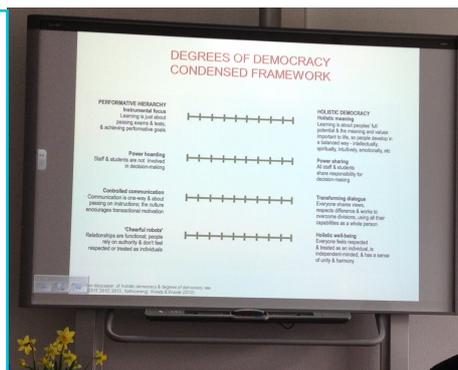


DEGREES OF DEMOCRACY FRAMEWORK: A REVIEW OF ITS USE AND IMPACT

"The framework provided plenty of scope for discussion... It provides plenty of food for thought - and action! - within my own organisation, for my own practice, and for the practice of others in the organisation."
(headteacher)



"I have used the framework as a starting point for adapting my leadership within the classroom. It has helped me to reflect on my own practice but also helped the children to reflect on my leadership and how they want us to develop together."
(teacher)

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Executive Summary

The purpose of this report is to

provide insight into the impact and usefulness of the degrees of democracy framework (DoDF) (which emerged from research) for educational and professional development purposes

stand as a record of the first 18 months of its use

provide an information source for professional development providers, academics, practitioners (school leaders, teachers and others), policy makers and researchers

make recommendations for further developing the framework and its use for educational and professional development purposes and for future research.

The original development of the DoDF is based on analysis of research data from three contrasting types of school and the model of holistic democracy. The framework was designed as an analytical research instrument that could also be used to facilitate reflection and dialogue by anyone concerned with education (school leaders, teachers, students, parents and others) and democratic leadership in any kind of organisation. Two versions of the DoDF were developed: the full version and a condensed version.

The DoDF has been used with diverse groups of practitioners in different countries from July 2011 to January 2013. This report is the outcome of a systematic review of how these instruments have been used and their impact on practitioners who worked with them as part of higher education and professional development during this period.

The report's conclusions are:

Impact

The indicators of impact on participants' understanding and practice are positive, but more evidence of the extent of impact on practice and its sustainability is needed.

Implications for design and use of the framework as a professional development tool

The holistic democracy model is made up of multiple interconnecting concepts and its use in professional development sessions would benefit from further improving ways of communicating these to practitioners new to them.

Using images has been a viable and productive way of engaging with the DoDF, and there is great potential to develop and expand the use of images and arts-based approaches to working with the framework.

Where possible, participants should be given greater time for reflection.

A way of engaging affective and spiritual capabilities, and recognising the importance of holistic well-being, is to work with the symbol of holistic democracy.

Some participants emphasised the benefits of hierarchy and wanted to see the DoDF as a framework for balancing the hierarchical and democratic ends; the implications of this for presenting and working with the DoDF should be considered.

Most of the sessions to date have been with mixed groups of participants from different institutions, but there is great potential for groups of participants from the same setting working collaboratively together with the DoDF.

Although a school student's version of the DoDF has been designed, this needs testing with students and further developing.

Greater understanding of the pattern of impact and use of the DoDF would be gained from collecting more background information about participants on the form.

It would be beneficial to prepare a guide or handbook on the holistic democracy model and DoDF designed for facilitators of and participants in professional development and education sessions.

Issues for research

There is scope for much valuable research on perceptions and interpretations of holistic democracy and patterns of response to working with the framework.

Hypotheses for investigation and testing through research are suggested by the findings:

- that the average desire to increase the degree of democracy will be replicated in systematic surveys of practitioners;
- that holistic well-being will continue to be the dimension where on average the largest advance towards holistic democracy is desired;
- that advancement towards holistic well-being will have implications for other aspects of holistic democracy, such as the values that guide the organisation's day-to-day practice and power sharing.

Research into holistic well-being could usefully focus on connectedness and the relationship between sustainability and spirituality within this.

Research into the extent to which, and in what ways, working with the DoDF and the model of holistic democracy can encourage and support improvements in practice would be valuable and generate evidence of impact.

Greater understanding of how working with the holistic democracy model and the DoDF can support development of whole institutions, departments or teams would be valuable.

Exploration of the holistic democracy model and the DoDF as innovations that challenge aspects of current policy trends would be fruitful in understanding how their potential for innovative change may be enhanced.

Drawing on the idea of values tensions could be a helpful contribution to further studies of holistic democracy and the DoDF.

1

Introduction

The purpose of the report is to provide insight into the impact and usefulness of the degrees of democracy framework (DoDF) (which emerged from research) for educational and professional development purposes, to stand as a record of the first 18 months of its use, to provide an information source for professional development providers, academics, practitioners (school leaders, teachers and others), policy makers and researchers, and to make recommendations for further developing the framework and its use for educational and professional development purposes and for future research.

The DoDF has been used with diverse groups of practitioners in different countries. The report is the outcome of a systematic review of how the framework has been used and its impact on practitioners who worked with it as part of higher education and professional development. Underpinning the exercise is recognition that impact includes not only changes in practice and policy but also effects on awareness - practitioners' 'professional vision' (Gherardi 2013) which shapes their practice. In reporting findings and comments, care has been taken to protect the identities of participants working with the framework.

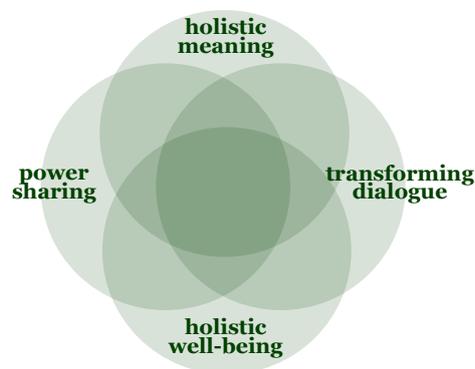
Thanks are given to all of those who made this work possible, including the practitioners who participated and the academics and professional development providers who invited the DoDF to be used in their sessions, and to those who gave feedback on a draft of this report. Grateful acknowledgement is also given for a University of Hertfordshire QR Small Grant which helped to facilitate generation of evidence of impact.

2

Holistic democracy and the development of the degrees of democracy framework

The original development of the degrees of democracy framework is reported in Woods and Woods (2012), based on analysis of research data from three contrasting types of school and the model of holistic democracy (Woods 2011). The framework was designed as an analytical research instrument that could also be used to facilitate reflection and dialogue by anyone concerned with education (school leaders, teachers, students, parents and others) and democratic leadership in any kind of organisation. The model of holistic democracy, with its four dimensions (Figure 1), is the foundation of the framework. Details about holistic democracy and its use in studies and in understanding leadership are in a number of papers and publications (e.g. Woods 2011, 2013a, Woods and Woods forthcoming¹). Other researchers using the model include Bradley-Levine (2012), Goldstein (2007) and Rawson (2011).

Figure 1: Dimensions of Holistic Democracy



The framework, discussed further in the following section, comprises continua between two contrasting ideal-types and their institutional features expressed in their extreme forms. Formulated as a set of continua, it allows people to reflect on where they think their institution, department or group is between these contrasting types and where they would like it to be in relation to the aspirations represented by holistic democracy. On the left side of the framework are features of the sharply hierarchical institution which is focused on judging people according to narrow outcome measures and defines learning overwhelmingly as success in standardised definitions of performance. This is contrasted on the right side with an institution which has the features of holistic democracy, facilitating inclusive participation, respect for all and a holistic view of learning which encourages independent thinking, development as whole persons and a feeling for meaning and values important to life.

¹ Others include Woods (2005, 2012, 2013b) and Woods and Woods (2008, 2010, in preparation{a}/{b}).

3

Use of degrees of democracy framework for professional development and educational purposes

Two versions of the DoDF were developed: the full version (Figure 2), which appeared in Woods and Woods (2012), and a condensed version (Figure 3²)³. The condensed DoDF was translated into Slovenian for a conference of headteachers in Slovenia. A copy of the translated version is in the Appendix (section C). An explanation of holistic democracy and the full DoDF, as set out in a leaflet made available for those interested in learning more about them and using the framework, is also shown in the Appendix (section A).

The DoDF began to be used in professional development and education sessions in 2011 to facilitate learning and engagement with the model of holistic democracy. Typically sessions started with an explanation of the theory to practitioners, followed by time to study the DoDF and opportunities to discuss and complete a version of the framework. The value of the DoDF as a stimulant to dialogue and reflection was stressed rather than its being simply a 'measuring instrument'. No special way of working with the theory and instruments was advocated as the idea was to encourage complete openness - that is, open hearted, open minded approaches to learning and engagement with holistic democracy. Ways of working have included making charts, use of photographs and round table discussions, as well as identifying points on the DoDF continua to indicate where the participant's school or other setting is and where they would like it to move to.

The groups that have worked with the DoDF in 2011, 2012 and January 2013 are shown in Figure 4. The majority of participants (around 80%) were teachers or headteachers. Others included people who were in or had had experience of early years or were from other sectors such as health.

² Figure 3 shows a slightly revised version which was produced in January 2013. A reproduction of the current condensed DoDF as given to practitioners is in Appendix, section B.

³ A version has also been designed for secondary school students in a Students as Researchers Conference, organised by a Ministry of Education in Canada in 2012. (See Appendix, section D.) There was no opportunity in the event to use this version but there are possibilities for it being drawn on in other aspects of the Ministry's ongoing Student Voice initiative.

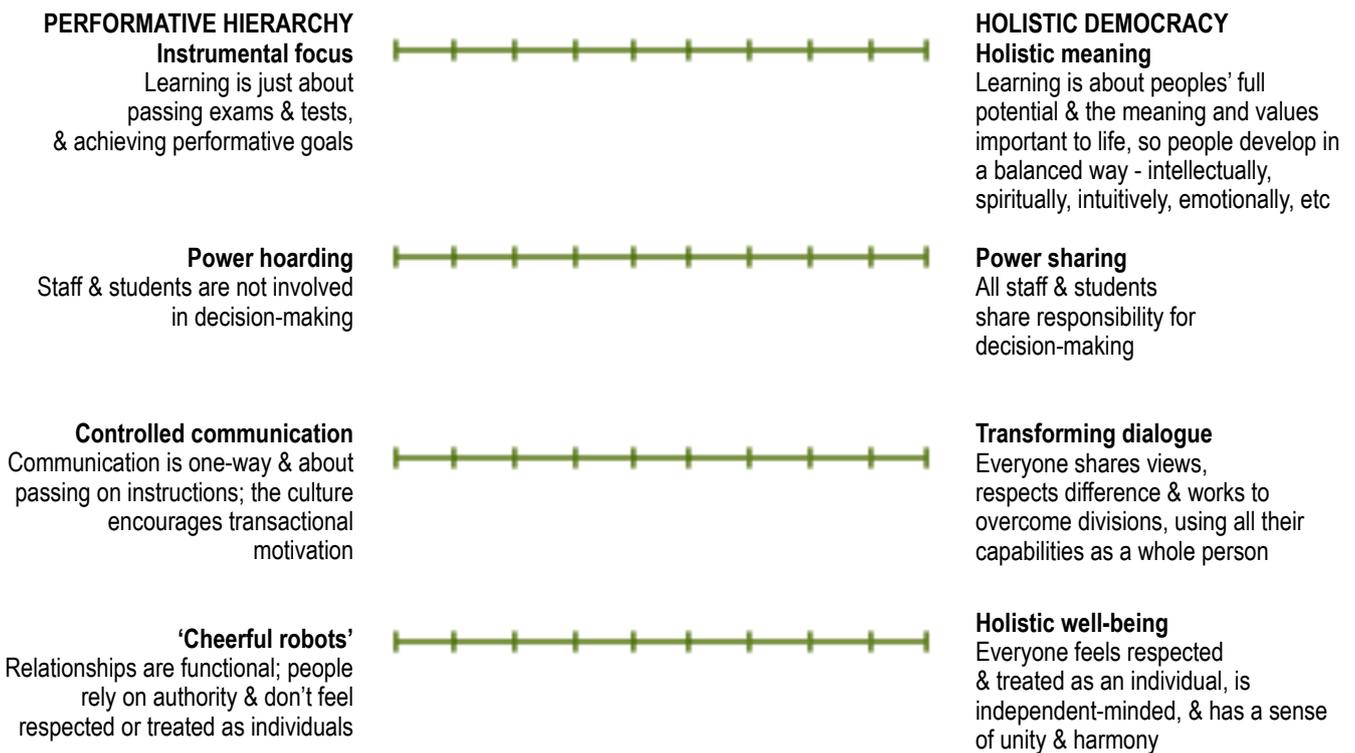
Figure 2: Full Degrees of Democracy Framework

VARIABLES	FEATURES OF RATIONAL BUREAUCRATIC HIERARCHY	FEATURES OF HOLISTIC DEMOCRACY
	<i>instrumental focus</i>	<i>holistic meaning</i>
PRINCIPAL ORGANISATIONAL PURPOSE	competitive performance the overriding focus is the narrow metrics of success	substantive organisation strongly led by values, including democratic principles
KNOWLEDGE GOAL	cognitive-technical learning aimed at acquiring propositional knowledge, techniques and skills	holistic social, emotional, aesthetic, ethical and spiritual understanding, as well as cognitive-technical knowledge
METHOD OF CREATING KNOWLEDGE	instruction within boundaries knowledge is transferred from those with it to those without	co-creation across boundaries active learning - with people working together, sharing views, expertise and information, etc
MODE OF LEARNING	cognitive concentration on left-brain activity and abstract learning	embodied embodied learning, using spiritual, cognitive, intuitive, aesthetic, affective, ethical and physical capabilities
	<i>power hoarding</i>	<i>power sharing</i>
AUTHORITY STRUCTURE	pyramid concentrates power in a single authority at the head of a hierarchy	flat authority equally dispersed amongst an organisational membership
SPACES FOR PARTICIPATION	exclusive spaces for decision-making open only to an elite and tightly controlled	inclusive spaces of participation open to all and involvement freely encouraged
SCOPE OF PARTICIPATION	minimal no issues open for participation or independent initiative	maximal matters for participation include both operational and higher-order issues to do with strategic direction, values, etc
	<i>controlled communication</i>	<i>transforming dialogue</i>
COMMUNICATION FLOWS	one-way mainly one-way transmission of thoughts, ideas, advice, instruction	multiple openness of debate and exchange of ideas, and mutual respect of cultural differences
KEY PURPOSE OF DIALOGUE	information exchange functional passing of information, such as giving information or feedback, issuing or clarifying instructions	transformation of understanding sharing of different views, and out of these coming to new understandings that advance collective knowledge and transcend differences
ENGAGEMENT	transactional where the person seeks to maximise his or her own benefits in exchange for the efforts they expend	holistic involves the whole person engaging with all their faculties and senses
	<i>'cheerful robots'</i>	<i>holistic well-being</i>
COMMUNITY	instrumental relationships in which ego-centred and instrumental motives are dominant	organic unity through diversity, rich relationships and strong affective bonds, and respect for individuals
PERSONAL	alienation a sense of separateness and disconnection	connectedness sense of unity with self, other people, the natural world and, in its fullest sense, what we take to be the ultimate reality
MINDSET	compliant mindset ingrained habit of relying on or deferring to authority	democratic consciousness critical, independent thinking, creativity, a co-operative outlook and a predisposition to expand awareness and knowledge

Figure 3: Condensed Degrees of Democracy Framework

Schools differ in how hierarchical or democratic they are. Some have strict hierarchies with power at the top; others share influence and involve staff and students. Some schools emphasise achievement in exams and tests above all else; others take a more holistic view of learning which encourages independent thinking, development as whole persons and a feeling for meaning and values important to life. At each end of the continua below are features of two kinds of ideal-typical school. On the left are statements about a strictly hierarchical school which defines learning overwhelmingly as success in standardised measures of performance. On the right are statements about a school which has the features of holistic democracy. Many schools operate between these two end points.

Where would you place your school now, and like to see it in the future? On each of the 4 continua below, please CIRCLE (○) the point which corresponds with the current position, and draw a TRIANGLE (△) round the point where you would like the school to be in the future. For example: 



Your position..... Type of organisation.....

Country.....

Figure 4 : Groups that have worked with the degrees of democracy framework, July 2011 - January 2013

Group	Date	Presentation of HD concept and DoDF	Descriptor	Participants	Location	Framework (no. who completed framework)	Evaluation Sheet? (no. who completed sheet)	Additional comments / data
1 PhD, US	July 2011	PW talked to class via Skype, then discussed photo essays via Skype at later class	organisational theory class, PhD (educational leadership)	6	University 1, US	Full (6 did photo essays)	N/A*	Photo essays Feedback from participants was audio recorded Notes by PW
2 EdD, UK	Dec 2011	PW led and facilitated session	EdD Study day	4	University 2, UK	Full (4 completed 7 out of 13 continua)	N/A	Participants used electronic voting Notes by PW
3 BEd, UK	Feb 2012	PW led and facilitated session	BEd Session	57 (half had some early years, half had some school experience)	University 2, UK	Condensed (36)	N/A	-
4 Masters, UK	Feb 2012	PW led and facilitated session	Session, Masters (educational leadership)	6 (Primary teachers)	University 3, UK	Condensed (6 only partially completed)	Not returned	Notes by PW
5 Masters, UK	Feb 2012	PW led and facilitated session	Session, Masters (educational leadership)	13 (mainly teachers, some early years, 1 from health)	University 2, UK	Condensed (13)	Yes (13)	Participants used electronic voting Notes by PW
6 Masters, UK	Feb 2012	PW led and facilitated session	Session, Masters (educational leadership)	16 (all but 1 teachers)	University 3, UK	Condensed (16)	Yes (12)	Notes by PW
7 School, UK	May 2012	PW led and facilitated session	Primary school, Staff meeting	7 (head plus teachers including 1 student teacher)	School, England	Condensed (7)	Yes (7)	Notes by PW Documentation & email feedback from 1 of teachers
8 European	July 2012	PW led and facilitated session	European leadership programme	60 (approx) mainly school leaders & teachers	University 4, Europe	Full (12) Condensed (37)	Yes (37)	Notes by PW Audio record of plenary session, photos of worksheets & group work
9 Heads, Slovenia	Jan 2013	PW gave keynote and facilitated completion of frameworks	Headteachers' National Conference	200+ (heads of secondary, primary & kindergarden schools)	Slovenia	Condensed (133)	No	-

PW = Philip Woods

* One of the students in group 1 provided a statement of their evaluation of the session, in the form of an e-mail. Their evaluation is reproduced in section 7.3.

4

Methodology

As noted, following development of the DoDF from research (Woods and Woods 2012) it was decided to utilise and adapt it for educational and professional development purposes. This began in 2011. It became clear that it would be beneficial to generate evidence of its impact and to this end information on use of the DoDF, including feedback and participants' evaluation, was systematically collected over the period since 2011 at sessions where Philip Woods was involved in facilitating working with the DoDF⁴. At this point in time - 18 months after starting to use the DoDF with practitioners - it is sensible to take stock of how it has been used and the feedback and evaluations received.

A systematic approach was taken to studying how the framework was used and the feedback and evaluations received. With regard to the completed frameworks, the ratings that practitioners placed on the continua were totalled and average ratings calculated to see how they used it and whether different patterns appeared between groups and between the dimensions and variables of the DoDF. Ratings were calculated as follows: The point on each continuum that a participant selected was given a figure by counting the number of bars from the left (Figure 3) in order to give a numerical rating. So, for example, a circle round the nearest bar to the left counted as 1, a circle round the second counted as 2, and so on up to a circle round the nearest bar to the right which counted as 10. Hence the nearer to 10 a rating is, the nearer it comes to a dimension of the model of holistic democracy. The spread of perceived degrees of democracy, based on the proportions who rated the current position on each dimension as high, medium or low, was also calculated.

Qualitative data - including written comments that participants made on the DoDFs, oral feedback where this was given and noted or recorded, and the notes of the facilitator - were also examined and themes identified, including comments on the value or difficulties of engaging with the framework. Evaluation sheets were analysed and themes from the comments made on the evaluation sheets identified.

⁴ Others have used the model of holistic democracy and DoDF in teaching and for development. It has not been possible to collect systematic feedback and information on the impact of these usages.

5

Full degrees of democracy framework

5.1 Introduction

How groups 1 (PhD, US) and 8 (European), which worked with the full DoDF (Figure 1), completed the framework and comments they made are reported here.

Group 1 (PhD, US) was asked to produce photo-essays showing where they considered their organisation to be. This demonstrates an alternative approach to working with the DoDF. Group 8 (European) had the time to divide into small break-out groups in which they chose a school of one of the participants in their group, completed the full DoDF and then selected a particular aspect of the framework and related this to an issue or issues within that school and devised an action plan. In this way it could be seen how the full DoDF could be used to explore ways of moving towards holistic democracy.

Group 2 (EdD, UK) also completed and discussed the full DoDF, noting where they considered their organisation to be on the continua. There was only time for them to address some of the variables and so they are not reported in detail. Nevertheless, group 2's feedback was valuable and contributed to the cumulative feedback considered in developing the DoDF and its use: it was noted from their replies and comments that there was a greater spread of responses concerning pedagogy and mode of learning variables (variables 2 and 4 in Figure 1), that definitions could do with simplifying (facilitator's observation), and that answers tended to be towards the right-hand side of the DoDF. Participants also commented that different people could be interpreting points on the continua in different ways.

5.2 Group 1 (PhD, US)

Group 1 produced photo-essays. These PhD students were asked to use the model of holistic democracy as a resource for a class project in organisational theory. They were asked to select or take photographs for each variable on the full DoDF that reflected where they would locate their organisation on the continuum associated with that variable. Their task was then to prepare a powerpoint presentation including the photographs and brief accompanying text to explain their meaning. Two of the participants presented ratings of their own school; two of their own university or college; and two chose to focus on schools that they had visited in Australia. The text and a brief description of the photos offered by each of the six students for the 13 variables of the DoDF are shown in the Appendix (section E).

The range of images in the photographs included people, activities such as dancing and sports events, meetings (formal and informal), artefacts such as mission statements, wall charts and signs, locations such as rooms, symbolic places such as bridges, and abstract images such as aboriginal art. Most included a rating on the continua - in numerical form, descriptively (stating high, medium or low) or physically showing it on a line representing the continuum. Not all the photos could be reproduced since many would reveal identities and locations. Examples that can be reproduced are shown in Figure 5. They illustrate how non-verbal expressions can be used in working with the framework. The accompanying text

provides insight into their meanings for the students and the kinds of reflections stimulated by engaging with the framework.

Figure 5: Selected photographs from photo-essays

student text (rating*)	
	<p>holistic meaning: organisational purpose (no rating)</p> <p>"The philosophy that drives the educational systems in my school has a sense of connection like the Olympic rings that are located in Sydney Australia. The organizational purpose is to teach children within standards and make them better citizens to be competitive in a global terrain for the future. Additionally, there is high value in the democratic principles supporting the overall grooming of a person for the future." (Student 1**)</p>
	<p>holistic meaning: knowledge goal (no rating)</p> <p>"These two pictures represent the students' creative and allows the students to be open with their feelings and expressions. The main purpose of this particular school is for the students' to build their self-esteem and assist them in making better decisions in life. On the continua this would be under holistic democracy because the students' are able to identify with themselves by understanding the important meanings of values and look more in depth within." (Student 2)</p>
	<p>holistic meaning: method of teaching and creating knowledge (no rating)</p> <p>"Technology is evolving and being integrated in education. The two top pictures represent the enhancement of the use of technology in classrooms. The bee-bots are machines that are directionally programmed. The students will have to direct the bee-bot to a certain designation without it making an incorrect turn or in one programming. On the continua, this leads toward holistic democracy because each student is able to come up with their own individual direction with the bee-bots." (Student 2)</p>
	<p>holistic meaning: mode of learning (to be decided)</p> <p>"For embodied learning, I have included a picture of what will soon be the data room at the new [name] High School. It will be the first data room [name] High School has ever had, and if utilized properly will allow the faculty and administrative team at [name] High School to experience learning in the fullest sense. Rating-TBD." (Student 3)</p>
	<p>power sharing: authority structure (6)</p> <p>"In the authority structure, there is some shared leadership as exhibited in the aboriginal artwork above where there are multiple legs intertwined into one segmented body that is lead by one head. 6/10" (Student 1)</p>
	<p>power sharing: spaces for participation (high)</p> <p>"This is a photograph of gymnasium at the new [name] High School. The gym was build in mind to serve a great number of students in physical education classes, and will allow for participation of all students. Once finished, there will even be stations for handicapped students with special equipment. Rating-High" (Student 3)</p>



power sharing: scope for participation (no rating)

"The scope for participation is very open in that issues can come up in open discussion such as student achievement goals, use of funding, and input on incoming personnel. The insights provided are valued and are like this picture, the sky is the limit."

(Student 1)

[the same student, however, rates the degree of transforming dialogue lower and identifies that more needs to be done:]



transforming dialogue: key purpose of dialogue (4)

"The picture here shows that you can see the glass. However, you cannot clearly see through the glass. The purpose of true dialog is to have a two way communication. Previously in the scope for participation slide, I highlighted that any issue could be brought forward. Yet there is still work to be done to work on the issue once it is brought up and have a continuous dialog about the situation 4/10"

(Student 1)



transforming dialogue: key purpose of dialogue (high)

"For an example of dialogue with the purpose of transformation of understanding, I chose to include a picture of one of our conference rooms. It is in these rooms where parent conferences take place, often with teachers who have opposing views from the parents and students. The table is intentionally rounded as to create an equal atmosphere. The goal is always for all parties to leave with a greater understanding of each other. Rating-High"

(Student 3)



transforming dialogue: communication flows (medium)

"With the available technology there is the potential for two-way communication. However, this is not always the case."

(Student 4)



holistic well-being: personal (7)

"As the bridge above, there is a level of connection with the faculty and staff at my school. Each strand of the bridge is important for the bridge to stay above the water as is the relationships that the faculty and staff build with each other. When there is a breakdown in the bridge, you could have a recipe for disaster, the same is the case for faculty staff relationships. 7/10"

(Student 1)



holistic well-being: mindset (8)

"As the water flows through the rocks and vegetation, each drop of water is independent and has it's own path to follow. The values and insights of faculty and staff are held in high esteem are requested often to support the growth of the organization. 8/10"

(Student 1)

* Some rated their setting between 1 and 10, others put 'high', 'medium' or 'low', or provided a visual representation (such as an arrow on a continuum).

** Student number as in section E in the Appendix.

Viewing the photo-essays holistically. For the purpose of preparing this report, the images and text from the session in which participants produced photo-essays were studied and

selections of them made to illustrate how a more affective, image-based approach can be taken with the DoDF (Figure 5). To get a holistic overview for the purposes of preparing the report, photos and text from the photo-essays were laid out on a 39 by 22 inch 'overview sheet', organised into the full framework's 13 variables. This was so they could all be taken in as a whole and any patterns revealed, and not just viewed as discrete photo-essays. This process involved analytical and empathetic (Strati 2009) engagement with the images, and sensitised the observer to the interconnections between the dimensions and variables.

5.3 Group 8 (European)

The group was given a presentation on HD and the DoDF. Participants each individually completed a condensed version of the DoDF (reported in section 6.2). They were then asked to break into national groups and worked with the full DoDF for a period of about 2 to 3 hours in those groups. There were 10 national groups: one Polish, two Turkish, two Irish, two Spanish, two English, and one Norwegian.

Each group was asked to do the following as in most cases the students came from different schools:

- decide upon a real-life setting for the focus of the team's exercise (the school, department or other setting of one of the members of the team); the team member whose setting was the focus of the team to be team leader with the task of leading the team democratically and fostering co-leadership within the team.
- undertake 'reflective assessment' of chosen setting, completing the framework, led by team leader, sharing reasoning and information with the team.
- decide collaboratively where it should and could move to on these continua.
- select a priority for change, e.g. one of the variables or dimensions.
- design a plan of action for change in a stated time period to enact that priority and make progress in that direction.

They were encouraged to write comments and reflections on the framework. Completed frameworks were requested to be returned at the end of the session. Seven group-completed frameworks were returned (table 1), including one partially completed by group J which is included in the table as the group collectively filled it in and developed an action plan. Other frameworks were returned partially completed by individual participants and are not featured in table 1.

Table 1 shows the rating that each of the seven groups gave on each of the 13 variables - where they considered their chosen school was currently and where they wished it to move to.

Table 1: Group 8 (European), Full DoDF - Ratings by national groups

Variables	Group A (Polish)	Group B (Turkish A)	Group D (Irish A)	Group E (Irish B)	Group F (Spanish A)	Group H (English A)	Group J (English B)
knowledge & purpose							
purpose: competitive - substantive							
now	3	1	8	3	5	7	-
desired	9	10	8	6	9	9	-
change desired	6	9	0	3	4	2	-
knowledge: cog/tech - holistic							
now	3	1	6	5	3	5	-
desired	9	10	8	9	9	8	-
change desired	6	9	2	4	6	3	-
creating kn: instruction - co-creation							
now	5	4	3	5	2	8	-
desired	8	10	8	9	10	10	-
change desired	3	6	5	4	8	2	-
mode of learning: cognitive - embodied							
now	5	2	6	2	6	5	-
desired	9	10	7	6	9	7	-
change desired	4	8	1	4	3	2	-
people							
community: instrumental - organic							
now	5	8	4	2	7	8	-
desired	10	10	9	10	9	8	-
av. change desired	5	2	5	8	2	0	-
personal: alienation - connectedness							
now	7	9	3	6	7	8	-
desired	10	10	9	10	10	10	-
av. change desired	3	1	6	4	3	2	-
mindset: compliant - democratic							
now	4	4	6	1	5	5	-
desired	10	9	8	10	9	10	-
av. change desired	6	5	2	9	4	5	-
power							
authority structure: pyramid - flat							
now	2	5	3	3	2	2	-
desired	8	9	7	7	10	2	-
change desired	6	4	4	4	8	0	-
spaces: exclusive - inclusive							
now	2	4	3	3	3	9	-
desired	8	8	8	7	10	9	-
change desired	6	4	5	4	7	0	-
scope: minimal - maximal							
now	5	6	4	3	4	8	-
desired	8	9	8	9	8	8	-
change desired	3	2	4	5	4	0	-
communication							
flows: one-way - multiple							
now	7	5	4	3	7	6	2* 4**
desired	10	9	9	10	8	7	5
change desired	3	4	5	7	1	1	3/1
key purpose: information - transformation							
now	4	5	3	4	6	6	2* 5**
desired	10	9	9	10	9	7	7
change desired	6	4	6	6	3	1	5/2
engagement: transactional - holistic							
now	3	2	5	4	4	6	3
desired	10	10	9	10	8	9	7
change desired	7	8	4	6	4	3	4

* rating for staff

** rating for school students

Working with the full DoDF appeared to provide a means of identifying priorities. Six groups put comments on the full DoDF that they completed. Below, the approach of these groups is summarised and relevant ratings agreed by the group (table 1) highlighted:

- Group A (Polish) produced an action plan based on their priority which was the 'holistic well-being' (people) dimension, where they indicated that their aim was '10' on each of the variables. Their plan was aimed at encouraging tolerance and awareness of diversity and combatting exclusion.

- Group D (Irish A)'s priority was participation in the 'power sharing' dimension. This dimension was given the lowest average rating of the four dimensions. The group produced practical ideas for improving participation.
- Group E (Irish B) focused on student voice and social capital. The 'power sharing' dimension attracted the lowest rating, equal with 'holistic well-being', from this group. They expressed the view that they would like a flatter structure, but they also raised a concern about whether involving students in such activities as the school governing board encouraged loss of childhood.
- Group F (Spanish A) prioritised co-creation across boundaries within the 'holistic meaning' dimension. For example, they believed that there was too much emphasis on memorising, many teachers were unmotivated, and that there was a need for innovation. Co-creation across boundaries was where the largest increase was desired (8 places along the continuum), equalled only by authority structure.
- Group H (English A) generally identified a desire for little or no change towards the holistic democracy end of the continua. They prioritised 'holistic well-being', which is where the largest desired change appears and includes a desire to move to '10' for connectedness and democratic consciousness. The group devised an action plan with a timescale of a year and a focus on mentoring and getting people on board.
- Group J (English B) concentrated on the 'transforming dialogue' dimension which was the only dimension they rated. Their concern was that teachers were valued and heard less than students. They devised an action plan charting the way towards the aim 'to make teachers feel their voice is heard'. (See Figure 6.)

All the students reconvened in a plenary session during which each group reported back and there were questions and discussion. One group rapporteur said that

"The process of doing the whole thing really made us kind of sit up and think about the situations that we were finding ourselves in in our school... We really were challenged by it..."

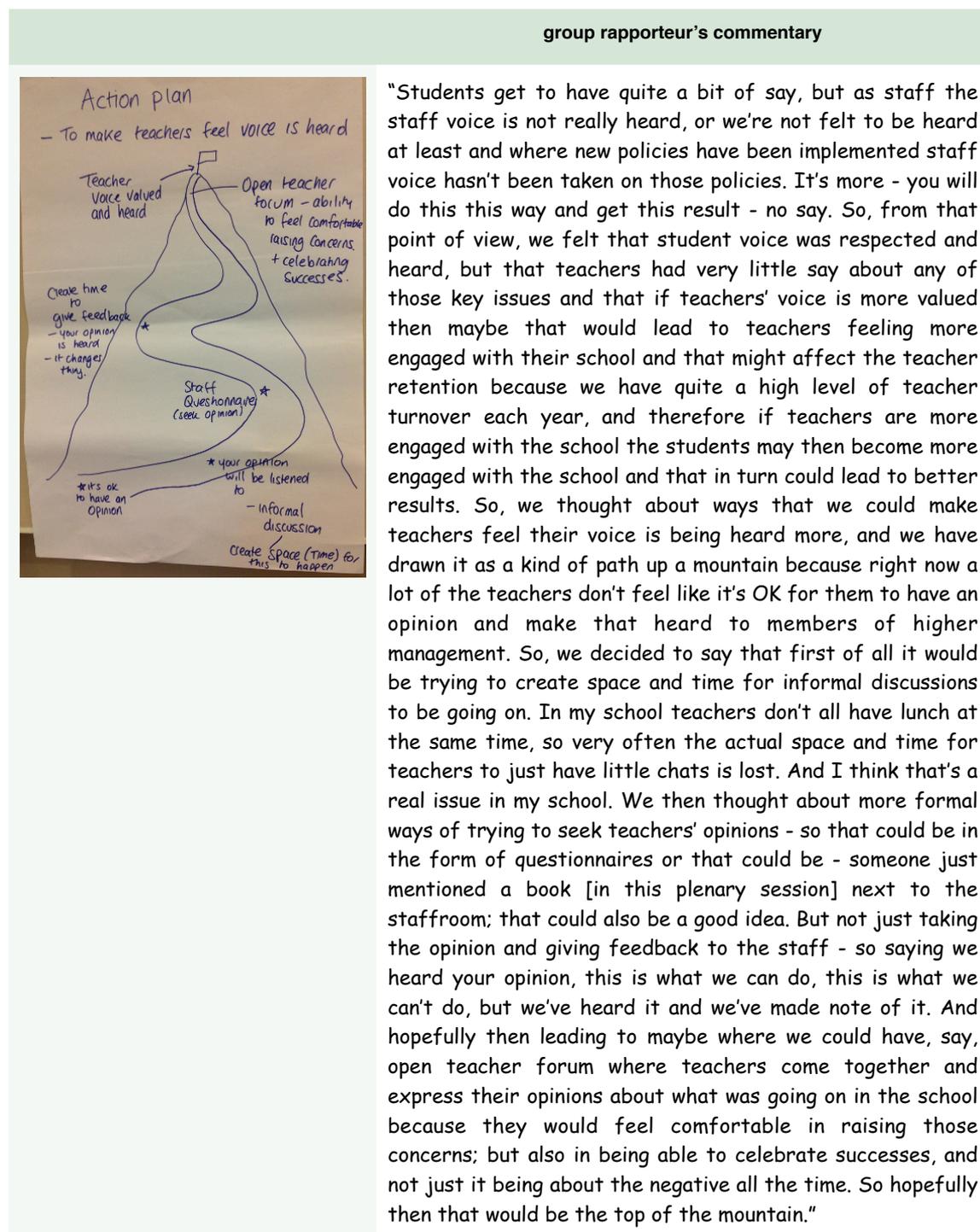
Illustrating how working with the full DoDF had generated reflection and dialogue, this is how two other rapporteurs explained about their groups' discussions:

"In terms of the spaces for participation we felt that at the moment it is towards the exclusive end and we'd like it to go towards the inclusive end. We had a fairly long discussion on how far towards the inclusive end, we wondered in terms of students with representation on the Board of Managers, Board of Governors, would that be too far. One of the group came up with a thought-provoking question which was if we give students full democracy do we run the risk of depriving them of the right to a childhood and we felt that that was something we grappled with, and to be honest we probably came up with more questions from our discussion than answers."

"I think in Norway we like to imagine that we are on the right side of this democracy framework... But is it the more democratic way to be on that right side...? So, we think it sort of depends on what you're about to do sort of. For example, if you have to be very efficient and get the word out sort of, then you can have this sort of strict way of doing this communication and that's maybe not very democratic. Also, a strict hierarchy could be very effective in decision-making and being a clear and strong leader is supposed sometimes, you're supposed to be one actually but it isn't always very good in a democratic sense of being a leader, is it? We don't know if we have solved the puzzle..."

Figure 6 shows the action plan produced by group J, together with the commentary given in the plenary session by the group's rapporteur.

Figure 6: Action plan and commentary



5.4 Commentary

The findings from how the groups worked with the full DoDF suggest that photos and images are a viable and productive way of engaging with the DoDF and generating diverse, creative and imaginative ways of relating the dimensions and variables of holistic democracy to professional settings. They add an extra dimension to intellectual engagement with holistic democracy and the DoDF, thus drawing on - as the framework encourages and supports - all the capabilities of the person. There is great potential to use images and arts-based

approaches with practitioners as a means of their reflecting on and exploring where they want their leadership and professional settings to move to in the future.

With regard to studying the photo-essays for this report, looking at them as a whole by compiling an 'overview sheet' of the photo-essays (section 5.2, p13) was found to be very helpful. The overview sheet was displayed whilst working on the report and could be viewed and returned to whilst the report was being prepared. Compiling and working with the overview sheet stimulated ideas for future ways of using the DoDF in professional development and research. For example, it led to thinking of ways in which images or artefacts could be generated and worked with collectively as a group - for example, creating two wall charts or boards of drawings, pictures or symbols that 'translate' the holistic democracy variables: the first where a school is currently, the second where they imagine it could be in the future. It could be done through drama or dance. The exercise could include students, parents and community members as well as staff.

Evidence from group 8 (European) suggests that working with the full DoDF in groups can be supportive in:

- generating dialogue, ideas, thought-provoking questions and new thinking (i.e. ideas that participants would not otherwise have come up with)
- prioritising attention for reflection and action (informed by the group ratings of dimensions and variables on the full DoDF which showed differences between them in where they were perceived to be and future aspirations); and
- devising action plans for change.

(This conclusion is supported by the responses of group 8 participants on the evaluations sheets in table 6: 95% found the DoDF useful; 84% indicated that it had changed their view and understanding of leadership; 68% indicated that their future policy or practice would change as a result; and 59% intended to use holistic democracy and the degrees of democracy framework as a reflective tool for change.)

Some of the discussion and feedback raised the issue of whether it is always right and feasible to aim to go as far as possible towards the holistic democracy end of the continua. The view was expressed that sometimes it is appropriate to move to the left or to move away from the holistic democratic end.

It is clear that in working with the full DoDF different meanings and interpretations are brought to bear on the dimensions and variable of holistic democracy. This is not in itself problematic since the DoDF as a framework for enquiry is intended to bring to the surface ideas, views, concerns and possibilities for improvement and share and develop these through dialogue.

6

Condensed degrees of democracy framework

6.1 Introduction

Condensed DoDFs were fully completed by six groups (3, 5, 6, 7, 8 and 9). How these were completed and the comments made on them are reported here.

Participants in the groups were asked to rate each of the four continua (representing the four dimensions of holistic democracy) on the condensed DoDF (Figure 3), indicating where their organisation or professional setting is currently and where they would like it to move to.

6.2 Ratings

Table 2 shows the average ratings of each of the 6 groups, and table 3 the average ratings of the nationalities that made up group 8 (European).

Table 2: Average Ratings on Condensed DoD Framework

Dimension	Group 3 (BEd, UK)	Group 5 (Masters, UK)	Group 6 (Masters, UK)	Group 7 (School, UK)	Group 8 (European)	Group 9 (Heads, Slovenia)	Total
knowledge & purpose instrumental purpose - holistic meaning	base=36	base=13	base=12	base=6	base=37	base=131	base=235
now	3.4	4.9	5.2	6.8	5.0	5.4	5.0
desired	7.7	8.3	8.4	9.8	8.5	8.6	8.4
average change desired	4.3	3.4	3.2	3.0	3.5	3.2	3.4
people cheerful robots' - holistic wellbeing	base=34	base=13	base=12	base=6	base=37	base=131	base=233
now	4.6	4.3	3.8	7.8	4.8	6.0	5.4
desired	8.9	7.8	8.7	10.0	8.9	9.1	9.0
average change desired	4.3	3.5	4.9	2.2	4.1	3.1	3.6
power power hoarding - power sharing	base=35	base=13	base=12	base=6	base=37	base=129	base=232
now	3.8	3.9	3.3	5.3	4.5	5.3	4.8
desired	7.3	6.6	7.0	8.5	7.9	8.6	8.1
average change desired	3.5	2.7	3.7	3.2	3.4	3.3	3.3
communication controlled communication - transforming dialogue	base=35	base=13	base=12	base=6	base=37	base=130	base=233
now	4.3	3.7	3.5	5.7	4.5	5.9	5.2
desired	7.6	7.1	7.2	10.0	8.4	8.9	8.5
average change desired	3.3	3.4	3.7	4.3	3.9	3.0	3.3

NB Bases vary and may differ from the table 'Background Information on Groups' because some frameworks or continua are excluded from the calculations because they were partially completed.

Table 3: Average Ratings on Condensed DoD Framework of the nationalities in group 8 (European)

Dimension	England	Ireland	Spain	Norway	Poland	Turkey	country unknown	Group 8 TOTAL
knowledge & purpose instrumental purpose - holistic meaning	base=9	base=7	base=7	base=5	base=2	base=5	base=2	base=37
now	5.0	6.1	3.7	7.6	3.0	3.2	5.5	5.0
desired	8.4	8.3	8.3	7.8	9.5	9.0	9.0	8.5
average change desired	3.4	2.2	4.6	0.2	6.5	5.8	3.5	3.5
people 'cheerful robots' - holistic wellbeing	base=9	base=7	base=7	base=5	base=2	base=5	base=2	base=37
now	4.2	4.7	6.0	7.6	2.0	2.8	4.0	4.8
desired	9.4	8.9	7.9	8.6	10.0	9.2	9.0	8.9
average change desired	5.2	4.2	1.9	1.0	8.0	6.4	5.0	4.1
power power hoarding - power sharing	base=9	base=7	base=7	base=5	base=2	base=5	base=2	base=37
now	4.7	4.1	4.4	6.2	3.0	4.0	4.0	4.5
desired	8.4	7.8	8.3	7.6	8.5	7.0	7.5	7.9
average change desired	3.7	3.7	3.9	1.4	5.5	3.0	3.5	3.4
communication controlled communication - transforming dialogue	base=9	base=7	base=7	base=5	base=2	base=5	base=2	base=37
now	4.2	3.6	4.3	6.6	3.5	4.6	5.0	4.5
desired	8.8	8.1	8.4	7.4	9.0	8.4	9.0	8.4
average change desired	4.6	4.5	4.1	0.8	5.5	3.8	4.0	3.9

In table 2, average ratings across the groups of the current situation for each of the four dimensions are around 5.0, with power sharing rated lowest (4.8) and holistic well-being rated highest (5.4), and the average desired change is between 3.3 and 3.6 points along the continua towards holistic democracy. However, there are significant variations between the groups suggesting that using the framework is sensitive to differences (in contexts, practitioners' perceptions and expectations, etc.). Group 7 (comprising staff at one school), for example, has higher than average perceived ratings across all the dimensions, especially holistic meaning and well-being, whilst group 6 records the lowest average rating for power sharing and transforming dialogue. In table 3 there are also notable differences. The average desired change in the Norwegian participants (which ranges from 0.2 to 1.4 across the dimensions) is much lower than the Polish participants (5.5 to 8.0).

The reasoning behind ratings was shared in sessions. The following extracts from the facilitator's (Philip's) notes of the discussion illustrate some aspects of the thinking around working with the DoDF - discrimination being made between different groups in the school; the strength of feeling sometimes evoked (in the third extract below about the kind of control being exercised); and a teacher who could immediately associate the holistic model with a school she had experienced.

A teacher "mentioned the SLT in his school [rating it 2] seeming to hoard power; another student from the same school rated it 5 because she was thinking of student involvement which was good (through student leaders, who put themselves forward for the role). She also wanted to stay at 5 because she didn't want to give students too much power."⁵

"Three students gave an example they felt strongly about of top-down communication. E.g., being told things they had to do via lots of e-mails, and being texted (even at the weekend) to look at e-mails about what to do. If they didn't do these things they were deducted penalty points. She also said that there was no opportunity to respond to these e-mails and express a point of view. Another gave an example of her superior coming into her class 6 times a day to tell her things."

⁵ One teacher wrote on the condensed DoDF form: "Struggled at such a broad question, thinking about 'school', 'our class', 'staff', 'children' and trying to put it under one scale".

“Another said she answered for where she was in the school, which was pretty good. Other depts were very good too; but for many people in other parts they were ‘unhappy robots’. She said that some people just want to be robots. They don’t want responsibility.”

“One of the teachers said that Quaker schools operated holistic democracy. She had gone to school as a child at a Quaker school ... and this was her immediate reaction to the holistic democracy model.”

The DoDF is not a simple measuring instrument. It is intended to stimulate dialogue and reflection. The dialogue and dynamics of group discussion are illustrated in a session that Philip facilitated with teachers in a school. Teachers each individually filled in the framework but also talked about it as a group. This is an extract from Philip’s notes:

“Some felt it would have been better if they had all focused on the same thing - e.g. the whole school or their classroom. It was difficult some also said to characterise the whole school. Nonetheless they all completed it. I encouraged them to write comments on the DoDF & the evaluation sheet. Teacher B, the only male teacher, has expressed scepticism previously to Teacher A [a fellow teacher] about the democratic approach. He said that he could see the right hand side as good to move to but couldn’t see himself doing this in the next year because it would take a lot of resources (energy, time) to do so. Teacher A pointed out that he would be teaching her class next year and might notice a difference. He guardedly conceded this, and referred to effect may be over long time, like 15 years. Another teacher said that he was under-acknowledging the fact that he had already moved some way along these continua to the right. The issues of barriers was raised, like the tests. The head raised this, and the fact that some children may come into the school so far behind in learning that they couldn’t be approached as on the right of the holistic meaning scale.”

Tables 4 and 5 show the spread of perceived degrees of democracy by indicating the proportions who rated the current position on each dimension as high (8 or more on the continuum), medium (4 to 7), or low (3 or less).

Table 4: Current Degrees of Democracy on Condensed DoD Framework

Dimension	Group 3 (BEEd, UK)	Group 5 (Masters, UK)	Group 6 (Masters, UK)	Group 7 (School, UK)	Group 8 (European)	Group 9 (Heads, Slovenia)	Total
knowledge & purpose instrumental purpose - holistic meaning	base=36	base=13	base=12	base=6	base=37	base=131	base=235
high	5.6%	23.1%	8.3%	50.0%	16.2%	12.2%	13.2%
medium	30.6%	38.5%	83.3%	50.0%	48.6%	74.8%	61.7%
low	63.9%	38.5%	8.3%	0	35.1%	13.0%	25.1%
people ‘cheerful robots’ - holistic wellbeing	base=34	base=13	base=12	base=6	base=37	base=131	base=233
high	14.7%	15.4%	0	50.0%	13.5%	19.1%	17.2%
medium	55.9%	46.2%	50.0%	50.0%	56.8%	69.5%	62.7%
low	29.4%	38.5%	50.0%	0	29.7%	11.5%	20.2%
power power hoarding - power sharing	base=35	base=13	base=12	base=6	base=37	base=129	base=232
high	8.6%	0	0	0	8.1%	10.1%	8.2%
medium	34.3%	61.5%	33.3%	83.3%	56.8%	74.4%	62.9%
low	57.1%	38.5%	66.7%	16.7%	35.1%	15.5%	28.9%
communication controlled communication - transforming dialogue	base=35	base=13	base=12	base=6	base=37	base=130	base=233
high	0	0	0	16.7%	5.4%	15.4%	9.9%
medium	65.7%	46.2%	83.3%	66.7%	62.2%	69.2%	67.0%
low	34.3%	53.8%	16.7%	16.7%	32.4%	15.4%	23.2%

Table 5: Current Degrees of Democracy on Condensed DoD Framework, by nationalities in group 8 (European)

Dimension	England	Ireland	Spain	Norway	Poland	Turkey	country unknown	Group 8 TOTAL
knowledge & purpose instrumental purpose - holistic meaning	base=9	base=7	base=7	base=5	base=2	base=5	base=2	base=37
high	11.1%	28.6%	14.3%	20.0%	0	0	50.0%	16.2%
medium	66.7%	71.4%	14.3%	80.0%	50.0%	20.0%	0	48.6%
low	22.2%	0	71.4%	0	50.0%	80.0%	50.0%	35.1%
people 'cheerful robots' - holistic wellbeing	base=9	base=7	base=7	base=5	base=2	base=5	base=2	base=37
high	11.1%	0	28.6%	40.0%	0	0	0	13.5%
medium	55.6%	71.4%	71.4%	60.0%	0	40.0%	50.0%	56.8%
low	33.3%	28.6%	0	0	100.0%	60.0%	50.0%	29.7%
power power hoarding - power sharing	base=9	base=7	base=7	base=5	base=2	base=5	base=2	base=37
high	22.2%	0	0	20.0%	0	0	0	8.1%
medium	44.4%	57.1%	57.1%	60.0%	0	80.0%	100.0%	56.8%
low	33.3%	42.9%	42.9%	20.0%	100.0%	20.0%	0	35.1%
communication controlled communication - transforming dialogue	base=9	base=7	base=7	base=5	base=2	base=5	base=2	base=37
high	0	0	14.3%	20.0%	0	0	0	5.4%
medium	55.6%	57.1%	28.6%	80.0%	50.0%	100.0%	100.0%	62.2%
low	44.4%	42.9%	57.1%	0	50.0%	0	0	32.4%

Looking at the ratings averaged across all the groups (table 4), the largest percentages rating dimensions high occur for the holistic meaning and well-being dimensions. Even so, a quarter rate the holistic meaning dimension as low. Holistic well-being is the most positively rated (17.2%) and, as noted in relation to table 2, holistic well-being is also the dimension where on average the largest advance towards holistic democracy is desired.

The largest percentage rating a dimension as low occurs with the power sharing dimension (table 4): almost three in ten (28.9%) rate power sharing as low.

There are large variations between the groups in tables 4 and 5. For example, group 9 records above average high and medium ratings (except in the case of the percentage rating high for the holistic meaning dimension); and the percentages for low ratings in respect of the holistic meaning and power sharing dimensions vary considerably (respectively from zero to 63.9%, and 15.5% to 66.7%, in table 4).

6.3 A case of follow-up action

A primary teacher in one of the groups was inspired by working with holistic democracy and the DoDF to change her leadership style in the classroom. Her aim was to make her leadership style in the classroom more democratic and to apply the holistic democracy model within the classroom in order to improve the children's perception of their own learning power. On returning to her school following the session working with the DoDF, she began a process of change. She wrote:

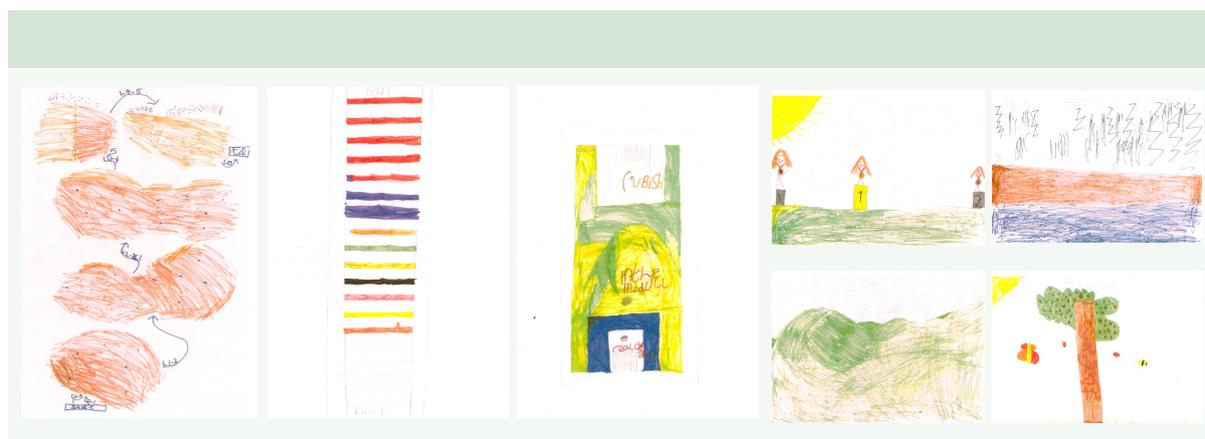
"I have used the framework as a starting point for adapting my leadership within the classroom. It has helped me to reflect on my own practice but also helped the children to reflect on my leadership and how they want us to develop together."

The teacher had a discussion with the children about the meaning of learning power and how they viewed their own learning power. This showed that the children still had the view that they have good learning power and are a good learner if they know lot of facts and can pass tests. She wrote:

"What interested me more however was that they spoke about their learning journey in terms of a staircase. This got me thinking about the degrees of democracy and how I could present this to the children. I went away and created a version using a staircase to represent the continuum. Following this ... I had a meeting/discussion with my head so that I could share my ideas with her. She suggested that although the children spoke about learning being like a staircase, they may in fact have very different ideas about what their own learning looks like. With this mind, I returned to the classroom and asked the children to draw me a picture to show their learning journey. All I asked was that they represented where they started and where they want to be and that they didn't show where they think they are at the moment. I also told the children that I didn't want to know who had drawn which picture. We are going to use the pictures to place statements based on the degrees of democracy and learning power and I feel that the children will be more honest if they don't feel judged."

Some of the children's drawings are in Figure 7. The teacher followed this up with class discussion about how she could change her leadership within the classroom to give the children more of a voice. The children started to have more influence and choices - re-arranging their seating arrangements, including the teacher's desk, for example - and as a class they were given choices about the curriculum. (This was confirmed by the children themselves when Philip subsequently visited her classroom. Philip observed that they seemed to discuss things freely and that the teacher was encouraging, positive and full of energy.)

Figure 7: Children's drawings



6.4 Themes

Of the total number of practitioners (229) that make up the 5 groups (3, 6, 7, 8 & 9) who completed a hard copy of the condensed framework, 50 practitioners provided comments on the framework (21.8%). Initially 36 themes were identified. These were then reduced to 8 main themes. Two of these were about how they viewed their setting in relation to holistic meaning:

- *pressure for high performance.* This viewpoint stressed that the focus of the organisation was on achievement in the tests and examinations by which it was judged. One wrote that 'I feel that as a school we are functioning like Michael Fielding's high performance, but I strive in my role to lead as person-centred'.
- *promotion of holistic learning.* Others considered that significant emphasis was given to broader or holistic learning - for example, the school 'is in a disadvantaged area and the focus is certainly geared towards the holistic development of the person, however I think we can improve on that'. The comments gave little insight into what

participants mean by learning at the holistic end of the continuum, and this is an area for attention in future use of the DoDF in professional development and research.

Three of the themes concerned power sharing and transforming dialogue:

- *power and control*. Numbers of comments highlighted what they perceive to be a large degree of hierarchical control. References were made to staff being told 'plans without any say or discussion - or in many cases without being told the reasons behind the decision', 'decisions come from the top... Staff can feel disengaged as a result', 'knowledge of external factors held by the minority who hoard the power', the principal using 'a group of friends (buddies) within the teaching staff... [the principal] does not consult other teachers who are outside the loop', teachers being 'robots.... reduced to same lesson plans for most and little individuality', 'A lot of the holistic democracy characteristics are spoken about - the headteacher talks about and believes in some of them. However, it is not reflected truly in procedures, processes, practices or even policies', 'lip service [being] paid to the idea of power sharing', and 'Very little space for transforming dialogue. Meetings are controlled with a tight agenda decided upon by management and in particular headmaster feels threatened by such dialogue'.
- *staff/student difference in influence*. There were comments expressing the view that staff and students have different degrees of influence in the school. (The same point was chosen by one of the national groups in working with the full DoDF above, section 5.3.) Some believed that staff had more influence (e.g. 'Staff are involved whereas students are not included much at all'), whilst others considered that students are listened to more (e.g. '... school pupils are given a say and considered but teachers are not - probably something to do with our high rate of teacher loss').
- *genuine participation*. There were some positive comments about participation: 'The Headteacher & Deputy Headteacher work hard to ensure that members of staff and pupils contribute to the running of the school. From September 2012 the school is adopting a new curriculum... this was decided by all members of staff and is designed to develop key skills and promote more holistic learning'; 'After the year 91, things are rapidly improving towards a holistic democracy, especially in communities with a leader (headmaster) that actively strives towards it'.

Relating to holistic well-being, there were comments on:

- *functionality and disharmony in relationships*. These participants stressed the poor quality of relationships. One wrote that 'There is a lot of "just saying hello". We appear to have harmony in our staffroom on the surface, but underneath there is huge dis-harmony. There is a lot of "talking behind people's backs"'. Others related relationships to external pressures - 'Relationships are functional ... time for personal relationships demanding when government put pressure on performing for tests' - or commented that 'Lots of staff members just "Do it"'.

A number of comments expressed concerns about:

- *conditions or preparedness for democracy*. These participants were at pains to draw attention to what they saw as a lack of willingness to take on responsibility or a lack of capability for democratic involvement. References were made to 'We still have issues with accepting positive criticism', 'It's a long process to get to the point where people feel safe enough to fully express their personal views', 'sometimes people can be reluctant to take on responsibility - if some are reluctant, can it create another imbalance?', 'Depends on setting - it works for some to have one authority figure', 'It's much easier for our teachers to be led than to lead others, but on the other hand

nobody taught them the skills during years of studying', 'Teachers and children like comfort more than responsibility', and 'People don't like to change. In some communities people tend to be too negative and doubt all the time'.

Participants also raised the issue of

- *hierarchy-democracy balance*. The point made here was that the aim cannot or should not be to reach the right-hand of the continua, but that a balance between the two sides was more appropriate. Comments included: 'mixture of both', 'need authority but need to feel respected to', 'Although holistic well being is the ideal, I don't think it is always going to be realistic', and 'There seem to be a good way (for right) and a bad way (for left), but in a continuum I expect both of the sides to be utopia (ideal types where they both have some value). In Norway we've just started with accountability and we like it, because before the tests we really didn't know how our students performed. We did value them and saw development as something wide, but focused too little on what they learned'.

Each of the 8 themes were analysed to find if there were differing patterns of high, medium and low democracy (tables 4 and 5) amongst the themes. One of the interesting patterns that emerges comparing across the themes is that comments about power and control are overwhelmingly from the European group (group 8), whilst the great majority of comments about conditions or preparedness for democracy are from the Slovenian headteachers (group 9). The European group were mainly teachers, rather than headteachers, and this could lead them to be more critical of what they see as power concentrations. The Slovenian group are headteachers and therefore see the school from a different institutional perspective. A number emphasised concerns about the readiness of staff to take on responsibility. There may be cultural differences between the national groups but we cannot make conclusions from the data here. This is one of the topics that would benefit from research. Comparing the responses and assessments in relation to the framework of staff in differing positions within the school is also a topic for further research.

It was also interesting to note that amongst the 'pressure for high performance', there were examples of participants who rated their school high for holistic meaning: in one case they wrote that in their country it was 'becoming difficult due to increased pressures for testing'; another wrote that there was 'huge focus on passing exams - it's all about exams'. These comments provide brief insights and raise questions about how knowledge goals and values are interpreted and balanced. Raising such questions is part of the purpose of the framework as a professional development tool.

6.5 Commentary

Analysis of the ratings on the condensed DoDFs shows that across groups and participants there is generally a desire to increase democracy by moving towards the holistic democracy end of the continua. At the same time there are significant differences between the groups concerning where they rate their settings to be and where they would like them to move to. The findings suggest for example that there are differences in perceptions from differing institutional perspectives (between teachers and senior leaders for example) and there may be important cultural and national differences: all of these differences need systematic research to test and explore further.

Although the overall tendency is for a desire to increase democracy, there are counter-examples. Some opted for a 'steady state' option, indicating that on one or more of the dimensions they wanted their professional setting to remain where it was. A few felt that they wished to decrease the degree of holistic democracy. Some of the Norwegian participants in

group 8 felt that it was important for the effective and efficient functioning of the school to pull back just a little from the holistic democratic end.

Some participants rated one or more of the dimensions as being at '10' i.e. the maximum rating for holistic democracy. This raises the question of whether they considered that there was therefore no room for further enhancement of holistic democracy. This could be a topic to raise in professional development sessions where such rating occurred, as well as for research.

Holistic well-being was the dimension that not only had the most positive rating averaged across all the groups, but also the dimension where the largest advance in the direction of holistic democracy tended to be desired. This may be an indicator of a feature to do with holistic well-being which is of particular importance in understanding and engaging with holistic democracy. Its implications for using the DoDF in professional development are worth considering. It is also a topic for further research.

Working with the condensed DoDF brings out a range of issues and concerns. This is shown by the themes from comments made on the framework, which include concerns about power and control, the differential influence of staff and students (in some cases students being seen as listened to more, in others teachers), and positive observations of genuine participation. The insight given by the data we have into the meanings and interpretations of the holistic democracy dimensions and the issues raised is limited. For example, the comments provided little information on what participants mean by holistic learning. Insight into how participants were interpreting the spiritual aspect of holistic meaning was absent. Participants' meanings, and understandings and engagement with the spiritual in particular, would be important topics for attention in future use of the DoDF in professional development and for research.

Working with the condensed DoDF can encourage and inspire change in practice, and be directly linked to school students' learning, as is evidenced by the case of follow-up action (section 6.3). There are numerous factors influencing practitioners' development of their practice, and experience of the DoDF can be but one of these. However, it would be valuable to explore through research in what ways the DoDF and the model of holistic democracy can encourage and support improvements in practice.

A number of issues and challenges in using the DoDF for professional development are raised by the experience to date. These include the difficulty mentioned by some participants in characterising a whole institution such as a school; time constraints in explaining and engaging with the model of holistic democracy and completing a condensed DoDF in single sessions; and the normative underpinning of the DoDF which sees holistic democracy as the ideal: some participants questioned this viewpoint and wanted to see both ends of the continua as having value and the aim being to balance these.

7

Evaluations

7.1 Introduction

The evaluation sheet was introduced in February 2012, with group 5 being the first to complete and return them. Participants in groups 6, 7 and 8 were also asked to complete an evaluation sheet. Group 8 was asked an additional question (table 6).

7.2 Evaluation sheets

Evaluation sheets were completed by groups 5, 6, 7 and 8. Table 6 shows the responses to each of the questions in the evaluation sheet.

Majorities across the groups were positive about the working with the DoDF. Almost all found it useful; eight out of ten indicated that it had changed how they viewed and understood their leadership, practice or organisation; and two-thirds affirmed that it would change in some way the practice or policy of their leadership, practice or organisation. Group 8 (European) were asked additionally if they intended to use holistic democracy and the degrees of democracy framework as a reflective tool for change in their school setting: almost six out of ten indicated that they did intend to.

Table 6: Degrees of Democracy Impact Evaluation Sheet: Responses

	Group 5 (Masters, UK)			Group 6 (Masters, UK)			Group 7 (School, UK)			Group 8 (European)			Total		
	Yes	No	other	Yes	No	other	Yes	No	other	Yes	No	other	Yes	No	other
1. Did you find the Degrees of Democracy Framework a useful way of reflecting on your leadership, practice or organisation?	92%	0	8%	100%	0	0	100%	0	0	95%	3%	3%	96%	1%	3%
2. Has it changed how you view and understand your leadership, practice or organisation?	69%	31%	0	94%	6%	0	71%	29%	0	84%	11%	5%	82%	15%	3%
3. Has it changed / will it change in any way the practice or policy of your leadership, practice or organisation?	77%	8%	15%	56%	25%	19%	57%	29%	14%	68%	16%	16%	66%	18%	16%
4. Please add any comments on the Framework and elaborate on its impact (actual or planned) for your leadership, practice or organisation?	62%*	38%	0	75%*	25%	0	100%*	0	0	95%*	5%	0	85%*	15%	0
5. Do you intend to use holistic democracy and the degrees of democracy framework as a reflective tool for change in your school setting?*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59% ⁺	19%	22%			
BASE	13	13	13	16	16	16	7	7	7	37	37	37	73	73	73

* Percentage who wrote a comment. It includes those who wrote a comment elsewhere on the sheet.

** Question 5 was added to the evaluation sheet distributed to group 8 as they had a longer session of working with the DoDF.

⁺ It should be noted that not all of the students on the programme were teachers at that point: Spanish participants had not started teaching, while some of the Turkish participants were not working in schools but were learning English at university.

Themes from Evaluation Sheets

Further insight into how participants evaluated the DoDF is given by the comments that they were encouraged to write on the evaluation sheets. Of the total number of participants (73) who completed evaluation sheets, 62 provided comments on the framework (85%). A small number of these (3) commented that they needed more time to reflect (e.g. 'Need time to go and reflect - no time during session').

Themes were identified from analysing the comments. The most frequently occurring were:

- *raised awareness*. This represents comments that indicated that working with holistic democracy and the DoDF changed their thinking or awareness and had been valuable reflection.
- *ideas for follow-up action*. A number of ideas for action in the participants' school or other setting were put forward.

- *challenges and barriers to holistic democracy*. This represents comments that referred to challenges and difficult conditions for developing holistic democracy.

Illustrative quotes are given in Figure 8 for each theme.

Figure 8: Three most frequently occurring themes in the comments on evaluation sheets

Raised awareness

"It has helped me think / reflect on how I intend to take on my new responsibility of G&T in my department from September onwards. It has allowed me to consider the many dimensions and aspects of democracy which can be related to leadership."

"In my role as Teaching Placement Supervisor, it will influence how I relate to students / listen / advise."

"I deeply believe that there is always a space which we can extend to make people more active. I think I will be more open to dialogue, discussion, to encourage people to be more active"

"Has introduced many more dimensions that influence where we are on the scales. Having considered many of these aspects in the context of Building Learning Power, it will not necessarily change policy of leadership but will open new lines of enquiry."

"Has deepened my understanding and forced me to reflect."

"As a school teacher the framework was extremely effective in reflecting on the practice. A useful tool for all formal leaders to complete."

"I think it is a useful tool which brings a lot of different aspects together. It made me reflect on my own practice as a head of department."

"It was an eye-opener, in a way. Everyone seeks having a holistic organization, but when looking closer into it, you can see all these elements you have to consider regarding accountability as a leader."

"The framework is very comprehensive and made me think about so many issues that actually impact on me. I realised how actions have implications and that communication is so important to all people. If your communication is negative and poor and staff voice is not heard teachers feel isolated. Also, it is important to create space and time for staff to collaborate on school objectives and for informal discussions on a personal level to occur. A happy staff is a hard working staff."

Follow-up action

"As a Chair of Governors: plan to use parts of the Framework as part of an audit regarding Governors and Student Voice. Currently the Governors hear student voice filtered through the teachers and Head Teacher. I hope the audit will indicate a way forward for things to change."

"When I go back my country, I plan to write a reflection which is about holistic democracy and I try to link it between leadership, organisation. Then, I will share this with my colleagues in my school. I learnt this research collaborative learning benefits students' affective development and achievement outcomes and I'm planning to apply this and other important areas to my teaching process."

"Would like to make a survey at work to check what the organisation (the others) think."

"I think the framework offers real food for thought and a variety of aspirational targets to work towards at several levels - in your own classroom; in your department; in the pastoral team and whole school."

"Useful tool for leadership team to complete and then individual departments to see if there is disparity in views."

"I will look at bringing it into Pupil Voice Activities in the classroom"

"Use to identify values and measure success of leadership through staff engagement with activities designed to expose and develop values."

"I'd be interested to use with staff and/or students."

"I hope to use the 'Degrees of democracy' within my own class to find out if I can change my teaching/leadership style. I am interested to find out if this will improve children's learning."

"It was a very useful tool. We used my current change to my pastoral system as a focus. It has been helpful in clarifying the issues that have developed throughout the change. It was also an excellent way to reflect and to move forward. I plan to follow our action plan in September"

"I am planning to create an atmosphere which include holistic democracy, power sharing and transforming dialogue features. Also, holistic well-being is another important factor. I believe that if I can establish these features, success and other positive sides can happen easily. Moreover, I will share these ideas with my friends and colleagues of other schools. I will try to reflect these ideas to my living standards and society."

"I would like to implement more holistic democracy and rely less on top down."

"The framework provided plenty of scope for discussion within our group. It provides plenty of food for thought - and action! - within my own organisation, for my own practice, and for the practice of others in the organisation."

"I will look at using the framework in leading the introduction of inclusive practice and decision making - linking to the school behaviour policy, use of sanctions and incident sheets etc."

"I think it would act as a great tool to create debate"

"Hope to use more choice for children in my practice. Have confidence in myself to let the children take control."

"When I go back my country I will share all my experiences I had here and I will struggle for more holistic democracy"

"I will look to use this as a discussion tool in the future, but will adapt it slightly depending on who I am using it with."

"Can be adapted and used in a variety of ways."

"I will use it for my relationship building both with staff and students."

Challenges and difficulties

"It looks like a useful tool & benefitted others in my group. I am not currently in a position to use it as I am an NQT, however I will keep it mind for future use as I progress through my career"

"I think the term holistic is somewhat associative with the religious aspect of the term which makes it difficult for me to use it or relate to the indicators you list."

"Concerning my organisation, it need more democratic environment. The students and staff needs more rights to say their opinions. Even if as teachers can express our opinions freely, the Principal doesn't pay attention it sufficiently. So we don't feel that the holistic democracy occurs in our school. In addition, the rules adopted by politicians make the democratic environment limited. So even if the management is voluntary to get our opinions and put them into practice, we have to face political limitations. When I go back my country I will share all my experiences I had here and I will struggle for more holistic democracy"

"Holistic democracy - in some time it is very controversial. We all exist in some realities school also. Sometimes we cannot have holistic point of view. The perfect world and perfect school does not exist but what is important - education should run to more holistic meaning, power-sharing, dialogue, holistic well-being. It could help to reach the 'perfection'."

"Not within my supply role - but when I have my own class I hope this will have an impact."

"Is this working towards a Utopia? Is a Utopia achievable?"

"In my school the power area and communication area need to be looked at and discussed. Too much power lies with a small group of people on staff and decisions made are not always communicated to all members of staff. Feel left in the dark at times and demoralised as if my opinion in school life doesn't matter on the student voices."

"Important to be democratic but also sometimes don't have time to have all this dialogue & come out with decisions and make changes."

7.3 A case of evaluation from Group 1 (PhD, US)

One of the group 1 students gave feedback via an e-mail communication some time after the session. This is reproduced (with the writer's permission) in Figure 9. The author of this feedback is student 5 in section E in the Appendix.

Figure 9: Feedback from a group 1 (PhD, US) student

As you know, we used the degrees of democracy analytical frame work as a guide for one of our organizational theories class projects which was taught by [name]. Each one of us created a PowerPoint presentation reflecting on the four categories of democracy within our organizations, by creating one slide with at least one picture to represent the thirteen variables measuring degrees of democracy. We were also required to rate where we perceived our organization to be (how high it scores) on the continuum between bureaucratic hierarchy and holistic democracy for each variable.

I enjoyed working on that project a lot; it helped me critically assess my organization and its democratic practices (or lack thereof). By doing so I better understood my environment and had a chance to think not only about the organizational norms but also about why these norms exist and what were the forces supporting or opposing democratic practices.

Here is what I have learned:

Power sharing was the category with the lowest score in holistic democracy, Authority structure was more pyramids like and spaces and scopes of participation were limited.

Holistic meaning and especially principal organizational purpose was clearly leaning towards competitive performance.

On Transforming dialogue, my organization still has a long way to go; there is much room for improvement.

Holistic well-being is the category where my organization scored the highest. This explained a lot to me, I have always felt happy

and comfortable within my organization and now I know why. We do an outstanding job behaving as a true close community, I feel connected to many members of the organization and the mindset of the majority of people promotes democratic consciousness.

By discussing this project with colleagues and getting the chance to view their creative assessments of their organizations gave us the chance to bounce ideas off each other, ideas about different democratic practices, it also provided an opportunity to observe multiple real life settings through the critical eyes of participating members.

Our power point presentations were so very different, some chose pictures which gave direct messages and were real accurate representation of conditions. Others chose more abstract approaches with pictures that held subtle symbolic implications. At the end of the day, each person succeeded in identifying a unique and personal way to express their views and assessment of their respective organizations and their degrees of democracy.

This kind of informed discussion and enriching reflection and dialogue was possible and more beneficial because of the availability of the guidelines of the analytical framework.

There are some aspects that are beyond my control as a graduate student and about which I can do nothing. However, other aspects I can influence. I will become more active in identifying and advertizing opportunities of power sharing. I will be looking for existing spaces for participation and trying to expand my colleagues' and my scope of participation as well.

7.4 Commentary

Responses to the questions in the evaluation sheets suggest majorities found working with the DoDF useful, that it changed how they they viewed and understood their leadership, practice or organisation, and that they would change their leadership, practice or organisation as a result.

Participants' written feedback showed in what ways working with the DoDF had enabled valuable reflection and influenced their thinking or awareness, and revealed a range of ideas for follow-up action in their school or other professional setting.



Conclusions

The purpose of the analysis reported above is to note any patterns in the ratings of degrees of democracy (consistencies and differences across groups) and to identify themes and noteworthy findings from the comments, feedback and experience of using the DoDF in professional development and education sessions - and to suggest what these tell us about the impact and use of holistic democracy and the DoDF. This section summarises what we conclude about impact and makes suggestions for future development and use of the DoDF and future research.

8.1 Impact

The indicators of impact on participants' understanding and practice are positive, but more evidence of the extent of impact on practice and its sustainability is needed.

The idea of stakeholders and others working with holistic democracy and the DoDF within organisations and engaging with holistic and democratic development has been met overall by participants favourably. As a way of visualising holistic democracy the DoDF is engaging and draws on good, positive energies. The feedback and comments provide glimpses into the kinds of follow-up action that may occur. Working with the condensed DoDF can encourage and inspire change in practice, and be directly linked to school students' learning, as is evidenced by the case of follow-up action (section 6.3). Sustained, in-depth research work is required to generate more evidence of impact, to understand the complexities of progressing towards greater holistic democracy and to critically test the model of holistic democracy.

8.2 Implications for design and use of the framework as a professional development tool

The holistic democracy model is made up of multiple interconnecting concepts and its use in professional development sessions would benefit from further improving ways of communicating these to practitioners new to them.

Participants bring different assumptions, meanings and interpretations to the model of holistic democracy. As well as presenting definitions of the constituent concepts of the model, it would encourage engagement with the ideas for participants to articulate their own meanings and interpretations. Spirituality is integral to holistic capabilities in the model of holistic democracy and is a particularly challenging concept to articulate. It would be beneficial to give consideration to how this is presented, which might helpfully be done by contrasting Charles Taylor's (2007) immanent frame with the idea of an open frame that incorporates spiritual awareness and experience.

Using images has been a viable and productive way of engaging with the DoDF, and there is great potential to develop and expand the use of images and arts-based approaches to working with the framework.

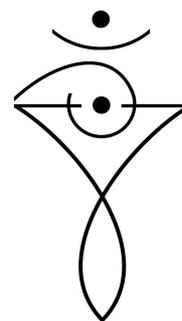
The photo essays produced by group 1 (PhD, US) gave a glimpse of the value of this kind of approach and ideas on how it could be developed are briefly discussed in section 5.4. Images and arts-based approaches offer important possibilities for holistic expression and development.

Where possible, participants should be given greater time for reflection.

A small number of participants mentioned that they needed time to reflect. Many will continue to reflect after the session, but there is a case for facilitating some quiet time for this within sessions where possible.

A way of engaging affective and spiritual capabilities, and recognising the importance of holistic well-being, is to work with the symbol of holistic democracy.

Holistic well-being is the dimension where on average the largest advance towards holistic democracy was desired in the ratings reported above. Whilst this cannot be taken as a conclusive finding, it suggests the importance of enhancing harmony and healing in organisations - especially where issues of power and control bear hard on people's sense of belonging and respect. The symbol of democracy (right) is freely available (at <http://freespiritedu.org>) to be used as a representation of the concept and as an image that people may wish to work with, for example as a reflective, healing or meditative focus. It is one way of engaging with the idea of holistic democracy, recognising that creativity and reflection are not just cognitive activities using the intellect, but involve our whole selves - including our intuitive, spiritual, imaginative and emotional capabilities.



Some participants emphasised the benefits of hierarchy and wanted to see the DoDF as a framework for balancing the hierarchical and democratic ends; the implications of this for presenting and working with the DoDF should be considered.

Although a minority were of this view, it is a perspective that should be acknowledged and the logic of the framework more clearly explained.

Most of the sessions to date have been with mixed groups of participants from different institutions, but there is great potential for groups of participants from the same setting working collaboratively together with the DoDF.

One of the groups comprised staff from the same school and an illustration is given in the report (section 6.2) of the interaction and the group dynamics in engaging with the DoDF. Groups may be from a whole institution such as a school or they could be from one part of an institution such as a department, class or team.

Although a school student's version of the DoDF has been designed, this needs testing with students and further developing.

A version was designed for secondary school students for use in a Students as Researchers Conference, organised by a Ministry of Education in Canada in 2012. (See Appendix, section D.) There was no opportunity in the event to use this version and gain student feedback, but there are possibilities for it to be drawn on in other aspects of the Ministry's ongoing Student Voice initiative.

Greater understanding of the pattern of impact and use of the DoDF would be gained from collecting more background information about participants on the form.

Limited background information was sought on the condensed DoDFs and evaluation sheets administered to date. Even so numbers of those who returned their completed forms did not supply background information. Consideration should be given to how the invitation to supply information is designed into the forms and to the possibility and the desirability of including additional information such as gender, years of professional experience, age and beliefs.

It would be beneficial to prepare a guide or handbook on the holistic democracy model and DoDF designed for facilitators of and participants in professional development and education sessions.

A leaflet was designed in 2011 and an electronic version made freely available. This would benefit from a redesign in the light of experience to date in working with the DoDF. The resultant guide or handbook could be designed for professional development providers, university academics, leaders and other practitioners, students, community stakeholders in organisations - in other words, all those who could have an interest in working with or facilitating others in working with the DoDF.

8.3 Issues for research

There is scope for much valuable research on perceptions and interpretations of holistic democracy and patterns of response to working with the framework.

It was noted that comments and feedback provided little information on what participants mean by holistic learning. Some comments suggested that to operate at the holistic democracy end is utopian and therefore not reachable. Other practitioners indicated that in certain dimensions they were already there operating at the holistic democracy end (rating '10'). In-depth research is needed probing and exploring these and other perceptions of what is possible and why some believe holistic democracy is a very unreal aim and others believe it is already achieved in some dimensions. There is a need, through mixed methods research, both to flesh out more of the details behind the responses and to examine patterns of data.

Hypotheses for investigation and testing through research are suggested by the findings:

- that the average desire to increase the degree of democracy will be replicated in systematic surveys of practitioners;
- that holistic well-being will continue to be the dimension where on average the largest advance towards holistic democracy is desired;
- that advancement towards holistic well-being will have implications for other aspects of holistic democracy, such as the values that guide the organisation's day-to-day practice and power sharing.

Research into holistic well-being could usefully focus on connectedness and the relationship between sustainability and spirituality within this.

As noted, the largest average advance towards holistic democracy has been indicated in relation to holistic well-being to date. It would be especially interesting to study ecological sustainability and spirituality in relation to this dimension. Sustainability is integral to a broad view of democracy in education (Kensler 2012) and involves developing a deep sense of awe and respect for and connectedness with the natural world (Ashley 2006, Plumwood 2005). This sense of connectedness is an organic part of spiritual awareness which involves 'relational consciousness' and heightened awareness of transcendent reality (Hay with Nye 1998, Woods 2007). As Aboriginal cultures in Canada describe it, land 'is a complex being - a spiritual and material place from which all life springs' and education has to engage with 'this complex relationship' between the worlds of matter and spirit (Haig-Brown and Hodson 2009: 168).

Research into the extent to which, and in what ways, working with the DoDF and the model of holistic democracy can encourage and support improvements in practice would be valuable and generate evidence of impact.

The case of follow-up action (section 6.3) shows that working with the condensed DoDF can encourage and inspire change in practice and attempts made to directly link this to school students' learning. There are numerous factors influencing practitioners' development of their practice, and experience of the DoDF is just one of these. Recognising this, it would be valuable to explore through research in what ways the DoDF and the model of holistic democracy can encourage and support improvements in practice and learning outcomes.

Greater understanding of how working with the holistic democracy model and the DoDF can support development of whole institutions, departments or teams would be valuable.

For example, research could be undertaken into a whole school. With regard to the primary school (group 7) where all seven teachers working at the school completed the condensed DoDF, it was important to note that the range of views were (in certain dimensions) very different. A comment made by one of the participants was that they felt it a more difficult task to judge the degree of democracy currently at work in their school than articulating where they would like their school to be in the future.

Exploration of the holistic democracy model and the DoDF as innovations that challenge aspects of current policy trends would be fruitful in understanding how their potential for innovative change may be enhanced.

The DoDF is an innovative instrument which is intended to be used in creative ways. However, the force of the instrumentalist way of working in schools consequent on a policy agenda focused on narrow school performance measures tends to overshadow holistic and democratic aims and to value innovation that is driven by performative goals. Examination of practical alternatives to the latter kind of innovation would illuminate contemporary possibilities for innovations that serve a larger educational purpose. To this end, research that uses holistic democracy as a theoretical lens to study democratic responses to performative culture (democratic emergence) and to examine the possibilities and practice of deepening distributed leadership (Woods 2013a, Woods and Woods forthcoming, in preparation {a}) would be valuable.

Drawing on the idea of values tensions could be a helpful contribution to further studies of holistic democracy and the DoDF.

Values tensions and values drifts noted in other studies (Ball 2006) might be developed further in research that uses holistic democracy as a theoretical lens to study democratic responses to performative culture and the possibilities and practice of deepening distributed leadership.

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Appendix

A. Extract from leaflet: 'Holistic Democracy - What is it? Why is it needed in education? How can it be used as a tool for reflection, research and action?'

(For the full version, see <http://freespiritedu.org>)

WHAT IS HOLISTIC DEMOCRACY?

Holistic democracy is a way of working together which encourages individuals to grow and learn as whole people and facilitates co-responsibility, mutual empowerment and the fair participation of all in co-creating their social and organisational environment. Four ways of being and acting in the world are at its core (Figure 1 [See section 2 above]):

holistic meaning: aspiring to as true an understanding as possible not only of technical and scientific matters but also the 'big' questions of enduring values, meaning and purpose, through the development of all human capabilities

power sharing: inclusive participation in shaping organisational operations, policy, direction and values, and autonomy to act freely and express identity within the parameters of agreed values and responsibilities

transforming dialogue: a climate where exchange of views and open debate are possible, and people co-operatively seek to enhance mutual understanding and reach beyond narrow perspectives and interests

holistic well-being: generation of belonging, connectedness, feelings of empowerment, self-esteem, happiness and participative capabilities through democratic participation.

This leaflet very briefly summarises the concept of holistic democracy and a degrees of democracy framework. More detailed discussion on these and the ideas and research underpinning them are in the book *Transforming Education Policy: Shaping a democratic future* by Philip A. Woods (published by Policy Press, 2011). The book includes discussion of the *drivers of democracy* in contemporary society and organisations and how enterprise can be made a force for co-operative and ethical change through *democratic entrepreneurialism*.

WHY IS HOLISTIC DEMOCRACY NEEDED IN EDUCATION?

Holistic democracy responds to key trends in society, education and organisations, and what we know from research about learning:

- Collaborative learning benefits students' affective development and achievement outcomes.
- Distributed leadership in schools benefits learning amongst staff and students.
- Employers want students to leave school able to work in more participative, flexible and creative environments.
- Educational and other organisations work better where people are involved, innovate, have choices, and are able to work flexibly.
- Collaboration aids learning and innovation - and organisations need to learn and be creative in order to survive and flourish.
- Wise organisations work for the greater good, not just the bottom line or narrow performance measures.
- People are increasingly looking for ways of expressing meaning in their lives, including exploration of spiritual awareness and energies.
- People want to be able to shape the environments they live and work in.
- A healthy democracy is a healthy environment for educational and other organisations, and a healthy democracy needs people who experience in their everyday life what it means to be a democratic citizen.

Holistic democracy connects together all of the above themes. It explicitly recognises the intimate relationship between participation and people's holistic growth and learning, and adds to and goes

further than notions of organisational democracy and distributed leadership that focus solely on narrow measures of performance and/or lack roots in an appreciation of the full spectrum of human capabilities and potential. It identifies, through the four dimensions in the Figure 1, the distinctive, complementary and essential components of a rich conception of democracy; and provides the basis for a framework for considering the overlap and interplay between them.

More educational institutions are encouraging diverse forms of distributed leadership, collaborative working across multiple and more complex networks, greater creativity, more innovation and student voice, pushing against the boundaries of traditional forms of teaching and learning. These boundaries can be opened further by working towards holistic democracy.

HOW CAN HOLISTIC DEMOCRACY BE USED AS A TOOL FOR REFLECTION, RESEARCH AND ACTION? THE DEGREES OF DEMOCRACY FRAMEWORK

We have designed a research-based **degrees of democracy framework** (Figure 4) as a supportive tool that builds on rich traditions in democracy and our researches in leadership, policy, entrepreneurialism and spirituality.

The detailed formulation of the framework was undertaken using and testing its components against our research data from our comparative analysis of three UK schools (a democratic school, a Steiner/Waldorf school and an inner city Academy). (More details are in Chapter 8 of *Transforming Education Policy: Shaping a democratic future*.)

We found that the picture that emerged about the schools was more complex than placing each of them in a single position in the framework. For the democratic school, the students and staff shared authority and participative spaces in a culture that valued family-like organic belonging and student-led learning plans, though there was scope in our view for the spiritual dimension of education to be made more explicit. The Steiner school had a dual structure: students were positioned as the recipients of a broad curriculum sensitive to their holistic needs, but they did not have a place in the collegiate governance of the school which was only open to staff. For the Academy, student voice was enthusiastically encouraged as a means of engaging students in learning framed by performative aims, but at the time of the study more restricted as an expression of students' own constructions of meaning and input to larger policy issues.

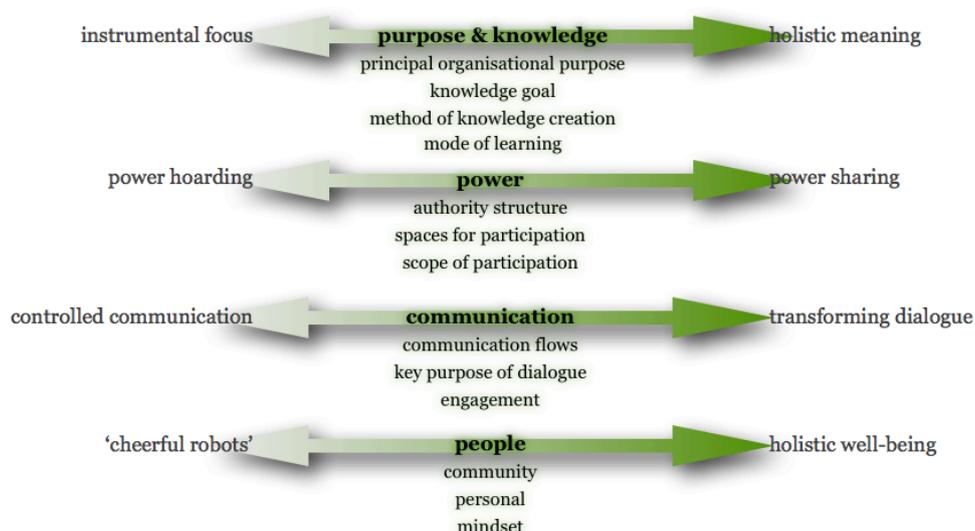
The framework is designed as an instrument for use by educational leaders, teachers, students, parents, governors, sponsors and other organisational stakeholders, as well as anyone doing research, and is capable of being adapted for local contexts, cultures and groups.

It can be used:

- to stimulate **reflection** on where an educational or other organisation, or department, is from the perspective of a rich conception of democracy
- as a resource for **research** by practitioners, students, academics and other organisational members and stakeholders
- to help in formulating **action** for professional development, organisational improvement, policy development, active student leadership, enhanced capacity for innovation and the balancing of narrow measures of performance with broader educational, social and ethical aims.

The framework is a resource to examine ways in which an organisation, department or group is nearer a traditional hierarchical model and in what ways closer to a holistic democratic model - by examining variables under the headings of **purpose & knowledge; power; communication; and people**, set out in Figure 2. The nearer to the right, the closer is the organisation to the dimensions of holistic democracy (holistic meaning, power sharing, transforming dialogue and holistic well-being); the nearer to the left, the closer it is to the dimensions of traditional hierarchy (instrumental focus, power hoarding, controlled communication and encouraging people to be 'cheerful robots').

Figure 2: Summary overview of degrees of democracy framework



The variables are briefly defined in Figure 3.

Figure 3: Definition of variables

principal organisational purpose	the predominant aim(s) that drive the organisation
knowledge goal	the kinds of knowledge sought in student learning and professional development
method of creating knowledge	methods of teaching, training, advancing knowledge and professional development
mode of learning	the kinds of learning experience valued and encouraged
authority structure	the predominating model of authority underlying the organisation
spaces for participation	how access to spaces for participation is regulated and distributed, and how controlled or open people's involvement is
scope of participation	kinds of issues open to independent initiative and participation
communication flows	the freedom and direction of communication
key purpose of dialogue	the aim(s) of typical exchanges
engagement	the kind of investment that people put in and which is valued by the organisation
community	the nature of the social relationships in the organisation
personal	the personal sense of connection which tends to be encouraged or facilitated by the organisation
mindset	the awareness and outlook encouraged and valued by the organisation

Each variable is represented by a pair of contrasting features (such as 'competitive performance' and 'substantive' in relation to the first variable ...) resulting in two sets of features: those of an ideal-typical **rational hierarchical organisation**, compared with those of an ideal-typical **holistically democratic organisation**. Each pair of features forms a continuum.

The features are not a set of binaries, with organisations or departments falling into one or the other. Instead, they provide a framework through which an organisation can be viewed, to see where it is between the two sets and how it might see itself moving nearer to the principles and practices of holistic democracy. It is not assumed that all settings or organisations can or should be aspiring to operate according to each ideal-typical feature (at the extreme right of each continuum) of holistic democracy - for example, a flat hierarchy may not be feasible or seen to be desirable in all situations.

B. Condensed Degrees of Democracy Framework

DEGREES OF DEMOCRACY CONDENSED FRAMEWORK

Schools differ in how hierarchical or democratic they are. Some have strict hierarchies with power at the top; others share influence and involve staff and students. Some schools emphasise achievement in exams and tests above all else; others take a more holistic view of learning which encourages independent thinking, development as whole persons and a feeling for meaning and values important to life. At each end of the continua below are features of two kinds of ideal-typical school. On the left are statements about a strictly hierarchical school which defines learning overwhelmingly as success in standardised measures of performance. On the right are statements about a school which has the features of holistic democracy. Many schools operate between these two end points.

Where would you place your school now, and like to see it in the future? On each of the 4 continua below, please CIRCLE (O) the point which corresponds with the current position, and draw a TRIANGLE (Δ) round the point where you would like the school to be in the future. For example:



		Comments		
<p>PERFORMATIVE HIERARCHY Instrumental focus Learning is just about passing exams & tests, & achieving performative goals</p>		<p>HOLISTIC DEMOCRACY Holistic meaning Learning is about peoples' full potential & the meaning and values important to life, so people develop in a balanced way - intellectually, spiritually, intuitively, emotionally, etc</p>		
<p>Power hoarding Staff & students are not involved in decision-making</p>		<p>Power sharing All staff & students share responsibility for decision-making</p>		
<p>Controlled communication Communication is one-way & about passing on instructions; the culture encourages transactional motivation</p>		<p>Transforming dialogue Everyone shares views, respects difference & works to overcome divisions, using all their capabilities as a whole person</p>		
<p>'Cheerful robots' Relationships are functional; people rely on authority & don't feel respected or treated as individuals</p>		<p>Holistic well-being Everyone feels respected & treated as an individual, is independent-minded, & has a sense of unity & harmony</p>		
<p>Your position.....</p>	<p>Type of organisation.....</p>			<p>Country.....</p>

C. Condensed Degrees of Democracy Framework (translated into Slovenian for use with group 9)

STOPNJE DEMOKRATIČNOSTI – ZGOŠČENO OGRODJE

Šole se razlikujejo v stopnji hierarhije in demokracije. V nekaterih je hierarhija zelo stroga, moč pa je skoncentrirana na vrhu. V drugih je vpliv razdeljen in vključuje osebje in učence. Nekatere šole postavljajo rezultate testov nad vse ostalo, druge na učenje gledajo bolj holistično, na način, ki spodbuja samostojno razmišljanje, celostni razvoj osebnosti in razvoj občutka za pomen in vrednote življenja. Na koncih vsakega drsnika spodaj so predstavljene lastnosti dveh tipičnih šol. Na levi so predstavljene strogo hierarhične šole, ki definirajo učenje z uspehom v standardiziranem merjenju znanja. Na desni so predstavljene šole, ki imajo lastnosti holistične demokracije. Številne šole delujejo med dvema skrajnima točkama.

Kam bi umestili svojo šolo sedaj in kje bi jo želeli videti v prihodnosti? Na vsakem od štirih drsnikov spodaj prosimo **OBKROŽITE**  točko, ki ustreza trenutnemu stanju, in narišite **TRIKOTNIK**  okrog točke, kjer bi želeli svojo šolo videti v prihodnosti. Primer: 

PERFORMATIVNA HIERARHIJA	HOLISTIČNA DEMOKRACIJA	OPOMBE
Instrumentalni fokus Učenje je namenjeno le opravljanju testov in doseganju performančnih ciljev.	Holistični pomen Učenje je namenjeno razvoju celotnega potenciala ljudi in pomenu ter vrednotam, pomembnim za življenje, zato se ljudje razvijajo uravnoteženo – intelektualno, spiritualno, intuitivno, emocionalno, ipd.	
Kopičenje moči Osebje in učenci niso udeleženi v procesu sprejemanja odločitev.	Deljenje moči Osebje in učenci si delijo odgovornost za sprejemanje odločitev.	
Nadzorovana komunikacija Komunikacija je enosmerna in le v smislu predajanja navodil; kultura spodbuja transakcijsko motivacijo.	Transformacijski dialog Vsi si delijo mnenja, spoštujejo razlike in se trudijo, da bi presegli delitve z vsemi svojimi sposobnostmi kot celotne osebe.	
'Veseli roboti' Odnosi so funkcionalni, ljudje se zanašajo na avtoriteto in nimajo občutka, da so spoštovani ali obravnavani kot posamezniki.	Holistično blagostanje Vsi se čutijo spoštovani in obravnavani kot posamezniki, razmišljajo samostojno in imajo občutek enotnosti in harmonije.	

Vaša funkcija _____
 Tip organizacije _____
 Država _____

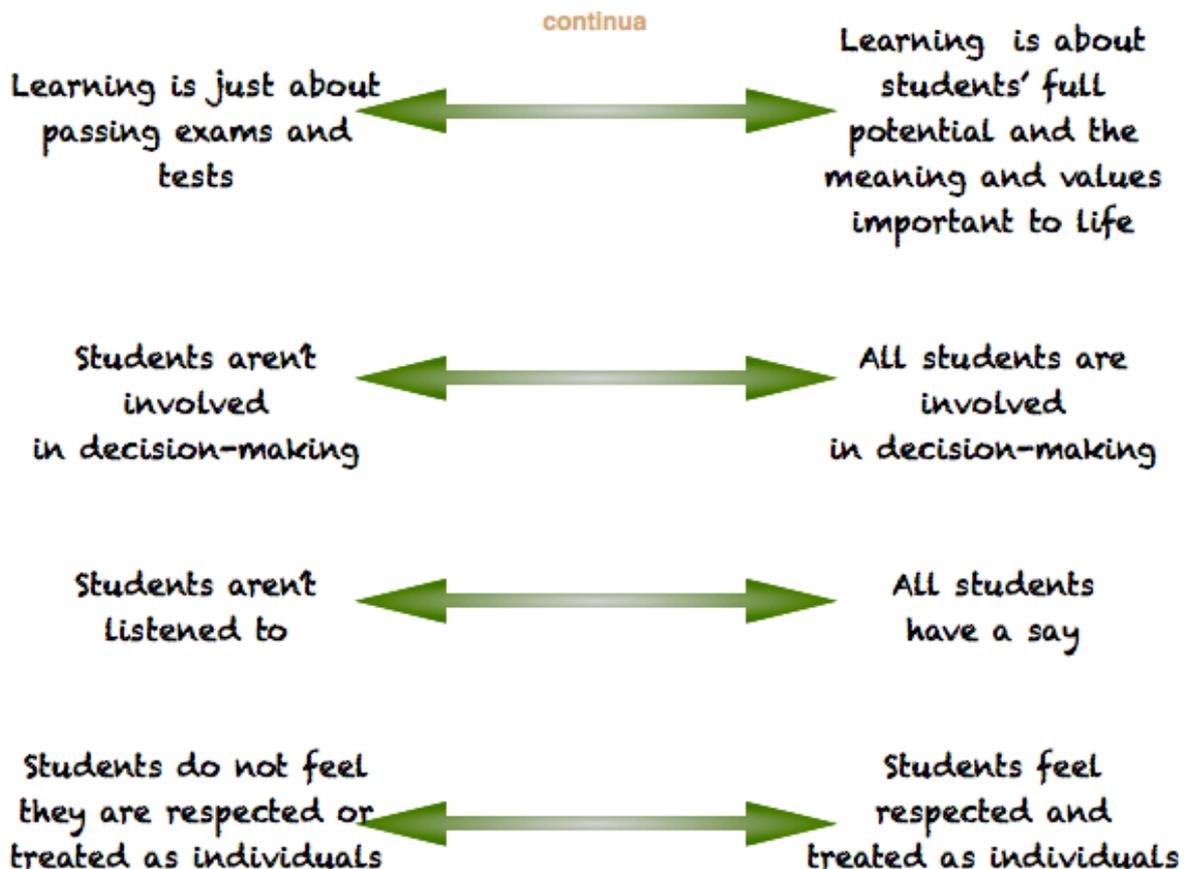
D. Condensed Degrees of Democracy Framework for Secondary School Students
(designed for Students as Researchers Conference, organised by a Ministry of Education in Canada in 2012)

DEGREES OF DEMOCRACY

Schools differ in how democratic they are. Some have strict hierarchies with power at the top; others choose to share influence and involve staff and students in their leadership and give them opportunities to express their views. Some schools take a narrow view of education concentrating on exams and tests; others give opportunities for students to learn as independent-minded young people able to develop all their capabilities and explore the meaning and values important to life.

Below on the left are four statements about a hierarchical school with a narrow view learning. On the right are statements about an ideal-typical school which is democratic and holistic in its view. Many schools operate between these two end points.

At what point along each of the arrows (continua) would you place your school?



E. Photo-essays of Group 1 (PhD, US)

PhD student	holistic meaning variables			
	principal organisational purpose	knowledge goal	method of creating knowledge	mode of learning
1	<p>photo: bridge showing olympic rings</p> <p>"The philosophy that drives the educational systems in my school has a sense of connection like the Olympic rings that are located in Sydney Australia. The organizational purpose is to teach children within standards and make them better citizens to be competitive in a global terrain for the future. Additionally, there is high value in the democratic principles supporting the overall grooming of a person for the future."</p>	<p>photo: collaborative meeting</p> <p>"There is an inherent desire to gain professional development from multiple sources. The picture above shows collaboration from three sources the Australian Distance Education Department, [name] University and [name] City Schools. Each of the partners has a diverse knowledge background in dealing with student learning positions and learning outcomes. 8/10"</p>	<p>photo: classroom scenes</p> <p>"The methods of teaching at my school are varied. This is the reason that I put this collage of pictures together. There are a variety of ways that content can be delivered and there are appropriate times for each of them. On the continuum, my school is a seven because there is a need for more opportunities for students to co create and be the experts on areas of knowledge. 7/10."</p>	<p>photo: children with interactive whiteboard</p> <p>"In my school, there is a wide variety of content specific as well as sensory objectives addressed in the education of our students. Students are engaged with technology as well as centers that focus on fine motor skills and relating hands on experiences to real life. An area of improvement would be to have all teachers consistently use multiple modes of learning on a daily basis. 8/10"</p>
2	<p>photo: wallchart showing national flags</p> <p>This welcome wall (located at the [name]) demonstrates the students' work and the learning and knowledge of surrounding countries. This picture falls closer to holistic democracy because the organizations' values to allow the students to express themselves through their art work. This picture represents the school's overall purpose of enrichment of students through personal growth.</p>	<p>photo: children's art board</p> <p>"These two pictures represent the students' creative and allows the students to be open with their feelings and expressions. The main purpose of this particular school is for the students' to build their self-esteem and assist them in making better decisions in life. On the continua this would be under holistic democracy because the students' are able to identify with themselves by understanding the important meanings of values and look more in depth within."</p>	<p>photo: bee-bot machines</p> <p>"Technology is evolving and being integrated in education. The two top pictures represent the enhancement of the use of technology in classrooms. The bee-bots are machines that are directionally programmed. The students will have to direct the bee-bot to a certain designation without it making an incorrect turn or in one programming. On the continua, this leads toward holistic democracy because each student is able to come up with their own individual direction with the bee-bots."</p>	<p>photo: open forum teaching</p> <p>"This picture represent an open forum teaching method with all the students in a circle wherever there is direct contact with each individual student. This also provides the students more interaction with each other because their ability to see every students expression and more access to speak with one another. This will fall under holistic democracy because this is informal in the education realm (not too structured)."</p>
3	<p>photo: empty classroom</p> <p>"I decided to include a picture of a classroom as a representation of substantive purpose. In addition to teaching standards, teachers at [name] High School are committed to teaching higher order thinking skills that prepare students to participate in a democratic society. Rating-High"</p>	<p>photo: two teachers</p> <p>"For my example of holistic knowledge goal, I chose to take a picture of 2 of our teachers who were taking a break from partaking in professional development dealing with inquiry based learning. One of the primary focuses of this particular workshop dealt with teaching students to empathize with those who have points of view different than themselves. I felt like this led to a perfect illustration of what I understand the holistic knowledge goal to be about. The school is making progress, but more consistency needs to be maintained. Rating-Medium"</p>	<p>photo: class teacher</p> <p>"I chose to include a picture of a teacher, who I consider to be the best history teacher we have at [name] High School to represent co-creation of knowledge across boundaries. I have had the pleasure of witnessing first hand how Mrs. [name] informs the students of necessary information, but also regularly transforms herself into a facilitator of learning by which the students become teachers, sharing views and constructing their own learning experiences. Unfortunately, there has not been near enough professional development on how to do this within our organization. I think the desire is there, but much progress needs to be made. Rating-low"</p>	<p>photo: sign to data room</p> <p>"For embodied learning, I have included a picture of what will soon be the data room at the new [name] High School. It will be the first data room [name] High School has ever had, and if utilized properly will allow the faculty and administrative team at [name] High School to experience learning in the fullest sense. Rating-TBD"</p>

- 4 photo: graduation "The College is committed to its students as it seeks to provide each with the skills to be productive citizens and inspire each student to demand excellence in all their endeavors."
- photo: music class "Students learn in a variety of settings including the traditional classroom. However, more engaged in learning occur in non-traditional, natural settings."
- photo: dance class "Students and teachers are actively engaged in creating and teaching."
- photo: students dancing and singing "Students learn using both left-brain and right-brain activities. These students are incorporating movement, singing and other aspects associated with both sides of the brain."
- 5 photo: university creed and seal "I will be evaluating [my department], but since the department is nested in the College of Education which in turn is nested in the University, in evaluating the organizational purpose I will take into consideration [the university] as well as the college of education's organizational purpose. The photo is of me posing with the university seal which was established in [year] and clearly values Research, Instruction and Outreach. The university creed is also represented on the slide and even though it is more of an individual pledge it represents what the university as an organization valued back in [year] which is the narrow matrix of success. The vision and mission of the university also shows a focus on success. It is not until you reach the college of education's mission, when you find mention of "collaboration, diversity and on going learning". In the [department] mission we finally reach "collaborative leadership and learning communities" "
- photo: teaching session and exam "Picture 1 is from the summer institute, which provides an opportunity for all graduate students to attend sessions with guest speakers and engage in meaningful discussions which provides opportunities for reflection. Picture 2 is of a Doctoral student going through her comprehensive exam. Our department values the acquisition of propositional knowledge, techniques and skills, and measurable progress, but also values and provides opportunities for holistic learning."
- photo: learning sessions "Picture 1 is of me delivering an online lesson that I created in collaboration with a colleague. Picture 2 is of members of the cohort sharing their findings in one of our classes. Clear sharing of views, expertise and information amongst networks of learners."
- photo: photoshop picture and ropes course "In picture 1, I made using Photoshop for one of my EDMD classes and picture 2 is of the cohort on the ropes course, these are two examples of individual faculty members attempt to embodied modes of learning, however this is not the norm and most of the modes of learning within the department focuses on the cognitive mode."
- 6 photo: mission and vision statements "This is a picture of the Mission and Vision Statements of the [name] City School System. These statements give our organization its purpose which is to create a learning environment where all excel. Rating = High"
- photo: school results "The images above are of the overall school results from the SAT and ARMT standardized tests. As sad as it may be, some schools are only concerned with students learning enough to keep their schools out of school improvement. Although I have only been involved with this school for less than a week, my conversations with my faculty tell me our school places an emphasis on these tests but other formative assessments such as AIMSWEB and STAR Reading and Math to get an idea of the growth of our students over the course of the school year. Rating = Medium"
- photo: visual reminders "Our teachers all have different ways they convey knowledge to their students. This teacher uses visual reminders in her teaching of prepositional phrases. She keeps these reminders visible throughout the school year so her students can refer back to them at different times. Rating = Medium"
- photo: school pond "In their study of ecosystems and watersheds, one of our science classes built a goldfish pond. This project-based learning assignment required the students to build and maintain the pond throughout the school year. The students were given the opportunity to not only learn science but also experience it in a real world situation. Rating = High"

holistic well-being variables

	community	personal	mindset
1	<p>photo: breakfast event for fathers and children</p> <p>"The picture above shows the commitment to community through an event called "All Pro Dad's" where fathers come in and have breakfast with their children and participate in relationship building activities. This is an activity that extensively helps to built between the home and school community. 9/10"</p>	<p>photo: bridge</p> <p>"As the bridge above, there is a level of connection with the faculty and staff at my school. Each strand of the bridge is important for the bridge to stay above the water as is the relationships that the faculty and staff build with each other. When there is a breakdown in the bridge, you could have a recipe for disaster, the same is the case for faculty staff relationships. 7/10"</p>	<p>photo: waterfall</p> <p>"As the water flows through the rocks and vegetation, each drop of water is independent and has it's own path to follow. The values and insights of faculty and staff are held in high esteem are requested often to support the growth of the organization. 8/10"</p>
2	<p>photo: boards displaying community contributions</p> <p>"This is a picture of all the community contributions that are made to [name]. This school was started from teacher contributions to assist students in their personal growth. This will fall under holistic democracy because of the diversity of the contributions from schools and individual donors and teachers."</p>	<p>photo: sports day</p> <p>"The pictures above represent a field day that is sponsored by the school which requires all the students to compete according to grade level. Every student must participate. This assist in the students becoming well-rounded individuals. This is an example of holistic democracy because the students have a sense of unity with themselves and others by realizing that they are able to compete with each other."</p>	<p>photo: class lesson</p> <p>"The picture the teacher is demonstrating and explaining the importance of dental hygiene. The school's mindset is for the students to understand the importance of a healthy body. On the continua, this will fall in the middle because this lesson is leading the students to become more critical about their well being in life and the importance of living."</p>
3	<p>photo: football team</p> <p>"For my example of organic belonging, I chose to include a picture of the high school soccer team. Extracurricular activities such as sports, band, and academic clubs allow for strong bonds to form within the groups. There may be an unintended consequence however, in that this does not always result in unity as a whole organization. There are those who do not get plugged in to any group, and thus get alienated. Rating Medium"</p>	<p>photo: guidance office</p> <p>"I chose to include a picture of our guidance counselor's office to represent connectedness. Our guidance counselors do a remarkable job of helping students not only find their individual strengths, but connect them to teachers and peer leaders who they feel can be beneficial to each individual student. I really can't say enough for the job these few people do with a school this size. Rating A"</p>	<p>photo: distance learning lab</p> <p>"For the example of democratic consciousness, I chose to include a picture of our distance learning lab. Our distance education teachers not only provide students with opportunities to take non-traditional courses online, they also utilize technology to connect with students in other parts of the world. One group of students here connected with a group of students in New Orleans after Hurricane Katrina hit. As our students were educated about the disaster, they learned concepts of promoting social justice and opportunities for project based learning arose from it. Rating A"</p>
4	<p>photo: awards presentation</p> <p>"Major General [name], Fort [name] Commanding General, presented certificates of appreciation to the ESCC Entertainers, as well as the individual members for a presentation performed on post. This is an example of the strong relationship between the College and the community."</p>	<p>photo: group photograph</p> <p>"There is a moderate sense of unity between the College and its stakeholders. There is still room for improvement."</p>	<p>photo: College presidents</p> <p>"Three of the four [name] State Community College presidents. The buck stops at the President's desk with very little input."</p>
5	<p>photo: student's office and with a colleague</p> <p>"Picture 1 was taken upon my return from Egypt after very tough times, you can see the warm "welcome back [name]" Banner placed at my work station by dear friends and colleagues you can also see the diverse decorations on the wall. Picture 2 is of [name] and me at New Orleans between sessions during a conference We really have rich relationships and strong affective bonds within our department, also cultural differences are respected."</p>	<p>photo: class in arboretum and colleague</p> <p>"Picture 1 is from the Arboretum during one of our classes Picture 2 is of [name] in Australia during the graduate students summer trip to promote cultural competence and exposure to different cultures. There is an effort to reach connectedness by some members of our organization however the entire organization is not there yet."</p>	<p>photo: conference roundtable sessions</p> <p>"Pictures 1 and 2 are from a round table discussion at AERA conference The department encourages participating in conferences; which promotes critical, independent thinking and cooperative activity."</p>

<p>6 photo: meeting room "This picture is a depiction of a space that is used for team meetings and problem solving meetings. Organizational members have worked very hard over the last year (according to past school leadership) to put their personal assumptions and biases aside during meetings in order to help with developing relationships based on mutual respect. That respect, as well as their overall professional relationships, have enabled the groups to have deeper conversations about students and learning. Rating = High"</p>	<p>photo: classrooms "All of our individual classes are a part of the overall school organization. Most teachers add their personal touch to their own classrooms which gives them a sense of connection to the organization. Rating = Medium"</p>	<p>photo: notice "This picture is a representation of the mindset we would like for our teachers to have on a daily basis. We want them to be aware that they are shaping and molding our organization's most precious members each day. There are reminders such as these in most teacher workspaces throughout [name] School. Rating = High"</p>
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power sharing variables

authority structure	spaces for participation	scope for participation
<p>1 photo: aboriginal spider "In the authority structure, there is some shared leadership as exhibited in the aboriginal artwork above where there are multiple legs intertwined into one segmented body that is lead by one head. 6/10"</p>	<p>photo: school staff "The picture above, depicts the varied inputs both internal and external that have been invested in my school. Each person has a voice about the direction of the school and the what's best for the student population 8/10"</p>	<p>photo: mountain top "The scope for participation is very open in that issues can come up in open discussion such as student achievement goals, use of funding, and input on incoming personnel. The insights provided are valued and are like this picture, the sky is the limit."</p>
<p>2 photo: entrance signs and reception area "The pictures in the diagonal path represents the formation of the [name] Education Department. The structure is hierarchical arrangement. This Department of Education falls completely under rational bureaucracy. These pictures displays the different levels of the education department."</p>	<p>photo: teachers' office "These pictures represent a departmental teachers' office. This office allows for much collaboration between all teachers in that department. This also gives these teachers the opportunity to share lessons plans and teaching tools. This is an example of holistic democracy because every individual teacher is open to all resources that are available by the department."</p>	<p>photo: teachers' lounge "This is a picture of a teacher's lounge and common area for meetings. The table is where the teachers and administration hold executive meetings. The executive meetings will fall under holistic democracy because every individual has a voice and the ability to voice their opinion on any matter."</p>
<p>3 photo: school principal For my example of flat authority structure, I chose to include a picture of my principal (who didn't want to be photographed) in his office. For the most part, [the principal] can be described as a delegator. He disperses power as he sees fit. He does not always do so equally, but is a proponent of lateral accountability. Rating-Med</p>	<p>photo: school gym "This is a photograph of gymnasium at the new [name] High School. The gym was build in mind to serve a great number of students in physical education classes, and will allow for participation of all students. Once finished, there will even be stations for handicapped students with special equipment. Rating-High"</p>	<p>photo: science lab "This is a photograph of one of the science labs at the new [name] High School. Students here will accomplish learning goals set forth by the teacher which ideally will correspond with the mission and vision of [name] High School as part of [name] County Schools. Learning goals and objectives can be met here, but greater accountability is needed overall to make sure higher-order issues are being addressed. Rating-Medium"</p>
<p>4 photo: administration building "Although there are times when input is sought, it appears as if many of the decisions are made in advanced by an elite group of individuals. In this photo is the [name] Administration Building."</p>	<p>photo: lecture theatre "Members of the organization are encouraged to participate in College activities. During General Assemblies, all members are allowed to speak openly and freely."</p>	<p>photo: collage of photos "Members of the organization are strongly encouraged to take the initiative to meet the mission and goals of their specific area. These initiatives usually receive tremendous support from the administration."</p>

<p>5 photo: department meeting and voting ballots "Picture 1 is from an EFLT meeting, while Picture 2 is for the Graduate faculty voting ballots . There are some democratic practices but the authority structure it definitely not flat. Students have more limited chances for participation."</p>	<p>photo: student ambassadors and school partners meeting "Photo number 1 is of the college of education website for graduate student ambassadors, spaces for participation are pretty much behind closed boundaries and there is not much room for actually influencing decisions for students. Photo number 2 is of a school partners meeting which represents a true example of collaboration, however decisions made during these meeting only influence partnership related issues and not general department issues."</p>	<p>photo: portfolio and evaluation form "Photo number 1 is of a faculty member's portfolio for tenure evaluation, it has a huge folder for Research a big folder for teaching and a smaller one for outreach and service combined [brings us back to the [name] seal research, instruction and outreach], the scope of participation in organizational democratic practices and decision making would be vaguely implied in the service section [no focus means lack of importance]. Photo number 2 is of an instructor's evaluation form. From my perspective as a student this is about all the scope of participation for me, instructors evaluation sheets at the end of the semester [summer excluded]"</p>
<p>6 photo: signs "The picture depicts the top-down structure of the school. In times past, the principal was the primary decision-maker with the assistant principal acting as the second in charge. Rating = Low"</p>	<p>photo: library "The most commonly used space by the faculty and staff at [name] Elementary is the library. It is the largest room in the school, outside of the gymnasium. Regularly held professional development meetings take place in this space. It allows for a larger group and enough room to move around in the event the sessions call for collaborative activities among groups. Rating = Medium"</p>	<p>photo: conference room "The conference room at [name] Elementary is a representation of a space where members of the organization participate in making democratic decisions regarding the operations of the school. Rating = Medium"</p>

transforming dialogue variables

	communication flows	key purpose of dialogue	engagement
<p>1 photo: teachers sitting in a circle "The communication flows very well within grade levels as identified with these teachers sitting in a circle representing the continuous flow of information. Where we could improve would be the communication among grade level such as in a vertical fashion. 7/10"</p>	<p>photo: Sydney Opera House "The picture here shows that you can see through the glass. However, you cannot clearly see through the glass. The purpose of true dialog is to have a two way communication. Previously in the scope for participation slide, I highlighted that any issue could be brought forward. Yet there is still work to be done to work on the issue once it is brought up and have a continuous dialog about the situation 4/10"</p>	<p>photo: man (with baby) playing didgeridoo "The picture above show the engagement that has an awareness of what is currently going on as well as what has happened in the past as what is needed to bring the two together for the betterment of the society at large. Even though there are people with the experiences of the past that would be beneficial to the school environment, there are not always involved at the school level. 8/10"</p>	
<p>2 photo: bulletin board "This bulletin board is filled with flyers in reference to different issues that are present in Australia's education realm. I think these posters will fall in the middle of the continua because every issue is not open for a discussion."</p>	<p>photo: drama room "These senior students are in their drama class preparing for their group dramatic presentation for their graduation exam. Currently, they are brainstorming on what and how they are going to present their play. In this situation, dialogue is very important because every individual has to have input on the final presentation. I think this falls under holistic democracy based on each individual has to have complete understanding of the production in order for it to be perform proficiently."</p>	<p>photo: students' art work "Students' art work are important to this organization. This school has pride in their students' work and are not ashamed to display it. These pictures will fall under holistic democracy because of the students' ability to express themselves and it be displayed in their own school."</p>	

<p>3 photo: new lunch room</p> <p>"This is a photograph of the new lunchroom at [name] High School. Perhaps no better place in the school allows for the free exchange of ideas to take place. Teachers and students let their guards down and are more themselves when the setting is considered free time. Rating-Medium"</p>	<p>photo: meeting table</p> <p>"For an example of dialogue with the purpose of transformation of understanding, I chose to include a picture of one of our conference rooms. It is in these rooms where parent conferences take place, often with teachers who have opposing views from the parents and students. The table is intentionally rounded as to create an equal atmosphere. The goal is always for all parties to leave with a greater understanding of each other. Rating-High"</p>	<p>photo: assistant principal</p> <p>"For the example of holistic engagement, I chose to include a picture of our assistant principal who will primarily be in charge of Educate [name], the teacher evaluation process at [name] High School. The process is intended not as judgment, but rather a professional development opportunity intended to advance all aspects of the teaching profession. Rating-Med"</p>
<p>4 photo: Blackberry phone</p> <p>"With the available technology there is the potential for two-way communication. However, this is not always the case."</p>	<p>photo: form</p> <p>"The College has room for improving its methods sharing of information in a timely manner. The lack of two-way feedback in the evaluation process has caused mistrust between the faculty and administration."</p>	<p>photo: book about the academic staff</p> <p>"The Fine Arts Division involves the entire staff in its programs. Each person is allowed to grow professionally, emotionally, and spiritually, as individuals and as one cohesive unit."</p>
<p>5 photo: varied meetings</p> <p>"Picture 1 is from the summer institute and represents multiple communication opportunity between educators of [the State]. Picture 2 from a class and represents multiple communication between peers Picture 3 from an IT work shop and it represents multiple communication between students and faculty. There are multiple communication flows within our department [name]"</p>	<p>photo: varied meetings</p> <p>Picture 1 students exchanging info and feedback during class Picture 2 Faculty trying to incorporate different sources of information during summer institute Picture 3 President [name] passing information during the summer institute. Mostly the key purpose of dialogue is passing information and feed back, there is an effort to incorporate different sources of information but our department haven't reached bringing back conflicting views.</p>	<p>photo: group photos</p> <p>Picture 1 is of me with the Leaders for social justice special Interest group at the AERA Picture 2 of my family , friends, Faculty members and me after receiving the outstanding international graduate student award I think the department provides some opportunities for holistic engagement.</p>
<p>6 photo: secretary's office</p> <p>"The picture is a representation of how information is communicated throughout the school. In the past decisions that have been made by school leadership are communicated to other members within the organization by the school secretary without input. Rating = Low"</p>	<p>photo: classroom doors</p> <p>"The picture is a representation of the teamwork and collaboration among colleagues that is required at [name] School. Our teachers work in teams of four. Each team member brings differing views, assumptions, and knowledge to the table each day during the team's common planning sessions. Their collective knowledge is a very important key in developing successful, engaging lessons for their students. Rating = High"</p>	<p>photo: classroom scenes</p> <p>"[name] teachers have made a concerted effort to engage students through the use of project based learning and cooperative group activities. Most teachers invest a great amount of time in planning engaging lessons that will benefit their students. Rating = High"</p>