

A case study on introducing Invitational Education (IE)
(a school development initiative) to a secondary school
and to evaluate and understand
the change process, effectiveness and implications
for future school development work

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*A dissertation submitted to the University of Bristol in accordance with the requirements
of the degree of EdD in the Faculty of Education.*

March 2007

Abstract

The dissertation reports on a case study of the introduction of Invitational Education (IE) to a secondary school in Hong Kong. It looks especially at the impacts on Year 1 students, staff and school as a whole and discusses how these changes were being brought about. This is a very timely study for the Hong Kong educational development as schools are actively seeking ways to improve and develop in the context of education reforms in recent years. Through this case study, I was able to experience the systematic stages that an effective school development process had to go through. Many positive impacts on the Year 1 students, teachers and the school culture as a whole were witnessed in the year under study. The Invitational Education initiative though developed in the West, was found to be relevant to the local settings and the case study school experiences could help to plant its 'roots' in the Eastern school soil. The binding together of the literatures on school improvement, effectiveness and change management have provided the guiding theories and framework for the whole study. The experiences and the data collected in the school development process also enriched the findings and theories of the research. The case study design for this research suited the needs and resources of the school and the study respectively. Reflecting on the study, there were some concrete measures that could be added to substantiate the research design and keeping the balance of my dual role in the study was a challenge to the success for this study. Further research areas and recommendations for the case study school and other schools are proposed to strengthen the existing findings in the study in order to develop an effective and comprehensive school development process in the long run.

Dedication and Acknowledgements

I wish to dedicate this study to my family especially my wife, Juliana who has been so supportive, enduring many extra work and effort in raising the family and walk an extra mile to shoulder many demands from the kids. As for the kids, they had been very patience and always cheer me up for the work and encourage me to continue till the finishing line.

I also wish to acknowledge the great effort, insights and unfailing support given to me from my supervisor and mentor, Ms Agnes McMahon for the completion of the dissertation. She has provided encouragement and advice throughout the process of study. Her advice is always timely, useful and enlightening. I feel blessed to have had the opportunity to work closely with Agnes who is so dedicated to academic studies and care about her student to achieve in an inviting way.

I am very grateful to the opportunity to be able to pursue the study with the Buddhist Tai Kwong Middle School where I serve as the School Development Officer. The school principals, Mr. Hong Po-sum and Ms Grace Kwok as well as many of their wonderful teachers especially the Year One group had been so inspiring. Their dedication to education and commitment to develop an inviting school is very impressive. They had helped me to visualize how Invitational Education (IE) could be put into real practices.

Last but not the least is my professor in Invitational Education and life, Dr William Purkey. My personal encounter firstly with him in the University of North Carolina, USA and later in numerous projects in promoting IE in both the US and Hong Kong had made me realized IE is not just an impressive educational ideals but is an attractive way of life. The pursuing of this study had been an inspiration from Dr Purkey and the journey of this study had helped me to grow both personally and professionally.

DECLARATION

I declare that the work in this thesis was carried out in accordance with the Regulations of the University of Bristol. The work is original except where indicated by special reference in the text and no part of the thesis has been submitted for any other degree.

Any views expressed in this thesis are those of the author and in no way represent those of the University of Bristol.

The thesis has not been presented to any other University for examination in the United Kingdom or overseas.

Signed

Date

List of table and Instruments used in the Study

Table 1: Data Collected in the study

Instruments used:

1. APASO (2001) Self-concept Questionnaire for S1-7. The Education & Manpower Bureau: The Government of the Hong Kong Special Administrative Region
2. Inviting School Survey (2004) International Alliance for Invitational Education
3. Questionnaire: Teachers' views about the school (2003) The Education & Manpower Bureau: The Government of the Hong Kong Special Administrative Region

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