Models that create typologies of different variations of SBCD

Figure2:A three-dimensional model of SBCD(Marsh,1990)

Persons involved

Type of Activity

Time Commitment

Individual teachers

Creation of raw materiais

Long-term plan

Small groups of teachers

Adaptation of existing materials

Medium-term plan

Whole staff

Investigation of an area/areas of activity

Short-trem plan

Teachers,Parents,Students

Investigation of an area/areas of activity

One-off activity

It creates a dynamic ,3D picture

It shows a lot of different combinations

It seems to indicate that any combination is possible

It doesn`t include all

the important factors,

Only includes three

It doesn`t show which factors are more important

That others

It doesn`t show the influence of head office and how thisnncouldd limit choices

Education Department nominates schools to bee in the scheme

Teachers modify centrally developed materials

Implement teaching using modified materials

Evaluate by Education Department for

Exhibit materials at an annual public showing (celebration)

Teacher empowerment is Iimited within planning and evaluation

Only Iimited SBCD can occur

It includes a celebration of successful efforts

It demonstrates clwar focus of centrally controlled SBCD

**Spaces**

.Take advantage of short-term spaces

.Negotiate with system requirements

.Involve student voice

**Role of Teachers**

.Consumers of research

.Searching for improved methods

.Collaborative planning

**Focus**

.Uncover special elements of local school context

.Choose an appropriate type of SBCD

**Constraints**

.Structural

.Ideological

.Political

**iI**

**Constraints**

.Structural

.Ideological

.Political

.It is pragmatic – finding

Spaces/opportunities

.It is teacher focused and encourages empowerment

It doesn`t clearly establish constraints

It underestimates influences of nead office