

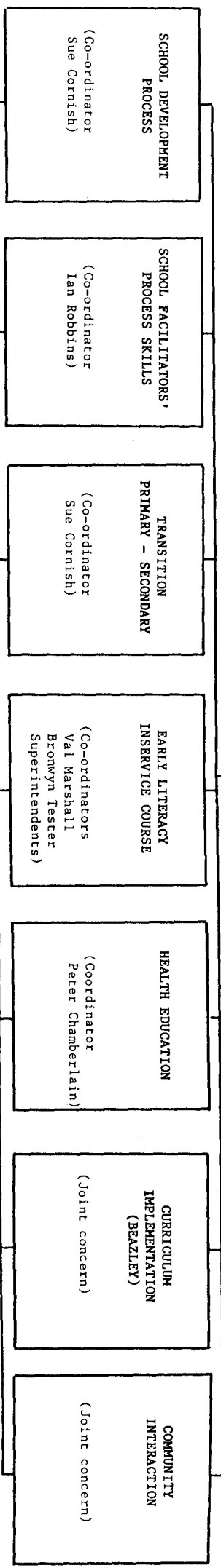
Regional Review file

METROPOLITAN NORTH-EAST REGIONAL PLAN 1986

B. Ambrose	SCHOOL DEVELOPMENT COMMITTEE
A. Melling	COMMUNITY PARTICIPATION
P. Hamilton DGO's	MANAGING STUDENT BEHAVIOUR
R. Bennetts J. Phillips D. Pugh	CARING SCHOOL ENVIRONMENT
P. Chamberlain V. Herbert S. Williams W. Reid, D. Pugh	PRIORITY SCHOOLS PROGRAMME
R. Bennetts J. Phillips	PARTICIPATION AND EQUITY PROGRAMME
D. Rodney	ABORIGINAL LIAISON
S. Cornish A. McManus	TRANSITION PRIMARY - SECONDARY
M. Fletcher	PRIMARY EXTENSION AND CHALLENGE
F. Harris D. Lynch V. Marshall	LANGUAGE
B. Tester	EARLY CHILDHOOD EDUCATION
V. Marshall R. Moen	LANGUAGE RESOURCE CENTRE
J. Wilks	EDUCATIONAL SUPPORT
E. Vallelonga	ENGLISH AS A SECOND LANGUAGE
D. Skidmore	MATHEMATICS
J. Jashari J. Neale	MATHS CENTRES
L. Johnson	SCIENCE AND SCIENCE CENTRE
R. Stewart	MIDLAND EDUCATION CENTRE
P. Fisher L. Young C. Scott	LIBRARY SERVICES
I. Robbins	REGIONAL OFFICE ORGANIZATIONAL SUPPORT
J. Pettitt	MORLEY SENIOR HIGH SCHOOL PROJECT
R. Miller D. Thornton B. Towler	GUIDANCE SERVICES DGO's AND GO's

ONGOING REGIONAL ACTIVITIES

SCHOOL DEVELOPMENT REGIONAL PRIORITIES



Regional Review file

REGIONAL PRIORITIES/INITIATIVES 1987

The following information should be considered with the continuing/modified/deleted details in the 1986 Regional Plan:-

1. Peer Support Project PEP (Wanneroo SHS initiative)
2. BLIPS
 - ELIC
 - MITEY
3. Leadership Development - Senior Masters
4. Professional Development (Schools Commission) to discontinue
5. Regional Professional Development
6. ESL to be modified
7. Community Participation MSD - uncertain
8. Caring School Environment Project completed
9. Mathematics Centre(s) Project to discontinue
10. Music Programme to be initiated
11. Morley SHS Project completed
12. English and Literacy Transition Years 3/4 Pilot Programme
13. Beazley Implementation - Unit Curriculum (top priority)
14. Transition Primary to Secondary to be modified
15. School Development Officers

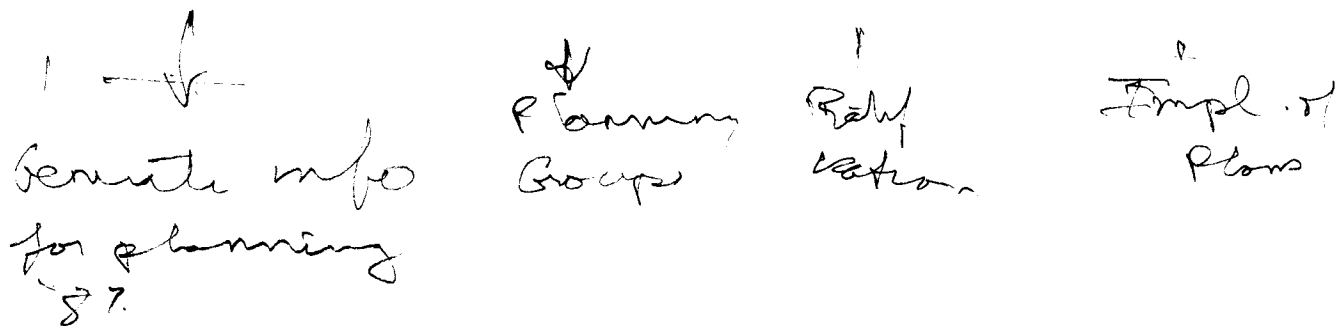
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Regional Review
3 mornings

Purposes: Day 1 & 2

- Gather Info -
- to make dec.
- Identify areas for dev.
- Support '87 planning decisions

- Programme will focus on
- areas strengths & concern
 - new director
 - reg'l priorities
 - RSS Area
 - Action to dev '87

Timeline



Questions
Factors that support
Hinder our work

Recommended Actions To
Develop Strengths + Alleviate
Concerns

Regional Priorities - Ongoing Support

file

REGIONAL REVIEW 1986

(INFORMATION FROM 26TH/27TH MEETING)

ACTION

Revision-Aims	R.S.S. - School Communication, NERO, Brochure etc.	Working Conditions - open plan	Courses for schools - leadership, School Development, Self Esteem/Pastoral Care	Survey School Needs and R.S.S. Review Earlier (i.e. Aug 1987) (including Regional extras allocation and resources)	P.D. Inservice/Regional Advisors - induction, ongoing Facilitation, unit curric., Comm. Part., Curric. Imple., Eng./Lit., Trans. Ed. Supp Integ. R.S.S. meet., comm., resp. etc revis	Visual Communication	H.O. & R.O. Communication-finding out directions	Regional Priorities/Cell Structure
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RATING

2	10	0	21	20	32	2	5	15
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RANKING

7	5	8	2	3	1	7	6	4
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WORKING PARTY

* CO-ORDINATOR

*Jill Sue Peter	*Bill Alison Ian Laurie Helen Bronwyn		*Ian Don P Jeff Barry Steve Jan Rob	*Mike Don P Fred Faye	*Denise Don P Ian Vanessa Alison Jan Bill Rob	*Jeff Ian Don P	*Fred Denise S Jeff	*Ian Mike Bronwyn Denise Faye Denise S Val
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P.D./INSERVICE REG. ADVISORS
 - INDUCTION
 - ONGOING
FACILITATION, UNIT CURRICULUM, COMMUNITY PARTICIPATION, CURRIC., ENGLISH/LITERACY TRANSITION ED SUPPORT INTEGRATION, IMPLEMENTATION.

- Inform the RSS team regarding Lang. 3-5 schools and proposed programme.

- Arrange P.D. for RSS staff on Unit Curriculum.

- R.S.S meetings, communication, responsibilities etc revised.

- Full information on unit curriculum with the opportunity to participate in issues debate.

- An M.S.D. to take on the responsibility of co-ordinating the in-servicing of other M.S.D.'s on new initiatives - Not the same person all the time.

- Provide an early opportunity to clarify specialist/generalist role.

- Mid-year Review = planning (late August)
- End of year Session = Review of operations.

- Design PD programme focussing on process skills.

- Continue "buddy system" for new advisors.

- Look at the most effective mode of implementing new curriculum.

- Provide appropriate programmes to develop R.S.S. facilitation skills. (Management team).

- Continue Concerns sessions at RSS meetings.

- Professional develop to provide info. and skills to enable advisers to be effective in work with school e.g. Unit curriculum, Ed. Support Integration.

- Retain soc 1 committee/calendar and pink flamingo.

- Induction - a process which allows the group (old & new) to debate and internalize issues. (?H.O. induction)

- Information on degree of uptake of community participation.

- Group needs to be informed regarding the whole Unit Curriculum concept. ASAP

- Facilitating and problem solving skills to be an on-going focus for both schools and R.O. personnel.

- Professional Development of MSD's.

- For working party to update Regional Administration Files.

- R.S.S. meeting structure to encompass feedback on processes people are involved in (not the 2-min report) but an occasional focus.

- Include "fringe dwellers" on all mailing lists, channels of communication, etc.

- System of committees to aid planning e.g. Management, Social, Language...

- What Advisory Staff need:
 Inservicing in - interpersonal skills
 - facilitation skills
 - time management
 - metaplan skills

- Discuss non-participating schools - R.S.S. Strategies.

- Take up of new initiatives and responsibilities by advisers at school level e.g. integ. of ed. supp. unit curriculum etc

- Develop further the communication network necessary to improve generalist (cell adviser) support of the specialist at initiating and follow up stages of contact.

- Formal induction meeting - document investigation, etc.

- Sheet of "1 liners" for R.S.S. report - not elaborate written report.

- Arrange for regular information sessions for English/Lit. 3/4 transition.

- P.D. for RSS team - Process Skills.

- MSD's must be informed - accurately and promptly.

- Information for RSS on B.L.I.P.S submission and Literacy 5-3 focus.

- PD session on Unit Curriculum.

- Train all regional support staff to take up the initiative of Community Participation (Someone needs to take responsibility for this in-servicing)

- Make provision at R.S.S. meetings for forward planning information to be shared ("Planner").

- Arrange professional development for MSD's to allow effective S.D. workshops.

- Streamline teams meeting into RSS communication.

LEADERSHIP COURSES, S.D. COURSES, SELF ESTEEM / PAST. CARE FOR SCHOOLS

- Run workshops for new principals, deputies senior masters/mistresses and key personnel on school development.

- Develop workshops for targeted groups in School Development.

- Ongoing workshops for school facilitators/ principals.

- Construct "leadership skills" workshops (ongoing) for principals/deputies.

- Regionally based i/s in S.D. and F.P.S. for admin. and teachers in primary and secondary.

- Address: Induction of new and/or graduate teachers to regione. workshops, "checklist" for Principals?

**REGIONAL PRIORITIES / CELL STRUCTURE
ALLOCATION PEOPLE COMMITTEES WORKLOAD**

- Identify the needs of the schools from the schools - before Regional Review/ Regional Priorities set.

- Canvass schools for their top priorities before the late August planning review - in order to develop Regional priorities.

- Survey schools to establish our direction.

- Recommend Regional Extra to Language to use in trialling.

- Jeff's vision of a Regional profile.

- Work in selected cell schools - network outwards on year 3/4 transition.

- Work in selected cell schools- network onwards K-2 Language in mathematics/ELIC maintenance (catch up).

Science adv. becomes science/maths - in light of MITEY project running for 1 year

- linking of maths/long thru this prog. will provide additional resources to long and early childhoos area.

- Distribute diaries for the next year in October.

- Investigate the links between support group cells e.g. guidance - R.S.S.

- Survey R.S.S. for real and not perceived needs (primary and secondary) for P.D. sessions.

- Use of regional extra in music - is it supporting an initiative? Complementing other priorities???

- Ensure cell schools reflect project schools.

- Form working party to organize 1987 cells.

- Commit the resources of the Region to our identified priority areas.

- Make self esteem a regional priority and appoint a regional extra to work in this area.

- Reconsider role of regional extra - query music?

- Take up the notion of canvassing schools to determine the resourcing of priorities. Where did Music come from?

- Planning priorities in relation to MSD's special tasks so as to minimize time constraints and unreal expectations.

- Share positive feedback from all sources with team a.s.a.p.

SURVEY SCHOOL NEEDS AND R.S.S. REVIEW EARLIER
(e.g. AUGUST 1987)
INC. REG. EXTRA ALLOCATION AND RESOURCES

- Compiling overview of events in schools to facilitate school based yearly planning.

- Establish regional priorities that can be developed and maintained well considering resources of personnel and funds.

- Hold the "review" before decisions are made on appointments (advisors, regional extras) for the next year.

R.S.S. - SCHOOL COMMUNICATION INC. N.E.R.O. BROCHURE COMMITTEES FUNDING

- Continue N.E.R.O.
 - a good "in" for advisers
 - increase secondary input
 - retain advis. responsibility for finding articles

• N.E.R.O. Newsletter - distribution secondary inset, teacher needs vs our needs, committee to investigate.

- Replace personal R.S.S. brochure / teacher with staffroom poster include:
 - name
 - phone number
 - photo???

• Communication to schools and R.S.S. re P.D. funding for 1987.

• Form working party to consider methods of R.S.S.

- school communication - "N.E.R.O.", Brochure, Videos.

• Advisors make early personal contact with teachers new to their cell schools.

• Clear statement to schools of services, and personnel to be cont... from R.O. for 1987

H.O. AND R.O. COMMUNICATION
FINDING OUT DIRECTIONS

- A review of the relevance of the programme for H.O. P.D sessions.

- H.O. directions - How will they impinge on our operations for 1987?

- In the new H.O./R.O. relationships work towards strengthening channels of communication.

REVISION AIMS

Revision of aims of R.S.S. (Jack will not head the committee).

VISUAL COMMUNICATION

• Design a visual means of communicating MSD's operations in schools.

• An overall profile of the Region (individual schools profiles as part)

JEFF

WORKING CONDITIONS - OPEN PLAN

Increase awareness of the distracting effect of "gossip" in an open plan office.

WHAT ARE THE FACTORS THAT SUPPORT OUR WORK AND CAN BE IDENTIFIED AS STRENGTHS?

- R.S.S. team spirit - based on freedom to share problems and successes.
- Team work.
- Endorse strengths from mid year review.
- Positive attitudes.
- Motivation of staff.
- Develop facilitation skills in School Personnel and Independence.
- School development schools having a focus for professional development.
- Self-Diagnosis and planning by School Committees.
- School Development Goals.

WHAT ARE THE FACTORS THAT HINDER OUR WORK AND CAN BE IDENTIFIED AS CONCERNS?

- specialist/generalist dilemma - can only react to school's needs - no time to be pro-active.
- Potential to encourage dependence on Regional Office staff for tasks that should be school responsibilities.
- Lack of time - no time for consultation with classroom teachers.
 - no time for classroom teachers to be actively involved in planning/implementation.
- Too many competing concerns - teachers can't cope with range of demands in terms of S.D. - as well as to teach!.
- Poor morale of some school staff.
- Limited view of "Education".
- P.D. demands = 20% of time.
- Need for additional management skills.
- Lack of creativity.

2

- [● Peer support physical and intellectual.
- [● Other people to refer to get needed information from suggest teachers content.
- [● Highly professional expertise provided by team when working on joint projects.
- [● Sharing of ideas and processes, approaches. When a particular school is involved because you're not the only person who knows that school.
- [● Support available from other R.S.S. members - right from the top - down.
- [● An expectation of good service provided by the region.
- [● Working with schools where rapport/credibility has been established.

- Head Office 1987, R.S.S. cell, Specialist.
- Cell schools and R.S.S. advisor having a similar interest.
- Head Office uses and abuses good will of R.S.S. Comes up with priorities - "The regions will do it" But no "readies".
- Lack of knowledge from "Head Office" of the needs, expectations, demands of schools on Reg. Resources.
 - Mismatch of what is to be and what Needs to be.
- In-House continual development of Regional Personnel.
- Lack of understanding of school development by some schools.
- Lack of information, knowledge of all R.S.S. members on operation of certain other R.S.S. personnel.
- Greater demand on time, resources, personnel. Too thinly spread at times - need consolidation.
- Maintenance of process skills. When working in schools.
- Lack of communication school staff, Principal and advisor.

(2+3)

WHAT ARE THE FACTORS THAT SUPPORT OUR WORK
AND CAN BE IDENTIFIED AS STRENGTHS?

- Lets me know what is happening in this region (vital for Head Office people).
- Awareness of others: skills, programmes, leading to potential for integration and joint effort.
- Effective Professional Development H.O. and NERO.
- United approach to Regional Priorities - not just your "baby".

3.

- Access to Discretionary funding - relief days.
- [● Shared concerns.
- [● Support of other professional staff.
- [● The co-ordinator team approach.
- [● High morale of MSDs (Group) - "Team spirit".
- [● Group support for individual efforts.
- [● High morale amongst R.S.S. team.
- [● Supportive people to work with/for.
- Generalist role - being involved in number of tasks.
- The degree of expectation is high - the N.E. Region has a reputation of being innovative.
- Respected by clients.
- [● Getting to know some schools and their staff relatively well.
- [● Ownership of a cell of schools.
- [● Staying with the same cell school over period of time.
- [● Being identified in the schools as "their "cell" person".
- [● Local knowledge (advisers know their way around).
- [● Competency of personnel.

WHAT ARE THE FACTORS THAT HINDER OUR WORK
AND CAN BE IDENTIFIED AS CONCERNS?

- Time to service large number of schools (greater link with RSS important - depends on tugs on other directions).
- P.D. still missed the mark.
- Need for continual contact with other people working in schools which you are working with.
- Not effective Professional Development H.O. and NERO.
- Coordination of resources available to individual schools.
- Role not defined in relation to Regional S.S... not able to utilize resources efficiently.
- Difficulties in coping with an open plan office.
- Feeling of "guilt" about some cell school needs because of specialist responsibilities.
- Concerns about personal status vs common goals.
- [● Head Office bedouins (unplanned ambushes).
- [● Head Office Influences -
 - [o Delays in decision making.
 - [o Priorities.
 - [o Functions Review.
 - [o Funding.
- [● How fears are needlessly fueled by inconsistent Head Office actions. (planned and unplanned)
- [● Head Office - low morale on us.
- [● Lack of provision of resources to support H.O. priorities.
- [● Functional Review -
 - [Communication of findings seen to be by word of mouth in an ad hoc manner. Planning for 1987 therefore seems to be a problem.
- [● Schools which see our No 1 (or 2) priority as their No 18.
- [● Schools in which one works that are not far down the track in school development.
- R.O. concern with "process" vs school concern with 'product'.

(3+4)

WHAT ARE THE FACTORS THAT SUPPORT OUR
WORK AND CAN BE IDENTIFIED AS STRENGTHS?

- [● Validation of ideas and actions through discussions.
- [● Democratic thrashing out of issues (e.g. School Policy)
- [- sense of "issue" not "status".
- [● Sounding board for ideas and directions.

- [● Co-ordinated/Planned.
- [● Information sharing amongst the R.S.S. team.
- [- "keeping aware".
- [● Sharing of subject strengths.
- [● R.S.S. meetings to share information.

- [● Flexibility in use of working time - ability to plan, investigate, follow-up.
- [● Lot of prof freedom - i.e. "Room to move prof."
- [● Encouraging ideas, innovation and professional freedom, allows for maximum "ownership", involvement "Risk taking".

WHAT ARE THE FACTORS THAT HINDER OUR
WORK AND CAN BE IDENTIFIED AS CONCERNS?

- [● Principals who espouse school development but in fact work the other way.
- [● Obstructive Principals (will not debate/discuss the issue with whole staff).
- [● Principals whose words of agreement don't match their actions.

- [● Communication.
- [● Lack of communication - direct and to the point.
- [● Lack of communication at times amongst R.S.S.
- [● Difficulty in achieving total (expectation too high) co-ordinated effort in a school between all advisory services.

- [● Taking on too much.
- [● Expectations from schools that they all deserve at least one bite (or ½) of the cake.

- [● Pupil free days at the same time.
- [● Pressures of time.
- [● Expectations from schools that they all deserve at least one bite (or ½) of the cake.

4

- [R.S.S. - Personal
- [● "Team Spirit".
- [● Close Interaction.
- [● Sharing: ideas Expertise.
- [● Support from and communication with others in R.S.S.

- [R.S.S. - Management
- [● Networking: Support, information.
- [● All levels are supportive.

- Variety of skills.

- [R.S.S. - Schools
- [● Ease communication schools - Reg. Office e.g. requests needs,?'s, etc.

- [R.S.S - Communication
- [● Interactive communication with fringes.
- [● Communication between advisors not always aware of what's going out with others. How?
- [● Communication - sub-committees
- [- priorities
- [- isolation
- [● R.S.S / G.O. cells.
- [● Support of newies to "generalist" role.
- [● Communication i.e. Induction of new members during the year.

- [School Relations
- [● Communication at classroom teacher level?
- [● How much responsibility for school development?-cell schools.

(4+5)

WHAT ARE THE FACTORS THAT SUPPORT OUR WORK AND CAN BE IDENTIFIED AS STRENGTHS?

WHAT ARE THE FACTORS THAT HINDER OUR WORK AND CAN BE IDENTIFIED AS CONCERNS?

- [CONT... R.S.S. - Schools
- [● Facilitation role with schools.
- [● Rapport with particular schools.

- [R.S.S. - Professional Development
- [● Being up to date with progress on new materials and publications.
- [● Ability to grow in the role of "Consultant".
- [● P.D. support esp 'generalist role".
- [● Professional Development.
- [● High standards of Prof. Development.

- [CONT... School Relations
- [● Schools not participating in the R.S.S.
- [● Am I doing enough in my cell school - how do I know? Feel I could do more, but what?
- [● What worth do schools see in the R.S.S.?
- [● Re active role.

- [Role Conflict/Time Management
- [● Commitment to R.S.S. - Prof....
- [● Setting priorities - time - service demands
- [● Conflict between commitment to cell schools vs specialist role - time management.
- [● Conflict between commitment to cell schools vs specialist role - how schools see our expertise.

5.

- Effective use of R.S.S. personnel.
- Team spirit.
- Co-ordinated approach at all levels.
- Cell organisation.
- Development of rapport with cell schools.
- Facilitator/ Consultant role.
- Positive feedback from "consumers".
- Regional identity, image and presence.
- Innovative approach.
- Regional leadership.
- NERO publication.

- Conflict between cell responsibility and specialist role.
- Diminishing P.D. funding.
- Maintenance of Regional identity, image and presence.
- Sub - group Co-ordination.
- Resource distribution.

Group 1

REGIONAL PRIORITIES

- Peer support project.
- Unit curriculum.
- Music.
- Creative lang. person (P.S.P.)
- Language 3/4.
- M.I.T.E.Y

Group 2

- School Development Process.
- English and Literacy.
- Unit Curriculum.
- Community Interaction.

Group 3

- School Development Process
 - principals and deputies
 - senior masters
 - senior assistants (Class II)?
incorporating facilitator's process skills.
- Unit Curriculum Years 8 - 10
 - Transition 7 - 8.
- Community Interaction.
- English and Literacy 3/4.
- (D)-Philosophical Debate with Principals re school development → (S)-Skills for intending facilitators
→ (F.I.)-Facilitate Issues → **ACTION**

ONGOING SUPPORT

- Facilitators' Process skills.
- School development.
- Comm. Participation.
- Science transition.
- Transition 7 - 8.
- Health - maintenance.
- Maths centres - maintenance.
- E.L.I.C. - maintenance.

- Mitey.

- B.L.I.P.S., E.L.I.C. (Early Childhood Document) and M.I.T.E.Y.
- Health Education.
- Peer Support Programme.
- Music Programme - Regional Extra.
- Regional Professional Development.

REGIONAL PRIORITIES

Group 4

- LANGUAGE 3 to 5. (using ELIC philosophy & practise - BLIPS)
(E.C.E. - Co-ord. Committee)
- UNIT CURRICULUM
 - Beazley - implementation.
 - Transitional (S.D.C.'?)
- PRIMARY ENGLISH SYLLABUS.
- SCHOOL DEVELOPMENT
 - Management Skills
 - Leadership skills
 - Primary and Secondary (S.D. Task Force)

Group 5

- School Development Process and Facilitator Skills
 - leadership development.
 - personnel deployment.
 - financial management.
 - community resource utilization.
- Unit Curriculum and Transition.
- Literacy 3 - 5.
- B.L.I.P.S. K-3.
- Community Interaction.
- Self-Esteem in the School Community.

ONGOING SUPPORT

- Music Regional Pilot Programme. (4 S.H.S. & contributing P.S.'s)
- E.L.I.C. top-up K-3 (BLIPS)
(Roz Steele)
- Health Ed. Syllabus (Rob Stewart)
- Community Interaction.
- Transition 7 - 8 (See Unit Curric. - Reg. Priority)
- Counselling - for Unit Curriculum...
- Regional P.D. (Government schools only) - (Noreen Biffin)

All other priorities to be continued except ...

- Maths Centres
- Morley S.H.S. proj.

- Community Interaction.
- S.D. Committee.
- Managing Student Behaviour.
- P.S.P.
- P.E.A.C.
- Aboriginal liaison.
- ELIC Support K-3.
- Ed. Support?
- Science and Centre.
- Reg. Office Org. Support.
- Unit Curriculum and Transition.
- P.E.P. Support.
- Midland E.C.
- B.L.I.P.S.
- Language.
- Mathematics.
- Language R.C.
- Library Services?
- Music Support.
- Guidance Services.

What tasks, activities etc. should we engage in to achieve the aims?

What should be the AIMS of the Reg. Office (R.S.S.)?

Group 1

- Identify needs of clients.
- Workshops - administration, teachers, parents.
- Train school facilitators.
- Establish regular contact with schools
 - Year meetings
 - E.C.E. workshops
 - N.E.R.O. newsletter
- Assist schools in writing submissions.
- P.D. of advisers - related to regional priorities.
- Co-ordinating broader contacts in the field - visiting specialists from interstate overseas.
- Use 'regional extras' for school based projects and to support regional priorities.
- Support to principals/executive staff in leadership roles.
- Provide support to graduate teachers; teachers new to region.

Group 1

- The needs of client groups and undertake a leadership role by - (add phrase).
- Clarify "curriculum planning".
- Combine aims 2 and 6 in one statement. Include the terms "implementation", "monitoring" and "evaluation".

Group 2

- List of Aims (7) is too long and should be more precise.
- Aims need to include input into Head Office initiatives - policies, - curriculum development.

- ②
- Meeting and Planning with Project Teams.
 - Seeing where new initiatives fit into submissions.
 - Revise format of NERO Newsletter - shorter, focus on 'What's Happening'.
 - Group work, organization and presentation.
 - Look at implementation of curriculum at P.D.
 - Understanding new initiatives.
 - Continue N.E.R.O. Newsletter - More emphasis on what is happening in other schools, programmes being undertaken, implementation of Regional Initiatives/Priorities.
 - Inservicing of M.S.D.'s on new curriculum material. e.g. Health Syllabus in 1986.
 - Making sure teachers are cognized of all implications of change.
 - Format for M.S.D.'s to keep abreast of what other M.S.D's are doing - Projects in schools.
 - Project teams/Interest Groups report regularly to R.S.S. M.S.D's.
 - effective Library use by teachers for children.
 - Helping schools uphold/amend library systems.

Group 3

1. Explanation of "curriculum planning".
3. Linked to 1.
6. Insert "planned, coordinated" before "implementation of initiatives..."

Group 4

1. Drop word "planning", use "development."
4. Add..."with schools".
5. Delete "readily accessible" and "facilities".
8. R.S.S. for R.S.S. members "support"/encouragement.

- ④
- P.D...(lots/loads of..)
(Process Skills) nitty-gritty-practical, needs based.
 - Management committee to ensure functioning of R.S.S. Meetings, P.D., Reviews.

Group 5

- Include all present aims.
- Add to aims R.S.S. self support and P.D. (including morale maintenance).

- ⑤
- School visits. Cell contacts.
 - Acquire facilitation skills.