Principles and strategies for implementation

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In the Norwegian Parliament's White Paper no. 30, "Culture for learning", the focus is placed on the need to raise the standards in schools and in the autumn of 2006 the *Knowledge Promotion* reform was implemented. The vision of both the white paper no. 30 and the *Knowledge Promotion* reform is to create a better culture for learning in the school. Today's knowledge-based society and the proliferation of that knowledge require that schools must be able to change and cater for life-long learning. When society changes, schools must also change. As a knowledge-based organisation, the school is characterised by being in a continual process of change through demands for the implementation of new reforms, directives and, not least, political visions. These may include new subject curricula or educational methods in the various subjects, programmes to promote social competence and to reduce behavioural disorders or inititiatives to improve the school milieu. The term implementation here focuses on how such plans, initiatives and/or programmes are translated into practical work in the school. The implementation of different plans, initiatives or programmes will of necessity mean that teachers will do existing work in new ways, as well as doing additional work. The White Paper no 30 and the Knowledge Promotion reform point to the need for schools to emphasise the staff's learning as well as that of the pupils. Competence must be developed.

The literature on the subject of the development of the school and the research on the subject of implementation reveal many factors which can influence such processes of implementation and change (Elias etc. 2003; Fullan 1992; Mihailic etc. 2004). The central factors are linked to the school's or organisation's expectations regarding the implementation; for example, whether there is an active and supportive management in the organisation and to what extent there is approval from the teachers to work with the programme/initiative in question. Equally important are questions such as what type of training there is in the use of the programme/initiative, what its content is and what form it takes (Fagan and Mihailic 2003). However, other factors are also crucial (Gager and Elias 1997; Hatch 2000). These include factors linked to the actual implementation of the new plans, initiatives or programmes and how the "new" is integrated into the school's total activities. Teachers as well as headteachers will be key persons when it comes to implementation within the school.

In that respect, one can claim that even though we have gradually gained a great deal of knowledge about what is necessary for the successful introduction of new tasks into the school, it is still fairly rare that new curricula and teaching plans are introduced through the use of a systematic and goal-oriented approach. The objective of these guidelines will therefore be to shed light on some of the research-based knowledge concerning the various factors which should be emphasised in order that the key persons shall succeed in implementing plans, programmes and initiatives which are aimed at improving the pupils' learning environment in the school. Further, in these guidelines we choose a wide definition of progammes, initiatives and plans. In other words, thiese guidelines are aimed at being used as a tool in relation to the implementation of all types of programmes, initiatives and other work involving change within the school, including the curriculum for the Knowledge Promotion.

Defining and assessing organisational requirements

More recent research makes the point that it is necessary that the school assesses its own organisational conditions in order to implement new plans, programmes or initiatives (Elias et al. 2003; Mihailic et al. 2004). Some call this charting the school's willingness or "readiness" for change

and emphasise that this type of analysis is vital prior to an implementation in order to ensure that it occurs in a coordinated organisation with a united staff. In addition it is important that the school has a structure which enables it to carry into effect the "new" (Elias et al. 2003). In the White Paper no. 30 (2003-2004) it is pointed out that all plans to develop and improve the school will fail unless there are competent, keen and aspiring teachers and school leaders. They are the school's most important resource and a central task will be motivation for improvement and change. Demands will be made on individuals in the school and on the school as an organisation. It is also stressed that the school itself must be a learning organisation and that change demands a willingness from within the school itself for continuous learning and development. Everyone in the organisation must take responsibility for and feel committed to realising the common goal. The ability for continuous reflection over the goals and the choices one takes are fundamental to the work and are viewed as essential qualities in learning organisations.

Accordingly such organisational prerequisites include analysing the school's needs, ensuring the support of the teachers, having an active school management and assessing the possibility of founding and integrating the new in the school's plans and objectives. And, last but not least, it is important to allocate the necessary resources in order to support the objectives one wants to achieve through the implementation of the new plans, programmes or initiatives.

Defining the school's needs

Successful implementation will generally be dependent on the extent to which the school has analysed its need for the various initiatives/programmes (Mihalic et al. 2004). Here it is necessary to differentiate somewhat, since the school's needs may have been defined by the demands of local or central authorities for the implementation of new subject curricula.
 Even so, what is emphasised is the importance of defining the need for, or showing the usefulness of, various initiatives/programmes. This is necessary in order to find which programme or initiative one should choose and to ensure the cooperation of those who shall implement what has been chosen (Fullan 1992; Mihalic et al. 2004). It is therefore important that the school attaches importance to defining which type of programme/initiative can best meet its needs.

When considering the various programmes/initiatives, it is obvious that some will be more suited to preventing problems, for example those which focus primarily on the development of social competence. Other programmes/initiatives lay greater emphasis on problem solving, for example programmes for classroom management. There is also a great difference between programmes/initiatives which are school-wide and those which deal with individual classes. School-wide programmes focus on the the entire teaching staff involved with the pupils in the chosen year groups, while programmes which deal with individual classes focus on the chosen classes and their teachers.

Naturally, there will be a difference between the necessary framework for the implemention of a school-wide programme/initiative and that needed for a more individual or class-wide initiative. School-wide programmes/initiatives demand that a much greater emphasis is placed on changing the school's culture or attitudes in order to establish a more collective academic and behavioural ethos amongst the staff, whilst the programmes which focus more on the group or class do not require this to the same extent. However, there are great advantages with the school-wide programmes since a common platform and attitude on the part of the teaching staff can prevent conflicts between teachers concerning methodology and it is also easier to incorporate routines for the upkeep of the programme (Olweus 2004). On the other hand, class-wide programmes require fewer resources. At the same time an important prerequisite is that it is the school's need that is the deciding factor in the choice of programme/initiative.

The organisation should also clarify to what extent it has the will and the capacity to assimilate the relevant programme. Based on the choices the organisation takes, it should be willing to arrange for

the resources and budget necessary to implement the chosen programme in line with its objectives and contents. Research also shows that schools which have an open and collaborative culture are often more willing to change, and that they have greater success because of this, than schools lacking such willingness to change. (Parliament white paper. no. 30, Kallestad and Olweus, 2003.) It can therefore be natural at the introductory stage to see what conditions prevail in the school's culture. (It is possibly at this point that one must start the work prior to implementation.)

Active school management

Many studies show that the implementation of programmes and initiatives have the greatest chance of success if they are supported and encouraged by the management (Fullan 2001; Hubermann and Miles 1984; Larsen 2005; Mihalic et al 2004). Management makes itself felt through assigning priorities and through its use of resources, timetables and social support. Fullan (1992) and Larsen (2005) point out that it is important that the headteacher functions both as a leader and administrator for the implementation process to be a success. Equally, it may be important that parts of the administrative apparatus in the municipality take an active role in relation to the new programmes and initiatives. It can do this by gaining a thorough knowledge of the programme/initiative. This will make it better able to fulfil a supportive role during an implementation process (Dusenbury et al. 2003). In addition, demands made by the local authority are given a higher priority by the individual organisation (Lamer and Hauge 2005). White Paper no. 30 refers to the evaluation of Reform 97 which points out that arenas for dialogue and support structures for the development of schools in the local authority, contribute to a more goal-oriented development of the schools and a greater commitment and willingness to try out the new working methods in the school.

The Knowledge Promotion reform (2006) stresses that learning organisations make great demands on a clear and vigorous leadership. Good school management is considered crucial to the work of improving the quality of the school. The headteacher has the overall responsibility for training in his/her own school and for the work of developing and improving the school's learning environment for the pupils' learning outcomes. The school owner has responsibility for the management training for its own leaders, including school leaders. Freedom to negotiate, and the appropriate means to do so, are necessary prerequisites for good school management. Larsen (2005) asserts that if the school management does not promote and prioritise the programme/initiative and follow up the implementation process, there is a danger of a fragmented implementation which will affect the objectives and the desired results of the implementation of the "new". Even so, it is important to clarify the picture with regard to the headteacher's role. The Olweus programme for example, has good experience of the use of internal and external advisers who take on responsibility for following up and driving through the programme.

Ensuring the support of the staff

Although the headteachers are important, it will be primarily the teachers who carry out the actual implementation in their own classrooms and their support and motivation are essential for success (Gager and Elias 1997; Kallestad and Olweus 2003; Viig and Wold 2003). In order to gain the teachers' support, it is important that they experience a need for the programme which is to be introduced (Fullan 1991; Viig and Wold 2003). To underpin the teachers' motivation, the programme/initiative should be founded at the teacher and school level. In this connection it is especially important that the management at the school creates a feeling of ownership to the "new" through a dialogue with the teachers. This will avoid the situation in which the teachers feel that the "new" is being forced on them top down. An important prerequisite for a successful implementation process will therefore be that what it is hoped can be achieved and why, has been explicitly, clearly and mutually agreed. In relation to this, several studies point particularly to the teachers' values as being an important influencing factor in their assessment of new initiatives. The studies point out that the programmes/initiatives have the greatest

chance of being used if they are in accordance with the teachers' own core values and views on learning (Hubemann and Miles 1984; Hacker and Tenent 2002; Husu 2002). Such values may be expressed through ideologies, theories of learning and upbringing, and official objectives. Individual values will often be expressed during the carrying out of changes and these may create conflicts concerning the objectives and norms and make it difficult to reach agreement (Dahlin and Rolff 1991). It is therefore important to look at and discuss the values and fundamental educational principles on which the programme/initiative, either explicitly or implicitly, is based. A clash with the teacher's individual values will have negative effects on the implementation process. It is important to look at and discuss the teachers' experience of whether or not the programme or method is suited to meeting their needs, as this is to a large extent crucial to the reasoning behind and translation of the programme into educational practice in the classroom (Midthassel 2002). By discussing values and fundamental educational principles and making choices based on these, one ensures that a greater number of the teachers implement the chosen initiative/programme in accordance with the school's objectives. Since the results of the majority of the programmes depend on the teachers actually using them, many emphasise the importance of ensuring the teachers' approval (Olweus 2001). Some programmes therefore make it an explicit requirement that the programme or initiative must have the support of 50 per cent or more of the staff, as a criterion for the school being allowed to use the programme.

Allocation and priority given to resources

Every implementation of plans, programmes or initiatives requires resources from the school. It may therefore be necessary to change the priorities of some resources and re-allocate others. It can generally be assumed that the introduction of most plans, programmes or initiatives will entail some extra work, for example training in the new methods, the development of educational plans and the reading of relevant literature. In addition, the implementation of a new programme or initiative can and will entail some planning time both internally and externally, for example with the programme supplier and/or with other collaborators such as PPT,(Educational and Psycholigical Services) the school health services, the after school childcare services (SFO)The day care facilities SJEKK and the parents. This assumes that one reviews the requirements linked to the implementation and plans so that some prioritising of the school's resources has been undertaken in order to make the implementation possible.

Inform/involve the parents

When one is about to introduce new plans or progammes, this has consequences for teachers, pupils and parents. Even though the school makes the final decisions in such cases, the parents' support will be of great importance. The parents should be informed of the school's plans and be given the opportunity to voice their opinions through their representative bodies and/or through joint meetings. Some research-based programmes contain elements in which the parents are actively involved, for example in a "get to know" phase and during collaboration between home and school concerning particular educational strategies. Such collaboration will be easier if the parents have been given information during the planning phase. One arena for establishing collaboration with the parents could be the school environment committees.

Implementation phase
– the carrying through

Prepare for systematic work over time

Implementation is a demanding and complex process which requires a long-term, systematic approach. To ensure a systematic approach, we have earlier argued that the school begins with an assessment of the organisational prerequisites which should be in place before the actual implementation is started. This ensures that the implementation itself is carried out through a coordinated process which focuses

on achieving a common objective. Therefore it is natural that we go more deeply into the factors and strategies which can ensure and influence the systematic work over time.

Training and developing competence

Training and developing competence can act as the base from which the school management and the teachers reflect on the work with the programme/initiative within their own school. A number of studies show that if the teachers receive training in the use of new programmes/initiatives, there is a greater likelihood that they will keep to and fulfil the objectives of the chosen programme/initiative (Conell et al. 1985; Lamer 1997; McCormick et al. 1995; Parcel et al. 1991). An important prerequisite for the staff being able to develop the competence they need in order to be able to use the programme/initiative in a local context, is that time and resources are set aside to help them to develop this competence.

Every programme/initiative contains an implicit theory of how people learn. This theory is stored in the design of the activities/learning exercises, their variety and structure, their progression over a year, and the way that the staff training and support is planned. It is therefore important that the teachers are given time to reflect over the programme's views on learning as it is the teachers who shall put these principles into practice (Elias et al. 2003). Research-based programmes which focus on bullying, behavioural problems and social competence, are often based on expertise from several fields for example, psychology, pedagogy and, in some cases, curriculum planning theory. The majority of research-based programmes are constructed such that this expertise forms the foundation for the formulation of objectives, methods and progression. A manual or a description of the core elements in a programme, often conveys central theoretical perspectives through its construction and structure. Nevertheless it is important to ensure an understanding of the principles behind the programme through discussions, mentored training and practical exercises involving the new working structure and methods (Lamer 1997; Lamer and Hauge 2005).

Several Norwegian studies show that an important prerequisite for a successful implementation lies in facilitating teacher cooperation through, for example, the use of educational study groups or meetings which involve training or competence-building strategies (Lamer and Hauge 2005; Nordahl 2005; Olweus 2001). This research also shows that the use of specially trained instructors, mentors or counsellors as leaders in these educational meetings/study groups has a positive influence on the development of competence, the standard of implementaion and maintenance of the programme/initiative over time. Through the use of such educational meetings/study groups it is possible to focus more clearly on, and gain a more detailed and comprehensive knowledge of, the programme of initiatives and its various parts. The participants get the opportunity to try out the various strategies or methods, for example through role play, practical working methods and by finding solutions to a variety of problematic situations - all this in a safe environment. They can also exchange experiences and viewpoints with others in a similar situation and through this learn from others' positive and negative experiences. This can help to create and maintain motivation and involvement and stimulate the development of an overall school policy (Lamer 1997; Lamer and Hauge 2005; Nordahl 2005; Olweus 2001). This accords with Tiller (1999) who stated that critical reflection of the daily experiences is important for action learning. Action learning is based on the staff working systematically within a community of interest.

It is important that the school as an organisation arranges the daily routine such that constructive meetings can take place. This support from colleagues gives a better starting point for continuous learning and for the process of reflection amongst the teachers (Lamer, pub. autumn 2006). Some programmes have their own certification schemes for teachers or instructors, others have certification of the school as an important strategy for ensuring the training and continued use of the programme. This type of certification can be viewed as a competence-building strategy since gaining the certification

(and re-certification) often involves a form of quality control. A certification scheme can be a tool which can help to set a greater focus on training and the development of competence over time.

Developing the school's culture of cooperation

Many researchers, both Norwegian and international, stress the importance of focusing on establishing a culture of cooperation which can help to underpin the work of change in the school (Fullan 2001; Hardgreaves 1994; Lamer 1997; Larsen 2005; Midthassel 2002; Ogden 1990). It is considered a necessity that the leader sees the importance of creating favourable conditions for the introduction of new reforms through a greater focus on establishing a common understanding and culture in the school. Traditional expertise and traditionally-controlled actions should be replaced by a more collective reasoning. The school management should therefore pave the way for processes which create a learning organisation in which both the individual and the collective learning can be heard. In that respect, a good starting point for the work of establishing a cooperative culture, would be to bring in a progamme which will start the process of development. New learning must take place through a steady interaction between the individual employee and the whole staff. In this type of process, the individual employee and the staff as a whole must relate to the current situation as well as to the new situation which evolves. It is the leader's responsibility to form associations between, and meeting places for, the teachers in order to facilitate this learning. In this manner a culture is created in which the individual takes responsibility for his/her own learning and that of the staff as a whole (Lamer, pub.autumn 2006).

Traditionally it has been natural to talk about the pupils' learning in the school. As a result of the *Knowledge Promotion* reform (2006) the focus is increasingly directed at the school management's and the teachers' learning. The result is that the need to establish a culture of learning in the school becomes evident. It is further stressed that the key to the development of the school as a learning organisation is linked primarily to the learning which happens as a part of the everyday work. Change requires the desire for continous learning and development which must come from within the school itself. The term "sustainable school" becomes central to this. This is characterised by a teacher community which brings out the best in every single teacher. The school culture is innovative and open for teachers and pupils caring about each other.

With regard to class management, it has been shown that schools with an open climate are, according to Imsen (2005), characterised by a high level of care on the part of the headteacher in relation to both academic and social aspects. Teacher-involvement is high and is distinguished by job satisfaction and good working relationships. School leaders who have insight into and an understanding of how cultures arise, develop and change, have a key which opens the door for developmental work. An understanding of the culture is not a passive process but an active function of the leader. This involves taking as a starting point the fact that it is the people in the organisation who bring about change and development.

It is further maintained that according to Berg (1995) getting the initiative to work in the school is more dependent on the school culture and the readiness of the participants than on the initiative itself. The readiness of the participants in this case turns on the expertise, proficiency and attitudes of those involved in the work of change. The term also covers the school's receptivity to the organisational structures in the school environemt which will translate the new knowledge into practice. Well recommended initiatives in the school will, as a result of this, have a dimension of knowledge based on research and an implementation strategy which takes into account the development of the school culture and the participants' state of readiness. The Knowledge Promotion implementation strategies presuppose learning schools which undertake conscious choices and base the development of expertise on their own culture. In this process it is particularly important that schools make use of theoretically and empirically based initiatives and at the same time seek collaboration with researchers and developers of expertise at centres of competence both centrally and locally.

Thus it is necessary that the school leader sees the importance of creating favourable conditions for the introduction of new initiatives/programmes through a greater focus on establishing a common understanding and culture in the school. It is also important to develop and establish a consensus in the school concerning the new initiative/programme that the school has chosen to implement.

Developing a common understanding of, and integrating in, the school's objectives and plans

A common understanding and consensus concerning the chosen programme/initiative can perhaps take the form of a common vision which helps to describe the desired future situation at the group and school level. In other words, the leader together with the staff should emphasise the need to establish and articulate a common understanding of the goal through a collective effort. This can contribute to a community feeling which permeates the organisation and which creates unity out of the many different activities of the school. A common vision can contribute to the creation of a common responsibility and a common identity, namely "our school". If a school-wide programme has been chosen, the creation of a common vision will be of central importance (Lamer, pub. autumn 2006; Senge 1990). Research further shows that basing new programes/initiatives in the existing goals and plans influences the quality of the implementation (Gager and Elias 1997; Viig and Wold 2003). That is to say, it helps to make clear the priority and legitimise the use of the necessary time and resources. This in turn can influence the teachers' motivation to accept and integrate the "new" into their own classroom situation.

It is also stressed that it is very unlikely that an attempt at implementation will succeed if there is no long-term planning or if there are no plans for integrating it with all other activities which already take place in the school (Elias et al 2003; Greenberg 2004). An additional prerequisite for success is that it is the school's staff who shall carry through the implementation process of the initiative/programme. By this we mean that the bringing in of people or resources from outside has only been shown to be appropriate if it involves a systematic follow-up or counselling over time. To bring in people to an isolated "happening" will probably not lead to any change. In contrast, the use of external advisers in the form of people/mentors with special expertise or training linked to the chosen initiative/programme, can be positive if they followup over time.

Implementation with the focus on programme loyalty and/or local adaptations

Generally, loyalty to the programme in this situation can be said to refer to the extent to which the programme or initiative is implemented and carried through in line with its aims and content. Today however, tension exists within the research field linked to the balance between loyalty to the programme and the level of adaptation of the programme to suit local needs. In one field of the research into implementation, the users are viewed as being relativley passive receivers of a programme and it is expected that they will implement the programme exactly in line with the programme-maker's manual. Meanwhile, in the other field of the research into implementation, it is stressed that the detailed manuals can be difficult to follow in practice. The question is, therefore, whether it is correct to view variations from the specified implementation as wrong, or to view them as modifications which are necessary in order to adapt the programme to the needs of the individual school and in order to create a feeling of ownership, on the part of the staff, to the programme (Dusenbury et al 2003; Elias et al 2003; Fullan 1977).

In an attempt to break this tension Berman (1981) asserts that the best strategy, programme loyalty or adaptation is dependent on the the relevant programme's nature. Whereas a strategy which focuses on "strong" programme loyalty will function best in strongly structured programmes and/or programmes

with a particular sample of pupils, the adapted strategies will be most effective in less structured and school-wide programmes. It will therefore be natural in the following section to distinguish between programme loyalty and local adaptations in order to illustrate that it is the choice of programme which will decide how one understands and behaves towards programme loyalty.

Programme loyalty

In structured programmes/initiatives programme loyalty will therefore often be defined in relation to the interplay between four central factors: 1) how often, 2) the quality of the implementation 3) what is the target group and 4) which components are central to the programme achieving the desired effect (Mihalic et al 2004). Many studies show that the effectiveness of programmes/initiatives falls when they are not practised in accordance with their goals and contents (Dusenbury et al 2003). Limitations of resources or the need to give an individual stamp to the programme/initiative can lead to the taking out of components considered unnecessary or which are disliked, or to the setting in of components considered lacking. For similar reasons, it may be decided to give the programme to target groups it is not designed for, for example to an age group other than that for which the programme was designed. There may also be a temptation to train chosen teachers intead of the whole teaching staff even though the programme is a school-wide programme. All these modifications can lead to poorer results. It is therefore a general recommendation that if the programme has an inherent structure and progression, it is important to follow them. To choose only parts of the programme or to mix different parts of different programmes, is not recommended. For some programmes or initiatives this will cause more harm than good. This however, does not mean that the programmes should be used without educational sensitivity or be used purely instrumentally. It is important to specify that too great an adaptation to the local circumstances can influence the effect of the programme (Reynolds 1998). In this connection, it can be important to pass on ideas for improvements and modifications to those who make or develop the programme/initiative. This can contribute to further development and improvement of the relevant programme/initiative. Such ideas can be incorporated into revisions og the programme/initiative and some research-based programmes generate regular revisions based on the experiencees of users.

Local adaptations

In programmes with a looser structure, local adjustments will be a natural part of the implementation. In this type of framework, innovation must even so reflect a balance between the adaptation of the programme/initiative and its central, active "ingredients". To ensure an adaptation at the same time as safeguarding programme loyalty, the programme's critical and effective elements can be described and communicated explicitly to the users as being core elements which cannot be modified. The programmes must now also focus on different ways in which flexibility can be built in to them without the programme's integrity being lost (Dusenbury 2003). Diebold et al. (2000) think that implementation and use must reflect a balance between the adaptation of programmes to existing activity and structures in the school and that the school simultaneously must change in order to safeguard the key elements of the programmes. Hatch (2000) found that the quickest improvements occurred in schools which did not break totally with the existing framework, but instead developed new courses of action within their existing framework. He concluded that the key is a balanced extension of working practice which has shown itself to be successful in the past, and an extension of working practice to one which can be successful in the future. Implicit in this is that the programmes should have an explicit focus on a variety of ways of incorporating flexibility in such a a way that the programme does not lose its integrity. In other words, one should be explicit about which parts/aspects of the programme can be modified. Whatever the programme's/ initiative's design, it must be stressed how important it is that school leaders and teachers are, as a result of training and competence building, in the position to read and understand the programme/initiative. This will ensure that the implementation is carried out in line with the programme's inherent objectives and contents.

Evaluation and maintenance

When new programmes/initiatives or plans are implemented, it is important that attention is also paid to evaluation and evaluation routines. Fullan (1992 maintains the importance of seeing the results as a central motivation factor for the teachers in their work using new approaches. Implementation must be seen as a process over time and the evaluation is therefore essential as an aid and remedy as it highlights what has been done, what has been achieved and what needs more work. Since we have earlier underlined the importance of implementing new programmes/initiatives or plans through a goal-oriented and systematic approach, it will be important that evaluation routines are established and that the transfer of knowledge and the expansion of competence among the teachers is actively pursued. Equally, arrangements must be made for the training of new teachers and for the laying down of routines for the upkeep of the programmes/initiatives or objectives over time.

Establishing internal evaluation routines

Internal evaluation routines can either take the form of, for example, a) half-yearly user-evaluations (pupils and parents) or b) regular measuring of the pupils' levels of satisfaction, the extent of bullying or behavioural problems or other statistics related to the pupils' performance. Experiencee shows that the ongoing recording of progress can contribute towards the maintenance of enthusiasm and competence. It therefore seems natural that the school should establish routines for evaluating both what has actually been introduced/carried through with regard to the objectives and what has been achieved in addition. Some programmes/initiatives have their own suitable tools for such evaluations and in these cases, they can be a good aid.

Maintaining and increasing the learning and competence of teachers

When an organisation uses a method of working over time, two processes tend to develop. One is the tendency to deviate or backslide when carrying out the method, and the other Is a natural or situation-created turn-over of staff which leads to the reduction of competence and the need to train new members of staff. A slow drifting away/backsliding with regard to the working practice may result from a general fatigue on the part of the teachers, a drop in enthusiasm or a tendency to forget the principles. As mentioned earlier, too little attention is often paid to training and competence-building initiatives linked to the carrying out of new programmes or initiatives. This also applies to the follow-up and maintenance phase of the programme/initiative. It is therefore vitally important that school owners arrange for the setting aside of resources to cover the costs of further training and the maintenance of competence. This may be in the form of funding for re-certification (in those cases where a certification scheme is in place), "booster-sessions" or long-term consultation or guidance schemes. Or perhaps it can be achieved by setting aside time on a more general basis for colleague-counselling, the reading of specialist literature and internal evaluation routines. Some programmes have their own "mentors" or specially qualified instructors who can offer follow-up courses for the teacher-group and training for the new employees.

Establishing routines for the maintenance of the programme/initiative.

Implementation of the programmes/initiatives teaching plans or curricula are an important part of the process, but perhaps equally important is the ability to maintain/keep up the focus over time. The school increasingly meets new demands for the implementation of plans, teaching schemes, programmes and initiatives. For many school leaders and teachers, the ability to keep up with all the things they already do whilst coping with the new demands, may be seen as a great challenge. The challenge lies in establishing good evaluation routines and schemes for ensuring the continuation of training and competence building through, for example, counselling or educational discussion groups. Building such meeting structures and routines as these into the school's work, can help and contribute towards the

maintenance process. If a good implementation process has been organised which focuses on training and competence-building schemes, on the establishment of a culture of cooperation and a common understanding, and on the integration of the initiative into the school's everyday work, it will enable the programmes or initiatives to be maintained with less intensity after a period. Some programmes have gradually also developed their own schemes for maintaining and following through the work after the introductory phase, something which is considered to be an advantage (Olweus 2004). If such routines do not exist and focus is lost, it will often lead to backsliding and, for example in relation to structured programmes, can lead to inconsistent execution which often results in "obliteration" of the programme. Consequently, it cannot be stressed enough that it is important to maintain a focus on evaluation during planning, implementation and the upkeep of new plans, programmes and initiatives in the school.

Summary of the general principles and strategies

1. *Defining the needs and assessing the organisational prerequsites*

- Defining the school's needs
- Active support from the school management
- Ensuring approval of the staff
- Allocating and priority given to resources
- Informing/involving the parents

2. *Implementation phase - carrying into effect*
- Focusing on and organising for systematic work over time
    - The school management's role to organise and follow up
    - Training and the development of competence
    - Developing the school's culture of cooperation
    - Developing a common understanding of, and integrating in, the school's objectives and plans
- Implementation with the focus on programme loyalty and/or local adaptations
    - Programme loyalty
    - Local adaptations

3. *Evaluation and maintenance*
- Establishing internal evaluation routines
    - Evaluating the implementation – what has been done?
    - Evaluating the effects – do they work?
- Maintaining and increasing the learning and competence of teachers
- Training strategies for new staff
- Establishing routines for the maintenance of the programme