom involvement of parents	3.4
Planning	3.4
Delegating responsibility	2.2
Evaluation	1.3
Other	0.6
Total %	100.0
N (responses)	320

Appendix 1, Table 55					
Perceptions of Principals, Coordinators, and Teachers Relating to the "Most Important Change" Since HSCL Was Introduced					
Item	Whole school development	Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Parent profile raised	41.1	40.0	39.4	40.3
2	Parent attitudes changed	2.8	0.7	2.8	1.9
3	Change in the perception of school	2.8	8.0	1.4	4.7
4	Someone to contact parents	9.9	2.0	16.9	8.0
5	Parent and teacher - unity of purpose	19.9	11.3	19.7	16.3
6	Literacy of parents	0.7	0.0	0.0	0.3
7	Awareness of school by parents	10.6	10.0	4.2	9.1
8	Development of courses and facilities for parents	5.0	3.3	8.5	5.0
9	Appreciation by parents	0.7	0.7	1.4	0.8
10	Parents helping in classroom	0.7	0.7	0.0	0.6
11	Early Start	0.7	0.0	0.0	0.3
12	Less burden on principal	0.7	0.0	0.0	0.3
13	Staff regarding parents as partners	2.8	14.7	0.0	7.2
14	Teachers" telling parents" at meetings	0.7	0.0	0.0	0.3
15	Principal more confident	0.0	1.3	0.0	0.6
16	Fundraising	0.0	0.7	0.0	0.3
17	Teachers feel supported	0.0	0.7	1.4	0.6
18	Inter-school collaboration	0.0	4.0	0.0	1.7
19	Whole school development	0.0	0.7	0.0	0.3
20	Teachers aware of home background	0.7	1.3	0.0	0.8
21	BOM change	0.0	0.0	1.4	0.3
22	Pupils more responsible	0.0	0.0	2.8	0.6
	Total %	39.0	41.4	19.6	100.0
	N (respondents)	141	150	71	362

Appendix 1, Table 56					
Perceptions of Principals, Coordinators, and Teachers Relating to the "Second Most Important Change" Since HSCL Was Introduced					
Item		Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Self-image of parents	1.6	1.4	1.8	1.5
2	Trust	18.6	7.5	16.4	13.3
3	Staff were more aware	11.6	26.5	5.5	17.2
4	Coordinator support for Teachers	0.8	2.7	18.2	4.5
5	More ease of contact	18.6	11.6	23.6	16.3
6	Home needs	5.4	1.4	3.6	3.3
7	Parents welcome	8.5	9.5	5.5	8.5
8	Relationship	1.6	4.8	0.0	2.7
9	Parent participation	6.2	10.2	10.9	8.8
10	Treatment of pupils by teachers	1.6	0.7	1.8	1.2
11	Real issues	1.6	0.0	0.0	0.6
12	Home visits	4.7	0.7	0.0	2.1
13	High achievers group	0.8	0.0	0.0	0.3
14	Reputation of school enhanced	1.6	1.4	0.0	1.2
15	Local committee	2.3	0.7	0.0	1.2
16	Parent development	2.3	1.4	9.1	3.0
17	Community link	0.8	0.0	0.0	0.3
18	Behaviour improvement	4.7	0.7	0.0	2.1
19	Classroom work by parents	2.3	4.1	0.0	2.7
20	Parent attitude to change	3.1	10.2	1.8	6.0
21	Principal attitudes	0.8	3.4	0.0	1.8
22	School links	0.8	0.7	0.0	0.6
23	Teachers listen	0.0	0.7	0.0	0.3
24	Teachers available	0.0	0.0	1.8	0.3
	Total %	39.0	44.4	16.6	100.0
	N (respondents)	129	147	55	331

Appendix 1, Table 57					
Perceptions of Principals, Coordinators, and Teachers Relating to the "Third Change in Importance" Since HSCL Was Introduced					
Item		Principals	Coordinators	Teachers	Total
		%	%	%	%
1	Parents not taking over	10.5	20.1	2.6	14.0
2	Interconnection of home and school	12.3	20.1	23.7	17.5
3	Pupil-Teacher atmosphere	6.1	0.7	7.9	3.8
4	Sense of belonging for parents	16.7	17.2	7.9	15.7
5	School as part of community	6.1	3.0	5.3	4.5
6	Pupils as individuals	1.8	0.0	0.0	0.7
7	Parent empowerment	19.3	17.2	26.3	19.2
8	Information to teachers	2.6	0.7	5.3	2.1
9	General support	2.6	0.0	0.0	1.0
10	Improvement in pupil attitude	7.9	2.2	7.9	5.2
11	Value of coordinator	3.5	2.2	10.5	3.8
12	Change in job description of coordinator	0.9	0.0	0.0	0.3
13	Attitude change all round	4.4	3.0	0.0	3.1
14	Less burden on principal	1.8	0.0	0.0	0.7
15	Profile of school through Local Committee	1.8	3.0	0.0	2.1
16	Early Start - Junior Infant changes	1.8	0.7	0.0	1.0
17	Staff development	0.0	2.2	0.0	1.0
18	Parents have "stepped back"	0.0	2.2	0.0	1.0
19	Understanding of disadvantage	0.0	2.2	2.6	1.4
20	Fear/unrest among teachers	0.0	0.7	0.0	0.3
21	Understanding of oppression	0.0	0.7	0.0	0.3
22	Increased support for principal	0.0	1.5	0.0	0.7
	Total %	39.9	46.9	13.3	100.0
	N (respondents)	114	134	38	286

Appendix 1, Table 58				
Perceived "Consequences" of the Local Committee According to Principals and Coordinators				
Item		Principals	Coordinators	Total
		%	%	%
1	Training for parents	11.7	14.5	13.0
2	Areas targeted by community members	35.0	78.2	55.7
3	Increased confidence in parents	10.0	21.8	15.7
4	Contribution of school to community	25.0	20.0	22.6
5	Co-operation/barriers broken	30.0	30.9	30.4
6	Improvement in communication	25.0	38.2	31.3
7	Growth in support for school	11.7	1.8	7.0
8	Contact with neighbouring schools	23.3	12.7	18.3
9	An awareness of local needs	28.3	16.4	22.6
10	Greater staff involvement	3.3	0.0	1.7
11	Pride	3.3	0.0	1.7
12	Support	6.7	3.6	5.2
13	Identification of areas for improvement	1.7	18.2	9.6
14	Drug awareness	1.7	0.0	0.9
15	Marginalised	1.7	1.8	1.7
16	Extra-curricular involvement	3.3	0.0	1.7
17	Local Committee too big	3.3	0.0	1.7
18	Clusters helpful	1.7	0.0	0.9
19	More work for principal	3.3	0.0	1.7
20	Discussion meaningless	1.7	0.0	0.9
21	Better than association	1.7	0.0	0.9
22	Evaluation	0.0	1.8	0.9
23	Delegation	0.0	7.3	3.5
24	Based on needs	0.0	1.8	0.9
	Total %	52.2	47.8	100.0
	N (respondents)	60	55	115

Appendix 1, Table 59			
Main "Consequences" of the Local Committee, according to Principals and Coordinators			
Consequences listed	Principals	Coordinators	Total
	%	%	%
Benefits to the school/community/coordinators	59.3	57.4	58.3
Communication/co-operation	25.7	28.4	27.1
Course outcomes/involvement for parents	11.4	14.2	12.8
Negative outcomes	3.6	0.0	1.7
Total %	100.0	100.0	100.0
N (responses)	140	148	288

Appendix 1, Table 60				
Perceived "Blocks" to Setting up a Local Committee Listed by Principals and Coordinators				
Item		Principals	Coordinators	Total
		%	%	%
1	Lack of clarity	27.8	5.7	11.3
2	Not ready	38.9	34.9	35.9
3	Principals too busy already	27.8	17.9	20.4
4	Too many committees	8.3	21.7	18.3
5	Deferred by National Coordinator	5.6	3.8	4.2
6	Awaiting the grouping of schools	22.2	2.8	7.7
7	Focus might not meet ones needs	5.6	1.9	2.8
8	Parental apathy	13.9	6.6	8.5
9	Prior work with parents	8.3	0.0	2.1
10	Coordinator reluctant	5.6	26.4	21.1
11	Leaders not emerging	2.8	2.8	2.8
12	Area too big	2.8	12.3	9.9
13	New personnel	2.8	0.9	1.4
14	Coordinator antagonism	2.8	0.9	1.4
15	Principal threatened	0.0	4.7	3.5
16	Principal grudgingly accepts parents	0.0	2.8	2.1
17	Chairperson unwilling	0.0	0.9	0.7
18	Parent potential lacking	0.0	10.4	7.7
19	Coordinator over independent	0.0	13.2	9.9
20	Inter-coordinator conflict	0.0	1.9	1.4
21	Change process is slow	0.0	1.9	1.4
	Total %	25.4	74.6	100.0
	N (respondents)	36	106	142

Appendix 1, Table 61			
Perceptions of the <u>Three</u> Most Significant "Blocks" to Setting up a Local Committee According to Principals and Coordinators			
Most significant "Blocks" listed	Principals	Coordinators	Total
	%	%	%
Not ready for a Local Committee	66.7	37.8	45.2
Structures were not in place	12.7	23.2	20.6
Coordinator blocks	4.8	24.3	19.4
Principal blocks	15.9	14.6	14.9
Total %	100.0	100.0	100.0
N (responses)	63	185	248

Appendix Two: Likert Scale Tables

(see 5.3 and 7.5.6)

Appendix 2, Table 1 The Likert Scale as sent to the sample population in Ireland and Scotland

In the case of each of the following statements please indicate your judgement about which most accurately reflects the reality of your school situation by ticking one box.

[As this question will have to be analyzed statistically by computer, it is essential for an accurate result that each statement receives an evaluative mark in its box.]

a. Our school (buildings and persons) is a facility for the whole community.
Strongly agree Agree Undecided Disagree Strongly disagree

b. Parents in our school are involved in discussion on several areas of school policy.
Strongly agree Agree Undecided Disagree Strongly disagree

c. In our school meetings and consultation are not a fruitful use of time.
Strongly agree Agree Undecided Disagree Strongly disagree

d. Our school is the better for having a School Plan/Vision-Mission Statement.
Strongly agree Agree Undecided Disagree Strongly disagree

e. In our school most parents feel that teachers really listen to them.
Strongly agree Agree Undecided Disagree Strongly disagree

f. Sharing information with parents does not help our school.
Strongly agree Agree Undecided Disagree Strongly disagree

g. Parents in our school are mainly involved in extra-curricular activities (e.g. fund raising, helping with tours and sports, etc.).
Strongly agree Agree Undecided Disagree Strongly disagree

h. In our school parents do not really know the purpose of the Board of Management.
Strongly agree Agree Undecided Disagree Strongly disagree

i. Parents receive reports mainly on the academic needs/successes of their children.
Strongly agree Agree Undecided Disagree Strongly disagree

j. In our school teachers believe that most pupils have hidden talents.
Strongly agree Agree Undecided Disagree Strongly disagree

- k. In our school the talents of parents are given scope.**
Strongly agree Agree Undecided Disagree Strongly disagree
- l. In our school teachers believe that they are the sole experts in educational matters.**
Strongly agree Agree Undecided Disagree Strongly disagree
- m. The Board of Management is very involved in all important school matters.**
Strongly agree Agree Undecided Disagree Strongly disagree
- n. In our school teachers do not really know what happens at meetings of the Board of Management.**
Strongly agree Agree Undecided Disagree Strongly disagree
- o. In our school teachers work as a team.**
Strongly agree Agree Undecided Disagree Strongly disagree
- p. Our school sees keeping parents well informed about school matters more important than involving them.**
Strongly agree Agree Undecided Disagree Strongly disagree
- q. In our school parents receive very little information.**
Strongly agree Agree Undecided Disagree Strongly disagree
- r. In our school parents are encouraged to share their knowledge of their children with the staff.**
Strongly agree Agree Undecided Disagree Strongly disagree
- s. Our school can function well without a School Plan/Vision-Mission Statement.**
Strongly agree Agree Undecided Disagree Strongly disagree
- t. Delegation is a way of balancing the workload.**
Strongly agree Agree Undecided Disagree Strongly disagree
- u. Our school encourages parents and teachers to work closely together thus sharing talents.**
Strongly agree Agree Undecided Disagree Strongly disagree
- v. In our school parents do not share their needs or problems with staff.**
Strongly agree Agree Undecided Disagree Strongly disagree
- w. In our school teachers believe that most parents have hidden talents.**
Strongly agree Agree Undecided Disagree Strongly disagree
- x. Teachers in our school regard it as unprofessional to admit that they do not know.**
Strongly agree Agree Undecided Disagree Strongly disagree

- y. In our school the principal delegates a lot of responsibility to teachers.**
Strongly agree Agree Undecided Disagree Strongly disagree
- z. The development of partnership takes too much time for the anticipated benefits.**
Strongly agree Agree Undecided Disagree Strongly disagree
- aa. Parent associations promote partnership.**
Strongly agree Agree Undecided Disagree Strongly disagree
- bb. Many teachers in our school have fears about partnership with parents.**
Strongly agree Agree Undecided Disagree Strongly disagree
- cc. In our school involvement with the community promotes partnership.**
Strongly agree Agree Undecided Disagree Strongly disagree
- dd. Partnership noticeably improves the learning opportunities of children in our school.**
Strongly agree Agree Undecided Disagree Strongly disagree
- ee. In our school partnership could very easily lead to excessive take-over by parents.**
Strongly agree Agree Undecided Disagree Strongly disagree
- ff. In our school flexibility on the part of teachers is essential for partnership.**
Strongly agree Agree Undecided Disagree Strongly disagree
- gg. Our experience is that partnership with parents improves pupil behaviour.**
Strongly agree Agree Undecided Disagree Strongly disagree
- hh. Partnership with parents is not a high priority for most teachers in our school.**
Strongly agree Agree Undecided Disagree Strongly disagree
- ii. In our school teachers are aware of decisions made by management.**
Strongly agree Agree Undecided Disagree Strongly disagree
- jj. In my experience partnership has more negative than positive consequences.**
Strongly agree Agree Undecided Disagree Strongly disagree
- kk. Many parents in our school are open to the partnership process.**
Strongly agree Agree Undecided Disagree Strongly disagree
- ll. Since we are not sure about the consequences partnership, we should avoid being involved in it.**
Strongly agree Agree Undecided Disagree Strongly disagree

[Reminder: Have you responded to each statement? Thank you]

	Item	Principals	Coordinators	Teachers	Total	Significance
a.	Our School (buildings and persons) is a facility for the whole community	3.90	3.50	3.27	3.59	<.001
		sd = 0.93	sd = 1.09	sd = 1.08	sd = 1.06	
b.	Parents in our school are involved in discussion on several areas of school policy	3.43	2.95	3.02	3.14	<.001
		sd = 0.97	sd = 1.02	sd = 1.00	sd = 1.02	
c.	In our school meetings and consultation are not a fruitful use of time	4.27	3.88	3.61	3.95	<.001
		sd = 0.93	sd = 1.03	sd = 1.06	sd = 1.03	
d.	Our School is the better for having a School Plan/Vision-Mission Statement	4.17	3.67	3.63	3.84	<.001
		sd = 0.80	sd = 0.87	sd = 0.93	sd = 0.89	
e.	In our school most parents feel that teachers really listen to them	4.07	3.72	3.58	3.81	<.001
		sd = 0.77	sd = 0.88	sd = 0.78	sd = 0.84	
f.	Sharing information with parents does not help our school	4.49	4.40	4.00	4.33	<.001
		sd = 0.60	sd = 0.79	sd = 0.95	sd = 0.80	
g.	Parents in our school are mainly involved in extra-curricular activities (e.g. Fund raising, helping with tours and sports, etc.)	3.02	3.11	3.24	3.11	.347
		sd = 1.22	sd = 1.27	sd = 1.26	sd = 1.25	
h.	In our school parents do not really know the purpose of the Board of Management	2.93	2.31	2.66	2.62	<.001
		sd = 1.05	sd = 1.04	sd = 0.99	sd = 1.06	
i.	Parents receive reports mainly on the academic needs/successes of their children	2.84	2.60	2.55	2.68	.062
		sd = 1.18	sd = 1.11	sd = 1.13	sd = 1.15	
j.	In our school teachers believe that most pupils have hidden talents	3.79	3.55	3.62	3.65	.022
		sd = 0.77	sd = 0.89	sd = 0.94	sd = 0.87	
k.	In our school the talents of parents are given scope	3.41	3.07	3.00	3.18	<.001
		sd = .094	sd = 1.02	sd = 1.05	sd = 1.01	
l.	In our school teachers believe that they are the sole experts in educational matters	3.48	3.00	3.39	3.27	<.001
		sd = 1.03	sd = 1.12	sd = 0.98	sd = 1.07	
m.	The Board of Management is very involved in all important school matters	3.42	3.03	3.12	3.20	.002
		sd = 1.08	sd = 0.99	sd = 0.94	sd = 1.02	

Appendix 2, Table 2 Perceptions of Partnership Among Principal, Coordinators, and Teachers: The Mean, Standard Deviation and Significance Rating of the 38 Items (The higher the mean score, the more positive the perception of partnership)						
	Item	Principals	Coordinators	Teachers	Total	Significance
n.	In our school teachers do not really know what happens at meetings of the Board of Management	3.48 sd = 1.16	2.91 sd = 1.11	2.96 sd = 1.21	3.13 sd = 1.18	<.001
o.	In our school teachers work as a team	4.05 sd = 0.78	3.57 sd = 1.02	3.44 sd = 1.01	3.71 sd = 0.97	<.001
p.	Our school sees keeping parents well informed about school matters more important than involving them	3.07 1.00	2.74 sd = 1.04	2.65 sd = 0.97	2.84 sd = 1.03	.001
q.	In our school parents receive very little information	4.19 sd = 0.76	3.67 sd = 1.07	3.76 sd = 0.93	3.88 sd = 0.96	<.001
r.	In our school parents are encouraged to share their knowledge of their children with the staff	4.27 sd = 0.64	3.83 sd = 0.93	3.82 sd = 0.86	3.99 sd = 0.84	<.001
s.	Our school can function well without a School Plan/Vision-Mission Statement	4.10 sd = 0.82	4.01 sd = 0.89	3.68 sd = 0.98	3.96 sd = 0.90	<.001
t.	Delegation is a way of balancing the workload	1.77 sd = 0.78	1.79 sd = 0.79	1.81 sd = 0.75	1.79 sd = 0.77	.895
u.	Our school encourages parents and teachers to work closely together thus sharing talents	3.74 sd = 0.87	3.09 sd = 1.04	2.88 sd = 0.97	3.27 sd = 1.03	<.001
v.	In our school parents do not share their needs or problems with staff	3.80 sd = 0.81	3.36 sd = 1.10	3.11 sd = 1.08	3.46 sd = 1.04	<.001
w.	In our school teachers believe that most parents have hidden talents	3.45 sd = 0.79	3.05 sd = 0.89	3.16 sd = 0.79	3.22 sd = 0.85	<.001
x.	Teachers in our school regard it as unprofessional to admit that they do not know	3.59 sd = 0.97	3.20 sd = 1.09	3.42 sd = 1.02	3.40 sd = 1.04	.002
y.	In our school the principal delegates a lot of responsibility to teachers	3.59 sd = 0.97	3.46 sd = 1.09	3.34 sd = 1.05	3.48 sd = 1.01	0.68
z.	The development of partnership takes too much time for the anticipated benefits	3.84 sd = 0.84	4.03 sd = 0.93	3.51 sd = 0.96	3.83 sd = 0.93	<.001
aa.	Parent associations promote partnership	3.81 sd = 0.70	3.81 sd = 0.82	3.69 sd = 0.68	3.78 sd = 0.75	.287

Appendix 2, Table 2 Perceptions of Partnership Among Principals, Coordinators, and Teachers: The Mean, Standard Deviation and Significance Rating of the 38 Items (The higher the mean score, the more positive the perception of partnership)						
	Item	Principals	Coordinators	Teachers	Total	Significance
bb.	Many teachers in our school have fears about partnership with parents	2.84	2.33	2.42	2.54	<.001
		sd = 1.10	sd = 1.06	sd = 0.95	sd = 1.07	
cc.	In our school involvement with the community promotes partnership	3.85	3.74	3.45	3.71	<.001
		sd = 0.75	sd = 0.87	sd = 0.85	sd = 0.83	
dd.	Partnership noticeably improves the learning opportunities of children in our school	3.98	4.00	3.67	3.91	.001
		sd = 0.76	sd = 0.81	sd = 0.78	sd = 0.80	
ee.	In our school partnership could very easily lead to excessive take-over by parents	3.76	3.79	3.41	3.69	.001
		sd = 0.84	sd = 1.01	sd = 0.96	sd = 0.95	
ff.	In our school flexibility on the part of teachers is essential for partnership	4.22	4.33	3.97	4.20	<.001
		sd = 0.56	sd = 0.64	sd = 0.63	sd = 0.63	
gg.	Our experience is that partnership with parents improves pupil behaviour	4.25	4.03	3.84	4.06	<.001
		sd = 0.65	sd = 0.71	sd = 0.76	sd = 0.72	
hh.	Partnership with parents is not a high priority for most teachers in our school	3.26	2.62	2.60	2.85	<.001
		sd = 1.07	sd = 1.12	sd = 1.00	sd = 1.11	
ii.	In our school teachers are aware of decisions made by management	4.08	3.50	3.46	3.70	<.001
		sd = 0.73	sd = 0.97	sd = 0.92	sd = 0.92	
jj.	In my experience partnership has more negative than positive consequences	4.25	4.24	3.75	4.12	<.001
		sd = 0.59	sd = 0.83	sd = 0.73	sd = 0.76	
kk.	Many parents in our school are open to the partnership process	3.55	3.84	3.24	3.58	<.001
		sd = 0.82	sd = 0.81	sd = 0.80	sd = 0.85	
ll.	Since we are not sure about the consequences partnership, we should avoid being involved in it	4.16	4.19	3.92	4.11	.025
		sd = 0.73	sd = 1.00	sd = 0.79	sd = 0.86	
Cronbach's Alpha (Ireland: 38 items) = 0.9033						

Appendix 2, Table 3 The Subscale: Attitudes to Partnership among Principals, Coordinators, and Teachers in Ireland (14 items)

a.	Our School (buildings and persons) is a facility for the whole community
c.	In our school meetings and consultation are not a fruitful use of time
d.	Our School is the better for having a School Plan/Vision-Mission Statement
f.	Sharing information with parents does not help our school
s.	Our school can function well without a School Plan/Vision-Mission Statement
t.	Delegation is a way of balancing the workload
z.	The development of partnership takes too much time for the anticipated benefits
aa.	Parent associations promote partnership
dd.	Partnership noticeably improves the learning opportunities of children in our school
ee.	In our school partnership could very easily lead to excessive take-over by parents
ff.	In our school flexibility on the part of teachers is essential for partnership
gg.	Our experience is that partnership with parents improves pupil behaviour
jj.	In my experience partnership has more negative than positive consequences
ll.	Since we are not sure about the consequences partnership, we should avoid being involved in it
Cronbach's Alpha (Ireland: 14 items) = 0.7857	

Appendix 2, Table 4 Perceptions of Partnership Among Teachers in Ireland and Scotland: The Mean, Standard Deviation and Significance Rating of the 38 Items (The higher the mean score, the more positive the perception of partnership)				
	Item	Teachers (Ireland)	Teachers (Scotland)	Significance
a.	Our School (buildings and persons) is a facility for the whole community	3.27	4.47	<.001
		sd = 1.08	sd = 0.61	
b.	Parents in our school are involved in discussion on several areas of school policy	3.02	3.74	<.001
		sd = 1.00	sd = 1.11	
c.	In our school meetings and consultation are not a fruitful use of time	3.61	4.00	.070
		sd = 1.06	sd = 1.21	
d.	Our School is the better for having a School Plan/Vision-Mission Statement	3.63	3.24	.043
		sd = 0.93	sd = 1.10	
e.	In our school most parents feel that teachers really listen to them	3.58	3.94	.013
		sd = 0.78	sd = 0.69	
f.	Sharing information with parents does not help our school	4.00	4.53	.005
		sd = 0.95	sd = 0.90	
g.	Parents in our school are mainly involved in extra-curricular activities (e.g. Fund raising, helping with tours and sports, etc.)	3.24	3.06	.461
		sd = 1.26	sd = 1.25	
h.	In our school parents do not really know the purpose of the Board of Management	2.66	3.00	.042
		sd = 0.99	sd = 0.78	
i.	Parents receive reports mainly on the academic needs/successes of their children	2.55	3.38	<.001
		sd = 1.13	sd = 1.18	
j.	In our school teachers believe that most pupils have hidden talents	3.62	3.74	.535
		sd = 0.94	sd = 0.99	
k.	In our school the talents of parents are given scope	3.00	3.38	.065
		sd = 1.05	sd = 1.04	
l.	In our school teachers believe that they are the sole experts in educational matters	3.39	4.15	<.001
		sd = 0.98	sd = 0.96	

Appendix 2, Table 4 Perceptions of Partnership Among Teachers in Ireland and Scotland: The Mean, Standard Deviation and Significance Rating of the 38 Items (The higher the mean score, the more positive the perception of partnership)				
	Item	Teachers (Ireland)	Teachers (Scotland)	Significance
m.	The Board of Management is very involved in all important school matters	3.12	3.32	.267
		sd = 0.94	sd = 1.01	
n.	In our school teachers do not really know what happens at meetings of the Board of Management	2.96	2.91	.844
		sd = 1.21	sd = 1.11	
o.	In our school teachers work as a team	3.44	4.59	<.001
		sd = 1.01	sd = 0.56	
p.	Our school sees keeping parents well informed about school matters more important than involving them	2.65	3.47	.002
		sd = 0.97	sd = 1.33	
q.	In our school parents receive very little information	3.76	4.47	<.001
		sd = 0.93	sd = 0.66	
r.	In our school parents are encouraged to share their knowledge of their children with the staff	3.82	4.35	.001
		sd = 0.86	sd = 0.60	
s.	Our school can function well without a School Plan/Vision-Mission Statement	3.68	2.97	.004
		sd = 0.98	sd = 1.27	
t.	Delegation is a way of balancing the workload	1.81	2.06	.104
		sd = 0.75	sd = 0.81	
u.	Our school encourages parents and teachers to work closely together thus sharing talents	2.88	3.76	<.001
		sd = 0.97	sd = 1.10	
v.	In our school parents do not share their needs or problems with staff	3.11	3.88	<.001
		sd = 1.08	sd = 0.98	
w.	In our school teachers believe that most parents have hidden talents	3.16	3.68	.001
		sd = 0.79	sd = 0.81	
x.	Teachers in our school regard it as unprofessional to admit that they do not know	3.42	4.41	<.001
		sd = 1.02	sd = 0.78	
y.	In our school the principal delegates a lot of responsibility to teachers	3.34	3.76	.038
		sd = 1.05	sd = 1.05	

Appendix 2, Table 4 Perceptions of Partnership Among Teachers in Ireland and Scotland: The Mean, Standard Deviation and Significance Rating of the 38 Items (The higher the mean score, the more positive the perception of partnership)				
	Item	Teachers (Ireland)	Teachers (Scotland)	Significance
z.	The development of partnership takes too much time for the anticipated benefits	3.51 sd = 0.96	4.00 sd = 0.92	.010
aa.	Parent associations promote partnership	3.69 sd = 0.68	4.12 sd = 0.69	.002
bb.	Many teachers in our school have fears about partnership with parents	2.42 sd = 0.95	3.85 sd = 0.89	<.001
cc.	In our school involvement with the community promotes partnership	3.45 sd = 0.85	4.12 sd = 0.69	<.001
dd.	Partnership noticeably improves the learning opportunities of children in our school	3.67 sd = 0.78	4.15 sd = 0.86	.003
ee.	In our school partnership could very easily lead to excessive take-over by parents	3.41 sd = 0.96	4.03 sd = 0.87	.001
ff.	In our school flexibility on the part of teachers is essential for partnership	3.97 sd = 0.63	4.24 sd = 0.74	.068
gg.	Our experience is that partnership with parents improves pupil behaviour	3.84 sd = 0.76	3.94 sd = 0.81	.508
hh.	Partnership with parents is not a high priority for most teachers in our school	2.60 sd = 1.00	3.71 sd = 1.12	<.001
ii.	In our school teachers are aware of decisions made by management	3.46 sd = 0.92	3.21 sd = 1.04	.171
jj.	In my experience partnership has more negative than positive consequences	3.75 sd = 0.73	4.41 sd = 0.56	<.001
kk.	Many parents in our school are open to the partnership process	3.24 sd = 0.80	3.50 sd = 1.08	.199
ll.	Since we are not sure about the consequences partnership, we should avoid being involved in it	3.92 sd = 0.79	4.47 sd = 0.61	<.001

Appendix 2, Table 5 The Subscale: Attitudes to Partnership among the Teachers in Scotland(14 items)	
a.	Our School (buildings and persons) is a facility for the whole community
c.	In our school meetings and consultation are not a fruitful use of time
d.	Our School is the better for having a School Plan/Vision-Mission Statement
f.	Sharing information with parents does not help our school
s.	Our school can function well without a School Plan/Vision-Mission Statement
t.	Delegation is a way of balancing the workload
z.	The development of partnership takes too much time for the anticipated benefits
aa.	Parent associations promote partnership
dd.	Partnership noticeably improves the learning opportunities of children in our school
ee.	In our school partnership could very easily lead to excessive take-over by parents
ff.	In our school flexibility on the part of teachers is essential for partnership
gg.	Our experience is that partnership with parents improves pupil behaviour
jj.	In my experience partnership has more negative than positive consequences
ll.	Since we are not sure about the consequences partnership, we should avoid being involved in it
Cronbach's Alpha (Scotland: 14 items) = 0.8678	

Appendix Three: Questionnaires

1. QUESTIONNAIRE FOR PRINCIPALS

1. Please list in order of importance the **three** areas in your school that you seek to develop most as principal:

(a) _____

(b) _____

(c) _____

2. Are there ways, in your opinion, by which your school shows that it respects its pupils?

yes no unsure

If yes, please list in order of importance:

(a) _____

(b) _____

(c) _____

3. Are there ways, in your opinion, by which your school shows that it values its parents?

yes no unsure

If yes, please list in order of importance:

(a) _____

(b) _____

(c) _____

4. Do you seek to sound out the feelings or opinions of pupils towards the school?

yes no unsure

If yes, list in order of importance the ways you do this:

- (a) _____
- (b) _____
- (c) _____

5. Since September 1994 have you had reason in your school to communicate with parents A) individually,

yes no

or B) collectively?

yes no

If yes, list the three most important reasons for such communications:

A) individually:

- (a) _____
- (b) _____
- (c) _____

B) collectively:

- (a) _____
- (b) _____
- (c) _____

6. A) List the ways which you find most effective to ensure clear communication with your staff:

- (a) _____
- (b) _____
- (c) _____

B) Have you any way of checking how the staff feel about the nature of your communication?

yes no

If yes, please specify:

(a) _____

(b) _____

(c) _____

7. Have you devised ways of communication with your home, school, community coordinator?

yes no

If yes, please specify:

(a) _____

(b) _____

(c) _____

8. Have you a method of evaluating the following in your A) primary, or B) post-primary school? (Please ignore the box which does not apply to your school).

A) Primary

<i>AREA</i>	<i>IF YES, GIVE METHOD</i>
Sports and P.E.	_____
Music: Singing	_____
Music: Instrumental	_____
Art and Craft	_____
Irish	_____
English	_____
Religious Education	_____
Mathematics	_____
History	_____
Geography	_____
Nature Study	_____
Civics	_____
Drama	_____
Health Education	_____
Science	_____
Computer Studies	_____

B) Post-primary

<i>AREA</i>	<i>IF YES, GIVE METHOD</i>
<i>Junior Cycle</i>	
Grouping by Ability	_____
Mixed Ability	_____
Time-Tabling	_____
Teacher Allocation	_____
Subject Options	_____
Results Jun. Cert.	_____
<i>Transition Year</i>	
_____	_____
<i>Senior Cycle</i>	
Grouping by Ability	_____
Mixed Ability	_____
Time-Tabling	_____
Teacher Allocation	_____
Subject Options	_____
Results Leav. Cert.	_____
Religious Education	_____
Life Skills	_____
Sport	_____

9. Have you sought the views of the following three times or more, since September 1994?

Individuals, e.g.

	yes	no
Chairperson B.O.M.	<input type="checkbox"/>	<input type="checkbox"/>
Individual teachers	<input type="checkbox"/>	<input type="checkbox"/>
Individual pupils	<input type="checkbox"/>	<input type="checkbox"/>
Individual parents	<input type="checkbox"/>	<input type="checkbox"/>
Adult education organiser	<input type="checkbox"/>	<input type="checkbox"/>
Others (name)	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

Groups, e.g.

	yes	no
Board of Management	<input type="checkbox"/>	<input type="checkbox"/>
Department of Education	<input type="checkbox"/>	<input type="checkbox"/>
Parents' Council	<input type="checkbox"/>	<input type="checkbox"/>
Other Principals	<input type="checkbox"/>	<input type="checkbox"/>
Early Start	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Unions	<input type="checkbox"/>	<input type="checkbox"/>
National Parents' Council	<input type="checkbox"/>	<input type="checkbox"/>
Local Committee	<input type="checkbox"/>	<input type="checkbox"/>
Religious Bodies (name)		
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
Others (name)		
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

Agencies, e.g.

	yes	no
Social workers	<input type="checkbox"/>	<input type="checkbox"/>
Psychological services	<input type="checkbox"/>	<input type="checkbox"/>
Public health nurse	<input type="checkbox"/>	<input type="checkbox"/>
Community gardai	<input type="checkbox"/>	<input type="checkbox"/>
Junior liaison officer	<input type="checkbox"/>	<input type="checkbox"/>
Director of community care	<input type="checkbox"/>	<input type="checkbox"/>
Vincent de Paul	<input type="checkbox"/>	<input type="checkbox"/>
Family resource centre	<input type="checkbox"/>	<input type="checkbox"/>
Others (name)		
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

If yes to any of the above (Individuals, Groups, Agencies) list within each category the **three** you contact most frequently, and how:

(a) Individuals

name	how contacted
_____	_____
_____	_____
_____	_____

(b) Groups

name	how contacted
_____	_____
_____	_____
_____	_____

(c) Agencies

name	how contacted
_____	_____
_____	_____
_____	_____

10. Are there ways in which individuals, groups and agencies can give feedback about the school?

	yes	no
Individuals	<input type="checkbox"/>	<input type="checkbox"/>
Groups	<input type="checkbox"/>	<input type="checkbox"/>
Agencies	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please specify:

Individuals

(a) _____

(b) _____

(c) _____

Groups

(a) _____

(b) _____

(c) _____

Agencies

- (a) _____
- (b) _____
- (c) _____

11. To what extent have individual teachers been involved since September 1994 in:

A) Developing the School Plan/Vision-Mission Statement:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| not at all | once | 2-4 times | more than 4 times |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B) Revising the School Plan/Vision-Mission Statement:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| not at all | once | 2-4 times | more than 4 times |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. What are the most helpful ways, in your experience, to promote:

Teacher development

- (a) _____
- (b) _____
- (c) _____

Parent development

- (a) _____
- (b) _____
- (c) _____

Pupil development

- (a) _____
- (b) _____
- (c) _____

16. In the case of each of the following statements please indicate your judgement about which most accurately reflects the reality of your school situation by ticking one box.

[As this question will have to be analyzed statistically by computer, it is essential for an accurate result that each statement receives an evaluative mark in its box.]

a. Our school (buildings and persons) is a facility for the whole community.
Strongly agree Agree Undecided Disagree Strongly disagree

b. Parents in our school are involved in discussion on several areas of school policy.
Strongly agree Agree Undecided Disagree Strongly disagree

c. In our school meetings and consultation are not a fruitful use of time.
Strongly agree Agree Undecided Disagree Strongly disagree

d. Our school is the better for having a School Plan/Vision-Mission Statement.
Strongly agree Agree Undecided Disagree Strongly disagree

e. In our school most parents feel that teachers really listen to them.
Strongly agree Agree Undecided Disagree Strongly disagree

f. Sharing information with parents does not help our school.
Strongly agree Agree Undecided Disagree Strongly disagree

g. Parents in our school are mainly involved in extra-curricular activities (e.g. fund raising, helping with tours and sports, etc.).
Strongly agree Agree Undecided Disagree Strongly disagree

h. In our school parents do not really know the purpose of the Board of Management.
Strongly agree Agree Undecided Disagree Strongly disagree

i. Parents receive reports mainly on the academic needs/successes of their children.
Strongly agree Agree Undecided Disagree Strongly disagree

j. In our school teachers believe that most pupils have hidden talents.
Strongly agree Agree Undecided Disagree Strongly disagree

k. In our school the talents of parents are given scope.
Strongly agree Agree Undecided Disagree Strongly disagree

l. In our school teachers believe that they are the sole experts in educational matters.
Strongly agree Agree Undecided Disagree Strongly disagree

m. The Board of Management is very involved in all important school matters.

Strongly agree Agree Undecided Disagree Strongly disagree

n. In our school teachers do not really know what happens at meetings of the Board of Management.

Strongly agree Agree Undecided Disagree Strongly disagree

o. In our school teachers work as a team.

Strongly agree Agree Undecided Disagree Strongly disagree

p. Our school sees keeping parents well informed about school matters more important than involving them.

Strongly agree Agree Undecided Disagree Strongly disagree

q. In our school parents receive very little information.

Strongly agree Agree Undecided Disagree Strongly disagree

r. In our school parents are encouraged to share their knowledge of their children with the staff.

Strongly agree Agree Undecided Disagree Strongly disagree

s. Our school can function well without a School Plan/Vision-Mission Statement.

Strongly agree Agree Undecided Disagree Strongly disagree

t. Delegation is a way of balancing the workload.

Strongly agree Agree Undecided Disagree Strongly disagree

u. Our school encourages parents and teachers to work closely together thus sharing talents.

Strongly agree Agree Undecided Disagree Strongly disagree

v. In our school parents do not share their needs or problems with staff.

Strongly agree Agree Undecided Disagree Strongly disagree

w. In our school teachers believe that most parents have hidden talents.

Strongly agree Agree Undecided Disagree Strongly disagree

x. Teachers in our school regard it as unprofessional to admit that they do not know.

Strongly agree Agree Undecided Disagree Strongly disagree

y. In our school the principal delegates a lot of responsibility to teachers.

Strongly agree Agree Undecided Disagree Strongly disagree

z. The development of partnership takes too much time for the anticipated benefits.

Strongly agree Agree Undecided Disagree Strongly disagree

aa. Parent associations promote partnership.

Strongly agree Agree Undecided Disagree Strongly disagree

bb. Many teachers in our school have fears about partnership with parents.

Strongly agree Agree Undecided Disagree Strongly disagree

cc. In our school involvement with the community promotes partnership.

Strongly agree Agree Undecided Disagree Strongly disagree

dd. Partnership noticeably improves the learning opportunities of children in our school.

Strongly agree Agree Undecided Disagree Strongly disagree

ee. In our school partnership could very easily lead to excessive take-over by parents.

Strongly agree Agree Undecided Disagree Strongly disagree

ff. In our school flexibility on the part of teachers is essential for partnership.

Strongly agree Agree Undecided Disagree Strongly disagree

gg. Our experience is that partnership with parents improves pupil behaviour.

Strongly agree Agree Undecided Disagree Strongly disagree

hh. Partnership with parents is not a high priority for most teachers in our school.

Strongly agree Agree Undecided Disagree Strongly disagree

ii. In our school teachers are aware of decisions made by management.

Strongly agree Agree Undecided Disagree Strongly disagree

jj. In my experience partnership has more negative than positive consequences.

Strongly agree Agree Undecided Disagree Strongly disagree

kk. Many parents in our school are open to the partnership process.

Strongly agree Agree Undecided Disagree Strongly disagree

ll. Since we are not sure about the consequences partnership, we should avoid being involved in it.

Strongly agree Agree Undecided Disagree Strongly disagree

[Reminder: Have you responded to each statement? Thank you]

17. A) Are there examples of partnership that have been enriching in your school?

yes no

If yes, please specify:

(a) _____

(b) _____

(c) _____

B) Have you had negative or unproductive experiences of partnership?

yes no

If yes, please specify:

- (a) _____
- (b) _____
- (c) _____

18. If partnership is an important value, what steps need to be taken to develop it among:

A) Staff

- (a) _____
- (b) _____
- (c) _____

B) Parents

- (a) _____
- (b) _____
- (c) _____

19. Have major change(s) occurred in the school since the liaison scheme was introduced?

yes no unsure

If yes, in the case of the most important change please indicate its nature by completing the following sentences:

A) The most important change that has taken place in my school since the initiation of the scheme is _____

I found the change:

very helpful **helpful** **unhelpful**

B) The next most important change is _____

I found the change:

very helpful

helpful

unhelpful

C) The third change in importance is _____

I found the change:

very helpful

helpful

unhelpful

20. Is your school part of a Local Committee within the HSCL scheme?

yes

no

If yes, please specify three consequences since September 1994.

(a)

(b)

(c)

If no, name any blocks to setting up such a Local Committee.

(a)

(b)

(c)

21. The following information is very important for the statistical analysis of the questionnaire.

The number of pupils in your school _____.

How long are you principal? _____ years.

Are you male ? female ?

Please tick the appropriate age bracket:

Under 35

36-45

46-55

56 or over

Many thanks,

Concepta Conaty,

[Home Address]

November 1995

2. QUESTIONNAIRE FOR COORDINATORS

1. Please list in order of importance the three areas in your school community that you seek to develop most as coordinator:

(a) _____

(b) _____

(c) _____

2. Are there ways, in your opinion, by which your school shows that it respects its pupils?

yes no unsure

If yes, please list in order of importance:

(a) _____

(b) _____

(c) _____

3. Are there ways, in your opinion, by which your school shows that it values its parents?

yes no unsure

If yes, please list in order of importance:

(a) _____

(b) _____

(c) _____

4. Do you seek to sound out the feelings or opinions of pupils towards the school?

yes no unsure

If yes, list in order of importance the ways you do this:

- (a) _____
- (b) _____
- (c) _____

5. Since September 1994 list the three most important reasons for your communication with parents:

A) individually:

- (a) _____
- (b) _____
- (c) _____

B) collectively:

- (a) _____
- (b) _____
- (c) _____

6. A) List the ways which you find most effective to ensure clear communication with your staff on HSCL issues:

- (a) _____
- (b) _____
- (c) _____

B) Have you any way of checking how the staff feel about the nature of your communication?

yes no

If yes, please specify:

- (a) _____
- (b) _____
- (c) _____

7. Have you devised ways of communication with your principal?

yes no

If yes, please specify:

- (a) _____
- (b) _____
- (c) _____

8. Have you a method of evaluating the following in your role as coordinator?

<i>AREA</i>	<i>IF YES, GIVE METHOD</i>
<i>PARENT MEETINGS</i>	
Individual	_____
Group	_____
Home visits	_____
<i>COURSES</i>	
Leisure	_____
Parenting	_____
Curricular	_____
Self-development	_____
<i>PARENT AS RESOURCE</i>	
To own child	_____
In classroom	_____
To other children	_____
As facilitator	_____
<i>TRANSFER PROGRAMMES</i>	

<i>CLUSTER GROUP</i>	

<i>LOCAL COMMITTEE</i>	

<i>PREVENTATIVE MEASURES</i>	

<i>IDENTIFICATION OF NEEDS (PROCESS)</i>	

9. Have you sought the views of the following **three times** or more, since September 1994?

Individuals, e.g.

	yes	no
Chairperson B.O.M.	<input type="checkbox"/>	<input type="checkbox"/>
Individual teachers	<input type="checkbox"/>	<input type="checkbox"/>
Principal	<input type="checkbox"/>	<input type="checkbox"/>
Individual parents	<input type="checkbox"/>	<input type="checkbox"/>
Adult education organiser	<input type="checkbox"/>	<input type="checkbox"/>
Others (name)	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

Groups, e.g.

	yes	no
Board of Management	<input type="checkbox"/>	<input type="checkbox"/>
Department of Education	<input type="checkbox"/>	<input type="checkbox"/>
Parents' Council	<input type="checkbox"/>	<input type="checkbox"/>
Coordinators outside your cluster	<input type="checkbox"/>	<input type="checkbox"/>
Early Start	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Unions	<input type="checkbox"/>	<input type="checkbox"/>
National Parents' Council	<input type="checkbox"/>	<input type="checkbox"/>
Local Committee	<input type="checkbox"/>	<input type="checkbox"/>
Religious Bodies (name)	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
Others (name)	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

Agencies, e.g.

	yes	no
Social workers	<input type="checkbox"/>	<input type="checkbox"/>
Psychological services	<input type="checkbox"/>	<input type="checkbox"/>
Public health nurse	<input type="checkbox"/>	<input type="checkbox"/>
Community gardaí	<input type="checkbox"/>	<input type="checkbox"/>
Junior liaison officer	<input type="checkbox"/>	<input type="checkbox"/>
Director of community care	<input type="checkbox"/>	<input type="checkbox"/>
Vincent de Paul	<input type="checkbox"/>	<input type="checkbox"/>
Family resource centre	<input type="checkbox"/>	<input type="checkbox"/>
Others (name)	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

If yes to any of the above (Individuals, Groups, Agencies) list within each category the three you contact most frequently, and how:

a) Individuals

name	how contacted
_____	_____
_____	_____
_____	_____

b) Groups

name	how contacted
_____	_____
_____	_____
_____	_____

c) Agencies

name	how contacted
_____	_____
_____	_____
_____	_____

10. Are there ways in which individuals, groups and agencies can give feedback about the school?

	yes	no
Individuals	<input type="checkbox"/>	<input type="checkbox"/>
Groups	<input type="checkbox"/>	<input type="checkbox"/>
Agencies	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please specify:

Individuals

(a) _____

(b) _____

(c) _____

Groups

- (a) _____
- (b) _____
- (c) _____

Agencies

- (a) _____
- (b) _____
- (c) _____

11. To what extent have individual teachers been involved since September 1994 in:

A) Developing the School Plan/Vision-Mission Statement:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| not at all | once | 2-4 times | more than 4 times |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B) Revising the School Plan/Vision-Mission Statement:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| not at all | once | 2-4 times | more than 4 times |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. What are the most helpful ways, in your experience, to promote:

Teacher development

- (a) _____
- (b) _____
- (c) _____

Parent development

- (a) _____
- (b) _____
- (c) _____

Pupil development

- (a) _____
- (b) _____
- (c) _____

13. How often have parents been consulted about the following issues since September 1994?

A) Uniform

not at all	once	2-4 times	more than 4 times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B) Homework

not at all	once	2-4 times	more than 4 times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C) Discipline

not at all	once	2-4 times	more than 4 times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Are there matters within your role that you find helpful and effective to delegate?

yes no

If yes, please specify in order of importance:

- (a) _____
- (b) _____
- (c) _____

15. What tasks have parents performed in your school since September 1994 and for what purpose?

Task	Frequency	Purpose

16. In the case of each of the following statements please indicate your judgement about which most accurately reflects the reality of your school situation by ticking one box.

[As this question will have to be analyzed statistically by computer, it is essential for an accurate result that each statement receives an evaluative mark in its box.]

- a. **Our school (buildings and persons) is a facility for the whole community.**
Strongly agree Agree Undecided Disagree Strongly disagree
- b. **Parents in our school are involved in discussion on several areas of school policy.**
Strongly agree Agree Undecided Disagree Strongly disagree
- c. **In our school meetings and consultation are not a fruitful use of time.**
Strongly agree Agree Undecided Disagree Strongly disagree
- d. **Our school is the better for having a School Plan/Vision-Mission Statement.**
Strongly agree Agree Undecided Disagree Strongly disagree
- e. **In our school most parents feel that teachers really listen to them.**
Strongly agree Agree Undecided Disagree Strongly disagree
- f. **Sharing information with parents does not help our school.**
Strongly agree Agree Undecided Disagree Strongly disagree
- g. **Parents in our school are mainly involved in extra-curricular activities (e.g. fund raising, helping with tours and sports, etc.).**
Strongly agree Agree Undecided Disagree Strongly disagree
- h. **In our school parents do not really know the purpose of the Board of Management.**
Strongly agree Agree Undecided Disagree Strongly disagree
- i. **Parents receive reports mainly on the academic needs/successes of their children.**
Strongly agree Agree Undecided Disagree Strongly disagree

- j. In our school teachers believe that most pupils have hidden talents.**
Strongly agree Agree Undecided Disagree Strongly disagree
- k. In our school the talents of parents are given scope.**
Strongly agree Agree Undecided Disagree Strongly disagree
- l. In our school teachers believe that they are the sole experts in educational matters.**
Strongly agree Agree Undecided Disagree Strongly disagree
- m. The Board of Management is very involved in all important school matters.**
Strongly agree Agree Undecided Disagree Strongly disagree
- n. In our school teachers do not really know what happens at meetings of the Board of Management.**
Strongly agree Agree Undecided Disagree Strongly disagree
- o. In our school teachers work as a team.**
Strongly agree Agree Undecided Disagree Strongly disagree
- p. Our school sees keeping parents well informed about school matters more important than involving them.**
Strongly agree Agree Undecided Disagree Strongly disagree
- q. In our school parents receive very little information.**
Strongly agree Agree Undecided Disagree Strongly disagree
- r. In our school parents are encouraged to share their knowledge of their children with the staff.**
Strongly agree Agree Undecided Disagree Strongly disagree
- s. Our school can function well without a School Plan/Vision-Mission Statement.**
Strongly agree Agree Undecided Disagree Strongly disagree
- t. Delegation is a way of balancing the workload.**
Strongly agree Agree Undecided Disagree Strongly disagree
- u. Our school encourages parents and teachers to work closely together thus sharing talents.**
Strongly agree Agree Undecided Disagree Strongly disagree
- v. In our school parents do not share their needs or problems with staff.**
Strongly agree Agree Undecided Disagree Strongly disagree
- w. In our school teachers believe that most parents have hidden talents.**
Strongly agree Agree Undecided Disagree Strongly disagree
- x. Teachers in our school regard it as unprofessional to admit that they do not know.**
Strongly agree Agree Undecided Disagree Strongly disagree

- y. In our school the principal delegates a lot of responsibility to teachers.**
Strongly agree Agree Undecided Disagree Strongly disagree
- z. The development of partnership takes too much time for the anticipated benefits.**
Strongly agree Agree Undecided Disagree Strongly disagree
- aa. Parent associations promote partnership.**
Strongly agree Agree Undecided Disagree Strongly disagree
- bb. Many teachers in our school have fears about partnership with parents.**
Strongly agree Agree Undecided Disagree Strongly disagree
- cc. In our school involvement with the community promotes partnership.**
Strongly agree Agree Undecided Disagree Strongly disagree
- dd. Partnership noticeably improves the learning opportunities of children in our school.**
Strongly agree Agree Undecided Disagree Strongly disagree
- ee. In our school partnership could very easily lead to excessive take-over by parents.**
Strongly agree Agree Undecided Disagree Strongly disagree
- ff. In our school flexibility on the part of teachers is essential for partnership.**
Strongly agree Agree Undecided Disagree Strongly disagree
- gg. Our experience is that partnership with parents improves pupil behaviour.**
Strongly agree Agree Undecided Disagree Strongly disagree
- hh. Partnership with parents is not a high priority for most teachers in our school.**
Strongly agree Agree Undecided Disagree Strongly disagree
- ii. In our school teachers are aware of decisions made by management.**
Strongly agree Agree Undecided Disagree Strongly disagree
- jj. In my experience partnership has more negative than positive consequences.**
Strongly agree Agree Undecided Disagree Strongly disagree
- kk. Many parents in our school are open to the partnership process.**
Strongly agree Agree Undecided Disagree Strongly disagree
- ll. Since we are not sure about the consequences partnership, we should avoid being involved in it.**
Strongly agree Agree Undecided Disagree Strongly disagree

[Reminder: Have you responded to each statement? Thank you]

17. A) Are there examples of partnership that have been enriching in your school?

yes no

If yes, please specify:

(a) _____

(b) _____

(c) _____

B) Have you had negative or unproductive experiences of partnership?

yes no

If yes, please specify:

(a) _____

(b) _____

(c) _____

18. If partnership is an important value, what steps need to be taken to develop it among:

A) Staff

(a) _____

(b) _____

(c) _____

B) Parents

(a) _____

(b) _____

(c) _____

19. Have major change(s) occurred in the school since the liaison scheme was introduced?

yes no unsure

If yes, in the case of the most important change please indicate its nature by completing the following sentences:

A) The most important change that has taken place in my school since the initiation of the scheme is _____

I found the change:

very helpful helpful unhelpful

B) The next most important change is _____

I found the change:

very helpful helpful unhelpful

C) The third change in importance is _____

I found the change:

very helpful helpful unhelpful

20. Is your school part of a Local Committee within the HSCL scheme?

yes no

If yes, please specify **three** consequences since September 1994.

- (a) _____
- (b) _____
- (c) _____

If no, name any blocks to setting up such a Local Committee.

- (a) _____
- (b) _____
- (c) _____

21. Name the **three** most significant support persons for you as a coordinator:

- (a) _____
- (b) _____
- (c) _____

22. Name the **three** most significant structures that support you as a coordinator:

- (a) _____
- (b) _____
- (c) _____

23. To what degree do you feel that you have been helped in the following areas by in-career development modules? Please put a ring around the appropriate number in a scale of 5 to 1, with five being the most helpful and 1 being the least helpful.

	<i>highest to lowest</i>
Personal development	5 4 3 2 1
Skills development	5 4 3 2 1
On-going development of the Scheme	5 4 3 2 1
Self-confidence as a Coordinator	5 4 3 2 1

24. To what degree do you feel that you have been helped by the following processes at in-career development? Please put a ring around the appropriate number in a scale of 5 to 1, with five being the most helpful and 1 being the least helpful.

	<i>highest to lowest</i>
Input/lecture	5 4 3 2 1
Informal interaction with facilitator	5 4 3 2 1
Informal interaction with the group	5 4 3 2 1
Formal group work	5 4 3 2 1

25. Bearing in mind that a module consists of input/lecture, informal interaction and formal group-work, list three actual modules of in-career development that you recall having helped you most in practice afterwards.

1. Module on _____ (please name)

How it helped me:

2. Module on _____ (please name)

How it helped me:

3. Module on _____ (please name)

How it helped me:

26. The following information is very important for the statistical analysis of the questionnaire.

The number of pupils in your school(s) _____.

How long are you a coordinator? _____ years.

Are you male ? female ?

Please tick the appropriate age bracket?

Under 35

36-45

46-55

56 or over

Many thanks,

Concepta Conaty,

[Home Address]

November 1995

3. QUESTIONNAIRE FOR TEACHERS

1. What are your priorities as a class teacher?

(a) _____

(b) _____

(c) _____

2. Are there ways, in your opinion, by which your school shows that it respects its pupils?

yes no unsure

If yes, please list in order of importance:

(a) _____

(b) _____

(c) _____

3. Are there ways, in your opinion, by which your school shows that it values its parents?

yes no unsure

If yes, please list in order of importance:

(a) _____

(b) _____

(c) _____

4. Do you seek to sound out the feelings or opinions of pupils about how happy they are in school?

yes no unsure

If yes, list in order of importance the ways you do this:

- (a) _____
- (b) _____
- (c) _____

5. Have you had reason in the past term to communicate with parents

A) individually,

yes no

or B) as a group?

yes no

If yes, list the three most important reasons for such communications:

A) individually:

- (a) _____
- (b) _____
- (c) _____

B) as a group:

- (a) _____
- (b) _____
- (c) _____

6. What do you understand by partnership?

7. With regard to your colleagues and the principal, prioritise (1,2,3,4...) the best ways for communicating in your school.

A) With colleagues

Grading 1,2,3....

Staff Meetings	—
One-to-one Communication	—
Notice Board	—
Committee Work	—
Social Gatherings	—
Informal, e.g. Staff Room	—
Phone	—
Other (please specify)	—
_____	—
_____	—
_____	—

B) With the Principal

Grading 1,2,3....

Staff Meetings	—
One-to-one Communication	—
Notice Board	—
Committee Work	—
Social Gatherings	—
Informal, e.g. Staff Room	—
Phone	—
Other (please specify)	—
_____	—
_____	—
_____	—

8. Have you devised ways of communication with your home, school, community coordinator?

yes no

If yes, please specify:

- (a) _____
- (b) _____
- (c) _____

9. Have you been consulted on school matters in the past term by:

	yes	no
The Principal	<input type="checkbox"/>	<input type="checkbox"/>
Individual teachers	<input type="checkbox"/>	<input type="checkbox"/>
Individual pupils	<input type="checkbox"/>	<input type="checkbox"/>
Individual parents	<input type="checkbox"/>	<input type="checkbox"/>

10. To what extent have individual teachers been involved since September 1996 in:

A) Developing the School Plan/Vision-Mission Statement:

not at all	once	2-4 times	more than 4 times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B) Revising the School Plan/Vision-Mission Statement:

not at all	once	2-4 times	more than 4 times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. What are the most helpful ways, in your experience, to promote:

Teacher development

- (a) _____
- (b) _____
- (c) _____

Parent development

- (a) _____
- (b) _____
- (c) _____

Pupil development

- (a) _____
- (b) _____
- (c) _____

12. How often have parents been consulted about the following issues since September 1996?

A) Uniform

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| not at all | once | 2-4 times | more than 4 times |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B) Homework

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| not at all | once | 2-4 times | more than 4 times |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C) Discipline

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| not at all | once | 2-4 times | more than 4 times |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. Are there matters within the school that have been delegated to you as a teacher?

yes no

If yes, please specify:

- (a) _____
(b) _____
(c) _____

14. In the case of each of the following statements please indicate your judgement about which most accurately reflects the reality of your school situation by ticking one box.

[As this question will have to be analyzed statistically by computer, it is essential for an accurate result that each statement receives an evaluative mark in its box.]

a. Our school (buildings and persons) is a facility for the whole community.
Strongly agree Agree Undecided Disagree Strongly disagree

b. Parents in our school are involved in discussion on several areas of school policy.
Strongly agree Agree Undecided Disagree Strongly disagree

c. In our school meetings and consultation are not a fruitful use of time.
Strongly agree Agree Undecided Disagree Strongly disagree

d. Our school is the better for having a School Plan/Vision-Mission Statement.
Strongly agree Agree Undecided Disagree Strongly disagree

e. In our school most parents feel that teachers really listen to them.
Strongly agree Agree Undecided Disagree Strongly disagree

f. Sharing information with parents does not help our school.
Strongly agree Agree Undecided Disagree Strongly disagree

g. Parents in our school are mainly involved in extra-curricular activities (e.g. fund raising, helping with tours and sports, etc.).
Strongly agree Agree Undecided Disagree Strongly disagree

h. In our school parents do not really know the purpose of the Board of Management.
Strongly agree Agree Undecided Disagree Strongly disagree

i. Parents receive reports mainly on the academic needs/successes of their children.
Strongly agree Agree Undecided Disagree Strongly disagree

- j. In our school teachers believe that most pupils have hidden talents.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- k. In our school the talents of parents are given scope.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- l. In our school teachers believe that they are the sole experts in educational matters.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- m. The Board of Management is very involved in all important school matters.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- n. In our school teachers do not really know what happens at meetings of the Board of Management.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- o. In our school teachers work as a team.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- p. Our school sees keeping parents well informed about school matters more important than involving them.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- q. In our school parents receive very little information.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- r. In our school parents are encouraged to share their knowledge of their children with the staff.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- s. Our school can function well without a School Plan/Vision-Mission Statement.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- t. Delegation is a way of balancing the workload.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- u. Our school encourages parents and teachers to work closely together thus sharing talents.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- v. In our school parents do not share their needs or problems with staff.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- w. In our school teachers believe that most parents have hidden talents.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- x. Teachers in our school regard it as unprofessional to admit that they do not know.**
 Strongly agree Agree Undecided Disagree Strongly disagree

- y. In our school the principal delegates a lot of responsibility to teachers.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- z. The development of partnership takes too much time for the anticipated benefits.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- aa. Parent associations promote partnership.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- bb. Many teachers in our school have fears about partnership with parents.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- cc. In our school involvement with the community promotes partnership.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- dd. Partnership noticeably improves the learning opportunities of children in our school.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- ee. In our school partnership could very easily lead to excessive take-over by parents.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- ff. In our school flexibility on the part of teachers is essential for partnership.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- gg. Our experience is that partnership with parents improves pupil behaviour.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- hh. Partnership with parents is not a high priority for most teachers in our school.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- ii. In our school teachers are aware of decisions made by management.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- jj. In my experience partnership has more negative than positive consequences.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- kk. Many parents in our school are open to the partnership process.**
 Strongly agree Agree Undecided Disagree Strongly disagree
- ll. Since we are not sure about the consequences partnership, we should avoid being involved in it.**
 Strongly agree Agree Undecided Disagree Strongly disagree

[Reminder: Have you responded to each statement? Thank you]

15. A) Are there examples of partnership that that been enriching in your school?

yes no

If yes, please specify:

- (a) _____
- (b) _____
- (c) _____

B) Have you had negative or unproductive experiences of partnership?

yes no

If yes, please specify:

- (a) _____
- (b) _____
- (c) _____

16. In the case of the Principal, other Staff Members and Parents, please prioritise (1,2,3,4...) the most significant factors in the development of partnership:

A) Actions of the Principal	Grading of factors 1,2,3....
Affirmation	—
Classroom Involvement of Parents	—
Communication	—
Delegating Responsibility	—
Evaluation	—
Naming Concerns	—
Naming Expectations	—
Parent-Teacher Meetings	—
Planning	—
Social Gatherings	—
Training	—
Other (please specify)	—
_____	—
_____	—
_____	—

B) Actions of Other Staff Members

Grading 1,2,3....

- Affirmation _____
- Classroom Involvement of Parents _____
- Communication _____
- Delegating Responsibility _____
- Evaluation _____
- Naming Concerns _____
- Naming Expectations _____
- Parent-Teacher Meetings _____
- Planning _____
- Social Gatherings _____
- Training _____
- Other (please specify) _____
- _____
- _____
- _____

C) Actions of Parents

Grading 1,2,3....

- Affirmation _____
- Classroom Involvement of Parents _____
- Communication _____
- Delegating Responsibility _____
- Evaluation _____
- Naming Concerns _____
- Naming Expectations _____
- Parent-Teacher Meetings _____
- Planning _____
- Social Gatherings _____
- Training _____
- Other (please specify) _____
- _____
- _____
- _____

17. Have major change(s) occurred in the school since the liaison scheme was introduced?

yes no unsure

If yes, in the case of the most important change please indicate its nature by completing the following sentences:

A) The most important change that has taken place in my school since the initiation of the scheme is _____

I found the change:

very helpful helpful unhelpful

B) The next most important change is _____

I found the change:

very helpful helpful unhelpful

C) The third change in importance is _____

I found the change:

very helpful helpful unhelpful

18. The following information is very important for the statistical analysis of the questionnaire.

Approximate number of pupils in your school? _____.

How many years are you teaching? _____.

How many years are you *in your present school*? _____.

Are you male ? female ?

Please tick the appropriate age bracket?

25 or under

26-35

36-45

46-55

56 or over

Many thanks,

Concepta Conaty,

[Home Address]

February 1997

4. QUESTIONNAIRE FOR CHAIRPERSONS

1. What values/beliefs in relation to the Home, School, Community liaison scheme does the coordinator seem to hold?

(a) _____

(b) _____

(c) _____

2. Do you feel that the coordinator has managed to communicate adequately the inspiration and practicalities of the scheme?

To Board of Management yes no

To parents yes no

To teachers yes no

To others in the community yes no

3. Do you feel that you have adequate information in a clear way on a regular basis from the coordinator?

yes no

4. Have you any ideas as to how Home, School, Community links could be improved?

If yes, please specify:

(a) _____

(b) _____

(c) _____

5. In the case of each of the following statements please indicate your judgement about which most accurately reflects the reality of your school situation by ticking one box.

[As this question will have to be analyzed statistically by computer, it is essential for an accurate result that each statement receives an evaluative mark in its box.]

- i) In our school parents do not really know the purpose of the Board of Management**

Strongly agree Agree Undecided Disagree Strongly disagree

- ii) The Board of Management is very involved in all important school matters.**

Strongly agree Agree Undecided Disagree Strongly disagree

- iii) In our school teachers work as a team.**

Strongly agree Agree Undecided Disagree Strongly disagree

- iv) Our school encourages parents and teachers to work closely together thus sharing talents**

Strongly agree Agree Undecided Disagree Strongly disagree

- v) The development of partnership takes too much time for the anticipated benefits.**

Strongly agree Agree Undecided Disagree Strongly disagree

- vi) Our experience is that partnership with parents improves pupil behaviour.**

Strongly agree Agree Undecided Disagree Strongly disagree

- vii) In our school teachers are aware of decisions made by management.**

Strongly agree Agree Undecided Disagree Strongly disagree

Many thanks,

Concepta Conaty,

[Home Address]

November 1997

5. SURVEY OF PARENTS' — GUARDIANS' OPINIONS

For each of the statements below please tick the box which expresses your views in relation to this school.

1. I feel that this school is open to the views of parents:

I strongly agree I agree No opinion I disagree I strongly disagree

2. It is easy to approach this school with questions about my child (if you have more than one child in the same school, please answer about the eldest):

I strongly agree I agree No opinion I disagree I strongly disagree

2a) If you have more than one child at this school, please answer for the younger child also:

It is easy to approach this school with questions about my child:

I strongly agree I agree No opinion I disagree I strongly disagree

3. This school handles complaints from parents well:

I strongly agree I agree No opinion I disagree I strongly disagree

4. This school helps my child to work well (if you have more than one child in the same school, please answer about the eldest):

I strongly agree I agree No opinion I disagree I strongly disagree

4a) If you have more than one child at this school, please answer for the younger child also:

This school helps my child to work well:

I strongly agree I agree No opinion I disagree I strongly disagree

5. This school seeks high standards of good behaviour from pupils:

I strongly agree I agree No opinion I disagree I strongly disagree

6. My child is happy in this school (if you have more than one child in the same school, please answer about the eldest):

I strongly agree I agree No opinion I disagree I strongly disagree

6a) If you have more than one child at this school, please answer for the younger child also:

My child is happy in this school:

I strongly agree I agree No opinion I disagree I strongly disagree

7. I know the Home-School Teacher (Coordinator) very well:

I strongly agree I agree No opinion I disagree I strongly disagree

8. I get a lot of news from the Home/School Teacher (Coordinator):

I strongly agree I agree No opinion I disagree I strongly disagree

9. I feel that I have a friend in the Home/School Teacher (Coordinator):

I strongly agree I agree No opinion I disagree I strongly disagree

10. I have got great confidence from working with the Home/School Teacher (Coordinator):

I strongly agree I agree No opinion I disagree I strongly disagree

11. I feel the benefit of working with the Home/School Teacher (Coordinator) when I am at home with my child/children:

I strongly agree I agree No opinion I disagree I strongly disagree

12. I go to the parents' room in the school:

yes no

13. To be answered only if you responded "Yes " to question 12: Spending time in the parents' room is helpful to me as a parent:

yes no

14. Last year I did a course/or courses in this school:

yes no

15. In this school there is an organised meeting for parents with teachers to discuss their child at least once a year:

yes no

15a) I attend such meetings at least once a year:

yes no

16. I like the Home/School Teachers to visit me in my home:

yes no

If there is anything else you would like to say about any of these matters, please write it on the back of these pages.

Many thanks,

Concepta Conaty,

[Home Address]

November 1997

Appendix Four: Correspondence

1. To Principals/1

[Home Address]

Dear Principal,

I am currently involved in post-graduate studies in a private capacity in the Education Department of the University of Maynooth. The results of my research should contribute to the on-going development of the Home, School, Community Liaison Scheme.

I should be very grateful if, by the 30th November, you would help me by completing the enclosed questionnaire and returning it to me (SAE attached).

The questionnaire is quite detailed, but I hope that you will see that this detail is important for the evaluation and development of the Scheme and the further dissemination of its insights and results.

Your response will be treated with the strictest confidentiality. On return it will be assigned a number to ensure anonymity and your name and that of your school will be immediately removed. Nothing that you say will be attributed to you or your school in any communication to a third party. Nor will anything in the questionnaire be used in the professional relationship we have with regard to the Scheme. Hence I would hope that you will feel free to express openly your feelings and opinions (positive and negative) about the Scheme, as well as the various ways you have implemented it. All of this will help in the further development of the Scheme.

I am aware of the many demands on your time, but I hope that in the light of your commitment to the Scheme up to now, you may find the time to respond to this questionnaire. It would be important that you complete the questionnaire alone, as the different perceptions of principals and coordinators may be significant.

I shall be in Dublin until Sunday 26 November should you wish to contact me about any matter in the questionnaire [Phone: -evenings only].

What I have gained by travelling around the country for the past five years gives me confidence that irrespective of its use for my studies the questionnaire will eventually be useful for all of us in various ways. For your contribution in the past I am sincerely grateful.

Thanking you in anticipation and with renewed apologies for this significant demand on your time.

Sincerely yours,

Concepta Conaty,

November 1995

2. To Coordinators/1

[Home Address]

Dear Coordinator,

I am currently involved in post-graduate studies in a private capacity in the Education Department of the University of Maynooth. The results of my research should contribute to the on-going development of the Home, School, Community Liaison Scheme.

I should be very grateful if, by the 30th November, you would help me by completing the enclosed questionnaire and returning it to me (SAE attached).

The questionnaire is quite detailed, but I hope that you will see that this detail is important for the evaluation and development of the Scheme and the further dissemination of its insights and results.

Your response will be treated with the strictest confidentiality. On return it will be assigned a number to ensure anonymity and your name and that of your school will be immediately removed. Nothing that you say will be attributed to you or your school in any communication to a third party. Nor will anything in the questionnaire be used in the professional relationship we have with regard to the Scheme. Hence I would hope that you will feel free to express openly your feelings and opinions (positive and negative) about the Scheme, as well as the various ways you have implemented it. All of this will help in the further development of the Scheme.

I am aware of the many demands on your time, but I hope that in the light of your commitment to the Scheme up to now, you may find the time to respond to this questionnaire. It would be important that you complete the questionnaire alone, as the different perceptions of principals and coordinators may be significant.

I shall be in Dublin until Sunday 26 November should you wish to contact me about any matter in the questionnaire [Phone: -evenings only].

What I have gained by travelling around the country for the past five years gives me confidence that irrespective of its use for my studies the questionnaire will eventually be useful for all of us in various ways. For your contribution in the past I am sincerely grateful.

Thanking you in anticipation and with renewed apologies for this significant demand on your time.

Sincerely yours,

Concepta Conaty,

November 1995

3. To Principals/2

[Home Address]

Dear Principal,

Here I am again! In December last you very kindly returned a comprehensive reply to my questionnaire. I am extremely grateful. The results of the questionnaire are already most valuable both for the working of the scheme for the coming year and for my own research.

To validate and confirm these results it is necessary to look a bit more closely at a sample of schools. The choice of schools has had to be done by an independent statistician who obtained a random selection by computer.

The computer surfaced your school as one of the sixteen selected. As a result I am approaching you for a further kindness. Would you be able to see your way to allow me the following during the present academic year at some time suitable to you:

1. An interview with yourself (about 45 minutes);
2. An interview with your coordinator (about 45 minutes);
3. A meeting with the core group of involved parents;
4. A questionnaire to half of your staff;
5. A questionnaire to a random sample of parents.

I would wish to assure you and everybody that I meet that all the interviews and questionnaires will be treated with the strictest confidentiality. Nothing that emerges in them will be attributed to you or your school in any communication to a third party. Nor will anything affect the excellent and professional relationship we have with regard to the Scheme.

I am aware that I am asking a lot, but all I can do is repeat my views of a year ago, and reinforced by the questionnaire, viz. that this research will benefit the scheme and thus hopefully the pupils, parents and teachers. I would appreciate an early reply to my requests (SAE enclosed).

Very sincerely yours,

Concepta Conaty,

October 1996

4. To Teachers

[Home Address]

Dear Colleague,

I am currently involved in post-graduate studies in a private capacity in the Education Department of the University of Maynooth. The results of my research should contribute to the on-going development of the Home, School, Community Liaison Scheme.

I should be very grateful if, by the 20th February, you would help me by completing the enclosed questionnaire, sealing it in the envelope supplied and giving it to your HSCL Coordinator for forwarding to me.

The questionnaire is quite detailed, but I hope that you will see that this detail is important for the evaluation and development of the Scheme and the further dissemination of its insights and results.

Your response will be treated with the strictest confidentiality. On return it will be assigned a number to ensure anonymity and your name and that of your school will be immediately removed. Nothing that you say will be attributed to you or your school in any communication to a third party. Nor will anything in the questionnaire be used in the professional relationship we have with regard to the Scheme. Hence I would hope that you will feel free to express openly your feelings and opinions (positive and negative) about the Scheme, as well as the various ways you have implemented it. All of this will help in the further development of the Scheme.

I am aware of the many demands on your time, but I hope that in the light of your commitment to the Scheme up to now, you may find the time to respond to this questionnaire. It would be important that you complete the questionnaire alone, as the different perceptions of principals, Coordinators, and individual teachers may be significant.

I shall be in Dublin until 20th February should you wish to contact me about any matter in the questionnaire [Phone: -evenings only].

What I have gained by travelling around the country for the past six years gives me confidence that irrespective of its use for my studies the questionnaire will eventually be useful for all of us in various ways. For your commitment to the Scheme I am sincerely grateful.

Thanking you in anticipation and with renewed apologies for this significant demand on your time.

Sincerely yours,

Concepta Conaty,

January 1997

5. To Chairpersons

[Home Address]

Dear Chairperson,

I am the National Coordinator in the Department of Education's Home, School, Community Liaison Scheme since its inception.

I am currently involved in post-graduate studies in a private capacity in the Education Department of the University of Maynooth. The results of my research should contribute to the on-going development of the Home, School, Community Liaison Scheme. I have received completed questionnaires from the Principal, the Coordinator and teachers in your school. I have also interviewed these people.

I should be very grateful if, by the 15th November, you would help me by completing the enclosed questionnaire and returning it to me (SAE attached).

The questionnaire is quite detailed, but I hope that you will see that this detail is important for the evaluation and development of the Scheme and the further dissemination of its insights and results.

Your response will be treated with the strictest confidentiality. On return it will be assigned a number to ensure anonymity and your name and that of your school will be immediately removed. Nothing that you say will be attributed to you or your school in any communication to a third party. Nor will anything in the questionnaire be used in the professional relationship we have with regard to the Scheme. Hence I would hope that you will feel free to express openly your feelings and opinions (positive and negative) about the Scheme, as well as the various ways you have implemented it. All of this will help in the further development of the Scheme.

I am aware of the many demands on your time, but I hope that in the light of your commitment to the Scheme up to now, you may find the time to respond to this questionnaire. It would be important that you complete the questionnaire alone, as the different perceptions of the Chairperson, the Principal, the Coordinator, teachers and parents may be significant.

In the coming weeks I shall be working in various parts of the country. I shall be in Dublin only at weekends should you wish to contact me about any matter in the questionnaire [Phone: I shall have a mobile switched on in the evenings from 6.00 p.m. Number:].

What I have gained by travelling around the country for the past seven years gives me confidence that irrespective of its use for my studies the questionnaire will eventually be useful for all of us in various ways. For your contribution to the Scheme in the past I am sincerely grateful.

Thanking you in anticipation and with renewed apologies for this significant demand on your time.

Sincerely yours,

Concepta Conaty,

November 1997

6. To Coordinators/2

[Home Address]

Dear Coordinator,

I am coming for the last time with a request for research material on the HSCL Scheme. The final area that needs to be covered is to ascertain parent/guardian viewpoints. In the last academic year you kindly sent me lists of parents in your school. I have random-sampled the lists you have sent me and the following __ parents emerged. I should be very grateful:

1. If you would agree to give the enclosed questionnaires to the parents named.
2. If the parent returned it to you when completed.
3. If you would be good enough to return it to me in the SAE enclosed, if possible by Friday 21 November next.

Ideally it would be desirable that the parent most involved with the school would fill out the questionnaire, but you will know the circumstances. If neither parent is a reader, or for some other reason is unable to fill up the form, please hold it for me.

Once again can I thank you for your support to date. I expect that this will be my last request for your personal time.

Sincerely yours,

Concepta Conaty,

November 1997

7. To Parents

[Home Address]

Dear Parent/Parents,

I work in the Department of Education to promote parent involvement and interest in schools. Over the last few years I have been in regular contact with your Home/School teacher who has given you this form.

I am doing a survey of the Home/School Scheme and have already met a group of parents in your school.

I should be very grateful if you would help me by filling in the enclosed form and returning it sealed to the Home/School Teacher. Your reply will be treated with strict confidentiality. I know that I am making a demand on your time, but since this form is meant to improve the Scheme throughout the country, I hope that you will find time to help me by completing it.

Thanking you sincerely,

Concepta Conaty.

November 1997.

Appendix Five: Interview Schedule

(see Chapter Six)

1. Principals

- How does the HSCL coordinator come across?
- What values/beliefs in relation to the Scheme does the coordinator seem to hold?
- Does the coordinator give the impression of leading or reacting?
- How is the coordinator's communication perceived?
- Do you feel that the coordinator has managed to communicate adequately the inspiration and practicalities of the HSCL scheme to the principal, teachers, parents and other bodies?
- Do you feel that you have adequate information in a clear way on a regular basis?
- Do you or the coordinator have a preference for written or verbal communication?
- Do you or the coordinator have a preference for formal or informal communication?
- Do you feel that there are difficulties in the area of communication? In what direction: to or from the coordinator? How?
- What do you feel are the most important issues for the coordinator?
- How do you feel the coordinator sees the HSCL scheme?
- In what ways does the coordinator foster partnership?
- Could you see the coordinator being effective if he/she were not a teacher?
- Have you any ideas as to how HSCL could be improved?

2. Coordinators

- How do you come across as a coordinator?
- What values/beliefs in relation to the Scheme do you hold?
- Do you consider yourself primarily as leading or reacting?

- How do you feel that your communication is perceived?
- Do you feel that you have managed to communicate adequately the inspiration and practicalities of the HSCL scheme to principals, teachers, parents and other bodies?
- Do you feel that: principals, teachers, parents, other bodies have adequate information in a clear way on a regular basis?
- Do you as coordinator have a preference for written or verbal communication?
- Do you as coordinator have a preference for formal or informal communication?
- Do you feel that there are difficulties in the area of communication? In what direction: to or from you? How?
- What do you feel are the most important issues for you?
- How do you now see the HSCL scheme? Has your perception changed? How?
- In what ways do you foster partnership?
- Could you see the role of coordinator being effective if he/she were not a teacher?
- Have you any ideas as to how HSCL could be improved?

3. Parent Core Groups

(While maintaining the same focus, questions were asked in a slightly different way and in a shorter form to parent core groups)

- How does the HSCL coordinator come across?
- How do you feel about the HSCL Scheme?
- What are the good things about this school?
- Do you feel that the coordinator has managed to let parents know about the aims of HSCL?
- Do you get regular information?
- Do you feel happy about the ways you communicate with the coordinator?
- Are there difficulties in communication?

- **What do you feel are the important issues for the coordinator?**
- **How does the coordinator see the HSCL scheme?**
- **In what ways does the coordinator foster partnership?**
- **Could you see the coordinator being effective if he/she were not a teacher?**
- **Have you any ideas as to how HSCL could be improved?**

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