Inviting Schools in the United States of America and Hong Kong: An Appreciative Inquiry

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Abstract

This article is a follow-up on a previous quantitative study (Steyn, 2007) which explored key aspects that influenced the effective implementation of Invitational Education (IE) in schools in the United States of America (US) and Hong Kong (HK). This is a qualitative study in which an appreciative inquiry (AI) is used to explain staff's positive perceptions of professional development (PD) programs on IE and strategies in which IE can be implemented. The findings explain how the first three phases of AI: discovery, dreaming and design manifest in the study. The following categories and subcategories emerged: The best practices (The role of leadership: setting the tone; the role of teachers: necessity to be actively involved in IE); and Dreaming and designing: recommendations for effective strategies to implement IE.

Introduction

The quality of teaching and learning depends on the professional development (PD) of teachers (Moswela, 2006; Van Veen & Sleegers, 2006). Furthermore, PD of teachers is regarded as a necessity for schools to intentionally care for learners for the sake of their improved performance. Successful PD is that which is embedded in daily practice, needs based and linked to learner needs, tailored to meet the specific circumstances or contexts of teachers and sustained over a period of time (What is Professional Learning, n.d.; Lee, 2005).

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The International Alliance for Invitational Education (IAIE) endorses invitational education (IE) as an approach which effectively enhances the schools culture (Asbill & Gonzalez, 2000) and which could lead to improved student performance.

School accountability standards in the US have increased a great deal in the US as a result of American legislation, in particular, the No Child Left Behind Act (NCLB) (West, 2005; Burns, 2007). This Act emphasise the improvement of academic performance of disadvantaged students, increasing teacher quality, moving limited English proficiency among students to English fluency, encouraging informed parental choice and programs, supporting safe schools, raising funding for Impact Aid and promoting freedom and accountability (United States Department of Education,

2002). Although increased accountability succeeded to improve the quality of schooling it has put added pressure on the functioning of schools to meet the set standards (Burns, 2007). The Act has been criticised because its measurement system compares student performance against certain state-determined criteria (West, 2005). In its place other measures of school performance that promote individuality and self-expression have been suggested (American Culture, n.d.). While state mandates may impact the implementation of IE, Steyn (2006) and Steyn (2009) show that inviting schools have succeeded in making caring a key focus since IE can operate within state mandates.

British colonial rule ended on July 1 1997 when China regained control of Hong Kong (HK). Since them HK has endeavoured to develop and assess the education school system under the banner of 'life-long learning and all-round development' (Postiglione & Lee, 1997; Sweeting, 2004). For educationists in HK the teaching force is vital for school development and teachers' promotion of professional standards through continuous learning and development. Many major changes in the school system occurred to prepare students in addressing the demands and challenges resulting from globalisation and the knowledge economy (Law, 2006). According to the Education Commission (2000) the Reform Proposals for the Education System in Hong Kong attempts to develop an education system with the guiding principles: student-focused, 'no-loser, quality, life-wide learning and

society-wide mobilisation (Fok, 2001; Reform of the Education System in Hong Kong: Summary, 2001). An education officer from one of the four Regional Education Offices (REOs) of the Education Department (ED) believes that "much untapped potential of students could be developed if a school adopts the IE approach. This theory ties in very nicely with the recent emphasis for educational reform in Hong Kong."

The literature review consists of a conceptual framework which centres on Invitational Education (IE) and the social learning theories. The conceptual framework aligns with the theoretical framework, appreciative inquiry that I choose to guide the descriptive study.

Conceptual Framework

Invitational Education (IE) Philosophy

IE as philosophy is regarded as "a collection of assumptions that seek to explain phenomena and provide a means of intentionally summoning people to realize their relatively boundless potential in all areas of worthwhile human endeavor" (Purkey, 1992, p.5). Essentially it focuses on the whole school and endeavours to "make school a more exciting, satisfying, and enriching experience for everyone – all students, all staff, all visitors" (Purkey & Novak, 2008, p.19). Within this philosophy there are key assumptions which intend to advance the development of human potential. These assumptions (Kok & Van

der Merwe, 2002; Novak & Purkey, 2001; Purkey & Siegel, 2003) are:

- *Respect.* According to this assumption every human being is an individual of worth (Day, Harris, & Hadfield, 2001) which supports the belief that everyone "possess worth and value and should be treated as such" (Burns, 2007, p. 120). In Tao, a Chinese philosophy, respect is considered as a key principle that believes that respect 'maximises respect', and that it leads to harmony in people's lives and work (Dreher, 2002). In essence the NCLB legislation also supports this IE assumption.

- *Optimism.* People possess untapped potential for their development and growth (Day et al, 2001).

- *Trust.* To promote empowerment and interdependency education has to involve everyone. This assumption emphasizes the "confidence in the abilities, integrity, and responsibilities of ourselves and others" (Purkey & Siegel, 2003, p.12).

- *Intention.* It is a decision to intentionally to achieve and carry out a set goal and to act in a certain way (Day et al, 2001).

Social Learning Theories

According to Doring (2002, p.7) the "associated emergence of a "team culture" with an instrumental function of improving teaching and learning becomes a key component of professional growth" Moreover, when staff members learn collectively, they are in a much better position to react to external challenges. The notion is therefore that individuals learn together in a collective

system where the learning of one person/group is expected to impact on the learning of others in the organisation (Small & Irvine, 2006). The social learning theory is based on the following assumptions (Wenger, 1999):

- People are social beings – a fact that is a core aspect of learning.

- Knowledge refers to competence with respect to valued ventures.

- Knowing means to be actively engaged in the world and to participate in the pursuit of such ventures.

- Experience of the world and one's engagement in it should be meaningful which is "ultimately what learning produces".

Communities of practice are the "social containers" of competence and also the basic building block of a social learning system (Wenger, 2000, p.229). Three characteristics are required for a community to be a community of practice (Wenger, 2007):

- *The domain:* Members of community of practice have a shared domain of interest.

- *The community:* Members are involved in joint activities and discussions; assist each other and share knowledge and skills. Relationships are built where they learn from one another.

- *The practice:* 'Members of a community of practice are practitioners' who develop a shared practice through ways of addressing problems and sharing practices.

Theoretical Framework: Appreciative Inquiry

In Cooperrider and Srivasta's seminal work (1987) they developed the appreciative inquiry (AI) technique which positively focuses on what works well in organizations/situations (Lewis & Van Tiem, 2004). It is built on the 'positive psychology of Seligman in the late 1990s' (Billings & Kowalski, 2008). AI 'is a research perspective, research method and world view' (Calabrese, Hummel & Martin 2007:278) and is defined as the study for searching the best in people, organizations and the life world (Lewis & Van Tiem, 2004). The AI approach is based on the premise that humans socially construct meaning (Calabrese et al, 2007). By asking provocative questions, the momentum for change is created (Calabrese et al, 2007; Lewis & Van Tiem, 2004).

Instead of focussing on problems AI attempts to build on that which works well (Bushe, 2007; Billings & Kowalski, 2008). It promotes positive relationships and builds on the basic strengths of people or situations. AI theorists try to create a 'new lens for seeing old issues' (Bushe & Kassam, 2005, p.164). It involves an inquiry that begins with appreciation, is applicable, is provocative and is collaborative (Cooperrider & Srivasta, 1987). In other words, it studies the best of the phenomenon, its highest values and desires and its noblest actions (Bushe, 1998; Bushe & Kassam, 2005). Furthermore, AI postulates that change can be created by paying more attention to what is required than to focus on problems (Bushe, 1998; Billings & Kowalski, 2008).

The AI model consists of a 4-D cycle which was used in the study (Bushe & Kassam, 2005; Dunlap, 2008; Elleven, 2007Lewis & Van Tiem, 2004; Lehner & Hight, 2006):

1. *Discovery* (appreciating what exists, 'the best of what has been and what is') (Dunlap, 2008, p.26). People explain their personal experience of a phenomenon. From these responses a researchers then attempt to uncover and strengthen the positive in a phenomenon/situation.
2. *Dreaming* (imagining what could be; envisioning the results). By creating new ground, new possibilities arise. This phase involves the creation of a new vision for the future.
3. *Design* (What should be, co-constructing) and
4. *Destiny* (creating what will be; sustaining).

Research Design

The researcher intended to study the perceptions of participants in the US and HK regarding the effective implementation of IE in their respective schools (best practices). Based in an AI perspective, a qualitative study was employed to determine the US and HK participants' positive experiences of the implementation of IE (Calabrese et al, 2007) and guidelines that can assist in improving the implementation of IE. Apart from the AI perspective a phenomenological approach assisted in obtaining a better picture of the life worlds of US and HK participants and to understand their

perceptions constructed from their "lived experiences" (Johnson & Christenson, 2000; Rudestam & Newton, 2001). In this case, appropriate PD programs and factors which influence the effective implementation of IE in inviting schools in the US and HK were described. The study was therefore grounded on the IE and social constructivist theories and 'filtered' through the theoretical perspective of AI (Calabrese et al, 2007:280). Employing an AI perspective indicates the intent to identify the positive core of experiences that exist among participants regarding the implementation of IE (Cooperrider & Srivaste, 1987; Calabrese et al, 2007). The following research questions were posed: What are staff's positive perceptions of invitational professional development programs and what is necessary to improve the implementtation of IE in US and HK schools?

Participants for the study were chosen by means of purposive, convenience sampling. Conference delegates, who attended the researcher's presentation of the findings of her earlier study (Steyn, 2007) at a conference arranged by the Invitational Education World Leadership Institute in October 2007 in Georgetown, Kentucky (US), were invited to participate in the study. Sixteen of the delegates indicated their willingness to do so and provided their names and e-mail addresses. E-mails consisting of open-ended questions to provide naive sketches were chosen because this data collection method is both time and cost effective and allows for prompt responses. It also allows for follow-up

responses, which was often needed in this type of study (McMillan & Schumacher, 2006:239). The researcher also approached two additional 'information rich' participants to participate in the study to describe their experiences in implementing IE: A HK Education Officer, who attended the conference but not the presentation as well as an IAIE coordinator from the US.

Participants were invited to write naive sketches based on five questions. These questions included their biographical details and participants' perceptions of key aspects influencing the implementation of IE in schools. The following questions were posed: How has your school become aware of Invitational Education (IE) and how has it been implemented? What type of professional development programs did your school use when implementing IE and which programs would you recommend for the effective implementation of IE in other schools? What role does leadership play in implementing and sustaining IE? What role do teachers play in implementing IE?

For the purpose of this study AI was employed to analyse the data by focussing on three phases in the 4-D cycle that is discovery, dreaming and design. In the analysis the naïve sketches of participants were segmented and coded (Giorgi, 1985; Johnson & Christenson, 2000; Patton, 2002) from which patterns emerged and themes could be identified (Lehner & Hight, 2006; Elleven, 2007). The major categories that emerged are: The best practices (The role of leadership: setting the tone; the role of teachers: necessity to be actively involved in

IE); and Dreaming and designing: recommendations for effective strategies to implement IE.

Findings

In Table 1 the profile of participants in the study are indicated. Although not initially planned, two participants (one from US and the other from HK) provided 'rich information' on their experiences of IE programs. Since three of the naive sketches were completed in Chinese they were incomprehensible and therefore discarded. HK participants indicated that English is not their mother tongue and that it should be considered in the data analysis. More US participants were involved in the study because the IAIE conference was held in their home country. Regardless of the diversity among participants, earlier findings (Steyn, 2007; Steyn 2009) showed that both countries unanimously agreed that IE fits their respective cultures.

Table 1

Biographical Data

	Frequency
Gender:	
Male	9
Female	4
Post level:	
Teachers	4
Head of department	1
Principals	7
Other	2
I am currently teaching in:	
1 : United States of America	9
2 : Hong Kong	4
I am currently teaching in a:	
1 : Primary/Elementary school	5
2 : Middle school	2
3 : High school	4
4: Other	2 Coordinators
	1 Education officer HK

The Best Practices

In the discovery phase of the 4-D cycle of AI, the best practices that exist of a particular phenomenon are described. Various valuable contributions were mentioned. A Head of Department (HOD) from HK succinctly described her experience of PD on IE: "All my growth and success should be attributed to my parents, principals, colleagues, students, students' parents, friends from the IAIE (HK) and all the visitors who have kindly visited my lessons. Without their support, encouragement, patience, feedback as well as willingness to be my mentors, I would not have evolved into the person you see today. Without their collective efforts, I would not have the courage to explore in the voyage of making Hong Kong classrooms genuinely inviting. For these reasons, I strongly believe that an inviting teacher has a lot to give but also has a lot to earn."

A US principal noted that the research is quite clear on what makes an IE school exceptional and what needs to be done to change the school. A US teacher explained that the more successful schools "use IE theory to form the foundation upon which all other school initiatives are built". She referred to the struggle of US schools 'under the mandates of NCLB (No Child Left Behind) legislation'. But according to her IE "can do much to alleviate the burdens of intense accountability for teachers and students who struggle to meet goals as defined by standardized tests. An inviting school atmosphere can ensure the success of both teachers and students alike".

Another US principal explained that it is necessary to know that the implementation of IE can be a slow and methodical approach in an effort to gain support. "We have a very strong core group who work hard to better understand IE and to not only talk about it, but also live it. In an effort to improve the climate and culture of our school community, we felt the principles of IE would be most effective".

The influence of Dr Betty Siegel was expressed by one US participant who said that many schools in her area have become aware of IE as a result of Dr Siegel, one of the authors of the invitational theory. "Her success has generated interest on the part of educators in our area."

A US teacher said: "I have seen schools implement IE in a variety of ways. Some incorporate the philosophy into 'mandates' from the systems they serve and others, the more successful ones, in my experience, use IE theory to form the foundation upon which all other school initiatives are built. These schools are led by a true understanding of collegiality and intentionality". Some school in the US use staff development modules, offered during two or three day workshops to introduce IE. Professionally-prepared DVD's showing IE in action throughout the US which are excellent tools for introducing IE to schools (Purkey & Stanley, n.d.). Purkey and Stanley (n.d., p.1) regard staff meetings, workshops and as excellent ways to present a programme on Invitational Education: "With a little research and effort you can become a voice for creating inviting schools".

Another US teacher mentioned the important role that a district can play in supporting the IE philosophy among schools. This is also in line with the views of a HK principal who said that "We got to know IE through the Education Bureau, Hong Kong." In particular they (Hong Kong) adopted a whole school approach for improvement of IE in their schools. A HOD in HK, whose school received the inviting teacher award in 2007, explained: "The Multiple Intelligence and Invitational Education Committee (MIE) was instituted in 2002 'to plan, implement and monitor the development of IE in all aspects of school matters. As the chairperson of the MIE, I have tried to assist colleagues in having a more comprehensive understanding of the philosophy of IE. The new MIE members are usually given a workshop about IE at the beginning of the school year. All teachers are cordially invited to attend different IE workshops to share and reflect upon how IE has been implemented at school".

However, according to a US principal PD is the way to acquaint staff with the principles of IE. The coordinator for IE in the US mentioned that she visits schools monthly during staff meetings where they 'break the IE instruction into smaller, more manage-able time slots'. This idea of consultation and sharing was also mentioned by a HOD in HK who said that she had made use of the valuable experience she gained on earlier visits to Kentucky and Atlanta: "I have organized a number of workshops for my colleagues about how we can take advantage of our subject-based resource rooms to

maximize self-learning. Having conducted a number of sharing sessions, we have been progressing in the design and usage of the rooms and we share our experiences with the public".

In the discovery of best practices it seems as if a number of aspects play an important role: The role of leadership: setting the tone and the role of teachers: necessity to be actively involved in IE.

The Role of Leadership: Setting the Tone

From all the responses among both US and HK participants it is quite clear that leadership have been "crucial", "sets the tone", and is "vital to the success of implementation and sustenance of IE in any school". A US principal said: "It [leadership] is very key to the success." He added that "change would not take place without the leadership implementing and sustaining IE. The leader is the facilitator of change and ensures that people understand the role of IE in the school. It is an ongoing process that must engage all of the community." Another US participant said that "leader is the facilitator of change and ensures that people understand the role of IE in the school". The HK participants added that leaders fulfil a "consistent and proactive role" and that their school leaders were "determined in implementing IE" and that they were constantly sharing their ideas about IE. The Education Officer in HK explained that "the Education Commission of Hong Kong took heed of the literature on school effectiveness, on the role and potential of good school leaders, on the

advantages of decoupling schools from excessive central control, and on giving opportunity and responsibility to school staff".

The importance of leadership providing an appropriate model whereby an example can be set for staff to follow is supported by literature (Yu, Leithwood and Jantzi, 2000; Hodkinson & Hodkinson, 2005; Moswela, 2006). The findings of the Burns study (2007:101) indicate that good leadership intentional and that school leaders should be "proactive, compassionate and willing to be a servant to others". Literature also confirms the necessity of leadership supporting teachers during the process of change (Robinson & Carrington, 2002; Brandt, 2003; Richardson, 2003; Somers & Sikorova, 2002).

The Role of Teachers: Necessity to Be Actively Involved In IE

The findings of Steyn (2006; 2007; 2009) show that staff play an important role in their own development. Both US and HK responses confirm that teachers play an "active"; "key" and "critical" role in the implementation of IE. A US principal justified this: "Teachers are the force that makes a school pleasant and inviting or cold and repelling". Moreover, a HOD in HK referred to the conditions for implementing IE: teachers should be willing to learn about IE and also be determined to implement it. This confirms the comment by a US principal the key to IE is the "buy-in" of teachers. "This is not something that is forced (mandated)" from outside schools."

This view somewhat opposes the views of participants of what actually happened in the one REO in HK and the one district in Kentucky in the US. Consequently, while IE necessitates a willingness and commitment teachers to implement it in schools, IE can be also be effectively "driven" by education officials. It, however, means that everybody in the school should work collectively and has to be actively involved to create an inviting atmosphere in the school (Steyn, 2006; Steyn 2009).

The literature confirms a positive attitude and commitment of staff as a prerequisite for all change initiatives to be successful (Blackmore, 2000; Yu et al, 2000), including that of IE. Furthermore, the need for ownership of teachers regarding their effective PD is also supported by literature (Cardno, 2005). As such, teachers need to embrace IE and be committed to implement it to ensure its success in schools.

For the purpose of this study the next two phases in AI; dreaming and designing are briefly discussed.

Dreaming and Designing: Recommendations for Effective Strategies to Implement IE

The participants in the study mentioned a variety of views to imagining what could be (dreaming) and what should be (designing) in implementing IE effectively. They suggested a number of strategies for schools that are interested in implementing IE:

- *Appropriate training sessions*. Participants agreed that IE training sessions should be appealing and have a hands-on approach. Staff should also actively participate in their own development regarding IE. A US participant felt it should be a "retreat dedicated to IE away from school" while other participants prefer training in their own schools where they feel more comfortable. It is therefore necessary to consider the preferences of staff where such programs should be held. Maaranen, Kynäslahti, Krokfors (2008) agree that formal learning can occur through workshops or other training activities with "planned aims, objectives and pedagogical content" which is also suitable for IE training sessions.

- *Reading and learning about IE*. Schools that are interested in employing IE should have an opportunity to read and learn about the IE approach before implementing IE. To assist in the background knowledge it is also possible for coordinators of IE or other influential IE advocates to publish "successful IE programs (booklets, CD's) to be distributed to interested parties" [HK participant] and for schools to look at DVD's on the successful implementation of IE in particular schools [US participant]. One US participant emphasized the important role of the principal: "The principal should read about the foundation and philosophy of IE, inform the staff by means of appropriate professional development programs and to "get 'buy-in' from all staff members".

- *Consultants on IE*. Consultants can play an important role in makes driving and implementing the IE initiative. Massey and Walker (1999) and Bradbery (2007) believe that consultants can play an

important role in organisational learning, which may also be applicable when implementing IE in schools.

- *Attending conferences/seminars on IE.* The attendance of conferences (US and HK) or seminars on IE as offered by Education Bureau (HK) can provide excellent learning opportunities about approaches to implement IE in schools.

- *Visiting and consulting IE schools*. Participants agreed that visiting and consulting with other schools that succeeded to implement IE are useful strategies to become acquainted with IE practices. This recommendation is confirmed by Steyn's earlier studies (2006, 2007; 2009). A US principal elaborated on this by saying that "experiencing IE" is important and that a lot of talk may not help "until they [staff] see it [schools employing IE]". According to (Novak & Purkey, 2001) schools reached the highest phase according to phases in steps in implementing IE when they succeed in becoming examples of inviting schools. In this final phase, the school can provide leadership and be an exemplar for other schools. "IE permeates the whole school" (Novak & Purkey, 2001:51).

- *Networking and internet searching.* A US participant mentioned that it is important to "Network with IE members to get a 'feel' from their perspective". He also stated that with more resources available on the Internet and that staff should "tap into them". Similarly, a HK participant suggested that people interested in IE should "visit the online site of IAIE".

- *Becoming a member of the International Alliance for Invitational Education*

(IAIE). Participants recommended the importance of becoming members of IAIE. It ensures that members receive the FORUM (Alliance Newsletter), The Journal of Invitational Theory and Practice and related IE material, including announcements of conferences and workshops on Invitational Education (Purkey & Stanley, n.d.).

- *Applying the criteria for becoming an inviting school.* These criteria may assist schools to implement IE in schools. A US participant was of the opinion that it can be very helpful if schools follow "the steps outlined within the requirements for receiving the Inviting School Award". In the application form for prospective inviting schools five categories in the school are addressed: People, Places, Policies, Programs and Processes. Each of these categories requires schools to collect samples of strategies they employed within each category justifying how they undertook to make the school more inviting. In line with the previous suggestion, a HK participant mentioned the valuable experience she had gained from participating in the IE teacher award which she had received in 2007. She therefore suggested that other teachers and students should "participate in the IE teacher and student awards organized by IAIE HK".

- *Using IE as a school improvement plan:* Two US participants mentioned that implementing IE can be seen as "an effort for school improvement plan" and that "IE can find its way into any school improvement program that has already been adopted. The adoption of IE does not have to represent to teachers or administrators "one more thing to do". A US principal noted that the process of

implementing IE can be viewed as "an effort for school improvement plan". This corroborates the notion that effective PD programs can lead to improved teaching and learning in schools (Professional development for teachers, 2007).

- *Monitoring.* Monitoring essential for the effective implementation of any PD program, including IE. A US principal explained: "They [PD programs] are multi-stepped and should provide feedback on success and implementation as each new step is implemented. Monitoring is key to analyzing the success of any program." The idea of designing appropriate IE programs and considering their success is also supported by Novak and Purkey's (2001) phases in implementing IE. Furthermore, without appropriate monitoring teachers' professional development may not be successful (Meiers & Ingvarson, 2005; Continuing Professional Development for Teachers in Schools, 2001) which also applies for IE.

- *Implementing IE: An ongoing process.* One US participant pointed out that schools should realize that "it [IE] is really an ongoing process that will continue to grow. The implementation and information happens over time." As mentioned before, this also supports the idea that any effective PD program is an ongoing process (Richardson, 2003; Van Eekelen, Vermunt, & Boshuizen., 2005). It, however, requires effective leadership and the commitment and active involvement of all staff members to ensure its effectiveness.

Schools may choose a particular strategy or use a combined approach to implement IE. It implies that the choice of strategy will

depend upon the expectations and needs of staff in a specific school (Guskey, 2002; Lee, 2005). Ribisch (1999) also confirms that PD cannot be conducted in the same type of environment for all schools. As such, the country's culture of the country, the school context of the school and the choices and preferences of staff should be considered when choosing and implement-ting potentially promising IE programs. One US participant succinctly summarized the above views: "The best programs are designed to specifically target the needs of the individual school… Most importantly, IE should be implemented in action and not just in appearance".

The professional development of staff is most likely to occur when staff have sustained opportunities to to experiment, to learn, and to receive feedback on specific changes they have made (King & Newman, 2001; Robinson & Carrington, 2002). Furthermore, when teachers have a say on the content and process of PD, it can be more effective (King & Newman, 2001; Bernauer, 2002). Conferences and work-shops may enhance awareness of certain educational initiatives as long as there are opportunities for follow-up and feedback (King & Newman, 2001:87; Richardson, 2003). As regards consultants, they can play an important role in facilitating individual and organisational learning (Redding & Kamm, 1999).

Conclusions

The study in the first phase (Steyn, 2007) sought to explore key aspects that influence the effective implementation of IE in the USA and HK. This qualitative study sought to provide an understanding of the first three phases of the appreciative enquiry model a deeper understanding of IE programs that were employed in USA and HK schools. As regards the discovery phase it explained best practices in the US and HK. These best practices also include the role of leadership and the role of teachers. In the dreaming and designing phase of the appreciative enquiry attention was paid to possible IE strategies that schools may employ to implement IE.

From the findings it is clear that the particular country, the circumstances of schools, and the preferences and expecta-tions of staff will determine how the IE initiative should be implemented. This implies that that these mentioned aspects should be carefully deliberated when choosing the appropriate IE programs. What is important is that staff should be actively involved in the process of IE. This also means that the whole process of implementing IE needs to be monitored which involves constant feedback from staff to determine the progress of IE. This will allow implementers to establish whether the strategies can continue to be employed or if necessary changes have to be made to these selected strategies.

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