Boarding Schools’ Association

Diploma Course

Task 3 Assignment

Managing change in boarding
Managing change in boarding

Synopsis
Taking on the role of Head of Boarding, I was going to be managing change at some level in boarding which would affect a range of stakeholders; boarders, academic staff, support staff and parents. There were 3 keys areas that needed to change:

1. Weekend activity programme.
2. Prep support for boarders.
3. Half term Guardianship.

Introduction
I realised that the main group of stakeholders who would be important to get onboard to achieve these changes were the academic staff.

Where do I start? McNiff (2002) provides a commonsense view of how to approach my action research project by:

- review our current practice,
- identify an aspect we want to improve,
- imagine a way forward,
- try it out, and
- take stock of what happens.
- modify our plan in the light of what we have found, and continue with
- the 'action',
- monitor what we do,
- evaluate the modified action,
- [continue] until we are satisfied with that aspect of our work. (p. 7)

One consideration I needed to have ‘when a new approach is to be grafted on to an existing system (Cohen and Manion 1994)’ (Bell 2005), is how best to managed it? Zuber-Skerrit (1991) suggests that there are four major phrases to consider when carrying out a action research project which are: ‘planning, acting, observing and reflecting’ (p 2).

When any change occurs in an organisation, what are the other factors to consider to ensure that the change is successful?

Context
As an independent school we want to offer the best service we can, selling the vision of a caring school that will nurture any child who may be away from their family. This service and vision needs to rise above the rest, not only to get a
foothold in the marketplace but, as a professional body, we also wish to give the best care we can.

**The key areas of change are:**

1. Weekend activity programme - As a result of our ISA inspection, it was highlighted that we needed to have a more robust weekend activity programme.

2. Prep support for boarders - The demographics of our young (Year 9 and below) boarding population is high in special educational needs, requiring better support during Prep and allowing for our growing numbers.

3. Half term Guardianship - Responding to the change in the market of offering a unique service for our overseas boarders

**Weekend activity programme**

I inherited a system of running weekend activities that consisted of all the full time academic staff being allocated 17 hours (reduction of hours was linked to part-time hours) that needed to be contributed to boarding. Staff were allocated to one of 3 boarding houses and the houseparent managed their hours. These hours were used in variety of ways; sitting in the house, running a trip, putting on academic study lessons and activities. This was an ineffective system that led to some conflict between staff as to how each houseparent managed their academic staff. It also created an atmosphere where there was little desire to cooperate, resulting in low morale.

**Prep support**

Boarders were put into the library and two nearby classrooms from Y11 to Y7, supervised by one staff member and two sixth formers. Initially this worked, but as we grew in numbers this became a child minding service and did not create a supportive environment where boarders could study. Sixth formers stayed in their centre and were supervised by their manager, but again there was no support. In addition we have a large proportion of special educational needs students.

**Half term Guardianship**

After a few months in my role as Head of Boarding the Headmaster and I had a discussion as to the feasibility of offering a half term stay by becoming educational guardians. There were a number of reasons for xxxxxxx to become educational guardians for its overseas pupils. There is a marketing opportunity for us, as a school, where we can offer peace of mind for customers (parents). Parents like the idea of continued care for their children by people that really know their children and with whom they will build a relationship. Boarders also want to have the option of the comfort of the second home they have made in the school, during half term. Finally
offering Educational Guardianship can also provide an additional income for the school to invest back into the school for future improvements.

Although there were three areas to manage change they shared one common resource, academic staff. I was faced with the follow:

- How to manage their allocated boarding hours effectively?
- How to raise morale and reduce conflict?
- How to develop cooperation?

Background

How do I manage the change that is needed to improve the boarding service we provide as a school? Kurtzman (2010) puts forward that as a leader managing change I need to firstly understand that I do not lead alone. He goes on further to state that creating ‘a sense of ‘we’ and that we are all in this together’ is important.

Change happens only through people and that this has an emotional effect, according to Sparks (1993) and needs to be considered and understood. One of these effects is perception.

Perception of change is a key factor in managing change, as people tend to see change as something that is ‘done to them’ and they have no say or control. Reviewing how the past systems of hours and Prep were put in place this was a stumbling block, with many staff feeling forced into doing boarding hours. Our school has undergone a lot of changes recently and staff had become jaded about new ideas. They have also linked change with negative experiences. It was important for me to look to the past to give me an insight in how to avoid the same mistakes.

I needed to develop a greater sense of ownership amongst the staff, as this was more likely to help me successfully manage change within school. Sparks (1993) suggests there are 13 tips for managing change (appendix 1) which highlighted that whatever approach I took needed to take note of tip 6:

‘Realize that there is a tension between establishing readiness for change and the need to get people implementing new approaches quickly. While getting people intellectually ready for change is something to be considered, it should not take so much time and effort that people lose interest and motivation.’ (Sparks 1993)

In having an understanding of where the staff were in relation to creating Kurtzman (2010) ‘a sense of ‘we’ and that we are all in this together’. I needed to look at myself as a leader.

George (2007) states there are two key steps in being a leader ‘understand yourself, because the person you will always find hardest to lead is yourself and take
responsibility for your own development’. George (2007) goes on to say there are five dimensions that make up an authentic leader:

- **Pursuing purpose with passion.** I believed that these changes were necessary and that they would enhance the service we provided our boarders and put forward the vision of a caring school.

- **Practicing solid values.** The changes are linked to my experience in boarding across the ages and genders and feedback from boarders and their parents. These changes were practical added value.

- **Leading with heart.** I feel strongly that we have a professional and moral duty to provide the best care we can.

- **Establishing enduring relationships.** I see myself as a people orientated leader, not task orientated. I try to show kindness and understanding, without losing the focus of my purpose.

- **Demonstrating self-discipline.** I have a reputation within the school of honesty, integrity and am ready to recognise when I have made a mistake.

In reviewing my reading I had to consider carefully how I was going unite a disillusioned staff and manage the changes with minimal stress to them and myself.

**Method**

It appeared initially that there are 3 separate changes occurring, but in fact it was 2, as I could see that the best way to manage the academic staff’s boarding hours was by combining the need for a weekend activity programme and prep support into one. In making this change I could sell it to the staff as a better use of their skills and instill in them how much their contribution was adding value to the lives of our boarders.

**Weekend activity programme**

One thing that I gained from my reading was that the past is important in the context of giving the staff a voice and finding out what works and what does not? Therefore I selected a number of staff across the school that had been the most vocal about how things had been managed in the past (prior to my taking on the role). I then asked them 3 questions in an informal context to remove any threat and put the emphasis on that I wanted to help them be of more value to the boarders.

1. What was the main difficulty they had in doing their hours?
2. How valuable did they think their contribution was?
3. What did they feel would be a better use of their hours?
Assignment task 3

This enabled me to establish that there was no ‘getting rid’ of their hours, but that they had a say in how to make doing them more ‘bearable’. Three key issues came out in their answers:

i. That different systems operated in each house.

ii. They were unclear what was okay, useful and allowed.

iii. They had enough to do, without having to plan/organize extra things.

I then collected feedback from the boarders in the form of a questionnaire as to the types of activities they would like to do at the weekend (appendix 2). I then looked at how trips were organized and realized that the simplest way was to have everything centralised and coordinated by one person. This would remove the issue of parity and put everyone on an equal footing, dealing with issue (i).

Taking the feedback from the boarders I created a calendar of trips for staff to sign up to and a folder that had all the relevant information they needed (appendix 3). This would hopefully resolve issue (iii).

**Prep support**

The next step was to have a meeting with my boarding staff to review the Prep system we had in place. I asked each of them to visit Prep time and evaluate what they felt the issues were and bring possible solutions.

The first issue was having an environment that was conducive to studying and developing ownership in our boarders for their own learning. It was decided that we would be able to do this better if we brought Prep back into the house. Year 10 to sixth form would do Prep in their rooms with the duty staff walking round and checking in with them. As for Year 9 and below, including Junior School boarders, would be in a central room within their house. This would be supervised by an academic member of staff and a sixth former. This would give our boarders the support they needed and leadership roles for our sixth formers.

Taking into account the number of trips and hours required for supervising Prep I put forward to the Head and staff that 10 hours of their 17 would be allocated to Prep and created a Prep rota (appendix 4). For part-time staff it would be a linked by having % of the number of hours they did. This dealt with issue (ii).

**Half term Guardianship**

Half term Guardianship was the biggest change I would be making. It was also a directive that I had from the Headmaster to look into. I began by putting forward a rationale to the Headmaster and Governors. This is where McNiff’s (2002) commonsense view mentioned earlier was helpful in identifying the following key points:
Assignment task 3

- Need
- Legal issues
- Practicalities
- Implementation
- Supporting material
- Common pitfalls

Once the rationale was accepted I was tasked with managing the implementation of half term guardianship and establishing it as a service we would offer in the future. Through the work done for assignment task 1 & 2 I carried out a S.W.O.T analysis (appendix 5). I then had to consider the key issues and the relevant staff that would be able to support me, as Kurtzman (2010) reminded me I cannot lead alone.

| 1. Review of costing – expenditure/income | Bursary |
| 2. Review catering | Catering manager |
| 3. Review cleaning | Domestic busar |
| 4. Staffing | Head & Head of Boarding |
| 5. Feedback | All |

After our initial meeting we set up a trial for the summer half term which would give us the beginnings of a structure we would use for xxxx Guardianship at the start of the next academic year. Staffing for this trial came only from boarding staff and it was a key element that I would need to promote to academic staff at the beginning of the next academic year.

It was fortunate that I was on the BSA diploma course which was a great support to me. The session by David Pinnock on presentation skills and doing the presentation in assignment 2 helped me prepare for my INSET at the beginning of this academic year.

I wanted to approach the staff in a way that would reflect the five dimensions mentioned earlier by George (2007) and bring the staff together, making them feel that they had a valuable role in developing boarding at xxxxxxx. I used a few key questions to engage them and get them involved in the discussion, adapted from the presentation on ‘Evaluating Boarding & Raising Standards on day 2 of the BSA Diploma course:

- What does boarding mean in our school?
- What does our school expect pupils to gain from boarding?
- How effective are we in ‘delivering the goods’ and maintaining high standards?
- Do we have any USPs?
As Sparks (1993) states a key tip is to ‘help educators and others develop an "intellectual understanding" of the new practices. While the outcomes are important to assess, people also need to understand the underlying meanings and functions of the practices.’

I also put in a humorous slide to illustrate how a boarders’ year played out, with them moving from one family to another (appendix 6). I went on to explain the structure of the day during half term. There would be two boarding houses open running on two shifts (appendix 7) and a trip offered. Throughout the presentation I continually used the term ‘we’ and re-enforce that these changes were happening to reflect the needs of our boarders and their parents. This INSET training was supported by a xxxxxxx Guardianship Staff Handbook I created for staff, especially those who had never done any boarding duties previously and to ensure we had continuity in the care we provided.

Finally I wanted to leave all staff with a statement that encapsulated us all in what boarding is, so shared this mission statement I created in the second year of the Certificate of Professional Development (Boarding Education) (Level HE3) Part 2 – Management Issues in Boarding Schools.

‘In xxxxxxx we work together to create a boarding environment that is nurturing and supportive, encouraging everyone to develop to their fullest potential, in a trusting and open community.’

**Evaluation**

Although this action research project covers 3 areas of change, they all come under one overarching element, which is how well I managed these changes in boarding. The evaluation of how well I had done would be both formal and informal.

**Formal**

This was done by getting staff who signed up and did shifts during Autumn half term to complete a proforma (appendix 8). From the feedback on how well staff felt about what was expected I had fulfilled tip 7 of Sparks’ (1993) Thirteen Tips for Managing Change (appendix 1). It also highlighted suggestions on the structure being unbalanced in the terms of waking hours per shift. The trip offered was not well received and this was also highlighted by a questionnaire given to all the boarders who stayed for the half term (appendix 9).

The next formal evaluation was through a review meeting of the xxxxxxx Guardianship committee whose agenda and notes from minutes were:

1. Revision of our rational – was this still a viable service to provide, as we had not had the uptake we expected. It was decided that yes it was and that feedback from overseas parents was they like this service.
2. Application forms/process/non xxxxxxx Guardian students – were the forms we were using fit for purpose and how do we process applications from
existing students, what should be the procedure for boarders who do not belong to xxxxxxx Guardianship. The forms were okay and I as Head of Boarding would process applications from existing boarders on a temporary basis (as we grow administration hours would be brought in). A daily rate was established that would reflect a benefit to sign up for xxxxxxx Guardianship.

3. Review of costing expenditure/income – were we charging enough, what charge should non xxxxxxx Guardians pay and was the method we collected payment effective. Although we had made a loss it was seen as acceptable as this is a growing service, so no need to increase the charge. What was raised was that if a student stayed away one half term it would leave us with no income. It would be more cost effective to take the annual cost and divide it into 3 equal termly payments.

4. Review catering and cleaning – was the food offered at the right time and format and was cleaning sufficient. Breakfast was brought forward as a result of feedback from the boarders and the evening meal and takeaway nights would stay the same. Fewer hours were need for the preparation of food, so this would reduce our costs.

5. Staffing – as mentioned earlier the main amendment was to the structure of the two shifts, these would be adjusted so that the waking hours were more equal, as the night shift was largely slept through. A key issue was the lack of staff who signed up as we relied a lot on existing boarding staff.

6. Next phases to implement and when – promotion, improve trips and establish a summer revision lessons timetable for summer half term.

I also expected to receive some informal feedback from which I as a leader could evaluate how I had managed the process of implementing these changes from:

- Individual feedback from staff after the presentation
- A greater uptake of staff signing up for half term shifts
- Greater willingness to be involved in the lives of our boarders

After the INSET I received feedback from individual staff and via the Headmaster that I had as Sparks (1993) raised, “realised the need to ready people for change”. There has been an increase in staff signing up for Spring half term that will remove the need to rely solely on existing boarding staff. Concerning the change in attitude of staff about their contributions to boarding, there seemed to be a greater willingness to be involved. There has also been a perceptible change, with much more positive dialogue going on and staff taking more ownership in changing Prep duties. They are also offering other trips and not needing me to constantly chase them.

In evaluating myself I go back to the five dimensions from George (2007) and feel these were a guiding principle in shaping me into the leader I wish to be, by pursuing
a purpose with passion, practicing solid values, leading with my heart, establishing enduring relationships and demonstrating self-discipline.

**Conclusion**

When I took on the role of Head of Boarding I knew that there were changes that needed to be made and to begin with these were within boarding. These were the easiest changes as they applied specifically to boarding staff and as they were all relatively new staff I had no past preconception to deal with. Unlike the changes I needed to make with the academic staff. It was here that I knew there were a number of barriers in place that I had inherited, but felt that with the right approach backed by a solid rationale I could implement change. This research project has helped me develop that rationale and along with the course has provided me with the skills.

When concluding the four phrases suggested by Zuber-Skerrit (1991) I had completed the planning and acting with some observations and now the reflection. This is not the end but just the beginning of the second cycle which now informs the planning for the next cycle.

So what is next? I will ask the staff via a focussed questionnaire on how effective they think the changes made to the activity programme and prep have been. Not only if made them feel valued, but a part of process and its value to the boarders. This will be followed by the inclusion of key questions in our yearly boarders’ evaluation questionnaire.

As for xxxxxxx Guardianship this is a ‘cyclic process which alternates between action and critical reflection’ (Dick, 2002). More promotion is needed through information flyers sent out to existing and new boarders and during recruitment visits. Improvements will be continuous concerning trips and activities offered during the half term stays. Lastly establishing a summer revision lessons timetable for summer half term, will once again call on staff to offer their skills for the benefit of our boarders.

When I began the developing the initiative to provide the xxxxxxx Guardians service I was at times fearful I would fail as this was not a process with a neat beginning, middle and end. Prior to the first official half term stay I worried that we did not have enough students and that this initiative was not going to work. It was only through doing this research project that I have learnt that at times we need to ‘be prepared for “implementation dip.” Fullan (1993) and others note that things often get worse temporarily before improvement begins to appear’ (tip 10 Sparks 1993). As Dick (2002) states ‘as the cycles progress a greater understanding is developed through the continuous refining of methods, data and interpretation.’ I need to maintain my passion of purpose and allow the changes I have begun to grow and develop.
Assignment task 3

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Thirteen Tips for Managing Change

Dennis Sparks, Executive Director of the National Staff Development Council, offers these 13 tips for managing the complex and difficult change process (Sparks, 1993):

1. Educate the leaders of change, including both principals and teachers.
2. Use a "systems" approach to ensure that all aspects of the school organization are considered when planning and implementing change.
3. Use a team approach that involves many stakeholders in the change process.
4. Share power with teachers and others to encourage the implementation of the change efforts.
5. Make plans, but "hold your plans loosely." Develop plans, but know that they will have to be adapted to change as needs change.
6. Realize that there is a tension between establishing readiness for change and the need to get people implementing new approaches quickly. While getting people intellectually ready for change is something to be considered, it should not take so much time and effort that people lose interest and motivation.
7. Provide considerable amounts of training and staff development for those involved. These activities can include everything from holding study groups to "on-the-dash" coaching.
8. Choose innovative practices for and with teachers that are research-based and "classroom friendly." Picking approaches that have been used or researched can help the implementation of those approaches.
9. Recognize that change happens only through people. The emotional effects of change on educators need to be considered and understood by all involved in the change process. Understanding resistance and working with it is key.
10. Be prepared for "implementation dip." Fullan (1993) and others note that things often get worse temporarily before improvement begins to appear.
11. Help educators and others develop an "intellectual understanding" of the new practices. While the outcomes are important to assess, people also need to understand the underlying meanings and functions of the practices.
12. Seek out "paradigm shifters" and "idea champions" who are interested in making substantial changes in practice.
13. Take the long view; realize that change takes time and should not be forced to occur too quickly.
Boarders' Activity Questionnaire

Year group: _____________

Please can you complete this questionnaire about which activities you like doing at the weekends.

- ✔ if you like doing this activity
- ✗ if you do not like doing this activity

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>cinema</td>
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<td>swimming</td>
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<td>bowling</td>
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<td>Exeter</td>
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<td>Bath</td>
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<td>Cribbs Causeway</td>
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<td>Plymouth</td>
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<td>climbing</td>
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<td>surfing</td>
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<td>arts &amp; craft</td>
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<td>cooking</td>
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<td>fixtures</td>
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<td>Big Sheep</td>
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<td>Milky Way</td>
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<td>Trago (shopping)</td>
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What other activities would you like to do that are not listed above?

e.g. Pantomime
Appendix 3

There will be a trip folder that I will give to you in the week, which will contain: contact numbers, mobile phone, risks assessment (please read & sign), routes, money for meals and any relevant information

Each activity/trip has the hours allocated in (4)

Some trips will have x2 minibuses

Please put your initial/s next the activity/trip you would like to do

Mini bus trip outside of the local area can have 2 staff allocated for full hours

Activities/trips within the local area has 1 staff allocated full hours or ½ hours for 2 staff

Additional trips can be slotted in when appropriate or new ones not yet listed.

- Cinema
- Special events e.g. Bideford & Barnstaple Fair
- Surfing
- Fishing
- Paintballing
## Boarding Trips 2014 – 2015

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<thead>
<tr>
<th>Sept</th>
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<tbody>
<tr>
<td>Sun 7</td>
<td>Beach trip (1)</td>
<td>Boarding</td>
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<tr>
<td>Sat 13</td>
<td>Bideford Carnival (1)</td>
<td>Boarding</td>
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<tr>
<td>Sun 14</td>
<td>Football &amp; Basketball (2)</td>
<td>SS</td>
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<td>Barnstaple Carnival (3)</td>
<td>Boarding</td>
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<td>Exeter (6) x 2 train</td>
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<tr>
<td>Sun 5</td>
<td>Karting (2)</td>
<td>SS/GS</td>
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<td>Sun 12</td>
<td>Bath (10)</td>
<td>Swa</td>
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<td>Nov</td>
<td>Sun 1</td>
<td>Swimming (3)</td>
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<tr>
<td>Sun 9</td>
<td>Saints 'n' sausages party</td>
<td>SH</td>
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<td>Sun 16</td>
<td>Exeter (6)</td>
<td>GB</td>
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<td>Dec</td>
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<tr>
<td>Sat 6</td>
<td>Boarding Christmas Party</td>
<td>Boarding</td>
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<tr>
<td>Sun 7</td>
<td>Big Sheep</td>
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Day Staff Prep Support – Autumn 2014
6.00pm to 7.00pm (tea optional at 5.30pm)

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Appendix 5

**SWOT analysis**

**Strengths**
- UK Boarders Agency (UKBA) no discrete legal requirement
- peace of mind for customers
- already fulfil NMS – standards 3, 5, 6, 15, 20
- infrastructure in place

**Weaknesses**
- double use of rooms
- security of belongings and storage for half term
- core bank of staff
- provision of services
- supervision of boarders
- balance expenditure with income

**Opportunities**
- income for the school
- good marketing opportunity for us here as well.
- reduce the cost – no outside guardian agency
- under cut competitors

**Threats**
- temptation to offer Christmas and Easter (295 days rule)
- insurance cover
- losing track of students at half-term
- sustaining service

Appendix 6

[Flowchart showing the timeline of a family's journey: Arrive in October, stay until February, then return to Hong Kong in May.]
Appendix 7

Xxxxxxxx Guardianship – half terms only

Staff’s daily routine

Day shift 10.00-16.30
10.00-10.15 Handover from night staff
10.20 Check all are up for brunch/register
10.30 Start of breakfast
13.15 House check
16.15-16.30 Handover to night staff

Evening shift 16.15-10.15
16.15-16.30 Handover from day staff
18.00 Tea
21.00 Begin bedtimes – lights out (see bedtimes table)
22.00 House to be secured for the night.
23.00 Final house check
09.00 House check
10.00-10.15 Handover to day staff

❖ £100 per shift
❖ Day trip = a shift
❖ Can sign up for 1, 2 or 3 half terms

Appendix 8

Staff Feedback Autumn 2014

Name:

<table>
<thead>
<tr>
<th>1. Did you have enough information prior to starting your duty?</th>
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<tbody>
<tr>
<td>2. Were you clear on what was expected during your duty?</td>
</tr>
<tr>
<td>3. Was there enough support both written and practical?</td>
</tr>
<tr>
<td>4. Do you have any suggestions as to how we can improve the provision of this service?</td>
</tr>
</tbody>
</table>

Appendix 9
Assignment task 3

Name: ___________________________  Age: _______

Autumn/Spring/Summer – circle which half term

Please can you answer the questions below to help us improve Xxxxxxx Guardianship. **Circle yes or no and write an answer when asked.**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you stay in your house?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did you stay in your own bed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did you share a room?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Was it someone you normally share with?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did you know what you had to do at the end of term?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did you know what was expected of you during your stay?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Where you able to sign out easily?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Was it easy to get hold of a staff member if you needed them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Was breakfast at the right time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. If no what time would you like breakfast?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Did you like having cooked breakfast some days and continental others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Would you like to have cooked every day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Would you like to have continental every day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Did the lunch box give you enough food?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Was the evening meal at the right time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Did you like having a take away for 2 nights?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Did you enjoy the evening meals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Did you have a bedtime?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. If no what time did you go to bed on average?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Did you go on the trip?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Did you enjoy the trip?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Did you enjoy your stay?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please write down which you meals you liked and which you didn’t.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Did you have a bedtime?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. If no what time did you go to bed on average?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please let us know if there is anything else you would like to say about your stay and how we can make it better.

Thank you completing this feedback.