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JOURNAL OF INVITATIONAL THEORY AND PRACTICE

Volume 12
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Editorial

Articles

Guidelines

EDITORIAL

Do Invitations with Selfish Motives Smell as Sweet?

While Shakespeare claims that a rose by any other name would smell just as sweet, I have wondered quite frequently if an invitation sent when the sender is doing it, not because of the joy of being inviting, but because it is polite, are requirement imposed upon oneself, or if one really thinks the invitation will be personally beneficial. What is the role of personal emotions and motives while extending invitations? The general rule of thumb is that invitations, to be invitations, have to be sincere. Yet, sincerity does not preclude a motive that is primarily centered on self-interest. Recently, I found myself doing something nice, not earth shattering in its generosity, but certainly illustrative of an inviting act but the reasons were not quite what they ought to be.

What's in It for Me?

I was standing in line ready to order my Polish sausage with extra sauerkraut. In front of me was a mother, attractively dressed in a sari, and her infant daughter. The mother was struggling to find money in her purse and then latching onto the plastic card that is so magical in American society presented it to the clerk. Behind the counter came a polite but tired, "I'm sorry 'mam but we don't accept credit cards. Cash only." He then pointed to an ATM machine and said, "You can get cash there." The mother was embarrassed as she looked back at everyone in line. It was a long line and what that moved much too slowly. I had been amusing by myself making faces at her baby and, in just an instant, had taken a liking to the kid. Impulsively I reached out with a ten-dollar bill, and said, "Add a Polish sausage to that, and I'll take care of both." This only added to the embarrassment of the mother so to ease her discomfort I said, "Anybody with a baby that cute shouldn't have to pay." I grinned a big smile and touched the baby on the nose. The baby grabbed my finger instantly, refusing to let go and causing everyone in line to smile acceptingly. The mother managed a grateful "Thank you" and waited patiently for me to retrieve my finger from her little girl. Feigning an inability to retrieve my finger from the mighty grip of the tiny hand I taunted, "She sure has a strong grip for someone so tiny." By this time, my Polish was ready, the mom quickly retreated, and the clerk returned my change with a smile and "That was really nice of you."

A Tale Retold

I have recounted this incident in the way an eyewitness might have seen the event. I like it that way since it makes me look like a really nice guy. As a researcher and professional skeptic, I need all the good will sent my way just to break even on most days. However, if the witness could also read my thoughts, would good will or resentment be my reward? Would it change the way the event is interpreted? Let's see.

First, remember that this line was a s-l-o-w one and I was really hungry. Quite honestly, I was not thinking of sweet thought about the clerk who was less than efficient at the task at hand. Mentally, I was also less than cordial in the way I assessed her intellectual and motivational attributes. Second, I was really annoyed at several previous customers who got to the front of the order line and THEN attempted to decide what they wanted. I once again mentally conjured up an assessment each customer's intellectual attributes and social efficacy. As you might guess, the last thing on my mind was sending invitations to the mass of humanity that surrounded me at the moment. The last straw was this lady in front of my having her order arrive and THEN attempting to locate payment. I had concluded, without exception and without doubt, that I had to be the only thinking individual nearby and that this vortex of stupidity would soon swallow me and the rest of my afternoon. That is, until I noticed the tiny infant in the grocery cart in front of me. I sent silly faces to the infant to express my irritation at the state of affairs. Attempting to derive a bit of amusement at the same time was pleasant enough but only marginally improved my immediate demeanor.

When her mother fumbled her payment, impatience took over. I politely offered to pay for her order and mine just so I could get things moving along, get my sausage, and retreat to my own little private world and consume inordinate amounts of sodium nitrate, sodium nitrite, and animal fat. If you can't say something good, don't say anything, so I decided I'd retreat to my own private universe ASAP. In the meantime, I used some polite banter with the infant to thinly cover the irritation, after all, I am civilized to some degree, and I actually did enjoy cooing at the baby.

These introspective revelations most assuredly put a reverse spin on the first interpretation. Most would now conclude without too much debate that I was really the prototypical "jerk" whose universe only includes self-interest and self-satisfaction. Was I the jerk everyone tries to avoid? If judged on my thoughts at the moment, I would have to say, "Probably so."

What Motivates Inviting Behavior?

Who am I really? Am I the jerk whose impatience spawned mental derogatory evaluations of almost everyone around him, or the nice guy who plays with little kids, alleviates group tension, and helps out a stranger in need? Can I avoid irritation and mental judgments when faced with adverse situations? Or, are my thoughts just thoughts, and what really matters is what I do in the situation? Can I have disinviting thoughts while acting invitingly? And, if so, does that mean I'm insincere, a hypocrite, and a phony? Or, does it mean that acting invitingly means controlling behavior while accepting feelings?

I've pondered those questions for several days now and have arrived at a number of answers. Primarily I have concluded that if the actions are honest and directed at the benefit of others, the actions are inviting, even if the emotions at the moment are not so inviting. Not only that, I've begun to wonder if invitations can be sent not only the help the recipient, but also help the helper.

These aren't the notions I thought would answer the question. I thought being inviting would be selfless, putting others first, filled with sacrifice and so on. There was, however, one fact that kept popping into mind: When someone is inviting, it almost always pays big benefits to the sender. I learned a long time ago, that helping others makes my worries less bothersome. Kindness I send to others almost always triggers within me a positive sense of self-worth. That positive sense of worth isn't held hostage by the silence of others. It is a judgment I have made about myself, give to myself, and that, after all, is really the point: To make accurate self judgments of acceptance of ones actions and find those judgments to be good ones.

Anyway, it is always more pleasant to be welcomed as a nice person than avoided as a parasite. Mark Twain did have a point when he said that if he was sent to heaven after his demise, it would be most assuredly for things he regretted doing. However, we still are faced with great evidence that being inviting is its own reward and not dependent upon the gratitude of others.

This, though, is only part of the issue that has been in my thoughts. The question I have more difficulty in answering is this: "When one is being helpful to others *primarily for personal benefit*, is one really being inviting?" If, as a company executive, I treat my employees as described by invitation theory so that they will be better employees and therefore more profitable to the company, am I being inviting? If I treat my students in inviting ways with the specific goal of raising achievement and earning accolades, am I really an invitational educator? If I work to create an inviting school so *I'll* have a pleasant place to work, am I an inviting leader?

Selfless or Selfish?

I am comfortable with the view that inviting behavior is frequently beneficial to the recipient of the invitation *and* the one sending the invitation. I've not found comfort in asserting that selfish motivations can inspire inviting behavior. However, I really haven't been able to refute the argument either. It would easy to say that any selfish invitation isn't really an invitation, but that would be primarily semantic…the actions are the same, the receiver benefits equally, and it would be impossible for anyone other than the sender to know exactly why the invitation was sent. Yet, nagging in the background of my thinking is the assumption of selflessness from the sender.

I am asking you, the reader, to help me with this dilemma. I would like to hear from you, regarding your views, arguments, evidence, and insight. Email me at priner@unf.edu with JITP in the subject line. Of course, hand written responses are always welcomed and the address can be found in the author's guidelines elsewhere in this issue. In the future, I would like to share your ideas with others, perhaps in our next edition of JITP.

New Format, New Publication Date

A number of changes have occurred during the past year. We are changing format to an 8.5" by 11" trim size. The new format is more economical, easier to disseminate as reprints, and provides some advantages such sidebars to help the reader navigate each article. We will

also be moving our target publication date to September avoiding the end of year rush and facilitating a more manageable workload and, hopefully, providing some beginning-of-school-year ideas and inspiration to our many public school educators.

We will also begin using the Radford University Center as host for the publication and mailing of the journal. This will put both publications The Forum and the JTIP at the Radford Center and under the capable oversight of its directors Paula Stanley and Robert Short.

Some Very Special People

Jack and Pat Schmidt have nurtured our journal since its inception and have made precious contributions to JITP's success and consistent quality. Jack served as the first editor of the JITP, breathing life into what was at the time just a dream. Pat operated Brookcliff Publications Inc. who took the fledgling journal under wing and nurtured it for many years. Jack and Pat have now retired and Brookcliff Publications retired with them. Pat, Jack, and Brookcliff have served the Alliance as far more than a publisher, but as close friends, not only formatting copy but proofing, nurturing, quizzing, prodding, and in general seeing that the journal moves from words in an electronic world to the concrete product that is distributed and archived around the world.

William Purkey sends a special note of thanks to our friends"

> *Please add my voice to others in thanking you for your years of dedicated service to the Alliance. Special appreciation is extended to you for your outstanding work as publisher of our* Journal of Invitational Theory and Practice. *Not only did you print and publish our JITP, but you fathered (and mothered it.) It was your vision that encouraged us to create a journal. To borrow a line from Shakespeare, "I can no other answer give but thanks, and thanks, and ever thanks."*

I am pleased to announce that this is the first edition employing the considerable skills of Ken Smith of Australian Catholic University. Ken will be serving as Associate Editor with the dual roles of fostering research in invitational education psychometrics and in promoting international research in invitational education and theory. The Alliance is an international effort at promoting invitational education and has published research and program development studies conducted outside of the United States for a number of years. Ken will help increase that emphasis and, hopefully, will be able to link researchers in different continents so that multinational studies can be conducted. Ken is also a wizard at advanced statistical analysis and will serve as a resource for potential authors in conducting and disseminating their work.

Looking at this Edition

Our first article in this edition describes the characteristics and effects of invitations on entering middle school students. Ellen Usher and Frank Pajares identify a number of attributes, which contribute positively to academic self-efficacy.

Our second piece describes the characteristics of staff development that enabled a number of schools to obtain the inviting school award. Trudy Styne visited the U.S. from her homeland South

Africa to study inviting schools and how they got to be that way. Voices of students, teachers, and administrators are shared in this review of inviting school development strategies.

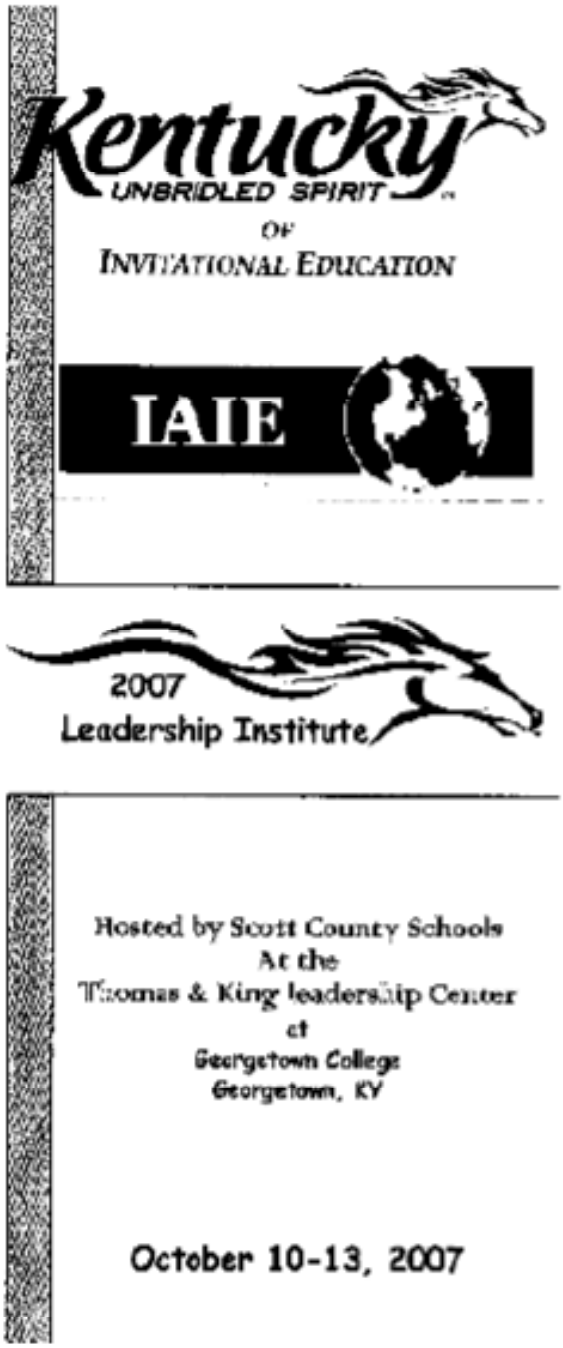
Our third piece is an essay and literature review on the effects words have on children in school settings. Vernon Smith and Faite Mack explore the effects that words have on the development of children. Are actions and deeds, not words, really the things that count? According to their findings, words go a long way to foster or destroy self-confidence and esteem.

Our final piece is a comparative examination of two theories for supporting student maturation and learning in school settings. As would be expected, the more accurately competing theories become, there would be an increased commonality in their explanations of behavior and the strategies for promoting healthful personal development. Roger Zeeman compares William Glasser's Choice Theory with the works of William Purkey in the development of Invitational Education.

I hope you enjoy the offerings of these very bright, articulate, and generous folk who (by the way) receive no other benefit other than providing you, the reader, with an invitation to become a more knowledgeable and inviting person.

Phil Riner
Editor

Join Us in Kentucky!



Inviting Confidence in School: Invitations as a Critical Source of the Academic Self-Efficacy Beliefs of Entering Middle School Students

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The purpose of this study was to examine whether constructs drawn from invitational theory serve as additional sources of self-efficacy beliefs of students in Grade 6 (N = 468). The hypothesized sources and the invitational constructs each correlated with academic self-efficacy. Invitations, mastery experience, and physiological state predicted the self-efficacy beliefs of boys and of girls. Social persuasions also predicted girls' self-efficacy. Invitations, mastery experience, and social persuasions predicted the self-efficacy beliefs of African American students. For White students, invitations and the four hypothesized sources predicted self-efficacy. Findings refine the tenets of social cognitive theory and suggest that invitations act as a powerful fifth source of self-efficacy.

Self-Efficacy Beliefs

Ample research has documented that students' beliefs about their capabilities to perform academic tasks or to succeed in academic activities—their *self-efficacy beliefs*—powerfully influence their academic performances (see Bandura, 1997). Students who are confident in their academic capabilities work harder, evaluate their progress more frequently, and engage in more self-regulatory strategies that promote success in school (Pajares, 2002). These students are also able to monitor their work time, are more efficient problem solvers, and show more persistence than do equally able peers with low self-efficacy. Indeed, researchers have consistently demonstrated what Albert Bandura contended three decades ago: individuals' self-efficacy beliefs are key determinants of human behavior and they powerfully predict performance in schooling contexts and beyond (see Pajares & Urdan, 2006).

Although self-efficacy's predictive prowess has by now been well established, less is known about how these beliefs take hold and are developed, and only a handful of studies have attempted to explain this phenomenon. Bandura (1997) hypothesized that students form their self-efficacy beliefs as they interpret information from four principal sources, the most powerful of which he suggested is the interpreted result of one's own previous attainment, or *mastery experience*. Once students complete an academic task, they interpret and evaluate the results obtained, and judgments of competence are created or revised according to those interpretations. When students believe that their efforts have been successful, their confidence to accomplish similar or related tasks is raised; when they believe that their efforts failed to produce the effect desired, confidence to succeed in similar endeavors is diminished.

In addition to interpreting the results of their actions, students build their efficacy beliefs through the *vicarious experience* of observing others. It is for this reason that models can play a powerful role in the development of self-efficacy. Students are most likely to alter their beliefs following a model's success or failure to the degree that they feel similar to the model in the area in question (Bandura, 1997). Watching a classmate succeed at a challenging mathematics problem, for instance, may convince fellow students that they too can conquer the challenge.

The *social persuasions* that students receive

from significant others serve as a third source of self-efficacy. The encouragement students receive from parents, teachers, and peers whom they trust can boost their confidence in their academic capabilities. When they are not yet skilled at making accurate self-appraisals, students often depend on others to provide evaluative feedback and judgments about their academic performance. Supportive messages and encouragement can serve to bolster a student's effort and self-confidence, particularly when accompanied by conditions and instruction that help bring about success.

Finally, Bandura (1997) hypothesized that students interpret *emotional and physiological indexes* such as anxiety, stress, fatigue, and mood when judging their competence. Students learn to evaluate their own performances as they undergo different physiological states, and they interpret their arousal as an indicator of personal efficacy. Strong emotional reactions to school-related tasks can provide cues to expected success or failure.

Although he focused on four hypothesized sources, Bandura (1997) suggested that other important psychological processes may be at work in the formation of self-efficacy, and Pajares (1996) counseled researchers to "seek to identify sources of academic self-efficacy information other than those typically used" (p. 565). One prominent candidate emerges from the *invitational approach*, a perceptual tradition in psychology that maintains that the beliefs people develop about themselves and about others help form the lens through which they view the world and interpret experiences (Purkey, 2000; Purkey & Novak, 1996). Invitational theory posits that people can intentionally send uplifting and empowering messages to themselves and to others that serve to improve their own functioning and well-being. Through this process, people are summoned to realize their own potential and to enhance the potential of others (Purkey, 2000).

With this in mind, it seems reasonable to posit a connection between the invitations that students send themselves and others and the confidence with which students approach their academic work. Not only are "messages ... the basic unit in invitational education" (Purkey & Novak, 1996, p. 4), they also form the building blocks of students' self-beliefs, for the messages students send, both inward and outward, are a sieve through which their observations of themselves and the world necessarily pass. As Bandura (1997) has noted, "self-affirming beliefs promote development of skills and a sense of personal efficacy" (p. 101).

An important conceptual distinction between these invitational messages and the social persuasions hypothesized by Bandura (1997) bears noting. Whereas social persuasions refer to messages *received*, invitations as discussed here refer to messages *sent*. Positive invitations convey the message that people are able, valuable, responsible, and forgiving; negative invitations suggest that people are not valued and that they are incapable of participating positively in their own development. In spite of this distinction, it is likely that social persuasions and invitations, both messages of a sort, share features. As Purkey (2000) has suggested, "asking students to describe what significant others say about them reveals much about what students say to themselves" (p. 26). If indeed the invitations that students send to themselves are informed by the social persuasions they have received from others, it stands to reason that, like social persuasions, self-invitations should subsequently inform developing beliefs about competence and capability. The messages that students send to others also reveal important psychological self-processes. People who value others are likely to value themselves, those who forgive others will similarly be self-forgiving, and thoughtfulness toward others is mirrored by thoughtful attention to self (Cooley, 1902; Maslow, 1943; Purkey, 2000).

Pajares (1994) interviewed undergraduate students and found that the positive invitations they sent to themselves and to others helped them create or nurture their self-efficacy beliefs. These beliefs in turn helped students maintain the effort and perseverance needed to compensate for their low academic ability or to maximize the fruits of the high ability they already possessed. Pajares concluded that constructs

from social cognitive theory and from the invitational approach offer promising directions through which educators and researchers might better understand the ways they can help students develop their confidence and competence.

Most researchers who have investigated the relationship between self-efficacy and its four hypothesized sources have found that each source correlates with self-efficacy (e.g., Klassen, 2004; Lent, Lopez, & Bieschke, 1991). Strong correlations are not surprising given that the sources informing self-efficacy are often interwoven. In addition, empirical evidence supports Bandura's (1997) contention that mastery experience is the most influential source of self-efficacy information (Hampton, 1998; Klassen, 2004; Lopez & Lent, 1992). But with this exception, examination of the other three hypothesized sources has yielded inconsistent results.

These inconsistent findings are likely due to contextual differences in the various studies. For example, it is possible that the influence of the sources differs as a function of group membership, such as gender and race, both of which have received limited attention in previous investigations. For example, Usher and Pajares (2006) reported that social persuasions were predictive of the academic and self-regulatory efficacy beliefs of middle school girls, but not of boys, for whom vicarious experience was predictive, suggesting that girls may be more attentive to what others tell them when forming their beliefs about their capabilities. Graham (1994) reported that African American students retain markedly optimistic self-beliefs "even in the wake of achievement failure" (p. 95). It may well be that these self-beliefs, particularly as regards confidence in academic tasks and domains, are nourished by different sources.

Investigating the predictive value of the sources of students' academic self-efficacy beliefs and determining whether this prediction varies as a function of gender or race is a matter of importance. If it is the case that these sources predict self-efficacy differently depending on group membership, school practitioners would do well to address these differences when preparing lessons or academic interventions for their students. Furthermore, an investigation of invitations of self and others as possible predictors of self-efficacy in addition to those hypothesized by Bandura (1997) promises to buttress and refine the tenets of social cognitive theory regarding the formation of self-efficacy beliefs.

The shift from the personalized environment of elementary school to the more impersonal, institutional environment of middle school leaves many early adolescents struggling to reestablish their sense of self and their academic self-beliefs (Eccles & Midgley, 1989). This transition marks a critical time for researchers to examine how the sources of academic self-efficacy unique to middle school boys and girls influence the development of their self-beliefs and subsequent achievement. With this in mind, the aim of this study was to refine and extend the theoretical tenets of social cognitive theory and self-efficacy by (a) testing Bandura's (1997) contention regarding the predictive utility of the hypothesized sources of self-efficacy using a sample of students in their first year of middle school, (b) investigating the possibility that invitations serve as an additional source, and (c) examining the predictive utility of these sources as a function of gender and race.

Method

Participants

Participants were 468 Grade 6 students (238 girls and 230 boys) attending two public middle schools in the Southeastern United States. Of the total group, 263 students were Caucasian, 165 were African American, 21 Hispanic, 9 Asian, and 10 of other ethnicity. Only White and African American students were used in analyses by race. One group of students (n = 205) attended a public middle school situated in an affluent neighborhood on the outskirts of an urban setting. Approximately 31% of students at this school qualify for free or reduced-price lunch. The remaining students (n = 263) attended a suburban middle school that is largely middle class, in which approximately 17% of students qualify for free or reduced-price lunch. Student-level socioeconomic status was not available for

use in this study. Instruments were group administered in reading classes during one class period. Students were given verbal instructions and encouraged to seek clarification of any word or item they did not understand. Anonymity was ensured, and teachers were not present during the administration.

Instruments and Variables

The *Sources of Self-Efficacy* scale consisted of 24 items assessing students' evaluations of the four sources theorized to inform self-efficacy beliefs (Lent et al., 1991). Six items addressed mastery experience (e.g., "I got good grades in school last term"), 6 addressed vicarious experience (e.g., "Most of my friends do well in school"), 5 addressed social persuasions (e.g., "People often tell me that I am a good student"), and 7 addressed physiological/affective factors (e.g., "School work makes me nervous and uncomfortable"). Previous findings from factor analyses have shown that the vicarious experience items comprise two factors, one tapping vicarious experiences from peers and another tapping those from adults (e.g., Lent, Lopez, Brown, & Gore, 1996). Because we found the reliability estimate of the peer items problematic, we used adult items as our assessment of vicarious influence. Alpha coefficients for the four sources were .84 for mastery experience, .81 for vicarious experience, .83 for social persuasions, and .83 for physiological state.

Invitations were assessed with the Inviting/Disinviting Index-Revised, which consists of 10 items representing the degree to which individuals are inviting to themselves or to others (Valiante & Pajares, 1999; and see Schmidt, Shields, & Ciechalski, 1998; Wiemer & Purkey, 1994). Exploratory factor analysis results have revealed that one factor reflecting inviting self and a second factor reflecting inviting others underlay the items, with factor structure coefficients ranging from .53 to .76 (Pajares, 2001). We subjected the items to factor analysis and similarly found that two factors underlay the items. Factor loadings for the first factor, which comprised the inviting self items, ranged from .40 to .83; loadings for the second factor, which comprised the inviting others items, ranged from .51 to .68. The interfactor correlation was .43. Cronbach's alpha coefficients have ranged from .76 to .81 (e.g., Pajares, 2001). In the present study, we obtained .78 for inviting self and .77 for inviting others.

Academic self-efficacy was assessed with 13 items taken from Bandura's (2006) *Children's Self-Efficacy Scale*, which measures students' judgments of their capability to learn academic subjects and skills and to use various self-regulated learning strategies. Alpha coefficients ranging from .69 to .85 have been previously reported for the academic subject subscale (e.g., Pajares, 2001). Coefficients ranging from .80 to .87 have been reported for the self-efficacy for self-regulation subscale (e.g., Valiante & Pajares, 1999). We obtained an alpha coefficient of .85 for the combined academic and self-regulatory items.

Academic achievement was assessed as the average (0-100 scale) of semester language arts, reading, and mathematics grades, which were provided by the school administration.

Analysis

Hierarchical regression analyses were used to ascertain the independent contribution made by the four hypothesized sources to the prediction of academic self-efficacy beliefs and to determine whether invitations of self and others serve as additional sources of self-efficacy. Because the students in our sample attended two different middle schools, we entered school as a predictor of self-efficacy in the first step of each regression to control for school effects. At the second step, Bandura's (1997) four hypothesized sources were entered. The invitations were added at the third step. Separate models were run by gender and by race. We included the interactive terms of school with each predictor variable in the models to account for potential school effects. All interactions were nonsignificant and were removed from the final models. Because previous results (Usher & Pajares, 2006) and theoretical guidance (Bandura, 1997) suggested that the relationship between physio-

logical state and self-efficacy is potentially curvilinear, we included the quadratic term of this variable in each initial model. Multivariate analysis of variance was used to examine mean differences by gender and by ethnicity.

Results

Consistent with the tenets of social cognitive theory, self-efficacy correlated with each of the hypothesized sources for all groups (see Tables 1A-B). Likewise, inviting self and inviting others correlated with academic self-efficacy. Also as expected, self-efficacy was related to academic achievement for all groups. Few mean differences by race or gender were detected. Girls reported social persuasions and being inviting others to a greater degree than did boys. African American students reported higher self-inviting scores than did White students.

Results of the hierarchical regression by gender revealed that, for boys, all four of Bandura's (1997) hypothesized sources predicted self-efficacy (see Table 2). For girls, mastery experience, social persuasions, and physiological state were predictive. The inclusion of the invitations at Step 3 added to the prediction of self-efficacy for both groups, and both inviting self and inviting others made a significant individual contribution to the prediction of self-efficacy for boys (β = .194 and β = .137, respectively) and for girls (β = .195 and β = .174). The introduction of the invitations in this step rendered social persuasions nonsignificant for boys but not for girls, for whom persuasions remained predictive of self-efficacy (β = .190). Vicarious experience remained predictive of self-efficacy in Step 3 for boys (β = .148) but not for girls.

The four hypothesized sources consistently predicted the efficacy beliefs of White students, but only mastery experience, social persuasions, and physiological state consistently predicted the efficacy beliefs of African American students. As in the analyses by gender, the inclusion of inviting self and inviting others in the models added to the prediction of self-efficacy for African American students (β = .198 and β = .172, respectively) and White students (β = .127 and β = .132). Except for African American students in Step 2, the relationship between physiological state and self-efficacy was quadratic for all groups, such that self-efficacy was highest at the lowest level of anxiety, decreased as anxiety became more moderate, and then stabilized as anxiety grew more acute.

Discussion

Our first aim in this study was to investigate the relationship between Bandura's (1997) four hypothesized sources of self-efficacy and students' academic efficacy beliefs. Our findings provide support for Bandura's contention that four hypothesized sources of self-efficacy—mastery experience, vicarious experience, social persuasions, and physiological state—predict self-efficacy. Perceived mastery experience proved a consistent predictor of the academic self-efficacy of all students. Clearly, students who interpret their school work as successful approach subsequent academic tasks with a greater sense of confidence, whereas those who report fewer mastery experiences have lower self-efficacy beliefs. Social persuasions were also predictive of the academic self-efficacy beliefs of all students in Step 2, indicating the important role others play in sending encouraging messages to students about their capabilities.

The second and central aim of this study was to discover whether invitations serve as additional sources of self-efficacy when the four hypothesized sources are controlled. We were surprised by the magnitude of the effects obtained and encouraged by the implications they hold. Invitations predicted the academic self-efficacy beliefs of boys and of girls, as well as of White students and African American students.

Our findings also shed light on several important group differences. For girls, social persuasions predicted self-efficacy, even when the invitations were included in the model. This lends support to the contention that social persuasions may be more relevant to girls than to boys as girls form their academic confidence. These findings have been foreshadowed by those of Zeldin and Pajares (2000) in their qualitative study of the self-

efficacy of women who pursued careers in science, mathematics, and technology. In that study, the researchers posited that, when forming their academic self-efficacy beliefs, women rely strongly on others' judgments of their capabilities, perhaps even to a greater extent than on their own mastery experience.

Decades ago, Erikson (1968) posited that girls and boys interpret their accumulated experiences differently as they come to view themselves. Girls, Erikson argued, tend to define their developing identity in terms of their satisfaction in their relationships. Others have observed that men typically look to accomplishments and successes when defining themselves and developing their "voice," whereas women tend to describe themselves and develop their own voice in terms of their connections to others, their relational web (Gilligan, 1982). This helps explains why the self-efficacy beliefs of girls may be strongly informed by the messages they receive from teachers, peers, family, and significant others. These messages may mean more to them than they mean to boys, who are more preoccupied with their personal accomplishments than with their relational persona.

For African American students, the effect of the invitations was even more striking. Their reported invitations accounted for 9% of the unique variance in self-efficacy. This is consistent with the contentions of scholars who suggest that African American students prefer a field sensitive learning orientation that focuses on people rather than on things and on social rather than nonsocial cues (Irvine & York, 1995). Such a focus on people and on the social relationships that emanate from interpersonal interactions is the very hallmark of invitational theory (Purkey, 2000; Purkey & Novak, 1996).

Table 1A. Means and Zero-Order Correlations for Variables in the Study for Girls and for Boys

Variable	*M*	*SD*	1	2	3	4	5	6	7	8	*M*	*SD*
1. Academic self-efficacy	4.61	0.80		.67***	.36***	.62***	-.53***	.49***	.42***	.29***	4.67	0.75
2. Mastery experience	4.76	0.92	.60***		.42***	.61***	-.59***	.37***	.36***	.58***	4.88	0.90
3. Vicarious experience	4.96	1.01	.45***	.43***		.42***	-.27***	.21*	.36*	.25**	5.16	0.93
4. Social persuasions	4.43_a	1.11	.50***	.58***	.42***		-.41***	.43***	.42***	.34***	4.83_b	0.95
5. Physiological state	2.72	1.15	-.27***	-.23***	.01	-.04		-.24**	-.22**	-.46***	2.80	1.11
6. Inviting self	4.82	0.93	.49***	.42***	.35***	.49***	-.14*		.31***	.01	5.03	0.75
7. Inviting others	4.72_a	0.83	.46***	.45***	.39***	.43***	-.05	.41***		.23**	4.97_b	0.76
8. Academic achievement	86.05	7.12	.28***	.55***	.19*	.25***	-.26***	.06	.15*		86.73	7.28

*$p < .05$. **$p < .001$. ***$p < .0001$.

Note. Correlations for girls ($n = 238$) are reported above the diagonal. Correlations for boys ($n = 230$) are reported below the diagonal. Means and standard deviations are reported in the columns on the left for boys and on the right for girls. Group means for a dependent variable (row) that are subscripted by different letters are statistically different (experiment wise $\alpha < .003$).

Table 1B. Means and Zero-Order Correlations for Variables in the Study for African American Students and White Students

Variable	*M*	*SD*	1	2	3	4	5	6	7	8	*M*	*SD*
9. Academic self-efficacy	4.59	0.76		.66***	.29***	.53***	-.34***	.44***	.40***	.36***	4.73	0.78
10. Mastery experience	4.89	0.87	.59***		.36***	.56***	-.37***	.38***	.37***	.50***	4.71	0.97
11. Vicarious experience	5.07	0.95	.40***	.40***		.47***	-.09	.30***	.28**	.18*	5.04	1.03
12. Social persuasions	4.53	1.10	.53***	.65***	.37***		-.21*	.37***	.43***	.38***	4.78	0.95
13. Physiological state	2.66	1.09	-.43***	-.37***	-.10	-.19*		-.11	-.11	-.39***	2.92	1.18
14. Inviting self	4.75_a	0.90	.47***	.47***	.30***	.49***	-.27***		.30***	.04	5.19_b	0.69
15. Inviting others	4.90	0.80	.42***	.38***	.44***	.47***	-.09	.39***		.14	4.75	0.81
16. Academic achievement	88.77	5.76	.26***	.63***	.22**	.35***	-.26***	.21**	.14*		82.33	7.61

*$p < .05$. **$p < .001$. ***$p < .0001$.

Note. Correlations for African American students ($n = 165$) are reported above the diagonal. Correlations for White students ($n = 263$) are reported below the diagonal. Means and standard deviations are reported in the columns on the left for White students and on the right for African American students. Group means for a dependent variable (row) that are subscripted by different letters are statistically different (experiment wise $< .003$).

Social persuasions remained predictive of African American students' academic self-efficacy even when invitations were included in the model. Researchers have posited that African American students' beliefs about themselves and schooling have profited from the positive messages sent to them by members of the African American community—teachers and parents in particular (Boykin, 1986; Denbo, 2002). Walker (2000) has observed that, historically, African American schools were driven by myriad forms of interpersonal and institutional caring that conveyed to students their capacity to achieve, despite the negative messages those students received in the larger world. Our own findings and Walker's observation suggest that personal and institutional invitations can help buttress behavioral and psychological mechanisms that can effect academic growth and well-being. Such invitations are part of a *culturally responsive pedagogy* in which teachers are sensitive to their students' growth and development, as well as to the needs, beliefs, learning preferences, and abilities of the students in their care (Irvine, 2001).

Our findings refine the tenets of social cognitive theory as regards the hypothesized sources of self-efficacy in critical ways. The invitational messages students send themselves and others not only provide a lens through which students perceive efficacy-building information but also bear direct influence on students' academic efficacy beliefs. Indeed, the strong relationship displayed by the invitations suggests that researchers would be well served by including them in future studies of the sources of self-efficacy.

The invitations central to all students' learning are not only self-generated but are in large part the product of teaching that invites students to learn. Teachers who purposefully create situations that invite students to see themselves as able, valuable, and responsible boost academic confidence and wellbeing. Purkey and Novak (1996) wisely pointed out that "students develop best when they share the company of teachers

Table 2. Hierarchical Regression Analyses for the Prediction of Academic Self-Efficacy by Gender and by Race

	GENDER						RACE					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
	Boys	Girls	Boys	Girls	Boys	Girls	White	African American	White	African American	White	African American
School	.200*	.083	.113*	.084	.136*	.129*	-.068	.304***	-.011	.175*	.034	.191**
Hypothesized sources												
Mastery Experience			.342***	.374***	.282***	.318***			.257***	.456***	.223*	.352***
Vicarious Experience			.205**	.031	.148*	-.001			.173**	-.008	.126*	-.063
Social Persuasions			.202*	.304***	.103	.190**			.265***	.243**	.183*	.165*
Physiological State			.480*†	.464*†	.497*†	.586*†			.499*†	-.104	.490*†	.844*†
Additional sources												
Inviting self					.194**	.195***					.127*	.198**
Inviting others					.137*	.174**					.132*	.172*
Model R^2	.04*	.01	.49***	.56***	.53***	.62***	.00	.09***	.48***	.52***	.51***	.59***
Change in R^2			.45***	.55***	.05***	.06***			.48***	.43***	.03*	.07***

†Quadratic term for physiological state was significant for self-efficacy in this model, hence the estimates presented in this variable represents the quadratic term and beta coefficients should be interpreted appropriately.

*$p < .05$. **$p < .001$. ***$p < .0001$.

who see them as possessing relatively untapped abilities in myriad areas and who invite them to realize their potential" (p. 43). Indeed, the perceptions students send themselves about themselves are surely in part a product of the messages significant others send their way. In this regard, these messages determine the degree to which young people develop a perceptual stance that is inviting of self and others. As Bruner (1996) observed, "we carry with us habits of thought and taste fostered in some nearly forgotten classroom by a certain teacher" (p. 24). The messages teachers, parents, and other adults send to children become the messages students carry with them throughout their lives. In addition to fostering students' competence, teachers must also nurture students' confidence and carefully consider the impact of the messages they send, for these messages might well turn into the very messages students send themselves.

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A Qualitative Study of the Aspects Influencing the Implementation of Invitational Education in Schools in the United States of America

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Professional development (PD) for the improvement of educational practice has attracted a great deal of attention in recent years. Although experts acknowledge the importance of PD, many PD programmes have little effect on educational practice. This article identifies influences on the effective implementation of Invitational Education (IE) within the framework of professional development that were identified during a qualitative study in schools in two states. Specific categories affecting the effective implementation of professional development in IE include the role of leadership, the role of teachers, in-school and out-of-school conditions and requirements of PD programmes for IE.

Introduction

Internationally there has been an increased emphasis on the role of education in cultivating expectations for all learners' success and teacher accountability for students' learning (Partee & Sammon, 2001; Anonymous, 2001/2002). Since educators have the most direct contact with learners the enhancement of educators' knowledge, skills and attitudes is considered a critical step in improving learner performance (King & Newman, 2001; Ribisch, 1999; Anonymous, 2001 /2002). The professional development (PD) of educators is seen as an essential ingredient for creating effective schools and improving learners' performance (Rhodes & Houghton-Hill, 2000; Wood & Millichamp, 2000; Birman, Desimone, Porter & Garet, 2000). PD focuses on the knowledge, skills and attitudes required of teachers, leaders and other school staff so all learners can learn and perform at high levels (Sparks & Richardson, 1997; Ho-Ming & Ping-Yan, 1999; Somers & Sikorova, 2002). In essence, PD includes formal, systematic programmes designed to promote personal and professional growth of staff members.

IE and its concomitant Invitational Learning (IL) are strategies thought to positively transform classroom climates (Asbill & Gonzalez, 2000; Brandt, 2003). When principals choose to behave in an inviting manner, the school climate is enhanced and total school settings are positively transformed (Campbell, 1997; Asbill & Gonzalez, 2000). Since IE is regarded as the product of conscious and well planned thought as well as regular evaluation, based on a strong commitment to certain basic values, it presents an appropriate approach to address this issue (Novak & Purkey, 2001).

Unfortunately efforts to improve schools frequently focus on a search for quick fixes, which, it is hoped, will transform educational institutions (Rhodes & Houghton-Hill, 2000; Wood & Millichamp, 2000; Birman et al, 2000). Many of these efforts ignore the people involved and concentrate on the systems in which they work (Brinson, 1996; Purkey & Strahan, 1995). However, programmes and materials have not consistently shown to realize effective change; the people in the education system do. This implies a focus on the knowledge, skills and attitudes people need to implement and sustain human interaction.

The aim of previous studies by Steyn (1993 & 1994) was to analyse the *product* of the inviting approach, in other words,

the characteristics of an inviting school. The aim of this study is to identify the aspects that influence the *process* of implementing and sustaining IE effectively in schools. A large body of knowledge concerning PD exists that can by employed when using IE as an approach to achieve the aims set out in effective PD interventions.

Factors Influencing the Professional Development of Teachers

All professions require a continuous update of knowledge and skills including teaching (Sparks & Richardson, 1997; Somers & Sikorova, 2002). It is universally acknowledged that an educator's professional development does not end at the initial pre-service training (Ho-Ming & Ping-Yan, 1999; Somers & Sikorova, 2002). Over time the knowledge and skills of staff members in schools are subject to deterioration, while new developments in educational thinking render their skills outdated or inefficient (Campbell, 1997). Moreover, educators will not change the way they teach unless they learn new ways to teach (Sparks & Richardson, 1997). Figure 1 provides an outline of key factors that will influence the effectiveness of a PD programme. The following major categories are identified: transformational leadership; educators' commitment to change; in-school conditions; out-of-school conditions; and requirements of PD programmes themselves. How each of these categories impacts PD is briefly described in the following sections.

The Role of Leadership

Quality leadership is required for effective PD in schools (Bernauer, 2002). It provides an orderly and nurturing environment that supports educators and stimulates their efforts (Bernauer, 2002). The leadership model used in the Canadian study of Yu, Leithwood and Jantzi (2000) includes various transformational leadership dimensions that could influence educator commitment and have an effect on PD. They are:

- *Charismatic leadership: identifying and sharing a vision*: leaders exert a profound influence on followers, the school's performance and climate by the force of their personality, abilities, personal charm, magnetism, inspiration and emotion (Dubrin & Ireland, 1993; Dreher, 2002).
- *Cultivating the acceptance of cooperative goals*: the cultivation of shared values and the development of an appreciation for the value of working together and caring about each other (Robinson & Carrington, 2002; Bernauer, 2002).
- *Creating high performance expectations*: expectations of excellence, quality and high performance on the part of staff (Anonymous, 2001/2002).
-

> ***It is universally acknowledged that an educator's professional development does not end at the initial pre-service training.***

- *Providing individualised support*: emotional, psychological and logistical support to educators so that they continue developing new habits (Sparks, 2003; Somers & Sikorova, 2002; Pehkonen & Törner, 1999; Professional staff development: A key to school improvement, 1999; Somers & Sikorova, 2002; Washington, 1993).
- *Providing an appropriate model*: Examples are set for staff to follow which are consistent with the

values leaders advocate (Yu *et al*, 2000).

- *Strengthening school culture*. Leadership is overwhelmingly important in establishing a positive school culture (Campbell, 1997).

There is a positive relationship between a principal's actions and teacher affective outcomes such as feelings of trust, respect,

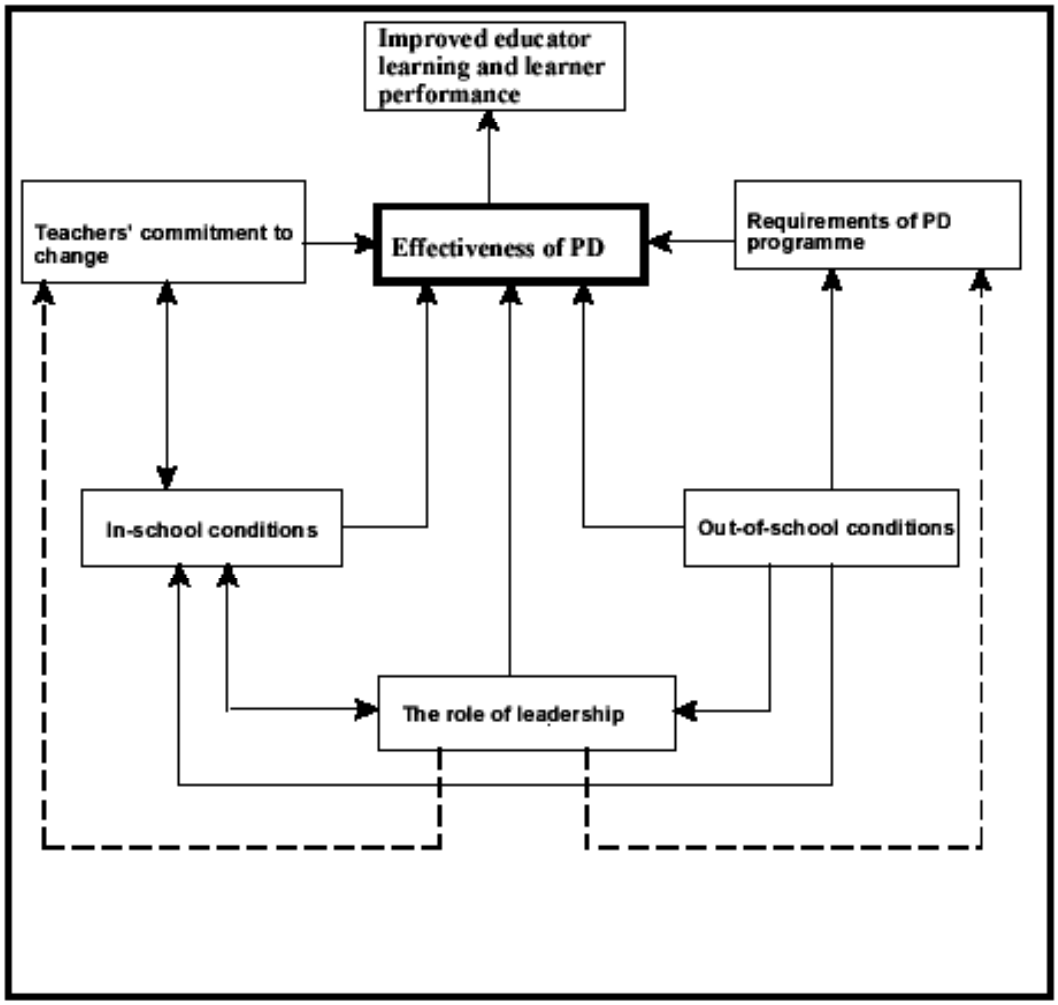

Figure 1: Factors Influencing Professional Development

job satisfaction, empowerment, higher levels of commitment to organizational goals and perceived principal effectiveness (Bernauer, 2002; Campbell, 1997; Asbill & Gonzalez, 2000; Edwards, Green & Lyons, 2002; Mahoney, 1997; Bjork, 2000).

The Role of Teachers

Since teaching is a lonely profession, there should be opportunities for teachers to share their achievements and problems in employing new strategies for change to happen (Robinson & Carrington, 2002; Bernauer, 2002). Sharing stimulates teach-

ers' reflection and broadens their perspective (Ho-Ming & Ping-Yan, 1999; Dixon, 1998; Blackmore, 2000). It contributes towards the development of a positive school culture that is committed to change and the creation of better learning opportunities for all learners (Robinson & Carrington, 2002; Rhodes & Houghton-Hill, 2000).

Apart from the crucial role of teachers in implementing PD, the conditions within a school can also play an important role in the effectiveness of PD. Yu, *et al.* (2000) include mediating variables such as school culture and school environment which affect educator commitment to change.

In-School Conditions

Research reveals some variables concerning in-school conditions that may influence the effectiveness of PD.

- *School culture*: the shared norms, values, beliefs and assumptions shared by role players of an organisation that shape decision-making and practices (Yu, et al, 2000; Duff in Smith & Lowrie, 1998). The school culture should be positive and humane: psychologically comfortable, with warm human relationships, and professionally supportive, giving people the necessary resources and opportunities to colla-borate and learn from others (Brandt, 2003; Partee & Sammon, 2001; Somers & Sikorova, 2002; Anony-mous, 2001/2002).
- *Regular PD*: Since ongoing development is a characteristic of effective PD, it is obvious that such programmes should be presented regularly.
- *Collaboration*: Educator collaboration and support are required for PD to be effective (Rhodes & Houghton-Hill, 2000; Brandt, 2003; Richardson, 2003). Collaboration will contribute towards the development of a positive school culture (Robinson & Carrington, 2002; Rhodes & Houghton-Hill, 2000).
- *Feedback*: Staff development is most effective when it is a continuous process that includes individual follow-up through supportive observation and feedback (Moore, 2000; Robinson & Carrington, 2002; Richardson, 2003; Lam & Pang, 2003; King & Newman, 2001).

Schools form part of a larger system in which they have to meet goals set by education authorities.

Out-of-School Conditions

Conditions outside schools have the potential to influence the functioning of schools which may impact PD in schools. Schools are strongly influenced by policies and programmes of authorities that change the control patterns, enrolment fluctuations and policy directives (Lam & Pang, 2003). The quality of teaching and learning depends on people and structural and technical resources which are influenced by community context and policies and the programmes of other external role players (King & Newman, 2001). These necessary resources include the availability of necessary funding (Lam & Pang, 2003). Funds to support PD may be provided by educational authorities or outside agencies, or raised by individual schools.

Schools are strongly influenced by policies and programmes of authorities that change the control patterns, enrolment fluctuations and policy directives.

Professional Development Programmes

The growing body of research on PD has provided consistent guidelines for planning and implementing PD programmes that may lead to the improvement of practice. The importance of active participation during presentations and feedback to teachers on their development is widely supported (Moore, 2000; Redding & Kamm, 1999; Lam & Pang, 2003; Birman *et al,* 2000; King & Newman, 2001). Teachers need blocks of time without responsibilities for optimal learning to take place (Professional staff development: A key to school improvement, 1999). For PD to be effective, certain structural aspects are important.

- *Form*: For PD to be effective, programmes should be longer and have more content focus, active learning and coherence (Birman *et al,* 2000).
- *Time*: Quick fixes may not produce the desired results (Blackmore, 2000). PD should also take place over an extended period of time (Birman *et al,* 2000; Blackmore, 2000; Richardson, 2003; Russell, 2001).
- *Type of training*: A successful PD programme will comprise a variety of different models, each meeting the needs of different educators and achieving different outcomes (Shaw, 2003; Somers & Sikorova, 2002).

What is Invitational Education?

Invitational Education can be described as a philosophy and set of activities aimed to promote a total school climate that is welcoming, a place that intentionally energises people to realise their individual and collective potential (Purkey & Strahan, 1995; The Concept of Invitational Education, 1998; Friedland, 1999). As such it is deliberately directed to broader goals than students and their performance alone (Purkey & Strahan, 1995).

IE consists of certain key assumptions for communicating caring and appropriate messages intended to invite the development of the relatively endless human potential (Friedland, 1999; Novak & Purkey, 2001; Kok & Van der Merwe, 2002; Purkey & Strahan, 1995). It also aims to make schooling a more exciting, satisfying experience for all students, staff, parents and the community (Purkey & Strahan, 1995). The assumptions of IE are:

- Respect: People are able, valuable and responsible and should be treated accordingly (Novak & Purkey, 2001).
- Trust: Education is a collaborative, cooperative activity (Novak & Purkey, 2001).
- Optimism: People possess untapped potential in all areas of development (Friedland, 1999; Novak & Purkey, 2001).
- Intentionality**:** Human potential is best realised by places, policies, processes, and programmes that are specifically designed to invite development and by people who are personally and professionally inviting with themselves and others (Novak & Purkey, 2001; The Concept of Invitational Education, 1998; Friedland, 1999).
- Care: the process is the product in making (Novak & Purkey, 2001).

Methodology

The schools participating in the study have received the prestigious Inviting School Award School from the International Alliance for Invitational Education in the USA. Thus, these schools have succeeded in demonstrating the principles and practices of Invitational Education. In the quest for quality in schools and school improvement, attention should be given to

the aspects required to bring about effective change to create an inviting climate for effective learning.

Research Question and Design

This study addressed the research question: Which aspects influence the effective implementation of Invitational Education in schools?

A qualitative research design was deemed most suitable for this study since it allowed the researcher to gain insight into the perceptions of principals and teachers on the factors influencing the realisation of IE in their schools. Field research was undertaken (Schurink, 1998) and a phenomenological approach was followed in order to understand participants' personal meanings which were constructed from their 'lived experiences' (Johnson & Christenson, 2000; Rudestam & Newton, 2001). Phenomenology aims at obtaining a deeper understanding (the *verstehen* tradition) of the meaning of everyday human experiences (Patton, 2002); in this case the factors that participants believe influence the implementation of IE.

Sample

Purposeful as well as convenient sampling was used selecting information-rich cases for the study (Johnson & Christenson, 2000; Patton, 2002). Inviting schools were selected from among IE award winners with the assistance IAIE board members and consultants. Two elementary schools (School A and School B), a Ninth Grade School (School C), and a High School (School D) were selected from Kentucky. Five inviting schools in New Mexico were selected: two early childhood centres (School E and School F) and three elementary schools (School G, School H and School I). Thereafter, the researcher contacted the principals of the schools through e-mails to arrange for the visit.

The schools typify many problem areas in American schools (Shipengrover & Conway, 1996). All the schools have a diverse population of students in terms of income, culture and national heritage. Family income ranges from substandard poverty to high income.

Data Collection

Data were mainly collected through interviews using an interview guide that included: The role of leadership, the role of staff, the influence of external and internal school conditions and the requirements of the PD programme on IE. Interviews serve the purpose of enabling people to report information about their beliefs and experiences (Thomas & Brubaker, 2000). The following interviews were conducted before the research reached data saturation where no new relevant data were discovered:

- Principals of all nine and one assistant principal (School C)
- Selected teachers at each school.
- An IE consultant in New Mexico

The type of interview (individual or focus group) was determined by the timetable and particular circumstances of the school. A general question opened the interviews: Which aspects influence the effective implementation of Invitational Education? The natural flow of conversation was followed.

The interviews with the principals, individual teachers and the consultant lasted about sixty to ninety minutes. The focus group interviews lasted about ninety minutes. Permission was granted by all respondents to take down field notes and to tape record the interviews (Warren, 2002; Patton, 2002; Johnson, 2002). These notes were expanded by the researcher immediately after completing each interview, as a verifying measure. All the interviews were transcribed on a computer (Johnson & Christenson, 2000).

Validity and Reliability

Guba's (Poggenpoel, 1998) model for trustworthiness was used to ensure the validity and reliability of the research. The four strategies to ensure trustworthiness are credibility, transferability, dependability and confirmability (Poggenpoel, 1998) and are summarised in Table 1 (Poggenpoel, Nolte, Dörfling, Greeff, Gross, Muller, Nel & Roos, 1994).

Data Analysis

Data was composed of the transcribed interviews and researcher's field notes were segmented and inductively coded (Johnson & Christenson, 2000; Patton, 2002). The first step in the phenomenological analysis was epoche (eliminating personal involvement by becoming aware of prejudices or assumptions) (Patton, 2002). In the second

Strategy	Criteria	Application
Credibility	Reflexivity	Field notes taken
	Triangulation	Interviews conducted with principals and teachers at nine schools, field notes, literature control
	Checking	Literature control of description of TQM in education
	Authority of researcher	Previous experience of qualitative research
Transferability	Nominated sample	Purposeful, non-selective sampling with Superintendent of district
	Comparison of sample	Sample reflective of community
	Dense description	Complete description of methodology including literature control and verbatim quotes from interviews
Dependability	Dependability audit	Question checking with literature and school in pilot study, data analysis protocol
	Dense description of research method	Research methodology fully described
Confirmability	Triangulation	As discussed
	Triangulation	As discussed
	Reflexivity	As discussed

TABLE 1: STRATEGIES TO ENSURE TRUSTWORTHINESS

step, phenomenological reduction (bracketing) took place by placing pre-conceived ideas within brackets (Patton, 2002). This was done when reading the transcripts and field notes for the first time in order to identify the data in pure form (Poggenpoel, 1998; Patton, 2002). Signi-ficant comments were grouped into cate-gories and units of meaning were put into these major categories (Johnson & Christ-enson, 2000). A number of sub-categories within each major category were then identified.

Findings

Role of Leadership

Principals, experienced and beginner teachers endorsed the crucial role of leadership as indicated in the following examples: "It [IE] starts from the top" (beginner teacher, School A); "The leader is the first and foremost" (Principal, School B); "The principal is really the pin" (experienced teacher, School G); "Leadership of the school, that's it. The school flows as the leadership flows" (principal School D); and "Leadership plays the biggest part...you need someone to spearhead the initiative" (beginner teacher, School D). The IE consultant took it further: "If the principal is not in favour of it, it is not going to happen at a large scale." Furthermore, what leaders need is a "...passion for IE...to get people involved you have to have a passion."

Transformational leadership is required for effectively implementing IE. The principal—teacher relationship in transformational leadership is characterised by charisma on the part of the principal, inspiration by the principal, and intellectual stimulation between the principal and the staff. Effective leadership in implementing IE requires role models, a vision and creating a school environment that is conducive to IE.

Acting as a role model: Exemplifying IE is an important requirement for leaders when implementing IE. A beginner teacher of School A succinctly described leaders' roles: "If they [principals] want people to do good things, they should do it" School A). Others supported her view: "If he [the principal] is not first of modelling IE and demonstrating it, [it won't happen]... He has to model it, he has to be creative" (principal, School A). Two other teachers took it even further by saying "He should be the face of IE" (experienced teacher, School A); and "She should walk her talk and get her hands dirty. They [the staff] will respect her more" (principal, School B). The principal of School D was, however, adamant with his remark "If the leader doesn't do it, there is no way others would do it".

Principals also accepted their responsibility to serve as role models of IE as exemplified by the following: "I have to walk the talk. I am the head leader and have to set the example" (principal, School G) and "So I am setting an example, I try to demonstrate how to treat people. I set the example and tone of the school" (principal, School C).

The IE consultant explained how she acted as role model, drawing from her experience as a principal: "As a principal with a desire to create an inviting school, it was necessary to begin with myself. I know that I had to model the message ... I then started with my own space, the office". She added colour, created a cosy haven and added carefully chosen items. People began to notice the difference and commented on it.

Literature confirms the importance of principals providing an appropriate model whereby an example can be set for staff to follow (Yu, *et al.* 2000). It also endorses the necessity of principals' support of teachers during the process of change

(Robinson & Carrington, 2002; Brandt, 2003; Gerber, 1998; Richardson, 2003; Somers & Sikorova, 2002; Washington, 1993). Principals acting as role models and supporting teachers are therefore essential for a school to become an inviting school. Serving as role models is one aspect of leadership. They also need to know where the school is heading.

Significance of a vision: Principals striving towards IE in their schools require a clear vision. The importance of a vision was supported by many participants. Two principals explained it as follows:

> You have to start with the people. If you don't have a common vision, you won't accomplish your goal ... I always say we don't have a good school because of me, but the principal has to be the key leader in sharing the vision and continuing motivating people towards the vision. The principal has to articulate the vision. I have to walk the talk. I am the head leader of the school. Once you get the people on board, it's shared leadership (School G).

> For invitational learning it takes inviting teachers to see the rainbow, to have a dream. You have to see the outcome. You need to have a vision. You have to believe in it (School E).

A typical skill of an effective leader is to provide a vision and to inspire people to work more effectively, which can also be applied to becoming an inviting school. The inspirational nature of the vision then holds the empowered, autonomous professionals together in meeting their goals (Robinson & Carrington, 2002). The shared vision and values of staff members affect their actions, which subsequently have an influence on the school culture (Smith & Coldron, 1999).

Creating the climate for IE: Both principals and teachers referred to the principal's key role in creating an inviting atmosphere in the school. "We [principals] set the tone, set the way, the direction. As leaders we take teachers to areas they wouldn't normally go ... I am instrumental in setting the climate, the tone and example for teachers ... I provide leadership that is participating ... We work together" (School C); "The principal sets the whole tune for the building" (experience teacher, School H); and "I know the principal influences the atmosphere in the school. I take a lot of stress on myself to maintain a positive atmosphere" (principals, School I). A beginner teacher of School A took it even further: "You need a battery to start it. You also need people who don't mind change. If the principal is not willing, if he doesn't have friendly people in his office, it is difficult. You may take the unfriendly face from the office to the classroom".

Principals striving towards IE in their schools require a clear vision. The importance of a vision was supported by many participants.

To re-culture schools means to develop collaborative work cultures that focus in a sustained way on the continuous development of teachers in relation to creating and assessing learning conditions for all learners (Fullan in Robinson & Carrington, 2002; Bernauer, 2002). IE and invitational learning (IL) are maintained by the Alliance for Invitational Education as a means for re-culturing classrooms and climates in schools (Asbill & Gonzalez, 2000; The Concept of Invitational Education, 1998). The IE philosophy also aims to promote a total school climate that is welcoming, a place that intentionally energises people to realise their individual and collective potential (Friedland 1999).

When principals choose to behave in an inviting manner, the school climate will be enhanced and total school settings will be positively transformed (Campbell, 1997; Asbill & Gonzalez, 2000). Principals can also work towards fostering a climate where teachers feel safe and able to work cooperatively and professionally (Edwards, *et al.* 2002). The vital role of teachers in implementing IE can not be disregarded, as one principal commented: "Teachers are the key people and I feed the teachers and teachers feed the children. They have the most impact. They are behind closed doors."

Role of Teachers

Teachers are the wheels of IE:
Throughout the interviews the interaction between the principal and the staff as well as the importance of teachers in the implementation of IE was explained. The principal of School E asserted:

> The principal, you know, sits in a little office, but they [the teachers] make it happen ... Here's the deal, not only to attend conferences, but the principal has to see that it's carried out. You have to keep on reminding them [the teachers].

The key role that teachers play was also supported by the following responses:

> "Teachers are the wheels of the programme. It happens in the classrooms ... They are the action parts" (experienced teacher, School G;
> "The most important thing is teachers. They are not an add-on, they deliver instruction to students" (principal, School D);
> "It would be impossible to implement IE without the teachers. Teachers have to buy into it" (IE consultant).
>
> The principal of School A, however, warned: "You won't have a 100% buy into IE".

Principals can help teachers to realise that they can make a difference in student performance when being inviting. Since teachers are the 'action parts' in classrooms, their role is vital for the effective implementation of IE. IE can lead to a pattern of beliefs and expectations of teachers in the schools that guide their attitude and behaviour (Drejer, 2000). The effectiveness of their influence, however, depends on their attitude and commitment in implementing IE.

Teachers' attitudes and commitment: A few participants explained the importance of staff's attitude and commitment in the effective implementation of IE.

> The attitude of teachers is the biggest thing. If we complain about pay, yes, we don't have enough funds, but we can discuss it without being negative. Commitment is a huge thing. Attitude and commitment go hand in hand. If you have a bad attitude, you hare not committed (principal, School C).
>
> The attitude of teachers has to be positive. We were trained to follow guidelines of IE. It was discussed outright, it looked at our attitude ... A willingness to participate is important, a willingness to learn about IE. Just being positive is a major step. There are many things to be negative about (experienced teacher, School A).

Teachers' attitude and commitment are at the centre of implementing IE, as indicated for other PD programmes. Various other authors support the importance of attitude and commitment in change initiatives (Ho-Ming & Ping-Yan, 1999; Yu, *et al*, 2000; Pehkonen & Törner, 1999; Blackmore,

2000). Introducing IE will be impossible without teachers' commitment, even if these programmes are well designed and implemented.

Creating an inviting school environment requires the cultivation of shared values and the development of an appreciation for the value of staff working together and caring about each other.

Collaboration between staff members: Collaboration between staff in the school is an assumption of IE. Two participants expressed their perceptions of staff working together:

> If you have a faculty that don't work together, it's a hard obstacle to overcome. You can't start IE without team-building (beginner teacher, School C).

> Teachers play a major role ... If we become a team, a family, working towards the process, we will make it. Also remember that one apple spoils the barrel ... You need to include and invite everyone. People make the building, not the building the people (principal, School H).

Although teamwork is acknowledged, the quality of relationships can be vital when implementing IE. A teacher of School G and the principal of School C respectively referred to the influence of teacher relationships:

> I think that how teachers get along is seen between the lines by students. If a staff member has conflict it will affect students. Staff should realise that their behaviour affects students and the invitational school.

> A little negative talk, negative action of teachers can really pull the school down. I try to be a positive role model, treat teachers with respect, brag on them a lot.

Team members can utilise strengths and complement each other's knowledge and skills in becoming inviting schools. When everybody participates in school transformation, everyone experiences a genuine sense of ownership of the process (Purkey & Strahan, 1995). According to Purkey and Strahan (1995), "membership" is a hallmark of an inviting school. However, the most powerful predictor of learner performance is the quality of relationships among staff (Barth in Purkey & Strahan 1995).

Since people are the most important aspect in IE, it is essential to select the right staff members. The importance of hiring the right people was supported by various participants. The IE consultant succinctly expressed her views as follows:

> Hiring, inducting and indoctrinating new staff members are crucial in sustaining the IE spirit. The most effective way to assure continuity is to appoint the right staff members ... The hiring of the right staff applies for all positions in the school. Lots of time you can't hire them, so then you have to train them. Everyone is equally important, the janitor, the secretary, it takes everybody on board.

The principal of School I supported this: "Hiring new staff is important ... You have to find the best candidate. If we hire the right people, students are successful, the climate will take over. You don't create an inviting school. You have an inviting school". A teacher also warned against incorrect appointments: "Don't hire sour apples. It takes one person to put a sour apple in the barrel to make the whole barrel sour" (experienced teacher, School C).

The shared values of members in a school community affect their actions, which subsequently have an influence on the school culture (Smith & Coldron, 1999;

Robinson & Carrington, 2002). As such it is essential to identify people who have the potential to work collaboratively in achieving the aims of IE.

Apart from the aspects described above, the success of any innovation depends on maintenance of the desired culture in the school.

In-School Conditions

Many participants explained the important role of in-school conditions for the effective implementation of IE. They referred to the physical surroundings as well as the climate of the school. Regarding the physical conditions parti-cipants agreed that they can affect the effective implementation of IE. "The physical conditions can have an influence" (experienced teacher, School F). A teacher was more explicit in her views: "Sur-roundings play a key role. If the school is run down, you don't care about it and you don't want to be there" (experienced teacher, School A).

The influence of school climate was highlighted by other participants: "Every school has its own culture, identity and I don't say it's correct or incorrect, but it influences the implementation of IE" (experienced teacher, School G) and "Without a culture, a tone in the school, IE is impossible" (principal, School E).

This latter view was explicitly supported by the principal of School G.

> Long ago before Mr X became the superintendent I knew climate is important. The climate was deadly in another school – the people had a smile on their faces but they stabbed you in the back. I would always work on the school climate.

The IE consultant agreed with the importance of the tone of the school for effective IE, stating:

> If it is not there you have to create it ... Everything and everybody adds to or takes away from the climate ... The ultimate purpose for creating an inviting school is to create an optimal learning environment ... Ideally, the factors of people, places, policies, programmes and processes should be so intentionally inviting as to create an environment in which every person is cordially invited to develop intellectually, socially, physically, psychologically and spiritually.

Although changing the climate of the school to become inviting is possible, two participants (beginner teacher, School D and principal, School F) agreed that it does take time and requires the "right staff" in the school. This contradicts what another teacher said: "A diverse group of people doesn't need to affect IE. It may make it harder ... Any school can implement it" (experienced teacher, School A).

Research shows that teachers are most productive when they work in an environment of caring, support and trust. A friendlier and supportive school environment may diffuse hostility and alienation, which makes the school more inviting, less threatening and more rewarding (Friedland, 1999; Anonymous, 2001/2002; Brandt, 2003).

Apart from the in-school conditions, out-of-school conditions have the potential to influence the effective implementation of IE.

Out-of-School Conditions

There seem to be different views on the effect of out-of-school conditions on the effective implementation of IE, ranging from a negative to a more positive view. A number of participants referred to the negative effect of out-of school conditions on the implementation of IE.

> Schools are under a lot of pressure. Our nation has passed the mandate: 'No child left behind' ... The school may be inviting, but if the school has failed academically that is another story. It is hard to fight public perceptions. The school could eventually close down ... It is now very difficult to maintain an inviting environment.
>
> Such conditions may have a negative effect when the stress levels are more and there is pressure on testing. We then rush over some kids and focus on the curriculum only. We will not be inviting because we want to make the grade for the school, district and state. There is a lot of pressure and this is not inviting (principal, School B).

Research shows that teachers are most productive when they work in an environment of caring, support and trust.

Regarding the effect of mandates on their performance, two teachers expressed their feelings succinctly as follows: "I'm too tired, too overwhelmed" (beginner teacher, School C) and "My plate is full. I have so many things I am responsible for. I can't handle it" (experienced teacher, School B). An experienced teacher of School E blamed government: "Legislature makes decisions but have no idea what they are mandating. If people feel helpless, they can't feel inviting".

Other participants acknowledged the effect of out-of-school conditions, in particular the state mandates, but believe that "IE can work with a lot of mandates" (experienced teacher, School A). Other responses include the following:

> They [out-of-school conditions] have less effect than other things. All these mandates, changes in politics, they lie heavily on teachers and principals and require more paperwork. It can affect their mood ... They can have an impact on people's attitudes. If people feel angry, overloaded, these feelings can affect their attitude towards the school and that will affect their job satisfaction. If a person can rise above that, OK. As a principal I protected the teachers as much as possible so that they can do their job (IE consultant).
>
> Our state and federal mandates are out of our control. We have to make them work. I don't agree with tests. We have to do academics, academics, academics to raise test scores. If the states give lemons, we need to make them palatable, make it a pleasant experience. So, we motivate, motivate and motivate. I encourage teachers to do it with a smile ... The pressure to excel, to succeed academically has increased 10-fold (principal, School G).

Yet some participants felt that out-of-school conditions do not or should not have an influence on the implementation of IE, as one principal said: "We don't want to use excuses. Nothing is mandatory in [this particular school]" (principal, School D). Other participants supported this view:

> If you let it happen, such conditions may influence us ... If we keep caring as the main focus, and see the children as the most important factor, we can try to help children achieve ... We know we must also work towards standards" (experienced teacher, School G).

> They [out-of-school conditions] haven't affected us, they didn't put restraints on us ... We have an upbeat administration" (experienced teacher, School A).

One should keep in mind that the latter school is an Early Childhood Center and is not affected by mandates. The response could be different should such mandates become applicable.

The quality of teaching and learning depends on people, structural and technical resources that are influenced by community contexts and policies and programmes of external role players. Such demands have been accompanied by an emphasis on school cultures that cultivate these expectations for learner success and reflect staff members' new responsibilities to account for students' learning. To be realistic, implementing IE under such external conditions can therefore have an impact on its effectiveness.

Although the influence of external conditions is acknowledged, schools retain the responsibility to provide effective development programmes to implement IE.

Professional Development Programmes

Instituting a professional development programme such as IE needs to meet certain requirements to make the implementation effective. A number of participants described the way in which they think IE programmes should be instituted and the spirit maintained once it has been established in a school.

Best ways of instituting IE programmes: A few participants referred to the importance of having a place away from school to inculcate IE. The IE consultant said:

> From my experience I learned that one of the best ways to move a group of teachers from the awareness and understanding levels to the application and adoption levels to get all staff on board is to have a retreat dedicated to IE. Much can be accomplished where staff meets away from school... It will take an effort on their part, but it's worth it ... It can speed up the process by one year, a three-day retreat. Get people in the retreat where they are away from usual worries and chores. It can be very basic. It doesn't need to be fancy.

The idea of having a retreat away from school was supported by a teacher. She also elaborated on when, how and by whom such programmes should be presented:

> You have to make professional development appealing. I went to a retreat ... I don't want to catch up work once I get back to school ... I love a hands-on workshop. I don't like to be lectured to, I want to participate ... I would like to have someone who is not on the staff who has a lot of experience, who doesn't have attachments to the staff, who is not biased. It should be a venue away from the school (experienced teacher, School G).

A principal was more explicit about the time IE programmes should be presented and elaborated on the inviting atmosphere of such programmes.

> At the beginning of school or in summer teachers are more relaxed to implement IE. If individuals' minds are too overloaded it won't work... For the workshop have food, feed the body and soul, we all like to eat ... Also make it aesthetically pleasant to everyone ... Keep it within two hours (principal, School G).

The assistant principal of School C disagreed: "We feel comfortable at school to be trained by people in our own building. We feel more comfortable to ask questions."

The IE consultant referred to strategies for the introduction of IE. "First I think they should read the fastback [a publication] of IE. They [the staff] also need to see the video journal of education on IE". The importance of a video on IE and visits to schools that have successfully implemented IE was also supported by a beginner teacher, School A.

> One thing you need is a video of IE showing how it's working. You should make visits to schools that are working. This is the first thing. You have to show that it is working. If an outsider comes in, they could say it won't work. You can talk, talk, talk, but until they see it, it won't work.

Others, however, believed that the principal can 'bring' the approach to the school, be the 'seed' and continue to endorse it, even when resistance is experienced. The principal of School G remarked:

> We have to bring awareness of IE to the school. We have to start with the principal. All I can do is to bring the knowledge there ...There is a lot of resistance. You will have to keep presenting it. You keep presenting it. It will take two to three times. The staff may call it fluff.

A few participants referred to the qualities of a presenter of IE programmes since "the presenter is crucial" (beginner teacher, school D) and "he or she can make you buy it or turn you off" (experienced teacher, School H). The following qualities of an effective presenter were identified: "The presenter has to be accepted by the group and should be an invitational person. He should be full of excitement and warm" (beginner teacher, School C); "The presenter has to be funny and model things" (experienced teacher, School A) in the programme; and "The presenter should be honest and show it is hard. He should show where difficulties are and how they should be addressed" (principal, School G). Presenters can, however, be expensive and "come and go", therefore some participants believed that members of staff such as councillors could present such programmes.

What also came to the fore was the need to have feedback after such programmes were presented as an experienced teacher of School G explained: "You need to review and discuss what ideas you have developed so far. Feedback is a good thing".

It is obvious from the responses that participants have different views on where, when, how and by whom programmes should be implemented. Literature also differs in this regard. Trent (1997) and Sachs (1999) recommended that staff go to another geographical setting for a few days, away from the day-to-day routine. Burke (1997) and Ribisch (1999), however, believe that PD cannot be conducted in the same type of environment for all teachers. This implies that schools have to select programmes for IE that suit them best.

Although IE awareness training is essential, a continuance to inculcate certain inviting values and practices is required.

Necessity to continue IE inculcation: Receiving the IE award does not mean that the school has "arrived". It is even more important to demonstrate what it is to be inviting after the honour has been bestowed on the school. Two teachers mentioned the necessity of maintaining the IE spirit in the school.

> We are now lacking it [the spirit of IE] and have to get back to IE to continue with IE. IE has to be revisited ... We have to see if we still have the same vision and mission. Initially we were excited, but we are now several years from that. We don't have the same enthusiasm as before. The spirit may die. If you don't have continuous development, it may die. You have to understand the concept, but you need to have a strong tradition to keep us inviting. Continuous encouragement is needed ... It's human nature to slack off on things. We know what it is to be inviting, but it is not the same as in the beginning. In the beginning we had more discussion, many surveys ... To follow through is very important. Don't stop with surveys. Our school was more successful when we were more inviting (experienced teacher, School C).

> We need continuous teacher orientation. I miss the hows and whys ... I read it [IE] in the handbook, so I remember it being mentioned, but since then the only time I have heard it was when we sat down as a team. How can I take this even further? It would benefit us all if we go back and revisit IE (beginner teacher, School C).

The principal of School I referred to the way in which her school attempts to sustain the spirit of IE.

> We do maintenance in different ways. We started with [IE consultant] and brought her back for a refreshment course. She reinforced it and the next year we plan to take it on ourselves, I mean the workshop. You have to give invitations in small doses. They [teachers] can otherwise be overwhelmed ... We also have periodic meetings one-on-one ... We also got sponsors for The Atlanta Conference.

Schools have to select programmes for IE that suit them best.

An experienced teacher of School E elaborated on this comment:

> A one time shot is not enough. You need a mentoring programme and a person who is committed to help and support us [teachers]. This is especially true for isolated cases of uninviting behaviour ... Being inviting is intentional, it doesn't always come naturally.

The responses of participants regarding continuity of PD are supported by literature. They claim that PD is most effective when it is continuously done with the necessary individual follow-up through observation and feedback. The methods employed will, however, depend on the needs of the staff.

Conclusion

It is clear from the findings that although different educational institutions formed part of the study, they all agreed upon the major aspects required for the effective implementation of IE as a PD programme; that is the role of leadership, the role of teachers, in-school and out-of-school conditions and the requirements of a PD programme on IE.

The leadership role describes the principal as a visionary, leading the school community in its development to use more effective teaching and curricular strategies and supporting educators' efforts to become inviting. A vision of becoming inviting is vital for the success of the programme. Principals also play a key role in

creating and sustaining a positive school climate in which teaching and learning can take place.

Although it is accepted that leadership is the key to any school reform, little change is possible without the active role of teachers. Their attitude and commitment towards IE cannot be underestimated. One of the most important things that professionals can do in inviting schools is to work together and learn from one another.

A positive school culture can be conducive for the effective implementation of IE. Otherwise, valuable time and resources will be spent in achieving only minor growth of staff. The inviting school culture should be humane, that is, psychologically comfortable with warm human relationships and professionally supportive, offering people have the necessary resources and opportunities to collaborate and learn from others. It is also true that an inviting culture can be taught, and therefore PD programmes have a role in transmitting this school culture.

The mandate "No child left behind" and other mandates to improve the quality of learning can put schools under pressure to perform academically. It implies that other initiatives such as IE have the potential to be resisted by staff that already experiences a lot of pressure. The influence of principals, the attitude of staff and a school culture receptive to change should, how-ever, not be underestimated when de-scribing the possible negative impact of out-of-school conditions on the effective implementation of IE.

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Make 'Em, Don't Break 'Em: The Power of Words and Labels

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From birth children are labeled, motivated and sometimes stifled by words. In the home, community ore school, it is obvious that children cannot escape words and their influence. This article describes the processes and the effects of words on children's journey to adulthood and underscores the importance of educators' understanding of positive messages.

It Begins with a Name

The term "violence" has traditionally been defined as a physically aggressive act (Olweus, 1999). However, it has been argued that in modern society, thanks in part to the media, violence has developed an inflated meaning that has "grouped together not only physical aggression, extortion and vandalism, but also what is known as incivility: insulting talk, bad language, pushing and shoving, name calling, humiliation" (Debarbieux, 2001, p. 15).

Labeling and disparaging words have been accused of initiating negative self-concepts, less positive interaction with teachers, more teacher criticism, reduced levels of interest by parents, negative stereotyping by teachers and learned helplessness by students (Gelfand, Jensen, & Drew, 1988; Gillung & Rucker, 1977; and Kuther, 1994). Our childhood is filled with taunts and followed by the automatic refrain "Sticks and stones may break my bones, but words will never hurt me." Little did we perceive that they were really "killing us softly with their words." Guiley (1999) suggests that even as children we knew differently. We knew names and words can, indeed, hurt us. She notes that words don't break our physical bones, but they can break our spirits, our pride and our confidence. Words can bring us down and echo within us for years after they are spoken.

Papazoglou (2003) concludes words do affect our lives in dramatic ways. Words are what actors, politicians, businessmen, marketers, diplomats, writers, and other influential people use to gain loyalty and influence. Each recognizes the power of the well positioned word. Most, if not all, of the recognizable authorities in virtually every industry credit their success to the power of words (Papazoglou, 2003). Yet as educators we often do not seem to recognize the extent of the influence of words.

According to Tauber (1998), teachers form expectations for students based upon such characteristics as body build, gender, race, ethnicity, given name and or surname, attractiveness, dialect, and socioeconomic level. Once we label a person, it affects what we assume that person is like, placing some students at a definite advantage while placing others at a definite disadvantage (Good, 1987; Hunsberger & Cananagh, 1988; Brehm & Kassin, 1996). The first impact

words have on the life of a child is the assigned name that will be the label for life. Herzig (1998) notes that one of the wonderful things about becoming parents is the ongoing debate between parents over what to name the child. Historically names were selected to reflect character and life expectancy of biblical characters. Names have long been recognized as reflecting character. Often we even apply a nickname that better fits one's personality or character.

Robles in Paul Canfield's *Ways to Enhance Self Concept in the Classroom* (1994) notes that names historically were passed down from one generation to another. She cites as examples first names like Phillip meant "Lover of horse," Peter meant "rock or stone," Henry meant "home ruler," Margaret meant "a pearl," and Judith meant "admired or praised." Last names like Cooper referred to "a man who made barrels," just as Smith meant "a blacksmith". By this and a myriad of others methods, we begin to ascribe characteristics, often not observable, to accompany certain names. The characterization power of words is dramatic when children are called ethnic and religious epitaphs or When called "liar," "cheater," "thief," "stupid," "dummy," or "dunce." Recognizing that negative associations and images are often evoked by personal names, Robles recommends we combat this by teaching youngsters to take pride in the names they have been given.

Four Types of Messages

Purkey (1991) combines the concept of invitations and disinvitations with the constructs intentionality and unintentionality to create four levels wherein people/educators function. They are:

1. *Intentionally disinviting*: At this level people purposely behave in a harmful and destructive level towards themselves and others. They intend to demean, degrade, and destroy the value and worth of themselves and others.

2. *Unintentionally disinviting:* At this level people behave in careless and thoughtless ways and their actions are seen as being disinviting toward others despite their best intentions. Their behaviors are ill-timed, poorly planned, misguided and extravagant. When messages are misinterpreted, gestures can be offensive and actions are unclear. While the harm is unintended the damage still occurs.

3. *Unintentionally Inviting:* At this level people note positive results but are uncertain what they did to achieve them. This leads to a lack of consistency.

4. *Intentionally Inviting:* This is the highest level of professional functioning. At this level people demonstrate an effective command of helping skills, a broad knowledge base and unconditional acceptance and regard for themselves and others. They consistently create messages and invitations enabling themselves and others to feel valued and worthwhile. These beneficial messages become the building blocks upon which to construct a healthy, well-functioning self-concept.

Purkey (1991) gives examples of unintentionally disinviting forces at work that can be seen in almost any school–the sign that reads: No Students Allowed In School Before 8:15 A.M. (although the temperature is below zero).

Harter (1986) offers a model of self-concept that has an impact on two factors, affect and motivation. Affect refers to the individual's emotional state (happy and content vs. sad and depressed). His model implies a causal link between self-worth and affect, such that

low self-worth produces negative affect and high self-worth would produce positive affect. The model also postulates a link between affect and motivation. In other words, a strong self-concept will be associated with a positive affective state and, in turn, high levels of motivation.

Edmonds first formally identified the Correlates of Effective Schools in 1982. He identified five correlates of effective schools that are likely to lead to academic success. One of the factors was "high expectations" for students. He proposes that students will rise or fall to our expectations. Wagner (1963) claims, "The ultimate function of a prophecy is not to tell the future, but to make it" (p. 66), and each time teachers size up or size down a student they are in effect, influencing that student's future behavior and achievement. Expectations may alter more than the student's actions. Teachers are affected by the expectations they have of students. If the expectations are positive and teachers expect the students to be successful, they will behave accordingly and guide their instruction so that success is obtained. But if they determine that students can't or won't achieve, effort on the teacher's part often wanes accordingly.

Johnson (1992) notes that schooling facilitates the child's emerging construction of self and that the language environment of school learning constitutes a social context that is essential to the development of selfhood. She adds "the potential that lies within each individual is realized only through social interaction" (p. 440). Scheffler (1991) indicates that the goal of each individual is maximal self-realization. Johnson (1992) notes, "it is therefore of utmost importance that careful attention be given to the quality of these formal social interactive experiences and what the child can learn from them" (p. 440). She adds that as children become adept in using verbal symbols, they become more able to meet the behavioral demands and expectations of others. This underscores the need for high expectations expressed through our words and behavior since behavior speaks, too.

The development of self, however, does not begin in formal school; it begins in the home. It is here that "the self evolves and thrives in the course of significant social interaction" (Johnson, 1992, p. 439). While the majority of what most children hear is positive, there have been many instances where it was not. Some examples of unconsidered messages that can ring with negative tones: "You are no good just like your daddy," "You act like a little sissy," "You will never be anything," and "You are so dumb." It is apparent that many parents feel comfortable in using such demeaning negative language. These damaging remarks are often made during the early, formative years of the child's life when he is forming his self-concept and his personality. Kelley (1962) stresses "the self feeds on ideas…which come from other people" (p. 15). Positive and negative thoughts are internalized and sometimes actualized. Mark Twain said that the difference between the right word and almost right word is the difference between lightning and a lightning bug. If we purposely chose the wrong word or thoughtlessly chose words that limit potential.

Peers

Almost all children have nicknames, and many of them come from their peers. Some are complimentary, but many target explicit weaknesses. They are the most damaging and persistent occurrences of childhood. Thus, we hear children assigning nicknames such as Stinky, Dog, Butterball, Dumbo, Big Head, Baldy, Fatso, Skinny, and Four Eyes.

Canfield and Wells (1994) state, "there may not be a young person anywhere who has not felt the sting of another's remark" (p. 78). Making fun of someone causes anguish and painful memories. American society, at least as portrayed in popular media, has embraced the mentality that encourages us to belittle, embarrass, and taunt simply for the sake of entertainment. The momentary exhilaration one may feel in humiliating someone is short-lived compared to the damage caused. People suffer when we care more about exercising our wit or using our glib tongues than we do about other people.

Children can be very cruel to one another. Colvin (2003) states that photographs of her as a child revealed that she was curly haired and cute. She states that she felt she was the product of an almost perfect childhood. However, by grade six almost everyone picked on her for reasons she did not understand. By high school the torment had solidified: a group of boys made it their habit to tell her every single day that she was stupid *and* ugly. Unfortunately, she believed them. She concludes, "It is amazing what you accept as truth when you hear it enough times" (p. 1). As a result, her confidence faltered and her self esteem withered away. She stopped talking in class, in groups, and in the hallways. She dreaded lunch hour, never stepped foot in the cafeteria, and the thought of class presentations literally made her sick. Bean (1992) calls this awareness of what others think of us (and our willingness to be influenced by it) connectiveness.

TV

Another influence on self is the entertainment industry in the form of television programming, films, and recorded music. Derogatory words are frequent and in some works, the dominant theme. These negative messages hurt all groups but particularly minorities. Individuals can tune-in to almost continuous music videos, songs, raps, and films. We have even created word to describe this "always on, always ready" lifestyle: "24/7" (24 hours a day, 7 days a week). Much of the medium in spoken in code, particularly in rap and hard rock venues. When are unraveled and understood, what we hear is usually derogatory to one group or another. In every venue, counterproductive and negative message compete with the values and virtues of kindness and caring. Too often, television humor teaches us that it is funny to ridicule and that ridicule has no influence on others. While we all know that feelings do really matter, television is still a powerful teacher and is one that can't readily be dismissed from service and escaped by changing schools.

Caregivers

Caregivers are among society's unsung and uncelebrated heroes. The work is continuous, the appreciation rare, the demands and stiff. But caregivers provide a profoundly service to the nation's children in child care, preschool, public and private schools, athletic leagues, after school centers, and recreation centers. Unfortunately, at their worst, caregivers can be uncaring givers. At their worst, uncaring givers exacerbate the situation with remarks like "How can you be so stupid?" which translates into the child's mind "I am stupid." "I'm sick and tired of your behavior" may be decoded as "he doesn't like me." Miller (1982) notes that children have an increasing ability to see themselves as objects to which actions or thoughts are directed by verbal symbols. In the short version, Moustakas (1956) states succinctly that meaning is not given, it is constructed.

Language is the core, the key, the foundation of every class, subject, activity, the re-

lationship. Language has many forms: the language of the textbooks, of print materials, of curriculum resources; of the language of daily events, of instructions, of directions, of announcements, of reactions, of questions, and of conversations. There is the language of feelings: the "life" and "death" of the spirit conveyed through verbal and nonverbal communication.

Chenfeld (1985) sees two types of teachers. A "Yes" teacher maintains a philosophy stamped with respect and regard for children. She contrasts the "Yes" teacher by describing a situation with a " No" teacher. In the latter situation, first graders were instructed to make a clock and be sure that all the numbers for the hours were written clearly. One child jumped into the assignment with enthusiasm. She carefully wrote the twelve numbers of the clock on a round paper plate. They were perfect, so beautiful that she decorated each number with a tiny flower around it. The teacher broke the spirit of the child by responding with a huge X across the face of the clock. Also angrily written, it scratched so deeply it tore the paper, was the message "Did not follow instructions."

Chenfeld cites an old Yiddish custom: "When young children completed a page of study, their teacher dropped a dot of honey on the bottom of the page. The children were encouraged to dip their finger in the honey and taste its sweetness" (p. 268). She insists that learning should always be sweet. Whether learning will be sweet or not depends on the words, verbal or written, that we choose as educators.

Intentional or Not?

Thomas (1991) says "Most educators agree that the use of positive reinforcement can have a powerful impact on student behavior. They know when positive reinforcement is used consistently, it encourages desirable or appropriate behavior while modifying or extinguishing undesirable behavior" (p. 32). He adds:

> The appropriate use of positive reinforcement is a vital skill in the overall pattern of delivering effective instruction. It can improve a student's self-concept, promote participation in classroom activities, and modify or extinguish inappropriate behavior. Reinforcement can be physical like a pat on the back, or it can be nonverbal, like a smile or nod; but it has the most impact when it is given verbally. (p. 33)

In a longitudinal case study relating academic achievement to language, Juliebo and Elliott (1984) followed a child from birth to approximately age eight. They recorded his early success with learning language and reading skill, and then discussed his academic decline after being labeled a low achiever and a candidate for remedial classes. Given the label "remedial student" in grade two, this once bright, enthusiastic child adopted the label and behaved as a slow learner would. His school work continued to decline. A transfer to another school was the beginning of the child's academic salvation. His teacher, using words, began to rebuild his self-concept, rewarding him for improved work and encouraging his endeavors. The school year ended with the child having B's in all areas of language arts. By the end of grade four he was awarded a commendation as the "Most Improved Student" in front of the whole school. Juliebo and Elliott (1984) conclude the study noting that whether or not the child will continue to grow positively depends on whether he again will meet a teacher who will destroy or nurture an already fragile self-concept.

Kirp (1974) observed that "adverse classification stigmatizes students, reducing both their self-image and their worth in the eyes of others" (pp. 12-13). Apple (1976) says we do not help children by using clinical and psychological labels, instead we place them in "educational slots." Interestingly, Juliebo and Elliott (1984) add:

> Labeling of course does not only refer to testing deviant behavior. Every time we write a comment on a child's writing, we are labeling. It does not take a kindergarten child long to realize that the "bluebirds" are brighter than the "canaries." Often too we only focus on cognitive labeling and affective problems are relegated to the unimportant. (p. 9)

Haynes (1986) reviewed perspectives underlying study skills. Under the motivational perspective, he identified *attribution* as "the assumption is that the tendency to attribute academic success or failure to certain causes can generate feelings of competence or incompetence in students and affect their subsequent performance" (p. 3). He describes *self-esteem* as "the self-perceptions… students hold relative to their ability in certain subject areas [that] influence their approach to studying and their performance in those subject areas" (p. 4). Attribution and self-esteem are affected by verbal and written language. Both are determined by the positive and negative messages one receives from significant others. Haynes (1986) points out:

> …many students experience difficulty in school, not because of low intelligence, lack of ability or even lack of effort but because they have made the assessment that they are incapable of performing well. Somehow, somewhere, from someone they received a negative message about their capability, internalized it, believed it and it has become a self-fulfilling prophecy. (p. 7)

Holiday (1991), in a brilliant discourse on how William Shakespeare wrote several plays (*The Merchants of Venice, The Tempest, Othello and Titus Andronicus*) that depict Jews and Blacks in a very negative, stereotypical fashion, notes the power of the pen to bring injury to a person or group. He concludes that "words, whether spoken or written, are powerful in their expression" (p. 25). Haynes (1986) points out that the parasympathetic nervous system cannot be ignored because of its centrality in motivating and directing behavior. Likewise, the power of words can not be ignored. Yet Guiley (1999) notes that although we experience the ability of words to harm, we continue to be thoughtless about our choice of words as we go on through life. Words fly off our tongues, and if we regret them, we try to apologize for them, but as Guiley points out that we can never take them back. It should be the goal of all our schools to become intentionally inviting with staffs that practice behaviors, advocate policies, programs, and processes that are intentionally inviting. Certainly the words we verbalize and write must be positive for this goal to be achieved.

The bottom line is that words do have power. They build up people and give them the mind-set that they can do it, but words can tear down people leaving them with the impression that they are nothing and never will be anything. Words can guide or mislead. Words make us knowledgeable or cause us to be left ignorant. Words can create hope or despair. Words can give birth to ideas and challenge people to great heights. Words can empower or enslave. Those of us who have chosen a life as educators must have a higher consciousness of our words. The school, via its agents (teachers, administrators, paraprofessionals, and other staff

members) must be ever mindful of the power of words. We must use our words to build children, to encourage children, and to empower children. In the words of Allott (2003), "Given the power of words and their functioning in language, and given as the faculty so sharply separating humans from the rest of the animal kingdom, a new understanding of words and language must have great relevance in assessing the human race's past, present and future" (p. 9).

"Resiliency" is the characteristic of children who, though exposed to significant stress and adversity in their lives, do not succumb to school failure, mental health problems, and other debilitating conditions which have been predicted for them by certain words particular words as at-risk, special needs, low-income, etc. (Linquanti, 1992). The presence of protective factors in home, school and community environments appears to alter or reverse predicted negative outcomes and fosters positive development, over time, of resiliency. Bernard (1991) identifies the following key protective factors found in schools and other environments:

- A caring and supportive relationship with at least one person.
- Consistently clear, high expectations communicated to the child.
- Ample opportunities to participate in and contribute meaningfully to one's societal environment.

The school, via its agents (teachers, administrators, paraprofessionals, and other staff members) must be ever mindful of the power of words. We must use our words to build children, to encourage children, and to empower children.

The changed thinking of educators needs to include the enhancement of competence in their children and their tailoring, in part, of a protective shield to help children, especially minority and low-income children, withstand the multiple vicissitudes that they can expect of a stressful world (Garmezy, 1991).

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Glasser's Choice Theory and Purkey's Invitational Education– Allied Approaches to Counseling and Schooling

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The like views of two illustrious "William's"—William Glasser, M.D. and William Watson Purkey, Ed.D.—are presented and compared.

The Theories and Theorists

The most difficult problems are human relationship problems. Technical problems such as landing a man on the moon, are child's play compared to persuading all students like John [who chooses to do nothing] to start working hard in school or helping all unhappily married couples to improve their marriages. Difficult as they may be to solve, however, relationships problems are surprisingly easy to understand. They are all some variation of 'I don't like the way you treat me, and even though it may destroy my life or your life, or both our lives, this is what I am going to do about it.' (Glasser, 1997, p. 598)

Whether a self-perception is psychologically healthy or unhealthy, beneficial or lethal, people cling to their learned self-perceptions, as a drowning person clings to a straw, and act accordingly. It took a long time for people to get where they are, it will take time for them to change. As we explained earlier, it is important for helpers to 'hold their point.' (Purkey, 1990, p.17)

Dr. William Glasser, founder and president of the William Glasser Institute in Los Angeles and author of *Reality Therapy* (1965), *Schools without Failure* (1969), *Choice Theory* (1998), *Identity Society* (1972), *The Quality School* (1990), and scores of other best selling books, articles and monographs, is most famous for his contributions to psychiatry and elementary/secondary school reform.

Dr. William Watson Purkey, co-founder of the International Association for Invitational Education (IAIE) and Professor Emeritus at the University of North Carolina at Greensboro, is also best know for his contributions to school reform as well as counselor education. Dr. Purkey is also a prodigious author: his most notable works are *Inviting School Success* (Purkey & Novak, 1996), *The Inviting School Treasury* (Purkey & Stanley, 1997), and *Invitational Counseling* (Purkey & Schmidt, 1996). Dr. Purkey's (2006) newest book is *Teaching Class Clowns (and What They Can Teach Us*).

Purkey and Glasser have applied their theory and practice equally to classrooms – elementary and secondary as well as to personal therapeutic counseling. Purkey emphasizes the *perceptual tradition* and self-concept theory. Purkey's idea of *understanding things from an internal point of view* is akin to Glasser's thinking and acting under one's own control. Purkey's self-concept theory highlights that there can be no *out there* without what is being experienced and decided *in here*. This is analogous to Glasser's teaching clients and students to understand the choices that they themselves make.

Both Purkey and Glasser cite William Powers' (1973) *Behavior- The Control of Perception* as a seminal influence. Purkey and Schmidt (1990) explain that a person's behavior is based on his or her perceptions and every person behaves in a way that makes the most sense to him or her at a

particular moment. Purkey calls this our *perceptual world*. Correspondingly, Glasser (1998) writes of a person's *quality world* - the *pictures in our head* – to which we turn to try to satisfy our needs. Essentially, both Glasser and Purkey believe that we perceive the world looking for people or things that will satisfy what we want. Glasser writes that all we do from birth to death is *behave*. Glasser's *total behavior* consists of acting, thinking, feeling and one's physiology. We can modify (choose) our thinking and acting and in so doing improve our lives for greater happiness.

> *External control is very simple. In a relationship it is a belief that what we choose to do is right and what the other person does is wrong. Husbands know what's right for their wives and wives for their husbands. The external control attitude, I know what's right for you, is what people driven by power use when they are in an unhappy relationship. One or both may use it but even if only one uses it consistently it will eventually destroy that relationship. As I said, we are social creatures. We need each other. Teaching everyone the dangers of external control and how it can be replaced with choice theory, is the heart and soul of a successful public mental health program. (Glasser, 2005, pp. 20-21)*

> *Human behavior is always a product of how people see themselves and the situations in which they are involved. Although this fact seems obvious, the failure of people everywhere to comprehend it is responsible for much of human misunderstanding, maladjustment, conflict and loneliness…Since persons behave in terms of their personal perceptions, effective helping must start with the helper's understanding of the nature and dynamics of perceiving. (Combs, Avila, & Purkey, 1978, p. 15)*

Positive Self-Concept

Dr. Glasser and Dr. Purkey are humanists. They seek, find, encourage and applaud development of the most positive characteristics in people whether the person is student, disabled individual, teacher, counselor, parent, peer, therapist, school secretary, school bus driver and so on. For both, the key element is creating and maintaining *success*. Dr. Glasser and Dr. Purkey together are both similar to and different from behaviorists. For the most part, they disregard the practice of analyzing and coming to grips with past history as a requisite precursor to change. Focusing on the *present*, they lay the groundwork, adjust the environment, and teach/encourage *thinking, behaving and acting* which result in better decision-making, productive behavior, success and ultimate happiness. They are different because they do not endorse the practice of external control (S-R) psychology, i.e. those beliefs and techniques promulgated most familiarly by Pavlov, Skinner, and Lovaas. (An exception would be when these concepts and methods are applied to individuals with severe neurological disorders including Pervasive Development Disorders/Autism Spectrum Disorders.)

Essentially, both Glasser and Purkey believe that we perceive the world looking for people or things that will satisfy what we want.

Central to both Glasser and Purkey is the development of an individual's self-esteem. *Self-concept, self-worth, self-image* and *self-esteem* can be used interchangeably to define a person's or student's thoughts, opinions, attitudes and perceptions about his or her own capabilities and successes. Self-concept is often viewed as the basis for action, interaction, behavior and decision-making in most of life's situations. Correspondingly, both stress the qualities of good relationships. Glasser (2005) writes of the *seven caring habits:* supporting, encouraging, listening, accepting, trusting, respecting and negotiating differences. Habits which destroy relationships are criticizing, blaming, complaining, nagging, threatening, punishing, and bribing or

rewarding (to control another). Likewise, for Purkey, good relationships are built and maintained by perceiving others as capable and valuable and responsible while relationships are harmed by demeaning, devaluing, and insensitivity to others.

Both Glasser and Purkey believe that school success depends upon the degree to which a student's self-concept is *positive*. Success is defined as doing well academically, behaviorally and socially. Therefore, students who choose to behave in ways which provide rewards, success, and acceptance by others are said to have a positive self-concept or *success identity*.

Table 1. Comparison of Selected Nomenclature in Counseling.

Glasser-Choice Theory/Reality Therapy	Purkey-Invitational Guidance & Counseling
Survival	Security
Love & belonging	Belonging; positive relationships
Freedom & fun	Dynamic self-concept; self-as-doer
Power	Self-actualization
Seven caring habits	Trust, respect, optimism
Seven deadly habits	Intentionally or unintentionally disinviting

As an example, an application of theory into practice is found in a school for students with disabilities in Central New Jersey (Zeeman, 2002). During its forty-two years of delivering services, The Midland School program has been based upon developing and enhancing self-esteem in students with multiple disabilities as a prerequisite to academic learning and social skill development From the moment of student disembarkation from the morning school busses one senses joy and anticipation of a new day. Each smiling face conveys this message. The school's therapeutic milieu reinforces this perception throughout the day. Interactions between students and staff are a critical element in this process. The staff greets all students by name frequently throughout the day when passing in the hall or transitioning to another instructional period. These "greetings" often expand to a one to two minute conversation about something relevant to the student's recent experiences, interests or accomplishments at home or in school. Guidance and support are provided in a proactive, protected atmosphere and even when there is a discipline problem, no privileges or opportunities are ever removed or lost. Weekly psychological counseling and crisis intervention were carried out by a certified Reality Therapist. Many comparable applications of Choice Theory to special education settings are described in Litwack & Renna (1999).

Building on Strengths

The concept of "mastery" is critical to both Purkey and Glasser and correlates with Brooks' (1999) *islands of competence*—identifying areas where a student excels or experiences achievement. Throughout a school day, student's strengths rather than deficits should be highlighted.

Glasser's *Quality School Teacher* paradigm is *SESIR*: **S**how what to do…**E**xplain how the objective is achieved…**S**elf-evaluate/**E**valuate to see where there can be improvement…**I**mprove what you are doing…**R**epeat until the objective is fully or partially achieved. For example, at The Midland School, student peer tutors, interns, volunteers, and teaching associates work with the teachers to provide consistent support, direction, redirection, over-learning, and practice. All the focus is upon having the student experience mastery.

Purkey and Novak (1996) write that *schools*

have personalities just like people do. A school's personality is determined by the five "P's:" *people* (the entire school staff), *places* (the physical environment and upkeep), *policies* (rules and codes), *programs* (community outreach, counseling, daily and extracurricular activities, parent involvement), and *processes* (how things are done). For example, several years ago the Linwood Middle School of the North Brunswick New Jersey Public Schools evidenced low staff and student morale and performance had been unsatisfactory. The principal decided to join IAIE and to learn and apply invitational education techniques. He initiated an open door policy to his office and met with every staff member. All policies and procedures were free for discussion. There was a dramatic change from *boss management* to *lead management*. Even laughter increased perceptibly about the building. Cultural diversity, rather than being a source of divergence, became celebrated. Trust between student and staff grew significantly. For example, a middle school girl finally had enough confidence in her counselor to seek help extricating herself from an oppressive gang situation. Not only was the school change in a positive direction, but the school and district won the IAIE *Annual Inviting School Award.*

Table 2. Comparison of Selected Nomenclature in Education.

Glasser-Choice Theory/Quality School	**Purkey-Invitational Education/Inviting School**
Lead-managing teacher	Intentionally inviting teacher; democratic practice
Quality work	Investing; striving toward fulfillment
Warm, supportive classroom environment	Relating; light-hearted teachers
Self-evaluation	Coping; positive self-regard
Students perceive teachers as "on our side"	Personally inviting with students
Work is enjoyable	Cheerleader; celebrate effort

People, according to Purkey, is the area of greatest import. Students seek assistance and grow through interactions with people (particularly teachers) throughout their young lives. Purkey says that no matter how difficult the situation presents itself, do not give up. *Never give up* is also a Glasser principle. One of Glasser's theoretical basic needs-- *belonging*-- is fulfilled when, in a warm and supportive environment, we work hard for those we care for. He goes on to say that, another basic need-- *fun*-- is fulfilled when a student works hard for a person he enjoys and with whom he laughs.

Purkey and Schmidt (1990) write of *respect*, *trust*, *optimism*, and *intentionality*. Respect means that teachers, counselors, and students have a relationship based upon valuing one another, acting responsibly, and being treated with dignity. Glasser says that students relate best to teachers whom they respect and who value them. Both caution that intimidation or coercion (Purkey's *disinviting* and Glasser's *bossing*) is inimical to achieving a meaningful, successful educational experience. Purkey reminds us that being *intentionally inviting* as a teacher or counselor assists the student in reaching *boundless potential* just as Glasser sees it as a means to achieving a Quality School experience. Glasser (1993) writes "the better we know someone and the more we like about what we know, the harder we will work for that person." (p. 30)

Dr. Glasser and Dr. Purkey are humanists. They seek, find, encourage and applaud development of the most positive characteristics in people whether the person is a typical student, disabled student, teacher, counselor, parent, peer, therapist, school secretary, school bus driver and so on.

Conclusion

Many of these extraordinary similarities demonstrate how two great scholars, developing parallel philosophies, have influenced social science, psychology and education. A principal or teacher creating a Quality School or an Inviting School will be providing success, happiness, and intellectual growth for most students. Counselors or therapists trained in and applying Reality Therapy or Invitational Counseling will usually see positive results and improvement in the quality world, perceptions, thoughts, actions and lives of their clients.

> I believe that to be happy, we must figure out how to get along well and connect with the important people in our lives; that is, to connect to the extent we want with friends, spouses, lovers, children, parents, teachers, bosses and coworkers…the absolute minimum for happiness is one strong, satisfying connection. (Glasser, 2001, p. 5)

> Relationships are like gardens, they require cultivation and nourishment if they are to survive and flourish. Our own well-being is dependent on the well-being of those we love and who love us in return. To realize our relatively boundless potential we depend on the continuing nurturing of fellow human beings. (Purkey & Schmidt, 1990, p.45)

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The *Journal for Invitational Theory and Practice* is published once a year and promotes the tenets of invitational learning, self-concept theory, and perceptual psychology. Articles that examine and expand the theory of invitational learning and development, investigate the efficacy of invitational practices, and relate these beliefs and findings to other theories of human development and behavior are encouraged.

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IAIE Information & Announcements

About the 2007 Leadership Institute
Georgetown, KY, USA

Plans for the 2007 Leadership Institute are well under way. Members of the planning committee are working hard and by the end of January 2007 they will post on the web information about the Institute so everyone can register and make necessary arrangements to attend. This is a very special Leadership Institute since this year is the *Silver Anniversary* of the International Alliance of Invitation Education. There are also some very special pre-conference activities planned for Institute participants such as a day at the fall meet of the world famous Keeneland Horse Race Track and tours of the Award winning IAIE schools in the Scott County School System. We hope you can attend the 2007 Leadership Institute. We know that you will enjoy your visit to Kentucky. If you have any further questions please feel free to contact Ken Wright, Conference Director, by phone at 502-570-3036 or by e-mail at ken.wright@scott.kyschools.us .

A Call for IAIE Counselors, Therapists, and Other Helping Professionals

The Alliance for Invitational Education has many counselors, therapists, and other helping professionals as members, and we would like to focus attention on their use of invitational theory and practices by these practitioners. We are looking for a volunteer, who is a practicing counselor, therapist, or other professional helper, to help us with this effort. As we plan the Leadership Institute for 2007, it might be appropriate to have at least one session for professional helpers and how their leadership skills can encourage agencies, colleges, schools, and other institutions to adopt Invitational Education. Given that the Stafford Leadership Award, presented every other year, is named to honor the memory of Dr. Bill Stafford, a lifelong counselor and counselor educator, it seems appropriate to include such helping professions in the Alliance. If you are interested in leading and/or working with this group, please contact Dr. Jack Schmidt at iaie@charter.net.