Let's look at it the Inclusional way!

How inclusionality can alleviate tension and increase moral atmosphere in human service organisations.

Ingefleur Spreij

Public Administration – European Studies

May 2007 - April 2008

Supervisors   doctor DBD Bannink

                  doctor JS Svensson

Contents

Prelude

As a 10-year old and non-English speaking student I was placed in the 6th grade of the international school in Yokohama, Japan. Besides the regular homework, which took me twice as long as the other children, the teacher made it the good habit to let us memorise a well-known poem every week. One of these, and since then my favourite, was Robert Frost's "The Road Not Taken". I remember my mom helping me , as she did every night, teaching me where to put the emphasis. The most important one, she explained to me, was the last sentence as it was the plot. Her advice has never changed, she has always encouraged me to follow the road not taken, even if it meant to inclusionally leave my thesis lying around for months, until one day the point of my thesis hit me. So it is this opportunity that I would like to use, to thank her for everything she has ever given, done, and sacrificed to help me explore everything I ever wanted.

I am also grateful to my father, for all the support he has given and for sharing all his -asked and not asked for- advice. It is his intelligence that I can measure my thoughts and conclusions against, every time.

The third person that I want to thank for all her help, and making sure I did not write any nonsense, is my cousin, Karen Tesson.She has always taught me what she knew, from horseback-riding, to English, from playing the flute, to knotting bracelets, to the logic of Inclusionality. She has truly been an inspirer and motivator, especially in this research, and I'm curious about whatever it is next that she will introduce me to.

Thanks also to all the students at the Luzac College that took the time to participate in the questionnaire and interviews, and Bert Bunnig, the head of the Luzac College, who gave me all the space and time to interview the students. A thank you goes out to Daan Brugman who provided in the measuring instruments and for his personal help in the analysis of the data.

Last but not least, I want to thank my teachers for their guidance, doctor Svensson and especially doctor Bannink who always seemed to accomplish to ask me questions that forced me to think and be quiet for a second.

Ingefleur Spreij

Two roads diverged in a wood, and I— I took the one less travelled by, and that has made all the difference.

- Robert Frost (1874-1963), Mountain Interval 1920, "The Road Not Taken". -

1. Introduction

1.1 Rules versus Space

What kind of emotion awakens in you, when you think of the term 'rules'? Do you think of justice? Or injustice? Or both? Most probably, you will immediately remember personal situations in which rules made your life more difficult instead of easier. Maybe your income per year was just one Euro, Dollar or Pound too high to be eligible to income support. Maybe your child was only a month too young to start kindergarten and so had to start a year later. Or do you suffer from a chronic disease, but certain helpful drugs are not legal in your country. Whatever your experience may be, we all have suffered from a rule that did not match our personal situation at some point in our lives. A rule that was unjust in that specific situation, but was applied anyway for the sake of legal security. When that happens to people, usually a grudge will be held against the person or organisation that applied the unjust rule they suffered from. So imagine the impact on an organisation if this happens on a daily basis, and the person subjected to the rules, would also be *part* of the organisation.

Rules - no matter whether they are social, legal, heuristic or moral - are created to increase justice, clarity, order and predictability. But sometimes, too *many* rules, or *badly formulated* rules, can work the opposite way and even *cause* vagueness and injustice.
Too many rules in a school, leave less room for teachers to think of tailored solutions and assignments that match student's unique talents and background. If it were possible to create perfect rules that match every thinkable situation, this would not matter. But it is impossible as people are as diverse from each other as snowflakes are, and therefore so are their personal situations. If teachers are obligated to apply too many rules that never perfectly match a situation, students will feel treated unfairly and might try to manipulate information in order to get out of obligations or punishment. Because teachers are a binding factor between students and between students and the whole school as an organisation (including management), severe consequences might occur if students no longer trust the teachers. The first is a decrease of feelings of community that students experience in relation towards the school as an organisation. Secondly, students could value the school as an institution differently if they feel treated unfairly. They might have less spontaneous feelings of community, regard the school as a mere instrument – and not as a second "home" –, not enthusiastically identify themselves with the school and

might even reject the school. In order to restore the school community, and increase student's valuation of the school, the amount of (specific) rules needs to be diminished, and rules need to be more permeable. This will expand the discretionary space of the teacher, in which the teacher can make his own decisions in different situations that require precise attention and personal care. After all, in the end it is the teacher that has been educated and has experience in how to help students develop to their very best. In order for schools not to give up complete control, they will need to put more emphasis on the recruitment of well educated and talented teachers to make sure that students indeed are taught discipline and given the best attention and care possible.

1.2 Theoretical Context

Somebody who has been looking at the cause and effect of malfunctioning rules is Yeheskel Hasenfeld. He specifically came up with the theory of so called human service organisations; organisations that have as their primary goal to protect, maintain, or enhance the personal well-being of their clients. These are not rarely organisations that have been brought into life to execute the laws and procedures the government has developed, to determine which civilians are entitled to what services. Hasenfeld's theory states that these HSO's are subjected to the demands of many different actors, actors that have power over the organisation because they posses resources. Due to these many different demands, the organisations have very vague, ambiguous and heterogeneous formal goals, just to keep everyone "happy". These vague goals are translated to vague rules that the bureaucrats need to apply to the clients and their procedures. Sometimes it seems as though management feels that the main goal is unambiguous and will feel the need to create many rules to try and control the process as much as they can. However, rules often then will be contradicting and conflicting. Whether there are too many (conflicting) rules, or too little, either way it is the bureaucrat that needs to interpret the rules and apply them the best he can. Another complicating factor of the bureaucrat's job, is the fact that the 'raw material' of an HSO is people. People are all so very unique because of different characters, backgrounds and histories, creating unique situations that a bureaucrat needs to deal with, while on the other hand he needs to apply standard procedures and rules. This creates an enormous tension in which the bureaucrat works with on a daily basis. The theory of HSO's will be explored in chapter 2.

As rules and procedures of HSO's do not always match the client, it is possible that the relationship between the bureaucrat and the client is damaged because the client holds the bureaucrat accountable for applying (in his eyes) unjust rules. When this happens in an organisation where bureaucrats and clients work with each other all day long, every day of the week, a damaged relationship can have severe consequences for the functioning of the whole organisation. Life examples of this sitution can be found in (high) schools. In a school, teachers (bureaucrats) and clients (students) need to work with each other all day, all week; the relationship between these two parties is the core of the organisation. If this relationship is damaged, students might have less respect for the teacher because they identify the teacher with the organisation. A damaged relationship might therefore result in a decrease of feelings of community (the school management, teachers and students together). Secondly, students might value the school differently because malfunctioning rules might influence their respect for the organisation. This could result in less spontaneous feelings of community, rejection of the school, non-enthusiastic identification with the school and the regard of the school as an extrinsic instrument, amongst students. A damaged relationship between student and teacher makes it also very hard for teachers to communicate their knowledge to the students, and to teach them discipline. In chapter 3 the variables *'the school as community'* and *'the valuation of the school as institution'* are explored with the use of the literature of Brugman & Høst et al. The instrument to measure these variables is explained in the same chapter.

The problems that too strict, too many, or vague rules could cause in the community and valuation of a school, can be explained through an inclusional approach. Inclusionality is an approach that views an object (e.g. plant, person, cell, organism) not as a single object – an *exception* – but as an *expression* of nature. Instead of viewing ourselves as independent subjects that are isolated by space, inclusionality views us and others as depending subjects, part of a dynamic flow through which we influence each other in order to evolve and transform[1]. It seems that at a school where the relationship between students and the school is damaged, the communication of knowledge is obstructed, meaning that the 'flow' is interrupted. This interrupted 'flow' can be recognised in all human service organisations, as a damaged relationship between bureaucrat and client due to too many or vague rules, is a characteristic of HSO's in general.

---

1   www.inclusional-research.org/introducton

The main question of this research is therefore:

"How can the inclusional logic, provide in solutions to typical problems of tension experienced in human service organisations with special regard to the bureaucrat-client relationship?"

The problems in a school as a result of malfunctioning rules, can be explained inclusionally because the rules are so strict that they obstruct the 'natural flow'. The flow can only be given back it's natural dynamic, if the students and teachers can transform co-creatively. According to the inclusional approach, this can only occur in a spatial context. Space needs to be valued as a receptive context that is necessary for communication and natural co-creative transformation of people. If this space is decreased by so many commanding rules, the fluid dynamic is disturbed. So according to inclusionality, the valuation and community problems at a school can be solved through deregulation in the form of *permeable* rules (instead of rigid ones). The inclusionality approach is explained in chapter 4.

In this paper, a high school in Enschede, the Netherlands, has been used as practice case. The analysis of the rules, teachers experiences, community feelings, and valuation of the school by students at the Luzac College, make case for the theory of this paper. The characteristics and practice of this school are discussed in different chapters against the backgrounds of the theories on HSO's, community feelings and school valuation, and inclusionality.

This paper will be rounded of with a discussion that summarizes the arguments and theory of this research. It will also pose a few questions and give some careful suggestions as the author hopes to start a new string of open discussions and insights in rational problems of society in an inclusional light.

1.3 The Luzac College

The case used in this research is the Luzac College in Enschede, the Netherlands. It is a private high school that is part of the Luzac College chain of 18 different schools in the Netherlands, Curacao and Belgium. The Luzac College started offering programs in 1983 at three levels of the Dutch school system; VMBO, HAVO and VWO. However, what was different about this high school, was that it

only offered the material of the last two years of every level, and that in only one year. This made it possible for people to attain a diploma faster on a higher level because instead of two years it now only took one year.

It has turned out that not all students did benefit from the new school system that was introduced in The Netherlands in 1998. The so called 'Study house' (in Dutch: studiehuis) showed problems already in the first year, and on the 6th of December 1999 the high school 'guinea-pigs' protested in The Hague, the city where the Dutch government resides in the Netherlands[2]. The 'Second Phase' of high school was intended to help students become more independent in order to increase their odds of success in college or university. But in practice it turns out that many teenagers are not ready for this independence and already fail in their 4th, 5th or 6th year. That in combination with the raised income of Dutch households[3] and the shortage of teachers, has lead to more parents choosing private schools for their children[4]. This trend results in the growth of private-schools in the Netherlands including the expansion of the Luzac College chain.

It is especially interesting to research this private school because it has some characteristics of a firm. Parents pay a lot of tuition to let their children attend the Luzac College. In return, students can expect a lot of supervision and extra help, to make sure they pass their final exams. The philosophy of the Luzac College is that students need to be disciplined with the help of many rules, to guarantee success in their final exams. Management therefore expects and demands from all the teachers, that they apply these rules, in order to create one standard which should clarify what behaviour is and which behaviour is not approved. Since this school has many strict rules, it is an interesting case to study, to find out whether this has an effect on the feelings of community and the valuation of the school by the students.

---

2   Kamerman (1999)
3   Centraal Bureau van Statistiek 2007
4   Zembla 2007

2. Human Service Organisations

2.1 Introduction

Human service organisations (HSO's) are those organisations that are focused on protecting, maintaining, or enhancing the personal well-being of their clients. An example of an HSO is a school because schools in general are focused on enhancing the well-being of the students. For example by shaping their minds through offering knowledge and applying special teaching methods so that students develop their own tools to (learn to) maintain themselves in today's society. All *people* differ from each other, and it is therefore very important to offer children education and upbringing that is tailored to their personal talents, skills, and (dis)abilities. If a school has many rules, it is a lot harder for a teacher to offer tailored education if this has to be done within the range of the standardizing rules.

In this chapter, the basics of the HSO theory will be explored and special attention will be given to the elements of this theory in the case of the Luzac College. The characteristics and practice of this school will be observed to analyse whether it is indeed an HSO and whether it therefore suffers from typical HSO problems.

2.2 Hasenfeld's HSO's

Europe has dramatically and exponentially evolved in the past centuries after the start of the industrial revolution. The enormous development of technologies, division of labour, the strengthening of international relations, and especially the upcoming of the welfare state has made society much more complicated. This new situation of complexity demanded organisation and order to aid the government in her tasks and protection of the common interest of civilians[5]. One of the results of this need is the human service organisation (HSO) which was supposed to help identify eligibility of civilians for services, meet the necessary specialized knowledge in the relevant areas, and establish new forms of social control[6].

---

5   Hasenfeld (1983) p 2-3
6   Hasenfeld (1983) p 2-3

Yeheskel Hasenfeld describes human service organisations – in his book of the same name *"Human Service Organisations"* – as:

> "...that set of organisations whose principal function is to protect, maintain, or enhance the personal well-being of individuals by defining, shaping, or altering their personal attributes..."[7].

This means that HSO's can have a deep impact on the lives of their clients because they do not only work with people, but more specifically with the *well-being* of the client. HSOs are defined by the technology they use to attain the organisational goal, creating three types of HSO's; *people-processing*, *people-sustaining* and *people-changing*. People processing is concerned with defining the status of a client to determine his eligibility for a service. This is a typical technology used in organisations that give out social benefit or income support. People sustaining is focused on maintaining the personal well-being, for example as in a nursing home. People-changing most probably intervenes the most drastically in clients lives because it is a technology used to actually *change* the well-being of a client. An example of this type of HSO, is a school like the case of this research; the Luzac College.

The three technologies in combination with the labelling of the clients as 'normal functioning' or 'malfunctioning', make that HSO's can be categorized in one of the six types shown in Figure 1.

Type of client	People processing	People sustaining	People changing
Normal functioning	Type I College admissions Office Credit rating bureau	Type III Social security Retirement home	Type V Public school YMCA
Malfunctioning	Type II Juvenile court Diagnostic clinic	Type IV Public assistance Nursing home	Hospital Residential treatment centre

Figure 1 Hasenfeld's HSO typologies[8]

---

7   Hasenfeld (1983) p 1
8   Hasenfeld (1983) p 5-6

An HSO can be analysed by taking a closer look at three different levels of an organisation; organisation and environment, organisation and bureaucrat, and bureaucrat and client. These three levels unambiguously show the three types of relationships in an organisation, in which the different actors can have great influence on the organisation. This will hierarchically be discussed in the next few paragraphs with the help of the different characteristics and mechanisms described by Hasenfeld.

2.3 HSO and Environment

Hasenfeld states that the environment of an HSO has great influence on the internal organisation, in which he distinguishes the *task environment* from the *general environment*[6]. The general environment is the environment that contains the conditions in which an HSO functions, conditions which are economic, demographic, cultural, political and technological. An HSO has little to practically no influence at all on this environment because no action is significant enough to alter the environment's attributes[9]. The task environment is a lot more interesting to an HSO because it usually contains the direct resources of an organisation (like financiers) that *can* be influenced[10]. It is the direct environment that an HSO deals with on a daily basis.

The composition of the environment of an organisation is valuable information because an organisation generally can not function on it's own and therefore depends on other organisations that supply in knowledge, money or material. Depending on who owns the resources, one can track down the extent to which external actors have power over the depending organisation.

The question however is, how much power external actors have to influence the organisation in *practice*. In order to come up with an answer, one will need to take a closer look at the goals of an organisation, and at technologies used to accomplish these goals. Hasenfeld names two types of goals; *official* and *operative goals*[11]. The official goals are those goals that are usually found in annual reports and policies because they represent the *missions* of an organisation. These goals are often vague, heterogeneous, ambiguous and contradictory[12]. This is due to the fact that external actors generally demand contradicting goals from the organisation because they all have different incentives. By keeping the goals vague and broad, it will be easier to satisfy the various actors with their different

---

9   Hasenfeld (1983) p 50-51

10   Hasenfeld (1983) p 61

11   Hasenfeld (1983) p 85

12   Hasenfeld (1983) p 84

goals, and minimize the risk of conflicts. The operative goals are more specifically formulated goals that need to be realized in practice; they fill in the blanks of the official goals. It is not always easy to recognise these goals in an organisation because they are not always written down. But one would have the most success when diving into meeting notes and memo's, or by observing what happens in reality on the work floor.

According to Hasenfeld, the goals of an HSO determine the type of technology that an organisation uses; the Human Service Technology (HST). He describes an HST as:

"..a set of institutionalized procedures aimed at changing the physical, psychological, social, or cultural attributes of people in order to transform them from a given status to a new prescribed status."

This is quite a mouth full, but it means as much as that the technology of an HSO is one that matches the goal of an HSO; it is vague because the goals themselves are heterogeneous and ambiguous[13]. Due to the fact that both goals and the technology of an HSO are vague, this is often translated to the rules and procedures of the organisation. Due to vague goals, management either creates not enough rules, or creates too many – often conflicting – rules. Either way, the problem is shifted to the bureaucrat that needs to interpret and determine the rules on a daily basis in the end.

2.4 HSO, Street-level-bureaucrat and Client

Even though the relationships between bureaucrat and HSO, and between bureaucrat and client are two different relationships, they can not be discussed separately. The two are very much interrelated because the position of the bureaucrat is determined by both client and organisation. It is therefore impossible to discuss the relationship between rules and bureaucrat, without considering the influence of the client. The same applies for the relationship between client and bureaucrat that can not be viewed without including the operative rules and the organisational force. Both levels are therefore discussed in this paragraph through the description of the position and working field of an HSO bureaucrat. This includes the common problems and the manner in which bureaucrats deal with them.

---

13 Hasenfeld (1983) p 110-111

The fact that HSO's have *vague official goals* due to the conflicting demands of external actors, also leads to few and vague or many and conflicting *internal rules*. Sometimes the rules themselves are the result of unsolved conflicts or of compromises on higher levels. It is up to the street-level-bureaucrat to apply the rules to practice and so fill in the blanks. But this is really hard because rules can never be so explicit that they will always match any given situation. Therefore street-level-bureaucrats - who deal with clients on a daily basis - have the need for a high level of autonomy to introduce tailored solutions for unique situations. Especially since the clients themselves complicate procedures even more:

- The interaction with people is *moral interaction* because the work of the bureaucrat has a lot of influence on the personal life of a client. It is very important that the bureaucrat realizes his influence, and carefully handles the procedures.

- Another complicating factor of interaction with *people as "raw material"* is that bureaucrats simply do not always know exactly how to help a client. After all, every person is unique.

- Clients have a *free will*, so their amount of effort has an effect on the working progress of the bureaucrat.

- Clients are also *unpredictable*, which makes it hard for a bureaucrat to estimate the workload that a client brings along.

- The last, but definitely not least, problematic characteristic of interaction with clients, is that clients have the *ability to manipulate* information. One can distinguish between contextual information and non-contextual information. The first is hard to trace and therefore easy to manipulate for the client. The latter is information like sex or age; this kind of information is a lot harder for clients to manipulate[14].

It is clear that clients have a great deal of influence on the working progress of a bureaucrat[15]. Clients might use this influence to their own advantage, especially when they feel that the rules and procedures they are subjected to, are unfair because they do not exactly match their personal situation.
This in combination with the pressure of the organisation to follow the rules, leads to dilemma's which the bureaucrat needs to deal with[16].

---

14   Van Der Veen (1995) blz. 83
15   Hasenfeld (1983) blz. 9-10
16   Lipsky (1980) blz. 82

2.5 HSO's and their Typical Problems

In the previous paragraphs some problems have been touched lightly already. The conclusion is that an HSO's largest and basic problem is the fact that so many different actors on so many different levels have different ideas about what should be the goal of the organisation and how this goal needs to be attained.

First of all, an HSO has to deal with it's environment. It is the task environment that has the most and various demands towards the HSO, which leads to ambiguous and vague goals to keep all parties "happy".

Obviously, creating vague goals to fulfil the demands of external actors, merely shifts the problem to another level in the internal organisation; it is not even close to a solution. Therefore these vague goals are usually translated to vague rules, which actually even augments the problem because rules should help the bureaucrat in practice, but really in HSO's it makes the bureaucrat's work even more complicated. Sometimes management do not regard their organisation's goals as vague but as very clear. In this case they often feel the need to control the whole process by creating too many and so easily conflicting rules. To top it all, the 'raw material' of an HSO are people; clients that are unique, but are subjected to standards that never exactly fit. Clients have their own ways to influence the procedures and therefore the organisation as a whole. Thus when clients feel well-treated, they will probably not (always) feel the need to manipulate the procedures. However, because rules are often strict despite their vagueness, clients often do not feel treated as a person and treated unjust. It is in this situation that clients will have incentive to manipulate the bureaucrat and organisation.

2.6 The Luzac College as HSO

Even though the Luzac College seems more like a firm - due to the fact that money plays a large role - it is still an organisation that serves a public interest. That fits the other qualifications of an HSO, as will be discussed in this paragraph.

As mentioned earlier, this specific school is a people-changing type of HSO. It is common knowledge that in the educational field in general, one does not merely "label" or "care". In schools, children are activated, teachers shape their minds and offer them tools to grow, students are "changed". At the Luzac College, the same things occur. But being a private school, it is different from public high

schools when it comes to labelling the students as *deviant* or *normal*. To determine what kind of clients the Luzac students are, one needs to take a look at the motivation they have when they apply to this school. In general, students do not apply for this school if they do not experience problems in public schools. This is due to the fact that tuition is extremely high, and not affordable for all parents and caretakers. If one has the choice to make these great expenses or not, one will usually chose the, by the government, subsidised state schools. It is often the students that do not "fit" in the systems of the state schools, that end up at the Luzac College. Therefore one can speak of deviant clients, in terms of Hasenfeld's theory, placing the Luzac College in type IV; people-changing technologies with malfunctioning clients.

Environment and Luzac College

The Luzac College is – like all Dutch public schools – influenced by all the regular general environments. The economy for example can determine the incomes of parents, and so determine whether parents make the choice to send their children to the Luzac College. An example of the jurisdictional environment is the Law on Educational Monitoring (Wet op Onderwijstoezicht) that was implemented in the Netherlands on the 1st of September 2002. All educational institutions in the Netherlands are affected by this law and are thus government-inspected. Also the technological environment has it's influences; one can in this case think of knowledge concerning (effective) learning-methods but also the increasing use of multi-media like computers in the classroom.

The task environment seems to be different in the case of the Luzac College compared to that of public schools, this is especially clear for finances. The Luzac College in general is not subsidised by the Dutch government; it is the parents that pay for the education of their children. Therefore the school depends on the students, not only because the school is useless without students, but also because they are the financiers. Geographically, the Luzac College in Enschede has a unique position because it does not have any rivals that offer the same type (fast track) education. A third important resource for the Luzac College in general, is the legitimacy resource. This legitimacy is given by the students when they chose to follow classes at this school. This is an extremely important resource for the school because every year the complete school graduates, and a complete new group of students needs to be attracted to form a new school population. It is in this case expected, that the government-inspection plays an important role here because they value schools and produce quality-reports. However, these reports are not available (yet) for the whole chain of Luzac Colleges. It seems that this school possesses a self-

validating ideology, because it clearly sells the "Luzac-formula" of discipline and supervision[17]. The school has a good reputation due to the statistics of successful students and good publicity by Luzac-graduated students. Ever year the Luzac-chain places full page advertisements with all names of graduated students of that year in well read newspapers in the Netherlands, and this too is great publicity.

So, basically the Luzac College in Enschede, should be influenced by the obligations and demands of the law and by the clients themselves, according to Hasenfeld's theory. The question is how this influence is translated to practice. For an answer, one needs to look at the goals, technologies and organisational structure of the school.

The official goal of the Luzac College is to help students to graduate. This goal is supported by a few sub goals to help fill in the official goal:

• Graduate from high school (study material of the last two years in one year)

• Prepare the student optimally for the graduation exams

• Help students feel responsible for their own success

• Increase independence, endurance and discipline of the student

• Increase the confidence of the student[18]

The central goal is very concrete which makes that the characteristic of HSO's of having vague and indeterminate goals, does not fit the Luzac College at all. This is due to the fact that in this case, few heterogeneous external actors exist. The only third parties of the school are the financiers and they have the same goal as the school because at the same time, they are also the clients of the organisation. Also, there is not much time for strongly changing goals – another goals characteristic of HSO's – because students normally only stay at the school for one year.

The operative goals at this school are, like in any organisation, countless. Examples are goals like sending reports to the parents every eight weeks or striving to have students finish all homework in the study hours, and thus have no actual *home*work[32]. Many operative goals originate from available knowledge in education and upbringing of teenagers. This includes the knowledge from experience of

---

17 Slagen bij Luzac

18 Luzac College, Luzac in het kort

teachers. However, the goals of teachers themselves are also part of the operational goals, and sometimes conflict with the rules. For example, teachers might want to teach children to be honest and thus decide not to punish students for not finishing their homework if they tell the teacher at the beginning of class. In this case, rules might demand that all students are punished when coming into class unprepared. In this case the operational goal (teaching honesty) conflicts with a rule (punish when student has not finished his homework), that management feels will help attain the official goal (attain diploma)[19].

Management has translated the official and operative goals to a few clear procedures and rules. Students are obliged to sign a contract in which they promise to stay off drugs during their year at the school[20]. Then, when students have started school, they are given the house rules[21] of the Luzac College which they are obliged to sign as proof that they are aware of these rules. Teachers are all expected to apply these rules, and time after time reminded of this in meetings. So far, it does not seem as though there is a matter of vague, too little or too many (conflicting) rules. But this problem can only be detected on the work floor and therefore one needs to analyse the position of the teacher at this school.

Teachers and students

At first sight the house rules seem clear and not contradicting at all. Teachers have three other rules besides these house rules: methods and books are predetermined, reports need to be made of every student in every lesson, and every subject needs a schedule[22]. For the rest, teachers are free to fill in the classes in their own way as long as the predetermined learning goals are reached at the end of the period, and as long as it is done within the boundaries of the set house rules[23].

However, teachers do experience typical tension problems when it comes to applying the standard house rules and producing class reports. This is due to the fact that teachers do not always feel it is fair or necessary to apply the standard rules. But management demands it and therefore teachers sometimes

---

19 Appendix 7.4
20   Appendix 7.4
21   Appendix 7.5
22   Appendix 7.4
23   Appendix 7.4

need to apply rules to situations in which the rules really are not that fair and thus miss their purpose. It is then that the client characteristics described by Hasenfeld, complicate the situation, because students turn out to have some influence on the whole teaching and discipline procedure.

Interaction is indeed *moral* because the teacher's actions have effect on the learning of a student. Teaching is also very *complex* because students all have different talents and backgrounds. Therefore teachers constantly need to adapt their teaching methods to find out how they can help the children best[24]. Students also have a *free will*, therefore how well a teacher does his job, also depends on the effort of a student. *Unpredictability* also plays a role in the classrooms as there are days that students feel like obeying rules and listening, and sometimes they do not. Even *manipulation* is recognisable. Miss ter Pelle, who teaches English, explained in an interview that students often try to get out of their punishment just by starting a discussion to cause doubt[25]. All these characteristics make that the result of a teacher's job is partly determined by the student himself, no matter how hard the teacher works.

At first there seems to be no difference in the demands of the Luzac management, teachers and the students. All parties want the student to graduate[26]. However, in the classroom there does seem to be a difference between daily demands of the school and the students. In practice it turns out that all parties want to reach the central goal in different ways. The school asks the teachers to be strict, teach the students discipline, and demands from the teachers that they make sure that students obey the house rules. Teachers, also try to teach students other norms and values, and try to augment their confidence so they will succeed better in their exams. Also teachers often find morality and correcting behaviour just as important as the actual subject knowledge. Students however, want less control and less rigid schooldays. They are young people that do not always have the end goal in the back of their minds, but concentrate more on daily battles for more freedom[27]. So, even though the main goal of the actors are alike at first sight, teachers absolutely do experience a great tension between the school's rules and demands, their own teaching values, and the goodwill of the students..

---

24 Appendix 7.4
25 Appendix 7.4
26 Appendix 7.4
27 Appendix 7.4

2.7 Conclusion – The Luzac College an HSO?

In this chapter Hasenfeld's theory regarding Human Service Organisations, was explored in order to determine whether the case of this research, the Luzac College, can be labelled as an HSO.

The students, teachers, school-management, and parents all seem to have the same goal for the organisation; helping children pass their final exams. This does not sound very HSO-like, and it could be expected that the internal rules are unambiguous and clear. At first sight the house rules indeed seem clear and unambiguous. But in practice, teachers sometimes do experience them as incomplete and regard them as unfair or inefficient[28]. The rules still are strict and impermeable, obstructing the teacher's space to offer tailored education, in this school. The reason that in fact there are so many and strict rules, is probably because the school indeed has firm-like characteristics, and feels that it can control the process and output (a diploma) by these many rules. School management probably also does not see the risks of many rules because they are convinced that the school goal is unambiguous and can only be attained in one way; by strict discipline through clear rules in every thinkable situation.

The conclusion is, that the Luzac College can indeed be labelled as an HSO, with the typical HSO problems especially on the level of bureaucrat-client (teacher-student), mainly caused by the many and impermeable rules.

---

28   Appendix 7.4

3. Students' Community Feelings & School Valuation

3.1 Introduction

Ferdinand Tönnies made the famous distinction between the social groupings, community and society in his "Gemeinschaft und Gesellschaft" of 1887. The first (community) was one of the past, the so called 'gemeinschafts'; warm, caring, small and direct, built up from natural relations. He noticed however, in his time, that all these relations were slowly substituted by rational relationships, creating cold, modern, distant and anonymous groupings he named 'gesellschafts' (society)[29]. He identified this development as the result of modernisation of society, the growth of the economy and formalisation of the government, creating large organisations that led to depersonalisation.

It is this distinction that is also applicable in today's schools. Schools were the types of gemeinschaft that were not easy preys for rationalisation. After all, it did not matter how much education was structured, with how many exams and learning goals, in the end it was the teacher that directly taught the students. It was the teacher that gave personal care to the students in relatively small groups.

However, today education too has been declared war by rationalisation. Many extra (non-teaching) tasks have been laid on teachers and now so many rules have been established even for the teachers themselves[30], that there is less room every day for personal contact.

Due to this development, the relationship between teacher and student has weakened, and so the sense of community and the positive valuation of the school as institution are threatened. These two variables also partly determine the moral atmosphere of a school, according to Power, Higgins & Kohlberg (1989). And so not only the sense of community is in danger, but also the general moral atmospheres of schools.

In this chapter the variables 'valuation of the school as institution' and 'the school as community', and the instrument (SMAQ) to measure them, will be explained. The variables were measured at the Luzac College in June 2007 and September 2007, and these results will be presented in this chapter. The results of the research will be discussed, including the relationship with the overkill of rules.

---

29 Tönnies (1887)
30 Zembla 2007

3.2 Moral Atmosphere

The moral atmosphere can in general be regarded as an intermediating variable between moral competence (ability) and moral performance (practical judgement) within an institution[31]. Research on this subject was started by Daan Brugman & Karin Høst et al. in the fall of 1991, by interviewing high school students. In these interviews students were asked how they felt about their school on all kinds of aspects, however the most important question was how the students thought their *fellow* students felt about the school[32]. This information was of great value because the behaviour and notions of other students, revealed the effects of the moral atmosphere on the moral judgement of students. Besides, it also showed how the moral atmosphere contributes to the development towards the school as a 'just community' (a moral community of high quality[33]) [34]. The definition that Brugman & Høst et al. use in their research for moral community, is maintained in this research. *Morality* refers to justice, not an etiquette. *Community* is meant as an ideal type of relations between people, and between people and modern institutions, in which relations are truly valued and not regarded as merely instrumental[35].

The moral culture dimension of a school is in Brugman & Høst et al.'s research referred to as the *observed* moral atmosphere because it is the atmosphere described by the observations of students. Moral dilemma's were presented to the students and students were asked which alternative they would choose and on the basis of what arguments. They were also asked what choice they guessed their fellow students would make. All this data was summarized in order to describe the moral atmospheres of the schools. Brugman and his fellow researchers first researched how it is possible to "measure" such an abstract concept as a moral atmosphere. Through pre research, testing and validity analysis, he came up with the instrument SMAQ that measures moral atmosphere through six variables.

---

31 Higgins, Power, & Kohlberg (1984), Kohlberg & Candee (1984), Kohlberg & Diessner (1991)
32 Brugman et al. (1994) p 66
33 Brugman et al. (1994) p 68
34 Kohlberg (1981) & (1985), Power, Higgins & Kohlberg (1989).
35 Høst et al. (1998)

3.3 Research Methodology

It is the Secondary School Moral Atmosphere Questionnaire (SMAQ) developed by Høst et al that was used in this research. In June 2007, 26 of the 73 students (36%) of the Luzac College filled in this questionnaire. This group (54% boys, 46% girls) represents a school population at the end of their school year, and it is also the group with fewer rules.
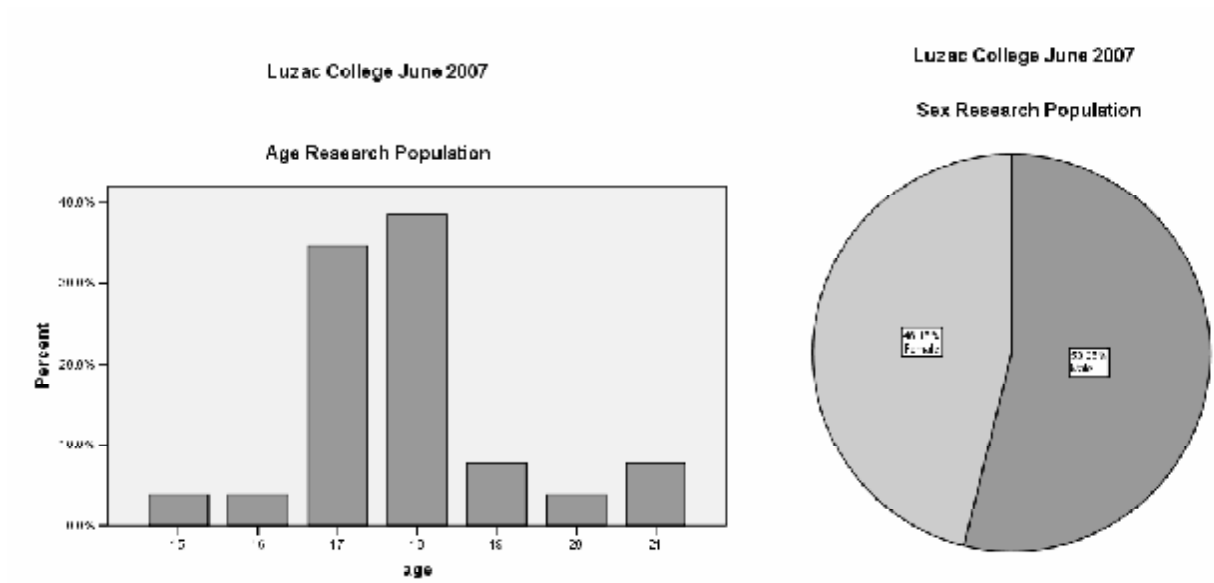
The June group is in this research compared to the September group. In September 2007, 53 students attended the Luzac College. Of this school population, 20 students (38%) participated in this research and were interviewed individually to decrease the risk of missing data. The September group (65% boys, 35% girls) represents a school population at the beginning of the school year. Besides the time of year, the two groups can also be distinguished from each other in terms of rules. The September group was subjected to more and stricter rules than the June group was.
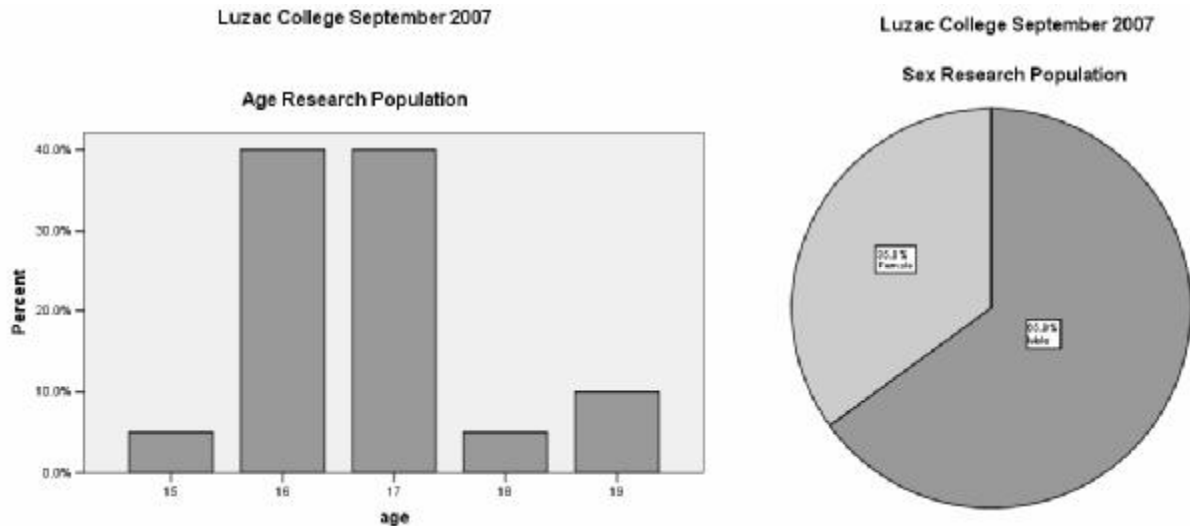
The data retrieved from the questionnaires and interviews of these two groups were entered in an SPSS database. The variables that are analysed in this thesis were computed with the help of syntax-files provided by Daniel Brugman.

3.5 Secondary School Moral Atmosphere Questionnaire

This multiple choice instrument consists of two main parts. The first is the questionnaire "Questions about you and the school" which has 56 items that can be scored on a 5-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. The items measure the constructs *valuation of the school as institution, the school as community, democracy and influence of the students,* and *teachers.*
The second half of the SMAQ contains two standardised school dilemma's. These dilemma's have the subjects stealing and helping class- and schoolmates as theme. The items of the dilemma's measure two constructs; *the content of the norms "rejection of stealing" and "helping"* and *stage of the collective norm.* These dilemma's will not be further explored in this paper because only the variables of the questionnaire are of relevance with regard to the matter of community feelings.

In this research only two dimensions of the moral atmosphere were measured and analysed, and so moral atmosphere is here operationalised in 'valuation of the school as institution' and 'the school as community'. Two groups of the Luzac College were interviewed; one in June 2007 which was a group

at the end of their school year, during finals, and one in September 2007, a fresh group at the beginning of their final year. Examples of the questions in the questionnaire can be found in Appendix 7.1.

Valuation of the school as institution

The valuation of the school as institution is build up from four different scales, measured through 20 items in the questionnaire. The first scale is '*rejection of the school*' which measures to what extent students reject the school. It is a reversed scale compared to the other three scales that are formulated positively. '*Instrumental extrinsic valuation*' is the second scale. It is the construct that determines whether students value the school more intrinsically (for instance as a second home), or as a mere instrument to attain a higher goal, the diploma. The third construct that is measured, is the '*enthusiastic identification*' because it measures whether students like to identify themselves with the school. It is measured by questions that ask whether students are proud to attend the school for example when the school makes the paper or a school team wins a sports game. The last construct shows some relation to the other variable (the school as community) that was measured. It is the scale of' '*social relations*' which shows whether students value the school more positively due to intimate social relations at school.

A school that is valued positively by students is not valued instrumental extrinsically but intrinsically (valuable in itself, not for the goal it pursues). Students will also *not* reject the school, but they *will* enthusiastically identify themselves with it. Also a positively valued school will generate spontaneous feelings of community.

The Luzac College has rather a lot of rules and is quite firm-like, so it is possibly more of a gesellshaft than a public school. In Figure 2, an overview is shown of the expected order in scores on the scale of 'valuation of the school', for the public schools, the June group and the September group.

	Rejection of the school	Instrumental extrinsic valuation	Enthusiastic identification	Social relations
1	Luzac September 2007	Luzac September 2007	Public schools Høst	Public schools Høst
2	Luzac June 2007	Luzac June 2007	Luzac June 2007	Luzac June 2007
3	Public schools Høst	Public schools Høst	Luzac September 2007	Luzac September 2007
Reasons for expectation	• Luzac college more rules than public schools • More rules at Luzac in September 2007 than in June 2007			

Figure 2: Expected order of scores on scales of the variable 'valuation of the school'

It is expected that the September group has a significant higher score on 'rejection of the school' than the June group, and the June a significant higher than the public schools. A lot of impermeable rules could result in students feeling treated unjust, resulting in rejection of the rules and so rejection of the school as a whole (the "applier" of the rules). The same could be said for 'instrumental extrinsic valuation', the expectation is that September will score significantly higher than June, and June higher than the public schools. It is possible that students will loose respect for the school if the rules are unjustly applied, possibly resulting in students regarding the school as the enemy, and definitely as their safe haven or second home. 'Enthusiastic identification' is expected to be scored on higher in the public schools than in the June group, and higher in the June group than in the September group. After all, strict and impermeable rules could result in students not respecting the schools and therefore not want to be identified with it. Also 'social relations' is something of which can be expected that public schools will score significantly higher on than the June group, and the June group higher than the September group. Strict and impermeable rules that neglect the unique situations of students, could result in students only looking out for their own needs, decreasing the amount of social relations in the school.

Valuation of the school as community

In the questionnaire 21 items are dedicated to the construct '*the school as community*'. The score for this construct is computed through the scores of four scales. Brugman & Høst et al. however combined the first two scales and the last two, leaving two variables.

The first is '*level 1 negation of community*'; this too, like the rejection of the school in the previous variable, is a reversed scale. The scale consists of '*power assertion*' and '*concrete reciprocity*'. 'Power assertion' describes the relative power in the school between students and between students and teachers. An item-example of 'concrete reciprocity' is "students only help teachers if they get something in return".

The second variable is '*level 2 sense of community*' which is a combined scale of '*relations and sharing*' and '*social contract*'. 'Relations and sharing' measures the existence of social relations in the school and whether students share with each other. 'Social contract' measures to what extent students feel they are obliged to obey school rules because they feel they have a so called social contract with the school.

In a school where there is a strong community, negation of community will be relatively low and 'sense of community' relatively high. In Figure 3 an overview of the expected order in scores on 'valuation of the school as community' is shown for the public schools and the two Luzac College groups.

	Level 1 Negation of community	Level 2 Sense of community
1	Luzac September 2007	Public schools Høst
2	Luzac June 2007	Luzac June 2007
3	Public schools Høst	Luzac September 2007
Reasons for expectation	• The Luzac College has firm-like elements, being more of a modern gesellshaft than regular schools • The many rules at the Luzac College damage the relationship between teacher and student • More rules at Luzac in September 2007 than in June 2007	

Figure 3: Expected order of scores on scales of the variable 'the school as community'

It is expected that due to the many rules, the Luzac's June group has a significant higher score on 'negation of community' and lower score on 'sense of community' than the public schools of Høst's research. Again it is expected that the scores of the September group will be higher for 'negation of community' and lower on 'sense of community' than the scores of the June group. The reasons for these expectations is that strict and impermeable rules could lead to unjust application of them in unique situations. Students will feel treated unfairly and therefore regard the school as the enemy that is always on their case for no purpose.

Testing & Hypotheses

For both variables, 'valuation of the school as institution' and 'the school as community', the scores of the individual scales were computed. In this paragraph the scores of the June group and the September group have been compared with the scores of public schools of Høst's research. Also the scores between June and September have been compared, as a rule-change occurred between these two groups. SPSS outputs and tables referred to in this chapter, can be found in Appendix 7.2.

For each variable, the null hypothesis states that the mean score in this research does not differ significantly from the mean score in Brugman & Høst's research. Example:

H_{0neg}: The mean score of the Luzac College in June 2007 on negation of community is not significantly higher than the mean score in Brugman & Høst's research.

H_{1neg}: The mean score of the Luzac College in June 2007 on negation of community is significantly higher than the mean score in Brugman & Høst's research.

These hypotheses are tested for both the data of June 2007 and September 2007, with a 1% significance level ($\alpha = 0.01$).

3.4 The Luzac College

In figures of Appendix 7.2, the T-test scores for the comparison of the means of this research and that of Brugman & Høst et al. are shown. When looking at the results, it appears that for most variables, the p-value does not exceed the α-level of 0.01. Therefore the null hypotheses for these variables need to be rejected, meaning that the scores for these variables indeed *do differ significantly* from the mean scores of Brugman & Høst's research. Two variables however, show that they *do not significantly differ* from Brugman & Høst's mean score. The comparisons between expected orders of scores, and actual orders of scores are shown and discussed per scales in the next paragraphs.

Rejection of the school as institution

	Expected Order	**Actual Order**
1	Luzac September 2007	Luzac September 2007 Public schools Høst
2	Luzac June 2007	
3	Public schools Høst	Luzac June 2007

Figure 4: Expected and actual order of scores on 'rejection of the school as institution'.

Testing the significance of the scores of this variable showed something quite interesting. When looking at the means of these groups, one can see that the mean score of September is higher than that of the average school of Brugman & Høst. However, it is not a significant difference. But, when looking at the score for June, one can see that the mean score of the Luzac students is significantly lower than that of Brugman & Høst's students. This should mean, that the difference between the scores of June and September should be significant too (See Figure 7.2.1, Appendix 7.2a).

And indeed, the score for the rejection of the school is in June significantly lower than in September. This could mean that the stricter rules in September raise rejection feelings towards the school as institution. However, this does not explain why students of public schools, reject the school as much as the September group, as they have less rules and should therefore reject the school even less than the June group. It is more likely therefore that factors as size of the school population and time spent at school explain the scores on this variable better than the amount of strict rules do.

Enthusiastic identification

	Expected Order	Actual Order
1	Public schools Høst	Public schools Høst
2	Luzac June 2007	Luzac June 2007
3	Luzac September 2007	Luzac September 2007

Figure 5: Expected and actual order of scores on 'enthusiastic identification'.

Another variable that generates significantly lower scores at Luzac College than at Brugman & Høst's average schools. Apparently, Luzac students have less enthusiastic identification with the school, than students of average schools have. This is very much possible due to the amount of strict and many rules. Especially since the September group (with more rules) scores significantly even lower on this variable ($p = 0.007$) than the June group does (Figure 7.2.2, Appendix 7.2a).

Instrumental Extrinsic

	Expected Order	Actual Order
1	Luzac September 2007	Luzac September 2007
2	Luzac June 2007	Luzac June 2007

Figure 6: Expected and actual order of scores on 'instrumental extrinsic valuation'

As mentioned earlier, a comparison of this variable with Brugman & Høst's data is not possible. But, for a more complete picture, a comparison between June and September on this variable is valuable. Until now it was concluded that many mean scores worsened between June and September, possibly due to the increased amount of (strict) rules.

One could therefore expect that the score for valuation of the school as instrumental extrinsic, has increased. This is indeed the case:

	Mean Luzac June 2007	Mean Luzac September 2007
Valuation Scale: Stage 2 Instrumental Extrinsic	0.3083	0.6475

Figure 7: Means Instrumental Extrinsic June & September 2007

The higher score of September is also significant as the T-test results shown in Figure 7.2.3, Appendix 7.2a.

Social Relations

	Social relations	Social relations
1	Public schools Høst	Public schools Høst Luzac June 2007
2	Luzac June 2007	
3	Luzac September 2007	Luzac September 2007

Figure 8: Expected and actual order of scores on 'social relations'

In September, the Luzac students score significantly lower on social relations than Brugman & Høst's average school students. Which would make sense considering that strict and non-permeable rules make that students do not value the school positively even if there are social and intimate relations. However, June shows that the students value the school just as positively due to social relations, as those on average schools. This could either mean that the more strict rules in September make that students do not value the school as positively as the June group and the average schools that have less strict rules. However, it sounds much more plausible to consider the fact that students in September have hardly had the time to build up social relations, and *therefore* can not value the school positively

due to *those* relations. In June, children have already spent a year at the school giving them more time to build up these relations, like in average public schools (Figure 7.2.4, Appendix 7.2a).

Negation of community

	Expected order	Actual order
1	Luzac September 2007	Public schools Høst
2	Luzac June 2007	Luzac September 2007
3	Public schools Høst	Luzac June 2007

Figure 9: Expected and actual order of scores on 'negation of community'.

Unlike expected, both Luzac groups – June and September 2007 – have significant lower scores than the average schools of Brugman & Høst. This shows that the Luzac students tend to reject the school as community less, than students of average schools do. Interesting is, that as expected, June indeed has a lower score on this variable, than September does. The question is, whether this difference is significant (Figure 7.2.5, Appendix 7.2b).

Apparently June does significantly score lower on negation of community than September does. This could mean, that the stricter rules in September, indeed reduces the acceptance of the idea of the school as a community amongst students. But, this would not explain why regular schools (with less strict rules) score even lower on negation of the community. It is in this case more plausible to conclude that a combination of size of a school and time spent there influences the negation of the school as community.

Sense of community

	Expected order	Actual order
1	Public schools Høst	Public schools Høst
2	Luzac June 2007	Luzac June 2007
3	Luzac September 2007	Luzac September 2007

Figure 10: Expected and actual order of scores on 'sense of community'.

The score of this variable too, is shown to differ significantly of that of Brugman & Høst's schools, for both June and September. Indeed both groups score significantly lower on sense of community than those of Brugman & Høst's research, like expected. So, even though, Luzac students are more open to the idea of the school as community (because they do not reject it, see 'negation of community'), compared to average school students, they' have less sense of community than the average student. The question however that should also be posed, is whether this sense of community increases throughout the year (Figure 7.2.6, Appendix 7.2b).

The fact that June scores significantly higher on sense of community, than September does, suggests that sense of community does indeed increase throughout the rest of the year.

3.5 Conclusion Community and Valuation scales

Many of the expected outcomes in this analysis turned out to match reality. As 16 hypothesis have been tested, a clarifying overview of the interpreted results can be found in Appendix 7.2. This overview shows exactly which hypothesis have and have not been rejected and what this means for the results of the variables in general in relation to the theory of this thesis.

The overview shows that 11 of the 16 hypotheses tests do not contradict the theory. And so, of the 6 variables, 3 do not reject the theory, 1 mostly does not reject the theory, 2 mostly reject the theory and

no variables reject the theory completely. It is therefore worthwhile to do more research on these variables on a larger scale, connecting strict rules to the variables.

In the next chapter, the inclusional approach will be explored. It is this approach, that would promote less, and less strict but more permeable rules, in order to raise valuation of the school as institution and valuation of the school as community, to have more desirable moral atmosphere and increase the effect of teaching.

4. Inclusionality

4.1 Introduction

The main question in this chapter will be that of the whole thesis: how inclusionality can solve the tension problems teachers experience with students, management and rules as explained in the previous chapters. The idea is to start off with the abstract theory of inclusionality and then slowly work towards how it can be applied in daily life, and more specifically to that of the relationship between student and teacher.

It seems that safety and security in today's society are the two greatest values. Due to these values that people pursue, control and monitoring has become more usual than rare in daily life. Organisations, and therefore also human service organisations and so schools in general, are more and more fixated on efficiency and results. But human service organisations work with people as raw material, people with their own histories, values and incentives. Every (high school) student is unique and has his or her own unique background and situation, therefore rules and standard procedures do not always "fit" the students. Society, however is eager to control processes with special regard to efficiency and results, and it seems that teachers are given less space everyday to think of creative ways to help their students best. There is no room left for creative solutions for the unique problems and situations of students, leading to drop-outs or less optimal developments. This can be very frustrating for teachers, as the people that chose this profession are usually quite idealistic, especially in helping children and teenagers develop to their very best.

It is due to the uniqueness of the human beings that it is impossible to create standard procedures and rules that always match any given situation, even if society demands it. But it seems that society does not acknowledge this, and what is obvious evidence of the malfunctioning of the rational society, is to the rationalist a pure result of natural selection.
It is this rationalisation of society, typified by the modern trend for hard-line application of Darwin's "survival-of-the-fittest" (e.g. Dawkins – 'The Selfish Gene'), that inclusionality contradicts. The basic logic of inclusionality acknowledges the problems and tensions noticed in HSO's and those at the Luzac College. It is with this thought, that the rest of the chapter will explore the theory of

inclusionality, followed by what this apparently abstract philosophy means in practice. Special attention will be given to how the Luzac College and her teachers and students could profit by adapting this approach. Shortly the meaning of inclusionality to HSO's in general will be discussed including careful suggestions for practice, to trigger discussion.

Trying to change the world by 'converting' everyone to inclusionality would be foolhardy. It is common knowledge that organisations and people in general have aversion towards change even when better results are promised. Trying to make organisations and people think inclusionally is even more difficult because our whole society is based on objectiveness and rationality, whilst inclusionality strives to move our focus towards care and inclusion.

Complete organisational change is beyond scope of this paper, so the discussion will be limited to the relations between clients and bureaucrats in HSO's, and to suggest new ways for bureaucrats to function in HSO's. First, specific attention will be paid to the relations between students and teachers at the Luzac College in Enschede in order to dissect the inclusional theory so it can be applied to all schools, and more generally to HSO's.

4.2 The logic of Inclusionality

As it turns out, the term inclusionality was created through substituting the "rational" in rationality by "inclusional". This reveals the core of inclusionality; that it contradicts rationality by focussing on including instead of excluding through selection. Inclusionality is not just for academics, on the contrary, as can be read on the welcome-page of the inclusionality website, it is a natural *capability* that can be *re-awakened* in *all* of us[36]. Inclusionality acknowledges boundaries but not in an excluding way. It is therefore a very *natural* approach, which is hard to deny as is illustrated by the words of William Wordsworth that Alan Rayner, one of the instigators of inclusional philosophy, also likes to quote:

"In nature everything is distinct, yet nothing defined into absolute independent singleness."[37]
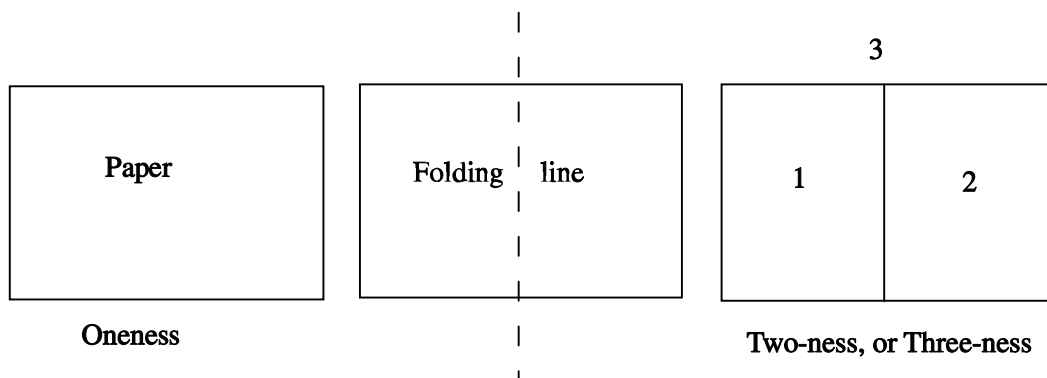
Inclusionality does not deny the fact that natural elements, such as, people, animals or plants, can be *distinguished* from each other. On the contrary, it acknowledges that in nature, elements can be distinguished, but it also promotes the idea that distinction does not equal boundaries, as in the meaning

---

36 www.inclusional-research.org
37 Guide to the Lakes, William Wordsworth

of complete independence. A beautiful and easy to understand way of illustrating this idea is shown by Alan Rayner in a video.

He explains that if you see boundaries as a basis of subjective and objective division, then you see them in a way which leads to a lot of communication. Boundaries give identity and this identity is essentially the basis of communication. A sheet of paper, is a "one-ness". If you fold it, it becomes a two-ness; the folding line gives identity to the two sides of the paper, one side and the other side.

```
                            |
                            |                        3
 ┌──────────────┐   ┌───────|──────┐   ┌──────┬──────┐
 │              │   │       |      │   │      │      │
 │              │   │       |      │   │      │      │
 │    Paper     │   │ Folding| line │   │  1   │  2   │
 │              │   │       |      │   │      │      │
 │              │   │       |      │   │      │      │
 └──────────────┘   └───────|──────┘   └──────┴──────┘
      Oneness               |          Two-ness, or Three-ness
                            |
```

But by introducing a two-ness, you also create a three-ness because of the fold itself. It is the element through which the one and the two communicate, because if one moves, two reciprocally moves because of the connecting, communicating fold (boundary). It is therefore a dynamic movement between one and two, *because* of the boundary, which makes *distinct* but not *discrete*. The boundary is also the medium, the turning place, through which the two reciprocate each other's movement. And so there is a true communication, through a distinction which is essential in communication, and mediated through the boundary.[38]

In other words; inclusionality is an approach that treats an object (plant, person, cells, organisms) not as a single object – an *exception* – but as an *expression* of nature. In stead of viewing ourselves as independent subjects, isolated by space, inclusionality views us and others as depending subjects, part of a dynamic flow through which we influence each other in order to evolve and transform, *through* space[39].

---

38 Rayner (2006)
39 www.inclusional-research.org/introduction

Contra Rationality

As mentioned earlier, inclusionality contradicts orthodox rationality. This will be discussed more in depth now. Karen Tesson writes in her thesis that "Inclusionality was developed primarily in reaction to the highly objective and rationalistic perspective that is predominant in modern science"[40]. Natural inclusion, is raising awareness for evolution instead of natural selection. Natural inclusion is the "fluid dynamic, co-creative transformation of all through all in receptive spatial context"[41]. This is quite a mouthful, but when breaking up the definition into three parts, the basics are:

– Viewing life and all processes as a flow, as *fluid dynamic* and not static
– The first element forms a basis for the next element, *co-creative transformation*. This emphasizes the awareness of evolution, not by objects independently, but through the dynamic flow that implicitly connects them with other objects.
– The third element is the value of space, *space as a receptive context*. So instead of viewing space as a boundary, or that which separates, it is viewed as a receptive context which connects objects and therefore makes it possible for objects to influence each other.

Alan Rayner explains inclusionality as opposed to rationality, with the help of Guy Claxton's theory on how the brain comes up with creativity. As Claxton states, there are two phases for brain activity of creativity; the inspiration phase, which is unconscious and almost random, and the elaboration phase which is selected from the inspiration phase. Rayner, however, says that this is not the way it works. If it were, this could mean that all inspiration in the inspiration phase is a loss. This is not true, all the inspirations are explorations of alternatives in order to redistribute energy to the most successful alternative. It is like the way fungus grows, it grows into all directions, circular, "exploring" the environment, until it comes into contact with nourishment which leads to redistribution of energy so that the fungus can get as much from the nourishment as it can. The exploring parts are then not eliminated but transformed, therefore it is not a matter of selection but of enhancement and redistribution of resources. If it were a matter of selection, the original exploration would be exterminated, and so denied it's value in the whole process. It is a simplification of integration, instead

---

40 Tesson (2006) p 28
41 www.inclusional-research.org/introduction

of simplification by extermination which is argued by Darwin in his 'Origin of Species'. In essence, the first phase, for both fungus and inspiration, is an exploratory phase that discovers the available possibilities. By contrast, the Darwinian model is linear, which fits very nicely in the linearity that is preferred in our orthodox thinking. But linearity does not match evolution. Evolution is not the travel from point to point, subjects brought into movement by external forces, it is more of a continuous process of formation in which the structure *evolves* from the form itself[42].

Rayner also translates the paper-folding example to today's society. He explains that in the rationalistic society, the two-ness, - which was a three-ness through the medium – is treated as two individual objects (basically the paper is ripped in two pieces). Rationalism, has removed the boundary of pivotal significance that enables communication and reciprocation. In the absence of this communicating boundary, we are forced into a dualistic way of thinking, in which we are forced to choose between the two options through selection, ignoring the other alternatives; *exterminating* the alternatives.

Not holism

In the previous section, the differences between rationality and inclusionality was discussed. However, as mentioned earlier, inclusionality needs to be distinguished from other approaches too. The only one that will be discussed here is holism. Inclusionality must be clearly distinguished from holism because inclusionality acknowledges and even values boundaries and space, while holism ignores all boundaries[43]. For the discussion of inclusionality compared to other approaches one can read the dissertation of Karen Tesson on Networks, chapter 2.

Holism was described by Jan Smuts as an approach in which "wholes" are regarded as greater than the mere sum of parts[44] (synergy). This does sound inclusional, but Rayner argues that in holism the boundaries are viewed as *completely* permeable or even non-existing. Therefore, a distinction between objects, or inner and outer spatial context, can not be made[45]. This distinction is made in inclusionality, because space is of such great value. It is the medium that permeates, connects, relates and

---

42 Rayner (2007)

43 Tesson (2006) p 51

44 Smuts (1926)

45 Rayner (2003)

communicates whilst in other approaches the space is just a boundary or is even not taken into account[46]. So what essentially distinguishes inclusionality from holism, is the valuation of space as a medium in all (communication) processes.

4.3 Schools the Inclusional way

Now that the concept of inclusionality is explained, it is clear that inclusionality is not the kind of approach one applies to a tiny aspect of a system or organisation. It is a natural ability that lies in all of us and contradicts orthodox rationality, meaning that the society built on conventional rationalism and objectivity, is intrinsically unnatural. Nature has it's own way of not accepting anything unnatural, which would mean, that inclusionality is something that should substitute rationality in the long run. However, since so much of Western society is based on rational logic at the moment, it is not ready to completely transform into an inclusional society. It is therefore necessary to very "uninclusionally" find rational ways of applying inclusionality in daily, and less daily life. We want to avoid a scenario where the inclusionalists sit on on a 'cloud of inclusionality', calling those below to come up, while the non-inclusionalists below are calling back up the question "How do we get there?". Put simply, in order to let society transform to an inclusional one, the concept needs to be translated to the current rational language so that it can be introduced and demonstrated in little parts of society.

It seems that it is easiest to introduce inclusionality in a bottom-up matter instead of top-down. Returning to the focus of this paper - schools and HSO's – it has been illustrated in earlier chapters what tensions teachers and bureaucrats deal with. Teachers already notice the problems that an excess of rules and procedures has caused in practice, while management still pursues control and monitoring because that is what society demands. The problems of these two levels of organisation, show that teachers might be more receptive towards an approach that promotes "letting go" than management styles that pursue the contrary.

It is very possible that the typical HSO tensions that the teachers at the Luzac College experience in relation to their students, affects the feelings of community of the students, and their valuation of the school as institution. In this paragraph, the concept of inclusionality will be explored in terms of how it

---

46   Tesson (2006) p 29

could relieve the tensions caused by procedures and rules in order to increase the community feelings at the school.

One of the questions in the questionnaire was: "Most of my classmates deceive the teachers if it's to their advantage". It can be argued, that students will only feel the need to mislead their teachers if they feel claustrophobic and not treated fairly. This can be due to the teacher, but it is often due to the rules that a teacher needs to apply.

An easy and "rational" way to introduce inclusionality at a school, is in a graded matter according to the three elements of the definition of inclusionality.

First of all, life and all processes need to be regarded as a *fluid dynamic*. This is not hard to relate to, when we think of life. Children and plants grow gradually, not from length to length in a point to point manner. If we treat education in the same way, as a graded process of growth, we would conclude that some methods in today's education are not suitable instruments to support this dynamic flow of learning. We could so decide to banish exams or even stop the whole diploma idea. After all, exams only test a certain amount of knowledge at a certain point of time on a certain subject. And that subject or point in time, could match the talents and skills of a child, meaning it would be successful in taking the exam. It is also possible that a child is having problems at home at the time of the exam, or is not very interested or good at that certain subject. And so a child is doomed on beforehand, to fail that test that is valued so highly. It is clear for everybody what this does for the self-esteem and motivation of a child. So by letting go of the result-testing, it would be possible to start offering children knowledge and skills that is most optimal for them. One could so let the educational track of student be determined by the talents and curiosity of the children themselves. It is not easy to change a whole system, especially not this system in which a whole economy is even based on diploma's, statistics and grades. But it is part of "letting go", as diplomas and grades are a mere product of this eagerness to control. There are many creative ways that could be thought of that would guarantee employers that when they hire employees that they posses the specified knowledge and skills. How many job-interviewers today still ask what grades someone graduated with? Is the diploma not already a mere formality? Are many people not more hired on the basis of their resume nowadays, than on diploma's or grades?

The second element is *co-creative transformation*. When acknowledging that students transform and learn more through other people and not only through books, projects and group assignments will be used more and more in schools. It is already more common in universities, like the University of Twente. At this university, students work on several projects per year in which they learn to work

together with other students. Students are so taught that they can learn from each other and use each others knowledge and creativity in order to reach a deeper understanding, than if they would work alone. But also more practical skills are developed like for example time-management, speaking in public, listening, participating in meetings, and dealing with lazy group members. Even more inclusional values are learned, for example, how everybody has his own place in society, looking out for each other and respecting each others talents, input and space.

The last, and maybe most difficult element, is the *value of space*. Space has less value in today' society, it is almost even a taboo. Space is not regarded as important, as a receptive context, rather it is seen as an *emptiness*, a *lack of*. This makes sense when looking back at Rayner's paper-example. Space is not valued as communication medium, but as a factor that separates, spaces keeps objects apart, so that they are seen as independent instead of a co-dependent. Therefore space is often allowed for in today's society because it brings emptiness, space is considered to be a void that should be populated with 'things'. The figure of speech 'less is more' does not rule, 'more is more' has taken over. This is especially expressed in the enormous amounts of consumption. One needs to eat more, and so the Amazon forests are chopped down so we can have more soy to feed cows and pigs so that we *can* eat more. To possess more, so that everybody needs to work harder and more, so that we *can* buy more. To want more, because if we are not ambitious, we are regarded as lazy. And so we need to do more too. But, as we have no time to spare, we also feel the need to control more. And so the "emptiness" needs to be filled with rules and procedures so that nothing is left to chance, and that at least when things go wrong, we can blame somebody else. Strangely enough, people do have the urge to protect and maintain their personal space, which could be explained as the fact that the inclusional approach is already one we have by nature. Think of the privacy laws and the minimalist ways of interior decorating. This does that inclusionality is a natural approach while space-excluding rationality is the imposed approach. If we would all view space as something necessary, beautiful and valuable, life would look a lot different. There would be more room for creativity, instead of that all space is filled with do-it-your-self-books, procedures, models, rules and formulas, and everybody would need to trigger their own creativity more to come up with solutions. For example, many boys used to "play war" or "Indians and cowboys" after having made all their attributes of Lego, paper or wood. But nowadays children either have their plastic (water)guns or computer games, which do not leave *anything* to imagination. How can we expect to raise generations that come up with innovative ideas if they do not learn to use their creativity at a young age? In combination with the previous inclusional element, it would therefore be great to give students and children very broad assignments in school, in

which good use could be made of Internet. In my own class, I sometimes gave children an assignment to write an essay of a minimum amount of words on a broad subject. I then gave them a few terms that were connected to the subject, and told them to use these in the essay. This lead to very diverse but deep essays, and these children had a firmer grasp on the subject, than the children I had given notes in a few lessons. Besides, the children that wrote their essays, were eager to share their knowledge in related subjects in class, and so the other students learned from their research too. Another method to guide a learning track, but let students follow the track they like best, is by giving them an assignment in which the teacher states what the learning objectives are, and then let the student come up with his own assignment. This way children themselves determine what they want to learn and to develop the talents they already posses. It is up to the teacher to give guidance and hints, and to – most importantly – protect the safe learning space of the child. It is the protection of this space, and teaching children to value this space, that will help them to co-creatively transform in a fluidly dynamic matter.

4.4 Conclusion 1 – Schools the Inclusional Way?

Not all of the above suggestions could be applied immediately. Teachers can change the way they teach children in the way described above (projects and broad, but guided assignments), but the school board or even the government can not decide one day to abandon exams and diplomas. This inclusional ideal, is something that needs to be discussed and for which the costs and benefits need to carefully be balanced in rational manners. However, school management (and on the long term, the government), do need to reconsider enormous amounts of rigid rules that teachers and students are asked to live by. If school management would at least allow rules to be permeable, this would give teachers much more space to use their expertise in every unique situation and so to offer tailored education. This would most definitely increase the feeling amongst students, that they are treated more fairly because rules and procedures are tailored to their personal situation. It is expected that students will therefore respect teachers more. This should have positive effects on the valuation of the school as institution, and also as community as teachers are no longer regarded as the enemy. More space will probably not only have effect on a more desirable moral atmosphere, as researched in this thesis, but might also increase the effect of teaching. It would be very valuable to research the causal relationship between less rules and less impermeable rules, and the effect of teaching, in the future.

4.5 HSO's the Inclusional way

As can be seen in this thesis, the HSO theory and the inclusional approach overlap in the idea that lack of space in the work field of the bureaucrat, complicates his work and generates less than optimal results. Hasenfeld sees the many different demands of the external organisation as the cause of many conflicting strict rules in the internal organisation. And those rules complicate the bureaucrat's work field because they do not match the unique raw material; people. The inclusional approach promotes space in order for actors to move freely so that they can come up with creative solutions, which obviously is impossible if upper-management prescribes rigid procedures and impermeable rules.

Yeheskel Hasenfeld identifies three levels of analysis in HSO's; organisation and environment, organisation and bureaucrat, and bureaucrat and client. These represent the relations in which the organisation can be and *is* influenced. Regarding the three levels as one dynamic organism, is holistic. But looking at the three different levels as co-depending but also *discernable* aspects, is an inclusional pair of glasses. In more extensive research it would be interesting to determine how inclusionality could be applied to these three levels and what effect this would have on the rest of the organisation and the different levels. In this paper the area of thought will confined to the level of the bureaucrat, therefore both the relation towards the organisation and the relation towards the client needs to be taken in account.

HSO's are clearly hierarchical. However, as Karen Tesson describes "Hierarchies, whether real or imposed, suggest that parts of a system are more *powerful* than others"[47]. This is very uninclusional, because it selects who has what position in the hierarchy and it does not value the input and influence of *every* person or unit, in the same way. It would therefore be better for HSO's to try and flatten their organisations, there where it is possible. It is not always feasible or realistic, but there are always locations in the hierarchy where it *is* possible.

It might not be easy to introduce inclusionality in all types of HSO's at first. It would for example not be preferable to let bureaucrats use their own intuition and creativity when labelling clients whether they are eligible for certain services like income support. It might lead to random labelling, determined by the characters of the bureaucrat or client. But, in the types of HSO's of which the goals are focussed on the maintaining or changing of the well-being of a client, the helping of the client already is more

---

[47] Tesson (2006) p 39

focussed and determined by the unique situation of the client. If organisations could find specific areas in the procedures in which they could leave more room for the bureaucrat to use creativity to come up with solutions, this would benefit organisation, bureaucrat and client. This thesis therefore does not necessarily promote complete deregulation – after all every system does need it's rules – but promotes more permeable rules, there where it is possible for bureaucrats to apply their expertise. Clients would so receive more specific help, and would therefore feel more treated as a person instead of as a number. Bureaucrats would feel less tension between the demands of the organisation and those of the client. They would feel less need to manipulate clients or to keep information from management. Bureaucrats and management could so profit from exchanging information and techniques, which would lead to deeper understanding and the use of multidisciplinary solutions. On top of all that, bureaucrats would feel more valued for their personal experience and knowledge if they are expected to use that for tailored solutions, and so it could increase motivation of employees.

4.6 Conclusion 2 – HSOs the Inclusional Way?

At first organisations may fear that introducing more space and time in processes will introduce higher costs, after all "time is money". But, taking more time and using imagination and creativity will in the end save time and money. Imagine that when clients are really given the time to explain their situation, and bureaucrats really have the time to listen, then valuable information will be discovered. This will lead to less work that is performed twice, because less mistakes are made as every body starts of with the right information. Also, clients will feel less need to manipulate information if they feel that they are taken seriously and that their best interest is taken into account. This is valuable as less time is needed to double check information or correct information. Besides, if bureaucrats are not bound to standard procedures, they might come up with time and cost saving solutions.

If organisations learn to value space, employees and processes will be given more space. This will give room to for more creativity which will lead to more complete and efficient solutions. After all, nobody enjoys doing more work than necessary. In the end, if processes are less rigid and formal, this will restore the fluid dynamic, which will increase the organisation's flexibility, creating the opportunity to react quicker and easier to changing environments.

5. Discussion – Let's Look at it the Inclusional Way!

5.1 Reflecting Summary

This thesis started with the exploration of the theory of Human Service Organisations which are focused on protecting, maintaining, or enhancing the personal well-being of their clients. It was explained that HSO's often suffer from many conflicting external demands that influence the internal rules, and that the contradicting, incomplete, or too many and impermeable rules make the working field of the bureaucrat very difficult. The Luzac College, the case of this paper, turned out to match the elements of an HSO even though it possesses firm-like characteristics. In Chapter 3, it was statistically researched whether the HSO problem of many and impermeable rules, negatively influenced the valuation of the school as institution and as community by students. Of the 16 hypotheses, only 5 rejected the theory, and therefore it was possible to offer possible solutions for the damaged student-teacher relationship. With the help of the inclusionality approach, the search of an answer to the research question begun in Chapter 5.

"How can the inclusional logic, provide in solutions to typical problems of tension experienced in human service organisations with special regard to the bureaucrat-client relationship?"

The three elements of the natural approach, inclusionality; space as a receptive context, co-creative transformation, and a dynamic flow, revealed how an inclusional approach can alleviate the problems at the Luzac College and HSOs in general. In order to restore the dynamic flow within these organisations, the people in the organisation – namely the street-level-bureaucrats – need to be able to transform co-creatively, come up with their own creative solutions. But this is only possible if they are given enough space in their work to do that. Inclusionality promotes the value of space within organisations, as a receptive context, that is necessary as a communication medium, and needs to be given back to students and teachers by decreasing the many rules, and making the strict rules more permeable.

5.2 Strengths of Thesis and Research

The theory of this thesis makes sense. Every aspect, from the HSO characteristics, towards the expected results of community and institution valuations, towards the inclusion solutions, appeals to people's common sense. Also the elements in the theory are recognisable to everyone, because today everybody deals with organisations on a daily basis, either in their work or in their personal lives.

Inclusional thinking also seems a very plausible approach to overcome tensions in processes and systems, partly because it does not promote complete deregulation. It would be difficult to support complete deregulation with arguments, as every system needs it's rules. A solution of such kind could very easily be contradicted in the sense of that letting go of all rules, could easily result in chaos and *not* in the dynamic inclusional flow. Therefore the forte of inclusionality in this thesis is that instead of complete deregulation, it suggests to introduce *permeable* rules, permeable boundaries instead of rigid ones.

Statistically it was very useful that there were two groups at the Luzac College that could be interviewed, one in June 2007 and one in September 2007. It was especially valuable to have data of these two groups, as an increase of rules and strict rules had occurred between the two groups.

5.3 Weaknesses & future research

This thesis and research have been of explorative value for it's discussed theory. The fact that only 5 of the 16 tested hypotheses reject the theory, is definitely not a weakness, but it is not exactly a strength either. Especially since in a few tests it can not wholeheartedly be said that the tested hypothesis supports the theory, even though it does not contradict it (Appendix 7.2). It would therefore be great to do this research again, but in a more extensive manner. For example, research on a lot larger scale, would most definitely increase the validity of the outcome. And instead of researching only two aspect variables of Moral Atmosphere, it would give a more complete view if all six variables were researched and computed. Ideally, many different high schools with different degrees of rules should be researched on all variables of Moral Atmosphere and on success of teachings. This way one could create a truly valuable view on the effect that many and strict impermeable rules have on the Moral Atmosphere and the effect of teaching. The result could form stronger arguments for the theory of this paper, that too many and impermeable rules invade the space of students and teachers, resulting in poor teaching effect and a less desirable moral atmosphere.

49

5.4 Social Value and Conclusion

The most obvious social value of this research is the suggestion that a lot of strict rules might not necessarily guarantee the desirable outcome. Society today is based on an input-output model, suggesting that any process is controllable, at least up to a certain level. However, this research has shown that it is possible that processes and rules might need to be loosened up for teachers (or bureaucrats in general)in order to really be able to do a good job, and therefore generate the desired outcome.

A more indirect social value is the start of a discussion in how to help our rational society adapt to inclusional thinking.

It was a challenge to defend the elements of a natural approach as inclusionality with the help of rational arguments. This thesis could be a valuable start in the sense of trying to introduce inclusionality into today's rational society in a rational manner, even though it completely contradicts rationality. The idea of this thesis was to communicate the insights of the enlightenment of the inclusional cloud – as introduced at the beginning of this paper – to the people that stand in the middle of a rational society. If this is not attempted, and society is not explained what the inclusional benefits are in a ratio-based manner, inclusionality will never be more than a pretty theory, a nice utopian idea, and a road not taken.

References

Brugman, D., Høst, K., Van Roosmalen, M., Tavecchio, L., (1994). *Moreel klimaat van scholen voor voortgezet onderwijs: de perceptie van de leerlingen.* In Commenius jrg. 14/1994, p. 64-82.

Brugman, D., Tavecchio, L.W.C., Van Os, B.J., Høst, K., Meijer, T. & Van Roosmalen, M. (1995). *Moreel schoolklimaat en morele competentie bij scholieren van het voortgezet onderwijs: convergerende en discriminerende validiteit.* Rijks Universiteit Leiden.

Central Bureau voor de Statistiek. *Gemiddeld inkomen.* Retrieved from http://statline.cbs.nl/StatWeb/Table.asp?HDR=T&LA=nl&DM=SLNL&PA=70843ned& D1=0,5-6&D2=0&D3=0-2,5,8,10,13-14,16-18&D4=(1-0)-1&STB=G3,G2&LYR=G1:0, August 12, 2007.

Hasenfeld, Y. (1983). *Human Service Organisation.* Upper Saddle River: Prentice Hall Inc.

Higgins, A., Power, C. & Kohlberg, L. (1984). *The relationship of moral atmosphere to judgments of responsibility,* in: Kurtines, W.L., & Gewirtz, J.L., (Eds) Morality, Moral Behavior and Moral Development, p. 74-106 (New York, Wiley).

Høst, K., Brugman, D., Tavecchio, L. & Beem, L. (1998). *Students' perception of the moral atmosphere in secondary school and the relationship between moral competence and moral atmosphere.* In Journal of Moral Education, Vol. 27, No. 1.

Kamerman, S. (1999). *Leren, leren, leren – zelfs geen tijd voor vriendinnen.* NRC Handelsblad, 6 december 1999, frontpage.

Kohlberg, L. & Candee, D. (1984). *The relationship of moral judgment to moral action.* In W. Kurtines & J. Gewirtz (Eds.), Morality, Moral Behavior and Moral Development (p. 52-73). New York: Wiley.

Kohlberg, L. & Diessner, R. (1991). *A cognitive-developmental approach to moral attachment.* In J.L. Gewirtz & W.M. Kurtines (Eds.), Intersections with attachment (pp. 229-246). Hillsdale, N.J.: Lawrence Erlbaum.

Kohlberg, L. (1981). *Exploring the moral atmosphere of institutions: a bridge between moral judgment and moral action,* in: Kohlberg, L. (Ed.) The Meaning and Measurement of Moral Development, p. 35-53 (Worcester, MA, Clark University Press).

Kohlberg, L. (1985). *The just community approach to moral education in theory and practice.* In M.W. Berkowitz & F. Oser (Eds.), Moral education: Theory and application (p. 27-87). Hillsdale, New Jersey: Lawrence Erlbaum.

Lipsky, M. (1980). *Street-level Bureaucracy. Dilemmas of the in Public Services.* New York: Russell Sage Foundation.

Luzac College (2006). *Slagen bij Luzac.* Retrieved September 18, 2005 from www.luzac.nl

Power, C., Higgins, A., & Kohlberg, L. (1989). *Lawrence Kohlberg's Approach to Moral Education.* New York: Columbia University Press.

Rayner, A. (2006). *Inclusionality, Boundaries and Space.* Retrieved from http://www.youtube.com/watch?v=yVa7FUIA3W8 October 25, 2007.

Rayner, A. (2007). *Natural Inclusion*, March 2007. Retrieved form: http://www.youtube.com/watch?v=0elvUBPJPYY Ocotber 2, 2007.

Rayner, A.D.M. (2003), *"Nested holeyness": the dynamic "Inclusional" geometry of natural space and boundaries.* University of Bath, retrieved November 10 2007. http://www.bath.ac.uk/~bssadmr/inclusionality/nestedholeyness.htm

Smuts, J. (1926). *Holism and Evolution.*

Tesson, K.J. (2006). Dynamic Networks. An interdisciplinary study of network organization in biological and human social systems. University of Bath

Tönnies, F. (1887). *Gemeinschaft und Gesellschaft*, Leipzig: Fues's Verlag, 2nd ed. 1912, 8th edition, Leipzig: Buske, 1935 (reprint 2005, Darmstadt: Wissenschaftliche Buchgesellschaft)

Van der Veen, R. De Taal van het Beleid, in: Aarts, L., et al. (red.), (1995). *Het Bedrijf van de Verzorgingsstaat. Naar Nieuwe Verhoudingen Tussen Staat, Markt en Burger.* Amsterdam: Boom.

Website Inclusionality (September 2007). Retrieved from www.inclusional-research.org/introduction.php, October 10, 2007.

ZEMBLA. *Waar is de leraar?* © Omroepvereniging VARA, aflevering 16 september 2007. (episode can be viewed online: http://zembla.vara.nl/Afleveringen.1973.0.html?&tx_ttnews[pointer]=2&tx_ttnews[tt_ne ws]=2634&tx_ttnews[backPid]=1972&cHash=176664a76f)

Appendix 7.1 Sample Questions SMAQ

All statements are to be score don a 5-point Likert scale, ranging from "completely disagree" to "completely agree".

1. Most of my classmates deceive the teachers if it's to their advantage.

2. It's just part of life for 'first-formers' at this school to get teased.

3. Students and teachers are jointly responsible for what happens at this school.

4. You mainly go to school because you need the qualifications later.

5. If students of this school presented a play on television, most of my classmates would feel proud to be at this school.

6. There's a really friendly atmosphere at this school.

7. Most students keep a low profile at school, because the teachers decide what happens.

8. Most students at this school ignore anyone who isn't one of their friends.

9. If a student gets left out of the group, my classmates always try to bring him/her back in.

10. Most students and teachers obey the rules, because that's best for the school as a community.

11. Most students go to school because they learn all kinds of things there.

12. When we've all collected money for a good cause, most of my classmates feel proud to be a student at this school.

13. At this school, you feel that you belong.

14. Most students have an influence on what happens at this school.

15. You mainly go to school because you get punished if you don't.

Appendix 7.2a

Results Valuation of the School as Institution

Figure 7.2.1   T-test Rejection of the School June & September 2007

One-Sample Test

	Test Value = 0.6475				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Valuation Scale: Stage 1 Rejection	-8.077	23	.000	-.33917	-.4260	-.2523

Figure 7.2.2   T-test Enthusiastic Identification June & September 2007

One-Sample Test

	Test Value = 0.2733				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Valuation Scale: Stage 3 Enthusiastic Identification	2.656	23	.014	.09337	.0206	.1661

Figure 7.2.3   T-test Instrumental Extrinsic June & September 2007

One-Sample Test

	Test Value = 0.6475				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Valuation Scale: Stage 2 Instrumental Extrinsic	-8.077	23	.000	-.33917	-.4260	-.2523

Figure 7.2.4   T-test Social Relations June & September 2007

One-Sample Test

	Test Value = 0.3300					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Valuation Scale: Stage 4 Social Relations	7.432	24	.000	.28600	.2066	.3654

Appendix 7.2b

Results Valuation of the School as Community

Figure 7.2.5   T-test Negation of Community June & September 2007

One-Sample Test

	Test Value = 0.4009				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Community Scale: Level 1 Negation of Community	-9.693	23	.000	-.17173	-.2084	-.1351

Figure 7.2.6   T-test Sense of Community June & September 2007

One-Sample Test

	Test Value = 0.1572				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Community Scale: Level 2 Sense of Community	5.905	23	.000	.08724	.0567	.1178

Appendix 7.2c

Descriptives

Figure 7.2.7   **Descriptives Data June 2007**

Case Summaries

	Community Scale: Level 1 Negation of Community	Community Scale: Level 2 Sense of Community	Valuation Scale: Stage 1 Rejection	Valuation Scale: Stage 2 Instrumental Extrinsic	Valuation Scale: Stage 3 Enthusiastic Identification	Valuation Scale: Stage 4 Social Relations
N	24	24	24	24	24	25
Mean	.2292	.2444	.3083	.3083	.3667	.6160
Std. Deviation	.08679	.07238	.20572	.20572	.17223	.19242
Minimum	.09	.04	.00	.00	.03	.10
Maximum	.41	.37	.75	.75	.73	.95

Figure 7.2.8   **Descriptives Data September 2007**

Case Summaries

	Community Scale: Level 1 Negation of Community	Community Scale: Level 2 Sense of Community	Valuation Scale: Stage 1 Rejection	Valuation Scale: Stage 2 Instrumental Extrinsic	Valuation Scale: Stage 3 Enthusiastic Identification	Valuation Scale: Stage 4 Social Relations
N	20	20	20	20	20	20
Mean	.4009	.1572	.6475	.6475	.2733	.3300
Std. Deviation	.07201	.04448	.11973	.11973	.07222	.11854
Minimum	.29	.09	.35	.35	.17	.05
Maximum	.54	.24	.80	.80	.43	.60

Figure 7.2.9   Descriptives Data Brugman & Høst et al.

TABLE II. Description of the moral atmosphere variables, scales and total score; $N = 32$ schools

	Mean	Standard deviation	Minimum	Maximum	Item-total correlation
Negation of community*	0.57	0.04	0.51	0.67	0.64
Sense of community	0.49	0.05	0.42	0.62	0.69
Rejection of the school*	0.62	0.05	0.54	0.70	0.69
Enthusiastic identification	0.52	0.07	0.39	0.70	0.78
Social relations	0.64	0.04	0.54	0.75	0.80
Helping	0.28	0.05	0.21	0.43	0.83
Rejection of stealing	0.62	0.07	0.45	0.74	0.75
Stage of the norm	0.48	0.03	0.41	0.55	0.58
Moral atmosphere total score	0.53	0.04	0.46	0.61	Cr. alpha = 0.90

* The marked scales are reversed.

Figure 7.2.10   T-test Scores Brugman & Høst et al. & Luzac June 2007

	Means Høst	Means Luzac June 2007	t	Df	Significance (2-tailed)
Negation of the community	0.57	0.2292	-19.238	23	0.000
Sense of community	0.49	0.2444	-16.620	23	0.000
Rejection of the school	0.62	0.3083	-7.422	23	0.000
Enthusiastic identification	0.52	0.3667	-4.362	23	0.000
Social relations	0.64	0.6160	-0.624	24	0.539

Figure 7.2.11   **T-test Scores Brugman & Høst et al. & Luzac September 2007**

	Means Brugman & Høst et al.	**Means Luzac September 2007**	**t**	**Df**	**Significance (2-tailed)**
Negation of the community	0.57	0.4009	-10.503	19	0.000
Sense of community	0.49	0.1572	-33.455	19	0.000
Rejection of the school	0.62	0.6475	1.027	19	0.317
Enthusiastic identification	0.52	0.2733	-15.274	19	0.000
Social relations	0.64	0.3300	-11.695	19	0.000

Appendix 7.3 Overview Tested Hypotheses

In this overview, the results of the tests of the H1 hypotheses are shown to clarify which variables contradict the theory of this thesis, and which do not.

		1	**2**	**3**
Rejection of the school	**Expected**	Luzac September 2007	Luzac June 2007	Public schools Høst
	Actual	Luzac September 2007 Public schools Høst		Luzac June 2007
	Hypothesis Luzac September significant higher score than Høst rejected			
	Hypothesis Luzac June significant higher score than Høst rejected			
	Hypothesis Luzac September significant higher score than Luzac June not rejected			
	Results mostly reject the theory. Third hypothesis not rejected, maybe due to factor "time" influencing positively.			
Enthusiastic Identification	**Expected**	Public schools Høst	Luzac June 2007	Luzac September 2007
	Actual	Public schools Høst	Luzac June 2007	Luzac September 2007
	Hypothesis Luzac September significant lower score than Høst not rejected			
	Hypothesis Luzac June significant lower score than Høst not rejected			
	Hypothesis Luzac September significant lower score than Luzac June not rejected			
	Results do not reject the theory.			
Instrumental Extrinsic	**Expected**	Luzac September 2007	Luzac June 2007	
	Actual	Luzac September 2007	Luzac June 2007	
	Hypothesis significant higher score Luzac September than Luzac June not rejected			
	Results do not reject the theory Notice that comparison with the public schools was not possible.			
Social relations	**Expected**	Public schools Høst	Luzac June 2007	Luzac September 2007
	Actual	Public schools Høst Luzac June 2007		Luzac September 2007
	Hypothesis significant lower score Luzac September than Høst not rejected			
	Hypothesis significant lower score Luzac June than Høst rejected			
	Hypothesis significant lower score Luzac September than Luzac June not rejected			
	Results mostly do not immediately reject the theory This rather interesting because this group has only spent one year at this school, and still their level of social relations is the same as the average of students in Høst's research, that have at least already spent 3 years at their school! It would be even more interesting to find out whether the methods of Luzac College can be praised for this development, or whether it is a normal development known to occur in groups.			

60

Negation of community	Expected	Luzac September 2007	Luzac June 2007	Public schools Høst
	Actual	Public schools Høst	Luzac September 2007	Luzac June 2007
	Hypothesis significant higher score Luzac September than Høst rejected			
	Hypothesis significant higher score Luzac June than Høst rejected			
	Hypothesis significant higher score Luzac September than Luzac June not rejected			
	Results **mostly** reject the theory It is in this case more plausible to conclude that a combination of size of a school and time spent there, influences the negation of the school as community. Perhaps the fact that the school is so small is the reason that Luzac students tend not to reject the school as a community.			
Sense of community	Expected	Public schools Høst	Luzac June 2007	Luzac September 2007
	Actual	Luzac September 2007	Luzac June 2007	Public schools Høst
	Hypothesis significant lower score Luzac September than Høst not rejected			
	Hypothesis significant lower score Luzac June than Høst not rejected			
	Hypothesis significant lower score Luzac September than Luzac June not rejected			
	Results do not reject the theory			

Appendix 7.4a Interview Student Yoram Spreij

Yoram Spreij is 15 jaar en is in september 2006 begonnen aan het Luzac in Enschede. Hij doet dit jaar eindexamen Havo en hij vertelt wat over zijn ervaringen tot nu toe.

Interview 1 - 20 september 2006 -

1. Waarom heb je gekozen voor het Luzac in Enschede?

Ik zou Havo in normaal onderwijs niet kunnen halen denk ik. Op het Luzac dacht ik dat het wel zou lukken omdat mijn zus er goeie ervaringen mee had en het een goeie naam heeft. Bovendien zag het systeem dat ze gebruiken er uit als iets dat goed zou kunnen werken om wel je diploma te kunnen halen.

2. Waarom ben je niet naar een andere versnelde opleiding gegaan?

Die zijn er niet. Alleen in Almelo, daar zit het Thorbecke College maar dat is avondschool. IN Zwolle en Arnhem zit ook een Luzac maar Enschede is dichterbij omdat ik in Almelo woon.

3. Hoeveel leerlingen zitten er op de school?

Ongeveer 170.

4. Hoe wordt je aangenomen op het Luzac?

Je moet wel inzet tonen! Anders dan kunnen ze je wel afwijzen. Dat is ook logisch, want het is best duur en als je aan zo iets begint, moet je er dus ook wel echt voor gaan!

5. Wat maakt het Luzac verder nog anders dan je oude middelbare school?

Nou, we hebben bijvoorbeeld geen gym, want eigenlijk heb je dat niet per se nodig om je diploma te halen. Verder krijg ik elke acht weken een rapport mee naar huis dat mijn ouders moeten tekenen. Je hebt ook verplichte studieuren op school. Je zit in een lokaal en moet stil werken. Als je alles af hebt mag je het af laten vinken door de begeleider, en dan mag je pas naar huis, als je daarna geen les meer hebt. Als je bijles nodig hebt, dan moet je dat zeggen en dan wordt dat geregeld. Ook moest ik een contract tekenen aan het begin van het jaar dat ik geen drugs zou gebruiken.

6. Wie werken er verder op je school behalve de leraren?

Er zijn dus leraren, een rector, conrector, concierge, studieuurbegeleiders en leerlingbegeleiders. De studieuurbegeleiders houden het lokaal steeds in de gaten tijdes studieuren, die zijn wel streng! De leerlingbegeleiders kijken of je het goed doet op school. Die bellen je ouders ook na elk rapport.

Interview 2 – 5 oktober 2006 –

7. Wat voor regels heb je op school?

Algemen regels, ik heb en huisreglement [bijlage 5].
8. Worden alle regels heel streng nageleefd op school?

Nee.

9. Welke regels worden eigenlijk niet gehandhaafd? Waarom denk je dat dat is?

16. 12, je mobiel wordt alleen afgepakt als je er echt mee zit te spelen. 10, ja meestal heeft de surveillant zijn eigen spullen nog niets eens op tafel en is nog druk bezig met zich te installeren, dus dan zien ze niet eens of mensen al hun spullen al op tafel hebben. 11, je krijgt wel minnetje maar je wordt niet weg gestuurd. 17, niemand die je ziet als je ergens bent waar je niet hoort en als ze je wel zien, dan weten ze niet of je eigenlijk les hebt of in het studielokaal moet zitten dus dan gaan ze ook niet zeuren. En 9. Ze worden niet gehandhaafd omdat ze ouderwets zijn of niet echt nodig.

10. Welke regels worden soms niet gehandhaafd? Waarom denk je dat dat is?

15, 19, 18 . Waarom, weet ik niet.

11. Welke regels worden heel streng gehandhaafd? Waarom denk je dat?

Regel 22 maar dan krijg je alleen een minnetje. Verder 21, 8, 13, 14, en 2 ook. Omdat die heel nuttig zijn.

12. Wat vind je van de regels? Neem je ze serieus?

Sommige vind ik goed, sommige niet. Meestal neem ik ze wel serieus, omdat je anders problemen kunt krijgen en daar heb ik geen zin in.

13. Krijg je wel eens straf? Ben je het daar dan mee eens?

Ja. Omdat ik boeken niet bij me heb of huiswerk niet af heb. Meestal ben ik het dan wel eens met die straf. Anders overleg ik met de docent, tot nu toe zijn we er dan altijd uit gekomen.

14. Kom je ook wel eens weg met straf? Hoe kan dat dan?

Ja. Goeie smoezen of omdat ze het niet zien dat ik me niet aan de regel houdt.

15. Maken leerlingen het wel eens lastig voor de leraren om hun werk te doen? Hoe doen ze dat dan?

Ja, soms. Meestal door kletsen in de klas of huiswerk niet te maken.

16. Waarom denk je dat leerlingen docenten dan tegenwerken?

Omdat het Luzac best zwaar is en als je dan moet nakomen heb je daar echt geen zin in. Daarom gaan

63

leerlingen wel in discussie zodat ze niet hoeven na te komen, want we hebben al best weinig tijd.

17. Vind je dat het Luzac je genoeg informatie heeft gegeven over je opleiding en de geldende regels? Hoe hebben ze dat gedaan?

Ja. Ze hebben informatie gegeven door gesprekken met ons te voeren. Intakegesprek en een kamp, maar daar was ik niet bij. Ik heb ook een huisreglement gekregen dat ik goed moet bewaren en lezen.

18. Met welk personeel heb je veel contact op school?

De docenten. En de concierge, die kijkt wie er afwezig zijn en knapt klusjes op. Elke dinsdag heb ik contact met de leerlingbegeleider, die is wel opgelucht dat ik al twee weken geen minnetje heb gekregen! Wij hebben het over mijn prestaties enzo.

19. Wat is het doel van het Luzac? Herken je dat doel in het dagelijkse schoolleven?

Dat ik een diploma haal. Ik word elke geconfronteerd met dat doel, alles wat doe wordt daar aan gemeten.

Appendix 7.4b Interview Teacher Miss ter Pelle

Christianne ter Pelle, docente Engels

1. Hoe zou u de formule van het Luzac beschrijven?

Leerlingen zo snel mogelijk hun diploma laten halen.

2. Zijn de doelen van het Luzac wat u betreft haalbaar in de praktijk?

Over het algemeen wel. Het slagingspercentage is wat aan de hoge kant, ik denk dat dat lastig te behalen is.

3. Zijn de methoden die het Luzac hanteert voldoende om die doelen te bereiken?

Het zou moeten kunnen, want leerlingen slagen wel elk jaar.

4. Wordt u concrete doelen gesteld door het Luzac? Hoe geeft u die in de praktijk invulling?

Alleen dat ik binnen een bepaalde tijd steeds een bepaalde hoeveelheid stof heb moeten behandelen.

5. Schrijft het Luzac u specifieke doceermethoden voor?

Alleen welke stof ik moet behandelen. Ook standaard boeken zijn al bepaald en er worden algemene Luzac tentamens gemaakt die aangeven wat ik leerlingen moet bijbrengen. Vorig jaar was het wel anders, toen moest ik lessen overnemen van een andere docenten. Toen moest ik dus precies lesgeven volgens haar methode en haar standaarden. Nu kan ik mijn eigen methode gebruiken en dat is toch veel leuker, veel vrijer idee."

6. Stelt het Luzac voorschriften wat betreft de gemiddelde tijdsbesteding per leerling? Zo ja, hoe gaat u daar mee om? Zo nee, vindt u dat wel nodig?

"Nee, niet dat ik weet."

7. Wat voor leerlingen heeft u in de klas?

"Van alles wat. Varieert heel erg van kinderen van ouders met veel geld tot kinderen die je hier helemaal niet verwacht. Je hebt hele gemotiveerde leerlingen maar ook die helemaal niet gemotiveerd zijn."

8. Bent u op de hoogte van de achtergrond van leerlingen? Hoe gaat u daar mee om?

"Ja, dat wordt wel doorgecommuniceerd vanuit de leerlingbegeleiders. Alles wat invloed kan hebben op de lessen wordt doorgegeven. Je moet daar ook wel rekening mee houden, zoals kinderen met dyslexie of dyscalculie. Maar sommige dingen kun je geen rekening mee houden. Als een kind het moeilijk heeft thuis, kun je geen andere regels voor dat kind opstellen, hoogstens begrip voor hebben. Of een keer als een kind dan het huiswerk niet heeft gemaakt, dan zie je dat ook nog wel eens door de

vingers."

9. Merkt u verschillen tussen de leerlingen? Hoe gaat u daar mee om?

"Ja leerlingen zijn enorm verschillend. Ik probeer daar mee om te gaan door variabele stof aan te bieden en verschillende methoden te gebruiken om dingen uit te leggen."

10. Werken leerlingen wel eens tegen? Op wat voor manier? Hoe gaat u daar mee om?

"Ja. Ze zeuren altijd wanneer ze een minnetje krijgen [staat voor een uur nakomen]. Ze proberen zich er altijd uit te kletsen."

11. Maken leerlingen uw werk wel eens ontuitvoerbaar?

"Nee. Soms duurt het even voor je kunt beginnen met wat je wil omdat je de klas stil moet krijgen, of door een discussie met een leerling over een minnetje. Maar dan dreig ik met wegsturen, en dat betekent meteen een zaterdag terugkomen. Dus meestal is dat waarschuwen dan al wel voldoende, echt wegsturen gebeurt bijna nooit. Maar het dreigement doet het erg goed."

12. Merkt u dat slecht gedrag van leerlingen docenten demotiveert om de leerling voor 100% te helpen in het behalen van hun diploma?

"Weet ik niet. Zelf heb ik op een gegeven moment geen zin meer om me in te spannen als een leerling niets doet. Het is een wisselwerking. Denk dat dat bij anderen ook wel zo is. Maar het is ook andersom, als een leerling inzet toont heb je ook zin om een keer extra uit te leggen of moeite te doen."

13. Stimuleert u leerlingen om bijles te nemen of extra werk te doen?

"Als dat nodig is wel. Het lijkt wel of leerlingen of heel goed zijn in Engels, of enorm slecht, er zit weinig tussen. Dus als een leerling niet zo goed is in Engels, probeer ik wel om ze extra te laten lezen. Of soms zeg ik dat je een oefening mag maken maar dat het niet hoeft, vaak doen leerlingen die het toch al moeilijk vinden, die opdracht dan toch. In de les probeer ik dingen op verschillende manieren uit te leggen. Als een meerderheid van de klas het niet snapt, ga ik net zo lang door tot ze het wel snappen. Maar als het maar een persoon is, dan schakel ik over op bijles omdat je anders de rest van de klas ophoudt en dat is niet eerlijk."

14. Wat doet u als u merkt dat een leerling geen vooruitgang boekt? (formeel en informeel)
- Plaatst u leerlingen ook wel eens in een lagere groep als ze onder de maat presteren?
- Kunnen leerlingen extra les krijgen? Zo ja, weten ze dat en is daar dan ook vraag naar?

"Ik informeer dan eerst bij de leerlingbegeleider of het bij meerdere vakken slecht gaat. Als dat zo is, dan is het vooral ook een zaak voor de leerlingbegeleider. In het andere geval kan het een klein probleempje zijn dat makkelijk opgelost kan worden of dat het niet goed met mij klikt. Daarom ga ik daarna met de leerling zelf praten om te kijken wat er aan gedaan kan worden. Ik denk niet dat ik een leerling een niveau lager kan plaatsen. Het management wel, als alle vakken slecht gaan. Verder geef ik zelf steunlessen. Maar dat is wel sneu want soms kan een kind het echt helemaal niet, en dan gaat het toch gewoon door en blijft proberen. Ik probeer dan zelf ook wel door te helpen, ook al heb ik het

gevoel dat het hopeloos is."

15. Wat voor algemene regels gelden er op het Luzac? Heeft u naast die bestaande regels nog eigen regels die u gebruikt?

"Ik ben niet heel erg streng met het geven van minnetjes, alleen als ik het echt nodig vind. Ik vul in een lesformulier soms ook een +/- in, dan hoeft een leerling niet na te komen maar geef je wel aan dat het werk niet in orde was. Als ik niet de mogelijkheid had voor een +/- en moest kiezen tussen een + of – in zo'n geval, dan zou ik het openlaten. Het ligt ook een beetje aan de leerling, doen ze over het algemeen hun best of laten ze het er altijd al bij zitten?"

16. Zijn de leerlingen op de hoogte van die regels? Nemen leerlingen die regels serieus?

"Ja. Sommige leerlingen nemen het serieus, anderen kan het niets schelen. Sommigen vinden het bijvoorbeeld echt heel erg als ze een minnetje krijgen! Maar als leerlingen regels niet serieus nemen, dan is dat stom. Want uiteindelijk kunnen ze de les uitgestuurd worden en/of een zaterdag terugkomen, daar hebben ze nooit zo'n zin in. Dus uiteindelijk nemen ze de regels dan wel serieus. Die zaterdagen, die zijn niet leuk, ze worden aan het werk gezet en eventueel met extra werk."

17. Zijn er regels die u als docent geacht wordt toe te passen, die eigenlijk niet te handhaven zijn?

"Ik ben het met de meerderheid wel eens. Eigenlijk zijn er geen regels die ik niet toepasbaar vindt. Waarschijnlijk zijn ze landelijk ingesteld die regels en dan per lokatie en in de praktijk een beetje aangepast."

18. Zijn er momenten waarop u uitzonderingen maakt en een regel niet toepast? Zo ja, kunt u een voorbeeld geven? Zo nee, waarom niet?

"Nou, leerlingen mogen wel water drinken van mij. Na twee uur ben ik daar zelf ook aan toe, dus dan vind ik dan oneerlijk als leerlingen dat niet mogen. Maar echt alleen water! Geen frisdrank of eten. Ik gebruik regels wat losser ook als motiveringsmiddel voor leerlingen, als ze merken dat het minder strak is, dan heeft dat een positief effect."

19. Hoe gaan uw collega's om met het toepassen van de regels?

"Volgens mij wel strenger dan ik. Maar ik zou soms volgens mij wel wat strenger moeten zijn eigenlijk."

20. Beloont of straft u leerlingen ook wel eens buiten de les om? Dus in situaties die niet direct op de lessen van toepassing zijn?

"Ja, als iets echt niet door de beugel kan. Maar ik heb dan nog nooit echt straf hoeven geven."

21. Luzac heeft een hoop regels, 24 officiele. Je hebt al aangegeven dat u soms dingen door de vingers ziet en dan besluit om een leerling niet te straffen. Geeft het management u daar ruimte voor om zelf in een situatie te beslissen of de regel van toepassing is of niet?

"Het Luzac laat mij hier in princiepe vrij in. Ze controleren niet in mijn lessen of hoe en wanneer ik straf geef. Als ik het eens door de vingers zie is er dus eigenlijk niemand die er van weet. Maar ook als de leiding er wel van weet steunen ze mij in mijn beslissingen. Laatst was er een voorbeeld met een minnetje. Er was een leerling die het daar niet mee eens was en voor dat minnetje moest terugkomen op een dag dat hij verder vrij was. hij heeft
mij toen in overleg met de leiding een mail gestuurd om te vragen of ik het voor 1 keer door de vingers wil zien. De leiding gaf aan dat het aan mij was om te beslissen of het minnetje al dan niet bleef staan. Dat geeft een prettig gevoel omdat je weet dat je hoe dan ook gesteund gaat worden."

22. Als u zou mogen kiezen tussen lesgeven op het Luzac of op regulier onderwijs, wat heeft dan uw voorkeur?

"Ik zou voor allebei kiezen. Bijvoorbeeld 10 uur regulier en 10 uur Luzac. Het is op het Luzac toch wel heel anders dus het is dan wel leuk om van allebei wat te doen."

Appendix 7.4c Interview Teacher Mister Schaftenaar

Jan Dirk Schaftenaar, docent wiskunde en natuurkunde

1. Hoe zou u de formule van het Luzac beschrijven?

"Eigenlijk is er maar een doel, iemand komt hier binnen als leerling en moet binnen 9 maanden zijn diploma halen. Dan zijn er nog wel wat subdoelen, maar daar is wel wat discussie over. Ik ben van mening dat er ook gewerkt moet worden aan de sociale vaardigeheden en communicatievaardigheden van de leerling. Ook speel je als docent een rol in de opvoeding van een leerling. In 9 maanden de laatste twee jaar van de middelbare school doen, betekent hard werken. Daar heb je dan discipline voor nodig en dat wordt de leerlingen dus ook bijgebracht. Verder worden leerlingen natuurlijk de nodige normen en waarden bijgebracht. Zoals die sociale vaardigheden, als je je misdraagt dan lig je zo uit de groep, ben je een buitenbeentje, daar leer je ook van."

2. Zijn de doelen van het Luzac wat u betreft haalbaar in de praktijk?

"Wat mij betreft wel ja. Het hoofddoel is haalbaar want daar is het hele Luzac ook op gericht. De subdoelen behaal je indirect omdat het voor de leerling nodig is om sociaal te zijn om zich te handhaven binnen een groep, de school is maar heel klein (65 leerlingen). Ook de structuren die het Luzac biedt, dwingen je in de vorm om discipline op te brengen zodat je het examen kunt halen."

3. Zijn de methoden die het Luzac hanteert voldoende om die doelen te bereiken?

"Ja. De structuur die het Luzac voorschrijft en de discipline zorgen er voor dat leerlingen hun diploma kunnen halen."

4. Wordt u concrete doelen gesteld door het Luzac? Hoe geeft u die in de praktijk invulling?

"Eigenlijk niet. Je moet gewoon aanwezig zijn natuurlijk en lesgeven. De stof die behandeld moet worden per periode, wordt landelijk door het Luzac vastgesteld. Je moet zorgen dat die stof behandeld is en uiteindelijk dat een leerling slaagt voor je vak."

5. Schrijft het Luzac u specifieke doceermethoden voor?

"Er zijn een paar standaarden waar je je aan moet houden. De stof wordt landelijk vastgesteld en ook de boeken worden door het hoofdbestuur van Luzac bepaald. Verder moet je als docent ook een studiewijzer maken zodat leerlingen weten waar ze aan toe zijn en wat ze nog allemaal moeten doen. Verder is het allemaal vrij, mag ik zelf bepalen hoe ik de lessen zelf invulling geef."

6. Wat voor informatie vraagt het management van u over leerlingen? Vindt u het moeilijk om dat altijd door te moeten geven?

"Ik moet elke les een lesformulier invullen. Daar staan alle namen op van leerlingen. Ik kan dan invullen of ze goed hun best deden of niet, of ze hun huiswerk hadden gedaan maar ook andere informatie zoals bijvoorbeeld cijfers. Soms komt een studiebegeleider naar mij toe om extra vragen over een leerling. Ik vind dat helemaal geen probleem, misschien zeggen andere docenten wel hele

andere dingen, maar dat is aan de studiebegeleider om daar dan verder mee aan de slag te gaan."

7. Stelt het Luzac voorschriften wat betreft de gemiddelde tijdsbesteding per leerling?

"Er wordt wel bepaald hoeveel uur je als docent moet besteden per vak. Dan zijn er verder voor de leerlingen zelf nog studieuren die bij het vak horen. Maar verder wordt mij niet opgelegd hoeveel uur ik maximaal gemiddeld per leerling bezig mag zijn. Ik werk maandag tot en met woensdag 7 uur per dag en dan donderdag nog twee uurtjes. Na die zeven uur les ben ik soms echt helemaal kapot als ik thuis kom. Soms mailen leerlingen ook wel met vragen, dat is dan interessant want dat betekent dat ze bezig zijn met de stof. Ook kom ik soms op zaterdag om extra te helpen. Alles bij elkaar is het dus wel een 24/7 job al word je natuurlijk alleen voor de officiele uren betaald."

8. Wat voor leerlingen heeft u in de klas?

"Van alles. Je hebt het type "ballenbak" wat je verwacht op zo'n dure priveschool. Maar je hebt ook mensen die heel hard werken en sparen om de school te betalen, en dat zijn dan weer heel andere types. Je hebt hele gemotiveerde leerlingen die gauw willen doorstuderen maar ook leerlingen die op het Luzac zijn gezet door hun ouders en denken "als ik het niet haal, dan betalen me ouders toch nog wel voor een jaar". De klassen zitten dus vol extremen. De meeste leerlingen hebben een redelijke handleiding, dat is dus meer dan op een reguliere school."

9. Bent u op de hoogte van de achtergrond van leerlingen? Hoe gaat u daar mee om?

"Ik weet wel wat, maar alleen het hoognodige. Het liefst houdt ik die achtergrond gescheiden van mijn lesgeven, liever weet ik er niet te veel over, want anders ga je misschien leerlingen ontzien terwijl dat helemaal neit nodig hoeft te zijn. Leerlingen mogen altijd met me komen praten, natuurlijk, maar ik denk dat als iemand het thuis moeilijk heeft, dan kan hij best wel in mijn les goed meedoen. Ik denk dat het meer aan de studiebegeleider is om zich bezig te houden met de verdere situaties van leerlingen."

10. Merkt u verschillen tussen de leerlingen? Hoe gaat u daar mee om?

"Er zijn enorm grote verschillen tussen leerlingen [zie ook vraag 7]. Hoe ga ik daar mee om? Door divers les te geven. Je probeert mensen die niet goed meekomen, extra hulp te bieden. Leerlingen die het wel goed kunnen, laat ik gewoon op zich zelf doorwerken aan de hand van hun studiewijzer. Leerlingen die echt heel moeilijk meekomen, probeer ik op bijles te krijgen. Zo probeer je om het niveau van de klas zo snel mogelijk op een gelijk peil te krijgen. Als leerlingen bij mij binnenkomen, hebben sommigen een enorme achterstand en omdat je zo veel moet doen in weinig tijd, gaan mensen dan vaak wel snel achterlopen."

11. Werken leerlingen wel eens tegen? Op wat voor manier? Hoe gaat u daar mee om?

"Natuurlijk zijn er altijd lastige leerlingen, maar het is ook een spelletje. Sommige kinderen hebben standaard geen zin en doen nooit wat, zitten te kletsen, werken niet of zitten anderen af te leiden. Maar dan is het een kwestie van klassemanagement om toch gedaan te krijgen wat nodig is."

12. Maken leerlingen uw werk wel eens ontuitvoerbaar?

"Dat lukt geen leerling. Je kunt bij mij heel ver gaan en ik kan veel hebben, maar als je de grens eenmaal hebt overschreden, dan stuur ik je de klas uit. Daarvoor deel ik natuurlijk wel waarschuwinge uit en meestal komt het dan niet zo ver als de klas uit sturen."

13. Merkt u dat slecht gedrag van leerlingen docenten demotiveert om de leerling voor 100% te helpen in het behalen van hun diploma?

"Dat houdt je. Je probeert het natuurlijk te vermijden, maar het blijft dat voor wat hoort wat. Maar je krijgt in mijn lessen elke keer weer nieuwe kansen, hoewel sommige leerlingen natuurlijk altijd vervelend lopen te doen."

14. Stimuleert u leerlingen om bijles te nemen of extra werk te doen?

"Achterlopers probeer ik wel aan bijles te krijgen. Dit gebeurt in overleg met de leerling en de studiebegeleider. Maar daar moet je ook weer mee oppassen want sommigen gebruiken de bijles als een gewone les, zodat ze tijdens de normale lessen weer lekker niet meer opletten. Dus er moet goed gekeken worden naar de leerling, naar de inzet en de motivatie."

15. Wat doet u als u merkt dat een leerling geen vooruitgang boekt? (formee en informeel)
- Plaatst u leerlingen ook wel eens in een lagere groep als ze onder de maat presteren?
- Kunnen leerlingen extra les krijgen? Zo ja, weten ze dat en is daar dan ook vraag naar?

"Eerst ga ik met een leerling praten. Maar ook met de studiebegeleider, de conrector en/of rector. Dan probeer je een plan van aanpak te maken om een leerling dan weer bij te krijgen. Soms kom ik op zaterdag extra om dingen uit te leggen en leerlingen mogen mij alijd mailen met vragen. Leerlingen vragen zelf ook vaak bijles aan, als ze weten dat ze ergens niet goed in zijn. Soms is er inderdaad de mogelijkheid om een leerling op een lager niveau te plaatsen. Heel soms, gaat een leerling zelfs van school als ze na de eertse schoolexamens heel slecht hebben gescoord. Maar dit gaat dan meestal over alle vakken en het zijn mensen die door het Luzac zijn aangenomen op voorwaarden, bijvoorbeeld omdat ze voorgaande jaren ook al slecht presteerden of geen inzet toonden.
Een heel belangrijk moment is het eerste schoolexamen, halverwegen het jaar. Dat is dan een indicatie of bijles heeft geholpen of dat een leerling geen bijles meer nodig heeft. Of het omgekeerde, dat je een stok achter de deur hebt van "luister, je deed het niet goed en nu is er bewijs met dit cijfer". Dan heb je echt hard bewijs waar je op kunt terug vallen."

16. Wat voor algemene regels gelden er op het Luzac? Heeft u naast die bestaande regels nog eigen regels die u gebruikt?

"Er is een huisregelment (zie bijlage). Dit is een lijst van regels die landelijk zijn vastegesteld. Verder heb ik nog twee regels, dat leerlingen altijd al hun materiaal mee moeten nemen naar de les en dat tekeningen als grafieken met potlood en geodriehoek moeten worden gemaakt."

17. Zijn de leerlingen op de hoogte van die regels? Nemen leerlingen die regels serieus?

"Ja. Dat moet ook wel, je krijgt namelijk een minnetje als je niet aan een regel houdt. Een minnetje betekent een uur nakomen en 5 minnetjes houdt in een zaterdag terugkomen. En wat betreft mijn eigen regels, als je je daar niet aan houdt, heb je puntenverlies op toetsen. Het niet houden aan regels heeft

71

consequenties hier."

18. Zijn er regels die u als docent geacht wordt toe te passen, die eigenlijk niet te handhaven zijn?

"Niet echt. Ja er is er een, niet roken voor de ingang, maar die is niet vol te houden want echt niemand houdt zich daar aan. Maar regels, ja dat doe je met z'n allen."

19. Zijn er momenten waarop u uitzonderingen maakt en een regel niet toepast? Zo ja, kunt u een voorbeeld geven? Zo nee, waarom niet?

"Zelf vind ik dat een leerling best z'n moeder mag smsen als hij een voldoende heeft gehaald. Of als al het werk af is, mogen ze best even muziek luisteren. Maar alles moet wel gevraagd worden en met respect gebeuren. Als je als leerling vraagt of je je telefoon terug mag die van je is afgepakt tijdens de les, dan geef ik hem 9 van de 10 keer terug. Maar als je hem gewoon weg pakt of een scene schopt, dan krijg je het met me aan de stok. Dit is weer dat spel, dat stukje opvoeden met normen en waarden."

20. Hoe gaan uw collega's om met het toepassen van de regels?

"Niet alle regels worden altijd gehandhaafd. Voorgaande jaren was er onduidelijkheid over regels en hielden docenten zich aan verschillende regels. Nu is daar veel meer duidelijkheid in gekomen en zijn regels ook aangepast aan de praktijk en dus werkt het allemaal veel beter."

21. Beloont of straft u leerlingen ook wel eens buiten de les om? Dus in situaties die niet direct op de lessen van toepassing zijn?

"Nee, eigenlijk niet. Dat is aan het management om te doen en de studiebegeleiders, ik geef gewoon les en dat is het."

22. Luzac heeft een hoop regels, 24 officiele. Je hebt al aangegeven dat u soms dingen door de vingers ziet en dan besluit om een leerling niet te straffen. Geeft het management u daar ruimte voor om zelf in een situatie te beslissen of de regel van toepassing is of niet?

"Hebben wij 24 officiele regels.... dat wist ik niet. De afspraak binnen Luzac is dat elke docent de regels zo goed mogelijk in de klas implementeerd. Echter heb ik, en volgens mij wordt dat door het management ook ondersteund, de mogelijkheid om te bepalen hoe en wat. Dus officieel weet ik niet of ik de vrijheid heb, maar indeirect is bekend dat elke docent dit naar eigen idee invult, waarbij we wel zoveel mogelijk proberen de zelfde lijn te trekken."

23. Als u zou mogen kiezen tussen lesgeven op het Luzac of op regulier onderwijs, wat heeft dan uw voorkeur?

"Een reguliere school heeft meer mogelijkheden, je kunt veel meer uren maken. Maar er zijn ook weer veel meer leerlingen wat het minder persoonlijk maakt. Het Luzac is voor veel docenten een "bijbaan" omdat ze het leuk vinden om te doen. Maar dat moet ook wel, want het Luzac alleen is niet voldoende om voltijd te doen omdat je maar een paar uur per week kunt maken. Ik werk 21 uur per week [maar deze docent geeft dan ook twee vakken!]. Dus voordelen en nadelen heffen elkaar op."

Appendix 7.5 House rules Luzac 2006-2008

Onderstaande regels vormen een aanvulling op de algemene bepalingen die staan vermeld op de achterkant van het inschrijfformulier.

1. Aanwijzingen van de staf en docenten dienen te worden opgevolgd.
2. Je volgt al je lessen volgens het rooster. Als je geen les hebt zit je in het studielokaal. Uitzonderingen alleen met toestemming van de schoolleiding.
3. Houd de school en de omgeving schoon. Eten en drinken alleen in de kantine: dus niet in de hal en niet in leslokalen of stiltelokaal. Gooi afval in de daarvoor bestemde bakken. Als het nodig is dat je meehelpt op te ruimen, dan help je mee.

Ziekte en afwezigheid
4. Bij ziekte dien je je tussen 08.30 en 09.00 uur telefonisch af te (laten) melden bij de administratie. Bij terugkomst breng je een briefje van ouders/verzorgers mee.
5. Als je tijdens schooltijd ziek wordt, meld je je af bij de staf. Bij terugkomst breng je een briefje ondertekend door een van je ouders/verzorgers mee.
6. Voor elk verzuim anders dan door ziekte moet je bij dhr. AH. Bunnig schriftelijk toestemming vragen.
7. Absenties i.v.m. rijexamen, open dagen e.d. dienen minimaal een week van tevoren aan de schoolleiding gemeld te worden door middel van een door de ouders/verzorgers ondertekende brief.
8. Als je te laat komt, dan meld je je evengoed eerst bij de staf. Vervolgens ga je zo snel mogelijk naar het les- of studielokaal. Kom je te laat zonder geldige reden - dit ter beoordeling van de staf, dan ben je de volgende ochtend om 08.30 op school.

In en buiten de lessen
9. Voordat de lessen beginnen en in de pauzes mag je je niet in de lokalen bevinden.
10. Bij de eerste bel ga je naar het lokaal waar je moet zijn; bij de tweede bel ben je, in het lokaal en klaar om met de les of je zelfstudie te beginnen.
11. Zorg ervoor dat je alle spullen (boeken, schriften, geodriehoek etc.) bij je hebt die je voor de les of voor het studieblok nodig hebt. Als het niet in orde is, zal de docent je de toegang tot de les ontzeggen.
12. Het is niet toegestaan je pet en jas mee te nemen in les- of studielokaal, mobiele telefoons zijn behalve in de entree in de hele school verboden. Laat deze spullen achter in de garderobe of in je kluis. Bij overtreding van deze regel kunnen mobiele telefoons door de staf en docenten worden ingenomen. Bezwaren tegen inname worden niet gehonoreerd.
13. Als het huiswerk of werkhouding niet in orde wordt bevonden, blijf je een extra blok op school om je werk in orde te maken. De schoolleiding hangt hiertoe indien van toepassing dagelijks een bindende uitnodiging op.
14. Als je uit de les wordt gestuurd, meld je je onmiddellijk bij de staf. Uit de les betekent normaal gesproken altijd een zaterdag terugkomen.
15. Schuif bij het verlaten van het lokaal je stoel aan of zet hem op de tafel als de docent daarom vraagt. En wees zo galant de stoelen, als daarom wordt gevraagd, weer goed neer te zetten.
16. Toiletbezoek vindt plaats buiten de lesuren.
17. Tijdens de lesuren is aanwezigheid op de gang, entree of kantine niet geoorloofd.

Stiltelokaal

Het stiltelokaal wordt gebruikt voor zelfstudie: juist daar is rust en orde dus van het grootste belang. Daarom gelden voor het stiltelokaal nog aanvullende regels, die
zijn bedoeld om rust en concentratie tijdens het studieblok te verzekeren, zowel voor jezelf als voor de anderen.

18. Het is in het stiltelokaal niet toegestaan met iemand anders te overleggen. Als je met vragen zit, noteer je die en stelt ze later aan de vakdocent of de schoolleiding.
19. Het is niet toegestaan om tijdens het studieblok bij andere leerlingen spullen te gaan halen of te gaan brengen.
20. Vanaf de (tweede) bel dient in het stiltelokaal orde en rust te heersen, het lokaal wordt vanaf dat moment niet meer verlaten.

Overige regels

21. Kijk elke dag op het mededelingenbord naast de deur van de administratie. 22.In en aan de voorkant van onze school geldt een rookverbod.
23. Voor het bewaren van waardevolle spullen krijg je van de schoolleiding een kluisje, bij verlies van een sleutel ben je de school 1 0 euro verschuldigd. Als er dringende aanleiding toe is, kan je kluisje door of namens de schoolleiding worden geopend.
24. De mogelijkheid bestaat om op school te kopiëren (10 eurocent per kopie als het voor jezelf is). Leerlingen die hiervan gebruik willen maken, kunnen zich wenden tot de staf.

De school staat erop deze regels te handhaven, en stelt ook maatregelen tegenover overtredingen van de regels. Voor alle duidelijkheid noteren we die hier.
Bij overtredingen van gedragsregels (bijvoorbeeld de punten 3,8, 10 t/m 13 en 18) word je minstens uitgenodigd om de volgende dag om 8.30 uur op school te zijn.
Bij overtredingen van studieregels (bijvoorbeeld de punten 12 of 14 of als je je tijd slecht gebruikt) word je minstens uitgenodigd om het laatste uur van de dag inhaalwerk te verrichten.
Bij meerdere overtredingen van studieregels in één week zul je automatisch een zaterdag op school besteden, evenals wanneer je uit de les wordt gestuurd. Spijbelen komt op onze school gelukkig niet voor.

Appendix 7.6 The Road not Taken

By Robert Frost (1874-1963). Mountain Interval 1920.

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

Then took the other, as just as fair,

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same,

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I should ever come back.

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I—

I took the one less traveled by,

And that has made all the difference.