INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or “target” for pages apparently lacking from the document photographed is “Missing Page(s)”. If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.

2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.

3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of “sectioning” the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.

4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.
Booth, Edward Oliver

AN ETHNOGRAPHIC EVALUATION OF THE INTEGRATION OF A PRIMARY SCHOOL'S CURRICULUM: TWO YEARS ON AT WARRAWONG

University of Hawaii

University Microfilms International 300 N. Zeeb Road, Ann Arbor, MI 48106

Ed.D. 1984
PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark. 

1. Glossy photographs or pages 
2. Colored illustrations, paper or print 
3. Photographs with dark background 
4. Illustrations are poor copy 
5. Pages with black marks, not original copy 
6. Print shows through as there is text on both sides of page 
7. Indistinct, broken or small print on several pages ✓ 
8. Print exceeds margin requirements 
9. Tightly bound copy with print lost in spine 
10. Computer printout pages with indistinct print 
11. Page(s) _______ lacking when material received, and not available from school or author.
12. Page(s) _______ seem to be missing in numbering only as text follows.
13. Two pages numbered _______ . Text follows.
14. Curling and wrinkled pages 
15. Other ________________________________

University Microfilms International
ACKNOWLEDGEMENTS

This evaluation was approved by the Director of Education, South Coast Region and the Director of Planning Services, New South Wales Department of Education.

Financial support for this study was provided by the Director, Institute of Advanced Education, The University of Wollongong.

Encouragement and support was provided in the true aloha spirit by many faculty and friends in the College of Education during the period 1979 to 1984. A special mahalo to my Committee for there support during my period at the University.

To Jocelyn, Robbie and Tim who have been very patient and understanding during the writing of Daddy's "long story".

The study would not have been possible without the trust, assistance and patience of the principal and staff of Warrawong Primary School.
ABSTRACT

The purposes of this study were; to identify and describe the context and process of school-based curriculum development through the phases of the design, trial and evaluation, and to enhance the ongoing critical processes within the school through the stimulation of a critical debate on the nature of the school's curriculum and staff development program. The evaluation agreement negotiated with the school required the documentor to provide ongoing informal feedback about the integration of the school's curriculum and related staff development program as well as a formal evaluation report. The primary audience for the evaluation was the principal and staff of Warrawong Primary School.

Warrawong Primary in 1983 had 730 pupils from twenty-one ethnic groups and thirty-six professional staff. Before the innovation program the school was organised as two separate departments, children were taught in streamed classes based on their competence in English and the curriculum content was planned and taught as separate subjects.

The evaluation used ethnographic data collection methods in an emergent case study design. Methods included; the documentor as a participant observer for three years, teacher interviews and a document archive. The evaluation questions, interview data and the draft evaluation report were verified and negotiated with the staff.
The innovation was a skills and attitude based integrated curriculum, designed by the teachers and successfully implemented in the school during 1982/83. The Integrated Curriculum was taught in heterogeneous classes with a community language. The reorganisation of the school into a single K-to-6 unit created a wider pool of professional expertise for the school-based projects which were related to the Integrated Curriculum.

Energy for the change was perceived by the staff to have come from the principal, the executive and the teachers. The executive had a strong controlling and initiating power, while the teachers negotiated the pace and direction of change through the informal networks in the school.

The documentor's role in the school was perceived as passive by most of the teachers and interactive by the executive. The draft evaluation report satisfied Guba's trustworthiness criteria and was considered by the teachers to have increased their consciousness and provided the basis for future policy.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>PREFACE</td>
<td>xii</td>
</tr>
<tr>
<td><strong>PART I. THEORY, METHOD AND PRACTICE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CHAPTER I. INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>1. Need for the Study</td>
<td>2</td>
</tr>
<tr>
<td>2. Purposes of the Study</td>
<td>5</td>
</tr>
<tr>
<td>3. Setting of the Study</td>
<td>7</td>
</tr>
<tr>
<td>4. Key Terms</td>
<td>9</td>
</tr>
<tr>
<td>5. The Curriculum Innovation</td>
<td>12</td>
</tr>
<tr>
<td>6. Chapter Outline</td>
<td>15</td>
</tr>
<tr>
<td>7. Evaluation Assumptions</td>
<td>20</td>
</tr>
<tr>
<td><strong>CHAPTER II. OVERVIEW OF THE RESEARCH LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>25</td>
</tr>
<tr>
<td>2. Naturalistic Paradigm</td>
<td>26</td>
</tr>
<tr>
<td>3. Ethnography</td>
<td>42</td>
</tr>
<tr>
<td>4. Case Study</td>
<td>71</td>
</tr>
<tr>
<td>5. Evaluation Perspective</td>
<td>78</td>
</tr>
<tr>
<td><strong>CHAPTER III. DESIGN</strong></td>
<td></td>
</tr>
<tr>
<td>1. Case Study Evaluation Defined</td>
<td>100</td>
</tr>
<tr>
<td>2. Functions of the Evaluation</td>
<td>101</td>
</tr>
<tr>
<td>3. Audience</td>
<td>102</td>
</tr>
</tbody>
</table>
4. Purposes of the Evaluation........ 102
5. Types of Data....................... 105
6. Collection of Data............... 106
7. Methods of Data Collection........ 107
8. Control of the evaluation........ 108
9. Analysis and Participant Validation........ 110
10. Reporting the Study............. 116

CHAPTER IV. DYNAMICS OF EVALUATOR'S ROLE:
EVALUATION BIOGRAPHY

1. Documentor's Autobiographical Statement..................... 119
2. Sponsorship into the Case............. 123
3. Becoming a Participant and Gathering the Data............ 129
4. Analysis, Negotiation and Report Writing.......................... 150
5. Withdrawing from the School........ 157

PART II: SCHOOL EVALUATION REPORT

CHAPTER V. INTRODUCTION TO THE SCHOOL REPORT

1. Purpose and Method.................. 161
2. Community, School and Teachers.... 170
3. Descriptive Model...................... 178
4. Time Frames of the Evaluation..... 183

CHAPTER VI. PHASE I: DRAFT INTEGRATED CURRICULUM

1. Design of the Draft Curriculum... 192
CHAPTER VII. PHASE II: REVISIONING THE DRAFT

1. Introduction ........................................... 212
2. Draft into Action ..................................... 219
3. Revising the Draft ................................. 239
4. Water, Sounds and Flying Children and other Magic Trips: Related Arts Project I ............. 265
5. Shots from the Top: School Discipline Policy ....................... 277
6. Getting the Parents Up: TSD Project ............................ 286

CHAPTER VIII. PHASE III: PUPIL EVALUATION AND PARALLEL CLASSES

1. Introduction ........................................... 296
2. "How do we know what the kid's have learnt?" ............... 298
3. Against the Grain: ESL Class Organisation ..................... 342
4. Pain and Joy of being "Disadvantaged" .......................... 348
5. Dreaming Animals and Dragons: Related Arts Project II .......... 357
6. Assemblies: An act or part of the curriculum? ............... 362

CHAPTER IX. KEEPING THE ENERGY GOING

1. Where was the energy? ......................... 376
2. How to keep the energy flowing? ... 379
PART III: SUMMARY

CHAPTER X. CONSEQUENCES OF THE INNOVATION PROCESS AND THE EVALUATION

1. Antecedents and Context of the Innovation........................................ 385
2. Change Process................................................................. 391
3. Issues from the Study......................................................... 401
4. Consequences of the Evaluation.............................................. 405

CHAPTER XI. DISCUSSION ON THE EVALUATION MODEL

1. Review of the Evaluation Model.................................................. 415
2. Trustworthiness of the Evaluation............................................... 421
3. Criticisms of the Evaluation Model........................................... 426

APPENDIXES

A. Proposal: An Evaluation Study of the Multicultural Resource Teacher Project in South Coast Schools................................. 439

B. A Proposed Documentation and Evaluation Project of School Based Multicultural Initiatives........................................ 441

C. Project to Document and Evaluate the Implementation of the School Based Integrated Curriculum at Warrawong Primary......................... 442

D. Principal's Documentation/Evaluation Questions................................ 443

E. Documentor's Classification of the Questions................................ 444

F. Project Title: An Evaluation of the Implementation of the School Based Integrated Curriculum at Warrawong Primary School................................. 445
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Interview Schedule</td>
<td>448</td>
</tr>
<tr>
<td>H. Evaluation Questions</td>
<td>450</td>
</tr>
<tr>
<td>I. Discussion paper on the Negotiation process</td>
<td>451</td>
</tr>
<tr>
<td>J. Comment Sheet on the Negotiation of the Draft</td>
<td>454</td>
</tr>
<tr>
<td>K. Letter of permission to conduct research at Warrawong Primary School</td>
<td>455</td>
</tr>
<tr>
<td>L. 1982 TSD Survey Sheet and Target Areas for 1983</td>
<td>456</td>
</tr>
<tr>
<td>M. Discipline Policy</td>
<td>459</td>
</tr>
<tr>
<td>N. Draft language Statement</td>
<td>465</td>
</tr>
<tr>
<td>O. TSD Pupil Evaluation Survey 1 and 2</td>
<td>477</td>
</tr>
<tr>
<td>P. ESL Class organisation</td>
<td>481</td>
</tr>
<tr>
<td>Q. Department of Education: Curriculum Development Priorities for 1984.</td>
<td>495</td>
</tr>
<tr>
<td>R. Assemblies Document</td>
<td>497</td>
</tr>
<tr>
<td>Warrawong Primary School Curriculum Documents: Contents</td>
<td>503</td>
</tr>
<tr>
<td>T. A Guide to...Environmental Based Integrated Learning [Integrated Curriculum]</td>
<td>557</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY ............................................................................. 628
**LIST OF FIGURES**

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A three phase modified version of Walker's Naturalistic Model of Curriculum Development</td>
<td>113</td>
</tr>
<tr>
<td>2</td>
<td>A chronology of the ethnographic evaluation of the integration of the curriculum at Warrawong Primary School</td>
<td>132</td>
</tr>
<tr>
<td>3</td>
<td>Key elements of Walker's Naturalistic Model of Curriculum Development</td>
<td>180</td>
</tr>
<tr>
<td>4</td>
<td>Time-line of the three Phases of the design and implementation of Integrated Curriculum</td>
<td>185</td>
</tr>
<tr>
<td>5</td>
<td>Time-line of Phase I: Design and implementation of the Draft Integrated Curriculum</td>
<td>186</td>
</tr>
<tr>
<td>6</td>
<td>Time-line of Phase II: Revision of the Draft Integrated Curriculum and the related curriculum episodes</td>
<td>187</td>
</tr>
<tr>
<td>7</td>
<td>Time-line of Phase III: Design and implementation of; pupil evaluation process; organisation of parallel classes; and the related curriculum episodes</td>
<td>189</td>
</tr>
<tr>
<td>8</td>
<td>First draft of the curriculum model</td>
<td>243</td>
</tr>
<tr>
<td>9</td>
<td>Second draft of the curriculum model</td>
<td>243</td>
</tr>
<tr>
<td>10</td>
<td>Final curriculum development model</td>
<td>246</td>
</tr>
<tr>
<td>11</td>
<td>Representational Model of Environmental-Based Integrated Learning</td>
<td>257</td>
</tr>
<tr>
<td>12</td>
<td>1983 and 1984 Disadvantaged School Program Proposal Funding</td>
<td>353</td>
</tr>
</tbody>
</table>
PREFACE

The purpose of this study was to portray the process of school-based curriculum development through an ethnographic evaluation. A meaningful professional relationship developed between the researcher who was wanting to explore the process of school-based curriculum change and the school’s interest to have an "outsider" to assist in the documentation of their curriculum innovation.

Evaluation in this case study was defined as a non-judgemental documentation and description of the diverse perspectives within the school. The evaluation agreement negotiated with the school required ongoing informal feedback during the documentation period as well as a formal report. The evaluator’s purpose was to enhance the ongoing critical processes within the school through a critical debate on the nature of the school’s curriculum and staff development program. The key audience for the Evaluation Report were the staff of Warrawong Primary School.

As a participant observer in the school over a two-and-half year period, the documentor was drawn into the life of the school as a process consultant, confidant and broker to the tertiary sector. The ethnographic methodology used throughout included; a wide range of observations, teacher interviews, and an extensive document collection. Walker’s (1971) Naturalistic Model of Curriculum Development was used to structure the case study account. The staff agreed for the name of the school to be used in the Evaluation Report.
PART I.

THEORY, METHOD AND PRAXIS
CHAPTER I

INTRODUCTION

Purposes of the Chapter

The purposes of this chapter are to:

1. Define the need for the Study
2. State the purposes of the Study
3. Describe the setting of the Study
4. Define the key terms used in the Dissertation
5. Describe the key features of the curriculum innovation undertaken in the school
6. Outline the chapters in the Dissertation
7. State some assumptions based on the principles of ethnographic evaluation used in the Study.

1. Need for the Study

The devolution of curriculum decision making authority in New South Wales (NSW) to individual schools in the late 1970s gave considerable freedom to principals to initiate curriculum reform. Devolution also created substantial stress in the professional lives of many teachers who were required to do the development work. The researcher's initial intention was to explore the curriculum innovation process within the context of a primary and/or a secondary school. During the same period, multicultural education had
become a highly politicised issue and in 1979 the NSW Education Department issued a mandatory Multicultural Education Policy for implementation in all State schools.

An investigation of the implementation of the Multicultural Policy provided the initial impetus for the design of a school-based investigation about the process of curriculum innovation. Preliminary fieldwork was commenced in August 1981 to document the response of three schools to the provisions of the 1979 Multicultural Policy. Two of the schools were subsequently deleted from the study and the research energy was concentrated on the curriculum development experience of one school (Warrawong Primary School). The evolution of the interaction between the documentor and the staff of the school is described in the chapter on the Dynamics of the Evaluator's Role: Evaluation Biography (chapter IV).

The final design became a case study evaluation of the development of a school-wide curriculum innovation in the largest of the three schools where documentation of the impact of the Multicultural Policy had begun. The Multicultural Policy was one of a number of external policy inputs (appendix Q) into the fabric of the new Integrated Curriculum of Warrawong Primary School. The principal described how he saw the innovation:

We were under pressure to fit more and more into the school day....The answer was obviously integration and by that we did not mean correlation.
To integrate successfully, you must pay due regard to the skills and stages of development of the kids. We decided after much agonising...to base any work we did upon skills...

Without the the proper attitudinal development in the kids, the rest becomes impossible to implement...Attitudes are really the most important aspect of the curriculum.

We've sequenced the content of the curriculum through a series of over ninety themes which we drew from our school-based Language, Social Science and Investigating Science documents. The themes are flexible and aren't rigidly tied to a particular grade level.

Principal (6.5.1982 and 11.8.1982)

A number of needs contributed to the formulation of the Study:

(a) Except for Harrison (1981) very little case study research had been undertaken in Australia on the process of school-based curriculum change.

(b) The principal of Warrawong Primary School was keen to have an external person document and evaluate the integration of the school's curriculum. The discussions about the integration of the school's curriculum commenced at about the same time as the researcher commenced the preliminary observations on the multicultural aspects of the school's curriculum development.

(c) The researcher wanted an evaluation project which would be of value to the school(s) involved, that would extend his professional interests and research skills, and be of value to those in the educational community with an interest in school-based curriculum change.
2. **Purposes of the Study**

The general aim of the Warrawong Evaluation Study was to provide a systematic description of the development and implementation of the school's Integrated Curriculum from August 1981 to April 1984. The evaluation process attempted to complement and enhance the formal and informal critical processes which already existed in the school. The informal feedback given to the principal and staff during the documentation process; the negotiation of the Draft Report; and the staff's reading of the final Evaluation Report, were intended to stimulate a *critical debate* about the school's curriculum and staff development processes.

Evaluation, from the researcher's perspective, was conceptualised in the study as an illuminating and facilitating process within the school. The intent was to enhance the teachers' self-critical evaluation processes; not for the outsider to make explicit judgements about the general value of the curriculum documents produced in the school nor the changes that the new curriculum had on the children.

The specific evaluation objectives emerged as the documentation process proceeded. At three stages in the study, a range of questions to be considered in the evaluation were negotiated with the principal and a sample of the staff.
It was not the intent of the evaluator to undertake a traditional product evaluation of the curriculum innovation. The study was an evaluation from the perspective that the illumination process itself required implicit value decisions as to the importance and significance of data to record, what information to report informally and/or to use in the reconstructed account of the innovation process in the formal Evaluation Report.

The specific evaluation purposes were:

(a) To identify and describe the context and processes that enabled the school to plan and implement the Integrated Curriculum. Chapters V and VI provide a description of the school, the time frames and particular people and ideas that provided the platform for the curriculum innovation at Warrawong Primary School.

(b) To describe the three identified Phases of the curriculum development process and the related curriculum episodes in each of these Phases. The interactive curriculum process of design, trial, revision and evaluation undertaken within the time-frame of the documentation period.

(c) To provide informal formative feedback to the principal and the staff about the implementation of the Integrated Curriculum.

Through the documentor's role as a participant observer informal feedback was readily provided to the principal and
staff about observations the diverse feelings about proposals and programs that had been gathered in the school.

(d) To discuss a range of questions and themes in the formal Evaluation Report that emerged and were negotiated with the staff during the documentation period.

A sample of the questions included:

* How is it possible to maintain the energy in the curriculum development process in the school?
* What was the impact of the executives' control in the school?
* To what extent has the school moved toward a (K-to-6) organisation?

3. Setting of the Study

Following a negotiation process with the teachers at the end of the documentation period, the staff agreed to use the name of the school name on the report. Many of the teachers were also agreeable that their comments were credited to their given names. The events, interviews, reports and incidents, unless otherwise stated, happened as they are described in the Report.

Warrawong Primary School is a government school located in a working-class suburb within the City of Wollongong. The suburb is adjacent to the largest iron and steel plant in Australia. Seventy-five percent of the families in the
community speak a language other than English; over one-third of the families with children attending the school have no regular wage earner in the family. Unemployment, particularly among the seventeen to twenty-one age group was, in excess of twenty-five percent in 1983 (appendix P).

In 1983 the school had a roll of over seven hundred pupils. Twenty-one national groups were represented in the school. Parent participation in the life of the school was mostly confined to the Parents and Citizens Association (P & C), the school canteen, occasional assistance in classrooms, and through representation on the school's Disadvantaged Schools Program (DSP) Committee.

The professional staff in 1982 included the principal (Roy), a non-teaching deputy principal (Beryl), twenty-nine class teachers, two community language teachers, a multicultural resource teacher (Bev), part-time pre-school teacher and the library staff. During the documentation time of the Study (August 1981 to April 1984), very few teachers left the school: the teachers came and stayed. Six of the teachers with a promotion list (Arthur, Nyla, Rhyce, Vonne, Helen and Julie) were the grade coordinators. The principal and the deputy principal with the grade coordinators comprised the school's executive; the central policy making group within the school.

The principal and a number of the school's executive (Vonne and Rhyce) were appointed to the school in 1979. When Roy arrived, the school was operating as two separate
departments (primary and infants). By 1981 the school was progressing toward being organised as a single kindergarten through sixth grade (K-to-6) unit.

Prior to the integrated of the curriculum in 1982, the school's curriculum was organised as separate subjects and the children were taught in streamed classes based on their English language ability. Individual teachers were responsible for their own class programs. Cooperative grade planning was not a regular feature of grade meetings.

4. Key Terms Used in the Dissertation

Documents

**Draft**: the first draft of the integrated curriculum, designed in 1981 by a team headed by Julie, Vonne and Roy and implemented at the beginning of the 1982 school year (appendix S).

**Integrated Curriculum**: an revised and extended Draft document, published at the commencement of 1983 school year (appendix T).

**Draft Report**: the evaluator's draft evaluation distributed for staff discussion and negotiation between May and August 1984.

**School Evaluation Report**: the final report after the Draft Report was checked and negotiated with the staff. This document was printed and distributed by the school in September 1984.
The people and school related terms

Primary school: a kindergarten to grade six school.

Principal: (Roy) the executive officer of the school, a non-teaching position.

Deputy principal: (Beryl) second-in-charge, previously the position responsible for the former Infants Department (grades K-to-2) in the school. A non-teaching position at Warrawong because of the size of the school.

Deputy principal II: (Arthur) a teacher with a promotions position responsible to the principal and deputy principal.

Grade coordinators: (Arthur, Nyla, Rhyce, Vonne, Helen and Julie) teachers who had a promotion list and were responsible for the coordination of the work of three or four teachers working on the same grade level, i.e. grade two.

Executive: the policy making body in the school--comprised of the principal, deputy principal, and grade coordinators.

Curriculum: the documents and processes that facilitate the planning and implementation of learning experiences. Defined in the Integrated Curriculum (appendix T) as:

The total experiences of the child. Includes the experiences at home, in the classroom, at sport, in the playground, excursions.

School accountability...development of attitudes, skills, understandings, concepts and knowledge which will assist in learning becoming an integral part of every experience. TSD; Total School Development Committee: A problem solving group within the school.

P & C; Parents and Citizens Association
The Case Study

The Study: the ethnographic evaluation of the curriculum development process at Warrawong Primary School, 1981 to 1984. The evaluation had two main reporting procedures:

(a) School Evaluation Report described above. This report divided the curriculum development period into three Phases.

Phases: a period of time in the Study when a major aspect of the curriculum development process was completed; Phase I involved the design of the integrated curriculum, Phase II included the revision of the Draft and Phase III was primarily concerned with the establishment of a pupil evaluation program. Each Phase had a number of related curriculum episodes which supported the overall curriculum development task in the school.

Episode: a specific curriculum or staff development activity related to the design, implementation or an external pressure on the curriculum (eg. the discipline policy).

(b) Informal feedback: was provided to the principal, members of the executive and to teachers as the need required. Observations, reported feelings and inferences about processes were reported during informal discussion.

Evaluator/Documentor/Researcher: these terms were used interchangeably throughout the Study to indicate my role in the school.
5. Curriculum Innovation: The Integrated Curriculum

The impact that the curriculum innovation was to make on the curriculum and organisation of the school was not initially appreciated by the small team of teachers who instigated the review of the school's curriculum in August 1981. "We're trying to tie what we do together," was the teachers' rationale at the beginning of the project. Two class teachers, Julie and Vonne, were released from class responsibilities at the end of the 1981 school year to review the various school-based curriculum documents that had been developed in the school over the previous three years. These two teachers, with the constant support and encouragement of Roy became the initial curriculum innovators. When Beryl was appointed as the deputy principal in May 1982 she joined and added her strength to the team of curriculum "pace-setters" in the school.

The integration of the school's curriculum was facilitated through the development of two key documents. By the end of 1981, Julie and Vonne had prepared the Environmental-based Integrated Learning Curriculum: Draft 1 (referred to as the Draft, appendix S) which was implemented at the beginning of the 1982 school year. The central structure of the curriculum was based on a sequence of learning skills and attitudes which had been identified from the existing subject-based documents that had been developed in the school, as well as from curricular
guidelines which were available from the State Department of Education. Content was sequenced through a series of ninety themes which were drawn primarily from the Language, Social Science and Investigating Science documents which had been recently developed in the school. Resource boxes of teaching materials and library resources were prepared for each of the thematic units. The resource boxes were enriched during the two period year as the teachers added materials that they had developed and had found to be successful.

During the trial of the Draft in 1982, the entire document was revised by the curriculum team of Julie, Beryl, Vonne and Roy. A Guide to Environmental-Based Integrated Learning (referred to as the Integrated Curriculum, appendix T) was published as a result of this revision at the beginning of 1983. The Introduction to the Integrated Curriculum contained a full explanation about the origins of the curriculum, the value of school-based curriculum development and a guide to assist teachers to program from the document. The document also had a complete revision of the skills sequences and the attitudes which were clustered and cross referenced to an extensive bank of school-based resources in the area of Personal Development (see figure 12, in section 3 of chapter VII).

Soon after the revision of the skills sequence in the Integrated Curriculum, staff and parent discussions were undertaken to determine the possibility of teaching Italian
and Macedonian as community languages as a regular part of the school's program. The community language proposal (appendix N) effectively dovetailed with the plan to organise parallel classes in each grade level. Roy in conjunction with a number of the executive and some of the class teachers were in favour of parallel (heterogeneous) grading of the three or four classes at each grade level. Whereas the graded classes had ranked the children on the basis of their language ability, parallel grading would allocate the full range of pupil abilities to each individual class. The English as a Second Language (ESL) classes in grades one to three were not included in this class organisation. The restructuring of classes in 1983 was to allow all the non ESL children a choice of a community language. Parallel classes did not please a number of the teachers who felt that a heterogeneous class added substantially to their work load.

The integration of the curriculum and the parallel class organisation in 1983 were the most significant changes in the overall organisation and implementation of the curriculum. These changes were facilitated by a number of school-based staff development workshops (Cambourne workshops), a range of special curriculum activities (related arts activities) and the DSP funding grants. These activities and the impact of two external policy pressures on the school (ESL class organisation and Discipline Policy requirements), will be discussed as related curriculum
episodes in conjunction with the three overlapping time Phases identified in the development of the Integrated Curriculum.

The three Phases were:

I  Design and implementation of the Draft document (August 1981 to August 1982)

II Revision of the Draft and the implementation of the Integrated Curriculum (April 1982 to February 1983)

III Design and implementation of the pupil evaluation policy and the organisation of parallel classes (October 1982 to April 1984).

6. Outline of the Dissertation Chapters

The Dissertation has been divided into three parts.

Part I: Theory, Method and Praxis

The first part of the Dissertation provides an explanation and rationale of the theoretical and methodological positions taken in the Study as well as an account of the dynamics of the design in action and the evaluator's role.

Chapter II: Research Literature

Chapter two is divided into five sections:

1. Introduction
2. A discussion about the naturalistic paradigm as a general approach to educational research
3. Ethnography as a methodological tradition which has been very influential in providing the theoretical framework as well as the methodological techniques for case study research

4. The case study is used as a methodological framework for the investigation of the school as "an instance"

5. The development of a collaborative evaluation approach which enabled the gathering and portrayal of information to stimulate a critical debate about the curriculum process undertaken by the school.

Each of the sub-sections in the chapter has drawn from the various areas of research and theory to develop a rationale for the design of the ethnographic evaluation undertaken at Warrawong Primary School. Cross-references are made to the Design of the Study (chapter III).

**Chapter III: Design**

The design is discussed using ten key questions which address the methodological as well as the political questions of control and ownership of the evaluation. The design emerged as the curriculum project and the documentation process developed. In this sense the design is a statement of both intention and practice.
Chapter IV: Dynamics of the Evaluator's Role: Evaluation Biography

The evaluation biography provides a statement of the methodological, political and theoretical commitments of the evaluator as well as an account of the reflexive nature of the design of the evaluation study. Central to the effectiveness of the role of the participant-observer in a case study evaluation is an account of the trust relationship which was developed between the documentor and the participants. The biography commences with an autobiographical statement about the researcher and concludes with the negotiation of the Draft Report. The biography provides a statement from which the trustworthiness (credibility, dependability and conformability) of the evaluation can be judged.

Part III: School Evaluation Reports: Two Years On At Warrawong

The chapters in this section of the Dissertation (V through VIII) were published separately as Ethnographic Evaluation of the Integration of the School's Curriculum: A Report to the Staff of Warrawong Primary School. The primary audience for these chapters was the staff of the school. It was hoped that the narrative style used in the Report would encourage the material to be read widely by the teachers. By the end of the negotiation period over sixty percent of the staff had read the Draft Report.
The case study evaluation of the school's curriculum innovation provided a portrayal of three development Phases which were identified in the design and implementation of the Integrated Curriculum document, as well as the organisation of parallel classes within the school. Within each Phase of the curriculum development process, the related curriculum episodes described were an integral part of the wider curriculum process.

Chapter V: Introduction includes a brief overview of the purpose and method used in the study; this material is also covered in greater depth in the two preceding chapters (chapters III and IV). A description of the community, school and teachers, the model used to discuss the case study and the time frames for each Phase are discussed.

Chapter VI: Phase I describes the design of the Draft curriculum document by a small group of teachers.

Chapter VII: Phase II describes the implementation of the Draft and its revision, and three related curriculum episodes.

Chapter VIII: Phase III describes the deliberation about the pupil evaluation program and the parallel grading of the classes. Four related curriculum episodes are included in the account.

Chapter IX: Keeping the Energy Going

The teachers' views were surveyed about how the energy can be maintained in the school.
Part III: Summary

Chapter X: Consequences of the Innovation Process and the Evaluation

This chapter summarises the main curriculum developments undertaken by Warrawong Primary School during the documentation period. The impact of the documentor in the school is discussed from data gathered in teacher interviews in 1983 and 1984.

Chapter XI: Discussion of the Evaluation Process

The ethnographic model used in the Study was essentially conservative. An improvement in the learning experience of the children was the ultimate purpose of the evaluation relationship between the documentor and the school. While internal factions within the school created an ongoing tension, the Study was designed to facilitate the critical processes within the school; not to compare the curriculum of other schools nor to compare Warrawong's curriculum development practice to change theory.

Appendixes

Appendixes A through R include documents related to the negotiation of the evaluation Study and school-based documents which are discussed in part II of the Dissertation. A browse through the Draft and Integrated Curriculum documents (appendixes S and T) developed by the school is recommended to gain some feeling for the developing expertise which was demonstrated by Julie, Vonne,
Beryl and Roy, the four key personnel involved in the curriculum initiative. None of these teachers had undertaken any formal tertiary course in curriculum design. A summary of the contents of each of the two curriculum documents can be found immediately before appendix S.

6. Some Assumptions Based on Principles of Ethnographic Evaluation Used in the Study

(a) An ethnographic evaluation for the purposes of the Study was a context based, rich systematic description of the reality of the whole curriculum process (rather than the product) from the participants point of view (the "emic" perspective).

(b) Participant observation was the primary evaluation methodology. The documentor became a process consultant through the experience of being in the school for a three year period. Participation was related to the underpinning intention to facilitate improvement in the curriculum experience of the school.

(c) The Evaluation Report was designed and written for the staff of Warrawong Primary School as the primary audience. The staff of Warrawong Primary and the documentor jointly own the Evaluation Report. The school has subsequently published and has agreed to release the Report to anyone with an interest in school-based curriculum development. The school felt that others had a "right to know" (MacDonald, 1976) about their curriculum experience.
(d) The evaluation process was the documenting and presenting of information about the diversity and complexity of the curriculum process to the staff. Informal formative feedback was provided continuously to the principal and other members of staff through informal discussion while the documentor was in the school. The Evaluation Report was a formal document after it was negotiated with the staff. Both forms of evaluation were designed to encourage the staff to participate in a critical debate about the school's curriculum and staff development processes. It was not the evaluator's role to provide specific recommendation to the school.

(e) Collaboration at all stages of the evaluation was undertaken to facilitate a developing sense of ownership of the evaluation, to incorporate the participants evaluation questions and to develop an ongoing dialogue for the informal communication of data throughout the documentation period. Evaluation data would then become a pervasive influence in the decision making process.

(f) The evaluation process stimulated by the presence of an external researcher should enrich and extend the ongoing critical review processes which already existed in the school. The work of the TSD Committee will be discussed in the Study as an important example of this process.

(g) Social and administrative truths in the school were socially negotiated and relative to the time and group of
people involved. The case study attempted to investigate the complexity of the school from a two-and-half year slice of the life from the school's experience.

(h) The account gives attention to the diversity of perspectives, political positions and judgements within the school.

(i) Entry into the case study must be negotiated at each stage by a sponsor. The participant observer must validate this sponsorship through the development of trust relationships with the members of each sub-group within the school. Confidentiality of each participant's data was guaranteed as part of the evaluation agreement.

(j) The evaluation questions, the interview data, and the Draft Report were validated by the teachers and negotiated as a critical part of the evaluation design. The documentor role was perhaps seen by some as an "honest broker".

(k) The starting point of each issue or concern within the account was a discussion of the often conflicting beliefs, values and intentions which sometimes became explicit in the deliberation about what was to be appropriate curriculum action [the "design" in Walker's (1971) terms].

Summary

This introductory chapter has outlined the fortunate interaction between the needs of the school and the desire of the researcher to investigate the process of school-based
curriculum development. The purposes and setting of the curriculum innovation undertaken at Warrawong Primary School have been briefly introduced. The main characters in the school and many of the special terms used in the Dissertation have been described.

The overview of the Dissertation suggests that part I provides a theoretical and methodological rationale to the praxis of the ethnographic evaluation undertaken through a discussion of the design and an account of the design in action.

Part II is the ethnographic evaluation of the integration of the school's curriculum. The Evaluation Report to Warrawong Primary School was discussed in three Phases (chapters five through nine). Part III of the Dissertation discusses the consequences of the innovation and the evaluation process in the school. The last chapter discusses the evaluation model used in the study.

This chapter concluded with a summary of eleven assumptions from ethnographic evaluation that were used in the evaluation of the Warrawong Study.
1. For the School Report (part II) some of the teachers agreed for their given names to be used against their comments from interviews and staff-room discussions. This personalised the Report and it was reported by a number of the teachers that this feature created a high level of reader appeal. Throughout the Dissertation the school personnel are referred to by their administrative position or their given name. The teachers appreciated this departure from the standard convention.

2. The researcher was not paid for his involvement in the school during the three years of the study. The project was undertaken as an extension of his role as a Lecturer in Education at The University of Wollongong.
CHAPTER II

OVERVIEW OF THE RESEARCH LITERATURE

1. Introduction

The two central purposes of this chapter are:
(a) To review the relevant literature in the areas of the naturalistic paradigm, ethnography, case study and evaluation which could provided insights during the design of the evaluation study
(b) To develop a rationale for the evaluation methodology used in the Warrawong Study.

The approach to this chapter is perhaps analogous to the path of a metallic ore through the crushing screens and sedimentation tanks of the educational research refinery. The refined blacksmith's metal will be forged into accessible and pragmatic tools for the illumination of practice and theory for practitioners, administrators and the researcher. The rationale for using a naturalistic ore will be considered initially, while the ethnographic tradition will provide the crucial precipitant for the metal's final refinement. There has been a steady diffusion of ethnographic techniques from their anthropological origins into sociology, case study research and more recently into program evaluation. The case study approach is finally
forged to meet the demands of the evaluation to provide a design to explore the interactive processes of school-based curriculum development at Warrawong Primary School.

2. **Naturalistic Paradigm**

**Purposes**

The purposes of this section of the chapter are to:

(a) Develop a rationale for the research paradigm and its axioms for use in the Study

(b) Discuss the characteristics of the naturalistic paradigm

(c) Outline some of the criticisms of the paradigm's rationale

(d) Develop a set of criteria to test the paradigm's trustworthiness.

It is not the intent of this chapter to debate the case for and against the validity of the naturalistic and postpositivistic research traditions. The recent literature (Tikunoff & Ward, 1980; Guba & Lincoln, 1981, 1983; Evans, 1983; Lynch, 1983) is replete with papers that argue this debate. Hammersley and Atkinson (1983, p.234) argue a reflexive reconstruction of inquiry which "...incorporates many elements of both positivism and naturalism."
The use of the naturalistic paradigm is justified on the pragmatic rationale of its effectiveness to provide the data and insights needed in practice. Kenny and Grotelueschen (1983) suggest that the pragmatic formulation is based on the "workability" of the paradigm to undertake the intended inquiry.

**Paradigm**

Naturalistic inquiry is a paradigm or a pattern about how inquiry may be conducted (Guba & Lincoln, 1982). Using the work of Kuhn and the writing of Patton, Rist (1980) states that:

... a paradigm is a world view, a general perspective, a way of breaking down the complexity of the real world. Paradigms are normative and rest upon a number of fundamental axioms or assumptions. They tell a practitioner what to do without the necessity of a long existential or epistemological consideration. (p.2)

**Axioms of the Naturalistic Paradigm**

Guba and Lincoln (1983) define an axiom as "...a set of undemonstrated propositions accepted by convention or established by practice" (p.4). They argue that axioms should not be judged on the grounds of their self-evident truth, but in terms of their fit to the phenomena into which one proposes to inquire. Kenny and Grotelueschen (1984) in their discussion of justifications for the case study concluded that the pragmatic approach, using the criterion of "workability" was the most
consistent of the rationales currently being suggested in the literature. Because of the power of the axiom to give a researcher a useful structure and methodology, it is necessary to explore briefly the axioms that have been argued to support this paradigm. Guba and Lincoln (1982, pp.340-50) suggest five axioms to differentiate the rationalistic and naturalistic paradigms. For the purposes of this discussion, only the naturalistic statements for each axiom are stated to provide a framework to describe the distinctive characteristics of the paradigm.

1. The nature of reality
There are multiple realities which can only be studied holistically. Understanding can be achieved, but prediction and control are unlikely outcomes.

2. Inquirer-object relationship
The inquirer and the subject(s) in a social-behavioural inquiry are interrelated.

3. Nature of truth statements
An idiographic or symbolic body of knowledge which is context bound. A series of propositions about the case can emerge from the data.

4. Explanation of action
Plausible inferences and connections about the patterns of phenomena which are evident in the case study.
5. **Role of values in inquiry**

Inquiry is value bound through a number of influences:

(a) By inquirer values about the choice and framing of the problem

(b) By the choice of the methods used to gather and analyze the data

(c) By the multiple value systems which are inherent in the context

(d) By the degree of value-resonance or value-dissonance between the problem statement, inquiry method(s) and the multiple values within the context.

---

**Naturalistic Inquiry as a Generic Paradigm**

Many modes of social-behavioural inquiry with their major and minor prophets congregate under the naturalistic viewpoint: ecological psychology, art criticism (Eisner), autobiography (Pinar), ethnography (Geertz & Wolcott), ethnoscience, ethnomethodology, and community-study sociological inquiries. In addition, there is a widening field of applied ethnography and educational evaluation. Willems and Raush (1969) delineate naturalistic inquiry as those activities where there are low constraints on both; the imposition of antecedent variables and the possible range of outcomes.


**Characteristics of the Paradigm**

Despite the wide diversity of inquiry modes within the naturalistic paradigm, there are a number of general characteristics or as Guba and Lincoln (1983, pp. 251-260) suggest, "postures" that typify this approach. Each of these characteristics were reflected in the Warrawong Study.

1. *Qualitative methodologies* such as; participant observation, unstructured interviewing, photographic recording and document collections allow the investigator(s) to obtain first-hand knowledge about the social world in question. These methodologies, suggests Filstead (in Rist, 1980, p.4) allow the researcher to "get close to the data", thereby developing the analytic, conceptual and categorical components of explanation from the data in context.

2. *Natural settings* allow the inquirer to observe the interaction of participants in their regular context. Emersion in the participants' culture allowed the documentor to cross-check different data sources and test his perceptions against those of the participants.

3. *Inductive or grounded theory* emerges as an inquiry unfolds. This view of the means by which knowledge and understandings are developed, Rist (1980) suggests, is essentially inductive. Theory
begins with an extrapolation of "grounded events". Glaser and Strauss (1967) suggest:

An effective strategy is, at first, literally to ignore the literature of theory and fact on the area under study, in order to assume that the emergence of categories will not be contaminated by concepts more suited to different areas. (p.37)

It is from an interpretation of the world through the perspective of the subjects that their reality and meaning can be understood. Since the focus is on understanding various interactions, House (1980, p.280) suggests that the inquirer searches for "...explanation, rather than predictions". Explanations must be grounded in the retrospective reasons people give for their own and others' behaviour. Glaser and Strauss (1967, p.194) consider that; "...the rule for generation of theory is not to have any pre-set or valued hypotheses, but to maintain a sensitivity to all possible theoretical relevancies."

Theory of this type they believe has a number of desirable properties:

(a) There is a better 'fit' as there has been no forcing of data into an a priori hypothesis

(b) There is an understandability to the practitioner in the field which may "...sharpen their sensitivity to the problems and give an image of how they can potentially make matters better" (p.261)

(c) there exists a degree of user control through the "controllable" and "access" (time and space) variables.

In the Study, the documentation commenced with a flexible
term of reference (appendix C). Progressively the questions and issues to be focused on in the evaluation, were negotiated between the principal and the documentor (appendixes D, E, H and I).

4. **Instruments** for a naturalist inquiry must be flexible. Guba and Lincoln suggest that "...'humans-as-instruments' provide a greater insightfulness, responsiveness and flexibility than other forms of measures" (1983, p.254). Working from the basis of an emerging design, they consider grounded theory and the human instrument the ideal combination. The documentor can be reflexive to the variable conditions within a changing setting, without sacrificing the intent of the study. The clarification of the site(s) for the investigation of school-based curriculum was changed from an investigation of an issue across three schools to a study of the total curriculum process within one school was achieved without the researcher's general aim being abandoned. Chapter IV discusses the reasons for this change in more detail.

5. An **emergent design** allows the researcher to pursue a variety of categories in the emerging data stream. Glasser and Strauss (1967) suggest a process of joint coding of data, theoretical sampling and multiple comparisons as the most productive path toward theory generation. The structure of the three chronological phases
in the curriculum development process and the related curriculum episodes, was only clarified after multiple charting of the events and processes through the entire documentation period. The pervasive influence of Vonne's ideological positions on policy was identified through the cross coding of data and the listing of initiators of program ideas.

6. **Tacit knowledge** forms of the inquirer as an instrument, can develop a magnitude of inexpressible associations which can give rise to new ideas and meanings. Guba and Lincoln (1982) note that "...the inquirer would seek to recast this tacit knowledge into propositional form for communication to others" (p.256). Stake (1980) argues that when professionals are immersed in a setting, their own tacit knowledge interacts with the emerging data in the context to develop new understandings. Using the writings of Wright (1971), he concludes, "explanation belongs more to propositional knowledge, understanding more to tacit knowledge" (p.67). Glasser and Strauss consider a related source of theory. "The root sources of all significant theorizing is the sensitive **insight** of the observer him/herself" (p.251; emphasis mine). This insight may come at any stage in the inquiry and may or may not be related to existing theory or experience. The impact of the Evaluation Report (part II) relies on the tacit knowledge that readers bring to the account to draw their own inferences, parallels and generalisations.
7. Naturalistic generalisations are arrived at "...by recognising the similarities of objects and issues in and out of context and by sensing the natural covariance of happenings" (Guba & Lincoln, 1982, p.258). Stake (1980, p.68) argues that to generalise in this way is to be both intuitive and empirical, but not idiotic. Generalisations in this paradigm develop from experience and the tacit knowledge of how things are and are likely to be. Kemmis (1974) considers these generalisations to guide action, and in some senses, to be inseparable from action. Roy's principle of generating a feeling of success from small staff development activities before launching into a major initiative was regularly observed during the documentation period.

Guba and Lincoln (1982) conclude that the above characteristics "constitute a synergistic set" (p.262), each postulate interacting to a greater or lesser extent on the characteristics of the other. The communication of these characteristics, suggests Kuhn (1970) is through a:

...set of exemplars--concrete problems permitting solutions that enable the novice to make comparisons with other disparate problems. The shared meaning is transferred through these experiences and not only through rules. (In House, 1980, p.282)

The pragmatic rationale which has underlined the utility of the paradigm re-emerges.
Criticisms of the Paradigm's Rationale

Appeals to the epistemological traditions in philosophy and the theory of knowledge have been used by the advocates of the naturalistic paradigm and the case study approach in particular, to support and underpin the characteristics that have been outlined above. Kenny and Grotelueschen (1984) have explored a number of the current epistemological positions which have been used to justify the paradigm. They have isolated three lines of justification of the paradigm which they feel are of concern.

1. The appeal to phenomenology they suggest is based on two lines of argument. On the one hand it can refer to a rigorous and objective description, or a description of the universal structures of subjective orientation, but not to explain the general features of the objective world. The first of these would assume minimum observer bias and a press for pure and objective descriptions, both difficult operational principles for the case study researcher. The second feature requires a "...complex theoretical language of reporting, which is inconsistent with case study advocates' proclivity for easy to understand descriptions of educational events" (p.41).

2. The appeal to hermeneutics has become identified with Wright's notion of "understanding" as opposed to the concept of "explanation". Kenny and
Grotelueschen (1984) suggests that the attractiveness of this distinction between the two terms appears to rest upon the "...'psychological' differences between the holistic, warm, robust points of view implied in 'understanding' as opposed to the sharp, exacting and lean points of view implied in scientific 'explanation'" (p.41). They report that for Wright, the distinction is on semantic categories and that the advocates of this rationale have misrepresented the distinction.

3. The appeal to Polanyi's theory of tacit knowledge, Kenny and Grotelueschen (1984) suggest, is attractive because it allowed "...justification to processes which were not necessarily empirically verifiable--the hallmark of the positivist tradition" (p.43). Through a discussion of the nature of observed behaviour or Gestalt, and Ryle's view that concurrent mental events need not be there, Kenny concludes that "tacit knowledge is only an explanatory construct" (p.44). This is an inadequate condition for the traditional test of a truth statement, but it does represent an additional type of knowledge that teachers value and use every day in school.

A Utility Based Rationale

The criticisms noted of the naturalistic paradigm and the case study, in large measure, come from a spillover of theoretical precept from the positivistic research
tradition. Kaplan (1964) argues that truth itself is plainly useless as a criterion for the acceptability of a theory. They suggest three major philosophical theories of truth: (a) correspondence theory; (b) coherence theory; and (c) pragmatic theory (in Kenny and Grotelueschen, p.47). They then argue that the first two theories are in large part metaphysical constructs, while the pragmatic theory of truth is built upon the criterion of "workability". If a theory proves to guide action successfully, Kenny and Grotelueschen suggest, that the pragmatic formulation would seem to provide "...a fresh approach to the justification of the case study" (p.49) application of the paradigm. They conclude their paper with a call on researchers to establish the "worth" and "legitimacy" of the approach through methodological refinement rather than theory building.

From the perspective of the documentor in the field, this rationale of the paradigm was the most searching and powerful test. The basic axioms became the methodological frame of the Study and the creative energy of the documentor was directed at specific methodologies in the dynamics of the school setting. While a number of writers (Rist, 1980b; Wolcott, 1980) have been critical of the "hit and run" type studies that have been part of the popularity of this research approach, they confirm that developments in the area should be encouraged.
Qualitative research is able to inform public policy on a broad range of issues...it can be applied to some of the most pressing of our educational problems. The paradigm is being tested and its applicability is being expanded. (Rist, 1980b, p.9).

Developing a Legitimacy Through Trustworthiness

To test the legitimacy of the paradigm using the criteria of the alternative (postivistic) paradigm has and will continue to be a frustrating endeavour. Rather than use the criteria of: internal and external validity; reliability; generalisability from the positivistic paradigm, Guba (1981, pp.85-92) has tentatively reconceptualised the traditional criteria of the positivistic paradigm using the concept of "trustworthiness". The test for the legitimacy of the naturalistic inquiry mode can be attempted using four criteria: credibility; transferability; dependability and confirmability.

1. **Credibility** can be demonstrated through the question, "Do the data sources find the inquirer's analysis, formulation and interpretation to be credible or believable?" (p.85). Ball (1982, p.140) discusses the same issues under the heading of respondent validation. A problem can arise from the "...divergent schemes and interpretive models" (p.141) that those in the study use to: (a) check the technical transcription of data; and (b) interpret the theoretical issues raised.
Maintenance of the credibility of the Study was enhanced through a range of methodologies:
(a) prolonged and persistent engagement at the site
(b) the establishment of an audit trail
(c) theoretical sampling of the data
(d) triangulation of data sources
(e) continuous data checks with participants.
Guba also suggests an uninvolved peer could conduct a briefing with the researcher.

2. **Transferability** is possible if enough "thick description" of the context and the case is available to facilitate working hypotheses. The theoretical sampling procedures suggested by Glaser and Strauss (1967) would maximise the range of information collected for the formation of grounded theory. This criteria was not considered central to the Study as the primary audience was the staff of the school.

3. **Dependability** of the data record in the emergent design of the Study was ensured through:
(a) triangulation of methods
(b) an audit trail of all the methodological steps and decisions in the documentation process.
Stepwise replication was also suggested as a method to ensure dependability.

4. **Confirmability** was especially concerned with the identification of investigator bias. Guba (1981) suggests the "...onus of objectivity ought to be

39
transferred from the inquirer to the data" (p.87). House (1980) takes a parallel position, as "...audiences thus serve as independent points of validation for the evaluation and must assume an active role in interpreting the evaluation and personal responsibility for the interpretation" (p.85).

Data triangulation, the participants verification of their interview data and the negotiated interpretation of the Draft Report was central to the use of the paradigm. The inquirer's credibility as an instrument was also central to the paradigm, particularly from the teachers' perspective. The documentor's reflexivity to his own assumptions, biases and prejudices about the context and the emerging issues was critical to the trustworthiness of the account. The maintenance of a rich audit trail through the evaluation biography (chapter IV) was central to the condition of establishing confirmability. Intersubject confirmability of a position may be impossible in some cases as the evaluation was dependent both on the person who made the evaluation and on the person who receives it. House (1980) suggests that an individual's "qualitative objectivity" (confirmability) in a setting can be assessed by reference to previously held positions and the person's current self-interests. The documentor's autobiographical position in chapter IV attempts to address this concern.
Summary

The naturalistic paradigm is a generic inquiry mode which accounts for a wide range of socio-behavioural research approaches. A number of axioms underpin the workability of the paradigm; the holistic approach to multiple realities, inquirer/subject interaction, context bound knowledge and a reflexivity between the methodologies used, dominant values in the setting and the problem being investigated.

Qualitative methodologies in natural settings are effective for the generation of inductive or grounded theory. Emergent designs require the flexible use of instruments. The participant observer can draw on tacit knowledge to formulate new understandings and generalisations from the data.

The utility of the paradigm to address a wide range of educational concerns has been demonstrated in the literature. Three of the four criteria; credibility, dependability and confirmability have been used in the Warrawong Study as alternatives to the traditional tests of the paradigm's trustworthiness. Transferability was not used in the present study. The other three criteria are reviewed in the light of the evaluation in chapter XI.
3. Ethnography

Purposes

The purposes of this section of the chapter are:
(a) To discuss the nature of ethnography through; its definition, an exploration of ethnography as a field of inquiry that has emerged from anthropology and sociology, and its new relationship to educational evaluation.
(b) To describe; the key characteristics of ethnography, its methodologies and the phases which are embodied in an ethnographic enquiry.

Many aspects of this discussion are linked to the axioms and characteristics of the naturalistic paradigm discussed above. The practical application of the methodology in the Warrawong evaluation will be developed in the design (chapter III) of the Study and through the evaluation biography (chapter IV).

The contribution of ethnography and its methodological tradition has been substantial for the wider naturalistic paradigm, the case study approach and more recently for program evaluation.

What is Ethnography?

"The term ethnography belongs to anthropology."
(Wolcott, 1975, p.112)

Ethnography is "...a way of systematically learning reality from the point of view of the participant" (Sanday,
Erickson (1978, p.182) suggests that ethnography must also be a full length written description of such an account. For Wolcott:

An ethnography is, literally, an anthropologist's 'picture' of the way of life of some interacting human group; or, viewed as process, ethnography is the science of cultural description. (1975, p.112)

He refers to ethnography as basic descriptive work while taking ethnology to mean more theoretically orientated statements about relationships and meanings. For Erickson (1978) the test for the adequacy of ethnographic account would be to ask:

... whether a person reading it could subsequently behave appropriately as a member of the society or group about which he or she has been reading, or, more modestly whether he or she can anticipate and interpret what occurs in the group as appropriately as its own members can. (p. 112)

LeCompte and Goetz (1982) consider ethnographies to be "...analytic descriptions on reconstructions of intra-cultural settings and groups" (p. 388).

**Different Ethnographic Styles**

Sanday (1979) explores internal differences within the ethnographic enquiry mode. Three main differences of focus are identified:

1. The holistic style (structural-functional approach) views education as a cultural process. Spindler (in Sanday, p. 532) conceptualises education as "...a process for the
maintenance of society, an instrument for survival, adaption and change." Such concepts convey the image of a dynamic system straining toward maintenance and equilibrium.

2. The **semiotic style** is concerned with the explanatory and interpretive modes of the study of culture. The core of the semiotic style lies in the search for the participants point of view. In recent years, the semiotic approach has produced two highly specialised fields of inquiry which have been guided by different epistemologies. (a) Ethnoscience represented by the work of Goodenough (1971). (b) Thick description as represented by the writing of Geertz (1973).

Geertz suggests that the essential task of rebuilding cultural theory is not to codify abstract regularities but to make the description possible, "...not to generalise across cases but to generalise within" (p.26). Sanday (1979) comments that "...it takes more to do thick description as it requires almost artistic insight, which can be perfected in those who have it but which cannot be taught" (p. 536). The attempt to write a thick description of the curriculum and staff development process at Warrawong Primary School was a confirmation of Sanday's comment.

3. The **behaviouristic style** is concerned to uncover covarying patterns in observed behaviour. The formation of deductive propositions using a cross-cultural analysis is a common approach to this style. The choice of a style in the long run Sanday concludes it "...is not how the facts are dressed, but whether they make sense" (p.537). She invokes
the utility criterion by suggesting that the mode one adopts in studying an institutional setting depends on one's goals, as well as one's taste for the perspective that each academic style allows.

Teachers are busy professionals. Pushed by the timeframes of the bell and the competing demands of twenty five to thirty five special people; not to mention the the requirements of program and curriculum writing and evaluation. The survey sheets and rating scales usually find their way to the bin. The interactive nature of school-based curriculum design--demands a research style that attempts to attend to the individuality of the teacher as a person and the dynamics of their milieu.

**Approaches to the Use of Ethnography**

A number of ethnographers have recently bemoaned the "faddish use" of the mode and its methodology. Hall (1980) was one of a number who sounded the alarm about the potential misuse of ethnographic research:

The tip of the ethnographic iceberg is the promise of great richness and diversity in data without apparent methodological rigor. The hidden eight ninths of the iceberg include challenges that are in some ways more difficult to resolve than the parallel problems of the quantitative methodologies. (p. 350)

While there has been an active and developing literature on the use of ethnography (Wilson, 1977; Rist, 1980; Hall, 1980; Wolcott, 1980; McCutcheon, 1981; Fetterman, 1982;
Cazden, 1983), the writers have taken a range of positions on what they consider to be an appropriate use of the enquiry mode and its methodology. A number of "purists" such as Wolcott (1980) and Becker (1983) have noted that many so-called ethnographies are not ethnographies at all, but are studies employing ethnographic methods. Wolcott (1980) argues that there "...is treachery in using the methodology without the full criteria of a cultural analysis" (p. 7). Harrington (1982), suggests that much of what has been termed ethnography, is really ethnology, or the explicit process of invoking comparative generalisation.

Other writers (LeCompte, 1982; Petterman, 1984) have suggested that the ethnographic data collection techniques do provide a credible strategy for curriculum research and program evaluation. Cazden (1983) makes the point that classical ethnography does not address the question "How do we make this canoe better?" (p. 38). She suggests, that unless more ethnographers try to understand how to make the canoe better, the educational psychologists will remain in power. She concludes:

Unless we join them, our special ways of knowing about the relationship of actions to their context, and their meanings to participants, and a more collaborative way of working will be ignored. (p. 38)

Hammersley and Atkinson (1983) offer an alternative reconstruction of the logic of ethnography that incorporates many elements from both positivism and naturalism. They argue that neither positivism nor naturalism provides an
adequate framework for social research. Both frameworks they suggest, neglect the research act's fundamental reflexivity; "...the fact that the social researcher, and the research act itself, are part and parcel of the social world under investigation" (p.234). There is no escape they argue, from a reliance on commonsense knowledge and on commonsense methods of investigation. At the methodological level this position has no substantial problems, however if the "cultural analysis" criteria is invoked, this position becomes contradictory.

LeCompte (1982) and Fetterman (1984) take the view that ethnographic data collection techniques can provide a credible strategy for curriculum evaluation. Fetterman (1984) in a recent monograph draws together a number of studies and positions which suggest that they begin with the aim of ethnography—to understand, but are ultimately evaluations. In another chapter of the monograph, Wolcott (1983, p.180) categorises ethnography as a "tool used to understand" and distinguishes it from evaluation which is designed to judge the social situation. The strength of the ethnographer's approach to an evaluation is the capacity for the researcher to "...observe, interpret and report in essentially nonjudgemental ways....The purpose of my current project was to learn {monitor} what happened during the implementation of the project" (p. 181). In a reflective section of the chapter, Wolcott concedes that a university based ethnographer would be able to conduct an ethnographic
evaluation using an approach not inconsistent with the ethnographic tradition. In describing his approach to a sponsor, Wolcott noted:

I will try to provide an ethnographer's way of viewing, with attention to cultural context, to multiple points of view, and to unanticipated and unintended consequences as well as to intended ones. (p. 183)

This was the position taken in the documentation of the integration of the curriculum at Warrawong Primary School.

McCutcheon (1981) and Sanday (1979) explored the role of interpretation in qualitative enquiry. McCutcheon reports that not all qualitative researchers consider that they should interpret. Smith and Jeffrey (1968) strive to separate interpretation from description, while Barker (1968) only attempted to describe, leaving interpretation to the reader.

Interpretation in ethnography is addressed through one of three approaches to inquiry in the social sciences; positivism, phenomenology and critical science. The phenomenological perspective used in the Study interprets events from the participants meanings. This approach has the closest relationship to Wolcott's view of ethnography. A researcher using the principles and assumptions of critical science might interpret events in the light of wider theoretical considerations; this approach is sometimes called ethnology (ethnoscience in sociology).

Interpretation enters the enterprise of phenomenologists or ethnographers as they seek to create meaning and revoke understanding of events from their audience. Three types of
interpretation are discussed by McCutcheon (1981, pp.6-7):
(a) The forming of patterns by accounting for the affiliation of separate phenomena to one another.
(b) Interpretation of the social meaning of events through thick description from the works of Ryle and Geertz (1973).
(c) Relating participants in a setting to external considerations such as theories from social science or education.

For the purpose of this study, the interpretation of the social meaning of the case was considered to be the most appropriate approach. Social meanings can be interpreted by the meanings "insiders" ascribe to acts (the emic perspective) or how "outsiders" view the acts (the etic perspective). Participants in the setting can inform an observer of what a particular act signifies to them. Discrepancies between the meanings that various people ascribe to an act then becomes the basis for further interpretation.

**Ethnography and Evaluation**

A number of researchers (LeCompte, 1982; House, 1980; Wilson, 1977; Patton, 1980; Koppelman, 1979; Janesick, 1982; Fetterman, 1983) have incorporated an ethnographic component into educational evaluations. As the design of an ethnographic study mandates strategies conductive to cultural description, the data gathered (LeCompte, 1979,
p. 389) will be phenomenological, naturalistic and holistic. These characteristics of ethnographic data enabled the approach to be effective for describing the impact of the curriculum innovation.

LeCompte describes three kinds of data from an ethnographic investigation (p.388):

1. Base line data provides information about the human and technological context of the program and the setting.

2. Process data information describing what has happened in the course of the curricular program or innovation.

3. Values data information about the values of the participants, administrators and the value implications of the innovation itself.

As ethnographers use multiple data collection strategies which are responsive and flexible, evaluators have found these research strategies particularly useful. All three types of data were interwoven into the fabric of the account in part II.

Fetterman (1982) argues that ethnography is a methodological approach with specific procedures, techniques and methods of analysis. To maintain the integrity of the cultural system and the whole trait complex; phenomenology, holism, the non-judgemental orientation and the contextualization of the study must be maintained. These four characteristics are widely discussed in the literature.
1. **Phenomenology** requires that investigators take an emic perspective.

2. **Holism** draws the researcher's attention to the interrelated nature of the case.

3. A **non-judgemental orientation** cautions the investigator taking positions that may serve particular groups within a setting at the expense of others. Investigator biases should be made explicit to mitigate the unintentional effects of the evaluation.

4. **Contextualization** demands that the data be grounded in its own environment for an accurate representation.

Fetterman (1982, p.18) however is not always consistent in his adherence to the non-judgemental orientation listed above. As a contract evaluator, his positions (1980, 1982 & 1983) vary to the extent that the ethnographer ought to become involved in the determination of merit. His position in one paper approaches the "reflexive" stance taken by Hammersley, (1983), "...the question arises of how the ethnographic and psychometric orientations can be made relevant to policy concerns" (1982, p.18).

Cazden (1983) was unequivocal that ethnography had to "go beyond the status quo" and address policy concerns. The position, initially taken in her Past Presidential Address to the Council on Anthropology and Education (1982), raised a string of replies in the pages of *Anthropology and Education Quarterly* (Volume 14, 1983/4).
The design of the present evaluation study attempted to take an open, non-judgemental position in the selection of issues for documentation and in the analysis processes. The purpose being to stimulate and enhance the evaluation processes within the school. This evaluation approach is further elaborated in section five of this chapter.

**Ethnographic Evaluations**

A number of small scale evaluations or case studies as part of larger studies (Wilson, 1977; Koppelman, 1979; Messerschmidt, 1984; Herrott, 1977; Hemwall, 1984; Wolcott, 1983b; Janesick, 1982; Noblit, 1984) have used ethnography to conduct their research. Wilson (1977) was involved in the Centre for New Schools' evaluation project which found that this style of study provided a significant contribution through formative feedback to those in the program.

Noblit (1984) argues that basic ethnography is the language of truth seeking and not the language of truth-making. In an evaluation context the approach can keep the political interests and sentiments exclusive, yet still provide an opportunity to uncover the dynamics of power and struggle. To do this, Noblit claims:

...the evaluation needs to hold sacred its concern for holism, history, comparison and emic understandings and thus to serve those who wish to make policy and for those who wish to resist it. (p.100)

It is only in this manner that a value expressive ethnography can be value neutral. In this way "...it
attempts to express the various interests and sentiments and uncover the dynamics of struggle and power" (p. 100).

Hemwall (1984) relates her experience as an ethnographic evaluator in a mainstreaming study which had a parallel quantitative evaluation component:

Many of the recommendations were anticipated or actually suggested while in conference with staff members during the research...Ethnography helped them feel they could be directly engaged in the evaluation and the recommendations. This active participation helped the evaluation to be effective. (p. 150)

Data Collection Methods

Pelto and Pelto (1978) distinguish two main categories of research methods. Interactive methods include; participant observation, key informant interviewing, informal and structured interviews, life histories, questionnaires and surveys. These approaches involve an interaction between the researcher and the participants. Unobtrusive methods include; non-participant observation (laboratory observation), physical traces archival and written records, and demographic data.

1. Participant Observation

Participant observation (Ball, 1983, p. 35) is the researcher sharing the social and cultural worlds of the subjects or social group they seek to understand. It is concerned with becoming part of the structure and process of the setting. Becker (1968) expands this concept:
Participant observation is a process in which the observer's presence in a social situation is maintained for the purpose of scientific investigation. The observer is in a face-to-face relationship with the observed, and, by participating with them in their natural life setting, he gathers data. (p.43)

One common element of all participant studies is the attempt by the researcher to know the participants' world from the inside—the "emic" perspective. Traditionally, the ethnographer has achieved this perspective through a substantial engagement in the setting of the participants. Wolcott (1980) suggests a minimum of one year for a school-based study.

Hammersley and Atkinson (1983, p.83) have synthesised the various roles that an ethnographer could adopt in a setting. The spectrum moves from complete participation and immersion in the setting to detached observation. Complete participation, they suggest, has advantages for access and data collection. However, detached reflection, withdrawal from the site and access to data at other than from the level of entry may be difficult, if not impossible to gather.

Whether the researcher plays a participant-as-an-observer role or an observer-as-a-participant role, will depend on the position the researcher assumes or is assumed to have by the participants in the setting. Metz (1983) comments that because the role is unusual or artificial for many people, the researcher's latent roles of age, gender,
race and their previous or current occupational status will influence participant relations. As a younger, female researcher, she recounts how she was able to "slip into a situation" (p.389) and elicit information as a learner, but had more trouble in securing information from informants higher up in the hierarchy she was investigating.

The participant observer should approach the setting with an attitude of openness. Personal beliefs, prejudices and background variables need to be identified and acknowledged. Entry into each level of the case will often have to be negotiated in the field by a status person from within that level of the organisation, or through a personal contact. Personability and the capacity to learn a new linguistic form will often moderate the documentor's capacity to develop trust relationships with participants and key informants.

An observer's status may be redefined over a period of time by the participants themselves. A changed role perception will often substantially influence the type of data that participants share. Changing relationships within the current Study reinforced this observation. In the Warrawong Study the documentor's role changed in some teacher's perception from a "company spy" to a "helpful and interested fellow who is part of the school." The issue will be examined more closely chapter IV. The hope of every participant observer is that they become "part of the furniture".

55
Ball (1983) cautions the need for observers to detail the type and form of interactions over the period of the study in order to monitor the interactive impact of the researcher in the setting.

2. **Key Informant Interviewing**

Key informants respond to specific inquiries and then provide additional unsolicited information which may or may not be related to the questions. The overall impact provides the documentor with a broad overview of the situation. Spadley and McCurdy (1972) note that the task involves a basic conflict:

On the one hand, the ethnographer establishes a relationship of trust with his informants. Often it is marked by friendship. On the other hand, the ethnographer seeks to know things that the informants may be reluctant to reveal. Indeed, they may perceive that the researcher is asking them to tell secrets about other people to whom they are loyal.

Informant data provides a check by comparison of the reliability and consistency of data. Data and inferences from other sources in a setting can be triangulated through open-ended key informant discussion.

3. **Informal and Structured Interviews**

Information collected in a natural setting is likely to reflect the real conditions of the participants. Interviews (Hitchcock, 1983, p.109) can provide access to information about conflict situations which must be appreciated if a
balanced and representative view of the case is to be presented. Cross reference by the interviewer to programming documents, logs, workbooks and conditions within the teacher's classroom can be a rich extension of the interview if it is conducted in the classroom or regular work area.

Interviews can be used to collect data about events before and outside the immediate bounds of the situation under investigation. Transcripts of open-ended interviews can provide a data-base for cross checking alternative categories later in a study and during analysis. For Stenhouse (1982), transcript data provides the evidence base for the case record.

Five possible sources of informant distortion (Ball, 1983, pp.50-51) can be identified:

(a) Ulterior motives to convey an unfavourable impression of another in the hope of gaining the observer's support in a conflict
(b) Bars to spontaneity because of the presence of others in the general interview situation, a not uncommon dilemma in a school setting
(c) Informant's mood or emotional state
(d) Informant's low level of verbal skill or the interviewers lack of foreign language skills
(e) Informant's desire to protect aspects of their own practice from outsider or superior scrutiny.
Accounts generated suggest Hitchcock (1983, p.124) "...provide both a source of description and a justification, as well as a check that a reciprocity of perspectives is being, or has been established."

4. Life Histories

Key-informant interviewing can frequently be expanded to include participants' background and individual progress in the program.

5. Surveys and Questionnaires

Content for these types of measures can be derived from the emergent data patterns. The increased use of this form of data gathering by external agencies, from within and without the bureaucracy, has had a detrimental influence on participant responsiveness in many school systems. Surveys (LeCompte & Goetz, 1982, p.393) can take one of three forms: confirmation instruments; participant-construct instruments; and projective devices.

6. Physical Traces

A wide range of building, apparel, and artifact observations can serve as cues (Fetterman, 1980, p.40) which may require further corroboration or documentation in other forms of evidence.
7. **Archives and Written Records**

Reports, notices, minutes, proposals, letters, curriculum materials, syllabi and working papers are but a few of the documents that can provide an inquirer with background data, case histories and sources for the triangulation of other forms of information.

8. **Demographic Data**

Descriptive statistics about the organisation of the case and details about the individuals and groups of participants can provide useful baseline data for the charting of longer term trends within a study.

Ethnographic data collection strategies (LeCompte & Goetz, 1982, p.397) can be used in curriculum and program evaluation in two ways:

(a) in a comprehensive adoption of the entire ethnographic process

(b) as a strategic selection of a few collection techniques. Choices between these two alternative positions will depend on the purposes of the research or evaluation. The design of an evaluation can maintain the integrity of the cultural explanation (whole trait complex) or use only planks from the ethnographic methodology. In part, the resources available, policy decisions by the participants or the sponsors and the evaluations time-frame will contribute to this decision process.
Phases in an Ethnographic Inquiry

Despite the great flexibility which the ethnographic approach affords, there are a number of essential phases that any inquirer or evaluator should anticipate. Denzin (1971) and Maanen (1979) suggest a somewhat similar list of phases in the process: securing access; building a research role; deciding the use of informants; data collecting; reporting data; and a consideration of the moral and ethical implications of the inquiry.

The chapter headings of Hammersley and Atkinson's (1983) monograph Ethnography, suggest yet another sequence: research design; access; field relations; insider accounts; documents; recording and organising data; process of analysis; and writing the ethnography. Wilson's (1977) experience in a participant-observer study of an alternative high school was structured as a series of issues: entry and establishment of role; data collection; objectivity; and the analysis of the data. Ball (1983b) notes the blurred divisions between the phases:

The distinction between data collection and data analysis in participant observation research is necessarily artificial. The effective use of the participant observation approach rests on the fieldworker's ability to plough back analytical insights into the ongoing data collection process. (p. 98)

For the purposes of this review, Wilson's issues of the ethnographic inquiry process will be used to structure the discussion. The specific implications of these issues for
the Study for the central part of the discussion in chapter IV. Ethical issues are noted as they arise because they occur at every level of an inquiry.

1. Sponsorship into the Case Study

Based on the assumption that what people do and say is consciously and unconsciously shaped by the situation, ethnographers should carefully choose their role before they enter a site. Wilson (1977) advocates a "...careful documentation of the relationships that are established and the basis upon which they are built" (p.254). Metz (1983) relates the significant impact that the researchers' gender, age, prior position and institutional sponsor can have on the participant's perception of them and quality of the trust relationships that can develop. The hierarchical nature of school organisation requires the researcher (Ball, 1983) to negotiate her entry diplomatically at every level from the principal to the various departmental heads and teachers in the school.

2. Becoming a Participant and Gathering the Data

Anthropological inquiry seeks to discover the meaning structures of the participants in whatever forms they may be expressed. A multi-modal approach (Wilson, 1977) using the methods described above would seek to gather a variety of data:
* Form and content of verbal interactions between participants

* Form and content of verbal interactions with the observer

* Nonverbal behaviour

* Patterns of action and nonaction

* Archival records, artifacts and documents (p. 255).

As the observer is the key instrument for much of the data gathering, the documentor's rapport and trust with the participants is crucial to gain access into the life of the people within the case. The development of close friendships will give access to significant and sensitive kinds of information. Ball (1983) cautions that this type of data cannot always be followed up because it could jeopardise the trust relationship. Miller (1952) notes further:

Friendship connotes an all-accepting attitude; to probe beneath the surface of long-believed values would break the friend-to-friend relationship. (p. 98)

The friendship relationship is not a sound basis for the gathering of sensitive and personal data in the field. To maintain a professional distance from the teachers the documentor made a point of not mixing socially with the principal or any of the teachers.

Strong empathetic identification with "underdogs" in a study may become both the researcher's reasoned and gut response to the situation. Ball cautions that groups of this character may perceive the observer to be their
unofficial spokesperson. Such a situation may have deleterious effects on the balance and representativeness of the data gathered. Over-rapport with one group in the research setting may mean a lack of support or antagonism from other groups. Wolcott (1975) has addressed this issue from his extensive field experience:

My tactic has customarily been to avoid an advocacy position during fieldwork but to take a position in my subsequent writing. As I have learned and practiced the art and science of my craft over the years, I have also become less intimidated by its canons. If I have access to information or expertise that might help people in whom I have become professionally interested to improve their human condition, I look for ways to provide that help. If those ways seem to interfere with the purity of the research, then I take pains to report what I have done (or sometimes to note what I wish I had done). I have felt free to make these decisions myself. (p. 119)

The value positions of two groups within the school were not adequately appreciated by the other. An attempt was made to convey the professional idealism of the "innovating teachers" to those who felt threatened and put upon by all the changes that had occurred in the school. Alternatively, the documentor attempted to convey the feelings of ambivalence and frustration that some teachers felt toward the pace of change within the school.

The ethics of anonymity and confidentiality of participant data should be maintained at all costs. Becker (in Ball, 1983) argues that any material that is unnecessary for the argument being presented, and if presented would cause suffering to the subjects, should be omitted. Ultimately, he concludes "...it becomes a matter of
individual conscience, no ethical canons can be laid down" (p. 65). In formative evaluation studies, the press for and the receiving of informal feedback can be used by participants as an implicit form of control before granting further access into the data field. Treading the 'wire' between candid feedback and the preservation of informant confidence can be a taxing role in the daily rush of the school setting. Wolcott (1975) empathises with the experience:

Every fieldworker experiences that agony about personal confidences...I have found it more useful to dramatize my role as a researcher than attempt to hide it...My experience has been that teachers are usually quite willing to respond to a personal invitation for an interview even though they may be rather hostile to a request to complete 'another damn questionnaire'. (p.122)

3. Objectivity and Data Analysis.

In ethnography the analysis of data is not a distinct stage of the research. Hammersley and Atkinson (1983) suggest it commences in the pre-fieldwork phase, in the formulation and clarification of research problems, and continues into the process of writing up. Participant observation proceeds via an interplay of analysis and investigation. Much ethnography (Hammersley & Atkinson, 1983) "...suffers from a lack of reflexivity in the relationship between the analysis, data collection and the research design" (p.234).
A number of the major theorists (Becker, 1958; Smith, 1978; Guba & Lincoln, 1983; Hammersley & Atkinson, 1983) have attempted to outline guides for the analysis of participant observer data. Three of these analysis schemes are briefly reviewed.

(a) Ball (1983) suggests that Becker's (1958) stages provided the best guide via:

i. The selection and definition of problems, concepts and indices

ii. The check on the frequency and distribution of phenomena

iii. The incorporation of individual findings into a model of the organisation under study

iv. After the period of fieldwork, the presentation of evidence and proof. (p. 53)

While the sociological orientation of Becker's analytic process has some useful positions, the strong emphasis on verifiable theory seems a defence against the potential criticisms of the powerful quantitative tradition of the day.

(b) Smith (1978, pp.329-340) has attempted a synthesis of the analysis processes from his own eclectic experience through his "theory of methodology". Three general phases were suggested, each with a number of "sub-processes":

i. Preliminary Phases

* origins and intuitive feel of the problem(s)
* images of an end view
* foreshadowing problems
* competing theories
ii. Thinking during Data Collection
* immersion in concrete perceptual images
* interpretive asides
* conscious searching

iii. Final Analysis and Writing
* case as an instance of a class of events
* 'quick and dirty' overviews
* individual chronologies
* collapsing outlines

Many of the sub-processes outlined in Smith's 'taxonomy' have been alluded to in the discussion of ethnographic methodologies. The concept of progressive focusing stems from a concern for describing social events as well as a process for developing and testing explanations.

(c) Hammersley and Atkinson (1983) draw together a number of the main writers in a more recent, though sociologically based, outline of a four step inquiry process. As noted in their earlier observation, the process of analysis may follow a number of paths, depending on the methodological objectives that have been established and the particular research or evaluation tradition being used.

i. Generation of Concepts

The first step in any process of analysis (at any stage in an inquiry) is the review of the data. In some settings the data can be categorised using participant terms. Alternatively, 'observer-identified' classes may be constructed to represent data categories.
ii. **Developing Typologies**

Typologies are phenomena that can be represented as sub-types of some more general category.

iii. **Triangulation**

Respondent validation is one form of triangulation. Hammersley defines the process as the "...checking of inferences drawn from one set of data sources by collecting data from others" (p.198). The process involves an attempt to relate different sorts of data in such a way as to counteract various possible threats to the validity of the analysis.

iv. **Theory Development and Comparative Analysis**

The testing of causal relationships using the comparative method suggested by the authors (p.201) is outside the parameters of the ethnographic tradition discussed in this review.

Guba and Lincoln's (1983) criteria for the trustworthiness of a naturalistic account discussed above incorporate a number of checks in the analysis process.

**Respondent Validation**

Respondents' reactions to the researcher's account (Boor, 1978, p.545) should be treated as data in its own right. Responses from participants can be taken to constitute a check on the validity of the account produced in the first instance. Ball (1982) indicates there are some
problems in the translation, especially in complex bureaucratic institutions:

No single account of an institution is likely to be recognised by all or necessarily any of its members. Different actors with different statuses and positions ... will make sense of the structure and processes of institutional life in different ways....we must not be surprised to find on occasions that the researcher's understandings and portrayals are contested by members. (p.140)

While (Boor, 1978) encountered little or no interest in their report, Ball (1984) encountered considerable reaction to his work by the researchees.

Ball (1982) suggests three questions to be asked of participants which would confront a number of validation issues:

(a) Have I accurately recorded/transcribed what you said?
(b) Have I theorised it in a way intelligible to you?
(c) Have I theorised it in a way which is acceptable to you?

(p.140)

As part of the Study, the informant validation process of transcript data and the Draft Report were an integral part of the design and are described in the evaluation biography.

Dynamics of the Evaluator's Role: Evaluation Biography

The research biography is a major technical verification method available to the participant observer. The biography argues Hammersley (1980), provides a strategy for overcoming sources of invalidity from the research process.
Unfortunately, this interpretation of the biography in their case almost runs to the point of being an excuse for the reality of the observer rubbing shoulders with the participants. A more powerful rationale extends from the observation of Wolcott (1975, p.119) cited above. Participant interaction is the very stuff of the ethnographic approach and the biography should stand as a critical commentary on that relationship.

The clear documentation of the inquirer's technical, political and theoretical positions should highlight for readers the possibility of unstated inferences that could emerge in data presentation and analysis. Wilson (1977) suggest that these self-reports:

...include data about: the researcher's fieldwork experience, timing of the study, modes of entry and departure from the field, breadth of participation with the various internal groups, the procedures for data collection and the methods of analysis adopted. (p.262)

Fairbrother (1977) canvasses the need for research workers to include accounts of the development of trust relationships within their biographies.

Summary

An ethnographic evaluation for the purposes of this study is the process of constructing an analytic description which portrays the diverse events and positions in the program under study. The social meanings which derive from the account are grounded in the participants' (perhaps) diverse perspectives on their setting.
The evaluator would at least initially document and reflect (informally and formally) the data in a non-judgemental way. The ethnographic investigation process is adept at gathering base line, process, and values data through a flexible and responsive range of data collecting methodologies.

Interactive methods used in the Study were based on the crucial role of the participant observer. Through face to face interaction, the documentor was able to establish key informants and undertake a wide range of structured and informal interviews with the participants. Archival searches, physical traces and the gathering of demographic data were part of the range of unobtrusive methods available to the evaluator in the school setting.

Negotiating entry into the various levels of the case and the establishing of a trust relationship was the first phase of the ethnographic inquiry process. The data analysis process was a progressive task throughout the documentation period. The integrity of the ethnographic account, particularly in an evaluative mode was enhanced through participant validation and the research biography.

Interpretation was interwoven in the thick description of the evolution of the innovation in the Report. No attempt was made to derive general theory, the evaluation thread is implicit through the weave and warp of the account (part II).
4. The Case Study

Unlike Bacon's 'true way' of discovering Truth, the case study has been tried and found to be a direct and satisfying way of adding to experience and improving understanding.

Stake (1980, p.73)

Purpose

The nature of the case study and its rationale for use in an ethnographic type evaluation is the focus of this section of chapter II. A justification for the case study is considered initially, followed by a consideration of the case study method as a vehicle for illuminative evaluation. Walker (1983) brushes a wider rationale:

For those who share a view on the curriculum field as organised around issues rather than around theories, will find in case-study an empirical genre appropriately flexible, eclectic and capable of creating surprises. (p.155)

Definition

The case study (MacDonald & Walker, 1975,p.2) "is the examination of the instance in action." Case study suggests Adelman et al., "...is an umbrella term for a family of research methods having in common the decision to focus on enquiry around an instance. Not surprisingly the term 'case study' remains a slippery one" (1980, p.48).

The "instance" (Adelman, 1980) can be set up in two ways.
(a) As an issue within the bounded system (the case) being drawn from a wider class of phenomena, for example, an evaluation of the implementation of a state wide policy document through the study of five selected schools.

(b) A bounded system—the case—is given, within which issues are identified, refined and documented so that a full understanding of the case is presented. In this situation the case could be a single school or classroom experiencing the development and implementation of some innovation.

The present study was initiated as a case study of an issue (implementation of the 1979 Multicultural Policy) within a class, but was refocused as a bounded system study; the introduction of the integrated curriculum within a single school (total curriculum change at Warrawong Primary).

**Characteristics of the Case**

The case study is not a new methodology or perspective on inquiry. It has antecedents (Simons, 1980, p.1) "in the disciplines of sociology, anthropology, history and psychology each of which has developed its own procedures for establishing the validity of case study for their purposes." The potential for the use of the case study in educational evaluation is however, quite recent.

Characteristics of the case study (Stake, 1980; Kenny & Grotelueschen, 1984) include; complex descriptions which are
holistic, and involve a myriad of related variables; qualitative data which are not manipulated; studies that focus on single cases; multiple perspectives are tolerated or solicited; ambiguity in observation and reporting is tolerated; data are likely to be gathered by personalistic observation; the study is likely to be reported in an informal perhaps narrative style, using verbatim quotation, illustration, allusion and metaphor; comparisons are implicit rather than explicit; themes and hypotheses may be used, but they remain subordinate to the understanding of the case.

Two conceptions were fundamental to the case study rationale; first a commitment to the studies of individual instances, and second a commitment to forms of inquiry that started from and remained close to educational practice.

The case study is further refined by Walker (1983) as a "portrayal of those elements of a situation that give it meaning...the emphasis is on synthesis rather than on analysis" (155). Case study provides a means of approaching hidden curriculum, informal social structures and unintended outcomes on the same terms as the expected and formal structures. In such studies, the portrayal of the idiosyncratic and the particular were seen as legitimate in themselves.

For some staff in the school, the "hidden curriculum" of getting things done in the school was either misunderstood or rejected. In the evaluation of the trial
assembly program, (deliberation, chapter VIII) it was quite clear to most of the staff that the meeting was the final formality; not the venue for a drawn out reconsideration of a program that had been in preparation for five months. This was particularly pertinent when one of the late challengers was a member of the committee, but had not attended. The principal held firm and no support was raised from the floor of the meeting.

Reports of case studies suggest Adelman (1980, p.52) offer a surrogate experience and invite the reader to underwrite the account, by appealing to the reader's tacit knowledge of human situations. The need to reconcile the demands of varied audiences, (including the disagreements between participants) placed the evaluator into the political arena. Knowledge is often the basis upon which power in the organisation or setting is legitimated. This dilemma can become quite acute because the sponsors of studies are often the powerful or are financed by those who have direct or indirect control over those being studied and portrayed.

Using the Case Study in Evaluation

The utility of the case study for adding to existing experience and humanistic understanding is clearly supported by Stake's (1980) description:

An educational evaluation is responsive evaluation if it orients more directly to program activities than to the program intents; responds to audience requirements
for information; and if the different value perspectives present are referred to in reporting the success and failure of the program. (p.14)

Initiation of case studies can come from mandated administrative sources, researchers seeking to negotiate a study or a group wishing to invite a study. Whatever the source, (Adelman, p.53) "...case studies are carried out in real situations in which the people studied have responsibilities and obligations" as well as the case worker having expectations which must be honoured. A formalised evaluation contract should be negotiated to cover; the purposes of the study, methods of inquiry, reporting processes, use and ownership of data and the interpretation of the report. This was done in three steps in the present Study (appendixes; B, C and I). The development of the negotiation process is discussed in greater detail in chapter IV.

The bounds of the case in school settings is a somewhat easier "holistic" to define than in some other forms of community case-study. However, the documentor found the same problems as Adelman (1980, p.50) noted:

The boundaries of the system appear increasingly permeable...We cannot answer questions about the effects of the innovation without reference to the history of the school, local authority politics, or the self-images and career aspirations of the teachers.

Data collection in the single-site study usually draws heavily on the role of the evaluator as a participant observer. The ethnographic and the wider naturalistic
paradigm provides a extensive methodological tradition from which the evaluator can select appropriate measures. Progressive negotiation for entry into the various areas of the context will be inevitable for the evaluator. It was in the present study.

Reporting strategies were tentatively agreed upon at the outset of a Study. Issues-related inquirer access, intrusion into the lives of the subjects, ownership and control of the data and its interpretation are key ethical issues in face to face research. These concerns are discussed in detail in section 5 of this chapter; however, it must be noted that the documentor must be constantly aware that others must live or work with the consequences of the findings. Some aspects of the Warrawong evaluation were not reported in the account (chapters V to VIII) because the possible consequences for the individual members involved could have been professionally damaging. It was not the role of the Study to be an personal inquisition!

The approach advocates an attendance to all the elements that provide for the unity of the context under investigation. Categories of inclusiveness should be those of the participants themselves.

Smith (1978, pp.320-326) provides a comprehensive survey of studies using the approach in a variety of fields. Stake and Easley (1978) used the method extensively in the Science Education Evaluation Study in American public schools during 1976-77. Macdonald's (1975) "democratic"
evaluation and Parlett and Hamilton's (1977) 'illuminative' evaluation both utilize the case study approach in work in the United Kingdom. In the United States, Stake (1978) and Smith (1978) were using the approach to explore non-traditional forms of evaluation.

The form of case study research advocated by Walker (1976) and used in the Study departs from the traditional approach (Smith & Geoffrey, 1968; Becker, 1968; Wolcott, 1967) through the researcher negotiating some authority over the interpretation of the report with the participants. Walker and his colleagues hoped that a greater credibility and use of the evaluation process could be achieved within a set of negotiated relationships between the researcher and the participants. This approach was developed effectively with the teachers at Warrawong.

The increasing unease about the lack of fit between theoretical research and practice has been a major stimulus to the case study approach where there is a concreteness, detail and an exploration of the "nooks and crannies" of a phenomenon (Smith in Walker (1976). The definition of the focus of an evaluation emphasis undertaken in the Study was considered to be a joint responsibility. While the case study method does not preclude autocratic or bureaucratic approaches, the availability of the inquirer in the setting and the progressive nature of the design can provide the teachers with control of the use of their own data.
Summary

Drawing from a wide family of research traditions, the case study is grounded in the decision to focus on the instance. The specification of the case can either be: an instance drawn from a class of phenomenon; or a bounded single system. The methodology of the case study is eclectic, depending on the purposes of the study for its emphasis.

The present research study began as a case study of a "class of phenomena" (Multicultural Policy) and was restructured as the Study of the curriculum development process within the "permeable" bounds of a single school.

5. The Evaluation Perspective

Purposes

The purposes of this section of the chapter are to:
(a) define an approach to evaluation which is compatible with the theoretical and methodological positions discussed thus far in the chapter
(b) summarise the principles of program evaluation developed by Kemmis (1982)
(c) review the approaches of the main evaluation writers who have influenced the design of the present study
(d) justify and outline an approach to collaboration to be followed in the design of the evaluation.
Toward a Definition of Evaluation

The evaluation perspective taken in the Study recognises the highly reflexive relationship between evaluation, curriculum development and change within a school environment. Accordingly, a definition of evaluation for the purpose of this study must recognise the pervasiveness of the evaluation function and not treat it as a terminal or separate function from curriculum change.

Stake and Denny (1969) suggest:

Evaluation is the discovery of the nature of worth of something...to describe and to indicate its perceived merits and shortcomings...Evaluation is not a search for cause and effect, an inventory of present status, or a prediction of future success. (p.370)

Cronbach, Ambron, Dornbusch, Hess, Hornik, Phillips, Walker and Weiner, (1980) question the appropriateness of an inquiry that focuses exclusively on decisions. These authors note Borich (1983, p.63) advance the notion that:

...the process of decision making does not terminate in a clearly defined decision but is a cumulative, never-ending process characterised by negotiation and accommodation among members of policy shaping groups.

Evaluation (Cronbach et al., 1983) is not to service decisions but to participate in the and contribute to the negotiation process, raising issues and stimulating debate. The focus should be on the implementation of policy, not on specific alternatives of action.

When evaluations are commissioned (Kemmis, 1982)

"...the conviviality of the informal critical processes
within the settings should not be ignored or supplanted" (p. 222). As evaluation forms a natural part of the critical thinking that guides curriculum and staff development in a school, the thrust of evaluation should be tempered with humane values rather than narrow technocratic or bureaucratic imperatives. Hence evaluation (Kemmis) must attempt to draw together and refine "...the ubiquitous process of individual and public judgement...not a technology of judgement" (p. 222). The definition by Kemmis (1982, p. 222) will be used in this study:

Evaluation is the process of marshalling information and arguments which enable interested individuals and groups to participate in the critical debate about a specific program.

Koppelman (1979) uses the term "explication" to identify a model of evaluation which attempts to avoid the "...perjorative aspects of...a process that is defined positively by those who do it, and negatively by those subjected to it" (p. 60). For Koppelman:

Evaluation should discover the strengths and weaknesses of a program so that the former can be understood and built upon while the latter can be analyzed and and modified. The final result should be an improved program. (p. 60)

**Seven Principles of Program Evaluation**

To assist in a clarification of the implications of this interactive approach to program evaluation, Kemmis (1982) suggests seven principles which are complementary to the axioms and tests of trustworthiness developed for the
wider naturalistic paradigm. These principles will provide a general methodological perspective to the more specific characteristics of Parlett and Hamilton's (1978) "illuminative" model and MacDonald's (1976) "democratic" evaluation model which are discussed below and used in the design of the study. Kemmis has in fact draw heavily from the writings and experience of House, Cronbach, Smith, Stake, Scriven and MacDonald in the formulation of these principles. The seven principles for program evaluation of curriculum development and innovation contribute to program improvement through their direct interaction with the participants, and indirectly through the enrichment and refining of the communication between the evaluator, the program participants and their audience.

1. The principle of \textit{rationality as reasonableness}

It is assumed that participants act reasonably within their circumstances and opportunities. The task of an evaluation is to illuminate and critically examine the reasons which guide the development of a program within its environmental and historical context. Evaluators with this brief must attend to the a wide variety of perspectives involved in the negotiation of the programmes initiation and implementation. Kemmis suggests that the quality of the evaluation may be judged by its contribution to informing the critical debate about the program. This position rejects the notion of a set of rules to determine program adequacy.
"Social truths are socially-negotiated and historically and culturally relative" (p. 225).

2. The principle of autonomy and responsibility

Moral responsibility for a program can only be ascribed to a person or group to the extent that they are free to choose as autonomous agents. Because of the cooperative nature of innovation, sponsors can constrain the choices open to those who implement a project. Accountability is then bilateral; it concerns choice provisions as well as the performance of a project. Kemmis concludes that a program evaluation should be "sensitive to historical and contextual issues which provide the constraints and opportunities for a program" (p. 226).

3. The principle of community self-interest

The evaluator has a responsibility to illuminate the extent of agreement and conflict among the values and interests of the various stakeholders (Weiss, 1983) or participants in the community of self-interests that develop around a project. Sponsors are but one party to the development of a project and its evaluation. Kemmis maintains that "sponsorship confers no exclusive right to have their interests served at the expense of other participants" (p. 228). Evaluation agreements embodying conditions of "fairness" to all parties are imperative if
there is to a sense of co-ownership of the information generated by an evaluation.

4. The principle of *plurality of value-perspectives*

An evaluation should identify the full range of value perspectives in a program and be responsive to the different concerns they suggest. Stake (1981) is adamant that "...one cannot do educational studies without at least implicitly, and preferably explicitly, considering how people subjectively value arrangements and outcomes of programs" (p. 3). Kemmis suggests that evaluators inform the audience about their own value perspectives.

5. The principle of the *self-critical community*

Debate about the nature and worth of a program naturally exists within and around a program. Kemmis believes that it is the "...role of program evaluation to harness this self-critical critique to more effectively inform and develop the understandings of those associated with the project" (p.231). Evaluation consultancy and independent evaluation may enhance this self-critical debate. Through a description of the program, identifying participant issues, collecting judgements and portraying these in accessible ways to the participants, the evaluator can contribute to the critical debate. This knowledge, grounded in the experience of the participants, Kemmis suggests, is the only sure basis for program improvement.
6. The principle of propriety in the production and distribution of information

Evaluation is a political process, affecting the flows of information and the distribution of power in a situation. Explicit principles of procedure are necessary to govern the collection and use of information. Principles of propriety require the establishment of an agreement which specifies the processes that will be used to write and distribute the report, ownership of the evaluation data and the findings. Rules of confidentiality and the risks involved in cooperating with the evaluator and the safeguards on the use and misuse of information should be clearly outlined at the outset to the stakeholders or project community.

7. The principle of appropriateness

Evaluation design (Kemmis, p. 238) is a practical matter. An evaluation must be appropriate to the program setting, responsive to the program issues, participant views and the interested observers. Renegotiation of an evaluation design may be necessary in the light of changing circumstances, interests and the consequences of formative feedback. Evaluations, like the curriculum programmes they illuminate, are negotiated interactions that should serve the community of participants involved.

Evaluation Persuasions

Stake (1981) has advocated the use of the term persuasion instead of model when referring to various
persuasion instead of model when referring to various evaluation approaches. The persuasions (Borich, 1983) provide a guide or heuristic for thinking about how an evaluation could be conducted. The contribution of the writings and evaluation traditions of Parlett and Hamilton (1976) and MacDonald (1976) are particularly important for the evaluation design that has emerged for the Study.

Parlett & Hamilton's (1976) illuminative approach to evaluation draws from the earlier work of Trow (1970). Their own work arose out of their dissatisfaction with the traditional paradigm to identify the impact of innovations in Schools Council projects (Tawney, 1976, p.11) in the early 1970's. The original "instructional system" of externally produced curriculum innovations became different experiences in the "learning milieu" of the comprehensive school. Illuminative evaluation (Parlett & Hamilton, 1976, p.23) aimed to identify the "...most significant features, recurring concomitants and critical processes" of the innovation in the setting of the school.

The strategy was both eclectic and flexible. Through a process of progressive focusing, an information profile was built up using observation, interviews, questionnaires and document files. From this data general principles could be induced. While Parlett & Hamilton recognised the interactive impact of the researcher in the study. Documentors were cautioned to make no attempt to manipulate, control or eliminate the situational variables. The trust needed for
the evaluator to enter the data fields could only be maintained through a clear clarification of role.

A recent illuminative evaluation study by Shapiro (1983) demonstrated the power of the persuasion to reveal unintended consequences of the program during the initial implementation. Feedback to participants allowed for program modification which enhanced the success for the participants. Perspectives that would have been overlooked if the focus of the evaluation study had been on decision-making and outcome measures.

**Political Issues**

The political nature of innovation and its evaluation has been a continuing concern of House (1979) and MacDonald (1976). House (1974, 1979 & 1980) has developed three perspectives for the classification and interpretation of innovation studies. Each perspective has a distinctive underlying image which is used as the basis of interpretation.

1. The **technological perspective** is based on the image of production. Human relationships are related to concerns of rationality and efficiency. The research, development and diffusion (RD&D) version of the persuasion dominated the United States scene, while the centre-periphery model dominated the United Kingdom curriculum development movement.

2. The **political perspective** is based on the image of
negotiation. Conflict relationships between the factional groups in a project are governed and negotiated by the distribution of power and authority at the various levels in the program.

3. The cultural perspective is underpinned by the image of community. Within a given culture, conformity to the values is important as people are bound by shared meanings and values. Across cultures, relationships are relativistic to maintain cultural autonomy.

House's political perspective provided the design of the current evaluation with a number of general focus perspectives during the latter part of the documentation period:
(a) The interaction of competing groups for resources and curriculum control
(b) Basic conflicts in values which are "camouflaged by a common rhetoric" (p. 6)
(c) Gaps between project intents and classroom practice are negotiated for program survival.

Differing expectations about the style of the Draft Report were highlighted during the negotiation of the Draft at the end of the study. The very choice of priorities, tends to commits the evaluator to a political position;
"He's not with us!"

A number of teachers were concerned that some of the political conflicts within the school were not given enough
prominence, "...that section is a real white-wash!"
Others were happy about the strong sense of commitment to the overall purposes of the new curriculum which was reflected in the Draft Report. Some teachers within this same group were against about the way in which some of the conflicts detailed in the report were presented,

"We should have a positive and clean face to the outside."

The isolation of the participants divergent "perspectives" was anticipated through the use of MacDonald's (1976) approach to evaluation.

MacDonald (1976) closely examined the inherent political nature of evaluation. Three types of evaluation are summarised in a political classification of evaluation studies.

1. **Bureaucratic evaluation** is a service to those in control over the allocation of educational resources. The evaluator is guided by the values of utility and efficiency which are credible for the policy makers who own the findings.

2. **Autocratic evaluation** is an external validation of policy from the evaluator's perception of the the constitutional and moral obligations of the bureaucracy. While contractual agreements may prevent client interference in the statement of the results, the evaluator has the power of ownership. If current policy is not validated, findings may be rejected by the sponsor.
3. **Democratic evaluation** is an informational service to the program community about the characteristics of the program. The evaluator recognizes value pluralism in the setting and seeks to represent a range of interests in the report. The evaluator acts as a broker in exchange of information between groups in the project. Techniques of data gathering and report writing must be accessible to non-specialist audiences. Informants have control over the information they provide and confidentiality is guaranteed. MacDonald suggests that reports be non-recommendatory. Periodic negotiation of the evaluator relationship is necessary with sponsors and program participants. The value of the report is measured by the range of audiences that it serves. Reports may aspire to the 'best-seller' status. In summary, "...the key concepts are 'confidentiality', 'negotiation', 'accessibility' and the 'right of audiences to know'" (p.132).

While they are a number of internal contradictions in the early formulation of the model, it did provide a powerful alternative to the autocratic program evaluation models which dominated the evaluation field in the 1970's. As the Director of the SAFARI Project (Success and Failure and Recent Innovation), MacDonald gathered an international team to work on the evaluation of a number of major curriculum innovations in the United Kingdom throughout the 1970's using variations of the democratic evaluation model.
Philosophical, ethical and methodological issues from this project are well documented in the Safari Papers I (1974) and II (1979) and in Simons (1980). The Democratic model provided the central platform position for the design of the Warrawong Study.

**Negotiation in Evaluation**

Simons (1979) in the second SAFARI papers, discusses the negotiation of clearance and the giving control to participants over evaluation reports. The status position of researchers and the trust relationship they develop with the participants may make it difficult for participants to object or suggest an alternative interpretation of the material. Giving control in a evaluation model requires that people have access to the data, time to consider and a context in which to judge a draft report. The process can be complicated by some participants not wishing to exercise their rights to review reports or the evaluator editing some data to protect an individuals self-respect or professional standing.

Kushner and Norris (1981) comment that the SAFARI team restricted the process of negotiation to the clearance of data for use in research reports for wider circulation. The researchers accorded the participants the status of arbiters both individually and collectively. Participants control the content and use of the reports about their work by using the criteria of fairness, relevance and accuracy.
The key justification for the democratic approach is the wider audience's "right to know". Jenkins (1980) suggests that the advocates of the approach are "...hopelessly caught in the cross-fire between two conflicting aspirations" (p. 152) Two arguments against the SAFARI position are suggested:

The first is that within its own terms it is beginning to look too much like a rhetorical con-trick...The second is that the whole notion of the 'imbalance of power' between the research community and those studied may be posed differently. (p. 154)

Jenkins describes a process of "ethical quick-stepping" which demonstrates the power of the researcher to develop confidentiality and then to negotiate the release of data in a form that clearly demonstrates the researcher's power. The original justification being that others "have a right to know". The participants' power and control of their data is more apparent than real. Following the completion of the Draft Report a number of other concerns about the evaluation model used in the Study were raised by one of the teachers. These issues will be discussed in the last chapter.

Collaboration

The following positions are suggested as a tentative rationale for collaborative action between project practitioners and evaluation facilitators:

1. As autonomous professionals responsible for curriculum development within schools and school systems, teachers as part of this enhanced role description should
become involved in the evaluation of their own instructional processes and program intentions.

2. As a consequence of this shift in the traditional pattern of authority relationships, the involvement of practitioners in the process of evaluation should be reflected in the design of evaluation studies and the use of the data in program development.

3. Participation by all parties in the collection, analysis and clearance of evaluation data may strengthen teacher development and team co-operation within the setting.

4. The elevation of practitioner perspectives and experiences will provide a richer interpretation of events than the traditional outsider perspective.

5. From the researcher/evaluator perspective there has been a substantial shift to a naturalist epistemology and the validation of reports from a participant perspective.

While each evaluation is distinctive, the following stages can usually be identified and will provide the baseline for a discussion of role collaboration between participants and outside evaluators. A number of decisions are usually made at each stage and the delineation of responsibility between the parties involved has not always been clear. The experience of (Kyle & McCutcheon, 1984; Boud & Donovan, 1982; Ball, 1984; Kushner & Norris, 1981; Simons, 1979) have been incorporated into these categories.
Stages of Negotiation

The negotiation of roles between participants and evaluators/outsiders is discussed in five stages:

1. Initiation

The school is the logical focus for curriculum and staff development. Traditionally, outsiders have formulated questions from the literature or from bureaucratic or systems needs. While both perspectives may represent a reasonable rationale for an evaluation, the participants must at least be involved as co-investigators to preserve their own unique perspective.

Practitioners seeking consultant support in an evaluation endeavour may effectively tap a wider range of resources and a literature that may not be appreciated in a local setting.

2. Planning the Questions to be Asked

The stakeholder approach suggests that this phase of the evaluation must include the involvement of the sponsors, program staff, client representatives and facilitators. The questions to be addressed include:

* Why do the evaluation?
* What are the priority issues?
* What are the questions for each issue?
* What type of evaluation best fits the task(s)?
Boud and Donaldson (1982) suggest that in a school setting this type of dialogue or meeting should be facilitated by a neutral outsider. Carr and Kemmis (1983) describe this task "...as the role of a 'moderator', who helps to build group understanding of the conditions necessary for the organisation of enlightenment" (p.176).

Different perspectives (Kyle & McCutcheon, 1984, p.175) can have a positive effect, "...enriching a study's focus by incorporating both inside and outside concerns." Cohen (1983) however considers this interaction between the skeptical outsider and the committed insider to be "inherently destructive to the goals of the insider" (p.74).

3. Collecting the Data

Collaboration about the types of data needed and their method of collection is often an area where practitioners feel the severe time restraints. Outside evaluators often have access to time and human resources that can supplement the often unorthodox methods used by teachers within schools to create class relief to support evaluation activities.

4. Interpreting and Communicating the Findings

Procedures and responsibilities for the drafting and presentation of data are crucial to the discussion of its meaning. When initial responsibility for the drafting of findings is given to an outsider, constant feedback is needed from participants to validate individual and sectional group data and its relationship to the wider context of the school.
The clear identification and documenting of opposing vested interests within a setting can lead to antagonism and a loss of confidence in the evaluation process by some participants. Unless effective procedures are established through a formative feedback process to resolve a method of discussion about the conflicts, the report will be "written off" by the minority interest as another ploy by the establishment to validate their own position of preeminence.

As the Draft Report in the Study was prepared by an outsider, the negotiation of the interpretation will reflect the control and power relationships between the school and the evaluator. If the school has a strong provision for the control of data built into the evaluation agreement, this can provide a counterbalance to the evaluator's traditional power. This deliberation (Kushner & Norris, 1981) should provide an "...ethical space", procedurally governed, where participants can enter into an honest argument without prejudice to the evaluation exercise or themselves" (p. 34). Simons (1979) notes that "...giving control to participants is no protection if they do not exercise it in their best interests" (p. 32).

**Negotiating Roles**

The very nature of naturalistic evaluation (Kushner & Norris, 1981) should produce reports which afford
participants access to the process of interpretation. From their research they have identified four types of participant negotiation roles.

(a) Procedural negotiations allowed participants to exercise their right of veto over usable data which was attributed to them. The participants were described as Arbiters.

(b) Product negotiation seeks to give the participants the opportunity to improve or extend the analysis, as well as granting approval for the account. In this situation the participants were described as Experts.

(c) Negotiation of issues and hypotheses by the participants gives the evaluator a clear view of what is relevant to the participants. The participants take the role of Plaintiff.

(d) Negotiation of meanings extends to the participants an opportunity for them to develop and extend a range of meaning and theory about their own context. Negotiating interpretations with participants involves them in Collaboration.

The current evaluation Study involved participants as; experts, plaintiffs and as collaborators.

5. Implementation.

The world of the evaluator must become not like the users' world, but must be the users' world. We must not only enter the world of our local clients, we need to rent office space. King (1982, p. 176) (emphasis mine)
The current view about the use of evaluation studies varies from the gloom of Stake's (1978) question, "...is evaluation going to contribute more to the problems of education or more to the solutions?" (p. 7). A more optimistic perspective suggests that evaluation results are being used by decision makers, but not in the clear-cut, organisation-shaking ways that is often expected. The impact on participants and decision makers may be much more pervasive. Effects may not be immediately visible within the setting. Weiss (1979) cautions that if evaluation results are flawed for methodological reasons or have been doctored to suit an institution's politics, a decision maker may well be wise to not use them.

Improvement in practice can come through; the formative and informal feedback processes, from the group consensus about the final Evaluation Report or from the more general raising of awareness that comes through the participation in the evaluation process. For junior members of an organisation, the participatory model can have a powerful impact on them through an unfolding of the centres of formal and informal power within a school.

Hall (1982) applies the concerns-based model by viewing evaluation utilisation as an innovation. The focus is not on the specific use made of a particular set of findings or recommendation. Rather he considers the utilisation as a process with a variety of long and short term effects.
Explicit Judgements for Now?

"If we can not have it today, don't bother to bring it around."

This approach to evaluation is not being advocated in this study. Some writers (Guba, 1981; Cohen, 1983) suggest that the immediate use of evaluation results in decision making should be the ultimate criteria on an evaluation. Others (Stake, 1983; Gold & Murray, 1983) stress the desire of evaluators to contribute to the wider body of social science knowledge. Cronbach et al. (1980) have argued that the decision making process is much more pervasive and complex than to respond to specific challenges to established practice. The latter view is taken in the Study to represent the decision making process at the school level. Ongoing feedback into a critical and reflective environment the evaluator considers, provides the soundest basis for effective change.

Summary

Throughout the development of the ethnographic and evaluation rationale for the Study, the non-judgemental perspective has been advocated. Cronbach (1980) and the Standford Evaluation Consortium group (Nevo, 1983, p.118) have questioned the judgemental nature of evaluation, advocating an approach that perceives the evaluator as "...an educator whose success is to be judged by what others
learn rather than a referee who is hired to decide who is right or wrong." Wolcott (1982, 1983) takes a non-judgemental line in the data collection but concedes that the process cannot be value free.

For the purposes of the Study the purpose was to provide an evaluation which would portray the issues and practice related to the curriculum innovation. Decision making process can be influenced by the informal ongoing feedback during the documentation process. A critical debate was initiated in the school about the program. This process was ongoing, but also generated in part by the evaluation process.
CHAPTER III

DESIGN OF THE EVALUATION

The evaluation "persuasions" (Stake, 1981) which have influenced the design this study include the writings of MacDonald (1976), Partlett and Hamilton (1976), Stake (1980) and Kemmis (1980). In addition, the "description of cultural" approach to ethnographic inquiry provided the methodological foundation for the design of the evaluation. The specific techniques and methodology developed for this design emerged as a response to the social and political features of the case study, the values inherent in the innovation program, and the ongoing formative evaluation needs of the participants. In this sense the design discussed below is both intention and practice.

Each section of the design is discussed as a response to one of ten key questions which have been adapted from schedules prepared by Kemmis (1982) and Nevo (1983).

1. How was the case study evaluation defined?

The evaluation was a systematic description of the development and implementation of a curriculum innovation. The process of documenting and justifying the formation of the integrated curriculum was intended to raise issues and enable interested individuals and groups in the school to
participate in a critical debate about the curriculum and staff development in the school.

An explicit assessment of the worth of the curriculum and the related staff development activities was not the intention of this evaluation. The evaluation account however, attempts to identify and reflect on the formal and informal critical processes which were ongoing in the school, as well as the values and circumstances which initiated and guided the development of the program.

2. What were the functions of the evaluation?

The case study had two major evaluation functions:

(i) To provide formative feedback to the participants throughout the period of documentation to the final report. The written Evaluation Report, negotiated at the end of the two year documentation period, was a formative statement about the ongoing curriculum development process at the school.

(ii) To increase awareness of the school's cumulative decision-making process. A process that was continually shaping the school's curriculum and organisational character. Patton (1978) and House (1980) describe this function as a socio-political process to promote motivation and to increase awareness about the "...never-ending negotiation and accommodation among members of the policy-shaping community" (Borich, 1983, p.63) in the school.
3. **Who was the audience for the evaluation?**

(i) The primary audience of the evaluation was the principal and staff of Warrawong Primary School. This group comprise the key "stakeholders" Weiss (1983), those who were the program initiators and participants.

(ii) Other audience groups included:

   (a) The New South Wales Department of Education as regulations require all 'research' in government schools be approved and reports made available to the Regional Office and the Research Branch in Head Office. The letter of approval is appendix G. A copy of the final report was forwarded through the appropriate channels by the principal.

   (b) The circulation of the preport (or sections of it) to the interest groups in the teaching service, research community and parents has been negotiated under the terms of the evaluation agreement, appendix H. Provision was made at the outset for the evaluator to use the data as part of his doctoral program.

4. **What were the purposes of the evaluation?**

The purposes were to document the innovation process in order to describe the program's activities and the school context in which it developed. Formative feedback to the participants from this process would hopefully enable the participants to assess the strengths and weaknesses of program activities.
Specific themes to be addressed in the evaluation emerged as the documentation proceeded. Progressive focusing within the wider purposes of the study was undertaken through negotiation with the principal and a representative sample of the teachers. This process was undertaken at several stages in the study. The specific interactions which describe the negotiation process are discussed in some detail in the evaluation biography.

This section of the design briefly states the purposes which guided each stage of the evaluation. The stages identified were discussed in the section headed 'negotiation of roles between participants and outsiders' in the preceding chapter.

(i) At the initiation stage the intention was simply to document the curriculum development process related to the introduction of the integrated curriculum at Warrawong Primary School.

(ii) When planning the questions to be asked, the purposes became more specific:

(a) to identify and describe the significant antecedents and processes which have enabled Warrawong Primary to plan and implement the integration of the school's curriculum

(b) to describe the implementation of the curriculum innovation and the related staff development process. (From the principal's perspective, the two programs were interdependent).

(c) to provide formative feedback to the principal and staff about the implementation process, with particular reference to the: 103
* teacher's commitment to the values and ideals of the curriculum document

* the adequacy of the support for teacher planning

* the pattern of classroom implementation.

Mid-way through the documentation period, a number of issues were identified by the executive (E), class teachers (T) and the evaluator (Ev) as more specific concerns from the above purposes. These issues were translated into a number of questions to be considered in the report. Some of these questions became self evident, others were refined and new issues were identified during the subsequent negotiation of the Draft Report.

* How is the energy of a curriculum change process maintained? (E)

* How can you keep 'on-side' and still do your own thing? (T)

* What happens when the staff agree to restructure their K to 6 curriculum? (E)

* What happens when the principal attempts to change or influence the curriculum? (T)

* What helps a teacher most in implementing a new programming or evaluation plan? (E/T)

* What is the relationship between the 'boss' and teachers throughout a change process? (T)

* How does a teacher cope with imposed change from within? (T)

* How was the change process initiated? (E)

* Have school initiated projects have a better chance of being implemented and maintained than external policy pressures? (Ev)
* To what extent does the middle-level management of the school (the executive) control the shape and pace of curriculum change? (Ev)

* Are teachers with a 'school wide' perspective the most likely ones to initiate and support change? (Ev)

(iii) During the interpretation of the data considerable discussion was generated over what had been included, omitted or given the "white wash". Issues raised included:

* control of the school's decision making process
* the power of the executive
* progress toward an integrated, K-to-6 curriculum
* accountability for special purpose funding
* sensitivity to the portrayal of conflict in the draft report
* the power of the integrated planning approach.

It was hoped that the negotiation process would stimulate a critical debate about the decision-making and curriculum change processes in the school.

5. What kinds of data were needed?

The school as "the case" delimits the general bounds of the data needed. Wider educational and social variables are considered only as they directly relate to the internal operation of the school. While a limiting assumption from some perspectives, the decision was necessary to bound the case study.
The naturalistic paradigm discussed by Guba and Lincoln (1983) and Stake (1981), the evaluation persuasions (models) outlined by MacDonald (1976) and Parlett and Hamilton (1976), and the ethnographic tradition Wolcott (1975) and Wilson (1977) prescribe that data should demonstrate the following characteristics:

* comprehensive description of the contextual setting
* holism of the description
* an attempt at cultural interpretation
* a representation of the multiple value systems within the case
* information relevant to the concerns of the various stakeholders
* classification of data using participant categories
* confidentiality of participant data.

6. Who collected the data?

(i) The collection of data was a shared responsibility with the primary responsibility residing on the documentor.

(ii) Data from a number of teacher initiated evaluations were available to the documentor, these included; two full staff surveys undertaken by the Total School Development Committee, and a curriculum evaluation project for a Bachelor of Education course by Alix (one of the kindergarten teachers. Several specific evaluations were completed by staff to support submissions during the period.
7. What methods of data collection were appropriate?

(i) The primary form of data collection used interactive methods of documentation:

(a) An extended period of participant observation allowed the documentor to experience the social world of the participants and develop a trust with the various sub-groups within the school. These trust relationships which enabled the documentor to effectively use other interactive data collection methods.

(b) Key informant interviewing allowed the documentor to develop historical and background data which would not be otherwise available to an outsider. Key informants shared insights about internal relationships within the school and willingly reflected the divergent points of view that created tension and frustration for the teachers and the leadership. These insights were critical for an understanding of the case. Key informants are also crucial for the triangulation of observed phenomena and information gained through interview and document reviews.

(c) Transcripts from informal and structured interviews provided the documentor with a developing case record, Stennouse (1982) which were frequently reviewed during the analysis.

(d) Professional life histories of staff provided a rich perspective on the experience of a that person in other
schools and at Warrawong. Bench marks for comparison across time periods within the school were developed from this data to provide a richness to the description of the context.

(ii) Three forms of unobtrusive measures provided important sources of data in the case study:

(a) Data from teacher initiated surveys and evaluations provided a rich source of teacher feeling and perception of the curriculum and staff development program.

(b) An archive of documents included; staff meeting minutes, syllabi, working papers from various committees, school notices to parents and staff, submissions to various external funding agencies (Commonwealth Schools Commission; appendix F and Regional Inservice Committee) and two drafts of the school's integrated curriculum document (appendixes S and T).

(c) Staff Demographic data allowed the movement of teachers in and out of the school to be charted.

8. Who controls the evaluation?

The representation of the multiple perspectives on a program in a case study creates flows of information which may not have previously existed. Because particular groups in a setting can be deliberately or inadvertently served by an evaluation, the process becomes (at least), an implicit political activity. By making the final report evaluation non-recommendatory, the documentor was not seen to have a vested interest in the specific direction of the curriculum.
The evaluation agreement, (appendix H), attempted to reinforce:

(a) the plurality of perspectives within the school
(b) individual's ownership of their data
(c) the anonymity of the school and individual's data
(d) participant contribution to the formulation of the issues
(e) participant validation and reaction to the draft report
(d) the joint ownership of the final report.

The release of the Draft Report and the inclusion of teachers' and the school's name required negotiation and agreement between individual teachers, the staff of the school and the documentor.

MacDonald's (1976, p.134) justification concept of the audiences "right to know" was followed up to the point where a participant's personal or professional integrity could be threatened. If data appeared to prejudice an individual it was not included in the Draft Report. This judgement was initially taken by the documentor, and then checked through key informants or the person(s) involved.

The school's decision to use it's actual name, came after a two month discussion of the Draft Report. Prior to this the documentor had used the pseudonym "Melaleuca Primary" in all the written reports. The documentor cautioned the principal and staff about the implications of the decision, but followed their decision. As one teacher
commented at the staff meeting that ratified the decision, "We've done a good job. We should let our work be known, 'warts and all', otherwise it wouldn't be real." One of the teachers who initiated the integration of the curriculum insisted:

I think anyone should be able to read it. It would be shame if it was just for us. I know we did not have anything to look at when we commenced the project.

9. How was the analysis and participant validation achieved?

The reflexive nature of data collection, analysis and feedback to the participants was a continuous process from the beginning of the documentation process to the publication of the Evaluation Report. Issues for consideration arose from trends in the data flow, specific questions or concerns requested by the participants and from a conflict of expectations that arose from the consideration of the Draft Report.

The positivistic tradition of using existing theory and generalisations from the change literature to formulate hypotheses for testing was not the pattern of this evaluation. The evaluation questions emerged and were negotiated as the documentation process and the curriculum program itself developed over the two year period.

The function of the evaluation was not to arrive at a specific set of terminal recommendations for decision making; nor the production of generalised precept or verifiable knowledge beyond the temporal bounds of the case.
(i) Was the evaluation trustworthy?

Several procedures were developed to demonstrate the "trustworthiness" of the evaluation. Guba and Lincoln (1983) have outlined four criteria; credibility, transferability, dependability and confirmability as appropriate concepts to examine the legitimacy or "trustworthiness" of studies using the naturalistic paradigm. Transferability was not considered an applicable criteria for this Study. The application of the three remaining criteria to the evaluation are briefly outlined below.

(a) The credibility of the evaluation was argued on the basis of:

* the evaluator being involved in the school for a period of three years

* the production of a sustained audit trail within the evaluation biography

* triangulation of information and the validation of primary data by the participants.

The documentors personal and professional qualities and his mode of interaction within the case are documented in an autobiographical statement in the evaluation biography.

(b) The dependability of the documentation process was demonstrated through the biography and the negotiation processes with the participants (figure 2) throughout the period of the evaluation.

(c) The confirmability of the evaluation rests firmly in the negotiation and subsequent validation of the Draft Report with the teachers and the school leadership. The
criteria of "fairness", "accuracy" and "relevance" used throughout the validation process were drawn from MacDonald's (1976) Democratic model. While unanimous agreement cannot be expected in a setting with a plurality of value positions, this same interaction was the very essence of the intent of the evaluation process in the case study.

(ii) Structuring the report

Walker's (1971) Naturalistic Model of Curriculum Development was well suited for the task of providing both a macro framework for describing the curriculum innovation process, as well as a structure for discussing each of the Phases and the related curriculum episodes in the account.

The model complemented the ethnographic methodology used to undertake the evaluation. As neither the teachers nor the curriculum were directed by clear objectives, a traditional "positivistic" or "systems" curriculum model would have been inadequate to capture the richness of the development process.
Figure 1. A Three Phase Modified Version of Walker's Naturalistic Model of Curriculum Development

Walker's (1971) original model has two additional boxes; policy (accepted precedents) and data (additional information--sometimes from outside the setting, external policy and research data). For the convenience and simplicity of the account, these two categories of the model were subsumed into the platform.
Platform

Each of the Phases and episodes discussed in the Evaluation Report (part II) begin with a description of the context and the key participants involved. In some of the episodes the ideals and values of the key curriculum innovators were the driving force throughout the deliberation and into the implementation of the project as it is described in the design. At other times in the account, issues were raised and the power of group consensus in the deliberation phase provided the power for the implementation of the design.

The platform includes an idea of what is and a vision of what ought to be, and these guide the curriculum developer in determining what he should do to realise his vision. Walker (1971, p.165)

The platform's components are; conceptions, theories and aims. These aims or ideals may be ill defined "images" or firm political positions. Ways to a purpose or "procedures" may also be an accepted part of an individual or groups consciousness.

Deliberation

Walker (1971) notes, "The heart of the deliberation process is the justification of choices" (p.166). In the development process some decisions were made with forethought and after considerable discussion. These decisions make up the explicit design. Other actions were decided upon
automatically from unconscious choices, these decisions make up the implicit design. The deliberation phase of the model attempts to identify the dynamics of the decision making process through the identification of key people and the events that led to the various designs.

Design

The design is a set of abstract relationships, embodied in the materials-in-use which are capable of affecting students—rather than the materials themselves. In the naturalistic model, the theoretically interesting output of the curriculum development process is not a collection of objects, nor a list of objectives, nor a set of learning experiences, but a set of design decisions.

Walker (1971, p.166)

While it was a relatively simple documentation task to identify the series of explicit decisions from the transcripts of meetings, the unconscious choices and the hidden agendas were more subtle (even to some of the participants) and delicate to expose to the harsh realities of print. The design is the apex of the model. Its reality is interwoven through the deliberation and back to the platform conditions and the personal positions of key "actors" in the various episodes and Phases.

As a descriptive model it has a temporal flow. A beginning (the platform), a process (the deliberation) and an end (design). It was unclear whether the principal talked to Decker Walker in a previous life or not, but both
educators consider the search for better educational programs as not requiring objectives to begin search for "greater truth". The formulation of objectives from their different perspectives was understood as a latter step in the curriculum maker's agenda.

The design in one phase of the curriculum development process, became an essential part of the platform in the next. In the account of the development and implementation of the Integrated Curriculum at Warrawong, three central overlapping chronological Phases were identified in the period. Around these central Phases the related curriculum episodes were tied. The overlapping Phases are discussed using a number of time-lines in chapter V/4.

10. Reporting to whom and when?

The initial evaluation proposal, (appendix C) and the "Discussion paper on the negotiation process ..." (appendix H) specify:

(a) informal (oral) feedback during the documentation period to the staff (teachers and school's leadership) during school visits

(b) annual reports

(c) draft report of the entire project to be available for staff interpretation and verification before publication

(d) final report to be available to all staff and others as negotiated by the staff and the evaluator
(e) the reports to be forwarded to the Department of Education (to satisfy the official research agreement after its release by the school)

(f) publication for the wide educational community when negotiated by the school and the researcher.

Summary

The design of the Study was an interactive and reflexive process that continued through the documentation period. An account of the design in action is an important part of the evaluation biography in the next chapter.

Each section of the design has been discussed using a key question, drawing from the literature and practice of the naturalistic paradigm, ethnography, case study and evaluation for the key platform positions of principle and method. Walker's Naturalistic Model of Curriculum Development will be used to structure the account of the integration of the curriculum at Warrawong Primary School.
CHAPTER IV

DYNAMICS OF THE EVALUATOR'S ROLE: EVALUATION BIOGRAPHY

The researcher is a social being no less than the researched, doing fieldwork is a social process with its own career structure, objective and subjective. (Hughes, 1937, p. 404)

Purposes

The purposes of the evaluation biography are to provide:
(a) An autobiographical statement about the documentor's methodological, theoretical and political commitments of the evaluator
(b) An account of the reflexive nature of the evaluation design used to document the Study
(c) A reflection on the rapport and trust building process upon which the documentation for the evaluation depended
(d) An account of the evaluation process through the following stages;
   i. sponsorship into the case
   ii. becoming a participant and gathering data
   iii. analysis, negotiation and writing the Draft Report
   iv. withdrawal from the school.

The dynamics of the evaluator's role using an ethnographic methodology are more complex than a simple congruence or incongruence between the evaluator's values and those of the groups within the
case study. They arise from the personal and social consequences of a lengthy social interaction. This methodological account will attempt to make explicit the interactive or reflexive nature of the field relationships in the documentation process.

This biography will trace the flow of the evaluation process from its inception in August 1981 to the negotiation of the report, three years later in August 1984.

Ball (1983b) suggests that these commentaries need to be subjected to the same scrutiny as the research to which they refer. The function of this commentary is to describe the problems and vicissitudes of being in the field. Biographies of this style can not provide a systematic account of the status of the data or its interpretation beyond the bounds of the Study. These conditions acknowledge the ethnocentricity of the biographical account. For these reasons, the first person has been used to present the account.

1. Documentor's Autobiographical Statement

I commenced my current post as a Lecturer in Education in the School of Education at Wollongong Institute of Advanced Education in January 1981. This School is now part of the Faculty of Education within The University of Wollongong.

My teaching career began as a secondary social science teacher at a Sydney high school in the late 1960s.
Since that chalk-face experience, I have worked as a Lecturer in Education over a period of twelve years in four tertiary institutions in three nations. My experience with primary schools was limited to the supervision of teaching practice and through the research reports of primary teachers in external curriculum courses.

Five teachers from Warrawong Primary School have taken curriculum courses with me during the period of the study. Before and during the study I did not meet with any of the teachers through a regular social, political or sporting association. I am a member of the same industrial union as the teachers in the school. I am a caucasian male with two primary aged children in a government school. These personal attributes provided me with an additional range of interpersonal parallels with some members of the staff. Metz (1983) suggests that these latent roles can have an important effect on the formal role and perception of the participant observer within the evaluation documentation process.

Except for a number of relatively short observational projects connected with my graduate studies program, this was the first ethnographic evaluation I have undertaken. The emersion into the professional experience of the principal, staff and children of Warrawong Primary School was a new and stimulating professional experience.
Initial Posturing

After returning to a lecturing position in Australia in 1981, my intention was to undertake a study of the implementation of a curriculum innovation within a primary or secondary school context. Two personal platform positions guided my selection of an area of investigation: (a) Teacher development and curriculum change are interdependent and most effectively undertaken within a school (b) While I exclude no methodological approach on ideological grounds, it was my view that the naturalistic paradigm had the inherent capacity to explore the interpersonal, political and specific context issues of curriculum innovation and change.

A growing body of literature using a variety of research traditions has focused on the place of the teacher and the principal in school-based innovation. A sample of these studies from three continents includes (Brown & McIntyre, 1982; Finch, 1981; Leithwood, 1982; Leithwood & Montgomery, 1982; Lindbland, 1984; Northfield & Ingavarson, 1979; Peretz, 1980) they have all focused on school-level innovation.

The Wider Educational Scene

Two slow moving fronts had entered the climatic map of New South Wales education since the late 1970s.
(a) Multicultural education had become a highly politicised issue at both the State and National levels. Considerable funding was provided from the National government through State funding bodies to enable school and regions to undertake multicultural programs. The initiatives aimed to develop the awareness and knowledge of all pupils about the nature of Australia's multicultural society. The funding programs provided additional resources to those schools which had a high percentage of pupils from ethnic backgrounds where English is not the language of the home. Funds for ESL programs, salaries for ethnic aides, community officers, mother tongue maintenance teachers in the lower primary and transition programs were all available at the cost of a submission.

After a four year sojourn in two plural societies (Fiji and Hawaii), re-establishing ourselves in the culturally diverse city of Wollongong was not a cultural shock! The issue and many of the question that were of concern in the other multicultural societies were reflected in the curriculum and classroom realities of the Wollongong area. The setting was a natural continuation of an established professional interest.

(b) School-based curriculum development of state initiated policy priorities had become the policy position for N.S.W. government primary schools. While some schools were able to seek additional annual funding
for specific programs from the Federally funded DSP Program, most had to initiate curriculum modifications from within their existing recurrent grants and the inflexible staffing formula.

Inservice programs have enabled a small proportion of teachers to attend two and three day residential courses to familiarise themselves with the variety of new policy requirements. A larger percentage of teachers would have attended short, after-school introductory experiences. In addition to the periodic revision of subject based primary curriculum, a comprehensive range of Kindergarten to grade twelve policy statements (Multicultural Education, Aboriginal Education, Non-Sexist Education, Personal Development, Discipline and Media Education; appendix Q) have been given limited inservice funding in the period 1977 to 1983.

2. Sponsorship into the Case

Negotiating a Proposal

The interest of Wollongong schools in the Multicultural Policy in 1980/81 had been stimulated from a number of directions. Funding was generally available for school-level projects, a Multicultural Curriculum Officer was active in the city, bureaucratic pressure through the Regional Office and the District Inspectors was stimulated by political activities from the
NSW Minister of Education's Office. In the Wollongong area, many of the schools had an enrolment which included children from a wide variety of ethnic backgrounds.

My initial proposal (appendix A) was to investigate the manner in which a centre-based policy initiative was implemented into the ongoing curriculum of a number of schools. The 1979 Multicultural Policy adequately fitted my requirements. In 1981 the program was a contemporary and politicised area of innovation, the local consultant was keen to have some research in the area and it suited my professional interests in social education.

A draft proposal (appendix A) was approved by the South Coast Regional Multicultural Co-ordinating Committee in July 1981. The Regional Director gave his informal approval to negotiate the details of the study with the Multicultural Consultant and school principals. Formal approval to undertake any study in departmental schools had to be approved from the Research Branch in Sydney (appendix K).

Inservice workshops in multicultural education at that time were designed to: highlight the requirements of the 1979 Multi-cultural Education Policy; increase teacher understanding of the nature of Australia's multicultural society; and to provide the participants with concrete program suggestions for the implementing the Policy in their own school.
Through my participation in a three day local workshop, it was hoped to secure school contacts for a study. The tentative plan was to investigate the impact that these teacher-innovators would have on the multicultural perspectives in the curriculum of their own primary or secondary school. It was hoped to monitor the long term modifications to the planned and actual curriculum of a cluster of schools (a high school and its feeder primary schools).

Tentative approaches were made to a number of schools through teacher contacts made at the workshop. The sample was reduced to four schools within a school cluster located ten kilometres south of the city. Each principal provided an opportunity to present my proposal (appendix B) to the staff or the school's executive. I stated at the outset in each school that; the Regional authorities were happy for the study to proceed, it was important for the staff to consider a two year involvement and that I was personally committed to the project because it was to be my doctoral project. The project would be at no cost to the school.

Staff discussion or surveys were undertaken in all the schools. Negative responses were received from the high school and one primary school after a considerable amount of follow-up. The two remaining primary schools (Warrawong and Banksia) were agreeable with the documentation and
evaluation proposal and were happy for the study to commence. All of the schools had some activities planned for the beginning of term three 1981. Acacia Primary was located in a somewhat different community and it was added to the study to provide a comparison between the high proportion of non-English speaking family backgrounds in the first two schools and the higher Anglo pupil density at Acacia.

**Early Observations**

Weekly visits to each school commenced in late September and continued until the end of the school year. The visits, which were scheduled around a full college teaching load, enabled me to gather background data, identify current programs and develop my personal credibility and trust with each staff group.

Multicultural program initiatives at two of the schools, Acacia and Banksia, did not include additional staff, however they had received small resource grants in the previous year. Warrawong Primary, the largest of the three schools, had secured a full-time multicultural resource teacher in addition to two part-time ethnic aides, a LOTE (language other than English) teacher and over a thousand dollars for resource materials.

The curricular environments at Banksia and Acacia could best be described as steady-state and sleepy. Good intentions were being stirred by the prospect of having
an outsider on the scene. In contrast, Warrawong Primary was pulsing. A number of staff were actively working on school curriculum committees, the multicultural resource teacher was working on a range of programs and two innovative class teachers (Julie and Vonne) had been released from regular classroom teaching for part of the final term to concentrate on a revision of the school's K-to-6 curriculum.

By early November the magnitude of the curriculum innovation at Warrawong had become apparent. The entire curriculum of the school was being reviewed and restructured by a small group of teachers. The contribution of the multicultural resource teacher was just one perspective in a process that was planning to thematically integrate the existing subject-based curriculum.

Restructuring the Design of the Evaluation

Regular visits to Banksia and Acacia were maintained during term 1, 1982. On three successive occasions I arrived at Banksia at 8.00 A.M. to find the regular staff meeting had been cancelled without the courtesy of a telephone call. Coupled with a decided preoccupation with routine duties by other members of staff during my visits, I decided that despite the earlier agreement, I was not really welcome.

At Acacia the senior executive through whom the initiative to document had been arranged left to take up
a promotions position in another school. Although the initiatives at the school were moving I felt unhappy about continuing without the direct access and sponsorship to the school's executive. I also felt more isolated in that setting than the other schools, despite their warm hospitality. Metz's (1983) observation about latent roles could perhaps explain my feeling. Except for the mistress, all of the teachers were female and in their twenties. In addition, the school was over forty minutes drive from home. By the middle of term 1 1982, the original design of the documentation plan was in tatters. Developments at Warrawong in contrast were attracting more and more of my time and interest.

Warrawong Primary School Becomes the Case Study

The principal at Warrawong called me aside after the staff meeting just before the Easter break in 1982:

There's enough action around here to keep you scratching your ear. Why don't you spend some more of your time here.

My initial contact and visit to Warrawong was based on a short discussion with the multicultural resource teacher at the August inservice workshop. Entry was through the principal who allowed me to discuss the proposal at a staff meeting. He encouraged the staff to consider the value of having "an outsider" participate in the life of the school over a "reasonable period of time." The school, he reported,
had experienced a number of "...'quick foray' type researchers in the past and we've not seen 'hide nor hair of them, nor the results of their work since."

Access to the school in term III, 1981 was extremely fortuitous from a number of perspectives. Neither the principal, the teachers, nor I had any clear idea of just how extensive the curriculum innovation would become in the following two years.

From the reflective perspective of a number of "old hands" (teachers who had been at the school for over seven years) it was "the most exciting and taxing period of their time at the school." It would appear that I was fortunate to enter the experience of a staff going through a development crest. The unfolding experience reconstructed in the next four chapters was a sophisticated curriculum development project and a period of considerable professional growth for the key teachers involved.

Multicultural education became an integral part of the complex process of school-based change which evolved as the curriculum was integrated and reflected in the Draft document and the revised Integrated Curriculum.

3. Becoming a Participant and Gathering the Data

Ball (1983b) suggests that the participant researcher carries a dual allegiance into the field. On one hand, the documentor must share the socio-cultural relevance of
the school, while on the other, he or she must satisfy the expectations of the external research or academic community in the mainstream social sciences. Ball concludes that the motivational relevancies and criteria of the academic community will prevail. I have taken the challenge of the first allegiance, a view shared by Walker (1974):

This would be a form of research that would start with, and remain close to, the commonsense knowledge of the practitioner, and the constraints within which he works. It would aim to systematise and to build on practitioner lore rather than to supplant it. (p. 26)

This section of the biography will focus on my initial role in the school and the way in which it became more reflexive to the needs of the school through the documentation process. The formal and informal negotiation of the specifics of the evaluation design emerged as the breadth of the change process within the school widened.

The Formal Negotiation Agreement


Procedures were established (or confirmed) to:

* Formulate the evaluation questions
* Verify the teacher's interview transcripts
* Interpret the Draft Report
* Negotiate the release of the report following its consideration by the staff.
The staff agreed to the proposal without amendment. Copies were distributed to all staff and teachers were requested to indicate a pseudonym for themselves and the school, pending further consideration of their data and the school report.

The Chronology of the Ethnographic Evaluation of the Integration of the Integrated Curriculum at Warrawong Primary School (figure 2) provides an overview of the key curriculum events on the right-hand side of the six page figure and the activities and related documents (appendix referenced) on the left-hand side of the chronology, reflect the negotiation steps and the methods of documenting the activities in the school. The interaction between the documentor, the staff and the curriculum development process was complex and difficult interaction to portray.

One of the most interesting comments on my role in the school (discussed below), was an unsolicited "P.S." on the back of one the comment sheets that was returned during negotiation of the Draft Evaluation report in May 1984:

I don't know if you know how you were viewed when you first came. Many thought you were a 'company spy'. That attitude changed as the staff got used to seeing you. I don't know if this has any relevance to you and your role as an 'Expert' and your task at school.

I think you've done an accurate and unbiased account of what's happened in the school. Some parts really make one think.

A perceptive observation. By the end of the first year (1982) most teachers saw me as "a part of the furniture."
Figure 2. A Chronology of the Ethnographic Evaluation of the Integration of the Curriculum at Warrawong Primary School

(July 1981 to September 1984)

<table>
<thead>
<tr>
<th>Documentation and Negotiation Processes Between the Evaluator and the School.</th>
<th>Major Curriculum and Staff Development Activities in School</th>
</tr>
</thead>
</table>

**1981**

**July**

Initial research idea approved by the Regional Multicultural Committee and Staff (appendix A).

Multicultural resource teacher working on the school M/C policy and resources.

**August**

Informal contact with teachers school-involved in multicultural inservice workshop.

**September**

Negotiations with a number of schools for access to document multicultural initiatives in their curriculum. Three school agree to be involved (appendix B).

Half day multicultural inservice workshop.

**October**

Initial observation at the three schools. Ongoing discussion about my role with the staff of each school (October to March 1982).

Review of school-based and State curriculum documents by Vonne and Julie.

**November**

[Weekly observation of the 8.15 A.M. staff meeting at Warrawong; followed by one to two hours of informal discussion.]

Julie released from class duties to work with Vonne on the development of the Draft document of the integrated curriculum proposal.
1981
December

[Participation as an observer in: committee meetings, TSD Committee, inservice workshops, P & C meetings, teacher interviews and grade meetings.]

TSD parent survey.

Draft integrated curriculum discussed with the staff.

1982
February

Implementation of the Draft.

Staff development day, followed by regular individual planning sessions with Julie and grade meetings.

Invitational community language sessions began.

March

April

Focus at Warrawong widened to include the whole curriculum change process. Documentation at Acacia and Banksia schools terminated.

May

Renegotiation of the documentation agreement with the principal and then the staff at Warrawong.

Beryl appointed to the school.

Consulted on the review of the Draft document.

June

# Initial discussions with the principal on the specific questions to be considered in the evaluation.

TSD parent workshop.

133
July
Complete revision of the Draft.

August
Skills sequence checked with the staff section by section.

September
Principal drafted 15 questions for emphasis in the evaluation (appendix D).
Rhyce becomes the resource teacher.

October
Schools Commission Evaluation Grant submitted (unsuccessful: appendix F).

November
Consulted with Julie and Beryl on the format for the end of yeay interview schedule.

Interview schedule completed (appendix G).

December
Interviews with all teachers about their implementation of the Draft curriculum document in their classes.

Consulted on policy issues pending for 1983 on several occasions by the principal.

TSD Needs survey for 1983.
Related arts happening.
1983

February
Parallel grading of grades commenced.
Publication of the Integrated Curriculum.
Introduction of community language program.

March
Worked on a second unsuccessful grant application.
ESL class organisation.

April
Assistance was requested by the TSD Committee to: (a) Discuss some wider issues related to pupil and school evaluation; (b) help in the design of a staff questionnaire on pupil assessment (appendix 0).
Talks to classes.

May
Invited to participate in a forum with members of the NSW Education Commission.
TSD Pupil Evaluation Survey.

June
Negotiated with Cambourne to work in the school.
Talks to classes.

July
Application successful for an evaluation grant.

August
Invitation to participate in executive meetings. Considered a major breakthrough in gaining access to the central policy making deliberation in the school.
TSD plan evaluation workshops.
1984 DSP submission.
September

Closer relationship with all but one grade coordinator.

* Invitation to grade meetings.
* More frequent requests for profession guidance re tertiary courses.
* Regular visits to four teacher's rooms (September to December).

Four Cambourne school-based workshops (Sept. to Nov.).

October

Closer cooperation with all but one grade coordinator.

# Discussion paper on: The negotiation of the Draft Report of the evaluation, its verification and control of the release of the data. Discussion with: executive and then the starf (appendix I).

# Clarification of the evaluation questions with the executive (appendix H).

November

# Clarification of evaluation questions with the starf (appendix H).

Draft writing evaluation policy.

Consulted on DSP submission.

December

Interview of all teachers:
* curriculum change
* my role
* energy in the school.

Second related arts experience.

[End of documentation; except for the the evaluation of the assemblies project.]
1984

February

First rough chapters of the Draft Report to principal and two members of the executive. Major curriculum initiatives in the evaluation of process writing.

March

April

Evaluation of the Assemblies project.

May

Completed Draft Report to the principal and D.P.I.

Detailed feedback from Roy, Beryl, Julie and Vonne.

Suggested corrections and a number of revisions made.

June

Copies of the Draft Report available to all staff.

July

Feedback sheet (appendix J) used as the basis of informal discussion with those 20 teachers who had read the Draft Report.

Final edit.

August

Approval of the Evaluation Report by the staff (including the name of the school).

September

Publication and distribution by the school.
A casual teacher on a junior class who had only been at the school for term three of that year thought I was a upper-grade teacher! Only one teacher was unsure of my role and felt that it could have been clarified further. All knew that the project was also part of my doctoral program. A fuller discussion of this issue is covered later in the chapter.

The initial documentation agreement (appendix B) specified an observational role in all the formal group meetings in the school. While the regular Friday staff meeting was an open forum for all staff, access to grade and committee meetings was negotiated with each coordinator or chairperson involved. Access to the most powerful decision-making venue, the Thursday executive meeting was made until midway through 1983. I did not request permission to attend the executive meetings. The invitation came after I had helped in the design and formulation of a school-initiated evaluation of the pupil assessment program. This program culminated my gradual involvement as an informal process consultant in a variety of activities around the school.

Becoming Known by Participating

I did not resist the gradual process of involvement throughout the documentation period. The more I informally helped on committees, became a visiting speaker in

138
teachers' classes, facilitated the visit a number of colleagues from the College, or answered an inquiry about the University the closer the relationship I was able to develop with individual teachers and their grade colleagues. This reciprocity built the trust upon which the gathering of data was built.

On some Friday morning staff meetings there were sixteen agenda items, while on others there were two major topics and a number of quick reminders. Whatever the number of agenda items the regular 8:15 A.M. staff meeting was seldom the dull experience endured by so many teachers. Roy's, "Let's make a start," would ritually begin the agenda which had been written up on the white board the previous day. Many of the items would have been discussed by the executive on the previous day. Individual and committee reports by a wide range of staff would be given, forthcoming events discussed and the opportunity for comments on the various issues raised.

Roy invariably sat on a stool in one corner of the packed staff room. Late commers would usually have to seek out a little first grade chair from the next room or use the floor! The pace was brisk and the agenda as always tight for the time available. Incoherent or rambling personal positions were not part of this forum. Un-scheduled issues raised during discussion were usually rescheduled to a grade or later staff meeting.
The mood and pulse of the school were established during these Friday morning staff meetings and the hour that followed when many of the teachers were free for thirty minutes. During the weekly scheduled scripture period, various religious education teachers came to the school to take denominational classes. Informal contacts were made at that time, opportunities were finalised to meet with committees, times arranged for me to be a visiting speaker (Bali was a speciality for sixth grade) and friendships with key informants were developed.

Through my observer status in the school I was drawn informally into the deliberation of the TSD Committee. Regular attendance and their expectation of my expertise in the evaluation area enabled me to provide a clarifier role when called upon to contribute ideas and opinions. From the outset, Roy frequently sought informal feedback on my perception of meetings, visits by outsiders and specific situations which I had observed within the school. Informal feedback was always given, but in such a way as to protect individual positions, particularly if the data could in any way be used to the disadvantage of my informants or the people discussed. Confidentiality (MacDonald, 1976) was a key value in the evaluation agreement discussed in the design. The task of conveying the truth and protecting critical or sensitive perspectives was not easy, particularly when responding to questions from my key sponsor.
Planning the Questions to be Asked

Throughout the entire documentation process the intention was to respond as much as I could to the formative evaluation needs of the principal, the executive and staff. The clarification of the evaluation questions was undertaken at several stages during the documentation period (figure 2: September, 1981, appendix B; August, 1982, appendix D; and October, 1983, appendix I). The first negotiation process after becoming a participant observer in the school came toward the end of July 1982. I requested Roy to identify specific evaluation questions he would like considered. Just before the August holidays, he presented me with a list of fifteen questions (appendix D) which I took the liberty to reclassified under four headings (appendix E): Curriculum Document; Teacher Development; Teacher Practice; and Pupil Outcomes.

At that stage of the documentation process, I felt unable to include any major assessment of changes in pupil outcomes. It was agreed, from my suggestion, that I would not directly cover the questions relating to the evaluation of pupil outcomes. It was agreed that the focus would be on; describing the process of changing the school's curriculum documents, the staff development program, and teachers' implementation of the Draft and Integrated Curriculum documents. The gathering of data was to be my
entire responsibility as I did not feel in 1982 that I could expect more than cooperative access.

In collaboration with Julie, who had full class relief for the first two terms of 1982 and Vonne, an interview schedule (appendix G) was developed from the work of Heck, Stiegelbauer, Hall and Loucks (1981). Their "innovations configuration" model was used as the basis for the development of the interview guide which was used in the informal teacher interviews held in the last two months of 1982. These interviews were conducted whenever possible in the teachers' rooms; more often it was a sunny corner of the staffroom during a scripture period or recess break. The teachers verified the transcripts of their interviews as part of the negotiation process discussed in the design of the Study.

The deliberation process relating to the evaluation question to be incorporated into the Draft Evaluation report were further refined in September 1983 (figure 2). I isolated a number of questions which I felt reflected the developments in the school during the previous two years (appendix H; items 1 to 11). Drafts of these questions were discussed with all eight members of the executive in September, and a representative sample of eight teachers. Three questions (items 12 to 14) were added from my discussions with the teachers and the wording of a number of others items was changed before they were incorporated into the 1983 informal interview guide. The
1983 teacher interviews were more flexible than the structured interviews completed in 1982. Sections of the 1982 (appendix G) interview schedule were used in 1983, in conjunction with the evaluation questions discussed above and in the Design (chapter III, 4).

**Teacher Gathered Data**

Alix completed an evaluation report in May 1982, as part of her B.Ed. program. While the data was not specifically used in the evaluation, her report about the teachers' feeling toward the new curriculum was discussed in a staff meeting in June. The individual teacher's responses to the TSD Committee's Needs Survey in 1982 (appendix L) and 1983 (appendix O) were made available to me after the results had been reported to the staff.

**Becoming a Process Consultant**

The TSD Committee identified evaluation as one of the priority areas for staff development in 1983 (chapter V/3). As I had regularly attended committee meetings and was assumed to have some expertise in the field, I was invited to present some ideas that would help the group to identify some specific directions. I assisted with; some thoughts on the role of pupil assessment and curriculum evaluation in the school; the design of an evaluation and assessment practices survey based on the TSD approach.
to problem solving; the analysis of the data, and the drafting of the proposed action options to be discussed by the staff. As a consequence of the staff's deliberation on the matter, I facilitated the funding and involvement of Brian Cambourne, a colleague from the University, to run a school-based inservice program on the evaluation of process writing.

The cooperative work on this project required my attendance at several executive meeting from August, 1983. A reflection from my field notes indicates the importance that access to this group provided:

So much has come out of the past two weeks. Access to the executive meeting has allowed me at last to experience the tensions, bitterness and exasperation that are part of that groups' experience. Value positions and emotions are openly expressed and feelings vented in a way that would surprise many members of staff who tend to be critical of the executives' closed cabinet style. The overall pattern of change in the school seems to be formulated here. The setting of staff meeting agenda items represents Roy's method of getting discussion going or closing off options for open discussion.

The process consultant role was extended through term III with both Roy and Beryl seeking specific comments and feedback about staff issues and program submissions. Roy regularly initiated discussions relating to pressing staff issues which were of considerable concern to the school's leadership. Options were discussed on staff and program issues for 1984 and detailed suggestions were made on the 1984 DSP Submission.
Several teachers made inquiries about professional development programs and opportunities for further study at the University. I discussed promotion possibilities with two teachers after confirming my feelings with Roy and Beryl. The emphasis of my role during the last five months of the documentation process was clearly that of participant/observer.

Requests to visit grade teachers' rooms in term III (1983) were effectively channelled through grade coordinators. Several members of the executive had become more open in discussing sensitive issues that were often hedged on previous occasions. This closer relationship, I consider, was a factor of time in the school and my willingness to effectively participate in the "real life" of the school. From some of the teacher's comments, I'm sure their respect for me was related to the degree that I was a participant in the life of the school; "It's good to see you doing some 'real' work around the place!" was more than a casual aside.

Perceptions of the Documentors Interactive Role

In an attempt to develop some measure of my specific impact in the school, I asked twenty teachers during the 1983 interviews; "What do you feel has been my impact in the school over the past two years?"
Two distinct perceptions emerged from the responses:
(a) Approximately half the teachers perceived me in a passive, observer type role
(b) The other half (including all the executive questioned) said my role was interactive in some form or another.

(a) The Passive Documentor Role

"You're just there." While hardly an encouraging start if I had considered myself a "organisation development consultant", but a fair description for my role as an ethnographer. Mike embellished the description a little:

I think you're pretty casual about the whole deal...you came in with your bag over your shoulder, and you looked like you'd just got off a motor-bike...you looked the part. You blended in fairly well, even though I knew what you were here for. You didn't come in like an Inspector.

For others my presence was part of the scene: "I think you were here the day I arrived, so you've seemed part of the furniture really!...you were somebody looking at what was going on" (second grade teacher). "You were around and taking and interest in what has been going on...You seem to relate to Roy and other individual teachers quite informally" (4th grade teacher).

(b) Interactive Documentor Role

A number of teachers defined my role in the school as being interactive in a variety of ways:

* A sounding board

146
* Provider of encouragement;

I think it's always helpful to have someone from the 'outside'...you're looking at it from a different angle. Other people may even feel that what we're doing is really worthwhile if someone else is willing to take the time and effort to study and help us.

(Grade 4 teacher)

* Source of subconscious motivation and reflection;

You've made people look more closely at themselves and think more about things...or as deeply into themselves.

(Deputy principal)

Hang on! I suppose it's made you think what you're doing, right?

(Grade 2 teacher)

You're being around is a subconscious motivation.

(Grade 6 teacher)

* Broker;

As well as your own contribution, you've been able to bring people into the school.

(Deputy principal)

* Source of feedback to influence policy;

Other people were definitely drawing things from you, but I didn't know what they were.

(Grade 1 teacher)

Last year I spoke to you about the pace of change. Well, this year has been much better. I guess you must have given some feedback to them about how people felt...I know you spoke to Roy about it.

(Grade 6 teacher)

You've given us inklings when the brakes needed to be put on, or to reach out and help a teacher more than we've been doing.

(Beryl)
Julie (J) and Vonne (V) differed a little as to my impact in the situation: Julie was more emphatic;

"I felt that you had a lot to contribute...from those first stages right through to the revision."

T. "Did I say anything?"
V. "Just the smile test!"
T. "Or was I just a sounding board?"

J. Oh, I think you said a lot. I was really grappling with the concept of curriculum to go into the document. Being able to talk with you about some of my ideas and then get some of your ideas, really triggered off some new ideas. I wouldn't have come up with what we did if it hadn't been for you.

T. "And I tried to remain as neutral as I could!"

(Interview with Julie and Vonne 19.7.1984)

Relationships of Trust

Implicitly reflected in both perceptions of my role in the school was the trust the teachers had in me as a person and as an evaluator. Only one or two teacher attempted any strategy to avoid my requests for an interview; one rejected the presence of the tape recorder.

"When you first came, some of the staff thought you were a company spy. That attitude changed as the staff got used to seeing you" (Grade Teacher, 17.7.1984). "You've been completely non-threatening to people who might have looked for a threat...you used a lot of diplomacy and tact, and were nice to people" (Roy, 6.12.1982).
My key informants were equally balanced between male and female teachers. All the political positions were represented; the change protagonists, the middle ground and the anti-establishment group. Each informant had a special personal interest that formed the basis of the relationship that was generally beyond the school.

Keeping a confidentiality of accounts was perhaps the most difficult aspect of the data collection process. In the dynamic process of cross checking information, providing informal feedback to teachers and negotiating access to a class or some documents; it was all too easy to slip a "Roy said...", or "Did you know ..." into the flow of a conversation and break a confidence.

Confirmation of my participant status was reflected during the celebration of an old Australian tradition; that stops the pens of commerce, slows the wheels of industry, and causes minor chaos at 2.45 P.M. in schools around the nation; the Melbourne Cup (a horse race). On the "form sheet" by the teacher's sign-on book the "staff starters" were posted with "Teddles" (affectionately yours) having drawn a good inside position.

The form sheet read:

**Teddles**: Breeding; By 'pops-up' out of 'wood-work'.

Form; Well credentialed stayer with good overseas form. Prefers to have the pace dictated by others. Has studied the field and should have their measure. (1.11.1983)

It sounded like a good bet to me!
4. Analysis, Writing and Negotiating the Report

Analysis

The development of a chronology of the curriculum development process, and the identification of themes from the data flow were the main thrusts of the analysis.

(a) Key events, announcements, decisions and staff movements were plotted on extended time lines from field notes and the document archive. The distribution of staff meeting minutes (often a few weeks after the meeting) provided an interesting cross-check to my record of the proceedings. The three key phases identified (discussed in detail in chapter V, part 4) in the evolution of the Integrated Curriculum (appendix T), were not clear cut time periods. Walker's (1971) Naturalistic Model of Curriculum Development (chapter III, figure 1) provided a powerful organising schema for the data. As the Draft curriculum (see the design of Phase I) was being implemented, the Draft document became part of the platform of Phase II. The overlapping, cyclic nature of the curriculum process (described in chapter V) was effectively represented by the three modified Walker models in tandem discussed in chapter III (figure 3).

Phase III of the Report drew it's platform positions from both previous Phases. Evaluation concerns were present from the outset of the Phase I, but became the
focus of much of the curriculum deliberation in 1983. The related curriculum episodes that were included in the report were selected because they described important staff development experiences, related the integrated curriculum to the organisational structure of the school, tied in parents and external pressures on the school and its curriculum, and amplified the wider concept of the curriculum that was held by the school. Those experiences that were focused at the grade level were omitted mostly because of a lack of consistent data.

(b) Themes were noted as they appeared to be coming through the data. The set of questions negotiated with the staff in 1983 (appendix H) was an attempt to use the reflexive power of the evaluation design discussed by Hammersely and Atkinson (1983) in chapter II, section 3. Interview transcripts, log books and the document file were coded with coloured liners on several occasions to identify themes, episodes and trends within and through the chronological phases discussed above and in the account to follow in part II. While it would have been relatively easy to pull a number of established generalisations from the innovation and organisation development (O.D.) literature to provide a structure, this process was resisted throughout to allow the data and the participants to shape the direction that I took in writing the descriptive evaluation.

151
Writing the Draft Report

The Phase boundaries were like dirty, variable tide-marks on the two metre long, time line that hung from my office wall. New data seemed to emerge from transcripts. Rechecks with key informants and feedback from the first rough drafts that were circulated in February 1984 (figure 2) produced new or expanded accounts of events and personal positions. The mountain of data was overwhelming.

Much of the early writing was done in the final three months of the documentation process (term I, 1984). Tentative ideas were discussed with key informants (including Roy & Beryl) during that period. The supporting episodes were separated from the three key Phases to reduce the complexity and overload on the developing narrative. The decisions on the time scale of the Phases and the decisions on which of the related episodes to include (with one exception) were entirely my own.

Negotiating the Draft Report

Copies of the first draft of the early chapters were given to Roy and several members of the executive in February and March. No objections were raised and the writing proceeded. Multiple copies of the Draft Report (less the last chapter) were distributed to the principal and the development team in early May (figure 2) for their initial consideration. This action was felt appropriate as
these were the staff who were quoted most frequently and whose names appear beside their ideas and comments. A wide range of helpful corrections were suggested and these were attended to before the Draft Report was made available to the teachers for general comment.

A bundle of single page comment sheets (appendix J) was attached to the folder with the (162 page; single spaced) Draft Report. Copies were circulated through the good favour of one of the class teachers and the comment sheet could be left unsigned in a designated location. In the three months allowed for the consideration of the Draft Report twenty of the thirty-six professional staff read the report and had made written and/or verbal comments to me about their response to the report.

**Discussion of the Draft Report**

Several substantive and style issues raised by the teachers warrant discussion. The intention of stimulating a critical debate was achieved through many of the comments made by the staff. First the style issues.

(a) Two found it too long, although all found it easy to read; "I finished a couple of chapters at the dentist", while another female teacher reported reading it successfully at the football. The question about the length of the report was discussed with several other teachers. Their response was a little surprising; "If that's how long it takes to tell the tale, then don't make it a word
shorter!" and "...the development of some of the personality characteristics gives the report a "living feeling", you shouldn't cut that material out."

(b) "I thought there would be more analysis about the context at the start of the program, for instance the role of school-based curriculum in a high migrant area." As a consequence of this comment that area of the report was strengthened through additional interviewing. The issue, however, was not a part of the actual deliberation process, though it was covered in the Introduction to the Integrated Curriculum (appendix T).

(c) Sensitivity to the portrayal of conflict in the report caused the greatest polarisation of views. "Several chapters were a real white-wash!" represented one extreme; while a number of teachers were very concerned that the principal might be viewed in a negative light because of some of the incidents reported. The great majority considered it to be a "balanced account." A key informant suggested that I went "too easy" on some the disruptive influences in the school. That may have been so from the principal's perspective, but I judged that some individual actions on balance did not materially influence the direction of the project for them to be characterised in the report in such a way that it would make it difficult for those people in the teaching service. Individual staff evaluation and the imposition of professional sanctions was
not the concern of the documentor; this responsibility was the business of the principal and the District Inspector.

(d) The power and controlling influence of the school's executive was frequently mentioned as an important issue highlighted in the report. "Quite often new policy is a fait accompli by the time it reaches open discussion." "The powerful role of the grade supervisors was clearly discussed."

(e) "You gave plenty of space to the two language teachers! What about seventeen percent of the staff—the ESL teachers, who kicked over the regulations and taught the ESL in a way which made educational sense to the kids!"

Peter was correct in his agitated response to the Draft Report. "Against the Grain: ESL Class Organisation" (Phase III) was written and added to the Evaluation Report following his representations. The episode actually complemented "Shots from the Top" in Phase II which discussed another form of external policy pressure on the school. After reading a draft of the new chapter, Peter commented, "You summed it up O.K."

(f) Whose perspective was most represented in the report? The responses were approximately equally shared between:

* "The principal and his cabinet."

* "Good balance between the executive and the staff."

* "You're the 'quiet observer'—you didn't miss a trick!"
With one exception all the teachers who read the report were happy with the accuracy, fairness and relevance of the discussion in the report. These were the criteria used by MacDonald (1976).

(g) The usefulness of the report to the ongoing work of the teachers was an important question, as it underpinned the utility rationale of the evaluation.

* "It gave me a real sense of accomplishment." Five teachers indicated that the report encouraged them to "persevere" with application of the curriculum.

* It gave appropriate credit to those "who were particularly involved in the new curriculum." Six teachers felt that the report gave the key people "good coverage" for their work.

* "Now I have all the strings together, I think it will consolidate my thinking about my work in the classroom, on the executive and in school committees." For seven teachers, the report lifted their consciousness about the wider operation of the school in their mind. "...whilst the report is still fresh, the staff will be a little more vocal in having their views presented in the 'policy making' business."

* For two of the executive it provided a basis for future policy action. "Let's examine our successes and failures and determine the future."
Roy commented that it was "...compulsory reading for all new staff in the school." Two new executive members who came to the school in 1984 were some of the first to request a copy to read. "I wish I'd read this report before I 'took on' the Integrated Curriculum, the report gave a wonderful perspective to the development of the document and the organisation of the school...The school is lucky having such an experienced executive and a strong leader who can get things done" (Interview with a new member of executive, 16.7.1984). Five teachers identified the value of the report for new teachers in the school.

"I think it should be published ...It would be a shame if it was just for this school...there must be other people interested in the world of curriculum change." "I'm proud of what happened, and I think we ought to have our name on it" (Julie, 6.7.1984).

"It's to our credit that this has been written...I'd just as soon see our name on he cover...and our names on what we said, it was extremely hard; no one ever thought it would be a rose garden without thorns" (Roy, 12.6.1984).

5. Withdrawing from the School

The curriculum life of a school never ends. At the outset of the study, I had somewhat arbitrarily doubled Wolcott's (1983) one year in a school rule of thumb, on the basis that that period seemed a "fair slice of the action" to discuss the process of curriculum change. When my
second full calendar year in the school was a few months away, I looked anxiously (as Roy had often in a staff meeting) for closure.

The evaluation workshops in the writing area (design section of Phase III) had become the platform for a planned revision of the writing sections in the Integrated Curriculum; Phase IV by my chronology was in full-swing! While there were invitations to visit classrooms to see the process-writing program in action, requests to react to draft writing evaluation schemes and a willingness to share the excitement that their work with Brian Cambourne had generated. I tried to withdraw slowly. Cambourne was no help! "You've got one of the best group of professionals out there that I've ever had the pleasure to work with. Great data, get into it!" (Staffroom discussion, 4.5.1984)

Except for the documentation of the evaluation phase of the assembly project (an episode in Phase III) which had commenced in 1983, the primary documentation process concluded at the end of 1983. However the revision and negotiation of the Draft Report required additional interviews with staff which necessitated almost weekly visits to the school from March to August 1984. Some of the staff appreciated that an end was necessary, as Vonne lamented, "I think it's a shame that it's not going to go on!" How do you break a fine affair?
Publishing the Report

After three months of informal discussion and revision of the Draft Report, a staff meeting on 27.7.1984 approved the document in principle for publication with the school's name on the front. The Report was edited again before it was presented to the principal for printing in the second week of September, 1984. The staff approved the wider circulation of the document. The school arranged for Evaluation Report to be printed and they are handling the distribution of copies to interested people and schools.

Summary

The reader may have pondered during this account, as I did, "Was it worth the time and energy invested?" I believe the school and the individual teachers confirmed the value of the association. The Evaluation Report was only part of the evaluation agreement; the informal feedback and my involvement as a participant observer in the life of the school have become part of the history of the school.

The evaluation biography has attempted to make explicit the evaluation's design in action. Professional associations of this nature develop special relationships of trust between the evaluator and the participants. An account of this developing relationship was a crucial part of establishing the trustworthiness of the account in part II.
PART II

SCHOOL EVALUATION REPORT
CHAPTER V

INTRODUCTION TO THE SCHOOL REPORT

1. Purpose and Method

Purpose

The main purpose of the Study was to document the development and implementation of the Integrated Curriculum at Warrawong Primary School through an ethnographic evaluation. The evaluation had two main functions:
(a) to provide formative feedback to the principal and staff about the curriculum development project through informal discussion and a written report;
(b) to increase the awareness about the decision making process which stimulated and maintained the curriculum and staff development program in the school.

The initial intention for the study was to ask the open ended question:

How does a school go about the business of school-based curriculum development?

Coupled with this question was the documentor's belief that a change in curriculum was essentially a change in people. In a whole school setting, a period of two years was thought to be the minimum time for an innovation to negotiate the route from the idea to classroom practice.

161
It was the hope of the documentor, that the evaluation process would stimulate a critical reflection on the process of curriculum change by those who were most intimately involved; the staff of the school. For other readers it is hoped that your own tacit understanding of schools and change within a professional setting will be enhanced through an account of the experience of the staff at Warrawong Primary.

The design of the Study emerged through the documentation period which commenced in August 1981 and was concluded in April 1984. The evaluation questions and the data to be collected were negotiated in broad terms at the outset with the principal and staff. Modifications were made as it was necessary throughout the period. Discussion of the Draft Report of the Study was an important step in the negotiation process discussed in chapter III.

**Beginning the Evaluation**

The relationship between the school and the researcher began as an informal discussion with Bev, the multicultural resource teacher at an Multicultural Inservice Conference in August 1981. From this chance meeting, the Study of the development of the Integrated Curriculum began. Neither the teachers nor the documentor were aware of what the next two and half years at Warrawong Primary School would entail.

The devolution of responsibility for curriculum development to individual schools was state policy in the
late 1970s in New South Wales. The transfer of responsibility for specific curricula design to the regions and schools significantly increased school autonomy in curriculum decision making. For many teachers, this autonomy generated stress, anxiety and a feeling of overload. Few studies had been undertaken in Australia to document this process. This case study is an attempt to provide a perspective on the business of school-based curriculum design, implementation and evaluation.

Initially, Warrawong was part of a small group of schools in the early stages of a study on the implementation of the 1979 Multicultural Education Policy. Logistic factors encouraged the documentor to refocus the study at the beginning of 1982 at one school. The invitation to spend more time at Warrawong to document the development and implementation of the Draft was attractive because it enabled the documentor to extend the breadth of the study and to become totally involved in the life of one school. The first research agreement with the teachers was extended to include the documentation of the school's total curriculum development process. The audience for the study was initially the principal and staff of the school.

Midway through 1982, Roy (the Principal) and the documentor discussed the type of questions and information he and the school could find useful from my observations.
From a list of fifteen questions, four areas were identified:
1. How flexible and useful is the *curriculum document*?
2. To what extent has the *teacher development* program within the school assisted and encouraged the teachers to develop a commitment to the ideals of the curriculum document? How can the level of teacher support and leadership be maintained in the school?
3. What aspects of the document are reflected in the teacher's *classroom practice*?
4. Have the *pupils* changed as a result of the new approach to curriculum planning?

*Method of Collecting Information*

The negotiation process was continued throughout the study. Early in the study it was agreed that the documentor could not adequately address the pupil change because of limited resources and the readiness of the teachers to address the issue concurrently with the new curriculum. Negotiation ensured to some extent that the questions being asked of the data and the informal feedback that was being given, were relevant and appropriate. Questions about the important questions for the study were surveyed from a random group of teachers and from members of the school's executive in 1983, to provide a basis for the emerging themes which are interwoven in the following chapters.
"A case study is the examination of an instance in action."
Walker (1974, p.176)

In the beginning the teachers had little idea about the magnitude of the curriculum initiative that was begun by a small core of teachers at the end of 1981. The ethnographic case study design used in the evaluation fitted comfortably with the evolutionary development of the curriculum and the associated professional development activities. As a participant-observer in the dynamics of the change process the documentor became involved over the two-and-a-half year period as a visiting speaker, a source of information (about the university, resource people and courses), a confident, a process consultant and someone with whom to "sound-off".

The documentor attempted to remain as neutral as possible, while being also positive to the efforts of the staff to improve the quality of instruction that the children were able to enjoy. One cannot be a part of a dynamic setting like a school for nearly three years and not be a changed person. Julie and Vonne reflected on the documentor's role as a participant at the end of the period:

Being part of the school adds to your effectiveness. The school is about kids and people and personal perspectives. If you cut that out, you miss the forces that come into play in a school. We are not instruments of change--we are people--so that I think you have to evaluate us as people, not as a computer or whatever!

You had to be there a lot in order for people to be able to be honest with you and talk about how they really felt. You have to get involved to appreciate why people are doing certain things or why they feel the way they do.

Interview (6.7.1984)
The process was perhaps analogous to being a camera­
person and narrator on Mao's 'Long March' through China in the 1930s. The ideals, the key actors and their modes of operating, though challenged through the difficult terrain, retained their integrity through the dynamic landscape of changing episodes. Those who completed the journey had a commitment to the ideas and skills they had learnt along the route.

Ethnographic evaluation attempts to apprehend the various perspectives in the school that are held by the staff. The political nature of this task requires the development of trust relationships with all participants in the setting. One key informant suggested with a smile, "You better get it right!" A veiled threat, encouragement or both?

A wide perspective on the operation of the school was achieved through; the regular attendance at staff meetings, informal discussion with staff and parents, a presence at grade meetings, assemblies, Parents and Citizens (P & C) meetings, teacher interviews, and teacher planning sessions. The documentor was often present when visitors came to the school to talk with staff and he attended all the school inservice activities. Opportunities were provided for me to sit-in on a number of committees and at some executive meetings. Regular visits to several class teachers' rooms were made and the documentor had the chance to talk and work
with the children. These experiences enabled the documentor to develop some insight into the "daily grind" of the primary teacher as well as a glimpse at some of those moments of joy when it all came together.

The ideals, hopes, feelings, fears and prejudices of the staff were observed, felt and noted through this association. Two semi-structured interviews were held with most teachers, one at the end of 1982 and the other in 1983. Interview transcripts were checked and validated by each teacher. The final source of data used to reconstruct the account was over a metre of documents and field notes which were gathered in the two-and-a-half year period.

As an ex-secondary teacher who had spent the previous eight years in schools of education in three different countries, the documentor's primary school experience was through the supervision of practice teaching and working with teachers in an external B.Ed. program. The immersion into the professional life of the principal and teachers, and to an extent the experience of the children and community of Warrawong was a new and stimulating professional experience.

Preparation the Report

Documenting the implementation of the new curriculum document, initially appeared a well bounded case study within the context of the school. The bounds of the study quickly became somewhat permeable. While the Integrated
Curriculum innovation was the central focus of the evaluation portrayal, the process of implementation and revision incorporated the entire curriculum, staff development and administrative effort of the school. Pressures from outside the school created tensions and demands on the school's established priorities. The interplay of personalities, conflict and the leadership style of the principal became crucial ingredients in the change process.

Which episodes were to be included in the account? Two interrelated criteria explain in part the selection of issues, events and processes discussed in the report.

(a) The main focus of the study was on curriculum change from the introduction of the Integratea Curriculum.

(b) The documentation process concentrated on the teachers' development and change across the school.

It quickly became apparent that the whole life of the school was being influenced and it was difficult to bound the extent of the interactions that surrounded the focus activities. The documentor did not however, become involved as a participant in the life of grades groups, or to any great extent in the details of the children's experience. While some important developments originated in the grades and the importance of the children's experience as the final consumers is not denied, unfortunately time constraints restricted the documentors capacity to enter or effectively document these two areas of the school. The decision not to
document the children's experience was discussed in chapter IV.

Episodes within the report attempt to reflect the chronological development and revision of the Integrated Curriculum and the organisation in 1983 of parallel classes within the school. Related episodes discuss the impact of: external pressures on the school; the integration of external funding programs into the mainstream; and staff and parent support programs to encourage a holistic approach to the school's curriculum.

Who Owns the Report?

Ownership was shared between the staff and the documentor. The evaluation contract (appendix I) guaranteed the preservation of individual and school anonymity. After consideration of the Draft Report, the school decided to specifically identify itself in the title on the Evaluation Report. While no teacher requested that data be excluded, a number did not wish to be identified by name. These teachers are referred to as a "grade teacher" in later chapters of the report.

"I feel it's our own report."

"I felt I was reading what we'd been involved in and what we'd been doing as a school."

Summary

The purpose of the evaluation was to document and describe the development and implementation of the Integrated Curriculum at Warrawong Primary School from 1981
to early 1984. The formative evaluation process was designed to provide feedback to the principal and staff throughout the documentation period. The Draft Report was discussed over a ten-week period before this document was negotiated for publication and general distribution.

2. Community, School and Teachers

Community

Warrawong is a working class suburb within the City of Wollongong. The area is located just south of the major heavy industrial area of the city. The grimy dust from the heavy steel industries settles by the tonne when the wind changes from the south. The business area of the suburb acts as a regional shopping centre for the southern suburbs of the city. Increasing unemployment has hit this community harder than most in the city. A school based survey in April 1983 revealed that over thirty-five percent of the school population came from homes where nobody was employed (either on unemployment relief or a pension).

Approximately fifty percent of the community were born overseas and one or both parents in seventy-five percent of the families speak a language other than English. There is a low educational attainment status among the adult population. The retention rate for sixteen and seventeen year olds continuing to years eleven and twelve at the
adjacent High School is under forty percent Youth unemployment (16 - 21) was in excess of twenty-five percent in the district (1983, appendix P).

School

Warrawong Primary is a 700(+) pupil government school. The school's enrolment mirrors the community. The 1983 English as a Second Language (ESL) survey showed that sixty-eight percent of the children in the school were from a non-English speaking background. Children from twenty-one national groups were represented on the school's roll. A large number of the children were of Macedonian descent. There was also a small but rapidly growing number of Vietnamese children in the school. Many of the children experienced cultural tension as they moved between home and school.

While community and parent participation in the life of the school was not overwhelming, there were substantial links which had been progressively established over the previous five to six years. Extensive use was made of the school by community language groups, and the ethnic aides in the school had forged a meaningful link between the parents, the children and the teaching staff. Multi-lingual signs around the school indicated the location of the office and the main buildings.

Regular monthly meetings of the P & C drew between twenty-five and sixty parents. A thematic meeting program
was used to present a range of curriculum topics; language, personal development (PD), mathematics and process writing. Meetings were followed by regular classroom visits which were very successful. Parent involvement improved in 1982 through a concerted effort by the staff to involve parents in a variety of classroom activities. Parent representatives made a meaningful contribution to the school's 1983 and 1984 Disadvantaged Schools Program (DSP) submissions.

Prior to 1981, the school had been organised as two distinct departments. Primary teachers had little contact with the staff in the Infants Department. Classes were streamed by grade and the curriculum was organised along traditional subject lines, using centrally prescribed syllabi.

**Teachers**

Teachers came to Warrawong Primary during the documentation period rather than departed. If 1981 was used as a base year, there was (excluding maternity leave) one transfer to a promotions position and one transfer to a school closer to a teacher's home, during the three calendar years covered by the study. In 1982 there were thirty-eight staff with teaching qualifications and twenty-nine organised classes in the school.

1979 was a turning point for the school. In that year Roy, the principal throughout the study, and two new members
of the executive--Vonne and Rhyce--arrived with three young teachers. Roy came to the school after a period of being the Professional Assistant to the Regional Director. His intimate knowledge of the workings of Regional Office provided a valuable base of personal contacts, and an awareness of the available supports for school based initiatives.

Nine new members of staff arrived during 1981. Only thirty-six percent of the staff in 1983 were at the school before 1979. Ten of the teachers (twenty-eight percent) had not taught in any other school and another twenty-two percent of the teachers had less than two years at another school before coming to Warrawong. The substantial influx of 'old' and 'new' hands provided a vigorous base for new initiatives.

The school was fortunate in having a wide range of specialist professional expertise among the teachers. Music, physical education, the related arts, community languages, as well as the language and mathematics curricula areas were well represented. During the period from 1981 the school gradually integrated into a Kindergarten to 6th Grade (K-to-6) operation. A common staff room was established which provided a friendly and usually jovial atmosphere. Mail boxes, the duplicating facilities and adjacent store rooms made it a natural focal point for the staff. Most teachers would spend at least a part of either recess or
lunch time in the staff room. To some staff members' chagrin, it was the only really acceptable place for teachers to have a smoke during the day.

Leadership in the school was through a "cabinet style" executive. The executive was composed of the principal, deputy principal I (infants mistress) and the grade coordinators. This included the deputy principal II positions in the infants and primary divisions. Under Roy's leadership, the executive had become the central policy making group in the school. All significant policy proposals were first considered by the executive before they were presented to the staff for consideration. Cabinet solidarity was expected.

The grade supervisors, in most cases, provided the middle-level leadership and professional support within the school. Those grades which shared their resources and talents had a very supportive professional experience. Within these informal networks, teachers undertook numerous innovative activities. Unfortunately, many of these exciting class and grade orientated activities were not documented as part of the wider school curriculum innovation. Process writing and the gross-motor program were two initiatives that had their origins at the grade level, but later became school wide activities, the latter being discussed in chapter VIII.
Formal organisation within the school was based on the hierarchy of the principal, deputy principal I (both non-teaching positions), grade co-ordinators (classroom teachers who held a list 1 or 2 promotion status), and class teachers. The executive met regularly to establish policy and to co-ordinate the general running of the school. A number of school committees took responsibility for various curriculum interest areas (sport, language, mathematics) as well as the TSD and DSP Committees which drew representatives from across all grade and status levels within the school.

Informal friendship networks within the staff were varied and were based on the usual age/gender factors, as well as sport, church, part-time studies, the pub and regular staff and family socials.

Parents related directly to class teachers, individually and through the P & C Association to the principal or the deputy principal. There were parent representatives on the DSP Committee. External consultants and visiting resource people initially made contact through the principal, but then worked directly with individual teachers or the groups concerned without formality.

Initiatives taken by the TSD Committee have significantly contributed to the effective professional life of the school. Following Roy's strong encouragement to get
the process initiated in 1979, Jack, Rhyce, Arthur and many others have made a significant contribution to the quality of the life of the school through the work of the Committee. Each year, representatives from each grade were elected to the Committee. An interactive cycle of concern identification, problem solving, consultation and the consideration of action options has resolved a number of school-wide concerns through group action. As part of the movement toward a K-to-6 school, the TSD Committee in 1980 successfully facilitated the establishment of the common staff room. Parent involvement, and the evaluation program in 1983 (chapter VIII) were aspects of their work discussed in the account.

A view of the school as a K-to-6 organisation has developed progressively since 1980. The common staff room, a thematic K-to-6 integrated curriculum from 1982, the TSD Committee, contact classes across grades, and the intermixing of grade classrooms around the buildings. School-wide staff activities included; inservice workshops and Teachers' Federation Branch meetings.

The appointment of Beryl as the deputy principal I (infants mistress) in 1982 was fortuitous for the promotion of this concept, as well as support for the integration of the curriculum begun the previous year.

The executive and a small number of teachers considered their professional responsibility to extend beyond the grade to curriculum committees and school level responsibilities.
such as sport organisation. Most teachers however, were primarily concerned for their own children and the full range of class duties and related responsibilities.

Summary

The school is located in a diverse multicultural community which had felt the brunt of the economic downturn in the adjacent steel industries. Staff movement was low and the school became an effective K-to-6 unit during the evaluation period. Leadership within the school was coordinated through the executive; however there was a wide distribution of responsibility and initiative in school-wide committees.

Major staff movements into the school between 1979 and 1982 infused a talented mix of teachers, most of whom were keen to initiate a wide range of changes within classes, grades and across the school. The principal was energetic and keen to get the school moving. Roy had the experience, the energy and the contacts to facilitate the ideas and talents of the staff from all grades of the school.
3.0 Descriptive Model

Purpose

The purpose of this section of the chapter is to outline the descriptive model that has been used to organise the data and present the evaluation report.

Structuring the report

Walker's (1971) Naturalistic Model of Curriculum Development (figure 1) was well suited for the task of providing a framework for describing the overall curriculum innovation process, as well as a structure for discussing each of the episodes within the account. The model complemented the ethnographic methodology used to undertake the evaluation. As neither the teachers nor the curriculum operated in practice from clear objectives, a traditional "positivistic" curriculum model would have been inadequate to capture the richness of the development process.

Walker's (1971) original model had two additional boxes: policy (accepted precedents) and data (additional information—sometimes from outside the setting, external policy, and research data). For the convenience and simplicity of the account, these two categories of the model were subsumed into the platform. The key features of the model are illustrated again briefly in figure 3 below.
Section of the Model

Platform

Each of the Phases and curriculum episodes discussed in the case study begin with a description of the context and the key participants involved. In some of the episodes, the ideals and values of Julie, Vonne and Roy (the key curriculum innovators) were the driving force throughout the debate. The revision of the assembly program, discussed in chapter VIII was an interesting example of the power of individual personalities in the deliberation section of the model. At other times in the account, issues were raised and the power of group consensus in the deliberation phase provided the power for the implementation of the design.

The platform includes an idea of what is and a vision of what ought to be, and these guide the curriculum developer in determining what he should do to realise his vision. (Walker, 1971, p.165)

The platform's components are: conceptions; theories; and aims. These aims or ideals may be ill-defined images like the shape of the Draft curriculum in September, or firm political positions such as Roy's insistence on the confidentiality of executive discussions. Ways to a purpose or procedures may also be an accepted part of an individual or group's consciousness. Roy's belief in the power of a little success at generating teacher confidence was perhaps a pertinent example of his way of getting teachers going.
Figure 3. Key elements of Walker's Naturalistic Model of Curriculum Development
Deliberation

Walker (1971) notes "The heart of the deliberation process is the justification of choices" (p. 166). In the development process some decisions were made with forethought and after considerable discussion. These decisions make up the explicit design (figure 3). Other actions were decided upon automatically from unconscious choices; these decisions made up the implicit design. During the revision of the Draft document, each section was reviewed and refined by both informal and formal processes. Debate about the full consequences of the parallel grading of the classes in each grade level was firmly based on a number of ideological positions held by Roy and a number of the teachers, which were not made explicit until they were challenged in an unplanned staff meeting debate which is carefully detailed in the deliberation section of chapter VII/3.

The deliberation phase of the model attempts to identify the dynamics of the decision-making process through the identification of key people and the events that led to the various designs.
Design

The design is a set of abstract relationships, embodied in the materials-in-use which are capable of affecting students—rather than the materials themselves...In the naturalistic model, the theoretically interesting output of the curriculum development process is not a collection of objects, nor a list of objectives, nor a set of learning experiences, but a set of design decisions.

(Walker, 1971, p.166)

While it was a relatively simple documentation task to identify the series of explicit decisions from the transcripts of meetings, the unconscious choices and the hidden agendas were more subtle; even to some of the teachers who had been in the school for a number of years. Some positions were too delicate or damaging to expose to the harsh realities of print.

The design was the apex of the descriptive model. Its reality was interwoven through the deliberation and back to the platform conditions and the personal positions of key "actors" in the episode. As a descriptive model (figure 3) it has a temporal flow. A beginning (the platform), a process (the deliberation) and an end (design). The design in Phase I of the curriculum development process became an essential input of the platform in the next. In the account of the development and implementation of the Integrated Curriculum at Warrawong, three overlapping chronological Phases were identified (see figure 4 below). It was around these three curriculum development Phases, that the related curriculum episodes were tied. The overlapping Phases and
the related episodes are discussed with figures of their time-lines in the next section of the chapter.

4.0 Time Frames of the Evaluation

Purpose

The purpose of this section of the chapter is to outline the three chronological Phases and the related curriculum episodes which were identified in the curriculum development process at Warrawong.

Curriculum Development Phases

The documentation period for the evaluation extended from August 1981 to April 1984. Within this period three overlapping curriculum development Phases were identified using Walker's (1971) Naturalistic Model (figure 3 above). Each phase had an identifiable platform position, a deliberation period and design. In Phases I and II, the design became a working position as part of the platform of the next cycle of the model (figures 3 and 4).

A number of related or supporting curriculum episodes were integrated into the central time-line. The related episodes vary in length from four months to over a year. The "Getting the Parents Up" project actually extended across the time periods of the three phases. Each episode
highlights a particular initiative which influenced the Integrated Curriculum as; a staff development program, an external pressure or the integration of external funding into the total curriculum effort of the school.

The teachers at Warrawong would probably have thought of the documentation period in terms of calendar years, classes taught, or major school events. While the curriculum implementation cycle followed the calendar year for the introduction of major policy changes, the actual deliberation process varied from a few months to over a year.

When asked if there was a "beginning and an end" of the school's curriculum-building process, several of the executive gave me the standard axiom: "It never ends!" Although the process of curriculum change at Warrawong was cumulative from the beginning of the 1980s, distinct Phases in the overall process of change have been identified from the data and structure of this account. An outline of the time frames for the three Phases and their related episodes are detailed below in figure 4.
Figure 4. Time-line of the three Phases of the design and implementation of the Integrated Curriculum

(Documentation period: August 1981 to April 1984)
Phase I: The Draft Integrated Curriculum

"Trying to tie what we do together."

(August 1981 - August 1982)

1981
- Aug X
- X
- X
- X
- X
1982 X
- X
- X Phase I {X}
Y - X (Design/Implementation
Y - X
Y - X
Y - June X
Y - X
Y - X
Phase II Y -
Y -

Figure 5. Time-line of Phase I: Design and implementation of the Draft Integrated Curriculum

(August 1981 to August 1982)

Phase I traces the genesis of the curriculum innovation from the concerns and interests of several executive members in 1981. The curriculum work that had developed in the school from the late 1970s and the increasing flow of policy statements from the State Department of Education, established the framework for the changes described in the account.
Phase II

"It's terrific. But which way is up?"

(April 1982 - February 1983)

Revising the Draft curriculum document (appendix S) was the central curriculum activity in Phase II (figure 6). The revision was prepared and written-up by a small staff team. All the staff had the opportunity to contribute to the revised document from their experience of trialling the Draft.

Figure 6. Time-line of Phase II: Revision and implementation of the Draft Integrated Curriculum and the related curriculum episodes

187
Related Episodes in Phase II

(i) *Water, Sound, Flying Children and other Magic Trips* is an account of the first of two related arts projects. Preparation for the performances reinforced the pupils' creative and musical skills as well as developed the teachers' confidence in a range of teaching skills set out in the Draft document.

(ii) *Shots from the Top* is an account of the formulation of a school discipline in accordance with Department of Education policy. The futility of the process, despite the energy invested in the task, reinforced the position that initiatives inspired from within are more likely to be successful.

(iii) *Getting the Parents Up* describes the efforts of the Total School Development Committee to involve the parents with the teachers in a variety of classroom activities. Positive parent-school relationships were felt to contribute significantly to success in school but too much energy for the teachers to maintain the program.

**Phase III**

"It's working for me in my special way."

(October 1982 to April 1984)

"How do we know what the kids have learnt?" The central theme in Phase III (figure 7) of the account was the development of a pupil evaluation policy. Some elements of
the pupil evaluation process, that were discussed by the staff in detail in 1984, were implemented at the beginning of 1982 with the Draft curriculum. The guiding philosophical orientation to pupil assessment was a process rather than a product orientation.

The reorganisation of the grades into parallel classes at the beginning of 1983 and some significant changes in the language area of the curriculum, extended the deliberation period in this phase of the overall curriculum design.

Figure 7. Time-line of Phase III: Design and implementation of: pupil evaluation process; organisation of parallel classes; and related episodes
Related Episodes in Phase III

(i) **Against the Grain: ESL class organisation** within the school suited the needs of the children and the teachers. The episode describes attempted imposition of external guidelines that did not give due account to the professional expertise of the teachers involved at the school.

(ii) **The Pain and Joy of Being Disadvantaged**: DSP submission writing and the successful attraction of funding supported, and reinforced, the implementation of the Integrated Curriculum.

(iii) **Dreaming Animals and Dragons** was a follow-on at the end of 1983 to the successful related arts project held in 1982.

(iv) **Assemblies: An act, or another part of the curriculum?** examines the staff evaluation of the place of assemblies in the curriculum at the end of 1983 and the trialling of a draft assembly policy in term I, 1984.

**Summary**

A two-and-a-half year slice from the life of a large and active school like Warrawong Primary revealed a complex series of human and organisational relationships. From
an evaluation perspective it was a fortuitous time to be available to document the life of the school. Walker's, (1971) model (figures 1 and 3) provided an appropriate structure for the description for each phase and the related curriculum episodes.

Three phases were identified in the chronological development of the Integrated Curriculum: the design and implementation of the Draft document; the revision of the Draft and the implementation of the Integrated Curriculum; Development of a pupil evaluation policy and the introduction of parallel class organisation. Within each Phase there were a variety of related curriculum episodes that supported the main curriculum endeavours of the school.
CHAPTER VI

PHASE I: DRAFT INTEGRATED CURRICULUM

1. Design of the Draft Curriculum

"Trying to tie together what we do."

(August 1981 to August 1982)

Phase I was essentially concerned with the conditions which stimulated the design and implementation of the Draft Integrated Curriculum. No related episodes are discussed in this chapter, although the TSD parent project (discussed in chapter VII/6) was developed during the same period.

Platform

1981 was a propitious time for a curriculum innovation at Warrawong Primary. A description of the platform conditions will identify some of the professional positions held by key members of the staff, and the organisation arrangement for curriculum development which existed in 1981. The tide of external policy pressures from the Regional Office and State Department could well have constipated the existing subject orientated program of the school.

In the two-year period leading up the the development of the new curriculum, sub-committees of the staff had reviewed and in some cases revised the major subject curriculum
documents in the school: Mathematics (1978); Social Science (1979); Natural Science (1979-80); and Handwriting (1980). The Mount Gravatt Language Scheme was implemented in grades one and two in 1980.

Curriculum development efforts in the school during 1980 and 1981 were supported by a resource teacher who had been released from class teaching by each teacher agreeing to take an extra two children to cover the release position. Vonne worked as the resource teacher during 1980 and 1981. Mick and Julie acted as the resource teachers in 1982. Without the time of the two resource teachers it would have been impossible to facilitate the revision of school-based documents, the development of the Draft integrated curriculum, and the related staff development experiences in the twelve-month period.

Multicultural Education was a mandatory policy document issued to all schools in 1979. This document was one of many: Media Studies; Non-sexist Education; Personal Development; Discipline; and later: Aboriginal Education; Computers in Education policies which have pressed on the school's curriculum during the documentation period. In addition, new curriculum guidelines have been issued or updated in Investigating Science, Social Science, Personal Development, and Language K to 12. This policy inundation took place at the same time as primary schools were "freed"
from the prescriptive syllabus statements which have dominated primary education for many decades.

**Why change the school's curriculum again?**

No single reason can adequately answer the question. Two compounding external factors were:
(a) the general expectation that schools would develop their own curriculum statements
(b) a response to the policy press which was being focused on principals.

Internal pressures included:
(a) an awareness of overlap between many of the individual subject curricula that the school had recently reviewed
(b) teacher knowledge of the imminent press of more policy statements to be incorporated into programs
(c) the press on teachers' programming time to meet these needs
(d) the individual aspirations of several of the staff to provide the best possible structure for organising the educational experience for the children.

Discussion among the executive during 1981 identified the problem of content crowding in the existing curriculum. Although there had been some effective work in a number of areas, the demands did not seem to abate.

We need to try to tie everything we've been doing into some manageable framework so there is coverage of the requirements of the school and State curriculum documents.

Julie (15/12/81)
The pressure for the curriculum revision was traced to concerns expressed by Vonne, Julie, Rhyce and Roy.

We propose an answer is INTEGRATION. With this goal in view we set about investigating the learning process to specify what we saw as being the components that all the areas had in common...The framework of understandings and concepts must be chosen for a particular group of children and is dependent upon their environment.

(Integrated Curriculum, 1983)

A School-based Initiative

There was no debate about where the ideas and expertise would come; curriculum development as far as the principal was concerned, was a school-based process. A rationale for school-based curriculum development was included in the introductory pages of the Integrated Curriculum. The formation of the TSD Committee process in Roy's first year at the school was indicative of his belief that participation and a sense of ownership was the most effective way to ensure full commitment.

Roy's earlier experience in Regional Office had alerted him to the support-systems which were available for a school-based integration project. A Regional Committee on Integration had made little headway, despite the Regional Director's personal interest in the approach. During the early stages of term III 1981, Roy generated sufficient interest from Regional Office to secure twenty release days on the basis that the project would have wider regional application. Credibility for the idea was established
outside the school (where time resources were controlled) and the first breakthrough in facilitating the initiative was achieved. Julie was released for a month at the end of 1981 to work with Vonne on the project.

Philosophically, Roy believed the only way to manage the increasing array of State and Regional policy priorities was to integrate the traditional subject-based curriculum. He considered that effective change could only be achieved when teachers felt confident and had a measure of success from some previous experience. External policy pressures were threatening teacher confidence and morale. The school, he believed, was the place for effective curriculum change because that was where the skills for doing the job were located. Roy believed:

"Teachers are just waiting for the appropriate encouragement."

**Multicultural Education**

In response to the multicultural nature of the school's community and pupil population, the TSD Committee in conjunction with the principal and the Parents and Citizens group successfully attracted a 1980 Multicultural Education grant for the employment of a multicultural resource teacher. Bev was employed from the beginning of second term 1981.
Deliberation

The demountable classroom used by the community language staff and the multicultural resource teacher was rearranged to provide a planning area for Julie and Vonne to review all the existing school and State curriculum documents and associated resource guides.

We didn't start with any specific objectives, and it wasn't until we'd been working on the project for a week or so that we were organised enough to say what we wanted to do.

Julie (15/12/1981)

In the early weeks of October, Roy supported the teachers in the hectic task of reviewing, synthesising and reorganising the extensive range of documents and policy statements related to the school's existing curriculum. The recently completed school documents which had been painfully sequenced and arranged were cut-up in a massive cut and paste exercise.

Julie and Vonne believed that an integrated approach to learning would best suit the individual needs of the children. Roy considered that attempts to correlate content weakened the rigour of the learning experience for the children. The concern for positive attitudes to learning was critical to their thinking. However, the reality of bringing together the wide range of subjects in the existing curriculum redirected their attention to the integration of key learning experiences. This approach, however, proved unmanageable. In those early weeks, a number of Regional
personnel were invited to interact with the development team. The school's District Inspector suggested that they take learning skills as the basic building block (the Investigating Science document provided a useful model). The idea worked.

**Learning Skills**

The retocus on learning skills enabled the development process to move ahead quickly.

In the basic subjects like mathematics and reading people are very aware that there is a progression of skill development. In the expressive areas of music, art and drama, people often selected activities to fit in with a theme or the content, and were not aware that there were skills to be progressively developed.

Vonne (15/12/1981)

During this period there was a full program of complementary curriculum activities in the school. The TSD Committee was actively involved with Bev in a parent/community involvement project. Bev organised a half day, school-based inservice in September to highlight the multicultural perspectives required in the 1979 Multicultural Education Policy Statement. The staff development day stimulated the overall consciousness of how the staff could incorporate the intent of the policy into their classroom planning and teaching. Discussion during the term had also finalised the PE/Health Policy which was ratified by the staff at the end of October.

198
As the development team of Julie and Vonne was free from regular class teaching, the pace at which they were able to work acted as a stimulant to the review. A wide variety of philosophical positions were drawn together as options in the developing form of the integrated curriculum.

A number of teachers paid visits to the curriculum work room to discuss the progress of the project, others discussed the work with Julie and Vonne in the staff room. Bev, as the multicultural resource teacher, provided input from her perspective on the skills and themes being considered. The full implications of the changes that were emerging from the review were not canvassed widely with the staff at that time.

A number of the key ideas in the emerging curriculum were professional views held almost implicitly by the development team. The concept of the curriculum was not seen as an isolated experience in the school life of the child.

I think curriculum is everything we do in school. It's when the kids are in the playground, at sport or in assembly. We've tried to bring out the idea that the child is also learning outside the school...we'd like them to develop inquiry skills which flow into everyday life.

We cannot control what happens to the children when they leave school, but if we can make the parents aware of the philosophy of what we're doing at school, they could talk to children and encourage them to observe things closely. As I like to get them, '...to listen to the noises in the thunder storm'.

Hopefully, the attitude of the separation of home and school can be broken down with parents, otherwise it's hard to break it down with the children.

Julie (15.12.1981)
The need for the integration was not an issue of debate as far as Julie, Roy and Vonne were concerned. They held it as a central theme in their overall intentions during the process.

As a grade supervisor and resource teacher, I'd like to have a framework where you could tie the curriculum together...and offer [it] to teachers for programming.

In many cases teachers were spending a lot of time and effort in their work, but there was not the satisfaction. From another perspective, the more you did the more there was to do!

Vonne (15.12.1981)

A Framework

Choosing the framework to tie the curriculum components together provided the first major design decision. Initial attempts to use major learning experiences proved to be too unwieldy. The Social Science Consultant suggested the use of concepts, however it was felt that such an approach would make the structure Warrawong specific. Advice from the District Inspector redirected the planning group to the major learning skills in the Investigating Science document. The statement of skills, attitudes and content in this document provided the model from which the school document was subsequently structured. This decision immediately allowed the investigating skills in the Social Science document to be incorporated into the basic skill list. All the available school and State documents were then reviewed and the first list of skills identified.
By the beginning of December (1981) approximately forty skills had been identified and listed on sheets of newsprint on the back wall of the curriculum room. The reading skills were reclassified under a single heading and thirty of these skills were subsequently listed in the Draft document (appendix S).

The language focus from the Mt. Gravatt materials provided the basis for the initial sequence of themes in the infants grades. Concerns about the appropriateness of some of the Mt. Gravatt language themes had been expressed by a number of the infants teachers. As a consequence of these views, extensive discussion was undertaken by the team with grade supervisors and teachers on the desirable themes to be included. The whole issue of balance was in part resolved by identifying themes on the planning board as being: language-orientated; social science-orientated or science-orientated. Initially, most of the themes came from the school's existing Mt. Gravatt Language Development Programme, the Social Science or the Science curriculum documents. From the list of themes, approximately ninety were eventually selected to make up the thematic (content) sequence of the Draft.

While attitudes were subsequently reported by the team to be the most important part of the Draft, their formulation came after the skills generally had been organised.
We started with a list of attitudes from our Social Studies and other documents that we'd used in identifying the skills.

We then involved a number of staff who suggested some additional values. Bev suggested some values from the multicultural perspective.

The list was really compiled from a wide range of sources and views.

Julie (15.12.1981)

Roy, in addition to his usual responsibilities as principal, discussed each phase of the project with the team and provided the link to the external consultants throughout the period. Rhyce and Bev were constant sources of ideas. As the ideas were drafted feedback from interested classroom teachers was sought.

The concern for the external credibility of the project was reflected in the wide range of people who visited the school in November. The steady stream of consultants, teachers, parents, tertiary personnel and principals were more often than not, overawed by the process. Some asked useful questions or made a useful comment about the emerging design. Others had some difficulty in coming to grips with the basic intent of the proposal:

Yes, it looks O.K. It might work for your kids, but it wouldn't work for ours!

(A High School teacher from the adjacent Secondary School)

At the informal level Inspectors, Regional Consultants (especially in Personal Development and Multicultural Education), as well as visiting teachers provided a critical perspective on what the emerging curriculum meant to them.
The initial visits by our Inspector worried us the most. He initially expressed some skepticism about what we were planning.

The Inspector responsible for inservice was supportive from the start.

When they both expressed their confidence in what we were doing, that provided us with a great boost of confidence.

Vonne (15.12.1981)

Some of the visitors who came were a frustrating waste of the teachers' precious time. However, it encouraged the team to get their act together to present a clear and concise case to inquirers. At the end of the year, Vonne and Julie reflected on the value of having so many visitors. The stream had added to the hectic pace of their work.

The flow of people into the room has provided us with a wide range of questions and points of view.

It has helped us clarify our thoughts. I'm really excited about it and would defend it to the end.

The justification process really developed our sense of commitment.

Interview (15.12.1981)

Parents were not directly involved in the initial planning of the new curriculum. However, the development team held a firm belief in the need to include the parents in the curriculum process.

In most cases, the parents appreciate being given information about what the school is attempting to do.

The work of the TSD Committee in bringing parents into the learning situation will be very important.

Vonne (15.12.1981)
Staff discussion about the proposed curriculum had been limited to informal consultation and reports to the executive. In early December (1981), a regular Friday morning staff meeting was held in the curriculum workroom. The staff meeting minutes reported that:

Teachers were asked to comment on the concept and the possibility of introducing the programming philosophy in 1982. A proposal to provide assistance was outlined.

This would involve Julie being released to assist all teachers on a cyclic basis. Teachers would be released by using the Disadvantaged situation. A program of in-service would be required early in 1982 with release days being provided by the Region.

No significant ideological issues were raised in the meeting following Julie and Vonne's presentation.

At the next staff meeting, a number of administrative arrangements to support the new curriculum were announced. These included Julie's role in supporting a programming cycle for grade co-ordinators and class teachers, while Mick was nominated as the second resource teacher in 1982. Part of his responsibility was the organisation of resources.

The executive's planned relocation of an infants grade (of three or four classes) in the primary block and vice-versa caused a lengthy and stormy debate. Those protesting cited inconvenience and safety reasons as the main concerns against the proposal. Members of the executive (Vonne and Authur in particular) argued the need to implement the K-to-6 curriculum policy with concrete examples for the children to appreciate that Warrawong was one school.

204
If there are any further strong objections, get them to me by Monday. (That would be the last week of the year)

Roy (11.12.1981)

If there were objections, they were of no avail. The changes were made through the allocation of classrooms for 1982, before the end of the week.

**Design**

Decisions discussed in the deliberation were embodied in the document *Environmental-based Integrated Learning Curriculum: Draft 1, 1982* (Referred to as the Draft, appendix S) and the organizational arrangements to support the teachers' programming activities in the first term of 1982.

**Structure of the Draft**

The thematic sequence of approximately ninety units ran from Kindergarten to 6th grade (K-to-6). Next, forty one values were listed, followed by detailed listing of the skills. At the end of the Draft, an example unit was included.

**Basic Premises of the Draft**

A number of decisions about the philosophy of the curriculum were written into the Introduction to the Draft document under the heading: "Some basic premises on which this integrated approach to learning are based." There appeared to be no debate that:
A number of implicit decisions related to the new curriculum and not specifically stated in the Draft document. Several of these positions will be discussed later in the discussion.

(a) The rapid movement toward the concept of an integrated K-to-6 school.
(b) A disinclination toward the statement of clear and attainable objectives.
(c) The submergence of the multicultural perspective into the body of the Draft document.
(d) The involvement of parents.

Implementation

The principal distributed copies of the Draft to the grade co-ordinators during the last weeks of the 1981-82 holidays. It was hoped that this would expedite the grade planning meetings for the first day. Each teacher was presented with a copy of the 150 page Draft curriculum document on the first morning of term.

On the wall of the curriculum workroom where the staff meeting was held, the details of the Draft were clearly displayed. Stacks of theme resource boxes developed during the last weeks of 1981 lined the side walls of the room.
These unit boxes were assembled to provide the teachers with a readily-available set of materials to commence their preparation of the first thematic unit.

Agenda items for the first detailed explanation of the implementation of the Draft curriculum included:

(a) Suggested classroom activities which foster a child-centred curriculum

(b) Infants/primary contact classes

(c) Arrangements for playground happenings

(d) Guidelines for the development of the evaluation unit to be planned at the grade level. This unit was to be implemented by each teacher before the planning of the first thematic unit

(e) The suggested starting units for class each within the thematic sequence (to avoid resource pressures)

(f) An outline of the school and grade inservice days to be held in the first term

(g) The program of individual planning sessions to be held with Julie.

The most critical part of the curriculum's design from the teachers' perspective was the cycle of planning sessions with Julie. Julie's release from regular class teaching was funded from thirty Region Inservice release days, which had been negotiated with the Regional Inspector on the basis of the "continuing regional significance" of the project. Coverage for the teacher's class for the time of the in-school planning sessions was provided by Sue who was supported by DSP funding to implement a Personal Development perspective within the curriculum.
Grade co-ordinators initially met with Julie to plan the grade inservice planning sessions. These meetings were held on a monthly cycle and were followed up with individual planning sessions. If a teacher had opted to have invitational community lessons in Italian or Macedonian, the community language teacher would attempt to be present during the individual teacher's planning session with Julie. Teachers who had a regular arrangement with one of the community language teachers continued in the program; spot visits did not continue.

The regular allocation of Regional in-service days allocated to the school were used in part to provide relief during the grade planning sessions. However, some after-school and scripture period meetings were held to cover the considerable planning time needed during the first term.

During March and April, no fewer than fifteen Regional Inspectors and Consultants visited the school to discuss the project. One inspector was heard to comment that it was, "... a wisely and flexibly devised curriculum, making possible a significant innovation and staff development project."

The Personal Development Consultant provided some very practical assistance. The Me File, which was suggested as a form of archive for student-controlled evaluation, was adopted and continues to be an integral part of learning environment of most classes. Ideas for extending the personal development perspective in the classroom were
discussed and reinforced through an after-school workshop in April.

Parent consultation in line with the curriculum philosophy outlined in the deliberation was undertaken through the regular monthly P & C meetings. Roy arranged for the parents to visit three or four classrooms after a basic explanation of an aspect of the program. Attendances varied from thirty to fifty for the 9.15 A.M. meetings. The opportunity to visit their children's or grand-children's class continued to be a popular draw-card to develop the parents' awareness and knowledge of the detailed activities of the school.

Parent awareness in the work of the school had been activated through the TSD Parent Survey. The data was gathered during the parent-teacher interviews at the end of 1981. Data from a number of grades was discussed during term I and reinforced the interest that the parents had in the work of the school.

Throughout term I, Mick, Julie, Bev, Sue and Barbara (with her library team) built up the range of resource materials in the thematic unit boxes. The purchase of fifty additional unit boxes substantially reduced the congestion and added some order to the hectic environment of the resource/curriculum room. Without the resource boxes, the thematic sequence would have foundered.
By the end of term I (1982), all grades had adopted, to a greater or lesser extent, the planning format advocated for the implementation of the Draft. The thematic unit sequence provided a little more trouble for the upper primary teachers who were not accustomed to thematic teaching using the Mt. Gravatt language materials.

Well really, it's been a total change. I've had to change my ideas about integrating subjects; I thought it was something up there!

It was hard initially, but I had help. Grade 2 teacher

I know a bit more of where I'm going and why I'm going there. Grade 3 teacher

Despite a fair amount of frustration, a lot more time and some hard thinking about what they were really doing in the class, most teachers were getting the feel of the new system by the end of the first term. The news that something was happening at Warrawong had spread on the "teacher telegraph". As one teacher recounted on returning from an inservice course,

Oh really, you teach at Warrawong? What's it like there now? I heard...

Summary

The integration of the curriculum arose from a culmination of external and internal pressures that were focused in the school. The revision of the existing school-based documents was undertaken by two grade co-ordinators with the full support of the principal. The principal
facilitated time from Regional resources, ideas, space, and the support that enabled the review and the design of the Draft curriculum document to be completed in under two months. Despite considerable strain on the time resources of the school, the new programming system was implemented at the beginning of 1982 in all grades.
CHAPTER VII

PHASE II: REVISING THE DRAFT

1. Introduction

"It's terrific: But which way is up?"
(April 1982 to February 1983)

**Purposes**

Terms II and III of 1982 were frenetic. In this introductory section to the account of Phase II, the main events of the Phase will be overviewed before the five curriculum episodes are summarised.

For many teachers at Warrawong, the implementation of the Draft integrated curriculum was a difficult task to manage. In addition to the new programming procedures there were three other major initiatives in 1982: (a) The parent involvement program which had been initiated in the previous year by the TSD Committee was implemented; (b) Related arts were given an emphasis through a program initiated by Vonne and Rhyce; (c) Roy pushed through the formulation of the school Discipline Policy to meet external policy requirements of Head Office.

In addition to this daunting list of activities, small groups or committees worked on: (a) a revision of the Draft curriculum; (b) a Language Policy; and (c) material development in Personal Development, physical education and
mathematics. Throughout the year a number of teachers and classes worked on improvements to the school environment.

**Feelings About Change**

Some teachers considered the implementation of the new curriculum as being unnecessary. A number reacted or tended to balk at the new proposals as they were floated by the school's executive. Occasionally the feelings came out in staff meetings, more often they were reflected personally or shared by small groups of teachers.

I'm pretty heavily involved in a number of other areas and I just haven't got the extra time and energy to devote to school. I feel that Warrawong is a very progressive school, but they're always going from one thing to another.

I think people are starting to get a bit tired of sort of jumping from one area to another. They want to settle down for a while.

Grade teacher (November, 1982)

I don't think the program is wrong, it just hasn't made a great deal of difference to me. Programming wise I'm not happy.

Grade teacher (November, 1982)

I've found that the easiest way is to say 'Yes', then do what I want to do.

You can get verbal at a staff meeting and object, and say you don't like it for this reason or that. That's O.K., but then you're seen as the type of person that just finds cause to fuss!

Gradeteacher (November 1982)

From teacher interviews and informal discussion, it became clear that most of the teachers trusted the direction that the curriculum development team had suggested. Vonne
and Julie were part of the school, personally respected, and known to be very competent classroom teachers.

In the early days, many of the staff weren't fully aware of what we were getting at. I felt that the staff trusted what the development team were doing because of past successes in things the school had done.

Roy (August, 1982)

Growing Confidence

The number of teachers directly involved in the design of the Draft was somewhat limited. However, the implementation of the new programming cycle from the beginning of 1982 involved everyone on the staff. There were some who found it an exciting prospect. Most were a little daunted by the scope and complexity of the curriculum document, but accepted the assurances of the support system that had been planned.

The new curriculum has been a total change in my thoughts about integrating subjects...It was quite hard at first, even though I'd been teaching for a while...

It would have been hard to implement if I had to do it myself, but I've got other people to help me, so it's not such a hard task.

Grade teacher (November, 1982)

The entire teaching staff contributed to the revision of the Draft through the regular grade meetings and the unit planning meetings with Julie. Through her contact with every teacher in the planning meetings, the strengths and weaknesses of the Draft became apparent.

Beryl took up her appointment as Deputy Principal I (Infants Mistress), at the beginning of term II. Initially
(Infants Mistress), at the beginning of term II. Initially Beryl worked on consolidating her relationships with the K-to-2 teachers and enriching the resources in the unit boxes. The task of reviewing each phase of the Draft with Julie began in earnest in July. While Beryl brought a distinctive range of ideas to the development team, her views were complementary to the direction that the curriculum project had taken thus far.

**Other Activities**

Curriculum sub-committees in Mathematics and Physical Education met during the period and provided informal feedback to Julie and Beryl during the revising of the Draft document. The TSD Committee continued its work on the parent participation project which culminated in the parent workshop in mid-June.

Vonne and Rhyce completed their involvement in a series of music inservice workshops in June. Within their own classrooms they worked on a number of sections of the new Visual Arts Policy which the school had been asked to trial. The idea of using a related arts project to implement the Multicultural Policy was first raised by Rhyce at a staff meeting in late April. The demands of this project became an issue of concern for some teachers as the pressures in term II increased.

Alix reported on the trialling of the new writing program she had observed at a local school, in an October
starf meeting. Soon after, Carol and Beryl attended a language inservice workshop where Dr. Brian Cambourne (Language specialist from the Centre for Studies in Literacy, The University of Wollongong) was the guest speaker. This experience stimulated their thinking about the language skills in the document. Carol reported the practical suggestions from the workshop to a starf meeting in November.

Quite a few teachers asked me questions after the meeting. They've borrowed my stencils and several started their own writing folders. I haven't done that much, but I have started with the writing. Next year I'll get stuck into the process a bit more.

Carol (28.10.1982)

The summary sheet of the process writing approach that was distributed following the starf meeting stimulated a change for many of the infants teachers in their approach to children's writing.

A Staff Development Needs Survey (appendix L) was conducted in early December by the TSD Committee. The evaluation of the children's skill development and the writing process in particular were frequently listed. These two areas were subsequently identified from the analysis of the teachers' responses to be the recommended priorities for starf development in 1983. The evaluation concerns in relationship to the new curriculum were expressed at the beginning of 1982. This issue is discussed further as part of the Phase III account (chapter VIII: "How do we know what the kid's have learnt?").
Doug's encouragement of the tree planting program gained impetus and some support from class teachers and their children. The ravages of poor soil, vandalism and the drought seemed to frustrate some of the physical planting work that was completed by the children, but not their learning about the environment.

**Multicultural Perspectives**

Bev's work as the multicultural resource person required frequent consultation with Julie and Beryl. Wherever possible, the multicultural perspective was reflected in the planning and implementation of thematic units. She also had the responsibility of co-ordinating the involvement of the ethnic aides and the community language teachers with the classroom teachers. Multicultural resource materials and unit outlines were regularly distributed at staff meetings and at planning sessions.

Bev coordinated the preparation of the school's Language Statement (appendix N), which outlined the role of community languages in the context of the revised Integrated Curriculum. However this document was never fully debated with the staff.

The organisational positions taken in the Draft Language Statement (appendix N) and several grade coordinator's belief in the value of parallel (heterogeneous) class organisation coalesced to provide two of the key platform positions in the
debate about how the classes and grades should be organised in 1983.

The implementation of the Draft document (appendix S) in term I proceeded as the main thrust of school policy throughout 1982. Class organisation continued on the 1981 pattern of streamed groups based on English language criteria. The Disadvantaged Schools Programs and moves toward a total K-to-6 school environment were maintained throughout 1982.

The Episodes

The activities and documents that are part of Phase II are linked backwards and forwards to events and decisions in Phases I and III. In the discussion of Phase II (April 1982 to February 1983) that follows, a number of related curriculum episodes (numbered by chapter section) are documented:

2. **The Draft into Action**—the planning and implementation of thematic units through the programming cycle was established to support the introduction of the curriculum. This section complements the design section of Phase I discussed in chapter V above.

3. **Revising the Draft Integrated Curriculum**—the revision and rewriting of the Draft Integrated Curriculum was the major curriculum activity during the second half of 1982. The revised Integrated Curriculum was available to teachers in the first week of 1983.
4. Water, Sounds, Flying Children and other Magic Trips: Related Arts Project I—a project designed to develop the teacher's skills at integrating a wide range of related arts skills into the thematic sequence.

5. Shots from the Top: Formulating a school discipline policy—the school's curriculum development response to a politically inspired, external directive to have a Discipline Policy.

6. Getting the Parents Up: TSD parent involvement project—an initiative in response to the school's multicultural community and the desire to communicate and share the intentions of school with the parents.

2. The Draft into Action

(February 1982 to December 1982)

The implementation of the Draft integrated curriculum in term I proceeded as the main curriculum endeavour for Warrawong in 1982. Essentially, the platform for the implementation of the Draft was described in the design of Phase I. This section of the chapter will describe the teachers' feelings and reactions about the Draft document as it became the actual curriculum of the school.
Platform

Funding of the personal development program from the 1981 DSP submission allowed the employment of Sue, and later Nareille, to develop materials and class-based activities that integrated with the attitude section of the Draft document.

Other schools might have difficulty with the attitude statements in the document, so we are now in the process of developing a strong personal development position and related resources.

Rather than saying 'kids should be open minded', there will be activities that will go with the themes. It is hoped that the children will develop their own attitudes, rather than have them imposed from the teacher.

Roy (6.5.1982)

The implementation of the program in each classroom allowed the class teacher to participate in a cycle of short planning sessions with Julie, and later Beryl. This release time was essential for the support of the teachers in the development of the new programming skills.

The frequency of outside visitors wanting an account of the curriculum initiative did not steady in the first term of 1982. Those who sought to discuss the early initiation of the curriculum included representatives from the Commonwealth Department of Education (Curriculum Development Centre, Canberra). Curriculum consultants from the Multicultural Centre in Sydney came to discuss the community language program. Two consultants responsible for the draft
Visual Arts Policy requested the assistance of the school in trialling the policy, but without any resource documents!

The school-wide process of change created a pervasive tension across the staff. Particular points of view and personal priorities did not always reach an easy consensus. Sometimes these issues were raised at the staff meetings; at other times they were reflected informally over a cup of tea or at any one of twenty-five staff meetings held during Phase II.

The basic rationale for the curriculum model has been fairly clearly established from the ideas and beliefs of the development team. During the course of the first term these views were transformed into teacher programs through the grade planning meetings and the consultation sessions with Julie.

Roy summarised the rationale quite clearly in early May in a discussion with Ian Welch from the Curriculum Development Centre.

We were under pressure, like everyone, because teachers were saying that we cannot get everything done. We have an hour for science, for social science, and so on. How can we possibly run all of these activities within the school day.

The answer was obviously integration and by that we did not mean correlation...To integrate successfully, you must pay due regard to the skills and the stages of development of the kids. We decided, after much agonising, that we would base any work we did upon skills...not content.

Skills to us are defined as; 'a physical, intellectual or emotional process.'
Most important of all are the attitudes. Without the proper attitudinal development in the kids, the teachers and the parents, the rest becomes impossible to implement.

Roy (6.5.1982)

The expectations about pupil evaluation were raised by Mick during the orientation day in term I.

"How do we provide for individual differences when it comes around to the unit's assessment?"

At that point in time it was left open to the grade groups to decide their own expectations. For most teachers at that stage of the year, summative evaluation of the children or the units was not a pressing question. The whole issue of a school-wide pupil evaluation policy was not resolved by the end of 1982.

Deliberation

During the period April through December 1982 a number of facets of Warrawong's curriculum were completed and trialled. Most of the fundamental thinking and decision making behind the Draft were completed before the start of the 1982 school year. The decision making within the implementation process was directly related to the specific planning of units within the thematic sequence.

While unit evaluations were not formalised, impressions and feedback from the previously taught theme were always discussed at the planning sessions with Julie. Decisions to modify the scheduled thematic sequence were made informally.
by the grade and sometimes by the individual teacher. Most teachers included some work on the Commonwealth Games and a few highlighted Easter, with a strong multicultural perspective and some parent involvement.

**Design**

Curriculum planning is an example of practical reasoning—necessarily done under conditions of incomplete information, and aimed at actions whose effects cannot be fully anticipated.

Leithwood (1982, p.2)

The *design* is considered to represent both the theoretical structure and the manner in which those ideals and organisational plans are worked out in practice.

The actual design of the *Draft Environmental-Based Integrated Learning Curriculum* (1982) took its form as the teachers, in conjunction with their grade supervisors and Julie, planned the thematic units and implemented them in their classes.

Each grade and teacher interpreted the document from their own perspective in the light of the particular needs of their children. From the end of year interviews it became clear that almost all teachers had grasped the new programming style quickly and were able to refocus their teaching around the skill-based activities. Five or six teachers initially tried to maintain their old mode of planning within their unit programming format.
Whatever the pace of transition to the new approach, each teacher had to establish their position as part of a grade team. While most grades began to develop a cohesive working relationship between the teachers, one continued as very loose planning group which did not effectively support the teachers involved or the intents of the Draft curriculum.

**How did the teachers feel?**

As part of the documentation process, the documentor interviewed all but four teachers towards the end of 1982. There was a positiveness from almost all the teachers in response to the question; "Comparing last year to this year, how has the new curriculum made a difference for you?" A selection from the teachers' responses gives something of the range and feel for how the new curriculum was working for the staff at the end of 1982. The overall trend was toward a positive acceptance and use of the Draft document and the unit planning processes.

At the beginning I didn't like it at all. Oh, I've got to do this, that and the other.

I liked to use my own ideas and felt very restricted with it at first. Later on I realised that you can bend the rules a bit and put what you want in.

It works very well now, but it takes a lot of work.

Grade 1 teacher (28.10.1982)

Oh, stacks! I really got motivated this year, getting the themes and skills going. It was hard at first to plan, but it made it a lot more interesting.

Once I worked out how to plan and set it out, it was really good.

Grade 2 teacher (28.10. 1982)
Initially I was pretty apprehensive, because of the feeling that I wasn't going to be able to do things that I usually do. But I found the system was flexible, and you can do things that you want to do.

Yes, it has worked. The children really appreciate seeing everything being tied together, they really get quite excited.

Time, of course is the real problem, particularly time to plan. Overall its been a good experience.

Grade 4 teacher (29.10.1982)

The document's a load of bullshit! We should be going back to the old ways and doing it like that.

Why should I have to teach like that?

Grade teacher (6.10.1982)

At first I thought, 'Oh, we're not going to be able to figure this out!'. Now I know a bit more about where I'm going and why.

My number work is better sequenced now, particularly with the help I've had from Vonne and Rhyce.

Vicki (3.11.1982)

It answers my question, 'Where am I going and what to do next?'.

The resource boxes for the themes are there so I didn't have to run madly about looking for materials. I've been able to add stuff that somebody else might need....

The flexibility was always there to do things like the Commonwealth Games.

Nyla (5.11.1982)

Support Networks

Grade inservice days were held in term 1 to support the programming cycle and to introduce new skill areas. In term

225
II each teacher was able to plan generally with the grade, before a detailed planning session with Julie. Planning sessions were usually scheduled on a monthly cycle, with two units being considered in a session. Release time was arranged when Sue (or later Narelle) took the class for some specialist Personal Development activities.

The programming sessions, from the teachers' perspective, provided the most valued support to their understanding of the intent of the new curriculum. Feedback from the teachers about the progress of previous units enabled Julie to plan more effectively. The information about particular activities allowed her to gauge the amount of detail that teachers needed, to translate the skill statements into worthwhile classroom activities.

Those teachers experimenting with the invitational community language sessions were usually able to involve Lina or Maria in the planning session. The co-ordination of the intent and content of the Italian or Macedonian language activities into the unit's activities was appreciated by the teacher and the children. Many pupils felt free to use their bilingual skills in other lessons of the day.

While no specific unit planning model was outlined in the Draft document, the "Organisational Plan" in the Draft (appendix S) did however identify:

* the thematic sequence,
* attitudes,
* learning skills and
* a guide for the translation of attitudes and skills into individual programmes. Draft (1982)
Julie initially developed an informal systematic planning model from the experience of the individual planning sessions. The procedure was devised to handle systematically the volume of teacher consultations. On some days she completed four one hour sessions in addition to other duties. In the Integrated Curriculum document (1983), the model was formalised as the 'Overview of the Environmental Based Integrated Learning'. The approach used reflected a traditional objectives-based model, with a set sequence of planning steps:

SELECTION OF THEMES -------->
SELECTION OF ATTITUDES -------->
SELECTION OF SKILLS -------->
SELECTION OF CONTENT ---->
SELECTION OF ACTIVITIES ------->
EVALUATION

While in any planning session all of these components would be covered to a greater or lesser extent, the practice was a far more eclectic process than the sequence describes.

The school level support for the teachers in their unit planning was an integral part of the implementation of the Draft. From the early weeks of the first term a monthly planning schedule was arranged by Julie to support the work of the grade supervisors in their grade planning meetings. Insight into the intricate curriculum processes used by the
teachers to translate the curriculum document into a thematic teaching unit is illustrated in the following account of a planning session held in mid-June, 1982.

Notes from a teacher's planning session

Despite the cold westerly wind which swept across the playgrounds, Room 42 was comfortable from the low winter sun which warmed the room. Beryl continued to work on the tabulation of the contents of unit boxes which were stacked in piles around the curriculum workroom. Several easy chairs and two low coffee tables packed with books and other resources served as the teacher conference area. Along the back wall of the room the key sections of the revised curriculum were displayed on floor-to-ceiling charts. The resource room had become the focus of the teacher support and resource service for the staff.

Carol's appointment was from 1.30 P.M., with Narelle taking her class for the afternoon. During the initial phases of the curriculum's development Carol had been somewhat ambivalent about the extra work needed to implement the new program. However she had approached the previous planning session with some prior planning and thought. This would be her final full planning session with Julie except for special consultations during the redrafting of the curriculum which was planned to commence in July. Maria, the Italian community language teacher would be available to sit in for some of the time during the afternoon session to integrate the work she was doing with Carol's class.

Julie had already completed three planning sessions before lunch and the strain of having to plan units with two teachers who hadn't given too much prior thought to their new units was evident. Lunch had been a cup of coffee and half a sandwich. There had not been time for any more as she had spent some of the break in the library looking for some tapes and books for the afternoon session.

Carol puffed into the room with a large bundle of books under her arm:

I think I'll plan two units ahead this session, since they're related and this is our last planning session. I've quite a bit of stuff this time. I feel good about being sort of organised today.
Julie identified the two themes from the thematic sequence on the wall display and gathered two plastic unit boxes to the area were they were sitting. Following the settling of the overall task for the afternoon both the teachers sorted through some of the material in the first resource box.

Carol proceeded to identify a list of skills from a collection of slips of paper from the top of her file.

"What are you actually going to do to achieve your objectives, Carol?"

The discussion which followed focused on the use of the Mt Gravatt resources for language concept development and how the related skills tied in with the intentions of the previous and current units. At this point in the discussion, Carol returned to her skills list and proceeded to identify each skill individually and discuss with Julie the appropriate sub-skills that could be covered in the two week unit, 'Waiting for the Ice-cream Man'.

Before more than four skills were discussed, the discussion refocused on the various resources spread around the table and in the theme box. Maria joined the table at this stage and confirmed that she was thinking of doing types of Italian ice cream and a play about meeting the ice-cream man. Maria had to excuse herself to go to another class. Carol then started to list pupil activities on the back of each of the skill slips which had been amended during the discussion about skills and resources.

While Carol moved through her suggested activities, Julie freely added suggestions about resources and supplementary activities. The atmosphere was relaxed and light quips were passed between the teachers at the table and Beryl who continued to work at the desk on the other side of the room. Maria returned and proceeded to work with Carol through the details of the Italian to be integrated into the theme unit which had just been outlined.

The planning process went for well over an hour. It concluded with a brief discussion about how the second unit would be easier to plan as it used the same language structures as Ice-cream Man. In conclusion, Carol noted how the forward thinking was essential when the units were so short. Carol sighed,

"Just how many units are there to Christmas?"

Notes from a planning session (10.6.1982)
Throughout the planning session there was easy reciprocity of ideas and perspectives on how the units could be approached and taught. The curriculum components identified in the discussion were not in the cycle of the traditional objectives-driven model of curriculum design (selecting; attitudes/skills, content, methods...illustrated above). Rather the reality was represented by a highly interactive process. Planning elements were not covered in a linear sequence, rather they were as a series of overlapping loops. Evaluation was an implicit step in the discussion. Carol constantly made inferences about how successful a particular activity or resource had been in a previous unit, moved to resources and then back to skills that seemed to fit.

Into the classroom

The translation of a thematic unit from the document into a set of experienced classroom activities was the kernel of the design process. For each teacher, the implementation of the planned or programmed activities was the acid test of how successful she or he had been in the diagnostic evaluation of the children's prior skill development.

In an attempt to capture this process, the following composite account is drawn from the experience of a number of teachers who shared their planning and classroom experience with the documentor during October, 1982:
Red and gold splashes of paint filled the space paintings hanging from the display wires across the centre of the room. Most of the wall space was covered with a profusion of displays about space travel, posters of the solar system, man on the moon and other wonderful intergalactic possibilities.

Mary's desk was a tangle of books, pen boxes and papers, held securely in place by a large Paddle-Pop-stick model of the Eagle moon landing craft. In the other back corner was a small well-stocked reading area with a tatty red carpet and two well-used bean bags.

It was about 11.30 A.M. when the children moved into the room and resumed their seats. After a quick reminder, most of the pupils had their maths work-sheets out and had commenced their activities. Mary moved toward the left-hand table cluster and focused the attention of two boys on their sheets. Two rather crumpled sheets had been reluctantly salvaged from under a paper-crammed desk. Three children moved towards a range of measuring equipment on a side table and began work using an understood procedure.

When questioned about the paintings, the two girls with whom I had sat took great delight in relating the story that the class had written together about a moonshot. The expedition had become lost with three astronauts aboard. The account was terminated when the teacher passed by, "O.K. girls, but how about some maths." After about five minutes into the lesson, Mary indicated that those with problems should come to the front. A small group of children quickly gathered and three example questions were completed before she moved to the back left-hand side of the room. The group there had become somewhat restless. Moving back to the front, she discussed the work with another group of children. Attention was given to individuals and groups when their noise level or restlessness indicated a need for help.

The group was called together after fifteen minutes and a blackboard explanation was given about the concept of 'equivalence'. Pupils were asked to come to the board and fill in sectors and explain their work. The three pupils working on the measuring activity continued with half a glance to the work the teacher was doing with the balance of the class.

When I planned this unit I started off with the skills. I went back and checked the skills we'd developed in the last unit, and the ones that weren't successfully learnt I've repeated. In
addition to the ones I'm carrying on, I've got to think about the new skills that are particularly appropriate for this unit...

Then there's the content. That's the biggest change with this new system. Even now I still want to do my content first. I've got to make myself go back.

Mary

The intent and the practice of integration

A week or so earlier, the documentor had the opportunity, while visiting the class, to inspect Mary's program. The objectives page of the unit listed the following sequence of headings and points;

* Knowledge and Understandings - 6 items,
* Skills, Reading - 4 skills
  Talking - 5 skills
  Measuring - 2 skills
  Writing - 2 skills
  Mapping - 1 skill
  Organising - 1 skill
  Graphing - 1 skill
  Illustrating - 4 skills
  Listening - 3 skills
  Manipulating - 1 skill
  Researching
* Appreciating.

There was no specific mention in the program as to which were the new skills and which skills were being reinforced from the previous unit.

My objectives are what I want the children to have by the end of the unit. Even if it's only some specific content, if some of them only come out knowing that the sun is bigger than the earth and some extension to their vocab., I'll know that they've learnt something.

I usually list the maths separately; however in this particular unit on "space", I was able to integrate the maths skills into the unit.
Reaching behind the desk Mary pulled out the red resource box for the unit.

We've had a couple of grade meetings about the unit scheduled for this term, but we didn't really get into the nitty-gritty. Mostly we organised not to do the same thematic unit together, so there would not be any pressure on the resource boxes like last term.

Once I'd identified the skills, I had a good look through the stuff in the box to see what was there. The story for the reading was there, along with some really interesting booklets on the solar system from which I designed the measuring activity.

One of the hints Julie suggested to me was to use the language ideas from the Mt. Gravatt while using other readers that fitted with the theme. I've tried to keep this up. I tend to enjoy those units that have plenty of my activities in them.

At the moment we're concentrating on the value of 'perseverence'. Narelle comes in once a week for an hour and works on attitude activities that we've decided in advance. Sometimes we work together and at other times I've done some curriculum planning or consulted with Julie or Beryl...

I usually write down the attitudes that she's done, as a reminder. Often I don't get to do it until a bit later, but it's done. But really, every lesson has attitudes coming through.

Mary

The documentor cross-checked this description of Mary's planning and recording of attitudes in her program folder. The attitude activities were in the form of two worksheets and a page of activities. This material was sequenced after the main listing of the activities in the program.

The activity section of the program had a list of twenty-four sequenced activities, some of which had been ticked. There were several short annotations beside a craft activity, in addition to some notes about vocabulary building beside
two of the language skill activities. Most of the activities commenced with an active verb; "Read", "compare", "plan", "publish", "construct" and "measure" were examples from the first few activities that were listed.

When questioned about where she listed her teaching strategies, Mary responded;

My activity sequence includes all my strategies. I don't think anyone else would be able to pick it up and teach it, but that's not important. When I plan an activity, I know how I'm going to teach it, so there's often some resource notes with it.

It was the Friday of the following week. The activity for the pre-lunch session had been explained by Mary, just prior to the little-lunch (recess) break. A set of model planets were testing the strength of the display cord, which had been strung across the back of the room. Several blank charts were spread on the desks around the room. Metre rulers, pens and set squares were in piles ready for the lesson. Mary exclaimed to a pupil who was unable to find her text,

"Don't come to me with a load of old garbage like that for an excuse!"

Mary did not accept any behaviour that was less than the best that the children could give. She was firm, but responded warmly to their individual needs and reasonable requests. The lesson this morning involved a wide range of measuring, mapping, drawing, graphing and researching skills.
Later, when checking back to the skills listed in Mary's program, the documentor noticed that there was a strong correlation between the intent of the skill objectives and the activities that stretched through to lunchtime. Some of the children had to be prised from the room after Mary had completed her weekly tidy-up before the afternoon sport activities.

Eight or nine visits were made to the classroom during the three-and-a-half weeks of the unit. The richness of the wall and room displays seemed to almost block the passage around the room of anyone over 140 cm. During class discussion, turn-taking was usually well regulated by the children themselves. During group and individually orientated activities, the class had a busy, but not distracting noise level. Social relations were relaxed; however pupils that pressed beyond the limits became the subject of Mary's concise rebuke:

"You haven't done a thing all lesson! How do you expect me to know when you're having trouble if you don't let me know you've got a problem."

**What About Evaluation?**

The question of pupil assessment was raised with Mary during an interview some weeks after the unit had been completed.

I had the skills for the unit listed on an assessment sheet for the whole class. As we went through the unit I would tick those skills that I felt they had achieved. If I thought they needed
improving, I would just write 'not very well done' or 'needs more help' - just little notes to myself, more than anything.

At the end of the unit I did a brief summary of the unit overall, you know, a few suggestions for activities I didn't have time for. Also some ideas that occurred to me during the unit. Each of the individual pupil profiles went into their 'Me Files'. I guess I'll have to sort the files out a little before the end of the year. When it goes to their next teacher, there will be a great range of things in it.

The new teacher will be able to have a look and say,

'Well, that's the kind of written expression I can expect from Sasha, and that's the level of math that has been reached'.

Exploring the area further, she was asked if the children have access to their \textit{Me Files}.

Oh yes. They take stuff in and out. I sometimes hear them say,

"Oh, I don't want to leave that for next year." or,

"I don't want my teacher next year to see that."

Before the parent interviews, I went through their folders and made a few notes on each child. If the parents wanted something written down I was able to give them those notes. It usually included those little feelings you get about their work, areas where they were developing, and those skills that needed more attention. Some parents that didn't make it to the interview asked me for some comments.

The word must have gotten around to the parents.

I felt by doing it that way, I made it personal and simple for them to understand. If some of the parents get a form with all the jargon and ticks they start saying,

"Mine's better than so-in-so, or that subject's not as good as that one."
That's the impression that I don't want them to have. The overall picture is what I want them to get.

The final question posed to Mary was related to the feedback that was given to the children.

Well, I dig up little awards now and then. They get a kick out of presenting some of their work to the assembly. But really, I'm encouraging them throughout the day, whenever I can.

**Summary**

To what extent is the above account representative of the teacher's approach to the design and implementation of the Draft curriculum?

From the 1982 interview data about teacher planning, it would be impossible to portray the diversity of practice within a single typical account. However, in terms of the planning phase of the design, most teachers had become quite skilful in unit planning by the end of the year. Over one-half of the teachers reflected that their unit planning in term III (1982) was more time efficient than it had been before the introduction of the new curriculum.

Unit planning sessions with Julie were frequently cited as a very important support when they were having trouble getting started with the Draft curriculum document. These initial planning sessions were remembered over eighteen months later in the 1983 interviews as one of the most meaningful staff support they had experienced in the school.
The pupil evaluation and parent reporting procedures that Mary was using at the end of 1982 reflected what most teachers would be doing in 1983. Her evaluation procedures reflected a future policy direction. Almost all the teachers at the end of the first year of the new curriculum were still struggling to establish a manageable yet comprehensive evaluation program. An extensive discussion of the teachers' evaluation concerns and the formulation of a school evaluation policy will be undertaken in chapter VII/2.

Personalised staff development was the key to the successful implementation of the Draft integrated curriculum. All of the teachers found the re-skilling a difficult and at times threatening process. The threat to a few teachers remained causing frustration and in some cases bitterness. The school-based support networks provided each teacher with access to: individual planning conferences; grade group support; system of resource boxes on each theme; after-school workshops; and the individual help of Roy, Beryl or their grade co-ordinator.

Having the same teachers lead the interlocking curriculum and staff development programs encouraged teachers to seek assistance from colleagues they could trust. The key ideas for the innovation came from a small section of the staff. Identification and commitment to the new programming approach (as it was generally perceived by teachers) developed quickly through 1982. While there were still some teachers who felt unhappy about the changes, many of the initial fears had been
resolved or worked out during the first two terms of 1982, through discussion and consultation.

At the school level, the joint development and implementation of a curriculum change had an immediate credibility as both initiators and implementors are part of the same network—a network that was based on close professional and interpersonal attachments. The strength of this close interpersonal network was the key to the positive attitude changes that a number of the sceptical teachers experienced during the first year of the Draft curriculum.

3. **Revising the Draft**

(April 1982 to February 1983)

The revision of the Draft curriculum document and the formulation of the school's Language Policy were initially considered to be distinct activities. Parallel grading (heterogeneous grouping) of the grades was a direct organisational consequence of providing; (a) the children with a choice of learning a community language, and (b) the implementation of a philosophy of parallel class organisation which was advocated by the curriculum initiators on the executive. The integration of the two proposals was considered somewhat apprehensively by a few teachers.
Prior to 1979, there had been an extensive system of graded mathematics groups in each grade. Classes in 1982 were streamed primarily on English language criteria. The movement away from streamed class organisation was clearly related to Roy's influence in the school.

"I could give you a couple of thousand reasons why parallel classes are better!"

Roy (Staff Meeting, 3.12.1982)

"It's been my experience, that children develop a better attitude to each other in parallel classes."

Vonne (Staff Meeting, 3.12.1982)

Beryl took up her appointment at the beginning of term II (May, 1982). She quickly developed her professional rapport with the kindergarten, first and second grade teachers. While Beryl's grade responsibility was primarily with the infants teachers, she perceived her curriculum responsibility to be K-to-6.

"I think it's better to support what has already been started and helping where I can, than to start more initiatives."

Beryl (3.11.82)

The review of the Draft document itself was not a controversial matter for the teachers. All the staff were involved through the individual programming sessions, grade meetings and informal discussion. Julie and Beryl undertook the primary responsibility of the coordination of the review; both teachers were free from regular class responsibility.
Staff had undertaken to support Julie in 1982 as a resource teacher in the same manner as Vonne had been released in 1980/81. Roy and other members of the executive provided a dialogue of support and feedback at each step of the review.

Bev provided many of the key philosophical positions in the draft language statement. The Draft Language Policy (appendix N) was reviewed—after the revised Integrated Curriculum had been finalised.

**Deliberation**

The revision of the Draft and its implementation became an umbrella activity for two more controversial curriculum issues: (a) school Language Policy; and (b) parallel organisation of classes in each grade. These two issues were central to the deliberation process but not widely discussed until the very end of the year. These issues raised a number of value positions which had to be justified to enable some form of staff consensus on the 1983 implementation plan for the revised Integrated Curriculum.

**Revision of the Draft**

Issues that were considered during the revision process included:

(i) Whether there should be a theoretical framework for the curriculum

(ii) The usefulness of specific curriculum objectives

(iii) The adequacy of the skill sequences and the thematic units

(iv) The format for a pupil evaluation process.
The concern for some form of framework, theory or model for the school's curriculum became evident to Julie and Beryl through the demands of the teacher consultation (discussed in the previous section of the chapter). Explaining the concept to outsiders, as well as the need to enhance the documentation of the revised curriculum, created a climate for "theory development".

We were concerned to have something at the front to show the basis upon which it all hangs together. Things need to be theoretically based. We used the idea from the language arts curriculum—but it applies to everything.

We believe that theory contributes to the classroom... Rather than definite 'hows' and 'whats', we felt a series of philosophical views or thoughts to consider when formulating your personal position was more useful.

Julie (12.8.1982)

Beryl and Julie worked through a number of drafts (figures 8 and 9 below) before deciding on the Guiding Individual Development Model (Figure 10) which became part of the final document.

The basic rationale of the curriculum model had been fairly clearly established from the implicit beliefs of the development team. During the course of the first term these views were effectively transformed into teacher programs through the grade planning sessions and the consultation sessions with Julie.
Theories are dynamic:

Figure 8. First Draft of the Curriculum Model.

Figure 9. Second Draft of the Curriculum Model
Roy summarised the rationale quite clearly in early May in a discussion with Ian Welch from the Curriculum Development Centre:

We were under pressure, like everyone, because teachers were saying that we can't get everything done. We have an hour for science, for social science, and so on. How can we possibly run all of these activities within the school day.

The answer was obviously integration and by that we didn't mean correlation...

To integrate successfully, you must pay due regard to the skills and the stages of development of the kids. We decided, after much agonising, that we would base any work we did upon skills.

Skills to us are defined as; 'a physical, intellectual or emotional process'.

Most important of all are the attitudes. Without the proper attitudinal development in the kids, the teachers and the parents, the rest becomes impossible to implement.

Roy (6.5.1982)

(ii) What of Objectives?

There was scant attention to general objectives in the curriculum documents. Between the statements about the designers' view of the nature of curriculum and the detailed skill and sub-skill statements, there is little detail about general aims in the Integrated Curriculum (1983). In the Draft document a number of 'basic premises' were listed (discussed in Phase I, chapter VI). These ideas reappear as five sentences in the Integrated Curriculum (1983) document.
(appendix T) under the heading; "What are the overall aims and objectives of this approach to learning".

The statements are guidelines for planning instruction, rather than overall objectives for pupil learning. On a number of occasions members of the development team expressed personal views about the value of general objectives.

I personally rejected a listing of aims because it seemed a meaningless exercise. Most curricula people might browse through them once and they'll never really consider them again.

Julie (12.8.1982)

Objectives are often only trite cliches—terms used without meaning, often for outside people.

I'm a non-objective type person. We have success and then go back and justify why it happened. Teachers want things they can get their hands on, something of value to them in the classroom. Then they can pause and ask: 'Why did that work, and why did we do it?'

From my observation there's little resemblance between the ideals in the massive aims documents from the centre and what's going on in classrooms and the playground.

Roy (12.8.1982)

Roy and Julie's implicit position about the usefulness of general aims appears to have been carried through into the final document. While there was one-third of a page devoted to 'overall aims and objectives'; the normally expected words were not there. However, there was ample information if readers were interested in the specific skill of "manipulating" and its various sub-skills. The Integrated Curriculum document provided ample documentation to inform an inquirer about what could be expected of a teacher in the programming of the various skill and attitude areas.
Curriculum
The total experiences of the child.
Includes the experiences at home, in the classroom, at sport, in the playground, excursions . . . .

School accountability . . .

development of attitudes, skills, understandings, concepts and knowledge which will assist in learning becoming an integral part of every experience.

Theory Evaluation Environment
Ideology → Home . . . Community
about children's learning. Social groups

The Classroom
A natural language environment
Integrated learning planned from the influence of Curriculum, Ideology, Evaluation and Environment.
Unplanned learning.

Figure 10. Final Model of Curriculum Development
Figure 11. Representational Model of Environmental Based Learning (from appendix T)
(iii) **Skill Sequence**

Julie and Beryl worked on the revision of the *specific skill sequences* and the *thematic sequence* from the Draft from the beginning of July. Regular consultations were held with Roy and the other interested members of the executive. An agenda of skills to be reviewed at a series of staff meetings was established by Julie. Despite the magnitude of the task, the revision of each skill cluster was discussed and ratified by the staff. Figure 11 above from the Integrated Curriculum (appendix T) clearly illustrates the clustering of the; mobving, music and mathematics skills. The attitude were clustered under nine themes and were fully detailed in the document.

**Getting the O.K.**

The south-westerly seemed unusually biting that morning as I scurried past the Library and into the warm protection of the building and staffroom. It wasn't quite 8.10 a.m., but already a dozen or so teachers were sitting around the tables having their first 'caffeine shot' for the day or chatting about the staff 'footy comp.'

A few lively cross-jibes were traded between the 'corner group' by the heater and a female member of staff who happened to be wearing some multi-coloured leg warmers.

Eleven items were crammed on the agenda board. All the chairs were taken by 8.15 as Roy made his characteristic opening, "Let's make a start."

Roy opened the meeting with a brief report on the progress of the discipline policy. Barb followed with an outline of the activities planned for Book Week. Julie moved toward the overhead projector and started her review with a few general comments:
Many of the changes and additions I'd like to present this morning come from comments I've gleaned from your ideas in the planning sessions. I have appreciated your comments, particularly after we looked at the thematic sequence last week.

About twelve teachers had their copies of the Draft curriculum document open in front them as Julie put up the first overhead showing the skills of 'controlling' and 'testing'. There were no comments after Julie had finished her explanation, so she went on to 'inferring' and 'estimating'.

Her explanation of the changes and how they related to the Investigating Science document were crisp and authoritative. Julie paused and one question of clarification was asked. There being no further comment or questions the overhead slide for 'organising' was projected. Julie began:

We considered putting this skill in with other categories, however, in the end we decided to include it to highlight the area.

Roy responded, "I feel it should be left in".

Nods greeted Julie's glances around the room.

A few staff members had turned their attention to their own papers or gazed absently out of the window.

'Hypothesising', 'generalising' and 'organising' followed with a few comments and a question about the difficulty of hypothesising for primary aged children. Julie looked somewhat exasperated as she placed the last overhead slide on the projector. She had been on her feet for about seventeen minutes.

Next week I'd like you to consider 'talking', 'inferring', 'estimating' and 'investigating'. Thanks for your patience; however, I feel it's important that we review these skills as a staff.

"Rhyce, the Lebanese Appeal." Roy shifted on his high stool to redirect attention toward the centre of the room.

The 9.00 hooter had already sounded as Arthur announced several changes to the morning's scripture roster—item 16 on the planned agenda of eleven points.

From field notes of a staff meeting in late July 1982.
The fulltime release of Julie from class enabled the Draft to be completely revised before she commenced maternity leave at the end of term II (August, 1982). At the final staff meeting of the term, Julie described the view of curriculum that the development team recommended the school adopt. The curriculum models (figures 10 and 11) were presented for staff ratification and were accepted without criticism or debate.

Roy congratulated Julie for her significant contribution to the school. Everyone warmly seconded his comments with smiles and acclamation. Roy wished her well during her leave and pondered how he would survive without her!

(iv) Evaluation

In contrast to the agreement about what skills and attitudes were to be included in the revised document, the debate about an effective pupil evaluation policy was protracted and fraught with problems. During Phase I, the primary evaluation concern of the development team was to assist teachers in correctly diagnosing the skill needs of the children before planning their thematic units.

Short, two-week evaluation units were designed and completed at the beginning of term I. The units had about eight major skills for the teachers to assess. Teachers were successful in achieving a diagnostic evaluation of the children in each class before major planning of thematic units began.
The expectations about ongoing pupil evaluation were raised by Mick at the end of the orientation day in term I (1982);

"How can we practically provide for individual differences and know that we are doing it adequately?"

At that point in time it was left open to the grade groups to decide their own expectations. For most teachers at that stage of the year the summative evaluation question did not appear relevant. During the first term, a wide range of individual pupil assessment procedures were used.

Ian Welch, a visitor from the Curriculum Development Centre (CDC) in Canberra posed the question about evaluation to a number of the executive during his visit in May 1982:

O.K. How do you assess the kids? Is there some sort of checklist of things in each theme that they should be able to demonstrate they can do?

Roy responded:

Not associated with a theme, because a theme doesn't have set activities. The skills determine what activities will be done within the theme, so the evaluation is done in terms of identified skills that all the children need.

The skills may be different for each class, even though they will do the same theme.

Welch continued his inquiry:

How do you know what skills the kids have gathered in that period?

Roy responded:

We've tried to make most of the skills in terms of some behaviour so that at the end of each activity the teacher could say that the children have successfully done these activities, exhibited this behaviour and have those skills or facts.
For the time-pressed classroom teacher the idea seemed fine, but it did not provide a clear guideline for a systematic pupil evaluation scheme. Soon after her arrival in the school, Beryl identified evaluation to be an area weakness in the implementation of the Draft. During a discussion with her in early November, the documentor commented about the teachers' evaluation practices (following a number of the teacher interviews).

From my perception, the planning areas were generally going well but the evaluation area was tottering. There were some valiant efforts, but many teachers weren't following the skills through.

Beryl responded to my observation:

That was the worrying area when I first came and started to look at things. I believe the original intention was for teachers to write-up a diary type, run-down of each child. That seemed very time consuming from my experience.

Evaluation is something I think many people feel uncomfortable with because they're not sure why they're doing it. A lot of people say, 'O.K. I've finished this unit, let's start something else', without seeing the need to use any evaluation measures. In many cases it was just overlooked.

I spoke initially to Julie about a format which might make it easier for teachers to focus on individual children. Originally the three junior grade coordinators talked about the proposal before it went to the staff meeting. At that meeting two grades agreed to give it a trial. Unfortunately, there was almost a complete block from one co-ordinator.

A trial evaluation sheet was prepared for each child in each class. I know two of the grades have talked about it for their next unit. The next theme on my grade is Water, which will allow us to focus on the skill of 'conservation'.
We had to start somewhere, and if you can come up with something, that gives you a basis for looking at other alternatives. Some teachers are putting so much detail into their programs, I wonder whether the program itself couldn't become more of a working document.

Interview (3.11.1982)

The details of a school-wide pupil evaluation policy were not resolved by the end of 1982. The Related Arts project; the preparation of the 1983 DSP submission; the completion of the school discipline policy; and the executive's deliberation over the class organisation proposal for 1983 took priority.

Staff concerns, surveyed by the TSD Committee's 'Needs Survey for 1983', (appendix L) clearly identified the concern for; "...the development of a meaningful and easily achieved method of evaluating all areas of the curriculum."

Over seventy percent of the teachers who completed the survey (ninety-five percent response rate) indicated that the evaluation area needed improvement in 1983. The TSD Committee acted on this data and prepared a recommendation for consideration by the executive and the staff. A full discussion of the December 1982 TSD Survey will be addressed in Phase III (Chapter VIII/2).

**Draft Language Policy**

Bev acted as the coordinator of the community language program. Initially, the program allowed teachers to have a short "invitational language lesson" in Macedonian or Italian on a regular weekly basis. Whenever it was possible, Julie
attempted to have Lina or Maria (the community language teachers) present for part of the unit planning sessions during term II. Regular language lessons were established with about half the classes in the school.

On every possible occasion, Bev sought the opinions and feelings about the progress of the program from the teachers, children and parents. The first attempt to discuss the issue of having community languages in the school with the P & C was not totally successful. One meeting late in 1981 degenerated into an intra-national "shooting match" with much shouting, foot stomping and fist-waving between two of the Yugoslav ethnic groups.

From that early experience, Bev planned the explanation of the current community language program with some care. The August 1982 P & C meeting was considered to be very successful from the reports which were gathered from the parents after the meeting. Beryl and Roy planned for three teachers to have invitational language classes in progress for the parents to visit after Bev's explanation. Many positive comments were made and a number of parents who had children in a class where the teacher had not opted to have the invitational classes, requested if their child could have the same experience.

It's a good school, so I like to come around. It's just fine that my son is learning a little Macedonian language, the more languages he can learn the better.

A parent of Italian descent.
I'm just waiting for the letter with the time and the date for me to come and help. I'm at home and so want to be active and working.

The most antagonistic parent at the 1981 P & C meeting.

My daughter seems so much happier this year. She enjoys school and Miss Lina coming to her class. Especially when she can speak some of her own language.

Parent of Macedonian descent.

(From notes taken during the coffee break, at a P & C Meeting, 12.8.1982)

The Draft Language Statement (appendix N) was tabled for discussion at the staff meeting on 29th October, 1982. The document was structured around four key questions:

* Why learn another language?
* Why bilingual education?
* Why begin early?
* Which languages?

The aims and proposed organisation of the community language program were clearly outlined and its relationship to the Integrated Curriculum defined. Discussion about the issue had taken place in meetings of the executive from as early as late August. It was suggested by a reliable source that no effective school-wide debate about the full implications of the policy was undertaken.

Before the tabling of the Draft policy, Roy had already formulated a tentative class organisation for 1983. The proposal would allow for the establishment of at least two community language classes in each grade. To provide the children and their parents with a choice of Italian,
Macedonian or no community language, required the restructuring of the grades into essentially parallel classes.

The proposed change was favoured by Roy. Several key members of the executive also had a strong ideological commitment to parallel class organisation. It was proposed to leave the ESL classes, OA (special education class) and the intensive language class outside of the organisational change.

Funding of the community language classes—Languages other than English (LOTE), was expanded by the State Department as a political priority in 1982. Lina's permanent appointment as the Macedonian LOTE teacher had been confirmed and it was anticipated that an Italian LOTE teacher would be appointed in the new school year.

Representations about the organisational pattern were made to the Regional Director in early December. Invitations were also extended for the Sydney-based Language Consultants to visit the school. Roy believed that the best advertisement for the school was for people to come and see for themselves the progress in the classrooms. He argued that the real action was in the classrooms, not in the documents and submissions. Documents provided the guidelines for action; submissions provided a second best accountability and were the means to continue the support of classroom initiatives.
When the Draft Language Statement and the proposed organisation for 1983 were presented in early November there was no open dissent. The debate during the staff meeting was balanced, with concerns and advantages being argued by a wide cross-section of the staff. Agreement was reached to survey the parents to ascertain their views. Notes in four languages were sent to every family in mid-November.

Grade coordinators arranged for the collation of the student/parent preferences. Most of the data was ready for discussion by the first week of December. The key components were discussed at the executive meeting and presented by Roy to the staff meeting on 3rd December. Class distribution included an ESL class of approximately twenty in grades K-to-3. Both community languages would be available in all grades.

Roy continued his outline by referring back to the parent survey:

Approximately eighty percent of the parents responded positively and want their child to be involved. We want to ensure that there is a 50/50 ratio between native and non-native speakers in each class to avoid the 'ghetto' situation that we've discussed before.

In each class we'll attempt to have a balance of attitudes, personality and language models.

I think we all appreciate some of the undesirable social attitudes that have sometimes developed in our top classes.

I could give a 'couple of thousand' reasons why parallel classes are preferrable to streaming.

Roy (3.11.82)

Roy requested that the 1983 class preference sheet be circulated and returned within a few days.
Looking for closure on the matter, Roy called upon Rhyce to report on the results of the TSD Needs Survey.

Rhyce reported the results of the Survey which included:
* the need for discussion about pupil evaluation
* assistance in the teaching of mathematics skills and concepts
* physical education
* inquiry teaching.

The first two of these issues were actually acted upon, the total press of activities in the school was exhausting; from all perspectives. Roy thanked the committee for their report. As was the custom, he asked for any comments. There was a momentary lull before the reaction surfaced.

Parallel classes were not everyone's preference

"I don't agree that we can do the best for our kids in parallel classes! The kids work out who are the bright ones whether you have them in different classes or not."  
Teacher A

"Sure, kids need to know where they are, but they also need to know where they can get help without being put down. I believe that parallel classes make the best sense."  
Teacher B.

"I believe there's a need for the children to develop patience. I'm for parallel class organisation because they can develop that attitude through helping one another."  
Teacher C

Teacher B stands:

"It's really the attitude development that comes through for me. In my experience, the children do learn to appreciate differences in capacity in a positive and not a derogatory way."
"I agree with A. With the language differences being so wide it's almost impossible to cater for the full range of needs."

Teacher D

"I sort of support A because of parent expectations. All parents like to have their kids extended. How often do you teach much beyond the middle range?"

Teacher E

"Even if you get a streamed class, you still teach the middle, so you're still disadvantaging some children. From my experience it can be done so that it does benefit all the children. You only need to look at the experience of small schools."

Teacher B

"Is it an academic or is it a personality question for the children?"

Teacher E

"I don't agree that it's one or the other; it's a personal view that you as a teacher hold about providing kids with an opportunity."

Teacher F

Roy rubbed his face and with a look of exasperation exclaimed:

"Let's talk about it during the week!"

During the entire interchange, which included a number of other comments and positions, no teachers from K, 1 or 2 made an oral contribution to the debate. After the meeting Roy talked briefly with both A and F in an amicable and friendly manner.

Design

One and half years elapsed between the initial discussion for change and the implementation of the Integrated Curriculum in 1983. The needs were identified, the Draft prepared and trialled, the revision complemented and
supported by a restructured school organisation. Given the usually slow pace of curriculum change the staff of Warrawong Primary School had accomplished a significant achievement.

The evolution of the curriculum and its ideals from the initial development team, refined through the staff development process, to the revision had progressively involved all members of the teaching staff, some parents and the support of Regional Officers of the Department of Education.

Discussion within the executive and meetings at the grade and staff level contributed to the revision and ratification of each section of the Integrated Curriculum document. While the time available for each section of the revision became somewhat compressed toward the end of term II (1982); adequate notice was given by Julie for both informal and formal discussion before each section of the revised Integrated Curriculum was finally ratified by the staff.

Beryl and Julie worked solidly on the redrafting from August and into term III. Much of the rescripting was completed by Julie during that term while she was on leave. Except for the introductory sections of the document, the entire document was written in script (appendix T). The revision team believed that this style of presentation gave the document a better "teacher credibility".
The Document

The most significant changes between the Draft (1982: appendix S) and the Integrated Curriculum (A guide to...Environmental-Based Integrated Learning: 1983; appendix T) were:

1. An introduction to school-based curriculum development
2. A listing of the professional development activities associated with the curriculum
3. An account of the school's history and philosophy toward school-based curriculum development
4. A thirteen page guide on 'How to Use the Integrated Curriculum Document.' Particular sections included;
   * components of the 'GEBIL',
   * the thematic sequence,
   * attitudes,
   * skills,
   * planning a unit,
   * classroom implementation,
   * evaluation.
5. A conceptualisation of the curriculum (figures 8, 9 and 10)
6. A relationship model of the curriculum's attitude and skill components (figure 11)
7. A curriculum design model (appendix T)
8. Grouping of the attitude objectives into ten attitude clusters (figure 11)
9. A resource guide to Personal Development materials in the school relating to the attitude clusters (appendix T)
10. Revision of the skill statements in the Draft, including a model of the language development process (appendix T)

11. Addition of a number of skills not included in the original document, including a section on health

12. The addition of a second sample unit at the back of the skills lists (appendix T).

The document was printed during the Christmas vacation and distributed to each teacher at the first Friday staff meeting in term I 1983. It had the advantage of being in a loose-leaf format which would allow for subsequent amendments. New teachers however, would find some difficulty finding their way through the document as it lacked a page index or section identification tabs.

Following the curriculum developments in 1983, and the changes in the writing area of the language area of the curriculum in the first part of 1984, a new edition will be needed in early 1985!

Vicki was never short for a few apt words. At the launching, she was heard to whisper:

"I think it looks absolutely terrific!"

The selection of classes and grades for 1983 was completed prior to the 1982 Christmas break. Those teachers who wished to have a community language class were accommodated. While Lina was there from the previous year,
the Department dragged its heels on the appointment of the Italian teacher until the beginning of term II 1983.

**Into 1983**

Unit programming skills developed from the experience of 1982 provided a more substantial basis for skill planning, especially in the junior grades. Team planning of units was an interesting feature of the kindergarten teachers' organisation. Other grades planned their work to a lesser extent as a grade group. Grade co-ordinators in the primary area had a more difficult task of providing support to their team because of their teaching responsibilities. Those teachers in K-to-2 grades had the general and specific support of Beryl with their various planning concerns.

While the majority of teachers followed the spirit of the thematic sequence and the development of the skills from the document, from interviews and observation, three or four teachers initially went their own way with little detailed reference to the provisions of the curriculum. Themes were covered, but the units often lacked the content integration through the skills and related learning experiences. An assessment of the pupils' progress varied from "...some mathematics marks and notes in my head", to detailed personal records of each child's progress in the new and recurrent skill areas as well as attitude notes.

The advantages of the having parallel classes was expressed by an increasing number of teachers. Less than five
of teachers, however felt the provision of a challenging range of pupil activities for the wider range of ability levels in each class too was taxing; a few considered it a challenge.

Summary

The revision of the Draft curriculum during 1982 was an interactive process that involved all the teaching staff through their participation in the implementation of the Draft. While Julie and Beryl had responsibility for the process, informal consultation through grade meetings and planning sessions identified many of the weaknesses in the original document. The formal ratification of changes through the staff meeting process was a necessary but tiresome process, particularly for Julie who carried that responsibility.

The formulation of the Language Policy and the proposal to parallel grading became complementary positions in the planned implementation process. Debate on both issues was somewhat limited until the executive's plans for 1983 class organisation were well in hand. While there were few substantial teacher concerns and significant parent support for the language program, there was significant division of opinion about the educational merits of parallel classes.

It was suggested by some teachers that the community language program had been used by the executive to mask the
introduction of parallel classes. There was some truth in that position; however the sharp though belated debate was unable to change the executive's proposed class organisation plan for 1983.

The Integrated Curriculum (1983) that emerged from the revision was a sophisticated document that addressed most of the problems that had been encountered during the 1982 trial of the Draft. Evaluation concerns still remained, and changes in the writing area projected for 1983/84.


(August 1982 to December 1982)

The proposal for the related arts project created the greatest initial tension and grumbling of all the initiatives announced in 1982. While the early plans were ambitious, the staff deliberation process modified the final design to an acceptable proposition. The culmination activity, which reinforced the skills sequences, was a great success for the children, teachers and for those parents who participated.

Platform

Rhyce and Vonne were both highly committed to the place of music and the related arts components in the curriculum.
As talented musicians, they had both made a significant contribution over a number of years to the school choir, assembly work and grade-based musical activities. The initial suggestion for a project of linking the multi-arts and multicultural areas through an activity was made by them in April, 1982. A number of options were discussed by the executive during the middle part of term II. The proposal envisaged a substantial project to develop the visual arts and music skills of all staff.

**Deliberation**

At the last staff meeting in July, Roy posed something of a rhetorical question about the benefits of having two resource teachers. There had been general agreement in the school about this practice for a number of years. No objections were raised and Roy proceeded to discuss aspects of the Integrated Curriculum:

In the past we've tended to cover the related arts area of the document in the usual way with other skills. My view is that we need more staff development in the related arts area and its relationship to our document.

I suggest that we release Rhyce for the third term.

Roy (30.7.1982)

Roy immediately gave the nod to Rhyce who was on his feet and into an enthusiastic explanation of the possibilities of a "K-to-6 performing arts experience", without a thought-gathering pause:
As the co-ordinator of the project, I feel it could involve music, moving, craft, drama and art. We can develop a sequenced program leading to an end-of-term performance.

I see my responsibilities as:

* planning integrated arts with each grade;
* assisting teachers with music programs;
* school-based inservice;
* helping with singing, as well as, the responsibilities of arranging assemblies, junior excursions, scripture and sport.

While a number of staff looked at each other or shook their heads in slight amazement, it was Doug who characteristically initiated the debate. "Don't we already have enough singing?"

Rhyce explained the proposed change in the role of the choir and checked back with Doug to ask if it had answered his question.

"Not really!"

The discussion opened in earnest with more advantages for the teachers being cited by Rhyce and Roy. Vonne joined the discussion and pressed the need for improving the teachers' ability to put the related arts skills into correct sequences. Roy continued to emphasise the importance of the teacher development component of the enterprise through the involvement of Directorate of Studies Consultants.

Only one other teacher made a comment in the interchange. However, from the expressions around the room, there was an obvious skepticism to Vonne's comment:

"It will not involve any more than you're already doing."
Roy pressed hard for a conclusion. He looked unsuccessfully around the room for the usual non-verbal consensus that usually characterised the making of a staff decision. Julie's skills report was still to come and it was already twenty to nine:

"What do you all think? We must all benefit... O.K... We go ahead."

After the meeting a number of teachers commented that they thought the idea was quite good. The only problem they felt was that it had been "rushed through" without sufficient time for discussion by the staff or grade groups.

"We all tend to neglect the area, and I know Rhyce will work hard at it."

Grade teacher (30.7.1982)

Rhyce had successfully co-ordinated the successful parent involvement project during term II 1982. There was no question about his capacity to provide an effective support role to the project. The concerns expressed were in terms of:

"How can I find the time and energy for another initiative?"

No mention of the project was made at the next three staff meetings. Roy, however, did mention the project at the last P & C meeting of the term. The item was introduced in connection with Julie's taking leaving and Rhyce taking her resource position for term III. Roy continued:

He is dedicated to work with the teachers on a number of school productions at the end of the year. It was a sacrifice for him as it meant leaving his class. He's very attached to his class, but was willing to become the resource teacher.

Roy (P & C Meeting, 12.8.1982)
Considerable discussion about the project occurred within grade groups and at the executive meetings during the last weeks of term II. A modified proposal was outlined at the last staff meeting of term. Rhyce suggested a grouping of grades to work on different themes. K and I were to focus on 'sounds' related to their theme units in term III. Grades two, three and four would do "Mary Poppins" while five and six would take a "magic carpet trip around the world". The music, art, craft, drama and movement would initially be done at the class level. Rhyce continued:

"It's the experience along the way, rather than the final performance that matters."

This position was reiterated several times during his explanation of the plans for term III. There was a neutral, exhausted sort of response from the staff. No questions were asked, no supportive comments were made. It was the last day of term!

Following the two-week vacation, the staff returned refreshed and relaxed. An almost frivolous atmosphere pervaded the beginning of the first staff meeting. Roy quickly moved down the pre-set agenda: promotions; fete; preparation of DSP submission; flexibility in using the thematic sequence; and the visit of the Visual Arts Consultant from the Directorate of Studies. This announcement led into a report on the related arts project.

The project had planned to incorporate aspects of the new Visual Arts Policy Statement. A reassessment had found it to
be unsuitable because there was no support material. Vonne requested the assistance of two or three teachers to trial a number of activities "to keep square" with the consultants. The activities would be planned to fit in with the thematic units and the skills in the curriculum. Several indicated that they would be willing to work on the project.

Rhyce followed this discussion with an explanation about how the related arts initiative was now considered a class-based project. A core of songs would be selected by each grade cluster and these would be arranged and reproduced for each teacher. Related art, drama, movement and dance activities would be the responsibility of the class teachers. Rhyce indicated that he was available to provide any assistance he could.

Vonne reported that the music resources would be finalised over the weekend. Carol requested the confirmation of a meeting time to finalise their grade's song list. Two other comments were made which indicated that the project had gained acceptance from a wide range of the teachers. Vonne concluded the discussion:

"The activities are not extra work; it's just enriching what is already part of the document."

"Is everyone happy?"  

Staff meeting notes (17.9.1982)

Ten more items were covered before the meeting concluded at 8.55 A.M.
Design

In contrast to the implementation of the Draft document, the related arts project evolved as a set of informal intentions and working propositions. The design was implicit in the experience of Rhyce (as the resource teacher for the term) and each individual teacher. No explicit policy or written statement was ever produced. The design emerged through the cumulative experience of each class.

At the beginning of term III 1982, the focus of the project had been modified from a performance-type experience to a class related experience that reflected the multicultural experience of the school. From the executive's perspective there was a deep concern about the skill progression in the related arts area of the existing document. For many of the teachers there was concern about their professional skills and personal confidence in teaching the related arts skills. Rhyce clarified his perspective:

There are many skills in the related arts area which lend themselves to the various themes. However, in terms of music, art, dance and drama etc., there are sequences of skills which aren't accounted for when we try to match an activity to a theme.

We are concerned that there was no sequence for the development for the child in terms of his or her art, music, or dance. We felt that the teachers needed the programming skills in the related arts area, just as they have in mathematics and language.

The idea is to provide the children with an experience at their own class level that fits in with the rest of their thematic activities. The secondary goal is the opportunity to share, though we don't see it as a performance type of thing.

(Interview, 7.10.1982)
Some of the initial songs that were considered by teachers did not really fit, in a meaningful way, the culture they were aiming to portray. Several of the national language songs were too difficult for the children. Vonne and Rhyce provided advice and located alternative resources in both these cases.

The close tie to the current, natural science based thematic units of "Water", "Spring" and "Sounds" gave the project a strong natural science inquiry base in the lower two grades. "Mary Poppins", and the "Magic Carpet" provided the basic grouping for teacher-support activities for the learning of group songs in the upper grades:

Because of my expertise in music, I feel my role is more than just co-ordinating the project. I would like to give the teachers a successful working experience in the area.

The hope is that it might provide a stepping-stone to looking at some of the components and philosophies behind what the curriculum in music is about.

Rhyce (Interview 7.10.82)

The first major task to be completed was the classification of all of the music resources in the school. Concurrent with this activity, each grade team met and chose their songs and music. Rhyce and Vonne had prepared the music in the form of overhead masters and accompaniment, and had recorded the songs on tape. Two after-school workshops were held in weeks 6 and 7 of term to practise their songs, work on dance skills, and to develop ideas for the use of the percussion instruments and chime-bar sets.
Regular reports were made to staff meetings during third term. Progress on resource material development was considered, requests from staff seeking help in specific areas were noted and details about the workshops were announced. On every occasion the process and not the product was reinforced. It was almost as if some staff still did not believe the stated intentions of the project. Until late October several teachers had not requested any of the music resources that had been identified by their own grade.

The expectations and pace set by Rhyce himself created a tremendous strain on his time and his own sense of coping. Mick had started to wonder if he was a teacher or a tape copying machine! By early November interest in the project had spread to most classes; musical and related activities were in progress all around the school. The resources and the workshops had stimulated the teachers interest in planning activities with their children.

Rhyce commented that the music was getting a disproportionate amount of the time at the workshops. However other teachers were starting to share their particular skills:

Vicki was really good. She did some work on movement and took a couple of new dances which allowed the kiddies to explore space and movement. Through listening to the music she allowed them to experience the concepts of form and structure through dance. It was inquiry through movement.

It's exciting, because usually music has been seen as an end in itself, Now it can be seen as a means of developing so many other skills. She's brilliant at that.

Rhyce (22.10.1982)
Both afternoon workshops were well attended. Following the workshops, the number of requests for sets of instruments and specific help increased to the extent that a booking sheet was necessary for the chime-bars and the percussion sets. By the end of November, Rhyce had completed most of the resource preparation and had time to help many teachers with specific activities in their own class. A stroll through the school on any day in November would find a number of classes working on some related arts activity in conjunction with their thematic unit of work.

Each class had the difficult decision of choosing the particular activities and songs they were to share with their group. The sharing days in early December were filled with frantic classroom activity. There was excitement and movement everywhere around the school. The morning activity was for the children themselves. On the three afternoons, parents were invited to participate with the children in these three most successful and enjoyable experiences.

At the last staff meeting of the year, Roy introduced the related arts project as an agenda item immediately after the heated debate about the language program and the organisation of parallel classes in 1983.

Roy's perplexed look changed to a wily grin:

We experienced a sharing activity this week involving 750 kids. It was really excellent. There were hundreds of stars, and everyone developed a real pride in themselves and their class.
Nyla continued:

I had more satisfaction on Tuesday, than I've had for a long time with my kids.

Roy asked?

Are there any other comments? This is the time for you to make your evaluation of the project,

Vonne reinforced Roy's request for feedback:

Martin continued with his usual nine-to-three grin:

The outcomes for my low range kids was fantastic.
"We were fantastic Mr Pronk!" "If we continue this style of activity, they'll really consider themselves something.

Martin.

I found that it gave every child an opportunity to do some really good things. Kids who considered themselves as dregs came up to some real levels of competence.

The important thing for me was that it wasn't the teachers on stage! Creativity was given a real emphasis.

Doug.

Roy smiled.

Kids need to develop the skills for creativity, it doesn't just happen! There are discipline skills for choir type work, percussion, class singing and so on.

Vonne.

I don't mean the forced 'sit-up' type stereo-type, I mean natural creativity.

Doug.

Roy attempted to draw some closure on the debate:

It's a philosophical question, and I take your points.

Our very special thanks to Vonne, Mick and particularly Rhyce.

275
Warm applause and smiles from the staff affirmed Roy's comments. The intents of the project had been effectively realised.

**Summary**

The episode reflected one of Roy's "principles of operation"—develop small successes on the basis of a previous success. With the energy that Rhyce and Vonne could be depended upon to put into a project, the project succeeded when there were many competing pressures on the teachers. Informal deliberation after the announcement of the project modified the more ambitious plans that were initially suggested.

From being an unenthusiastic additional demand on the teacher's time, the project expanded the confidence and skills of many of the teachers in developing related arts skills. Although the co-ordination strains fell heavily on the two initiating teachers, the expressions of satisfaction from the teachers' account of the children's experience, hopefully justified the investment.

The project skilfully blended a traditional end of year experience with the ongoing thematic sequence while providing an enjoyable class-based teacher development activity in an area where many of the teachers did not profess talent or expertise.
5. Shots from the Top: Formulating a
School Discipline Policy.

(May 1982 to December 1982)

An external policy directive to establish a School Discipline Policy was given due process and time. However when a change from outside does not fit the conceptualisation that the school has given the same concern, the new policy is destined to be impotent and irrelevant to the teachers' reference system.

Platform

I don't feel we have any discipline problems at this school; we just have a few kids with problems!

Roy (P & C Meeting, 7.10.1982)

Significant attention was paid to Personal Development in the revision of the Draft curriculum. The Personal Development Program within the school was successfully implemented through funding assistance from the Disadvantaged Schools Program. During 1982, 0.6 of a teacher (three days per week) had been funded to give the initial impetus needed. Sue, and later Narelle, had worked successfully in this role.

During the revision of the Draft document, a significant integration of the initial attitude statements was achieved through the clustering of the values statements. In the Integrated Curriculum (1983) document the attitudes and value
clusters were cross-referenced to approximately two hundred activity cards and resources available in the school (see appendix T).

The need for a separate discipline statement had not arisen from needs expressed in the revision process. In the main, individual teachers handled their own discipline concerns in their classrooms or in consultation with their grade supervisor. More serious breaches of school rules were referred to Roy, Arthur or Beryl as the case required. Reconsideration of particular school rules were handled as the need arose, through discussion and consensus at staff meetings.

The publication of the Thomas Report (1980), *The Report of the Committee of Inquiry on Self Discipline and Pastoral Care* was a response to a range of community pressures that had been exerted on the Minister for Education and the Department of Education over a period of time. Following the distribution of the Report, a circular from the Regional Director in early 1982 instructed principals in all government schools to develop a discipline policy before the end of 1982.

Inservice courses on Self Discipline and Pastoral Care were hurriedly mounted throughout the Region in the first half of 1982 to support the directive. In late March, Arthur and Roy attended an inservice courses on Self Discipline and Pastoral Care. Arthur's report to a subsequent staff meeting concluded with the opinion:
...it was about what good teachers have been doing for years. We'll need to put something down on paper after we have some staff meetings and discuss it with the community.

Encouragement and pressure on principals to implement the policy edict was reinforced through the Region's 1982 Leaders' Conference, entitled "Self Discipline and Pastoral Care in Schools." Principals returned from the July Conference with the clear directive to complete their discipline policy. A substantial range of background papers was provided to support the principals in their task.

Deliberation

At a staff meeting in late July, Roy introduced the need for the staff and parents to formulate a school discipline policy in line with the expectations from the Department. Roy suggested that the first step would be the reduction of the various school rules into four or five maxims. After some informal discussion over several staff meetings, the 'maxims' were reduced to:

* school rules
* a code of behaviour
* rights and privileges, responsibilities, consequences
* acceptable and unacceptable behaviour
* consequences of unacceptable behaviour.

Draft Discipline Policy (appendix M, 1982)
Roy carried the responsibility of initiating the various discussion sessions related to the formulating of the policy. At a number of staff meetings in August and September, the various maxims were discussed. By the end of September, the draft was ready for consideration. Attachments to the policy were selected from some of the documents that Roy had gathered at the Leaders' Conference. The attachments were:

* Implementing a Mutual Respect Psychology Program
* Recommendations from the Thomas Committee for Discipline
* Points to be Considered when Formulating a Discipline Policy
* Glasser's 'Ten Step Discipline Plan'.

At the last staff meeting in September, the draft document was only briefly discussed. Roy spent most of the time working through Glasser's 'Ten Step Discipline Plan'. Roy requested staff comments on the consequences section of the draft. This was followed by a question from Doug, who asked if the parents had been consulted, to which Roy replied:

"Not yet, but it's scheduled for the meeting next Thursday."

As planned, the P & C Meeting to discuss the draft Discipline Policy was held the following Thursday. After a protracted and difficult discussion about school uniforms, Roy reported the steps that the staff had taken thus far in formulating the draft:
Perhaps the most important thing the staff has been doing is the revision of the attitude aims of our Integrated Curriculum.

This really is the core of what we're trying to do for the children. The development of our Personal Development Program (with the assistance of Sue and now Narelle) was a more effective way to help the children develop their own self discipline.

It's the teachers' responsibility to develop these personal characteristics. However at this stage we're particularly fortunate to have the resource teachers to help develop resources and to assist the teachers in their classrooms.

A number of overhead transparencies were discussed. These illustrated examples of the Rights...> Responsibilities...> Consequences continuum from the Policy. There were no objections to any of the points presented and Roy concluded with the announcement that a letter would be sent to every family seeking their views about the proposed Policy. It was well after eleven and the meeting had gone for over two and half hours. There was no energy for further discussion, although a number did stay and talk informally over a cup of coffee.

The response of the parents to the "mandatory" survey was not overwhelming. While there were less than twenty responses, the range of views was quite extensive. Two examples are cited to illustrate the range:

"Dig a big pit
Throw them all in,
Bar the top.
Post an armed guard
and presto!
Perfect kids.
It's amazing what a few bursts from a sten
gun can do!"
An excellent paper with many great points that need to be well defined and rigidly, yet flexibly reinforced. Rigid in that there are no exceptions to the rule, even the teachers, and yet flexible, to take into account the individual child and the roots of the problem that has caused the deviant behaviour.

Thank you for the opportunity to give my comment. I wish you luck with these rules and hope to play my part in enforcing them at home.

A number of small changes and additions were made to the draft before it was reprinted. The attitude clusters from the Integrated Curriculum were included with the final Discipline Policy (appendix M). No substantive full-staff discussion on the modifications to the policy were undertaken. The staff meeting agendas toward the end of the term were packed with items, some of which are discussed in other sections of the Phase II account.

The discussion process undertaken to formulate the policy statement raised a number of issues concerned with the way the school rules were phrased. The debate about appropriate consequences for specific anti-social behaviours was frustrating for those teachers who wanted unambiguous solutions. The "who, when and with whom" variables, it was argued, made each situation specific; specific consequences could not be prescribed.

**Design**

A copy of the Policy was forwarded to the Regional Office within the time-period required by the Memorandum to
Principals. Copies were also made available the P & C early in the following year.

Approximately twenty percent (five teachers) identified discipline in the December TSD "1983 Needs Survey" (appendix L). The emphasis was clearly a lack of clear action from the new Policy's intent.

I don't think any major changes have occurred since its introduction.

Kindergarten teacher.

When will it be put into practice? Or worked upon to the implementation stage?

Grade 2 teacher.

There needs to be more consistency and a greater emphasis on the children's self control.

Grade 4 teacher.

The documentor did not hear the Discipline Policy being called upon to guide a decision in the following eight months. While this may not reflect the true situation, my feeling was that 'kids with problems' were still handled in the same way and teachers continued to respond individually to the personal development needs of their children.

There's a real slackness in playground supervision at the moment. There's no clear follow-up of poor behaviour.

Martin fired this heavy salvo at the apparent end of a short staff meeting in early August, in 1983. Roy had done his wind-up: "That's my agenda", after advertising that transfer forms were now due. Roy did not seem to be expecting this criticism and responded somewhat neutrally,

"What are your suggestions?"
Martin suggested a discipline register, the withdrawal of privileges such as going to camp, and threats. Vonne suggested that a "...number of the measures didn't have a clear pattern of consequences." A number of teachers commented:

Camps are not the place to enforce a discipline sanction. Neither are team or sports areas.

Many times it's a teacher problem, not the kids!

Doug joined the discussion:

Often kids are being treated in five different ways. The policy doesn't seem to work in that area.

Beryl came into the debate:

We obviously need a team approach to playground duty.

A number of teachers cited examples of destructive behaviour, thuggery and poor behaviour while playing interschool sport. Parent concern was expressed by another teacher. The interchange continued with a number of strong negatives being expressed from both sides of the floor:

"Society is shot!"

"In the end, we're powerless. Just bluff it out till the kids leave the school."

"There's only one direction for that group; just lock them up!"

"Appeals to fair behaviour don't seem to work. A bit of stick worked in the past."

Slowly the group pulled out of its pessimistic spiral.

Comments swung about:
"Bosko can get it together, sometimes!"

"What about some of the success stories?"

"They were different times. We're doing much better things for the kids now."

Even with the positive note at the end, Roy was not happy with the outcome of the exchange.

"Time's up. Thanks for the discussion."

The issue was not formally raised again.

Summary

The "shot from the top" required that every school have a Discipline Policy. It was done, but the teachers' commitment was not there. The Policy was an adjunct to the curriculum which covered the issue in another way.

Within the classroom, personal development (discipline) was essentially the teacher's professional prerogative and tied to the discussion of the values clusters outlined in the Integrated Curriculum. In the playground this strongly individualistic position came unstuck in 1984 when a common policy was not always followed.

External "shots from the top" can be satisfied, but never effectively legitimised in practice if the intent of the policy is out of frame with the school's conceptualisation of the issue or concern.

285

(October 1981 to November 1982)

The TSD Committee was formed in 1979, with representatives from each grade and the executive. Through the leadership of Rhysce and Jack and the support of the staff, the Committee had successfully completed a number of school-wide projects. The involvement model used by TSD follows a cycle of problem identification through to action and evaluation. During 1981 the Committee identified the need to have better parent/school contacts. The program that developed had strong initial support from both teachers and parents. By the end of 1982, many of the teachers were no longer involving any parents as they felt the extra effort to have parents in the classroom on a regular basis was not worth the effort.

Platform

A range of TSD projects including Inquiry Teaching Across the Curriculum, the Assembly Hall Curtain Project and the establishment of a common staffroom, had all strengthened the K-to-6 relationships within the school. The staff's ownership and responsibility for the process had ensured a full commitment to the projects undertaken.
An application for a Multicultural Education grant in
1980, was, in part, a reflection of an increase in awareness
of the specific needs of the community. A staff survey was
conducted mid-year to identify the forces supporting and
opposing the realisation of better parent /school relations.

The highly-ranked forces considered by the staff to be
opposing changes were:

* lack of parent understanding of changes in
  modern education
* the parents' experience of school authority
* the parents' lack of appreciation about the
  school
* difficulty in communicating with parents,
  culture gap and different expectations
* knowledge of how to involve parents.

Second ranking forces were:

* children's feeling of parental inadequacy
  in the school situation
* limited teacher contact with the community
* insufficient parent contact with school
* the limited use of the ethnic aides.

These forces were then rated by each teacher as being hard,
medium or easy to change. Forces supporting the change:

* staff desire for change
* parents wanting the best for their
  children
* increased parent involvement in the P & C
* availability of the ethnic aides
* the children's desire to see their parents
  at school

287
the diverse cultural experiences of the children.

Parent input on the school/parent relationship was not ascertained by the Committee at that stage, except informally through discussion with the two ethnic aides. A full consideration of the parents' views was to emerge as the Committee continued its discussion.

Deliberation

Through the supportive leadership and encouragement of Rhyce and Jack, the Committee met regularly on Wednesday mornings at 8.15 A.M. Numerous large charts were prepared with options and lists of action priorities. Bev, in her role as the multicultural resource person, provided regular input into the group's deliberation. Carol, Arthur, Julie and Mick made up the core of the group at that time.

Towards the middle of October 1981, the magnitude of the task seemed to bog the group down. So many pressing issues seemed to creep into the discussion and demand attention. The provision of interpreters at parent/teacher interviews and the clarification of the key responsibilities for the ethnic aides were two such issues which were reported to staff for consideration and action.

By the end of October the way of getting parent input into the debate about teacher/parent relationships seemed to firm.
We seem to have lots of ideas, but not a clear idea of what we're trying to achieve.

Mick

There seems to be quite a divergent set of expectations between parents and teachers in some cases.

Julie

Why don't we research parents in the pre-school and the Kindergarten?

Carol

The idea of a full parent survey emerged and at the subsequent meeting was firmed up as a proposal to present to the staff on 30 October 1981.

**Parent Survey**

The first draft of the questionnaire reflected the categories established by the Committee from the staff survey:

* school notes,
* social get-togethers,
* helping in the classroom, and
* helping in other ways.

A representative from the P & C participated in the revision of the questionnaire. A number of concerns about the ability of the parents to understand the questions was noted and influenced in some way the manner in which it was subsequently administered.

The final draft in both English and Macedonian was a four page document with yes/no answers; with the provision for parent comments at the end of the various sub-sections. Five areas were surveyed:

* communication,
* social get-togethers,
* helping in the classroom,

289
* helping in other ways, and
* can the school help you?

Plans for the survey were discussed with the parents at the regular P & C meeting in December. It was planned to interview the parents as part of the end-of-year parent/teacher interview program. Interpreters and the ethnic aides were organised, along with every available person in the school, to complete the interview using the survey sheet as an interview schedule. Those families not contacted through the parent/teacher interviews were sent a questionnaire for completion.

Because of pressures relating to the implementation of the Draft curriculum, very little was done with the survey forms in the first month of 1982. By early March the enormity of the tabulation task had become evident. Jack reported to the staff that the Committee had prepared an application for a Schools Commission grant to assist in collating the findings.

From an analysis of two grades, Rhyce reported that it was evident that parents were willing to help in classes. However, the upper grades had a lower response rate than the junior grades. From the responses collated the Committee listed ten ways parents felt they could assist in classes. Grade groups were requested to consider ways that their grade could use parent help. To conclude the report to the meeting, Carol reported the way in which she arranged Friday afternoon
parent visits. The case clearly reinforced the possibilities which were being suggested by the TSD Committee.

**Parent Workshop Planned**

By mid-April 1982, Rhyce reported information that he had received, that a number of parents had not really understood parts of the survey. The Committee proposed that each grade consider its needs and bring them along to an inservice workshop with parents in term II. Roy briefly recalled the history of the project in support of the proposal:

> We committed ourselves from the floor to involving parents, so we need to follow through.

Golfing analogies were usually reserved for serious business. While there was a commitment, the pace around the school had not eased from the first morning when the Draft curriculum had been introduced. Term II was to be even more hectic.

The Schools Commission submission to secure additional funding was finalised by the beginning of term II. Jack summarised the main features as:

- development of teacher/parent contacts,
- skills in working with parents,
- developing parent confidence and skills,
- extension of parent involvement, and
- the extension of parent/teacher/community education.

A parent/teacher workshop was planned for mid June. Those parents who expressed an interest in helping from the questionnaire were written a personal invitation to the workshop.
All grades reported the areas where they would like parent assistance to the first staff meeting in June. The letters to parents had been distributed, and a general invitation had been sent to all parents via the regular parent bulletin.

**Design**

Despite the cold June evening, over forty parents and twenty-six staff attended the evening workshop. The program commenced with an overview of the project. The parents and teachers then participated in a wide range of class-type activities that the parents could use in the classes. Times were arranged that suited individual parents and teachers. During the informal supper that concluded the evening, a good mixing of teachers and parents was achieved.

Over thirty parents became involved for at least a month of class-based activities. At the August P & C meeting, Roy asked how the parent involvement in classes was going. A number of the mothers present reported that they were still involved with their child's class:

Oh I didn't realise what a great range of abilities there were in the class. Some of them are so quick while others seem to have a mental black-out!

Just to see my daughter in the class with her friends in that informal sort of way was really nice. Now I know who she talks about at home.

Mrs W.

Half-an-hour is so short, I wish I had an hour. But the 11.30 to 12.00 time is really not very convenient for me as it really breaks my day.

Mrs J.
I've been working with Mr Cowan's class in art, craft and pottery. I felt it wasn't helpful, but he encouraged me. He said it allowed him to work with other children. My own daughter seems much happier and contented this year. She really enjoys school.

Mrs B.

I have no hesitation in talking with a teacher now, or Mr Williams for that matter! (Laughter around the meeting)

Mrs Z.

I'm just waiting for the letter with the time and the day for me to come.

Mrs S.

I came and enjoyed working with the children for a month, but I wasn't invited to come after that.

Mrs P.

Roy frowned and glanced across toward Beryl:

Thanks very much for your comments. I know the teachers and children have greatly appreciated the time and effort you have put in.

For most of the teachers, the involvement of parents was a fine idea. However after a month or two, most found the consistent effort required to involve parents effectively to be not worth the trouble. When the teachers were interviewed in November 1982, they were asked if they had any parents coming regularly into their class.

I had one mum come in after the meeting we had last term. She was frightened to do it, but she came in and was terrific. Rather a bit lenient on her own child! The children enjoyed having someone else, and the girl commented, 'Gee, she's not so bad after all!'

But I found after a while that she wasn't reliable. Quite often I found that it was more effort than it was worth, which is a terrible thing to say. I just didn't have the time to explain to her what was important on a particular day. I could quite easily juggle a couple of groups, whereas when having someone in I tended to be distracted.

Grade 2 teacher (29.11.1982)
We did last term. We had a couple of parents coming in to help with craft which the children loved. It was the term's project, so everyone was keen. This term I contacted them but they were kinda busy. It's a bit like the language class, you'd have to organise the class time around it. Should anything happen around the school or something special come up in class it proved very inflexible.

Grade 3 teacher (10.11.1982)

I had a parent from a child in another grade who came up for about a month. The kids liked it, but they tended to play up a bit. Then the parent became very bitchy to the children and I had to be on the ball all the time. Oh, she was a lovely woman and did a fantastic job, I just felt the children took advantage of her.

It wasn't really worth the effort.

Grade 1 teacher (18.11.1982)

No parents came. In fact I'd rather use senior children within the school to come and help and hear the little ones read.

Grade 1 teacher (5.11.1982)

I've had parents coming in regularly over the past two terms. They've been helping the children by listening to them read or some other type of activity that happens to be on. You get to the stage after the holidays where you forget to get motivated about a few things and I haven't encouraged them to come in as I had been doing. We have had a couple of afternoon teas and stuff like that, where they've just joined us in a little activity like the ice-cream melt!

Grade 2 teacher (10.10.1982)

We had a few helping last term with reading and so forth. It worked well for a while, but when some didn't keep coming it was a bother. So I allowed it to finish at the end of term II.

Grade 1 teacher (18.11.1982)

With Kinder, you see the parents all the time. I've got two mothers who come regularly for pre-reading and another who comes for games. Last Friday we had three mothers help with an excursion. It was a dream, seven children in each group. We had a lovely day.

Kindergarten teacher (4.11.1982)
In our grade we finished up with four parents. They were the ones who were already around and helping out. So we didn't attract any new ones. Many of the parents both work and I really think that many of them think, 'Oh, what can I do?'

Grade 4 teacher (29.10.1982)

Summary

Considerable time and effort went into the TSD project to involve parents in the life of the classroom by some of the hardest working teachers in the school. For those parents who became involved there was a very positive experience. Teachers initially made the effort to provide a variety of activities which the visiting parents could usefully contribute to the classroom experience. However, when other pressures confronted the teachers, the extra time to prepare or brief a parent helper was a certain casualty.

The teacher/parent links were strongest in the infants grades and became less frequent toward the sixth. The three parent/teacher interviews enabled most parents to make contact and for teachers to discuss pupil and general class issues with the parents.

Even with the concerted school-based project, the energy needed to maintain ongoing parent involvement in the classrooms was more than could be sustained in the school; even for those teachers who were committed to parent participation and had fully participated in the TSD project. When the pressure of time became acute the teachers found it quicker and easier to do it themselves, despite the ideal.
CHAPTER VIII

PHASE III: PUPIL EVALUATION

AND PARALLEL CLASSES

1. Introduction

For both the "old hands" and the "new chums", 1982 was a taxing professional experience. There was a good feeling around the table at the wind-up social when the staff made it to the club on the last day of term (December, 1982).

1983 opened with no staff losses. The executive had met before the commencement of term to consider the priorities for 1983, as well as the format for the pupil-free first day.

1983 will be a year for stabilization. Whole school initiatives that we've been working on this year will be reinforced at the grade level. There will be time for more discussion of school issues such as assemblies, the use of the ethnic aides and the role for the resource person.

Roy (Last staff meeting in 1982)

While term I was free from school-wide initiatives, the TSD, Mathematics, School Environment and Physical Education committees were working on a range of continuing and new tasks that would involve the whole staff later in the year. The whole question of pupil and unit evaluation became a pressing concern toward the end of 1982, after the new programming approach had become a regular part of the teachers' planning routine. The concern for evaluation
reflected the state of the curriculum at the end of year one. "How do we know what the kids have learnt?" (Section 2) Within the general ambit of evaluation, the work of the TSD and Mathematics committees will be considered, as well as the on-going development of process writing through the grades. Neither of these areas answer the focus question, however they do explore where the staff started to investigate some of the fundamental questions related to learning.

Evaluation became the pivotal concern in 1983 and is the focus of the Phase III account. The last four sections of the chapter discuss a range of related curriculum episodes.

The Related Episodes

Four episodes (numbered by chapter section) which link into the wider curriculum process of Phase III will be discussed:

3. Against the Grain: ESL class organisation--what makes good educational practice at the school level does not always conform to the centralised guidelines!

4. The pain and joys of being 'disadvantaged'--the development of the 1984 DSP submission and its relationship to the Integrated Curriculum.

5. Dreaming Animals and Dragons: Related Arts Project II--a follow-up staff development program to the successful music and related arts program held in 1982.

6. Assemblies: An act, or another part of the curriculum?--an evaluation of the assembly program in the school, and the action plan for trialling changes in term I 1984.
2. "How do we know what the kids have learnt?"

(October 1982 to April 1984)

Pupil evaluation was a central theme within the theoretical structure of the Integrated Curriculum from the outset. The teachers' practical programming was based on the diagnostic "evaluation unit" which began the school year. The platform stage of Phase III will outline some of the personal positions that were held by executive members and the views of the teaching staff as they were surveyed in 1982 by the TSD Committee.

The strong professional views of several members of the executive were instrumental in the development of the evaluation concepts that were implemented through the Integrated Curriculum.

Throughout the period there were a number of staff discussions which raised the evaluation issue. At times there was confusion about the various purposes of evaluation. A number of staff reflected a desire to have an evaluation of components of the curriculum, such as the organisation of parallel class or the community language program. Other teachers were particularly interested in a pupil evaluation scheme which was practical for the new curriculum. The present discussion will focus on the school's devising of a scheme for the assessment and evaluation of pupils' skills and attitudes.
In the view of Julie, Vonne and Beryl, the evaluation of the children should be skill and individually based:

Evaluation should be both incidental (step-by-step) and of the overall development of the six or so skills and attitudes in a unit. An individual pupil profile would be less cumbersome than a diary on each child. Standardised tests will not be required. We feel that this format would provide an ongoing record for future years and a resource for parent interviews.

Initially there was confusion between skills that were being consolidated and those that were being currently developed. Some teachers had a hundred skills! There was no way that they could be individually assessed. The idea now is to encourage teachers to identify three or four focus skills, as well as being aware of the skills that were being consolidated.

Records should be available, for the grade coordinator to see individual pupils' progress. This would allow detailed program adjustments for extension or remediation activities to be discussed. If parents want written records, I see no reason why it couldn't be copied and given to a parent as the basis of a meaningful discussion about the child. 'This is where your child is--you could help here by doing these activities...' We should be educating the parents through this discussion period.

Interview with Julie and Beryl (18/8/1982)

During an interview with Ian Welch from the Curriculum Development Centre, Roy was asked if there was any way of knowing what skills the children had learnt. Roy responded:

We've tried to make a list of the skills in terms of some behaviour so that at the end of each teaching period you could say, 'the children have done these activities, exhibited this behaviour, hence they have these facts and skills'.

Following a further discussion about the community language and multicultural activities in the school, Welch suggested that the curriculum was behaviouristic.
Welch continued his inquiry:

How do you handle the expressive curriculum and the values in the curriculum? How do you know if you are achieving tolerance, for example, or equal opportunity, or caring?

Roy responded:

The teachers have developed a sensitivity toward these areas. We attempt to have the parents at the school as much as possible. We do not have school reports, but we do run parent-teacher interviews three times per year. Interpreters are used extensively as many of the parents don't speak English.

At P & C meetings we arrange to visit the classrooms so the parents can see first hand the sort of values which are being developed. Teachers are structuring the lessons to involve the parents and some have generated a tremendous amount of activity. Parents think it's great. This is an important part of our accountability.

I fail to see the value in standardised tests. The problems of cultural and ethnic bias are very real and I feel they are mostly invalid in our situation.

We had one very aggressive and domineering lady who caused all types of trouble before we arranged for her to visit the classroom. She now feels very happy about the school. Recently she reported that her daughter was practising some of the communicating skills at home, which had changed their home life for the better. The school was given the credit for initiating the change in that situation.

Roy (6.5.1982)

After Beryl had been working with the Draft document for a few months in term II of 1982, it became apparent to her that the evaluation of the pupils' learning was in critical need of development and support. Beryl continued:

...this was the area that was really worrying me when I started getting into things. The original intention, I believe was to write up a diary-type record of each child at the end of each unit.
I knew from experience that you don't get time to complete that sort of thing. Evaluation is something that most people feel uncomfortable with and they don't see the value of spending too much time on it.

'O.K., I've finished the unit, let's get started on something else, without seeing the value of using the evaluation as the yardstick for the next unit. The one-page format I suggested to Julie was perhaps a starting point that would make things easier for people to focus on.

It's an individual thing that only required a tick or a short comment, rather than the end-of-unit, 'it went well' That tells you nothing. The three infants grade co-ordinators discussed it and two agreed to trial it with their grades from the beginning of term III. Sufficient sheets were duplicated for each child in the infants grades.

Interview (3.11.1982)

The proposal was not unanimously accepted. Some teachers argued that it was useless to pass on information to other grade teachers who "wouldn't read it anyway!". It was also argued that teachers should not be pushed into trying things that they had not committed themselves for in advance. At the beginning of term III 1982, all the teachers in grades K, 1 and 2 discussed the use of the individual pupil evaluation sheets.

**Staff concerns about evaluation**

In November 1982 the TSD Committee surveyed all members of staff to identify the "needs/target areas for discussion at the school level in 1983" (appendix L). The teacher-perceived school needs were listed as specific practices which could become a target for improvement and staff development. Thirty-three of the thirty-six professional
members of the staff completed the questionnaire. The survey sheets were completed in the teachers' own time.

Four general categories were listed in the preface to the survey: resources, curricular/staff development, pupil welfare and organisation. The greatest number of listed concerns were under the curricular/staff development category. Within the curricular/staff development category, the areas (and frequency of mentioned) were:

* evaluation (12)
* mathematics (8)
* programming (8)
* physical education (7)
* inquiry (6)
* related arts (5).

The distribution of concerns about evaluation was not shared equally by all groups on the staff. While the mean number of recorded concerns for all staff was four {there were five spaces on the sheet}, seventy percent of the seven executive members listed this concern in comparison to a thirty percent listing by other members of the teaching staff. Executive members more often listed an "image" of what might be considered, while the assistant teachers were overwhelmingly concerned with "procedures".

Three executive responses to the TSD survey were:

(a) Insights/exploration into the:

*initialdiagnosisofchildren'sskill levels
* activities to evaluate sub-skills
* individual children's progress
* K-6 and year 6 to 7 records.
(b) Finding out where children are initially
Evaluating individual children and units
Recording evaluations
Compiling evaluation activities.

(c) Exploration of methods for evaluating children.

The assistant teachers' responses were:

"A method of evaluation which isn't bulky and
time consuming."

"There is a need to look at 'evaluation'--to
make it more manageable a task."

"Help in all forms of evaluation."

"More specific types of activities to
evaluate sub-skills."

"An easier way of keeping records."

Some image type concerns were also expressed by teachers:

"...would there be a standard throughout the school?"

"I don't think the evaluation sheets would be
useful for next year's teachers."

What were the pupil evaluation practices in 1982?

Pupil evaluation practices were discussed in the teacher
interviews which were conducted at the end of the 1982. The
overall impression was one of great variation and diversity
of style and commitment to pupil assessment and evaluation.
The interviews reflected a range of assessment and recording
practices which can best be illustrated by some examples of
the teachers' response to the question, "How do you know what
the children have learnt?"
If someone asked me what this child needs to concentrate on, I can remember where they're up to...

Grade 5 teacher

I'm always getting into trouble from my supervisor for keeping too much in my head.

Grade 5 teacher

Some things you can observe while others you need to test. I keep a little book and write down their errors, tick them off when they're going O.K. They're a good class so I don't have to write down much.

Grade 1 teacher

I evaluate for me, not for someone next year. What I write may not mean the same to another who reads it some time in the future.

Grade 2 teacher

It's basically ongoing assessment of their skills through observation and small tests and stencils. Examples of the children's work is constantly going into their folders.

Grade 3 teacher

We've been having regular tests across the grade in language, maths and reading in getting the children sorted out for the High School. I've found that there wasn't the time or I'd forgotten to go back and check off the skills at the end of the unit. We also have our spelling tests from 'Words in Action' which are separate from the unit every week.

I started on the Me Files at the beginning of the year, but they've gradually gone missing.

Grade 6 teacher

Apart from maths I mostly use observation to look back at specific skills. We all seem to push the language side and maths seems to get a fairly hard time. I have a check list of my ten or so skills, and just tick them off when I think the kids have mastered them.

Grade 4 teacher

The whole of the Kinder has the same type of form and we just write in our own comments for each child. They also have their own 'Me File' for stuff they want to keep.

Kindergarten teacher.
While the teacher's ideological positions were not surveyed in the interview, it was possible to infer a varied commitment to pupil evaluation from the responses to their reports of their current practice. Most teachers identified evaluation as an integral part of their teaching/learning environment. For the minority, it was almost a burdensome afterthought:

Just run-of-the-mill type tests in the various areas every two or three weeks. I tick various skills in the language area and make comments. I don't have to have six pages for each child like we did at the beginning of the year to work out what each child is like. This way doesn't take up a lot of time or room.

Grade 2 teacher

Evaluation is really important, but you don't want to be spending all your time doing it either. So I feel a simple ticking arrangement from observations of a child's readiness is fine.

Kindergarten teacher.

From the beginning of the Integrated Curriculum project, the language area provided the core of the curriculum development model (figure 11). The everyday language needs of the children in this high migrant density school reinforced this perspective in the teachers' programming and classroom practice. Carol and Beryl attended a number of in-service workshops during 1982/83 in the language area. Vonne, Julie and Beryl appeared to have a stronger interest in the language area at that time.

The work in the language area was moving toward a process orientation, while mathematics area was moving toward a systematic product orientation. A conflict developed later in the chapter.
Arthur considered his curriculum strength in the mathematics area. He had worked consistently with the Mathematics Committee for a number of years. During 1983 became familiar with the Australian Co-operative Assessment Project (ACAP) project which provided competency based testing materials in mathematics and other skill areas.

Parent expectations in the evaluation area were not evident in the parent and teacher discussions that the documentor was able to record. The regular reporting to parents via the parent/teacher interviews appeared to provide an acceptable form of feed-back to the parents. Written reports were available on request. Parents of the infants children had a direct informal access to teachers through the morning assembly. It was not uncommon to have fifty to seventy parents watching the children move to their classes from around the outskirts of the assembly area on a sunny morning.

Prior to the commencement of term I 1983, Roy arranged for the executive to meet to discuss the action priorities for 1983. The K-to-6 school projects were:

* Mathematics
* P.E./Fitness
* Related Arts
* School Environment
* Playground Happenings
* Contact Classes

Evaluation was only listed in the "professional development" section of the 1983 action plan. Supervision and a knowledge of the new curricula were the other priorities listed.

306
Copies of the new edition of the Integrated Curriculum arrived for the first Friday staff meeting in 1983. Evaluation provisions were outlined in the Document in the following areas:

(a) as part of the curriculum model
(b) as an integral process within the planning model
(c) summarised in a comprehensive fifteen line statement under the heading "How do I evaluate?" at the end of the section on classroom implementation.

The evaluation ideals reflected in the Document could be summarised as:

* progressive evaluation
* individualised assessment and recording
* subjective and incidental measures
* cumulative and diagnostic assessment of skills for future planning and the reporting to parents.

The explicit assessment and evaluation of value and attitude outcomes was not mentioned in the teachers' accounts of their evaluation procedures and needs. In the Integrated Curriculum, attitude outcomes were mentioned, but not highlighted to the extent that the skill outcomes were discussed. During the interviews at the end of 1982 and 1983, teachers were asked to summarise the key things that they would like the children to take from the year in their class. Over half indicated a set of values or specific attitudes.

Roy's hope for 1983 was that the TSD Committee would:

...develop an overall evaluation scheme for the children's development, teachers' self evaluation and curriculum evaluation in conjunction with Ted (the
A grand scheme, but it foreshadowed a concern about the complexity of the problem as it was being identified by the TSD Committee. Just prior to the visit by the two representatives from the Education Commission, the TSD group had completed a series of meetings to prepare an evaluation action plan for staff consideration.

**Deliberation**

The evaluation concerns expressed in the 1982 TSD staff survey (appendix L) were followed up at a number of levels from the beginning of 1983. At the executive level, the discussion involved the formulation of a proposal for a Schools Commission Evaluation grant (appendix F). The TSD Committee followed up its 1982 survey with a specific Pupil Evaluation Survey (appendix O) for all staff at the beginning of term II.

Debate over the use of standardised tests in the school simmered throughout the year, despite attempts by the School Counsellor to defuse the issue. Internal pupil assessment using I.Q. tests was no longer used in grade four. Pupils proceeding to year seven (high school) were tested until the end of 1983.

A gentle tension developed between those who felt that the writing process should be used to translate the
theoretical positions about pupil evaluation into practice and those who were keen to use mathematics. The tension was never openly discussed. The writing area became the main focus of staff development in 1983. Mathematics assessment was supported by the efforts of Arthur and the Mathematics Committee.

**A trial proposal**

As part of the orientation to the new Integrated Curriculum at the first staff meeting of term I 1983, Vonne was asked to suggest some guidelines for evaluation. In her preface to the evaluation proposal she outlined her own preference for individual, rather than unit evaluation. Her discussion was illustrated using an overhead slide of the objectives page of one of her own units:

> You will remember that the infants grades trialled an evaluation sheet for each pupil in term III last year. The proposal is to use the objectives list from the front of your unit as the basis of an individual pupil profile. The attitude, skill and knowledge objectives are listed and copies can be made for each pupil in the class. This will enable you to keep a check-sheet for each pupil by ticking the skills, making comments, or designing a marking scheme of your own.

> This will be particularly helpful with the mixed ability classes this year. Especially if you keep your Me Pages as an additional source of data about the children's progress.

Maxine suggested that the sheets would be useful for parent-teacher interviews and asked: "Could I do a couple of units together?"
Roy nodded and went on to summarise:

The proposal meets the criteria of being:

* not too much work
* of value to the parent/teacher interviews.

Vonne continued, "We'd like to trial this evaluation sheet throughout the school."

A number of short comments were made by other staff members, including a request from Doug for the provision of a parent report sheet. Roy suggested that the issue be raised at a later date. The proposal was confirmed on the nods. There was no call for a vote on the issue.

At the next staff meeting the evaluation issue was again raised, this time in connection with the three parent/teacher interviews that had been agreed upon for the year. The range of reporting styles was immediately raised. Kindergarten's pictorial report was praised as being appropriate, however the form of report for the other grades was keenly debated. Doug suggested that a written report "...acted as an encouragement." Martin's suggestion of teacher check-lists was met with a spontaneous howl of "no!". Vicki's "little floating clouds" seemed to appeal to some. Nyla agreed with Roy's "...blank sheet approach" as it "...really made me think about each child."

Roy's attempt at closure; "Let's leave it at that!" was premature. Vonne continued:

I think we need some policy as Doug has suggested. However, how you do, it should be left open.
Nyla continued to tie the discussion back to the reporting process:

I believe we need a sheet with interview items listed as a guide, such as excursions, community languages. Roy agreed to arrange a sheet; however no final agreement was resolved as to what the acceptable reporting options were.

During the first part of term I, the TSD Committee met on a monthly basis and worked on ideas for the "contact classes" (where an upper and lower grade planned a shared activity). Although there was an overlap of membership between the executive and the TSD, it seemed that the Committee had lost its capacity to initiate action. Early in March the findings of the 1982 TSD Survey were again reported to the staff. Rhyce indicated that the "evaluation area was the biggest need area", but its resolution was perhaps beyond the Committee:

We'd like your suggestions, so please use the space on the new white board; (which had recently been installed on the back wall of the staff room).

TSD take the initiative

Early in 1983, the documentor became aware of the Schools Commission Small Grants Program for school-based evaluation proposals. The idea was floated with Roy who suggested that the school was in a position to apply for funding following the 1982 survey carried out by the TSD Committee. An afternoon meeting of the executive was arranged in March to discuss the drafting of a grant proposal. The account of that
meeting provides some insight into the range and diversity of views which were held at that time by the five members of the executive who attended.

After the main criteria for the grant were explained, Roy opened the discussion:

At the last TSD Committee meeting they identified a number of areas of evaluation which could be explored. What were they Carol?

Carol responded:

The evaluation of the K-to-6 skills was the main area, along with the evaluation of units and the year 6 to High School selection process.

Arthur continued:

I think we need to evaluate our whole maths program.

Vonne, looking a little perplexed, questioned Arthur:

So if it's an evaluation of the actual curriculum, how do we evaluate the children?

Arthur responded:

Something that's not too cumbersome that can be used from K-to-6.

Roy summarised the areas with an emphasis on the condition that any evaluation should be manageable.

Vonne then proceeded to develop her personal position:

I think that it all ties in with the evaluation of our children in accordance with the Document. Even if you're going to be looking at number work, surely the evaluation will be in line with the skills from the document and the children's individual progress?

We want teachers to use and evaluate the children in accordance with the Document. It doesn't matter if it's P.E., related arts or language, it should tie in with the skills as they are set out in the curriculum.
Arthur continued:

In time to come, there shouldn't be a need for evaluation at the beginning of the year. There should be a straight follow-on from the year before.

Vonne reaffirmed her position:

An individual evaluation section should become a part of the Document.

As a specific example of her concern, Vonne continued:

How do you evaluate writing?

Roy discussed two possibilities but concluded that they were either too simple or too complex. Beryl extended the discussion of the options:

Even if we get down to having a manageable K-to-6 scheme, I'd like to see it continue to the High School.

Carol continued:

I don't think there should have to be a separate form of assessment for the children going on to the High School. We should make available our individual report on each child, because that's what reflects our teaching.

Arthur raised a concern:

The main concern is that there are three schools feeding into their High School, and they've got to compare the children somehow... However, because the High School doesn't see eye to eye with what we're doing, I don't think we should stop doing what we believe in.

Roy moved on to expound on one of his top professional hates!

The use of standardised tests to place the children in year seven classes is totally invalid. Not only is it invalid, but it also labels the child in a most unfair way. The labelling of children as G.A. (slow learners) to boost their staffing can scar a child for the rest of his/her life.

At that point in the discussion the documentor summarised the possible range of evaluation options that were available
under the provisions of the grant scheme. The transition aspect of the pupil evaluation process was reinforced as a possible important component in the submission application.

The group were asked to specify activities and expertise that they felt would need to for the task. Suggestions included:

* afternoon workshops (for sharing of our ideas)
* the evaluation of teachers' strategies
* evaluation of the content of the document
* evaluating the wide range of pupil abilities (as in the parallel classes)
* the evaluation of the resources available for the units.

In an attempt to draw together a wide range of positions, it was suggested that the school had already clearly identified its priorities. The TSD Committee had noted the need for skills in the evaluation of language and mathematics. Should these specific areas need input, the services of specialists such as Brian Cambourne were available.

The group was able to identify a Secondary Mathematics Inspector who had shown an interest in the work at the school, the School Counsellor, the Regional Language Consultant, staff at the High School and a number of other people who could contribute to the process.

Discussion quickly moved to consider the range of consumables that would be needed and possible workshop arrangements that would satisfy a four-figure submission. Roy confirmed his desire for the documentor (facilitator) to draft the proposal to present to the next staff meeting:
Basically we're going to evaluate our curriculum and the assessment of the pupils' skills. You're as familiar with what we're doing as anyone.

The proposal (appendix F) was prepared, costed and approved by the staff by the end of the week. In the submission, both pupil evaluation and the evaluation of curriculum components were included. After presenting the grant outline to the staff, several teachers approached the documentor to take up concerns that they had not raised in the meeting.

Two teachers expressed the difficulties they were having with the wide range of abilities in their classes. They wondered if the parallel class organisation and the related community language program would be evaluated under the provisions of the grant. Another teacher was concerned that the gross motor-skills and the children's behaviour in the playground had not as yet been effectively evaluated.

The reply to the grant application came some months later: "Due to an unprecedented number of applications, it was not possible to fund your application...."

While the funding had not materialised from Commonwealth sources, the process had initiated debate within the executive and the wider staff. Funds were subsequently obtained from the Regional Inservice Committee to mount a series of workshops, but at a substantially lower level of funding.

Prompted by the continued rumblings from the grade six teachers about the sixth grade assessment process, Roy invited the School Counsellor (Roger) to speak to the staff
in late March. Roger explained the sixth grade assessment process and the instruments that were being currently used by the Counsellors to make up the year seven classes. The problems of language assessment were discussed at some length. Following a question about the validity of the tests, Roger outlined the provision for retesting for those students who had a disparity between their teachers' assessment and their test scores. While the overall explanation was clear and practical from my perspective, most of the teachers were unconvinced about the adequacy of the whole procedure.

Informal discussion between several TSD members stirred the Committee into renewed activity. At the first staff meeting in April it was announced by Rhyce that the Committee would be meeting to establish its role in the evaluation area. The concern was held that members were now almost entirely grade coordinators; this prompted the enlist of other grade representatives to the Committee. At the first meeting of the recostituted Committee the group discussed the existing evaluation policy which had been developed by executive. There was still a considerable overlap in the membership of these two groups. The concern that teachers appreciate the why as well as the how of evaluation was reinforced. It was Jack who suggested an approach via a specific curriculum area as a possibility for a practical plan of action.
A few days later, the Mathematics Committee, under Arthur's chairpersonship, met to discuss the revision of the mathematics statement. While a number of wider issues were mentioned, most of the time was used to look at the ACAP norm-referenced test material which had been secured by Arthur. Rhyce was the only member of the group who had attended the earlier TSD meeting. He expressed concern about the lack of attention in the test items to basic concepts. This approach he argued was the strength of the approach taken in the Integrated Curriculum. Considerable discussion ensued about the appropriateness of the algorithm tests and the statement of the mathematical concepts in the Document. It was proposed that the material be discussed in grade meetings before a decision was made.

The next meeting of the TSD Committee in mid-April included four non-executive members. Initially the discussion moved between various ways of keeping assessment data. Rhyce drew the group back to its task by suggesting the need to clarify the current staff concerns. Jack and Carol extended this direction through a composite suggestion to determine the current evaluation practices at the grade level, plus the perceived needs. The group agreed to meet the following week and Mick was delegated to report the progress at the next staff meeting.
At the request of Jack and Rhyce, the documentor (now a process consultant) presented a short summary of some of the key components in the evaluation process at the next meeting of the TSD Committee. Nine teachers were present and the basis of a teacher survey discussed previously was developed. The components included:

- existing evaluation practices
- teachers' ideals
- areas where they felt that they needed help.

It was argued that the survey should be completed individually, but at a grade meeting where clarification could be given by the TSD representative if necessary.

Jack and the process consultant worked on the draft format which included two main sections after an introduction:

- Your present classroom evaluation methods
- Your thoughts on evaluation.

The Committee suggested that two sides of the page be used and that the "present practice section" be expanded to include a bigger space for comments and a frequency column. Five open ended questions were listed on the reverse side of the sheet (appendix 0):

1. What do you feel would be a practical classroom evaluation scheme?
2. What sort of evaluation should happen at the school level?
3. Are you happy with your present method(s)?
4. I have tried other methods such as...
5. I would like some specific help in...

The TSD Evaluation Survey (appendix O) was handed out at the first staff meeting of term II. Rhyce reported the consultation process that had been undertaken in the preparation of the Survey and indicated that it should be completed at a grade meeting and passed back within two weeks. Questions about the Survey should be initially referred to their grade TSD representative. At the end of the staff meeting, one member of staff was observed handing his blank form back to Rhyce.

The grade meetings dedicated to the completion of the Evaluation Survey raised a wide range of perspectives and a considerable variation in expectations for both teachers and the school policy.

An account of a grade meeting in early June (1983) will illustrate the process.

Two teachers walked in without any sheets or documents. You'll have to complete them for Jack, he's expecting them you know!" admonished the grade co-ordinator in a half joking tone.

Each teacher in turn discussed the way they had handled parent/teacher interviews. Another said;

I didn't give them anything... Each was given a writing sample and the marks for maths and language. Anyway, what does a mark mean!
Recording practices were explained in terms of:
"I usually record my stuff in a mark book, with comments," through to comments such as, "Well its very difficult to say, but most of the information is in my head. I find it impossible to keep a page on each child."

On the question of a common school evaluation policy there was a little more agreement:
"I'd like to see a K to 6 policy, but I don't think it should be tight." This view was confirmed, but I feel with a somewhat more liberal interpretation:
"I agree about the variability!"

The advantages of parallel over streamed classes was discussed at length:
"It's fine by me, except when it comes to the maths and evaluating their progress. It seems like I'm teaching about three grades!"

The problems of labelling has really been reduced, but it's a pain when it comes to evaluating their skills.

They all agreed with this position and the discussion moved to discuss ways of working effectively with a mixed range class. Conferencing seemed to be the most effective way of handling individual concerns and monitoring their work.

All the teachers on the grade subsequently completed and handed in a survey sheet (appendix 0). A cross-check of their survey sheets reflected the same candid comments that
were expressed in the grade meeting. At least for that particular grade, the answers and comments presented to the TSD Committee were as reliable a reflection of the teachers' feelings about evaluation as could be expected in a professional forum.

Pupil evaluation practices (June 1983)

Jack and Rhyce, with the assistance of members of the Committee, collated the twenty-four completed returns. This represented eighty percent of the classroom teachers in the school. Jack subsequently reported the findings to a staff meeting in mid-June. The results of the Survey indicated that:

* all teachers were currently using a skills checklist (usually at the end of each theme);
* 80% of the teachers were using spelling and maths tests at least once per fortnight;
* 55% said informal observation was part of their evaluation method;
* 42% employed anecdotal records at the end of each theme or whenever time allowed;
* 35% collected samples of the children's work (usually at the end of the theme); and
* a variety of other measures were employed including oral questioning, comprehension tests, writing folders, and participation activities.

The 'other methods tried' included (by frequency of mention): checklists(5); standardised tests(3); and a number of other methods listed by one teacher.

Twenty-one of the teachers indicated that they were happy with the methods they were currently using. The others tempered their satisfaction with comments such as: "usually"; or "I feel I'm not doing enough".

321
The teachers' criteria for a practical classroom evaluation program were:

* practical
* not time consuming.

**Criteria for the school level evaluation policy** varied from:

"Teachers should be able to use their own evaluation scheme." to,

"A common policy with slight variations, depending on the level/grade."

Most of the teachers who answered this question opted for some form of uniformity of expectation with an option for individual variations. The suggested form of the evaluation generally reflected current practice; checklists (with or without comments-10), written profiles (2), samples of work (2) and test results (2).

Only thirty-eight percent (9 teachers) responded with a specific request for help in the last question. The most frequent request was for assistance in evaluating children's writing (6), reading (1), and maths (2), followed by skills for making anecdotal records (2). The staff meeting minutes summarised the position in the following terms:

* Invite Ted and Brian to hold workshops. People interested in reading/writing areas.
* 2 workshops proposed - we may get a feed?
* Where are we going? Do we proceed? Not compulsory attendance.

Staff meeting minutes (17.6.1983).
The minute-keeper for that meeting was not one of the newly converted "process writers" awaiting confirmation by the guru of process writing him or herself!

Two teachers in early July indicated in separate discussions the unfortunate state of affairs with the TSD evaluation project:

The evaluation thing is dead! The Mathematics Committee's checklist assessment approach has killed it.

Divergent evaluation directions: Language/Mathematics dialectic.

The process/product tension between the emergent assessment processes in the language and mathematics areas of the curriculum created a dialectic that influenced the pupil assessment expectations within the school. The direct tension was reduced when Arthur sought a transfer to a school closer to home in 1984, however there were a number of teachers who found the published ASAP tests quick and convenient to use.

Language

Parallel to the concern about pupil evaluation had been the steady development of process writing. Carol and Beryl had made the first reports to the staff in mid-1982 and had worked on developing the approach in their own respective areas. At the commencement of the 1983, Carol had given a follow-up talk on how she was using inventive spelling, publishing folders, publishing circles and pupil conferences. A number of other infants teachers shared their experiences.
with the staff at that meeting. In mid April, Roy reported enthusiastically about a talk given by Brian Cambourne to the Principals' Council.

Elaine Vine, (an ESL Lecturer from the University) had been visiting and working for a number of months on a process writing project with a number of the infants teachers. Beryl invited her to speak in April to the staff on "Strategies for Phase II Learners". Elaine's talk reinforced the concern for the individual development of each child, the importance of the language base for all learning, and the power of positive language models in the child's everyday experience. The process writing approach to written language was advocated with the caution that greater time was needed for pupil conferencing. The suggestion of having a range of teacher and pupil exchanges with other schools was taken up later in the term.

The emphasis on writing was reinforced at the end of term I with a report from Alix on a process writing inservice she had attended. Her report made the powerful claim that both writing and reading required the child to explore and experiment, just as they do with verbal language. A number of helpful handouts were provided with her report. Following up a visit to Coniston Primary School, it was reported by the visiting teacher that programming concerns were the most frequent difficulties encountered with the introduction of process writing. In the light of the programming process at
Warrawong this was hardly considered a problem. The planned revision of the spelling policy in 1985 was felt to be the only possible frustration that could cause some concern on the local scene!

**Mathematics**

Arthur continued his work with the Mathematics Committee. A range of materials were developed for the junior grades, and data was gathered from the staff on their teaching methods of the basic operations. The ASAP criterion-referenced test material was circulated to all the grades for consideration during term II 1983. Arthur systematically reinforced the use of the evaluation grids and algorithm test banks. A number of afternoon workshops were held on ways of organising mathematics evaluation activities and a set of Rigby mathematics texts were requested by some teachers and subsequently approved for purchase.

The introduction of the ACAP scheme was formalised at a staff meeting in mid-July when Roy announced Arthur's proposal for the evaluation of mathematics. Arthur commenced with an overhead slide which summarised the advantages of criterion-based testing for:

* teachers
* reporting to parents
* students
* the school.

In addition to the algorithm tests he reported there were tests in the same series on study skills (finding information, dictionary skills and pictorial referencing) and
reading skills (interests, cloze, reading vocabulary, syntactic knowledge and phonetic knowledge).

Roy frowned throughout the presentation and interjected at the completion of the basic statement:

From my impression of the language skills, that's our document in brief. I support the use of criterion-referenced testing to provide data to parents and as a way of demonstrating skill development.

Roy attempted his closure strategy: "What Arthur is saying is not new. Is it agreed?"

But Gary interjected:

I felt we were trying to move away from checklists?

Roy backed up Arthur's case:

It follows our Document's skills.

Arthur reinforced the practical aspects of the proposal:

It doesn't take long, just a few ticks.

Mick had not been convinced at an earlier Committee meeting:

From my observation so far, teachers are not completing it systematically.

Gary returned with another line of comment:

I may as well move back to the old Maths Syllabus. Doesn't it show what you have to do?

Arthur did not seem to have expected such a reaction to his proposal:

Here are some examples. I think it tests the skills and covers areas we often tend to miss.

Roy followed with another supportive position:

The proposal is obviously trying to make the evaluation process easier and more effective.
Vonne joined the discussion for the first time:

Is this policy or just a trial? From my understanding, it's based on skills and not concepts. I feel we need to set a time and evaluate it.

Rhyce agreed that the process was a useful summary; however he thought that it didn't really assess the children's understanding of the underlying process.

Martin suggested that children may have the concepts but "...not the language to express it in an algorithm."

Roy again attempted to bring the debate to some form of consensus:

I support criterion-referenced testing. Shall we trial it for a period of one year? Do we need to have a vote?

Strung between his personal/professional view and his support for his Deputy's proposal, Roy was not comfortable in the chair. While supporting the proposal on the day, the turn of events were to show that the principal had pressures for other people and priorities to receive his sustained encouragement. It became obvious that the proposal did not have the principal's full support.

It may have been purely coincidental that the next item on the agenda was Beryl's process writing report. An elective with Brian Cambourne at the recent Leaders' Conference had stimulated the work that she had been encouraging in the school:

I came away inspired. The three focus questions he posed were:

* Do you like writing?
* How much do you write every day?
* Do you think you're a good writer?
Beryl outlined the substantial sections of the Cambourne presentation with practical asides and an enthusiasm that sustained her opening remarks. Her report was cut short by the bell and the press for four or five procedural messages that needed to be communicated before the meeting adjourned for the teaching day.

Approval of the funding for a Regional Inservice Grant; Within and Between Schools, (WIBS) was received in late July. Roy had already approached Cambourne informally to determine his availability to conduct a number of after-school workshops. He announced at the staff meeting that "...the TSD has successfully arranged funding for a series of workshops on evaluation through writing." A week or so later he noted that Brian Cambourne would be coming to the school on the first day of term III to arrange the workshop series.

The balance of term II was as hectic and taxing as ever. The preparation of the 1984 DSP submission preoccupied the end of term for most of the staff interested in the evaluation project. A number of after-school mathematics workshops were held to prepare materials for classes in the junior school. Arthur continued to support teachers using the ASAP maths checklists through his role as the resource teacher in term III and the grade six coordinator.

About five or six teachers during the term became involved in a "writers interest group" which had been promoted through the Inspectorate. A successful language-
oriented inter-school visit was held with Nareena Hills Primary. Feedback from the recently completed parent/teacher interviews suggested that the 'writing bug' had started to filter into the home environment.

"My kids are driving me crazy with wanting to write all the time."

Parent comment reported at P & C meeting (29.7.1983)

Negotiations with Brian Cambourne on the form and direction of the workshops was completed at a meeting on the first day of term III. Representatives from the executive and the TSD Committee briefed Brian about the school and the processes that had been used by TSD to determine the views and concerns of staff. Brian explored the way language was taught in the school. The group discussed the movement from product to process evaluation and the difficulties that had arisen with the evaluation of the children's writing and maths skills.

Dr Cambourne stated his own premises about learning:

* learning should be fun
* learning the written form is parallel to the oral form.

The criteria that the staff had established in the Survey for a school-level evaluation scheme were outlined. Examples of the unit programming and skills evaluation sheets were shared and discussed. The current initiatives with process writing and parallel classes were described to complete the description of the schools' major initiatives in 1983.
Roy's expectation about the style of the workshops was clearly stated: "...the teachers must develop a sense of success from what they do."

Brian summarised his thoughts towards the end of the session:

I think we need to start by thinking about learning. All forms of learning would be considered, but the language area and the writing focus would spill over in the discussion.

The school-based approach is important as the teachers need to feel in control. I think the teachers need to reflect on what they're trying to do.

I think we should then have some input on the language area including your request to consider Phase II learners. Let's see what goes from there.

The discussion with Brian was reported to the executive. Four sessions; two long (with dinner) and two short were arranged. The workshops were to be about two weeks apart, and were scheduled to start from the end of September.

Staff were informed of the dates once they were finalised in mid September. One member of staff asked if they were compulsory and was given a gentle "fact of life":

You'll miss out on an important professional development activity. Evaluation is the basis of everything we do; for your pupils, and for yourself.

I know we've got problems with the 6-to-7 assessment process, but if I don't have a viable, well documented alternative to present to the District Inspector, there is nothing much we can do.

Prompted by the questioner, or perhaps it was just the area under discussion, Roy concluded:

Grade co-ordinators are checking the evaluation of units at the moment. Remember, it was agreed at the beginning of the year to give the system a one-year trial.
Throughout the deliberation process the emphasis on general teacher and pupil evaluation skills had been narrowed to focus on the language area and process writing in particular. The narrowing of the focus of the staff development plan was the culmination of a number of influences and pressures.

A number of teachers, including several members of the executive, had been developing their knowledge and expertise in process writing through a special interest group and inservice courses. This aspect of the State K-to-12 Language Policy was a popular innovation area in the Region. The availability of an eminent researcher in the language field to work in the school was very an attractive opportunity not to be missed. All of these forces worked to narrow the focus of the staff development project.

Design

(October 1982 to April 1984)

The "..how do we know what the kids have learnt?" question emerged as a complex dialectic. Mathematics assessment had been implemented through the *product orientated* criterion-referenced algorithm tests. Checklists and numerical scores were the means of communicating this information to the children, their parents and the children's new grade teacher. In the language area, the assessment process had moved away from a reliance on crude checklists of
skill attainments, to anecdotal notes and samples of the children's work which focused on their learning processes.

**Looking ahead**

In this section of the account, the discussion will include:

* the staff development activities which were undertaken in term III of 1983;

* the writing evaluation procedures which were trialled across the grades at the end of 1983;

* the modification of skills evaluation procedures which had been developed throughout the preceding two years; and

* the implementation of the new pupil evaluation policy at the beginning of 1984.

The design process of the pupil assessment scheme associated with the evaluation stage of the Integrated Curriculum was not unlike documentor's first waltz class in those joyous adolescent years:

"Big, small, small..." called the instructor.

"Come on you oaf!" encouraged my nimble-footed and attractive partner.

I knew it must be good for me, and getting it right was a prerequisite for the next date; but somehow I kept making it small when it ought to have been the big step!

"I've got it!" I cried, feeling both a sense of relief and nervous achievement as I edged myself to the wall.

"Oh, come on!" I felt a firm persistent tug on my jacket,

"They're going to do the foxtrot now."
A variety of practices persisted

While the annotated, individual pupil checklist had come into general use by most teachers by term III, the "pace-setters" had worked through that format. They were now looking for a more sophisticated instrument to explore their children's writing processes. This overlapping effect of the change process generated some tensions within the staff.

The advantages of the school-based approach to staff development were appreciated by all the teachers, but the curriculum innovators in the school often felt frustrated because their own particular needs were not being adequately met. There were the demands of their grade and the responsibilities of school-level initiatives that usually left little time and energy for additional personal development.

As part of the implementation of the Draft curriculum, each teacher on a grade basis prepared a diagnostic evaluation unit to commence the year in 1982 and 1983. On the basis of the children's performance in the key skill activities in the evaluation unit, skills were chosen for the subsequent thematic units.

The evaluation policy, which had been established at the first staff meeting of 1983, required teachers to prepare an individual pupil profile using the skills summary sheet from the teacher's unit (or small cluster of units). While document samples were not specified as part of the requirements, most teachers had established a Me File for
each child where items of work were filed by the child (and sometimes the teacher). These files provided an invaluable resource for informal evaluation between the teacher and the child, and the basis for providing concrete data for discussion at parent/teacher interviews.

While not every teacher was into "waltzing" (evaluation) in a big way, the basic expectations established for the evaluation of pupil skills from the Document, were being carried out almost all teachers at the end of 1983. From data gathered from the TSD survey (appendix O) and the end of year teacher interviews confirmed a substantial improvement in the quality of pupil assessment in 1983 compared to 1982. Positives changes were evident from the number of teachers following the policy guidelines and the comprehensiveness of the pupil assessment approaches that were being used by teachers.

**The Cambourne Workshops**

By 3.40 P.M. the staff had assembled in the library. The atmosphere was warmed by the rich display of print and book displays which had been prepared for Book Week by the librarians and members of the school a few weeks earlier. There was an atmosphere of anticipation which had been fostered informally through the preparations for the workshops.
Roy introduced Brian Cambourne and briefly discussed the links between the work of the TSD Committee, the teachers' concerns and the school's long term commitment to school-based teacher development. Brian commenced with a summary of the teachers' concerns that he had perceived in the planning meeting before the workshop.

Before we get to talk about the strategies to evaluate the language process and other areas, I'd like to return to step I, by you tipping out some of your concepts about how kids learn. It's essential that we sort out what you're trying to do.

Then I want to challenge you:

* What is the process writing?
* How do kids go about learning how to write?

I'll do that by asking three focus questions:

1. Do you like writing?
2. How many pages do you write each day?
3. Do you think you're a good writer?

While there were a few questions, Brian tried to put them on hold until he had established a platform of his own. He moved quickly into discussing why he believed that writing was a key to learning through a development of the various language functions and the perceptions he had about good writers:

I believe that the view of learning held by most teachers is suspect!

Psychologists of the behaviourist persuasion came in for a fair caning before he developed his own three axioms about learning.
The learning process should be as simple as possible.
The written and spoken forms are parallel conditions of the same phenomena.
The principles of learning a language are the same for all forms of the language.

The evening ended with everyone writing.

The feedback from the teachers the following day was very positive:

I learnt some things because I haven't been into this area before.

I've been doing process writing for a year, so I already had a few ideas. I'm looking forward to the next sessions.

I wouldn't have missed it, though I was a bit skeptical at first.

The nods at the staff meeting were supportive. Roy thanked everyone for their attendance.

The second workshop covered:

* the nature of process writing
* how ESL and non-ESL kids learn
* ways of organising a classroom.

The barriers to effective writing were held over to the next meeting to allow time for the teachers to be involved in their own writing. The group members were learning by experiencing the very personal joys and frustrations of writing.

Conferencing and evaluation dominated the agenda of the third workshop. Through the use of a video extract, the group explored the characteristics of a good conferencing. The writing conference was described by Brian as:

* a sharing of equals
* a conversation and not an interrogation
* getting the pupil writers to ask the questions.
Three areas of inquiry were then suggested to discuss the concerns of evaluation:

1. What growth is there in the knowledge about the writing process?
2. What are the attitudes towards writing?
3. What would be included in a product file?

Brian discussed the use of a pupil questionnaire to determine a pupil's knowledge about the writing process. The group then moved into a discussion about the specifications for an instrument that would tap knowledge about, as well as attitudes towards writing. While the written retelling exercise was thought to be a "quick evaluation fix", the challenge of the problem was clearly focused for Beryl and Julie.

Before the final workshop in mid-November, Beryl and Julie had synthesised the two example survey sheets that Brian had used; identified their own areas of interest; and drafted a trial two page survey. A sample of fourteen children was drawn from across the grades, including a number of ESL and children who were expected to respond somewhat negatively. Beryl and Julie (on her class release day) interviewed all the pupils using the trial form. From the five attitude and eleven knowledge questions, the trial suggested that:

* most children liked writing;
* most children nominated a person in the same class as the best writer; and
* children do not necessarily go through the same processes of writing that we tend to think they do.
The survey form and the results of the trial interviews were discussed at a staff meeting; the form was left in the staff room for comment and one was passed to Brian before the final workshop.

The November P & C meeting discussed process writing. Parents were able to visit a number of classrooms after an explanation about the value and the way writing was organised in the curriculum.

In the wind-up workshop (twenty-six of the thirty-six staff were present) the attention focused specifically on the process and product evaluation of writing process. Following a summary of the trial writing survey, Brian suggested areas for consideration and posed questions about the use of the instrument. The question of what aspects of the child's writing product to consider for evaluation purposes was thrown open in a brain-storming session. Suggestions for handling spelling, punctuation, grammar were discussed.

By the end of the session there was some apprehension about the difficulty of the task. Brian was both encouraging and pragmatic in his advice to conclude the session:

The way to do it is to try it out and see if it works. Don't be afraid to toss it out if it doesn't. Write about it.

Many of you have come a great distance. You're on the edge of some important questions, so I'd like some of you to be involved in sharing this work with other teachers next year at the inservice level.
The Writing Evaluation Survey was redrafted in December with an attached sheet detailing the questions which identified the attitudes and steps in the writing process.

As part of the regular supervision of the evaluation process, an amended pupil evaluation sheet was trialled in K-to-2 during terms II and III. The individual assessment sheets provided for the evaluation of three units by:

* attitudes being specifically developed;
* skills being specifically developed; and
* understandings (knowledge about punctuation).

This form of recording proved more acceptable to the teachers as the infants units were shorter in duration than the units in the primary grades. The overall impact of the change was to reduce the frequency of the teacher having to prepare a new individual profile, without losing the integrity of the individualised assessment process.

If there had been any misapprehension about the expectations about the end-of-year pupil assessment process, it was clarified by Arthur at a staff meeting in early-December. He indicated that evaluation folders were to contain the last unit evaluation for each pupil, samples of their work in their Me File and an individual maths evaluation sheet. For the school records, each teacher was to provide a list of the units completed and a photocopy of one unit from the year.

Executive decisions early in 1984 drew together a number of evaluation procedures that had not been adequately integrated at the end of 1983. The ACAP mathematics tests for 339
some teachers began to be seen as the *de facto* mathematics curriculum. As Arthur was no longer at the school, there was pressure to return to the skill sequences outlined in the Integrated Curriculum. Provision was made in the planning of the 1984 priorities to evaluate the mathematics component of the Integrated Curriculum in term III 1984.

From the beginning of 1984, the math skills in the Integrated Curriculum document were coded and teachers were advised to make a cut-and-paste program of the skills and learning activities on a weekly basis. Evaluation checksheets or stencils of the pupils number work were to be placed in their evaluation folders.

In the language area, writing evaluation (SAP) had three components: the writing survey (S); anecdotal records (A); and product records (P). The procedures were formalised by the end of February 1984: Writing Survey (S) was to be completed for each child at least twice per year; Anecdotal records (A) were to be maintained of the children's writing processes; At least two product records (P) of the children's writing were to be filed in their folders every term.

Ideas for spelling evaluation policy were introduced in February, but no formal requirement was decided upon. Reading was the next planned area for detailed consideration. Other skill areas were to be evaluated using the same format that had been used in 1983. Phase IV of the curriculum process had started.
While the sophistication of the process writing initiative and its evaluation policy reached a high level, the very same process had made some of the language skills in the 1983 edition of the Integrated Curriculum obsolete. The change process, at least in the time emphasis in the language area, had almost gone full-circle in a period of less than two years. The loose-leaf folder approach to curriculum documentation was already useful.

**Summary**

The reflexive character of the curriculum design process was very evident in the deliberation over the theory and practice of the pupil assessment policy. A strong dialectic emerged between the personalities and the assessment principles that they advocated. Elements of both approaches continued into 1984, but the departure of a valued and respected member of executive defused the contradiction that had developed between the two curricula areas.

The strong influence of key executive members in charting the direction of change in the school was particularly evident in Phase III. Their platform positions have had a significant influence on the direction and pace of idealised change.

The approach to the complex issues of evaluation through the evaluation of the children's process writing was a concrete and meaningful direction for most teachers. Roy's criteria; "that teachers must develop a sense of success from
what they do" was clearly demonstrated through their own success as "writers" and through their childrens' efforts as writers. The action research undertaken by Vonne and Beryl, on the writing evaluation process was shared at a number of Inservice Workshops which attracted State-wide interest.

While there was no definitive design to answer the question, "How do we know what the kids have learnt?" the deliberation in Phase III had developed some sensitive instruments and procedures to assess the childrens' writing processes. These were evaluation procedures which were based on an individualised approach to assessment with an emphasis on the childrens' learning processes rather than product measures of attainment.

The tensions between the two approaches resulted in both process and product measures being incorporated into the pupil assessment policy for the beginning of 1984.

3. Against the Grain: ESL Class Organisation.

(January 1983 to May 1983)

Early in 1983, two Language Consultants from Head Office visited the school to discuss the community language program. The organisation of parallel classes and ESL groups were incidently discussed during the visit. After the visit, one of the Consultants wrote a scathing report to the Regional
Office claiming that the school was misusing their ESL designated staff. The school was not given the courtesy of a copy of the letter. The issue broke with a please explain visit from the District Inspector.

**Platform**

Approximately sixty-eight percent of the children at the school came from a non-English-speaking background in the home. While the number of new arrivals with no English (phase one learners) had decreased significantly in recent years, the proportion of children who require specialist help in meeting the requirements of regular class activities (phase two learners) was still substantial.

The ESL needs of the school had previously been organised on a withdrawal system which proved unsatisfactory for both the children and the teachers. To alleviate the structural and alienation problems of this approach, the school allocated four of its ESL staff to parallel grade class of phase two children from Kindergarten to third grade. The fifth teacher was available to work with new arrivals (phase one children) and in team teaching situations in other classes as required.

Teacher morale and pupil satisfaction improved with the new organisation:

Once they get some confidence in the class, they'll eat anything alive! When they first came in I heard one say, 'We're in this class because we're nogoodat language'.
After a couple of months of confidence-building, they believe they're the best kids in third grade.

'Well, I'm pretty good at this, so I'm going to have a go.'

It's the old thing about teacher expectations and the kids feeling good about themselves and their language.

Grade 3 ESL teacher

Another ESL teacher reflected the frustration caused by the external pressures on their way of teaching the children:

They're on our backs again about the way we organise the children. Once, people thought these children were dumb or retarded, children needing remediation! Many of them are really very bright and the only thing holding them back is their language.

Grade 1 ESL teacher

The selection and organisation of the small ESL classes in each grade (K-to-3) was fully supported by the Principal, the grade coordinators and the ESL teachers. Parent complaints about class placement, and teacher concerns about the constant moving and time lost in the withdrawal scheme were reduced substantially.

**Deliberation**

Our ESL organisation appears to be out of step with the guidelines! The teachers involved want to document their program. For next Tuesday, would you be prepared to take a few children to enable them to plan and document the case?

Roy, Staff Meeting (18.3.1983)

Following the initial afternoon meeting, the five teachers worked individually and at a number of before-school meetings to draft a paper on the ESL organisation of the school. Sections of the paper addressed:
The report (appendix P) argued that the school was a mirror of the community and as such, needed to take into account the cultural diversity and economic insecurity of the community. Any reduction in the level of teacher support to the pupils would be to further disadvantage their chances for educational success.

The role of the ESL teacher was to influence the awareness and sensitivity of all teachers within the school to the needs of these pupils. Particularly at the grade level, it was possible to identify and place children in an appropriate learning group. As the ESL teachers were in grade groups, they could provide a support network to the other teachers with information about resources and learning activities for children with specific language difficulties.

During the development of the unit boxes for the Integrated Curriculum, the ESL teachers were able to provide an ESL perspective to the selection of resources. Provision was also made for the multicultural perspective to be reflected in suggested learning activities.

A detailed case (for and against) was made for: withdrawal groups, intensive classes, parallel classes, integrated and team teaching. Parallel class organisation had the advantages of providing an across-the-curriculum language
approach that was integrated for the full school experience of each child. Pupil confidence and security was fostered in the single-teacher relationship. Time was saved and there was no unnecessary movement of children around the school. Positive parental support for the organisation was gauged informally through parent/teacher interviews and at a number of P & C meetings.

Class composition was argued on the basis of:

* Most new enrolments with no English now start in the Kindergarten. Classes in this grade are located in adjacent, interconnecting rooms. Group planning and some team teaching occur in this grade.

* Older new arrivals with no English are catered for in an intensive (six to ten pupil) language class for a flexible period, depending upon their needs. At other times, this teacher will be assisting in grades 4 to 6 with written and some oral language.

* In the parallel classes in years one to three, children "...who are not achieving their potential solely because of a language deprivation", will be selected for placement in the ESL class.

In early April (1983), the five ESL teachers presented their case to the staff for comment and support. A number of comments were made which supported the concept of the ESL teacher as a "whole teacher", not just a teacher of "little bits". The staff acknowledged the depth of analysis that had gone into the report and gave their unanimous support to the document, and the justification for the organisation of ESL teaching in the school.
Design

Copies of the report were sent to the District Inspector, Regional Office and to the Head Office Consultant who had initially raised the issue. A courtesy reply was received.

Class organisation during 1983 proceeded smoothly. The community language program in Italian and Macedonian operated in separate classes within each grade, (except for kindergarten). A child in an ESL classes could move across into another parallel class in the grade if he/she gained confidence and adequate skill in the use of English.

At the beginning of 1984, Roy received word from the Regional authorities that the organisation of ESL teachers within the school was again unacceptable. Apparently, they believe that we are "...not catering for the children in forth, fifth, and sixth grade."

I've tried to explain that the children with language difficulties in English come to us in Kindergarten. We don't get people off the boat in sixth grade. We pour our resources into the earliest years, where it has a real impact.

Roy, (1.5.1984)

The Department could have ordered the Principal to change the organisation of classes within the school. Threats of staff withdrawal could have been made, but they would have been against the stated better interests of the children and the community. With the staff solidly supporting the organisation, and any attempt to reduce staff levels would have precipitated a difficult industrial situation.
Summary

The staff successfully worked against the grain of administrative authority. From the teachers' perspective the central authorities had been unable, or unwilling to listen to reasoned response of the professionals working with ESL children in the school setting. The school had placed a tension on the controlling influence of the central bureaucracy by exercising its curriculum decision making power. While staffing sanctions would have been serious for the viability of the schools organisation, the episode did illustrate the political power that a school can generate to protect its hard gained resources and curriculum organisation.

4. The Pain and Joy of being "Disadvantaged"

(1983)

The characteristics of the school's population had enabled it to qualify for supplementary Commonwealth funding under the Disadvantaged Schools Programme (DSP). Warrawong has been funded since the program was established in the early 1970s under the Whitlam Labor Government. After some early management problems, DSP has been progressively refining its requirements for school-based project proposals. During 1982 and 1983 the school was successful in extending its funding level.
While the preparation of the annual DSP submission and the monitoring of implementation of the individual projects within the school is an ongoing task. This section of the chapter will discuss the formulation of the 1983 submission to illustrate the interaction and impact that DSP funding has had on the wider curriculum endeavours at Warrawong Primary School.

Platform

The central tenets of DSP were generated over ten years ago as part of the political ideology to reduce the inequality of opportunity that children experience because of geographic isolation, their economic circumstances or from their particular socio-cultural experience. For many schools, the funding process has provided opportunities to address effectively the 'disadvantaged experience' that many of their children face. While this awareness may have always been a conscious concern for some teachers, the need to consult with parents, prepare and justify funding proposals, has significantly extended this awareness at Warrawong.

Arthur had a long association with DSP through his involvement at the school and as a member of the Regional DSP Committee. His membership of the Regional Committee gave him a clear insight into the changing direction that DSP funding had taken over the past years. Beryl was almost immediately asked to take responsibility for the school DSP Committee
after her arrival in May 1982. Other members of staff actively involved in the Committee or in the preparation of proposals included Roy, Vonne, Rhyce, Mick, Marg (pre-school), Nyla, Alix and Barb.

Projects funded in 1983 from the 1982 submission were in large part a follow-on of previous years projects. A number of ongoing projects had developed a tradition of strong support in the school's submission program. The language area, the playgroup, ethnic aides, supplementary in-and-out of school experiences and photography have all maintained their importance in the submissions over the past three years.

Changes in the specifications for proposals in 1983 required that each project have:

* a clear identification and analysis of needs
* its rationale tied to the DSP philosophy
* objectives that related to the details of the program
* a whole school (K-to-6) approach
* community participation on the school committee
* a statement about the evaluation procedures to be used.

In short, requests for resources which were not tied to a specific curriculum program in the school stood little chance of funding support.

Beryl, Arthur and a parent representative attended a two-day inservice that reinforced the new guidelines in June, 1983. Details of the new guidelines were discussed with the DSP Committee and the whole staff when the initial requests for project proposals were called for in July, 1983. The DSP Consultant visited the school in July and discussed aspects
of the previous years' projects and plans for the 1984 submission. Expert advice and plenty of lead-time was available for all teachers considering a proposal for 1984.

**Deliberation**

Beryl reported at a staff meeting in late-July that the $36,000 grant for 1983 was as requested except for the funding of the staff component of the living skills project. The 1983 projects were reviewed and three additional areas; writing, school environment (extension of the existing Committee's work); and a reading area were noted as possible 1984 projects. Up to this stage it appeared that the gathering of suggestions had been done informally and through the executive. A number of suggestions were made at the meeting, with the follow-up request that proposals this year would need to be written up by the end of term II.

In early August, Beryl reported that no new submissions had been received by the Committee. She reported that there were release days to assist about five teachers to write up proposals. Mick S. made an additional suggestion from the meeting:

> We (it was not completely clear who else was included in the prerogative!) need to have a shower!"

The kinders (the children it was presumed) often need it after painting and water play.

Karen.

351
Some discussion followed understandably as to the program to which it could be attached. A search of the 1984 DSP documents failed to locate any programs with a consideration for plumbing!

A comparison of the 1983 and 1984 projects (figure 12) below gives an indication of the continuation of programs and of the proposers who worked on the submissions.

The DSP proposal writing day was held in mid-August, but there were many aspects of the individual proposals which were not finalised until the September holidays. The formal type and script-written proposal was completed in the first week of term III. All involved in the final preparation of the individual projects worked under considerable pressure at the end of a long and busy term. Beryl reported to the staff meeting on 16 September that a total of eleven submissions had been received and ranked by the Committee.

Roy thanked Beryl, the Committee members and all those who contributed to the preparation of the submission. The importance of the DSP funding for the school was emphasised by the principal to sum up the discussion which wandered into a variety of topics including the location of the 'reverse garbage truck' card, fifty guinea pigs at someone's inlaws, and Martin selling some goods on consignment! Nyla had the final postscript:

"You've got to do it to realise how hard it is."
<table>
<thead>
<tr>
<th>Priority</th>
<th>1983</th>
<th>$</th>
<th>1984</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Communicating K-6</td>
<td>3900</td>
<td>1.</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Arthur/Nyla</td>
<td></td>
<td></td>
<td>Arthur/Roy/Beryl/Nyla/Vonne</td>
</tr>
<tr>
<td>2.</td>
<td>Ethnic aides</td>
<td>9200</td>
<td>2.</td>
<td>Experiences</td>
</tr>
<tr>
<td></td>
<td>Roy/Beryl</td>
<td></td>
<td></td>
<td>Roy/Mick/Rhyce</td>
</tr>
<tr>
<td></td>
<td>Vonne/Rhyce</td>
<td></td>
<td></td>
<td>Nyla/Barb/Vonne</td>
</tr>
<tr>
<td>4.</td>
<td>Play group</td>
<td>750</td>
<td>4.</td>
<td>Ethnic aides</td>
</tr>
<tr>
<td></td>
<td>Barb/Beryl/Alix</td>
<td></td>
<td></td>
<td>Roy/Beryl</td>
</tr>
<tr>
<td>5.</td>
<td>Experiences</td>
<td>3600</td>
<td>5.</td>
<td>Play group</td>
</tr>
<tr>
<td></td>
<td>Mick/Beryl</td>
<td></td>
<td></td>
<td>Marg/Beryl</td>
</tr>
<tr>
<td></td>
<td>Alix/Marg/Beryl</td>
<td></td>
<td></td>
<td>Arthur/Beryl/Barb</td>
</tr>
<tr>
<td>7.</td>
<td>Photographic</td>
<td>760</td>
<td>7.</td>
<td>Gross Motor skills</td>
</tr>
<tr>
<td></td>
<td>Roy/Mick</td>
<td></td>
<td></td>
<td>Alix/Beryl</td>
</tr>
<tr>
<td></td>
<td>Roy</td>
<td></td>
<td></td>
<td>Alix/Marg/Mick</td>
</tr>
<tr>
<td>9.</td>
<td>Computer education</td>
<td>2500</td>
<td></td>
<td>Roy/Phil</td>
</tr>
<tr>
<td>10.</td>
<td>Photographic</td>
<td>820</td>
<td></td>
<td>Roy/Mick</td>
</tr>
</tbody>
</table>

**Figure 12. 1983 and 1984 Disadvantages Schools Programs**

The completed document weighed in excess of nine-hundred grammes (only four-hundred grammes in 1982) and provided a systematic and clearly documented account for each of the ten project submissions. Photographs and appendixed materials providing an informal evaluation of existing programs and enhanced the total presentation. While the attractiveness of the document helped, the quality of the submission attracted
funding in the order of $40,000 for 1984. This was $12,000 more than the actual 1982 allocation. A commendable figure in a year when many schools had their funding cut. A number of schools reported that their submissions had been cut because of poor documentation. All of Warrawong's programs were subsequently funded, with only a couple of minor deletions.

Design

Developments in process writing, which had their initiation in the junior grades, were supported with consumables from the first priority DSP project. Display boards, two typewriters and the equivalent of forty typist days were also built into the submission. The evaluation policy discussed in section 3 of this chapter was backed up by classroom resources from this DSP program.

The priority given to this submission reflected the professional interests of the curriculum leaders in the school and the language focus of the Integrated Curriculum. The staff evaluation and process writing workshops were closely tied to this program. Changes in the classroom were supported from a wide and diverse range of resources. All the inputs worked toward a more effective curriculum for the children.

The experiences project was one of the most flexible DSP-funded aspects of the curriculum. In addition to the regular program of camps and excursions, the funds were available to
enrich the thematic units within the curriculum, both at a grade and the whole school level.

Communicating K-to-6 allowed the flexible purchase of library resources such as books, video and computer software across the curriculum.

Sections of the Gross Motor Skills program have been progressively developed by Alix and a number of other teachers over the past two years. The work has supported the skills section of the Integrated Curriculum. The small amount of resources requested reflect the continuing initiative and development that had taking place in some of the infants grades.

The ethnic aide program has been in progress since the inception of the DSP at the school. It would be difficult, as the program proposal suggests, to quantify the value of the aides to the endeavours of the school. The bridges between the Portuguese, Yugoslav and Vietnamese communities in particular, have been soundly developed through the work of the aides. Parent-teacher interviews and a wide range of school, parent and community links have been developed through the presence of the aides. When the aides were located in the library, they became more accessible for informal parent contact and it drew the library and its resources to the immediate attention of the parents. In many ways the multicultural perspectives across the curriculum was maintained and renewed through the contribution of the ethnic
aides in a wide range of class based and school wide support services.

Trees and the school's environment were the concern of a number of staff for some years. Efforts in 1982 were reported above, and the submission for 1984 concerned the tree planting program suggested by the planting sub-Committee of the School Environment Committee. Developments in the area of playground markings and equipment were implemented from the 1983 submission.

"Toys for the boys"; perhaps there was a "byte" or two of truth in this jibe in 1982. However, the expertise, experience and enthusiasm in the use of computers are now developed in the school. Phil and Mick became the resident gurus. While the first Apple 'appeared' with little staff consultation, three computers are now almost fully utilized for publishing children's writing and some simulation and drill and practice. The development of the expertise and hardware base during 1982 and 1983 provided the basis for a successful school-based staff development program in 1984.

Summary

The opportunities to initiate, as well as the expertise to assist in, the formulation of a program were present in the school. There was even the possibility of some 'time' for those who wished to prepare a proposal. Proposal writers however in 1983 were mostly from the same core of curriculum
innovators who had been involved throughout the period of the evaluation. The DSP process has allowed a range of individuals and Committees to undertake activities that they felt a commitment toward and at the same time contributed to the total experience of the school.

The process gave teachers the freedom and some resources to initiate a program and see the results in the faces and experiences of the children. Despite the time and energy required to prepare the submissions, DSP was considered by the staff involved to be a valuable and vital aspect of the school's curriculum development process. The strength of the DSP program at Warrawong Primary was its complex contribution to the Integrated Curriculum and the overall curriculum endeavours of the school.

5. Dreaming Animals and Dragons: Related Arts Project II

(August to December 1983)

Platform

'Water, Sounds, Flying Children and Other Magic Trips', the related arts experience at the end of 1982 (Phase II), was a success. The proposal to have a similar type of end-of-year experience in 1983, was not greeted with the same apprehension that accompanied the planning of the 1982 proposal. Late in term II, the executive discussed options
for an end-of-year related arts type experience. Vonne and Rhyce had secured resources for grades three and four. They had discussed some ideas and were ready to go ahead with the proposal. Nyla pressed ahead with the theme of 'Dragons', which she had developed for the grades five and six.

**Deliberation**

The organisation of the project was developed through the grade meetings and informal personal contacts. Roy requested a report on the 'state of the art with the productions' at an executive meeting in mid-September. The executive considered the project to be a continuation of the teacher development process in the arts which had begun in 1982.

Vonne considered the process, rather than the end of year performance, to be the most important outcome. The resources developed could be used in the thematic units.

Early in October, Vonne and Nyla, who were the coordinators, reported to the staff meeting about progress with the productions. Animals for grades three and four was reported to be shaping-up as a set of twelve choir songs without a lot of dialogue. Mick was doing something with puppets; Jack was working on some drama; Pete was 'percussioning'; Marg was elephant dancing; while Lynne's group was doing some art! Vonne and Rhyce were working on the music book, plus overheads transparancies which would be available for use later.
Nyla reported that the seniors were going for a journey into books. Choir items, acting parts and special class activities would be integrated. Some of the classroom 'action' reported and observed included: Gary and Phil were working on puppets; Yvonne and Vicki were working on individual dance activities; Wayne had paper and paint everywhere in his room (with a backdrop or two in mind); Rhonda was doing some verse; and there was the possibility of a 'Latin' Little Red Riding Hood.

Design

Class activities and choir practices became more frequent in November. Rhyce was already reported to have so worn away his finger prints on the piano, that a major 'light fingers job' was likely, if he could fit it in between the Cambourne workshops and practice sessions. Masks were taking shape; costumes were starting to hang from store room shelves; large cardboard shapes poked up through class-room windows and hall bookings increased in frequency.

Typically, exasperation characterised the dress-rehearsals:

It wasn't meant to be a Town Hall production, but it is going to be as good as we can do it.
That wasn't good enough!

'Dreams and Dragons' went through three performances, each one developing on the one before. The Senior Citizens who had been invited to the event went away thrilled--first that someone had invited them, and second about the vitality and
energy of the children. Well over 120 parents attended the production (only a quick count).

'Animals and Other Things' experienced the same development of the children's confidence and quality of performance. The evening experience under the 'lights' developed a certain magic for the choir and the individual items. This was the most satisfying performance for both the children and the teachers involved. Things seemed to happen, even when the torch went out and the script could not be seen!

In both performances there was a kaleidoscope of feelings and impressions. In 'Dreams and Dragons' the multicultural perspective was truly represented in costume, song, dialogue and theme. Boys and girls played multiple roles. Even in those difficult songs for 'Animals' that had been practised over and over, there was a confidence that nothing could fracture.

The childrens' writing and movement were blended with teachers' ideas through the productions. In dance, the symbols and feelings of anger and freedom, power and release were harmonised in a very fluid expression of movement to music. The power and enthusiasm of the choirs was a credit to their teachers and accompanist.

It was suggested by one teacher that "Darwin would turn in his grave at the suggestion that God put life into the turtle." Even if it had, they've been pacing themselves pretty well over the last 10,000 years! The quality of the
music that had been learnt, the enthusiasm of the performances and the idealism of the sentiments being conveyed carried the day.

Summary

The skills and attitudes developed by the children related directly to the intents of the Integrated Curriculum. Teacher confidence was enhanced through either the sharing of skills in a particular area of dance, music, drama and art or through the learning with the children a new mode of creative expression. The staff development experience built on the success of the previous related arts program. There were fewer complaints about the extra work as the impact of the previous years experience was keenly remembered by many of the teachers and children.

Colour, texture, form and feelings about materials, song and movement the costumes and backdrops, puppets and masks, each in its own way through the children's efforts reflected a sense of pride and achievement.
6. **Assemblies: An act or another part of the curriculum?**

(August 1983 to May 1984)

Assemblies as a consequence of this curriculum episode, were established as an integral part of the intended curriculum of the school. The account reinforces the power of the informal negotiation processes that regulated the deliberation processes in the school. Confrontation was not perceived by the majority of the teachers to be an effective strategy for changing the policy direction within the school.

**Platform**

An active discussion about the need, form and organisation of school assemblies did not commence until the end of October, 1983. Like many of the traditional routines in a school, the weekly school assembly just happened like so many other things in a busy week. For some members of staff the weekly sharing of songs, class work and the presentation of Merit Awards was an important part of the class's week. Others who were not directly involved in the presentation of the assembly quite enjoyed the opportunity to have a "cuppa" in the staff room or to attend to a small matter or two before the return to class.

Early in March 1982, the teachers' arrangements for several school assemblies became an issue. Some "regular teacher habits or likely tendencies", were dissuaded by
Arthur's insistence that each teacher take personal responsibility for his or her class's "discipline and quiet." Roy's follow-up left little room for ambiguity:

"All teachers will attend assembly."

Staff Meeting (19.3.1982)

The issue was not raised again until the TSD Survey (appendix L) in November of that year. Three teachers mentioned assemblies as a specific practice which they felt "...could become a target area for improvement." A sixth grade teacher, who was often concerned about the childrens' behaviour in the school was,

...worried about the loss of time at the morning assembly from teacher lateness, unnecessary pupil messages and harangues which are both boring and unsettling for the children.

A fifth grade teacher expressed a related concern about the time wasted from the three assemblies in the playground each day. While these concerns were not specifically discussed, I recall Roy remarking on one occasion at a staff meeting that "...when all teachers could get themselves to class on time", he would do away with daily assemblies.

Only two teachers commented about the Friday assemblies in the Survey. The sixth grade teacher again commented that:

...most children become restless due to the length or perhaps the need for some more relevant content. Make them shorter or perhaps fortnightly.

Another fifth grade teacher suggested an increase in the frequency of opportunities for the children to contribute at an assembly.

363
The next formal mention of the concern came as a result of an executives planning meeting, held prior to the commencement of 1983. Item 4 on the school organisation sheet for term I 1983, was:

K-2/3-6 Projects:
* Assemblies
* (blank)

No discussion took place on the item as far as the documentor was aware.

Somewhat late in a staff meeting (agenda item 13) in early-February, Roy raised the issue of participation in the primary assemblies for the first time:

How can we get more kids, more frequently involved in assemblies?

A number of suggestions were floated including; open participation in each assembly to a full grade (not just one class), have two classes each time; or by having two assemblies per week. Vonne liked Martin's suggestion of having two classes per week, while Mick suggested grade assemblies. Time elapsed and no consensus was reached.

The immediate concerns were about the number of children participating at any one assembly and the teacher's responsibility for moving their class in and out of the hall. Behind these logistical concerns were a number of perceptions about the nature of the school and its curriculum. Late in 1981, when the Draft document (appendix S) was in its final stages of preparation, Julie and Vonne were questioned about their concept of the curriculum.
I think curriculum is everything we do in school. It's when the kids are in the playground, at sport or in assembly...We'd like them to develop inquiry skills which flow into everyday life.  

-Julie (15.12.1981)

Vonne's and Rhyce's commitment to the value of group singing was reflected in their regular taking of a large scripture group in the hall every Friday morning. (This also freed other teachers from supervision duties at that time.) The value they held for music in the curriculum of their own class and the school was also clearly demonstrated in the leadership and support they provided for 'Water, Sounds, Flying Children and Other Magic Trips' in 1982 and 'Dreaming Animals and Dragons' in 1983. Lyrical though not musical in disposition, the principal supported all the teachers who contributed their time to music festivals, productions, assemblies and related arts type experiences across the school and in the classroom.

Despite some of the expressed concerns, assemblies were usually an interesting and "fun" time for the children.

The skills and courage necessary to come up-front to do your thing is sometimes forgotten, except when it's your turn to teach a new song or to take the assembly yourself.

-Reflections of a 'shy' teacher.

**Deliberation**

Prior to the main series of staff discussions in term III 1983, an interchange at an April staff meeting indicated the range of alternative positions that were held by staff. Rhyce initiated the discussion:
Vonne and I are scheduled for the Anzac week assembly. As a number of kids are on the 'they won side, Sir', we felt that a theme like 'working together' might be a little more appropriate.

We could pickup caring themes from the school, nation (bush fires) and so on. People who give of themselves. Merit awards could be for children who show caring and sharing type attitudes. We'd only be able to fit a small number of representatives from the year 2 classes because of the squeeze.

Gary took up the discussion:

I feel we need a time for a national remembrance. There have been wars and soldiers died, so we should remember the those who gave up their lives.

Those type of themes could be done at another time.

Maxine added her support for the approach suggested by Rhyce.

Vonne looked across at Gary:

We can go back to the old style if you like, It's just that we wanted to do something a bit different. If any one else feels like Gary:

Vonne looked around the room,

Please say what you feel.

Doug expressed his view:

I don't like the idea much. I think we should have a proper Australian type day.

The discussion moved fairly strongly against a 'blood and guts' recount of the Anzacs. This, however, was not suggested by either Gary or Doug.

Roy tried to push for consensus as it was just about bell time.

Are we happy with Rhyce's suggestion?

The nods had it.
For those who participated in the Anzac Day assembly and the class-related activities; the singing of "And the Band Played Waltzing Matilda" was a moving culminating experience.

Toward the end of September, the executive briefly discussed the amount of music that teachers were doing at assemblies. It was noted that there was little routine or consistency in what was being done. The responsibility for the outdoor assemblies, (after the recesses) was now being taken on a roster system. One of the "regulars" at this job before the change, commented:

This nasty task is now shared around all the staff!

The assemblies issue was subsequently raised at another executive meeting in early October and appeared as the third agenda item for the staff meeting the following morning. Roy initiated the agenda item:

I believe we need to straighten out some problems with the assemblies. They are a valuable part of the curriculum, so we need to get out of the 'procedural rut'.

Vonne has some ideas, which will allow us to explore our aims and the purpose we see them achieving for the children.

Roy then passed the floor to Vonne who went to the overhead projector:

Next week we'd like to work in groups on some of these questions," she explained, turning on the overhead:

Grade/School Assemblies: * who ?
* content ?
* resources ?
* format ?
* when ?
* where ?
I'll put the areas on the white board for your reference for next Friday.

The next executive meeting discussed the strategy for the staff meeting. It was resolved to have five composite groups with representatives from K-to-6 with group leaders not being executive members. At least twenty minutes was to be allowed for discussion with the group summaries going onto overheads transparencies for immediate feedback.

"Why have assemblies?" effectively started the full group brainstorming session:

* To share; class activities, teacher talents, ideas, information
* Learning areas; reading, singing, moving, performing, reporting
* Developing attitudes of; tolerance, patience and caring.

Children's aims were mentioned:

* being an audience
* speaking in public
* using technology
* having an enjoyable experience.

Staff aims included:

* managing large groups
* confidence building (laughter from the 'infants table')
* working as a team.

The groups were arranged prior to the meeting by Roy and Beryl. On the morning the group leaders were; Helen, Robyn, Caterina, Wayne and Peter. The reports had to be held over as time ran out. The group the documentor joined felt that Rhyce and Vonne had been overused and other staff needed to accept greater responsibility if assemblies were to continue.
In the agenda of the next staff meeting, each group leader reported the major outcomes of their group's discussion using an overhead transparency. Helen talked about 'responsibility'; Robyn spoke about the need for variety in the content; Caterina listed a wide range of suggestions for format, including the splitting of the 3-to-6 assembly; Wayne listed the human resources available and some need areas (some new talent was said to have been observed at the 'Open Hearth Talent Quest' (the teachers' local drinking establishment). The final report was given by Pete who listed a range of content suggestions. The postscript was that he would not be playing his recorder if Vonne or Rhyce should leave the school!

Following the individual reports and Roy's thanks to the reporters, a number of suggestions were floated. Doug suggested an outside amphitheatre may help the kids to see. Gary was concerned that assemblies would become 'productions', but was assured that was not the intention. Time cut the discussion until the following week. Julie on her 'resource day'; compiled all the material that had been discussed in the previous meetings. An assembly committee of Vonne, Rhyce, Martin, Doug, Ann B., Beryl, Nicki, Rhonda and Nyla were commissioned to outline the assembly organisation for 1984.

Most of the committee met at a number of before-school meetings in November. The recommendations were reported to
the last staff meeting in the month. A six-page document was prepared by Julie to represent a summary of the discussions and the recommendations for assembly organisation for term I, 1984 (appendix R). The organisation and ideas were accepted for a one-term trial, with the provision for an evaluation at the end of that time.

**Design**

An assembly should be a time for a pleasant, stimulating and educational gathering of children and teachers. It should not stand out alone, but be an integral part of the school curriculum. It should be a consolidation and development of attitudes, skills and understandings developing in the classroom.

1983 Assemblies Document (appendix R, emphasis added)

Not "an act", but an integral part of the curriculum. The ideals were clearly set out in terms of the aims for pupils and teachers. There was appropriate guidance in the document, with sections on planning, running and the recording of each assembly's proceedings.

The design in this curriculum episode has been conceptualised as the trial period (term I, 1984) as it was reflected through the teachers' evaluation of the project.

**What happened?**

In addition to the schedule of the traditional K-1-2 and 3-to-6 assemblies, a series of combined assemblies involving a selection of grades from 1 to 6, were allocated to the Tuesday 11.20 to 12.00 noon time slot.
* Week: 4 (grades 2/3/4), 5 (5/6), 8 (1/3/5), 9 (2/4/6) 12 (1/4/5) and 13 (K/2/3/6).

* Playgroup twice per term with the K/1/2 group.

Twelve assembly formats were included in the document to complement the ideas that teachers might wish to use. For each grade and the main compilers of the document, a bound file with over sixty songs (some with music) was prepared. Included in the resource file were songs in Italian, French, Vietnamese, Spanish, Greek, Yugoslav and Portugese.

Nyla accepted the responsibility for coordinating the organisation during term I. At the first staff meeting of 1984, the schedule of meetings was confirmed and the "great new venture" began. There were some great successes, some noisy episodes, a little teacher apprehension and lots of smiling faces. In mid-April, Roy announced that the assembly trial was up for evaluation before the end of term. The date was set for the first staff meeting after Easter.

As a backdrop to the staffroom debate, a policy decision about playground rules (in April), had not been seen as practical by a number of staff. This situation had created some ill feeling (though not stated publicly as such), toward the executive. A small number of teachers felt annoyed at having to implement the new restrictive playground rules about ball-games "...when the ones who 'pushed them through' did not have to 'police' them on regular playground duty." (Executive members were not expected to do yard duty).
Roy appreciated that there was opposition to the playground ruling and the trial of the assembly program. He was also aware of some ill feelings that existed between a number of the staff. He led the assembly evaluation discussion:

Nyla has done a great job in co-ordinating this 'grand new venture'. The assembly record books tell of some good work.

(The books, labelled K/6, Year 1, year 2, K/2 and 3/6 were beside his chair on the desk.)

This has been a one-term trial. Let's build on the positives by having a quick look at where we intended to go.

The overheads transparencies which had been prepared by Julie at the end of 1983, were quickly reviewed. Roy gave the inkling that he might accept comments as he went down the list of headings:

* Why do we have assemblies?

"Is there any thing to add?"

* When?

* How long?

"Some have gone too long, that became obvious."

* Areas of responsibility?

"There are some things in the primary area that have not pleased me greatly."

* Planning meetings?

"I have a few suggestions:

# K - 2 roster as per term I
# That there be a teacher in charge and a pianist

372
That the person in charge be responsible for the; preparation of the room, movement in and out, and supervision between items.

Two teachers and their classes be rostered for each assembly (one turn per teacher per term).

Ok, what do you think?"

Wayne opened a quick succession of comments:

The numbers in the hall are still a problem with the 3-to-6.

The ones at the back still can't see.  

(Gary)

The combination of juniors and seniors is working out fine.  

(Martin)

My kids thought it was terrific, especially when they saw their little brother or sister. They enjoyed it.  

(Maxine)

The story talk wasn't always appropriate.  

(Helen)

One of the songs took too long to learn and other items had to be left off. But educationally brilliant!  

(Doug)

Increase the frequency of combinations and less of the 3-to-6. There are some real advantages of a whole primary assembly.  

(Mick)

OK, We'll have fewer 3-to-6, that will overcome some of the crowding concerns.

Roy gave a half smile before continuing:

Responsibility! There must be someone in charge.

Doug initiated a discussion about hall bookings which took the debate away from the main issues. Hall booking procedures were settled by a decision from the chair.
Vonne took up the issue again:

There's still need for a person to supervise the coming and going and the gaps between items.

There was not an enthusiastic cry of volunteers offering their services; rather, a silent acceptance of the need for someone to take responsibility in the cited situations.

The last notation in one of the assembly log books was concluded with:

'I object to this extra work..

Quite a number of teachers who had contributed to that particular volume were upset about the comment being written as part of their corporate record. The debate was opened by another teacher with the comment:

I don't like the idea of the recording book.

Roy suggested that it was important that there be a record of the songs learnt. Nyla felt the record helped those wanting some ideas for an agenda:

The record is an essential part of what we're doing.

Beryl reflected that it was an integral part of the curriculum and as such should be appropriately recorded.

The initiator of the issue reflected:

I agree with some of the things that have been said. I can see that the record doesn't have to be a production.

Roy looked up: "Is it agreed, we record?"

"The song content is too long." This commentor did not find much support in that view. Reactions came quickly rejecting his position:
"Songs are a unifying theme."
"They're important breaks between items."
"Music is the very reason why I support assemblies."

The documentor was a little surprised that the debate had gone the way it had. The ideological and political positions were clear from the outset. Many of the issues had been canvassed before the meeting. Plenty of notice had been given to resolve differences of opinion informally; before the staff meeting. The fact that Roy had led the debate indicated to the documentor a decisiveness of purpose.

**Summary**

The notion that the school's curriculum included all the class and non-class experiences which develop the pupil's skills and attitudes was reinforced during the episode. A more equitable sharing of teacher responsibility for assemblies was achieved through the trial.

While the staff meeting is the formal venue for dissent as well as the ratification of policy, the experience has been that substantive changes in direction, intensity or emphasis in a program must be negotiated informally through a grade coordinator, Beryl or Roy, if it is to have any influence.

Assemblies, following this evaluation, had established themselves as an integral part of the conscious curriculum. As one teacher after the staff meeting summed it up:

*Sometimes its dead boring, but the kids get a real thrill out of what they're doing. We've had the trial and the evaluation. The benefits are going to be worth it.*
CHAPTER IX

KEEPING THE ENERGY GOING

The energy for change and professional growth came from within the dynamic of the school. External pressures have had their play; however the locus of control was effectively within the overt and covert influence of principal and the staff.

This chapter explores two questions:
1. Where was the energy in the school?
2. What could be done to maintain and promote the level of energy and commitment to the school and the children?

Much of the data presented in this section was drawn from teacher interviews held in December, 1983.

1. Where was the Energy?

"It comes from us!"

Two grade teachers (11.11.1983)

The 'big energy' comes from a small group in the executive and flows backwards and forwards to the class teachers. It's my responsibility to enthuse Roy or Beryl about something I want to do in my class or in our grade.

Grade 3 teacher (12.11.1983)

The energy is in the policy framework that has been set-up. It comes from us because we carry it out. This is the first school that I've been in where I haven't shoved the policy in a cupboard!

Grade 1 teacher (16.11.1983)
It's the willingness of people to just work. I cannot believe the amount of time some of the teachers spend on their professional work.

Kindergarten teacher (12.11.1983)

Members of the executive provide a lot of stimulus as far as I'm concerned. Beryl has provided us with a lot of help. On the other hand, it also comes from yourself. The fact that you're keen about what you're doing itself provides that stimulus, which in turn provides the energy.

Kindergarten teacher (29.11.1983)

In the executive we've a core of people who think alike. There's conflict, but that's how growth comes. I believe we've been able to come to an agreement on a direction and support one another.

Executive member (18.12.1983)

There are key people who inspire me. They help to maintain my interest and enthusiasm. The curriculum itself has so much in it that could be developed further.

When you're working with people who are interested and have a real commitment to children, it keeps you going. There are those who work primarily within their own classroom. There are other teachers who aren't on the executive, but show a willingness to participate on committees and throw themselves into some of the 'happenings' around the place.

Beryl (6.12.1983)

Recent research (Leithwood, 1982) on school climate and change have given considerable emphasis to the role of the principal as a leader and facilitator. Many teachers mentioned at some stage of the discussion some reference to the role played by Roy.
I've never met a person like him. He's friendly, very concerned for all the children, and all his staff. I've found that a bit unusual in my casual teaching experience. I believe the school has a real image because of the variety of things going on.

A 'new hand' at the school (12.11.1983)

The boss is a real live-wire. He's got just the right touch. Things are happening the way he would probably want them to happen, but there's no pressure. You haven't got the feeling that it's coming from the top all the time. He's got good back-up all the way.

The buildings are still more or less the same, but it's hard to know it's the place when I think back to the first years I was here.

An "old hand" at the school (21.11.1983)

The documentor asked a number of the executive to describe Roy's leadership style and the process he used to energise people.

He's got lots of good ideas. There's freedom to pursue your own ideas. He's also a sounding board. If people have ideas on something, he'll listen to you. If there's a need for some money, it's usually there as well! He provides opportunities and allows things to happen. He sets things up and provides the necessary back-up.

Executivemember (6.12.1983)

Throughout the documentation period, a trend was observed of an increasing participation on the part of non-executive classroom teachers in school-wide initiatives. Groups such as the TSD Committee, DSP Committee, Assemblies Committee, Sports Committee, Mathematics and Language Curriculum Committees and the initiation of school level social events have all provided opportunities for individual teacher contribution to school level organisation and policy.

Within the school there has been a strong affirmation of the teachers ownership of the energy which has pervaded the school's experience over the period of the documentation.
The sense of professional commitment to both children at the classroom level as well as school-level responsibilities has been demonstrated in the account. The role of the school as the basis for professional growth and development is supported through the teachers' reflection on their own sources of stimulation.

2. How to Keep the Energy Flowing?

During the 1983 interviews, two questions were asked of teachers to explore this concern. "If you were the principal, what sort of things would you plan for 1984?" and "How would you keep the energy flowing?" Only one teacher challenged the basic assumption of the question.

Teacher responses tended to be either;
(a) practical suggestions for change, or
(b) a support of the communication and interaction processes currently operating in the school.

Not everyone was keen for more change:

I wouldn't be trying to do so much. I think I'd let teachers enjoy what they're doing instead of trying to cram any more on! I'd like to consolidate the quality of some of the new things that I've started this year.

If I had control, I'd recognise these facts and say, 'Right, we're still going to continue with this. Off you go, just enjoy it!'

Grade teacher (16.11.1983)

Staff workshops were the most commonly-cited activity that teachers felt would be of benefit to maintain the energy
levels of the staff. Two teachers felt that a follow-up to the Cambourne workshops on process writing and evaluation would be most helpful. Several staff considered that a number of the new teachers who had not "experienced" the development of the Integrated Curriculum would need to have some school-inservice.

Four teachers mentioned the importance of a regular rotation of grades. Two conceded the importance of changing rooms:

I really have to keep a check on the amount of junk I collect!

I think the structure of the school, as well as the teachers themselves, has benefited from the movement of teachers between grades and the movement of second grade into the old primary block.

The movement benefits the kids, because their teachers get a feel for the flow within the school. Now, if any of the teachers have any thoughts for promotion, they must have experience teaching across the whole school.


Roy needs to be more involved in supervision. He needs to be even more visible in the classrooms, helping with programming and unit writing.

Grade teacher (5.12.1983)

The second line of suggestions for maintaining the energy of the school were related to communication processes. Time was considered to be the scarce resource in the school.

I've found that anyone I'd sought help from has been really helpful; but it's finding the time, and finding them with some time to really work my problem through.

To do a professional job, it takes more than five minutes at lunch time with fourteen interruptions!

Grade teacher (17.11.1983)
"How do you think the energy can be maintained without people burning out?" the documentor asked:

By the INTERACTION. We've had some very stormy times here this year, but to me that's an indication of the strength of the school, not a weakness. By bringing out the differences and discussing them it stops some things from always simmering below the surface. When I first walked into one of those fiery meetings, I couldn't believe my ears.

The energy is there because you're free to talk and do something if you want to. If you had an old crab of a boss who says, 'No, I don't think you can try that. Justify that in writing;' why bother to try?

Grade teacher (18.11.1983)

The role of the executive and the communication networks within the school was raised by several teachers:

I'd like to see the minutes or some record of the executive meetings circulated. I guess it's none of my business really, but the door closes and it's a secrecy-type thing. I don't think it would hurt to circulate the issues that are coming up for wider staff discussion.

Grade teacher (2.12.1983)

This feeling was reflected to one of the grade coordinators:

Yes, I guess that's a concern. I know some ideas are generated at staff meetings. For suggestions that come from the executive there's a lot of interaction before it reaches the staff meeting. It takes time to discuss many of the finer points of getting an idea into practice. I respect the concern that has been shown. We need to strengthen those channels where people can share important ideas.

At the same time, you've got to be able as an executive to discuss the needs of our teachers in such a way that their confidentiality is respected.

Grade coordinator (8.12.1983)


Summary

The energy that was in the school had come from cooperative team work in grade groups, the variety of school committees, and the school's executive. The energy was from within the staff and the school's leadership. Effective communication channels had been developed across the school. No one person or group had a monopoly on the ideas that enriched the life of the school. The school's leadership, had effectively encouraged many of staff to fully participate in the life of their grade and school.

The Integrated Curriculum provided a powerful set of intentions, ideas, resources and ways of meeting the needs of the children of Warrawong Primary School.

"Without our energy and enthusiasm there's nothing!"

Grade Teacher (12.12.1983)
PART III

SUMMARY
CHAPTER X

CONSEQUENCES OF THE INNOVATION AND
THE EVALUATION

Purposes

The aim of this chapter is to provide a formative account of the curriculum development process at Warrawong Primary School: two years on. The observations and summary accounts presented in this chapter should not be seen as a summative evaluation of the schools' achievements over the two-and-half years. The four purposes outlined in chapter 1 will be reordered and used to structure the discussion in the chapter. The specific purposes of the chapter are to:

(a) Re-identify the antecedents and context of the of the curriculum innovation

(b) Summarise the Phases and outcomes of the curriculum and staff development processes

(c) Develop two which draw together issues raised by the principal and staff from the Study;

   (i) control of change, and

   (ii) development of a K-to-6 school

(d) Examine the consequences of the evaluation process in the school from the school and the documentor's perspective.

384
1. Antecedents and Context of the Innovation

The innovation for the purpose of this discussion incorporates the integration of the curriculum and the development of the related curriculum documents; it also includes the related curriculum episodes which have been documented in conjunction with the three Phases in part II.

This section of the chapter will briefly review the school setting before the documentation period, some preconditions for change, sources of change within the school, and the changes that have resulted from the implementation of the integrated curriculum and the related curriculum episodes.

The School Setting Before the Integration of the Curriculum

Warrawong Primary School is located in a high migrant density suburb in the City of Wollongong. The school is close to a major industrial complex and unemployment in the community is well above the national average (ten percent in 1983). Over twenty-one ethnic languages are spoken by children in the school. Seventy percent of the children come to school with weak or no English language skills. In 1981 the curriculum was subject-orientated, and taught in streamed classes. While there were school-based documents in the major subject areas, the task of successfully programming these guidelines into classroom
practice rested heavily on each individual teacher. Pupil evaluation was grade or teacher-based and was mostly concerned with product outcomes, rather than the children's learning processes.

**Preconditions for Change**

Warrawong was fortunate in the professional skills that the staff, as a group, possessed. The current principal and a number of the curriculum innovators were appointed to the school between 1979 and 1982. The principal from the outset encouraged teachers to develop ideas and projects within the school. Proposals were generously supported within the means of this "disadvantaged" school, provided that the intent of the proposal was in general accord with the overall direction that the school was taking.

The executive of the school was comprised of; the principal, deputy principal I and the grade coordinators. This group met weekly and provided the central clearing house for ideas and monitored the general operation of the school. The executive worked as a cabinet and cabinet solidarity was expected after a decision was made. Meaningful dissent from executive decisions was accepted, if it was initially discussed through the informal consultative process.

A number of standing committees provided leadership and operational support for a variety of projects within the
school. The Total School Development Committee was established under Roy's strong guidance in 1979 and has provided the staff with a teacher based avenue for problem solving, internal evaluation and has initiated major staff development projects in the school such as the Cambourne evaluation workshops in 1983. Parent representation on the Disadvantaged Schools Program Committee strengthened the links between the parent group and the teachers handling the program submissions for supplementary Federal funding. In 1984 the nine programs in the DSP submission attracted over $40,000 into the curriculum activities of the school. There was certainly pain in developing the submissions, but a certain joy was experienced in having the resources to enrich the learning and staff development processes in the school.

Roy's knowledge and experience as a principal and his time in the Regional Office gave him a sound basis to decide what could be done with the available resources in a school-based initiative. He was personally committed to the idea that the school is the most effective platform for school change.

For years I've seen the inservice dollars go down the drain on fancy Regional projects that were the pet concern of someone or other. People don't seem to realise that good teaching begins when teachers are supported in their own classrooms by the expertise that most school 'have coming out their ears'. Unfortunately many principals can not use a mirror!

(31.9.1983)
Roy acknowledged the perception and curriculum expertise that a number of his teachers possessed and based the curriculum change process firmly within the school.

The transformation of the curriculum and staff development were seen as interlocking and dependent processes through time. Roy believed change in classroom practice came only when teachers had a positive feeling about what they were doing. The knowledge that colleagues within the school were there to provide a support network was a vital ingredient in the venturing process.

**Sources of Change**

There were many creative and talented teachers at Warrawong Primary. Warrawong was a school where ideas were encouraged and whenever possible supported. The greatest source of ideas that made the difficult route into classroom practice, came from within the school. However, there was no shortage of pressures and demands from the Region and the State Department (appendix Q).

School leadership throughout the documentation period was firmly based on the principles of "guided consensus". The executive acted as the cabinet through which all major policy decisions were vetted. Important issues were usually opened for informal discussion between teachers and within grades, before being formalised into a policy recommendation by the executive for staff.
ratification at a staff meeting. If there were any major disagreements about an issue, it was usually too late to "raise a fuss" when it came back to the staff for final approval. Most staff, with one or two exceptions, appreciated the "hidden-curriculum" of policy making in the school.

The overall impact of external curriculum demands was more implicit than a direct threat to the reasonable mental health of the classroom teachers. Roy filtered the options whenever he could. Sometimes the pressures, as with the discipline policy, required immediate action.

The personal and professional ideologies of Roy, Beryl, Vonne, and Julie were the most influential in the direction of school policy and the form taken to a large extent in the formulation of the Integrated Curriculum. A comparison of the sources of initiating ideas was undertaken of the interview and observational data. Vonne's personal and ideological positions were reflected in every major initiate undertaken in the two-and-half year documentation period. Vonne held strong positions on; the centrality of attitudes in learning, removal of subject barriers which led to the integration proposal, a K-to-6 school organisation, child centred instruction and individualised evaluation, importance of music and the related arts, and the key role of language in the curriculum of Warrawong Primary. The subsequent influence of Beryl in process writing and
mathematics for the younger children became very powerful in 1983 and 1984.

Individual sponsorship of programs through an executive member was crucial if a particular program was to be well funded and given a staff development priority. The capacity of individual initiate was particularly evident in the curriculum in the related arts (Vonne, Rhyce and Nyla); motor skills (Alix and Mick); the school environment (Alix and Doug in his own way) and in the core skill areas of mathematics (Arthur, Julie and Beryl) and language (Beryl, Vonne, Julie and Carol). Roy was always around as a stimulator, facilitator and organiser of resources, people and opportunities.

Internal school evaluation and problem solving was effectively handled by the TSD Committee. The strength of the K-to-6 orientation of the school would not have existed without the concerted action of the TSD group. Later in the Study they facilitated the parent project and the initiation of the evaluation review and subsequent staff workshops.

Other committees in the school, grade-groups and individual initiatives undertaken in the Library and in classes provided a vigorous base for ideas from all levels of the school. The contribution of the multicultural resource teacher in 1981/82 had a pervasive and lasting influence on the Language Policy (appendix N) of the school. The multicultural perspective became naturally woven onto
the whole fabric of the school's experience. The informal personal relationships developed within the school supported a wide range of K-to-6 support and information networks.

2. Change process

What changes occurred in the school between 1981 and 1984? While it would be presumptuous to be comprehensive, a number of projects warrant a brief review. The integration of the curriculum will be considered initially before mention is made of a number of the curriculum episodes discussed in part II.

Focus questions for this brief review have been drawn from the questions posed by Roy and the teachers in 1982/83 (appendixes D, E and H; also listed in chapter III). Data about the implementation of various curriculum programs has been drawn from teacher interviews, observation and key informant interviewing. These three main forms of data gathering have naturally triangulated each other.

Integrated Curriculum

The evolution of the Integrated Curriculum has continued beyond the Draft and the 1983 edition discussed in chapter VIII. A new section on writing in the central language section of the document was completed in September 1984. Spelling will be the next section to be revised; following
the changes that have been made in the writing skills area of the document.

The proposal to review the structure of the curriculum in mid-1981 followed the reviews of individual subject curricula which had been completed by school committees in 1980. Vonne and Julie were the curriculum initiators. Vonne had been released from class teaching through a staff decision to take two or three extra children into their class for the year. Julie was released through a Regional Inservice grant which Roy had arranged on the basis of the wider regional significance of the curriculum project. The innovators were also the respected teaching colleagues of the rest of the staff. Outside advice and financial support were important for the success of the integration project, however the ownership and responsibility for the program was firmly within the school.

Initially the suggestions for the revision of the curriculum came from Roy, Vonne and Julie. The initial development work did not involved all the teachers. It was the documentor's observation that the staff were never really given the option of rejecting the idea before it went into trial in 1982.

During 1982 all of teachers worked with Julie and Vonne on the revision of the Draft document in some way or another. Through the implementation process, Julie was able to share the feelings of each grade; as well as
support workshops and planning sessions related to the introduction of the thematic sequence. The movement from content to skills and attitudes as the basis of programming was not without its frustration. Without the regular planning sessions with grade coordinators and individual teachers, the planned innovation would not have effectively commenced. For many teachers it was a fundamental change in the way they approached their teaching and the children's learning.

Through a well planned school-based support system, each teacher could avail him or herself to individual, grade and school-wide support people and in-service experience. The resource boxes for each thematic unit were constantly enriched by the library staff and the teachers themselves.

The documentation process began and concluded with evaluation. "We're trying to tie it all together," was the initiating rationale for what became a fundamental change in the curriculum and its organisation at Warrawong Primary School.

While the external documentation process was concluded in early 1984, the staff had moved into a new Phase of the curriculum change continuum. By the end of term I, 1984, the school had passed through a full cycle of curriculum change.

Teachers were now working with:
(a) Parallel classes on a curriculum that was structured on skills and attitudes
(b) The learning process was divided into a sequence of over ninety thematic units.

(c) A prescriptive, yet flexible thematic sequence which took cognisance of the K-to-6 learning experience of the pupil.

By the end of 1983, two years after the introduction of the project, all the teachers were working from the thematic sequence and planning their units around the skills sequences in the Integrated Curriculum.

Professional Support for the Integrated Curriculum

As part of the 1983 interviews, the documentor asked twenty of the teachers what the most helpful support systems had been during the year. Sixty percent indicated their grade supervisor, Roy or Beryl (who was also supervising a grade).

Roy, he's involved with the children, the teachers...He's always encouraging each person to follow their ideas through. Beryl's the same. They're both ready to make time to help you with a little idea or a problem.

Grade 2 teacher.

Vonne'and Rhyce are both very interested in the children and the curriculum. There are a lot of ordinary teachers that just do their job. At this school I feel there are a lot more teachers who are more involved and go a lot further than just teaching their class.

Casual teacher

The unit resource boxes were cited by thirty percent of the teachers as being very helpful, "I know that I've got the resources available—I don't have to go and dig out
resources ever time I change a unit." (Grade 6 teacher)

The *curriculum document* was mentioned by twenty-five percent of the teachers, "I no longer have to sit down and think. 'Oh my goodness', what next! Where's my Document?"

*Brian Cambourne's evaluation workshops* were also cited by twenty-five percent of the teachers as being a meaningful support, "He sparked me off! I'm putting down my thoughts on the children a little more concisely than I had done before." (Grade 1 teacher)

Two teachers were stimulated by the *flexibility that the school environment* provided for them: "...nobody breathes down your neck and says...There's a tremendous amount of democracy involved and a lot of support." (Grade 2 teacher)

"If there was ever a democracy in a school, it would be here. I'm not saying it's completely democratic...You can do what you want--just go out and win it!"

Collaborative grade planning, the quality of professional expectation and the uniformity in the overall curriculum were cited by other individual teachers as being supportive for them.

Within each grade, teachers were sharing their ideas and skills. The new curriculum had stimulated group planning, even though units were not always taught at the same time. Barb and her library team maintained and enriched the unit boxes over the two year period, in addition to having the computers use the scarce library
space as their home. Without this professional support, the thematic units would not have been adopted as readily as they were by the teachers.

**What about the Children?**

Another sample of twenty teachers were asked if the new curriculum made any difference to the experience of the children. Seventy percent said that the experience for the children was more meaningful. Some of these teachers however, had not been at the school before 1982. One "old hand" seemed to sum up a number of feelings for those who had made the change:

I'm a better programmer. When I first came in, nobody was any help at all. The integrational approach works well for me...Right (clapped hands), Social Studies now! Stop work on that math, you can do that tomorrow. Things flow and individual subject areas don't seem to get left because they're picked up in the various themes.

It's giving the kids a wider range of experiences and the teachers are picking up a few more clues--like the related arts work we're doing now.

If teachers' programming is improving; kids are going to benefit!

(6.12.1983)

Evaluation of the children's learning was the most difficult area for change. Chapter VII/2 discussed this area in some detail. Comprehensive individualised pupil assessment does not have any short-cuts! Some teachers were working very hard at providing a meaningful record of the development of the children's learning processes in the major skill areas in each unit or set of thematic units.
From the experience of being in the school for over two years, the documentor observed that those teachers who had made the greatest progress with the new programming format were the same ones who first tried the process assessment in writing and used the individual pupil evaluation sheets.

What of Parallel Graded Classes?

There was a good deal of rethinking about the value of parallel graded classes between 1982 and 1983. For those teachers who had often been allocated lower ability children; "I love it...You don't have so many discipline problems because the bright ones just enjoy their work."

A more skeptical teacher at the end of 1982 had rethought the matter:

My children came from five different classes last year and it's getting to the stage where it's difficult to say who came from where. There are a couple who haven't changed much all year; with some I'd have to look at the records to tell you the streamed class they came from in 1982. It's dramatic how good things have rubbed off on the "unlikely ones".

(Grade 4 teacher, 8.12.1983)

Some expressed a concern that they were still experiencing difficulty catering for the range of skill levels in their class. At the end of 1983, a generally positive attitude was held toward parallel classes and the associated community language program, which had been implemented in tandem with the grading change.
Community Languages and Multicultural Education

By 1983, the community language program enabled any child not in an ESL class to choose either Macedonian and Italian from grades 1-to-6. Within many of the units in the thematic sequence, attention was given to the values and experiences that the children brought from their distinctive home and community backgrounds. Beneath the planned experience were a range of teacher attitudes which had become more sensitive to the needs and home experiences of Warrawong's children.

In a related response to the needs of the school's distinctive community, the ethnic aides program provided an ongoing liaison with the parents. Interpreters were available for the regular parent-teacher interviews. Over the two years of the Study there had been an improvement in parent interest in the affairs of the school. Indicators included the number of parents at P & C meetings, the participation of parents on school curriculum committees, some parent assistance in classrooms (chapter VII/6), good attendances at parent/teacher interviews and the school "performances" (related arts experiences I and II).

Related Curriculum and Staff Development Episodes

When curriculum development and staff development were interrelated good things tended to happen for the teachers
and the children.

The related arts experiences (Water, Sounds and Flying children and other Magic Trips: chapter VII/4 and Dreaming Animals and Dragons: chapter VIII/5) enriched the teaching of these skill areas in an enjoyable and stimulating way for the children. It was tough going for some teachers, but the process was evaluated by the teachers as being very worthwhile.

The development of the Assemblies Document (appendix R) was a powerful example of the initiating role of Vonne, Roy and Beryl in the school. The revision of the assembly procedures and the trial of the new program in term I 1984 reinforced the powerful concept of curriculum (figures 8, 9 and 10 in chapter VII/2) that had been developed by Julie and Beryl during the revision of the Draft document in 1982. After the trial and evaluation of the project, assemblies became a central feature of the children's weekly learning experience.

Curriculum was defined as the total experience that the school provides for the enrichment of the child's life. Links with the home, assemblies, playground happenings, camps, music and choir work as well as the encouragement of community languages were all seen by many of the staff, as a central part of the learning experience for children in the school; along with the English language and mathematics skills.
Unless external curriculum demands could be conceptualised within the ongoing framework of the school, they stood little chance of being translated into the learning environments of the classroom. The imposed demands for a discipline policy was not attuned to the way personal development was handled in the school.

The organisation of ESL classes within the school had not been influenced by the veiled bureaucratic threats which had accompanied the call for compliance to a set of centrally determined organisational criteria. Criteria which did not mesh with the what the school considered to be effective practice. The school exercised it's curriculum decision making power against the resource allocation powers of the central bureaucracy.

Roy had consciously regulated the tide of new State-level policy imperatives (appendix Q) into the school's curriculum development process. While external and internal criticism could be easily leveled; "Where is your Aboriginal Education Policy?" and at least four other pressing policy demands from the Department, Roy took the position; "If you think we've been sitting around doing nothing, come into the classes and have a look!" Few bureaucrats or inspectors would wish to face the power of that kind of challenge. As an experienced principal, Roy was aware of the political and industrial heat that could be generated by a direct staffing sanction from the Department over one of their
3. Issues from the Study

(i) Control of Change

A number of questions were identified as being important to the teachers during the negotiation of the evaluation questions (appendix H and the design, chapter III). Several were concerned with ways of handling imposed change and the nature of relationships with the school's leadership during a change process. The executive, in contrast, identified questions which were mostly concerned with the support of the change processes and feedback on the teachers' implementation and commitment to the innovation.

Two themes have emerged in the previous chapters of the Study. First the strong initiating power of the executive and the four innovators within that group. Second the teachers perception of their own power and initiating capacity, "It comes from us!" discussed in the previous chapter.

In addition to these two overlapping perceptions of power that were held in the school was the influence and respect held for the work of Rhyce and Jack on the TSD Committee. Throughout the documentation period the Committee held two staff-wide evaluation exercises (appendixes L and O). It is important to note the strong influence that executive members, but not Roy, held on that Committee at certain times during the Study (see chapter VII/2).
Many of the teachers during the interviews reflected the positive impact that the executive's decisive decision making influence had on "...getting things done around the school." A few felt out of the action, and a little resentful that their feelings were not always considered. The strength of this position was tested with a number of the documentors key informants who were not grade coordinators. "You've got to convince people that you're serious," was one response. Another was a little less kind, "...if you don't pull your weight around the place, how do you expect to have the respect of your fellows!" The message was clear.

During the late part of the winter term of 1982, the proposed related arts experience (chapter VII/4) was considered by many teachers to be beyond the reasonable bounds of the teachers to handle. By the beginning of term III the proposal had been substantially modified by informal pressure through grade coordinators. The new proposal outlined by Rhyce (chapter VII/4) progressively gained wide teacher support.

The TSD surveys were seriously considered by Roy and the executive as a true reflection of the teachers' feeling and interest in particular staff development activities. From the documentors perspective these priorities were generally followed, often using the grade coordinators to undertake particular individual's concerns.
Following the taxing experience of implementing the Draft integrated curriculum in 1982, the documentor reflected back to the principal that there was a strong feeling for a period of stabilisation in 1983. At the last staff meeting in 1982, Roy announced just that. Term I 1983 (figure 2.) was free of major initiatives. Plans for terms II and III (chapter VIII) indicated that it was time to move along; pupil evaluation was the difficult concern.

The interpretation would seem to sustain the strong controlling and initiating power of the executive. While the this group set the targets for school-wide activities, grade groups and individual teachers were aware of the informal processes for negotiating a change of pace or direction.

*Toward a K-to-6 School*

The emphasis that Roy placed on the importance of the K-to-6 concept was not immediately apparent in the early period of the documentation (appendix H). The school had been run on a two department basis for many years before Roy was appointed. The infants mistress (D.P.I. in current terminology) had little communication with the primary department (or the principal), there were separate staff rooms and no joint activities of the staff or pupils. The transition for a child from infants to the primary grades (three to six) was not unlike the ritual passage from primary to the secondary school (grades seven to twelve).
There were frustrated teachers in the infants department who were restricted in their curriculum designs and expertise and kindred souls in the primary department with no informal linkages to initiate the action. From the principal's perspective in 1980 there was duplication of effort and under utilization of human resources throughout the school. The TSD were successful at initiating as their first project, a common staff room.

Through a consistent process of joint school activities for staff and the children the school had become, in 1983, an integrated school. Roy's principle of a little success as the platform for the next step was the guide for the process. The range of activities was considerable; joint staff meetings, a K-to-6 Integrated Curriculum, school wide curriculum committees (including TSD and DSP), "contact classes" (between an upper and a lower grade class) required teacher talk, open playgrounds, social activities, intermixing of grade groups around the buildings, cross-grade assemblies and school-wide inservice and social activities.

Informal networks have been established, seating patterns in the staff room in 1984 had become much more flexible than the routine patterns of 1981. The appointment of Beryl in term II of 1982 was crucial for the acceleration of the process; she perceived her responsibility to be K-to-6. In 1984 the school had a human
resource base with expertise in all of the major skill areas, as well as computer education, sport, music, community languages and the arts. There were resource people from all grades who are happy to work at any level in the school. The physical plant of the school has been used more effectively along with secretarial, printing and storage. The release of a resource teacher would not have been possible without a minimum of sixteen classes (each teacher taking two extra pupils--without a parent reaction).

As a K-to-6 school, Warrawong now has the capacity to communicate effectively about curriculum issues which squarely address the primary education needs of a child with integrity and continuity. The pooling of professional resources within the school has enriched the opportunities for staff to participate in a wider range of innovative and interesting professional activities.

4. Consequences of the Evaluation Process

The design (chapter III) of the evaluation specified two forms of reporting to the staff of Warrawong Primary;

(a) informal feedback through the documentation period, and
(b) a formal report to be negotiated at the end of the documentation period.

This final section of the chapter attempts to explore the impact of the documentor in the school. Aspects of this discussion were taken up in the evaluation biography.
The teachers' perception of the documentor's role in the school was investigated during the 1983 interviews. "What do you feel has been my impact in the school over the past two years?" was used as the stimulus question. Two distinct perceptions emerged from the responses: Approximately half the teachers perceived me in a passive, observer type role, while the other half (including all the executive questioned) said my role was interactive in some form or another.

(a) The Passive Documentor Role

"You're just there!"

Mike embellished the description a little:

I think you're pretty casual about the whole deal...you came in with your bag over your shoulder, and you looked like you'd just got off a motor-bike...you looked the part. You blended in fairly well, even though I knew what you were here for. You didn't come in like an Inspector.

For others my presence was part of the scene: "I think you were here the day I arrived, so you've seemed part of the furniture really!...you were somebody looking at what was going on" (second grade teacher). "You were around and taking and interest in what has been going on...You seem to relate to Roy and other individual teachers quite informally" (grade 4 teacher).

These responses did not seem to indicate any impact on policy or the teachers' day-to-day work.
(b) **Interactive Documentor Role**

A number of teachers defined my role in the school as being interactive in a variety of ways:

* **A sounding board**

*I think it's always helpful to have someone from the 'outside'...you're looking at it from a different angle. Other people may even feel that what we're doing is really worthwhile if someone else is willing to take the time and effort to study and help us.*

(Grade 4 teacher)

* **Source of subconscious motivation and reflection**

*You've made people look more closely at themselves and think more about things...or as deeply into themselves.*

(Deputy principal)

"Hang on! I suppose it's made you think what you're doing, right?"

(Grade 2 teacher)

"You're being around is a subconscious motivation."

(Grade 6 teacher)

* **Broker:**

*As well as your own contribution, you've been able to bring people into the school.*

(Deputy principal)

* **Source of feedback to influence policy**

"Other people were definitely drawing things from you, but I didn't know what they were."

(Grade 1 teacher)

"Last year I spoke to you about the pace of change. Well, this year has been much better. I guess you must have given some feedback to them about how people felt...I know you spoke to Roy about it."

(Grade 6 teacher)
"You've given us inklings when the brakes needed to be put on, or to reach out and help a teacher more than we've been doing."

(Beryl)

Julie (J) and Vonne (V) differed a little as to my impact in the situation during an interview: Julie was more emphatic;

I felt that you had a lot to contribute...from those first stages right through to the revision."

T. "Did I say anything?"

V. "Just the smile test!"

T. "Or was I just a sounding board?"

J. Oh, I think you said a lot. I was really grappling with the concept of curriculum to go into the document. Being able to talk with you about some of my ideas and then get some of your ideas, really triggered off some new ideas. I wouldn't have come up with what we did if it hadn't been for you.

T. "And I tried to remain as neutral as I could!"

(19.7.1984)

From the executive's position there was a clear perception of the documentor's influence on the direction, pace or shape of change. In terms of the writings of Cronbach et al. (1980) the type of influence indicated by Julie and Arthur was perhaps the most effective and pervasive. It was as if the direct source of the influence could not be differentiated from their own critical processes.

By participating as a process consultant (see figure 2.) during the latter part of 1983, the documentor became a participant in the internal evaluation process sponsored by
the TSD Committee. This review system (appendix 0 and chapter VIII/3) was the established and respected evaluation process within the school. One of the powers of the process was it's control by the teachers themselves. Roy played a marginal, almost casual observer relationship with the deliberations of the group.

Some Predictions on the Impact of the Evaluation Report

During the negotiation of the Draft Report (figure 2.) the documentor asked twenty teachers who had read the Draft to note what effect they felt the report might have on their work in the school. The question (in appendix J) was important because it underpinned the utility rationale of the evaluation. Even though the question was of a predictive style, a number of interesting responses were received.

(a) Roy was unmoved, "Just as I am!"

(b) "It gave me a real sense of accomplishment." Five teachers indicated that the report encouraged them to "persevere" with application of the curriculum.

(c) "Now I have all the strings together, I think it will consolidate my thinking about my work in the classroom, on the executive and in school committees."

(d) For seven teachers, the report lifted their consciousness about the wider operation of the school in their mind. "...whilst the report is still fresh, the staff will be a little more vocal in having their views
presented in the 'policy making' business."

(e) For two of the executive it provided a basis for future policy action. "Let's examine our successes and failures and determine the future."

Roy might not have been prompted to change his leadership style, but at least he felt it gave fair warning to actual and prospective new members of staff to the Warrawong style of doing business; "...it is now compulsory reading for all new staff in the school." The school had progressively articulated a clear curriculum philosophy and related implementation strategies.

Two new executive members who came to the school in 1984 shared the wisdom of this new "school rule".

I wish I'd read this report before I 'took on' the Integrated Curriculum, the report gave a wonderful perspective to the development of the document and the organisation of the school...The school is lucky having such an experienced executive and a strong leader who can get things done.

(Interview with a new member of executive, 16.7.1984)

Did the evaluation process enhance a critical debate about the curriculum development process in the school?

Keeping to a consistent methodological tradition, the documentor suggests that the reader use his or her tacit experience of school settings and the preceding account to come to her own conclusion about the question.

The documentor left the field before the published Evaluation Report was readily available to all teachers who
requested a copy, hence it is early days to ask questions about the influence of the formal evaluation section of the Study. This question will be followed up in the new school year (1985).

The informal evaluation process has become a part of the history of Warrawong Primary School. The documentor's presence and transactions with the teachers, executive members and the principal were perceived differently and changed through time. The interview data indicated that there was an interaction that facilitated a modification of the teachers' perceptions, changed inclinations and initiated a willingness to discuss issues. The extent that this was a "critical debate" (Kemmis, 1982) above and beyond what would have normally occurred in the school is an open question. The extent that this discussion influenced decision making in some direct or pervasive way was not specifically documented.

What was important was the quality of the trust relationship between the staff and the documentor which allowed the innovation process to be documented and shared with the participants and whomever they wish to distribute copies to individuals and schools. The power of the evaluation process was in the formative face-to-face transactions. The impact of these transactions are now a part of the learning experience of the children of Warrawong.
Summary

The chapter has reviewed the context and a number of preconditions existing in the school prior to the innovation. The Integrated Curriculum and the professional support program implemented to support the integration of the curriculum have been discussed.

The strength of the innovation process came from within the school. Roy considered that change must come from within if its development was to be sustained. The principal saw curriculum and staff development as complementary endeavours. Participation in change was central to the life and vitality of the school, however the process of getting an idea into policy required a little more groundwork that an vigorous objection to the executives final policy position at a staff meeting.

Two issues were generated from questions raised by the staff during the documentation process. The first issue discussed the power of the executive at initiating the direction and pace of change. The energy in the school was generated both through the leadership encouraging and supporting ideas and through the teachers' commitment to the life of their children and the quality of the classroom experience.

The development of an integrated K-to-6 school was an important achievement during the period of the curriculum
innovation. The successful teaming of staff from both sections of the former departmental structure was a precondition for the change process. The school now has the basis for communicating effectively to itself and to the community about the primary education of its pupils. Organisational possibilities that did not exist in 1981 now allow the teachers to enhance their professional role at the class, grade, school and regional level. The participation of Beryl and Vonne in regional inservice education workshops in 1984 was a consequence of experience gained from the Cambourne workshops and follow-up action research on the evaluation of children's writing processes.

Interview data has indicated that the documentor was influential through the formative feedback processes during the Study. An increased awareness about the design process was reported and discussion was stimulated about the process of decision making in the school. The documentor became a process consultant and a full participant in the TSD evaluation process in 1983.

The extent to which the formal Evaluation Report has generated a "critical debate" about the curriculum design process in the school is a question which cannot be answered at this stage. Indications gained during the negotiation of the Draft Report suggest that a number of teachers were influenced by the reading of the account (part II). An evaluation of this aspect of the Study will be undertaken in 1985.
The final interpretation of the impact of the evaluation process is the reader's responsibility. Reflecting the account against tacit experiences in school settings, the reader may gain some insight into the impact that an ethnographic evaluator could have on the dynamics of curriculum change in a school setting.

A comment by one of the teachers about the development of the curriculum reflects the documentors feeling about his relationship to the school and the evaluation process;

"You've got to do it to realise how hard it is."

"But it's ours."
CHAPTER XI

DISCUSSION OF THE EVALUATION MODEL

Purposes

The purposes of this final chapter of the Study are to:
(a) Briefly review the evaluation model used in the Study
(b) Test the trustworthiness of the account using criteria of dependability, credibility and confirmability
(c) Discuss criticisms of the model from the teachers and Lakomski
(d) Apply Lakomski's criticisms to the Study.

1. Review of the Evaluation Model

The ethnographic model used in the Warrawong Study was drawn from a number of research and evaluation traditions which have been characterised under the naturalistic paradigm. A number of characteristics from this overall approach to educational inquiry have been incorporated into the Study. These characteristics include; multiple realities in a natural setting, an emergent design, the power of participant observer methodologies, and the importance of tacit knowledge.
Guba (1981) suggests four criteria to test the trustworthiness of the evaluation, three of these criteria will be discussed later in the chapter.

The rich methodological tradition of the phenomenological style of ethnography was used in the Study to develop an understanding of the cultural context of the school and its related curriculum processes. This methodology is based on a view of the setting from the participants (emic) perspective. The documentation process of the curriculum change process between August 1981 and April 1984 was portrayed as a thick description from which meanings and interpretations emerged; the participants' being the main audience. The phenomenological (emic) perspective used in the Study was felt to be the most appropriate approach for a study that was both emergent in design for the documentor and in outcomes from the participants' perspective.

The main sources of data were: participant observation, key informant interviewing, structured and unstructured interviews, demographic data on the participants and an extensive archive of school-based documents. Entry into the school was negotiated through the principal and a trust relationship was gradually built between the documentor and the teachers. Their perception of the documentor changed during the period of the Study from a "spy" to a respected participant in a number of activities during the two-and -
half year period spent in the school. Data collection methods and the focus of the evaluation were negotiated progressively throughout the study through questions suggested by the principal and the teachers. The teachers checked and validated their interview data as well as the discussed the contents and interpretation of the Draft Report.

The interactive dimension became a very important part of the design of the study. Through regular consultation and informal discussion the teachers felt that the evaluation was something that was being done with them, rather than some thing that was being done to them. The former relationship provides the basis for Holt's (1980) questioning of the place of evaluation as a "...separate and an explicit part" (p.145) of the work in schools. Holt argues:

...I am unconvinced that this ['thick description'] will itself lead on to curriculum development. It may merely result in a refurbishment of the status quo...Responsive evaluation studies can be useful in themselves, but if curriculum change is our objective (and there seems little other reason for evaluating) then we might much more profitably start at the connection between styles of decision-making and curricular outcomes.

Holt's (p. 126) second concern that such exercises will not enhance the confidence of teachers to strike out on new paths was not supported by the responses of the executive to the impact of the formal and informal feedback provided by the documentor (discussed below and in chapter IV). Self evaluation as part of the ongoing curriculum development process is considered by Holt to be a viable direction.
Skilful case studies of school processes he suggests, "...offer useful illumination of educational practice and decision-making" (p.140). One could presume that such a study undertaken as a collaborative endeavour with the participants having control of the validation process would not qualify as "someone doing something on another!"

Case study provided the evaluation design with a structure and set the bounds of the Study. The opportunity to focus on a single school and examine in detail the processes of school-based curriculum change was considered fortuitous when an initial case study project based on a comparative design was not continued. The refocus of the inquiry on a single bounded case, Warrawong Primary School became, an exciting and rich professional activity for the researcher.

The evaluation experience of MacDonald (1976), Kemmis (1982), Cronbach (1980) and House (1980) provided a number of platform positions in the design of the Study. MacDonald's Democratic Model of Evaluation provided the strong participatory positions that were incorporated into the design. The seven principles of program evaluation developed by Kemmis provided a systematic checklist and methodological blueprint for the Study.

A number of the principles of program evaluation outlined in chapter II/5 from Kemmis (1982) became powerful
features of the emergent design of the evaluation. Six of the principles are reconsidered in the light of the Study.

(a) Each of the central ideas in the curriculum project which became a part of regular classroom practice were "negotiated" through the formal and informal deliberation processes within the school. Participation by the professionals in the school at a variety of levels was the basis of a developing sense of ownership of the evaluation account and its consequences.

(b) Centre-based policy directives either faltered and failed in the school or were successfully restructured when the controlling authorities allowed (or turned a "blind eye") when the school "acted upon the mandates as autonomous agents." The tension relating to the ESL staffing criteria was a good example of where the Department informally allowed the school to reconceptualise the ESL staff criteria by not taking direct administrative action through the withdrawal of a teacher.

(c) The brokering between the "plurality of value perspectives" in the school was a difficult but essential part of the documentor's non-judgemental role. Through informal feedback the rationale for the "innovators" action in the school and the skeptical teachers' perspective was respectively communicated to each group through informal discussion.
In the formal Evaluation Report the teachers' own words and reflections were selected to represent the differences and tensions which existed within the school. These same tensions acted as a stimulus to the innovators to communicate more openly to all the staff about suggestions and imminent changes in the school's program.

(d) The school became a "self critical community", particularly through the work of the TSD Committee. The documentor would encourage to a greater extent the development of the teacher's self-evaluation skills in a study of this type were undertaken in the future.

(e) The implications of maintaining a "propriety in the production and distribution of information" effectively drew the principal and teachers into the evaluation. As a consequence of this involvement, a small number of the teachers indicated that they the evaluation was "theirs'. A pleasing and unexpected outcome. The development of a sense of ownership of an evaluation is critical for the data and findings to have meaning for the teachers and the leaders in the school.

(f) The emergent design was "appropriate" for the time and the setting of the Study. The interactive nature of the evaluation process reflected the changing curriculum positions within the school.
Many of these principles were interpreted and incorporated into the assumptions of the evaluation introduced in chapter I. Four of the key principles are summarised below:

(a) Collaboration at all stages of the evaluation was undertaken to facilitate a developing sense of ownership of the evaluation by the participants. Evaluation data would then become a pervasive influence in the decision making process.

(b) The evaluation process stimulated by the presence of an external documentor was designed to enrich and extend the ongoing critical review processes which already existed in the school in the work of the TSD Committee.

(c) Social and administrative truths in the school were socially negotiated and relative to the time and group of people involved.

(d) The account gives attention to the diversity of perspectives and political positions within the school.

2. Trustworthiness of the Evaluation

In chapter II/2 Guba's (1981) criteria for the test of the trustworthiness of studies in the naturalistic paradigm were discussed. It is the intent of this section of the chapter to return to these criteria to test the trustworthiness of the current Study. The criteria will be
discussed in the following order: dependability, credibility and confirmability. Transferability was not considered an appropriate criteria for this Study as the audience was the principal and staff of Warrawong Public School.

**Dependability**

The dependability of the data as it was gathered through the emerging design of the Study was monitored through the triangulation of the data sources and the development of an audit trail of the documentation procedures (figure 2). Participant observation, interviews and the document archive interacted during the documentation process and during the writing of the Draft Report as the basic triangulation process. Where gaps in the data flow existed or clearly identifiable interpretation could not be induced from the available data, the documentor sought out a key informant to clarify the concern.

An audit trail was established in the recording and negotiation process. The key steps in the documentation and negotiation process were set out in the Chronology of the Ethnographic Evaluation (figure 2, in chapter IV) and discussed in the evaluation biography. The increasing involvement of the documentor in the life of the school as a process consultant was an important feature of the evaluation. This involvement facilitated entry into areas of the schools decision making processes which had not been available during the first twenty months of the Study.
Credibility

The focus question suggested by Guba (1981) asks if "...the data sources find the inquirer's analysis, formulation and interpretation to be credible or believable?" The evaluation agreement negotiated with the school (appendix I) specified that the teachers' owned their interview data, and were expected to approve the data before it could be incorporated into any report. In a similar spirit, the Draft Evaluation report had to be negotiated and approved before publication.

All the teachers were given the transcripts of their 1982 and 1983 interviews to check for accuracy and an indication as to whether they would allow their name to be used. No teachers objected to their interview data being used, although quite a number indicated that they did not want their name to be used, hence the use of "grade teacher" throughout the account.

The early chapters of the Draft Report were circulated to Roy, Beryl and Vonne in February 1984 (figure 2); while there were no problems with the style and basic organisation of the account, all three made a number of small corrections to factual data and reacted favourably to the emerging interpretation that the documentor had presented. The first completed copy of the Draft was given to Roy, Vonne, Julie and Beryl in May 1984. Further corrections, and a number of

423
additions were made before the Draft was made available to the rest of the staff in June for negotiation.

During the ten week period for the negotiation of the Draft, twenty of the thirty-six professional staff in the school read and commented on the Draft Report (three copies were available). A one page comment sheet (appendix J) was included with the Draft to secure feedback on the credibility and confirmability of the formal evaluation document from the teachers. Two teachers indicated that important issues had been omitted (the ESL episode and the rationale for the school-based focus of the curriculum innovation) which were added in the final edition.

The criteria of "accuracy", "fairness" and "relevance" were used from MacDonald (1976) as the operational criteria for the credibility of the account. There were no direct objections; however a number of teachers thought that some of the material was "...more accurate than it could have been", while others thought some sections were a "...a bit of a white-wash". The evaluation biography has discussed the teachers' concern about the level of disclosure presented in the report. There were no representations to omit any of the data or interpretation in the Draft.

Prolonged and persistent involvement with the school, the progressive checking of data and issues within the school as well as the triangulation of the data sources had
sustained the credibility of the formal reporting dimension of the Study. The documentor believes that the credibility of the informal evaluation feedback provided to the principal and staff can be sustained by the same procedures discussed above.

Confirmability

Confirmability was especially concerned with the identification of the investigator's bias. House (1980) and Guba (1981) both suggest that the audience should "...assume an active role in interpreting the evaluation and accept personal responsibility for the interpretation" (House, 1980, p.85). While the documentor in the present Study assumed responsibility for the final Evaluation Report, many of the teachers made comments during the discussion of the Draft that indicated the notion of joint ownership of the evaluation process, "I really felt it was ours" (Julie, 6.7.1984). The staff did serve as an active interpreters of the Draft document. The criticisms of one teacher discussed below reflected the reflexivity of the evaluation's design.

The emic perspective was mostly maintained from the teachers' perception of the account. Approximately two-thirds of the readers considered that the Draft had been written from the perspective of the teachers or the executive. There were no expressed concerns about the bias of the Draft from either the executive or those teachers who
were not overly keen about the curriculum direction that the school had taken. The confirmability criteria was considered to have been substantiated.

3. Criticisms of the Evaluation Model

Teacher Feedback

The stimulus to do a second review of the critical perspectives on the model was prompted by a response by one of the teachers to the Draft Report document in May 1984. The teacher suggested that the Draft Report was "weak" because:

...there was no rationale or theoretical position on why the school had used a school-based model to develop the Integrated Curriculum.

It's really an elitist positioning by an academic; talking about how, but not suggesting why the whole process was undertaken!

While taking the criticism on the chin, the documentor suggested in weak defense that "...during my observation of the development process in 1981, I had not observed or had reported to me any discussion or debate as to 'why it was done at the school'." Subsequent interviewing suggested that Roy and Julie were very aware of the rationale for school-based curriculum development. In the Introduction to the Integrated Curriculum (appendix T) there was a comprehensive statement about the rationale for school-based curriculum and staff development. (A position the documentor
had not made in the Draft Report.) The point never-the-less was clearly and I must admit, unexpectedly made. The follow-up question directly related to the criticisms that have recently been made by Lakomski (1983) about the Democratic Model advocated by MacDonald and used as a foundation for the design of the Study:

How do we know that this curriculum will provide appropriate educational advantages for the 'disadvantaged kids' in this place?

**Lakomski's Criticism of the Naturalistic Model**

Lakomski (1983), in a very tightly argued paper, suggests a number of criticisms of the naturalistic/democratic model, two of which will be highlighted in the following summary:

(a) The capacity of the model to be critical of the substance of the innovation
(b) Just how democratic is "democratic evaluation"?

Lakomski (1983) questions the epistemological and theoretical assumptions of the emerging school of "naturalistic evaluation" and MacDonald's (1976) model in particular. Lakomski argues:

While I consider the intention correct, I do not think that democratic evaluation is successful in terms of providing a political answer to the problem of control...For democratic evaluation to be substantially democratic, the 'natural attitude' rooted in social phenomenology, has to be given up as a theory of knowledge. (p.266)

427
The strengths of the approach in gathering and sharing information for the participants as the immediate audience and its capacity to portray the complexity of a case situation were fully recognised. However, Lakomski argues:

...it 'takes for granted' the political framework of liberal pluralism...and accepts uncritically the very programme it evaluates. More specifically, it does not question how and why this programme came to be conceived and implemented. Worse, it cannot even raise the question given its grounding in social phenomenology. (p.273)

MacDonald's (1976) model casts the evaluator as an honest broker gathering information and reactions to the program, and as a provider of data to those who are in a position to make decisions. The conception of value pluralism Lakomski suggests:

...has been adopted in the democratic model to denote the impossibility of an absolute criterion of value.... The political framework of the model is the liberal-democratic state. (p.269)

Lakomski (p.272) examines the foundations of MacDonald's conception of democracy and concludes:

...that the pluralism of elites replace the self determination of the people...those elites already in power determine political legitimacy; this means, in practice, that many groups are excluded from gaining access to power. (p.272)

The pattern of executive leadership within the school in the present evaluation study would appear to support this view.

To apply "democratic" procedures in a school setting with structural positions of authority and responsibility
which are an established as part of the social order, "...ultimately perpetuates inequality" (Lakomski, p.272). MacDonald's principle of the "right to know" did not serve all the teachers at Warrawong with the same amount of information; the principal without question had the lion's share. This was in part a response to his interest and the documentors feeling of obligation to him as the key sponsor in the school. To bring about substantive democratic situation in a school setting would require "...'non-democratic procedures' which take into account the power differential of each group involved in the evaluation situation" (p. 272).

Lakomski (1983) suggests that the democratic model is not as democratic as it may appear. The unequal power relationships within school settings for instance, makes it unlikely that alternative information will be equally available to all. The phenomenological basis of the evaluation paradigm does not theoretically permit it to be used comparatively. Lakomski suggest that a critical evaluation framework, which is not limited to the controlled options of the case, would be needed to make the evaluation "truly democratic".

As long as the existing programs are not critically compared to alternative models, an evaluation which calls itself democratic "...only reflects those institutional values which gave rise to a specific programme in the first
place" (p. 273). The caution for comparative studies was suggested by Smith (1980) to resolve this concern.

Democratic evaluation, concludes Lakomski (1983), remains a "bought service", conservative and unable to escape from the theoretical constraints of the phenomenological perspective. Lakomski recommends that program evaluation be reconceptualised as a "moral social activity" within the framework of a "...critical epistemology and theory of education" (p. 274). This position goes beyond the specific ways of demonstrating the existence of a set of social events and values and establishes an unspecified vision of the good life, apparently above the influence of domination. This position would appear to reside in a theoretical domain requiring considerable definition of what an acceptable "moral social activity" might be.

The Swedish System: A Possible Parallel

There has been a recent and significant decentralisation and democratisation of curriculum decision making power in Swedish schools. Lindbland (1984) suggests that the power relationships which were once attributed to authority sources outside the school are now reflected within the schools themselves. The formal and informal authority positions within schools now effectively control the process of innovation. As a consequence he suggests, ownership and
control of the curriculum is perceived to be vested within the hierarchy of the local schools.

The analysis presented by Lakomski (1983) and the report of the Swedish by Lindbland (1984) was clearly reflected in a number of the features in the Warrawong Primary School Study.

Criticisms of the Model and the Warrawong Study

A number of issues can be identified:

(a) The Value of the Curriculum.

The professional judgements of the teachers that were reflected in the intent and form of the Integrated Curriculum document were accepted as being appropriate and relevant for the children and the setting of the school. This position is a fundamental rationale for school-based curriculum development and the phenomenological framework established for the Study. It was not that the school had developed its curriculum in isolation; the flow of external consultants, critics and "devils advocates" was a regular feature of Phase I of the curriculum development process.

In Lakomski's (1983) formulation, one would question who or what agency would provide the critical moral theory? The Department of Education guidelines were used when they were found to be relevant. However when the central guidelines were inappropriate, such as in the ESL class organisation
episode, the school had to play a "cat and mouse" game to maintain control of their reasoned pedagogical position with the school.

It is argued that when a staff undertake a critical review of their task and develop school-based curriculum after the style described in the Report; they have undertaken a moral social activity, despite the defacto control that the curriculum leaders in the school exercised. These conditions, however, do not satisfy the conditions of "liberal democracy" which MacDonald assumes as part of his rationale for the Democratic Model.

(b) Democracy and Control

The formal power of the executive in the school was considerable; those teachers who disagreed with the established policy had a difficult time if they did not informally negotiate their concerns through the established procedures. There was the option to develop group pressure through; grade groups, the grade coordinator, wider staff groups (staff union) or via a direct representation to the principal or the deputy. A number of staff found that they had lost their professional respect in the of the eyes of the principal and as a consequence had became isolated, angry and bitter about their experience in the school.

The full agenda at most staff meetings left little room for the raising of new issues. While the meetings were a
productive use of the teachers' time, there was a strong hesitancy on the part of many teachers to say anything at the meetings; let alone raise an issue. Many of the teachers indicated that they would prefer to raise issues through their grade coordinators, "It's a bit of a hassle at the staff meeting, some people object to things for funny reasons."

The operation of committees was an important part of the involvement model used in the school. The TSD and DSP committees were perhaps the most influential groups in setting priorities and future development plans for the school. There was an accepted and systematic process for gathering staff feeling in both committees, however both groups were dominated by the same relatively small (about twelve) willing teachers who were prepared to actively work on school-wide responsibilities.

Two general groups of teachers were identified from an informal survey of the active committee membership, DSP project initiators, vocal contributers in the staff meeting and the informal initiators around the staff room. There were those teachers who were primarily concerned with the work of their class and those who sought through a variety of ways to be involved in school-wide activities. The analysis indicated that many of the teachers were not particularly interested in initiating activities outside

433
their own class, or found the work within their class and grade challenging enough:

I have to really work 'day and night' to keep these little ones going. I enjoy it, but I don't feel like getting involved in the general curriculum committees. Anyway, Julie and the others are really good at it.

(Grade 1 teacher)

Do teachers have the right to choose the level of curriculum operation that they become involved in as part of their professional responsibility? The theory of liberal democracy requires involvement rather than the delegation of responsibility to a decision making elite within the school. The administrative options in a school for getting everyone involved with a real equality of power has perplexed even the most democratic of principals. Ann's comment quoted earlier seemed to reflect the feelings of the class-orientated teachers:

If there was ever a democracy in a school, it would be here. I'm not saying it's completely democratic...You can do what you want--just go out and win it!

The Documentor's Reflection on the Evaluation

The Study as it was designed and initiated was reflexive to the dynamics of the curriculum process that emerged in the case study. The complexity of the curriculum development enterprise in a single school like Warrawong was more than a single researcher could adequately document, even with the cooperation of the staff. The selection of which episodes to
include in the report was a difficult task which required revision in response to the needs of the teachers.

The non-judgemental, ethnographic evaluation provided a rich and complex data-base for the informal and formal processes of evaluation that have been defined in the Study. The staff/documentor interactions have become an integral part of the change process within the school. In this sense it is argued that the model of evaluation used developed the preconditions for initiating a critical debate about the curriculum processes within the school.

The professional outcomes for the documentor, who was also a teacher educator were significant. The work in the field provided a constant up-date on changes in the public schools; changes and documents that do not always find their way into the university and college networks. Incidents and programs from the school were regularly used with the school's permission in oncampus workshops and lectures. A number of teachers came as visiting speakers to my colleges teacher education classes.

Given the experience of "two years on" at Warrawong, the documentor could have been more assertive in the process consultant role and developed his credibility through his support of the change processes. While this strategy worked in gaining better access to the executive level of the school, it may have also have relabelled the documentor as a
"principal's man" in the perception of those in the school who were cautious of the executive and their various "schemes for change".

On balance the evaluation process was the most appropriate for that setting and time. The total experience over the three year period was the most stimulating professional experience the researcher has had the opportunity to share with a group of colleagues in an school setting.

Summary

This final chapter has briefly discussed the principles of program evaluation developed by Kemmis and democratic evaluation model used in the evaluation of the curriculum development process at Warrawong Primary School. Significant evaluation processes included; negotiation at each step of the evaluation, the power of the school to act as an autonomous agent, the importance of identifying the plurality of value perspectives in the school, and the capacity of the school to be an effective self critical community.

The trustworthiness of the Study was confirmed using Guba's criteria of dependability, credibility and confirmability. Data triangulation and the development of an audit trail through the chronology of the Study were the
methods used to reduce bias and to reconstruct a credible and believable account of the curriculum integration and related staff development activities at Warrawong Primary School.

A number of criticisms of the model were raised by one of the teachers during the negotiation of the Draft Report. These criticisms reopened the documentor's interest in the rationale for the model which was developed in chapter II. Lakomski's (1983) critique of the epistemological assumptions of MacDonald's Democratic model suggested that the structural positions within a school perpetuate inequality and that the model fails to go outside of the context to provide a critical perspective on the program under inquiry.

The phenomenological framework used in the Study had the power to illuminate the change processes operating within the case. While this focus was the intent of the study from the documentor's and the school's perspective, the criticisms discussed do indicate the possible narrowness that the acceptance of the "insiders" perspective could have. The analysis of the power relationships within schools discussed by Lakomski were and found to have some relevance in the Study.

However since many of the teachers were not willing to actively participate in all aspects of school decision making, the conditions of a "liberal democracy" in the
school would not seem to apply. Delegated authority and decision making appeared for many teachers to be an acceptable model. There existed a tension between those who conceptualised and responded to the school as a bureaucratic structure and those who saw the school as a democratic organisation based on consensus and due process. The practical consequences of these two perceptive frameworks had a significant impact on the professional behaviour of the teachers. There were those who were willing to work toward an emerging concept of the school as an educational identity, while others saw their role in a much narrower technical/professional way.

Future studies using a variety of methodologies might well explore the relationships between; the ideological positions of the middle level management (executive) and the change process, school-based curriculum leadership versus external consultant teams and teachers' commitment to the school as a precondition to effective curriculum change.

The power of school-based curriculum change to develop the teachers' long term disposition toward change has been implicitly demonstrated by this case study. Negotiation, participation and ownership emerged as central concepts in the professional life of Warrawong Primary School.
APPENDIX A

PROPOSAL: AN EVALUATION STUDY OF THE MULTICULTURAL RESOURCE
TEACHER PROJECT IN SOUTH COAST SCHOOLS.

1. Documentor and Researcher: Ted Booth,
Lecturer in Education,
Wollongong Institute of Education.

2. Purpose: The project will document the impact that school-
based resource teachers have on the implementation
of multicultural education in the curricula of their
school.

3. Objectives: (i) Describe the level of concern held by teachers
about multicultural education.

(ii) Analyse the level of use which teachers made of
multicultural initiatives in curricula over a
thirty month period.

(iii) Describe the attributes of various curricula
innovations in multicultural education.

(iv) Provide ongoing feedback about teacher concerns,
level of use of curriculum initiatives and the
characteristics of innovation patterns to schools
and consultant staff.

(v) Explore the impact of changes in multicultural
curricula on student attitudes and behaviour in
a small number of case study schools.

4. Documentation time: Approximately 30 months.

5. Subjects: 20-25 multicultural resource teachers from state and
church schools who attend the August Multicultural Inservice
Workshop, and the staff of their respective schools.
A stratified control sample of teachers in schools
without a participant at the Workshop will be documented.

6. Instruments: The key documentation measures to be used in the project
(a to c) are drawn from the Concerns-Based Adoption Model
developed by the Research and Development Centre for
Teacher Education at University of Texas, Austin. In
addition, access has been approved by the Director of
South Coast Region to data to be gathered in government
schools on the implementation of the Multicultural Policy
Statement.
7. Feedback to the Participants:

The documentation process is designed to be interactional. From the documentor's perspective: "this is what I see, am I reading you as it is, or do I have my lines crossed?"

The project is essentially a formative evaluation as the real outcomes are changes in community values and behaviour.

Final documentation of the project will be available in two forms:

a. A formal report with an abstract of the key findings.

b. An illustrated talk and seminar for teachers and community members.
APPENDIX B

A PROPOSED DOCUMENTATION AND EVALUATION PROJECT OF
SCHOOL BASED MULTI-CULTURAL INITIATIVES

Purpose of the study:

To document the school's response to the multicultural nature of its student enrolment.

Time of Study:

1982-1983

Documentor:

Ted Booth, Lecturer in Education, Wollongong Institute of Education.

Focus of study:

The study will be concerned with the decision making processes at the level of the school, department and individual teacher as they relate to an appreciation and response to the diversity of student backgrounds.

School policy and objectives, subject curricula and programmes, special projects and events, language programmes, discipline policy and school-community contacts would be included in the documentation process.

Teacher Involvement:

(i) Observation by the documentor in staff, masters, grade, and departmental meetings at appropriate times.

(ii) Informal discussions (15-20 minutes) with the documentor two or three times per year during breaks or off-class periods.

(iii) Completion of two 15 minute questionnaires during the two year period.

Feedback to Teachers:

Periodic (bi-annual) reports by the consultant as well as informal feedback during visits to the school.

Use of the Data:

The information gathered by observation and teacher interview would be held in strict confidence by the documentor and all data would be aggregated at the total school level before dissemination to the Department or used by myself in any publication.

In any publications that may follow the study, the anonymity of the school would be preserved to the greatest possible extent.
APPENDIX C

A PROJECT TO DOCUMENTATION AND EVALUATE THE IMPLEMENTATION OF THE SCHOOL

BASED INTEGRATED CURRICULUM AT WARRAWONG PRIMARY

1. Purpose of the study:
   To document the implementation of the integrated curriculum.

2. Time of Study:

3. Documentor:
   Ted Booth, Lecturer in Education, School of Education, University of Wollongong.

4. Focus of study:
   The project will be concerned with the decision making processes at the level of the school, grade and individual teacher as they relate to implementation of the environmentally based integrated curriculum.

   The curriculum documents, school policy and objectives, subject curricula and programmes, special projects and events, language programmes, inservice activities, discipline policy and school-community contacts would be included in the documentation process.

5. Teacher Involvement:
   (i) Observation by the documentor in staff, grade, and other committee meetings at appropriate times throughout the period.
   (ii) Informal discussions (20 minutes) with the documentor two or three times per year during breaks or in off-class periods.
   (iii) Completion of two 15 minute questionnaires per year during the two year period.
   (iv) Observation of classroom activities on an invitational basis.

6. Feedback to Teachers:
   Annual reports by the consultant as well as informal feedback to teachers and the staff during visits to the school.

7. Use of the Data:
   The information gathered by observation and teacher interview would be held in strict confidence by the documentor and all data would be aggregated at the total school level before the required dissemination to the Department or used by myself in any publication.

8. Confidentiality:
   In any publications that may follow the study, the anonymity of individual teachers will be maintained. The school's identity will also be preserved to the greatest possible extent unless the staff decide otherwise.
APPENDIX D

Principal's Documentation/Evaluation Questions.

(Requested in discussion in early July '82: Received mid Aug.'82)

1. Is the document relevant and sufficiently all-encompassing to cater for all stages of development?

2. Is what is happening in the classroom a reflection of the philosophy?

3. Are language structures being developed to meet the needs of the children in a high density migrant school?

4. What will happen when Jean leaves?

5. Are grade co-ordinators capable of providing continuing support and leadership?

6. Are teachers developed in terms of attitudes, skills and strategies?

7. Have we covered enough ground to ensure sufficient knowledge acquisition?

8. Is our curriculum flexible enough?

9. How has discontinuation of regular programming sessions influenced teacher commitment and planning?

10. Is the document expressed in behavioural terms?

11. Are teachers developing language structures to enable children to develop the higher order skills (investigating language)?

12. Is sufficient stress being placed on language development?

13. Have teachers really accepted the curriculum?

14. Are the teachers really committed to PERSONAL DEVELOPMENT, or are they letting the resource teacher do it?

15. Will it stand the test of time?
APPENDIX E

Documentor's Classification of the Questions

I. THE CURRICULUM DOCUMENT:
   *Comprehensiveness/utility
   *Specificity/flexibility

II. TEACHER DEVELOPMENT:
   *Acquisition of appropriate ideological views about children's learning
   *Acceptance and commitment to the document
   *Adequacy of the teacher support service

III. TEACHER PRACTICE:
   *Aspects of the document reflected in teacher planning and classroom practice.
   *Participation in the curriculum development process

IV. PUPIL OUTCOMES:
   *Language structures (skills)
   *Other skill and attitude areas
   *Knowledge acquisition
APPENDIX F

1. Project Title: An Evaluation of the Implementation of the School-based Integrated Curriculum at Warrawong Primary School.

2. General Details:
   - Research Site: Warrawong Primary School, Cowper Street, WARRAWONG, N.S.W. (042 - 741399)
   - Principal: Mr. Roy Williams
   - Researcher: Edward Booth
   - Position: Lecturer in Education, School of Education, The University of Wollongong.

3. Purpose of the Study
   The study will document the implementation of the Environmental-Based Integrated Learning curriculum at Warrawong Primary School. Through this case study of a curriculum innovation and staff development programme it is anticipated that insights about school-based decision making and innovation adoption can be made.

   Major questions for investigation in the study have been jointly formulated as the evaluation process is seen as a co-operative endeavour by the researcher and the school.

4. Evaluation Objectives
   (i) An assessment of the comprehensiveness, utility and flexibility of the integrated curriculum statement(s).
   (ii) An analysis of the levels of concern and use which teachers have of the integrated curriculum.
   (iii) An analysis of the adequacy of the school-based teacher development programme associated with the implementation of the curriculum initiative.
   (iv) The provision of ongoing feedback to the staff and school executive about the effectiveness of the teacher development programme associated with the implementation of the integrated curriculum.
   (v) The development of the teacher's awareness and skills in the design and implementation of pupil and curriculum evaluation processes.
Educational Value of the Study

While the external validity limitations of the case study approach are accepted, an ethnographic study of a school actively involved in a change process can provide illuminative data about school-based decision making processes, the effectiveness of particular teacher development interventions and leadership roles within the school as a cultural setting.

The study will provide:

(i) specific data and ongoing feedback to the teachers involved,
(ii) a development of the awareness and skills by the teachers of their own role as curriculum evaluators,
(iii) a well documented case study for use by other schools contemplating an integrated curriculum innovation,
(iv) an amplification of current research about curriculum decision making and programme improvement; Cohen and Harrison (1982), Leithwood and Montgomery (1982) and Hall (1981).
(v) a significant contribution will be made to the researcher's professional experience which can be utilized;

(a) in his teaching pre-service and in-service B.Ed. programmes within the School of Education.
(b) as a member of South Coast Regional Inservice Committee and,
(c) as a resource person for local schools seeking assistance in evaluation projects.

References


6. **Projected Data Collection Strategies**

(i) **Instruments**

(a) Participant Observation by the researcher at: staff meetings, T.S.O. committee, P. & C. meetings, grade planning meetings, inservice activities, school events and classes.

(b) Interviews: structured individual teacher interviews (Appendix A) unstructured conversation and grade meeting interviews.

(c) Document collection: curriculum statements, submissions and general school and parent communication notices.

(d) Survey data: two Stages of Concern questionnaires (Appendix B)

(ii) **Documentation Program**

<table>
<thead>
<tr>
<th></th>
<th>1982</th>
<th>1983</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diagnostic</td>
<td>Formative</td>
</tr>
</tbody>
</table>

(a) Stages of Concern Questionnaires | 1 | 2 |

(b) Teacher Interview | 1 | 2 |

(c) Informal interview observations and class visits | throughout |

(d) Document collection | throughout |

(iii) **Staff Agreement to participate**

After initial discussions with the Principal and Staff at Warrawong Primary, we completed the attached statement (Appendix C) was ratified by the whole Staff as an acceptable level of teacher involvement.

7. **Support for the Study**

Statements of support for the study are included from:

(i) Principal, Warrawong Primary School.

(ii) Head of School of Education, Institute of Advanced Education, University of Wollongong.
APPENDIX G

OVERVIEW: Interview Schedule

Briefly

1. What have been the major changes for you this year with the introduction of integrated curriculum?

2. What involvement have you had in the general planning of the curriculum?

1. Initial identification of the children's needs:
   (i) planning evaluation unit.
   (ii) implement evaluation unit.

2. Ongoing unit planning:
   (a) isolation and listing of:
      (i) new skills.
      (ii) consolidating skills.
      (iii) attitudes.
      (iv) understandings.
   (b) use of the thematic sequence:
      (i) following the sequence.
      (ii) additional units.
      (iii) following another plan
   (c) planning pupil activities:
      (i) detailed activities.
      (ii) broad experiences.
      (iii) integration.
      (iv) maths.
      (v) moving, music.
   (d) listing key and contributing questions:
      (i) P.D.
      (ii) multicultural.
      (iii) invitational community language.
   (e) planning teaching strategies:
      (i) specific listing.
      (ii) broad statement.
   (f) listing resources:
      (i) pupil materials.
      (ii) background reading.
3. **Evaluation**

(a) **Data Collection:**
   - (i) incidental observations.
   - (ii) teacher tests.
   - (iii) standardised tests.
   - (iv) samples of work.

(b) **Recording (pupil outcomes):**
   - (i) pupil work books.
   - (ii) class list.
   - (iii) individual recording sheets.
   - (iv) anecdotal notes (skill profile)
   - (v) No files.

(c) **Unit recording and evaluation:**
   - (i) checking programme planning sheets.
   - (ii) complete a day book.
   - (iii) summary comments.
   - (iv) no record.
   - (v) report for grade co-ordinator.
   - (vi) new resources added to unit box, unit lists.

(d) **Communication to:**
   - (i) pupils.
   - (ii) grade co-ordinator.
   - (iii) parents - casual discussion
     - parent interview
     - written report.

4. **TEACHER IDEOLOGY**
   To effectively develop the children learning - where do you place the greatest emphasis?
   - (i) content/understanding.
   - (ii) understanding and skills.
   - (iii) skills and attitudes.
   - (iv) skills, attitudes and understandings.

5. **IN SUMMARY**
   Between this year and last - has the new curriculum made a difference for you?
   Does it make any difference for the children:
APPENDIX H

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How is a curriculum change process initiated?
2. What happens when primary school staff agree to restructure their K-6 curriculum?
3. What happens when a small group of articulate and concerned teachers attempt to change the curriculum?
4. What happens when a principal attempts to restructure the curriculum of the school?
5. How does a staff reassess and redevelop their curriculum?
6. How does a teacher cope with imposed change from within the school?
7. How does a teacher cope with an authoritarian principal?
8. How can a minority position within a school's staff retain their professional integrity?
9. How can you keep on-side with the majority view and still do your own thing?
10. How is the energy of a curriculum change process maintained?
11. What helps a teacher most in implementing a new programme or evaluation plan?
12. What happens when a principal seeks to empower keen members of the staff?
13. What is the relationship between the boss and individual teachers throughout the curriculum change process?
14. How does the principal influence curriculum development?

450
APPENDIX I

DISCUSSION PAPER ON THE NEGOTIATION
PROCESS FOR: FORMULATION OF THE EVALUATION
QUESTIONS, VERIFICATION OF INDIVIDUAL DATA
AND INTERPRETATIONS OF DRAFT REPORTS.

1.0 Formulation of Evaluation Questions.

1.1 I believe that in any school context there can be plurality of
perspectives.
Action: Input has been sought from: Principal
executive
staff members

1.2 I consider the draft report writing stage to be an illumination
process where the descriptions and findings contribute to a
critical debate about the curriculum and its implementation.
Action: drafts will be circulated for comment
from: Principal
executive
staff members

1.3
2.0 Verification of Individual's Data

2.1 I consider interview data belongs to the individual teachers concerned.

Action: Information from individual or group interviews will be transcribed and available for checking for its accuracy, fairness and relevance before inclusion in written reports.

2.2 Field notes made by the evaluator contain both descriptions of situations as well as personal feelings and comments about those situations.

Action: (i) Except in individual class observations where access and discussion of the notes is considered appropriate, field notes are considered a private document.

(ii) Where situations or descriptions drawn from field notes are incorporated into reports, the process of staff verification as to the accuracy, fairness and relevance of the specific data is considered appropriate.

2.3

3.0 Interpretation of Draft Reports.

3.1 The verification of case descriptions and interpretation by the staff is considered an integral part of the evaluation.

Action: (i) Draft copies of the report will be made available to all members of staff for their consideration. (Probably April-May, 1984).

(ii) Appropriate arrangements will be made with the principal to allow individual and staff response to the document.

(iii) That modifications to the draft be considered using the criteria of: accuracy, fairness and relevance.

3.2
4.0 Publication of the Report

4.1 I consider that the final report belongs jointly to the school and the evaluator.

Action: (i) Release of the report will be subject to the agreement of the majority of staff and the evaluator.

(ii) I serve notice of intention to use the report as part of the requirements for my doctoral studies program.

(iii) Department regulations require a copy to be submitted to Head Office.

(iv) Use of all or part of the data for other reports by either party will be negotiated by individual or blanket agreement.

(v) In the first instance the report will attempt to preserve the anonymity of the school and individual members of staff through the use of pseudonyms and composite description. (How's Malaleuca Primary?) Would you like to choose your own pseudonym?

4.2

Ted Booth.
20/10/83

---

CASE STUDY PSEUDONYMS

1. I'm happy with Malaleuca Pr.

   Yes ☐

   No ☐  Another Suggestion ______

2. I'd like to be (first name only) ______

   (a sex change is permissible).

3. I'm ______

453
Comments on the Draft Evaluation.

1. WHAT DID YOU EXPECT FROM THE DRAFT REPORT

2. WHAT WERE YOUR NEEDS? (Were they reflected in the report?)

3. WHAT IMPORTANT ISSUES WERE HIGHLIGHTED FOR YOU?

4. WAS THE DISCUSSION: A. ACCURATE, B. FAIR, AND C. RELEVANT (please give specific chapter/page examples)

5. WERE ANY IMPORTANT ISSUES OMITTED?

6. WHOSE PERSPECTIVE WAS MOST REPRESENTED IN THE REPORT?

7. WHAT EFFECT DO YOU FEEL THE REPORT MAY HAVE ON YOUR WORK IN THE SCHOOL?

8. WOULD YOU BE HAPPY TO HAVE THIS REPORT CIRCULATED TO:
   A. ANYONE, B. JUST TEACHERS, C. ONLY IN THE SCHOOL, D. I'M NOT HAPPY TO HAVE IT CIRCULATED (please indicate concerns)

9. PLEASE USE THE BACK FOR ADDITIONAL COMMENTS. Thanks, Ted.
Dear Mr. Booth,

I am pleased to advise that approval is given for you to seek the cooperation of the Principal of Warrawong Public School in your evaluation of the implementation of the school-based integrated curriculum at the school.

When the project has been completed you are asked to provide this Department with a copy of your research report for the information of Departmental officers.

Yours sincerely,

[Signature]

D. Swan
Director-General of Education
TOTAL SCHOOL DEVELOPMENT SURVEY

WARRAWONG PUBLIC SCHOOL

Name: ____________________________

At this stage of the year it seems an appropriate time to identify needs/target areas at a whole school level, ready for 1983. By gathering staff-perceived school needs, organisation and target areas will become clearer. In the space below please list any specific practices (i.e. behaviours, procedures, actions) which you feel could become a target area for improvement. This can include school organisation, resource management, use of personnel/resource people and curriculum and teaching practices.

Using the key below, please circle the frequency or extent to which the practice (listed) is occurring and should be occurring. This will indicate a plus/minus need for change.

**KEY:-**
1. Almost never
2. Sometimes
3. Often
4. Very often
5. Almost always

<table>
<thead>
<tr>
<th>&quot;Is Now&quot;</th>
<th>Specific Practice</th>
<th>&quot;Should Be&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
POSSIBLE TARGET AREAS - 1983.

As a result of a "needs-survey" the areas for improvement have been listed below. Please rate these in terms of "high priority", "medium priority" or "low priority".

Some of the areas suggested are short term (taking very little time/organisation to implement), but others will require a more concerted effort/attack. Most likely it would be impossible to cover all these areas in one year.

RESOURCES
... Knowledge of available resources within the school.
... Sharing of resources eg unit boxes
... Use/availability/knowledge of external resources.
... Use of library at lunch time for Years 1/2.
... Sharing of programmes
units
programming techniques
... Effective use of the playground
... Need for Music Broadcast books for chn.
... Access to all storerooms by teachers
... Organisation of resources eg storerooms/inventories.

CURRICULUM/STAFF DEVELOPMENT
1. Maths
   • Concentrated effort on mathematical skills.
   • Work in practical number.
   • Unified approach
   • Use of environmental/concrete materials
   • Strategies/approaches
   • Developing concepts - sequencing of skills/concepts.
   • Planning/programming

2. Evaluation
   • Diagnosing chn's needs initially
   • Evaluating units (on-going)
   • Specific activities to evaluate "subskill"
   • Evaluating Year 6 chn for High School.
   • K - 6 evaluation (across year/schools)
   • Making it manageable - recording

3. E.S.
   • On-going "fitness" programme
   • Nutrition
   • Sequencing of skills
   • Co-ordination of P.E./Sport
   • Programming .. on-going skill development.
   • Sport (Primary) - organisation/attitudes
   • Inter-school sport

4. INQUIRY
   • Knowledge of Science/Soc.Science documents
   • Need for wider use of "inquiry" approach
   • Planning/development "inquiry-based" programmes

457
5. RELATED ARTS
   • Knowledge of new curricula - Art, Music, Drama
   • Programming for sequential development in Art/Music/Craft

6. PROGRAMMING
   • Group programming sessions
   • Catering for wide-range of abilities eg "parallel class"
   • Sharing of programming techniques.

PUPIL WELFARE
   • Development of teacher skills in counselling/diagnosing needs.
   • Implementation of School Discipline Policy- with possible review
   • Consistency of interpretation/expectations by teachers in the playground.
   • Integration/extension of E.S.L. children.
   • Movement/control of children
   • Punishment of children eg detention group

ORGANISATION
   • Time for stabilisation - no new programmes
   • More time to consider "major staff/school decisions" in staff meeting.
   • Weekly assemblies
     - length
     - more opportunities for classes to share.
   • Outdoor assemblies - time wastage
     - lateness
   • "Friday" - attitude as "lost day"
   • Use of "ethnic aides"
   • Supervision of subject areas K - 6.
   • Duty Roster - consideration for people who take on extracurricula activities. (eg allocate early duties)
   • Ways of better utilising "talents" of people within school.
   • Determining "staff priorities". How?
   • Role/Need of P.D. "resource" person.

ANY COMMENTS TO SELECT/IMPLEMENT TARGET AREAS:
APPENDIX M

WARWAWONG PRIMARY SCHOOL

DISCIPLINE POLICY

It is mandatory that a school discipline policy is submitted to the education department by October. It is to be hoped that the development of this policy will be constructive and purposeful. At last Friday's staff meeting we adopted in principle a format for the section of our policy related to acceptable and unacceptable behaviour and possible consequences. ...

Your suggestions are invited with regard to the following components of our policy. If you consider -

1. School Rules (Maxims adopted at an earlier meeting)

   Dress
   We should wear sensible, appropriate, neat, clean attire and footwear at all times. Children should be strongly encouraged to wear school uniform with pride.

   Relationship with others
   All that we do should display consideration for the safety and comfort of others.

   In all of our dealings with others we should look to emphasise the positive and aim at developing each individual's self esteem.

   Movement within school
   All movement about the school should display self-control and co-operation with particular consideration being given to other classes and groups.

   Respect for property/environment
   We should show respect, appreciation and pride for -
   - our school
   - our environment
   - other people's property and person.

2. Code of Behaviour

A school is a social system where each person's individuality is respected while at the same time members strive towards common goals. These goals can be better achieved in an atmosphere of informality and minimum regimentation together with a heightened awareness of personal and group responsibility.

A set of restrictive rules and regulations would be out of place in such a system. Instead a statement of rights and responsibilities towards which all subscribe will better serve the purpose of guiding the behaviour of all.

There should be no restrictions without good reason. It is hoped that all will behave so as to bring credit to themselves, their families, their school and their community.

HOW ??

Mutual Respect Psychology Programme ??

Student has: but also: it is his decision - he will tell you if he wants:
RIGHTS or PARTICULAR POSITIVE or RESPONSIBILITIES NEGATIVE CONSEQUENCES PRIVILEGES
## Rights or Privileges; Responsibilities; Consequences

Consequences should relate to the responsibilities.

<table>
<thead>
<tr>
<th>RIGHTS or PRIVILEGES</th>
<th>RESPONSIBILITIES</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the right to obtain maximum benefit from classroom and school activities - other students will not spoil this by their behaviour. The classroom atmosphere should be conducive to learning.</td>
<td>I have the responsibility to co-operate with teachers and other students to ensure that lessons proceed and that I keep up-to-date with my work. I will not behave so as to interfere with other students' rights to learn.</td>
<td></td>
</tr>
<tr>
<td>I have the right to expect educational activities will be of benefit to me.</td>
<td>I have the responsibility to be punctual, to attend school regularly and to contribute to educational activities so that they will be of benefit to me.</td>
<td></td>
</tr>
<tr>
<td>I have the right to be myself. No-one will treat me unfairly because I am different from him/her.</td>
<td>I have the responsibility to respect others as individuals and not to treat them unfairly because I might not agree with their beliefs, values and appearance.</td>
<td></td>
</tr>
<tr>
<td>I have the right to have a pleasant, clean and well maintained school and grounds.</td>
<td>I have the responsibility to care for the school environment - to keep it tidy and clean and be prepared to remove litter.</td>
<td></td>
</tr>
<tr>
<td>I have the right to be happy and to be treated with compassion - no one will laugh at me or hurt my feelings.</td>
<td>I have the responsibility to treat others with compassion - not laugh at others, tease others or try to hurt the feelings of others.</td>
<td></td>
</tr>
<tr>
<td>I have the right to be safe - no one will threaten me, hit me or hurt me in any way.</td>
<td>I have the responsibility to make the school safe by not threatening anyone, hitting anyone or hurting anyone in anyway.</td>
<td></td>
</tr>
<tr>
<td>I have the right to expect my property to be safe.</td>
<td>I have the responsibility not to steal, damage or destroy the property of others.</td>
<td></td>
</tr>
<tr>
<td>RIGHTS or PRIVILEGES</td>
<td>RESPONSIBILITIES</td>
<td>CONSEQUENCES</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>I have the right to be provided with a school where I am not in any physical danger. When defects occur these will be repaired.</td>
<td>I have the responsibility of alerting teachers to any defective buildings or fittings. I accept that teachers may more readily see dangers than I do and I will obey their instructions.</td>
<td>-</td>
</tr>
<tr>
<td>I have the right to expect that the local community will provide support for the school and will respect and have pride in the school.</td>
<td>I have the responsibility to behave in such a way as to gain this respect for the school (especially when coming to or going from school and on out-of-school activities).</td>
<td>-</td>
</tr>
<tr>
<td>I have the right to be helped to learn self-control - no one will silently stand by while I abuse the rights of others or when others abuse my rights.</td>
<td>I have the responsibility to learn self-control - in exercising my rights I will not deny the same rights to others and I will expect to be corrected when I do abuse the rights of others as they shall be corrected if my rights are abused.</td>
<td>-</td>
</tr>
<tr>
<td>I have the right to expect that all of these rights will be mine in all circumstances so long as I am exercising my full responsibilities.</td>
<td>I have the responsibility to protect my rights and the rights of others by exercising my full responsibilities in all circumstances.</td>
<td>-</td>
</tr>
</tbody>
</table>
acceptable and Unacceptable Behaviour

Please comment on what you consider to be acceptable and unacceptable behaviour with regard to the following areas.

The Code of Behaviour states in general terms the behaviour expected from students at Warrawong Primary School.

The school's policy on behaviour is directed towards the attainment of self-discipline.

Even though most people know what is acceptable and what is unacceptable behaviour a few examples are outlined below. These are expressed in terms of our maxims outlined elsewhere.

<table>
<thead>
<tr>
<th>Relationships with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In Class Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Movement of students around school, Classrooms, canteen, corridors, Library, Office areas Staffroom, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Travelling to and from School

- Walking
- Bus

### Miscellaneous
Consequences of Unacceptable Behaviour.

Spoken or written apology
Conference with teacher
Grounds clean up
Lunch time detention
Send to Principal, I.M. D.P. D.!!.
Parent informed
Parents asked to come to school

Corporal punishment

Students who do not exercise their full responsibilities and abuse the rights of others may lose some of their rights. The consequences of an infringement will be determined by the teacher who is handling the particular incident.
WARRAWONG PUBLIC SCHOOL

LANGUAGE STATEMENT

Introduction

LANGUAGE is one of the most crucial factors in a child's development. If a child's use of language is limited, then his intellectual and social development is also limited.

"The limits of my language are the limits of my mind."

We have the responsibility of increasing the child's ability to manipulate language, of expanding the child's experience of language in all directions.

Obviously it is essential that we maximise the child's proficiency in the various aspects of the English language. However English is not the only language with the potential to enrich children's lives. For too long Australian children have been intellectually and socially handicapped by their exposure to only one language. To know another language is to broaden your horizons, as each language represents a different way of looking at the world.

The children of Warrawong constantly interact with several languages other than English in their family, school and community. These languages are a living reality for our pupils and an integral part of their lives. By acknowledging these languages in its programmes, Warrawong Public School is responding to the community it serves.

The following pages outline the benefits of knowing another language...
WHY LEARN ANOTHER LANGUAGE?

A) Language Teaching in General

The traditional reasons for learning a second or third language apply equally to Italian or Macedonian as to French or German:

- each language presents the learner with a new set of concepts, a different view of the world
- the understanding of one's own language is enriched when confronted with the similarities and contrasts of another language
- travelling becomes a more meaningful and easier experience
- the mental discipline involved in language learning can be a valuable asset to the student
- the pupil can experience the sheer satisfaction of accomplishment, even at the most elementary levels, and yet is continually challenged with the infinite refinement possible

B) Community Languages in Particular

The rationale for teaching community languages, though inclusive of the above, is much more compelling:

i) The non-native speaker

- has the stimulation of being able to use the language within a real-life context
- has the opportunity to observe first-hand and enter into the everyday culture of the target language community, promoting cross-cultural understanding - the appreciation of another lifestyle and a more objective view of one's own
- may come to an awareness of the confusion and difficulties encountered by non-English-speaking children in the school
- comes to recognise through involvement with a community language, the multicultural nature of Australian society
ii) The Native Speaker

The main benefits of deepening the native-speaker's knowledge of his/her mother tongue can be seen in terms of:

a) Australian Society

The bi- or multi-lingual child represents a linguistic resource for the nation which should not be squandered, especially in an era when Australia has need of proficient communicators in the fields of commerce, politics, and all the professions - both at home and abroad.

b) The Ethnic Community

Australian society is now committed to the idea that cultural diversity is to be valued, that this diversity leads to an enriched, more aware society. The ethnic communities are being encouraged to maintain and develop their distinctive cultures (i.e. their lifestyle, values, beliefs, customs, etc.). Language is inextricably linked with culture. Each language reflects a certain way of interacting with the environment and with fellow community members. Language is essential in the transmission of most cultural activities - and only the language of that community can function authentically in this role. So if we are serious about preserving the various cultures which constitute Australian society, then every effort must be made to ensure the maintenance of their languages.

c) The Individual Child

The child of migrant background brings to the school:

- the ability to function in another language
- a different set of values and perceptions
- often a breadth of experience unknown to the average pupil (especially in the case of the refugees)

As teachers we can

- ignore these dimensions and expect conformity, thus denying the child his/her very identity. He/she is put in the traumatic position of rejecting his family background or rejecting the school. This insecurity might help explain certain pupils' aggression, or withdrawal, or clownish behaviour, or under-achievement, or inattention, and so on.

- or we can value the child's different background as a teaching tool. The current philosophy of primary education stresses building on the child's present knowledge. We can utilise his language skills to help him communicate in a language in which he is competent about experiences which have meaning for him. Instead of setting up barriers we can involve the child actively in the learning situation. Instead of moving from the unknown to the bewildering, we can develop from the familiar, without the added burden of faltering communication.
The individual child (cont.)

We can sum up the benefits of including a child’s mothertongue in the curriculum with the following points:

- The child is not put in the position of denigrating his parents because they speak an apparently "unacceptable" language and because they do things "differently".

- By demonstrating respect for and interest in the child’s home life and language it becomes a viable option for him - we give him the possibility of fashioning his own identity without the pressure of conforming to the school’s norms.

- With the child’s acceptance of his home language, he will be more inclined to use it in the home, increasing communication between the various generations (especially important in the extended family situation).

- Research tends to show that if a child has a good command of the two languages then bilingualism can lead to positive effects on intelligence, linguistic skills, educational attainment and even emotional adjustment, but if his command of both languages is poor (as is usually the case at present), bilingualism can be a negative and detrimental experience.

- Only by facilitating, rather than hindering, the child’s cognitive growth through the use of a familiar language can we allow the child to realise his full potential.

- Even if his own language forms only a minor part of the curriculum, it is at least one area in which he can feel competent and even excel.

- In the long term, fluency in his mothertongue can be an important consideration in choice of secondary subjects, giving him an area where he has a positive academic advantage - if developed through primary school. This is important especially where the child experiences great pressure to succeed from a family which has "sacrificed everything" to give their children an education and a future.

- The bilingual person has the very real prospect of enhanced employment opportunities - many jobs now give preference to those able to communicate with members of ethnic communities, not only as translators and interpreters, but also in the capacity of receptionists, nurses, social workers, shop assistants, and in the professions.

Obviously the availability within the school of the child’s home language is vital both to his sense of identity and his cognitive growth.
BILINGUAL EDUCATION

It becomes more and more evident that the logical next step would be bilingual education - education carried out both in the community language and in English.

According to child development theory, there are crucial stages which favour the grasping of certain concepts. Once the stage has passed it is very difficult to regain lost ground. And yet we insist that a child with limited or no ability to speak English is thrown into a sink-or-swim situation where he has a very poor (if any) comprehension of what is going on in the classroom. His conceptual development is postponed until he can manage with English. This could take several years, by which time the crucial stages for much conceptual development have passed, leaving these children permanently handicapped. ESL can only go so far. These children have an urgent need for instruction using their mothertongue - either as a transition programme while their English improves, or preferably within a system designed to produce bilingual students, with all the abovementioned benefits attached to bilingualism.

While ideally a bilingual approach would seem to have much to recommend it, our efforts in this direction can only be of a token nature until a greater commitment is taken by those in authority.

---00---

WHY BEGIN EARLY?

The following quotation is convincing in its rationale for teaching languages in early childhood:

"Young children should learn foreign languages at an early age because there is sufficient evidence, from research and personal experience, that they can achieve success unsurpassed by any other age group. In the field of pronunciation they can establish a sound basis for lifelong foreign language use. But not only linguistic considerations speak in favour of an early start, we know that bilingual children can be superior in verbal and non-verbal behaviour than their monolingual peers. This shows that early bilingualism might affect the very structure of the intellect. Intellectually a child's experience with two language systems seems to give him more mental flexibility, superiority in concept formation and a more diversified set of mental abilities. Early language experiences may be the factor that determines the attitude which stabilises around puberty without much change throughout adult life.

"Children who start to learn a foreign language early in life can better understand their native language as they become conscious of the existence of language as a phenomenon. Their cultural outlook is wider than that of monolingual children who often believe that their own culture, their language and their customs are the only ones that matter in the world." (Greenspoon, I., "Teaching Foreign Languages", "469)
WHICH LANGUAGES?

Each teacher is urged to constantly look for opportunities to encourage the use of all the languages represented in the classroom in order that each child will feel that his/her language is accepted and respected. This might involve such activities as:

- using greetings in various languages
- labelling various classroom objects
- looking at the origins of children's names
- comparing words for family members, etc.
- counting in other languages
- allowing children of the same home language to discuss amongst themselves in that language
- exploring the different scripts
- looking at how the languages are related
- making reading books available in the classroom in various languages

This openness to the different languages is important in arousing the children's interest in language, enhancing the children's self-esteem, and in some cases making the learning process easier. However it is only through more intensive exposure to a language that the benefits of language study are realised.

This necessitates narrowing the choice. The languages chosen for more intensive study will depend upon such factors as:

- availability of teachers
- availability of materials
- the size of the ethnic group in the school

At present, the languages taught at Warrawong Public School are Macedonian and Italian.

Macedonian

The choice of Macedonian rather than more influential Yugoslav languages is slightly controversial within the Yugoslav community. But our choice was based on the following considerations:

- while other Yugoslav languages might enjoy more prestige in Yugoslavia, in fact none is officially recognised as the national language in the Yugoslav Constitution - all Yugoslav languages are considered to have equal status.
- 40% of pupils at WPS are of Macedonian background
- The principles of primary education encourage starting with the familiar - i.e. in this case the language spoken in the home
- Macedonian is now available at secondary level in Wollongong and is a recognised BES subject.

Italian

The choice of Italian was based not only on numbers (it is the second largest language group in the school) but on practical considerations - it has been taught in schools for several years and there is no lack of materials or teachers. It is offered as an BES subject at Warrawong High School.
Although the standard form of Italian is to be emphasised, the children will be encouraged to regard the dialects spoken at home with respect. These are seen as languages in their own right with a definite role to play, not as substandard varieties of "slang" Italian to be eradicated. The teacher will endeavour to compare the dialects with standard Italian and each other, and will assist the children to distinguish between them and to recognise when it is appropriate to use either one. Again it is a matter of starting with the familiar (i.e., dialect) rather than insisting immediately upon using what is virtually a foreign language (i.e., standard Italian), thereby promoting insecurity and a denigration of their parents' speech.

Similarly the phenomenon of Austral-Italian is seen as an interesting response by a language to a new situation. It provides an opportunity to explore the nature of language and how it changes. It also represents the daily form of communication among the local Italian community and as such is not to be the subject of ridicule.
GENERAL APPROACH

# In general, language will be taught not as an isolated subject but across the curriculum, in an integrated approach.
# As much as possible, language will be taught through meaningful situations, through activity, and through games.
# A deductive approach will preferably be employed, where pupils are encouraged to discover relationships in the language, rather than the rote learning of rules.
# The opportunity to learn a language will not be related to the supposed IQ of the child.
# The language teacher and class teacher will work closely together - the language teacher would endeavour to fit in with the theme being currently studied in the class, using it as a basis for selection of vocabulary, developing the same concepts, reinforcing ideas already grasped in English, introducing appropriate games and activities in the community language, and extending native speakers - the class teacher would also seek to extend the children's language learning into other activities during the day, e.g. greetings, labelling, comparing English vocabulary and expressions with those of the other language, examining 'language' as a phenomenon (its history, uses, etc.) - in short, creating a classroom atmosphere which encourages an enthusiasm for language as a living thing.
# together, the two teachers would be responsible for such areas as:
  - attitude development in the pupils
  - familiarising the children with the heritage and culture of the particular ethnic group (Macedonian or Italian)
  - preparing items for concerts
  - soliciting articles for the school magazine
  - involving parents in classroom activities
  - arranging appropriate excursions, etc.

# The language programme will reinforce the concepts and skills being developed in the general class programme
# The parents and community are seen as an integral part of the programme and will be involved as much as possible at all levels
# The cultural aspects to be emphasised will be those of the ethnic group in Warrawong and Australia, although the country of origin will not be ignored.
# The language teacher will be sensitive to the interests of the children in the class and try to incorporate them in the lessons.
# The teacher will attempt to systematically analyse the language used by the pupils and work from those areas where weaknesses are evident.
# Evaluation will not initially concentrate so much on the individual child's progress as on the effectiveness of the programme within the school, keeping in mind that many of the objectives cannot be readily assessed.
AIMS OF THE COMMUNITY LANGUAGE PROGRAMME

In the context of multicultural education the study of a community language is concerned not only with the acquisition of skills and knowledge but with attitudes, values, relationships.

GENERAL AIMS

- to develop in all students an appreciation of what language is - its significance, how it functions, its history, language groups, Latin roots, etc.
- to foster a realisation of the value of knowing another language
- to demonstrate on the part of the school an acceptance of the reality experienced by the children in their homes and community
- to provide pupils with a practical and in-depth experience of what it means to live in a multicultural society
- to encourage positive attitudes towards difference
- to provide concrete opportunities for the parents and community to become involved in the learning process

SPECIFIC AIMS

Because the community language programmes cater for various groups in the school, more specific aims have been formulated according to the needs of each group:

A) Non-native speakers

# To provide the pupil with skills which will enable him/her to communicate orally, and to some degree in writing, with the speakers of another language.

# To promote an understanding of the culture of the speakers of the language, emphasising - the way the people live, their beliefs, values, customs both in Australia and the country of origin - more formal aspects of the culture - the way culture is expressed through language

B) Native speakers

# To extend the pupil's skills in oral communication, and to assist the pupil to become proficient in reading and writing

# To encourage an interest in the cultural heritage of his/her ethnic group, both as it is found in the country of origin and as it has developed in Australia

# To foster the child's confidence in his/her abilities and help develop a positive self-image

# To strengthen family ties by promoting respect for the home culture and language, and by facilitating communication between the generations.

473
C) New arrivals

# To provide wherever possible the opportunity to develop educational concepts in a familiar language
# To help the child maintain and develop his/her mothertongue, thereby laying the foundations for a more proficient acquisition of English, and enabling the child to enjoy the benefits of being bilingual.

MORE DETAILED OBJECTIVES CAN BE FOUND IN THE ITALIAN AND MACEDONIAN PROGRAMMES.

ORGANISATION

Language classes have been organised in three main groups:

1. **Mothertongue Maintenance Classes** for those children who already use the language and who want to refine their skills in speaking, reading and writing. Given the voluntary nature of these classes, they are held before school to minimise disruption to the school timetable and to facilitate the involvement of parents.

2. **Community Language Classes** for those classes whose teacher is happy and willing to participate in a relatively intensive language programme together with the language teacher. For approximately 2½-3 hours per week the language teacher will be in the classroom undertaking language activities planned in conjunction with the classroom teacher during that teacher's planning session.

3. **Invitation Classes** for those classes not involved in the Community Language programmes, and yet whose teacher feels it important that all children should have the opportunity of experiencing another language, if only at a very elementary level. The language teacher is invited into the classroom at a convenient time and will present a short lesson on a topic previously agreed upon with the classroom teacher.

4. Whenever possible, the language teacher will be available, working with the classroom teacher, to those children who have recently arrived in Australia and need the help of a teacher fluent in his/her mothertongue.
1983 COMMUNITY LANGUAGE PROGRAMME

With the appointment of a full time C.L. teacher in Macedonian from the commencement of 1982 and the projected arrival of a similarly appointed teacher in Italian for 1983 steps were taken to provide school organisation to best utilize these positions.

There were several significant organisational and philosophical problems to be solved in order to allow maximum exposure and optimum use of this valuable resource.

These include:
- avoidance of overstructuring of school day to provide pupil access to C.L. teacher.
- avoidance of educational anachronisms such as withdrawal
- making a choice available to pupils and parents to be involved with either or neither language
- enabling the C.L. programme to be fully integrated into the spirit and intent of our school based document "The Guide to Environmental-Based Integrated Learning".
- avoidance of the creation of a ghetto situation where the children of one nationality are located in one class.

A description of the evolution of this programme is contained in Appendix 1.

For 1983 it was a staff decision that the school would move from streamed to parallel classes. Part of this organisation was to establish within each grade, 1-6, two classes one of which would be involved in learning Macedonian and one Italian. The children involved would be of mixed ability with a breakdown of approximately 50/50 native and non native speakers.

The establishment of these classes has been a tremendous success particularly in the all-important attitudinal areas.

e.g. Respect & appreciation of others
Co-operation       Self-discipline
Sensitivity        Self esteem
Humility           Pride in one's work
Friendliness       Ethnicity
Empathy            Sympathy
Tolerance          Humility
Tact               Friendliness

Respect for and appreciation of cultural heritages - abilities and capabilities of others

Equal opportunity
Acceptance of differences.

Programmes are worked out co-operatively between classroom and C.L. teachers. All are based on units with which the class concerned is involved. Vocabulary, structures, music, song, poetry and culture utilise the experiences, skills and knowledge being developed by the classroom teacher. This integrated approach has proven both stimulating and highly successful.

This programme is an integral part of the implementation of the Multicultural Policy at this school.
In conclusion we feel that we have argued that we have as great a need for our complement of E.S.L. teachers now as in the past. The needs of a very large, high density migrant school are great and the problems associated with catering for the needs of so many genuine first and second phase learners require organisational and educational strategies which are best known and appreciated by the particular educational community. We have endeavoured to look objectively at alternative organisational possibilities outlining their advantages and disadvantages with particular reference to their effect upon our overall school philosophies. If we are to integrate our learning programmes so that the development of the child into an active, self-motivated, independent learner is possible we see our utilisation of E.S.L. staff as being appropriate and beneficial. Constant disruption and over-organisation is counter-productive to integrated, meaningful child-centred learning. A series of teacher-centred, highly structured lessons having no reference to the child's experiences and environment would be a poor alternative to self-motivating, inquiry based learning activities which utilise the child's knowledge, experiences and environment.

Our overall philosophies are outlined in our "Guide to Environmental Based Integrated Learning" which we have not enclosed.

This submission was composed by and presented with the full support of our five E.S.L. teachers and school executive. It has been presented to whole school staff meetings and has their unanimous support.

Signed:

[Signature]  Principle

7/15/1973
Dear Colleague,

The results of our last survey indicated a considerable concern is being felt in the area of evaluation with its many aspects such as the evaluation methods that can be used, the time needed in keeping useful records, ways of reporting to parents, ..........

The purpose of this survey is to ascertain what evaluation methods are currently employed, with a view to assisting you in developing a practical approach to pupil assessment, and to provide you with support in your class evaluation programme.

Please assist in this overall 'attack' on evaluation by completing the following details.

Thank you. (Y.S.D. Committee)

<table>
<thead>
<tr>
<th>METHOD</th>
<th>COMMENT</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list the method(s) you currently employ (e.g. skills checklist, spelling and maths tests, informal observation, anecdotal records, ....)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Would you briefly comment as to the reason(s) why each method is employed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Please indicate the frequency in which each method is used — weekly, at the end of a theme, at the end of term.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(OVER, PLEASE)
Your Thoughts on Evaluation

What do you feel would be a practical classroom evaluation scheme?

What sort of evaluation should happen at a school level? (having regard to uniformity/common policy, allowance for individual variation)

Are you happy with your present method(s) being used?

I have tried other methods such as:

I would like some specific help in:

[Signature: Name]
Thank you for your response to the Evaluation Survey. The volume of responses underlines the concern which is being felt generally by the staff.

The Survey determined that:

24 teachers are currently using **Skills Checklists**.
(Comments by these teachers included:
- Time consuming
  - Not too time consuming!
  - A grade decision to use checklists
  - They are progressive records
  - It is school policy
  - Checklists help planning
  - They check attainment of objectives)

Checklists are used, on the average, at the end of a theme.

12 teachers use **Spelling/Maths tests**, with a frequency from daily to fortnightly. (The Grade was said to have a bearing on this factor.
(Comments made about this method included:
- They assess areas of strengths/weaknesses
- Practical in terms of time
- They assist forward planning
- Results can be passed on
- They help to programme in a developmental way
- Grade wishes dictate their use)

13 teachers said **informal observation** was a part of their evaluation method. This was a continual means and was said to be:
- An obvious method
- Good teaching practice
- A method which allowed individual progress to be seen.

10 teachers employ **anecdotal records**. These are generally recorded at the end of a theme, or "whenever time allows".
(Comments made were:
- Useful for Parent/Teacher interviews
- They record more than skills
- They help to clarify the teacher's thoughts)

1 teachers indicated they collect **samples of the children's work**. This was generally done at the end of a theme.
Advantages of this method were said to be:
- A child's progress was observable
- Again they were useful for Parent/Teacher interviews.

Other methods used by one or two teachers are:
- * Reading to teacher * Listening * Oral Questioning
- * "MB" files * Comprehension tests * Reading from Unit text
- * Participation in number games, etc * News Talks * Process Writing folder
On the question of what other methods have been tried, teachers indicated the following (with number of responses):

- Weekly tests (1)
- Pupil reports (2)
- Grade skills lists (1)
- Work done record (1)
- Whole class evs (1)
- Unit summary (1)
- EVS by 'exception' (1)
- Standardised tests (3)
- Checklists (5)
- Pages of evaluation (1)

21 teachers said they were happy with the methods currently employed, with 4 others tempering their satisfaction with comments such as:

- "Reasonably happy"
- "Usually"
- "I feel I'm not doing enough".

In replying to "What do you consider would be a practical classroom evaluation programme?", the general response was that such a programme would have to be just that, PRACTICAL, and not time consuming.

Evaluation at a school level: Such an evaluation programme should be such that, while allowing for individuality, there should be some uniformity prevailing. (10 responses)

Other desirable characteristics were said to be:

- Employment of checklists (with/without comments) - (9)
- Basic skills tested (1)
- Practical and not time consuming (1)
- Use of graded school tests (1)
- Unit evaluation was essential (1)

Specific help was requested in:

- Evaluating children's writing (6 teachers)
- EVERYTHING? (3)
- Knowing what to send on to the next teacher (1)
- Keeping anecdotal records (1)
- Maths/Language evaluating (3)
- Formulating a meaningful, manageable school policy (3)
- What to observe, (1)

13 teachers did not respond to this question. (ANYTHING or EVERYTHING?)

GENERAL CONCLUSIONS:

"WHAT IS EVALUATION?"
"WHAT DO I EVALUATE?"
"HOW DO I EVALUATE?"

READING/WRITING

WORKSHOPS - TED (2)
(T.S.D. Committee - initial Problem-Solving steps)
Introduction

The supply of additional staffing to assist with language development in primary schools was, and is, of tremendous benefit. It provided people who were subsequently trained in specialised E.S.L. techniques to enable schools to organise programmes to assist children of migrant backgrounds who were language deprived.

Even though migration trends have altered dramatically in recent years the need for specialised assistance for these children, even though many were born in Australia, has not decreased.

As part of this description of our operation at Warrawong Primary School we will look at the following factors:

- The nature of our community
- The role of the E.S.L. teacher
- Possible organisational strategies
  - Advantages
  - Disadvantages
- Composition of classes
- Community Language Programme

We will endeavour to explain what we are doing with regard to the special educational services provided for our very large number of E.S.L. children.

Closely associated with our E.S.L. programme is our very considerable effort in Community Languages. Included as an appendix is our application for a Community Language teacher in Italian, a statement with regard to multicultural education and a description of our community language programme in action.
THE SCHOOL AND THE COMMUNITY

The following community analysis is based on the Australian Bureau of Statistics 1981 Census. It is made so as to understand better, the nature of the current school population and its specific needs.

ETHNIC COMPOSITION OF THE NARRAWONG COMMUNITY

An examination of the A.B.S. Census figures show that 49.1% of the total narrawong (area code) population is overseas born and of this population 88% come from non-english speaking countries. In addition to this of the 49.7% Aust. born population 48.6% have one or both parents born overseas, 92.2% of whom come from non-english speaking countries. Further analysis of Census figures shows that 69% of the total narrawong population (to 1st generation level) comes from a non-english speaking background.

FAMILY / LIFESTYLE ORGANIZATION

Census figures show that of the total population:-

  a) 79% are under 40 years of age
  b) 24.4% are under 15 years of age
  c) 19.6% is over 15 years and un-married
  d) 48.6% is now married
  e) 97.9% live in private dwellings
  f) 65.3% are involved in home ownership
  g) 88.6% live in a family group arrangement.

and that of this 88.6%, 64.4% support dependants other than spouse, i.e. children.

EDUCATIONAL BACKGROUND - qualification level

of the population aged 15 years and over figures show that:-

  * 83% are not attending any educational institution
  * 6.6% attend educational institutions full-time
  * 4.5% attend educational institutions part-time.
  * 73.3% have no qualifications
  * 9.8% have a trade certificate
  * 4.5% are still at school.

Analysis of the 15 - 18 year age group shows that of this population 32.5% are attending school. This % represents the entire age group and does not show the retention rate at H.S.C. level. It should be noted that this broad % is even below that of the narrow (18yr.old) national H.S.C. retention rate (35%) quoted by Susan Ryan at the National Economic Summit 12.4.83

OCCUPATIONAL STATUS

Analysis of the occupational status figures show that in 1981

  a) 45.6% of the total population was engaged in the labour force. Of this labour force percentage the vast majority (40.7%) were wage or salary earners largely employed in private sector manufacturing industries (55.2%) as tradesmen, process workers and labourers(60.2%) the next largest employer being the wholesale/retail trade with 9.9%

of this 45.6% labour force 3.3% were registered unemployed.
b) 54.3% of the total population were not in the labour force - of this percentage 24.4% were under 15 and thus at school and 29% were over 25 but not in the labour force.

N.B. These figures reflect the 1981 employment situation. Since then the general economy has moved into deepening recession and the steel industry (and associated industries) in particular, have undergone a dramatic downturn in production. It can be assumed that the occupational life of the Warrawong community has been radically altered.

A school-based survey during April 1983 revealed that a staggering 35% of school population came from homes where nobody was employed (either on the dole or a pension).

CONCLUSION.

Thus, the community from which Warrawong Public School draws its pupil population can be summarised as predominantly -

a) Non-English speaking immigrant.

b) young family oriented households engaged in the process of rearing children.

c) low education/qualification attainment status among adult population, poor school retention rates in the 15-18 age group, low attendance rates at post school educational institutions of the same age group.

d) unskilled industrial working-class, dependent upon private sector manufacturing industry for employment, thus extremely vulnerable in times of economic recession and restructuring.

THE SCHOOL AS MIRROR OF THE COMMUNITY.

As previously stated, the above community analysis has been made so that the particular nature of the school enrolment and its specific needs can be understood.

School enrolment as of 31.3.83 is as follows:

Table 1

<table>
<thead>
<tr>
<th>Background</th>
<th>%</th>
<th>N.E.S. Background</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants</td>
<td>124</td>
<td>304</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>109</td>
<td>311</td>
<td>74.0%</td>
<td>420</td>
</tr>
<tr>
<td>TOTAL</td>
<td>233</td>
<td>491</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that 67.7% of the school population is of non-English speaking background (in which 27 nationalities are represented).

The overall school population is increasing (1980 - 666, 1983 - 724). This increase has occurred in the Infants Department (Table 2) and should be noted, taken the overall state decline in pupil numbers.
This increase is the result of -

1. New housing commission development in school feeder area (low income family)

2. The general age/family comp. of the community.

3. increased Vietnamese enrolments. (table 3)

Table 2

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>1982</th>
<th>1983</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>70</td>
<td>81</td>
</tr>
<tr>
<td>1</td>
<td>109</td>
<td>106</td>
</tr>
<tr>
<td>2</td>
<td>79</td>
<td>119</td>
</tr>
</tbody>
</table>

Table 3

<table>
<thead>
<tr>
<th>Vietnamese Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1982</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>School Total March 1983 = 34</td>
</tr>
<tr>
<td>School total 1980 = 8</td>
</tr>
</tbody>
</table>

PARTICULAR NEEDS OF THE SCHOOL POPULATION

Taken the ethnic/class composition of the school population the following can be asserted.

1. The majority of children 2/3% need E.S.L. instruction as either 1st, 2nd or 3rd phase learners.

2. The majority of children experience cultural tensions as they move between the home and the school environment, thus the school must:
   1) continue to develop and implement multicultural curricula and promote multicultural values.
   2) continue to develop school/community links so as to foster/increase communication understanding between school and home.
   3) Take into account the special needs of a growing though minority Asian community in a predominantly European community.

3. The vast majority of children come from industrial working class families (hence limited educational backgrounds/qualifications attainments) thus in terms of "school learning" experiential background and home assistance limited.

4. An increasing number of children and their families are being subjected to an increasing amount of economic insecurity with its associated social dislocations and tensions as unemployment in the area grows, thus programmes that enhance social living skills are of utmost importance.
The role of the five E.S.L. teachers attached to this school is to work in cooperation with the classroom teachers to cater for the needs of our first, second and third phase learners. This additional staffing was provided initially to assist the school to meet the needs of children from non-English speaking backgrounds. While the number of children enrolling directly from overseas has declined rapidly the need for specialist E.S.L. backup is as great as ever. With such a large majority of our children coming from non-English speaking backgrounds it has been necessary to organise our school so that the specialised knowledge and expertise of our E.S.L. teachers can be used effectively across the grade and school and to ensure that optimum use is made of this valuable human resource.

The role of the E.S.L. teachers at our school includes the following aspects:

- Influence of E.S.L. expertise across the whole school.
- Identification of children needing specialised E.S.L. programs.
- Accurate identification of their particular needs.
- An integration of the E.S.L. program into the total school "Guide to Environmental Based Integrated Learning" document.
- Awareness of, and sensitivity to the problems and needs of second language learners.
- Development of co-operation and mutual support between E.S.L. teachers and general classroom teachers.
- Development of an awareness of, and positive attitudes toward the Multicultural nature of our Australian environment and in particular of our own school environment.

Following trials of various forms of school and E.S.L. organisation (that is: withdrawal and team teaching), we have found that we can best fulfil our role and cater for the above mentioned aspects by using intensive and parallel class organisation throughout the school.

**Influence of E.S.L. Teachers Across the Grade**

The knowledge and expertise of the E.S.L. teachers at our school is not solely isolated to their own class. It is shared across the grade and helps all the teachers in our school to in fact become "E.S.L. teachers". Their influence is felt across the grade through:

- **Acting as a resource person**
  - They have a knowledge of specialised E.S.L. resources that can be effectively used by other teachers within the grade.
  - For language games and activities.

- **Grade meetings**
  - In addition to providing resources they help guide fellow grade teachers understanding of and empathy toward the special needs of second language learners.
Playground and sport contact

- during playground duty and primary sport the E.S.L. teachers come into contact with all the children in our school.
- during this time they are able to use their expertise to help all second language learners, within the total school environment.
- also during this time they are able to identify any children who may need the help of an E.S.L. class programme.
Grade assemblies

* using some effective language games and activities.
* creating a multicultural awareness by telling stories, learning songs and dances from other cultures; discussing the cultural backgrounds of children in our school.

*Integration of all classes in the grade for E.S.L. and Dance

* in this time the E.S.L. teachers come into contact with all the children in the grade and identify children who may need E.S.L. and language reinforcement.

ACROSS THE SCHOOL

The influence of E.S.L. teachers extends not only across the grade but also throughout the whole school by:

*Developing the self esteem of second language learners

* E.S.L. teachers have knowledge and insight into the problems of these children: low self esteem, insecurity, lack of confidence and the cultural differences these children experience.
* knowing this they are able to develop the self esteem, confidence and sense of security of these children across the whole school.

*Developing a "whole school" attitude to teachers

* When E.S.L. teachers are used in withdrawal and team-teaching situations they are often considered as "outsiders" by their fellow classroom teachers.
* children in the school also do not develop the respect for E.S.L. teachers that they have for their class teachers. They are often seen as "helpers" or "only language" teachers.
* in such an environment the self esteem and confidence of E.S.L. teachers is suppressed. Due to this the level of job satisfaction tends to diminish.
* the organisation of intensive and parallel E.S.L. classes at our school has overcome these somewhat derogatory attitudes of class teachers and children. It has also developed the self esteem and confidence of the E.S.L. teachers and has greatly enhanced job satisfaction.
* E.S.L. teachers are now seen as "real" teachers and thus a "whole school" attitude to teachers has developed.

*E.S.L. approach to the resources in the unit boxes for the "G.E.B.L.

* many language games, activities and resources are being added to the unit boxes. (e.g. L.E.A. and S.N.I.L.E. kit materials)

*Adding a Multicultural perspective to the unit boxes

* the E.S.L. teachers have provided ideas of a multicultural nature to the unit boxes, where appropriate.
* these include:- books, stories, films, tapes, posters, ideas for mathematics, music, dance, cooking, art and craft activities.
Integrated Teaching: The E.S.L. teacher spends his or her time in the classroom with the children. Usually the two teachers will take groups of children during the time the E.S.L. teacher is in the classroom, e.g. in Social Studies the classroom teacher may take 2/3 of the class while the E.S.L. teacher takes that 1/3 that needs the most E.S.L. attention. With this organisation all the children’s learning is directly related to what the whole class is learning. Joint-programming is needed in this situation.

Team Teaching: The E.S.L. teacher combines with one or more teachers of the same grades. The teachers concerned plan the work together e.g. a year's programme, and then collectively teach that programme. For example: there may be two kindergarten teachers and one E.S.L. teacher; the three plan the work together and then teach the two classes. It should be noted that the E.S.L. teacher should never be merely an observer trying to identify individual problems - specific teaching duties should be clearly outlined for all three participants.
ADVANTAGES

WITHDRAWAL - Children learn English in small groups where active participation by all children in the English language learning situation can be ensured.

TEAM TEACHING: If both generalistic classroom teacher and E.S.L. teacher are willing and if there is sufficient planning/programming time, an E.S.L. approach can be added, for the children who need it, into the lessons. This is to the benefit of all children in the group.

- English language learning (E.S.L.) is seen as part of Language development required by all children in the class in order to become proficient speakers and writers of English.

PARALLEL (E.S.L.) CLASSES:

- Language learning takes place across the curriculum as opposed to an isolated time slot and or a structured lesson out of context with what the rest of the class is learning. There is greater follow up of language-oriented work.

- Children are in a secure grouping - pastoral care.

- Greater possibility for integration of child exists within the total school environment.

- Greater rapport is established between child and classroom teacher.

- Responsibility for language learning of children from an E.S.L. background becomes a shared responsibility with generalistic classroom teachers and the E.S.L. parallel class.

- Less movement of children around school leads to a better school climate (tone)

- Contact with parents in Parent/teacher interviews, P.E.D. Meetings and informally indicate very strong support and satisfaction with this arrangement.

- Greater job satisfaction for E.S.L. teachers - status of E.S.L. teachers raised.

INTENSIVE CLASSES:

- For non-English speaking 1. Kindergarten
  2. New arrivals from non-English speaking countries

- Caters for 1st Phase English language learners.

- Small, secure group where the children have ample opportunity to actively practise the English language using a language experiential/functional-notional with structured English used where appropriate.

- Generalistic classroom teacher is relieved of the responsibility of teaching the initial stage of first phase learners.

SEMI-INTENSIVE:

- Children have the advantage of an extended period in small class where active participation by all children in the English language learning situation can be ensured.
Semi-intensive (cont'd)

- Children also have a period in a generalistic classroom where there are some native speakers of English in the class. Therefore the E.S.L. children have both children, who are native speakers, plus two teachers to use as models of English.

INTEGRATED TEACHING:

- As with team teaching - if both teachers are willing and there is sufficient planning/programming time benefits can accrue. The children in need of language are being assisted at that particular point/period of time.
DISADVANTAGES

A review on some of the disadvantages in the various methods of teaching E.S.L.

WITHDRAWAL:  - The withdrawal method has a great effect on the internal organisation of the school, e.g. a) over-structuring
  b) time wasted in pupil movement.
  - A great deal of effort and time must be applied to the organisation of such a method.
  - The very nature of the organisation makes the school inflexible in its structuring.
  - It is difficult for lesson continuity and follow-up for the children who attend the withdrawal classes.
  - One of the major problems is the evaluation of the work being done in the groups.  Question being - "What to evaluate?"
    "Who is accountable for the evaluation?"
  - There is also a lack of co-ordination between what is taught in the "home" room and what is taught in the E.S.L. room.
  - Children attending withdrawal classes have experienced feelings of insecurity and alienation. They simply
    cannot comprehend why they have been selected to attend a "special" class. At times, parents also voice these same questions.
  - Teacher dissatisfaction, on the part of both class teacher and E.S.L. teachers, cannot be over-emphasized in this method.
    a) The class teacher resents children leaving at different times throughout the day - thus breaking into the programming and into the
       child's lesson (i.e. lack of continuity)
    b) E.S.L. teacher finds little satisfaction in teaching 5/6 groups throughout the day. Some see themselves as "helpers".

TEAM TEACHING:  - One of the major drawbacks to this method is the incompatibility or personality conflict of the teachers involved.
  - To be successful teaching method - time should be taken for advanced planning and meaningful programming.  More often than not, this is an impossibility for most teachers. The major question being - "Where to find the time?"
  - There is a continual interruption of ongoing lessons which is extremely detrimental to all children involved.
  - Lastly and most importantly the status of the teacher coming into a classroom for such a short period is seen as one of a "helper". This lowers the E.S.L. teachers sense of worth and self-esteem. Children also do not show the same respect or consideration as they do to a class teacher.
DISADVANTAGES (CONT'D)

PARALLEL CLASSES (E.S.L.)

- One of the drawbacks of this method is that it only caters for a select group - thus denying other children the opportunity for specialist assistance.
- The children of this group only socialize with other second language learners - in the classroom environment.
- The selection procedure for arriving at this select group might be limiting and in being so, exclude children who would otherwise benefit by having specialist assistance.

INTENSIVE

- Children who are selected for an intensive class may feel that they have been segregated from other children and placed in a "special" class - thus lowering their confidence in themselves and in the total school environment.
- These children may only interact and socialize with other second language learners thus limiting themselves in a social and "verbal" manner, i.e. limited language interaction.
- The time a child remains in an intensive class is to a great extent up to the E.S.L. teacher. Some teachers may keep the child too long - thereby hindering their social and academic advancement/development.

SEMI-INTENSIVE

- Here the child may feel he is in a type of "limbo" - not belonging to a "home" class or to a "special" class. Socially it is a very detrimental situation for the child.

INTEGRATED TEACHING

- It is only for a short period each day/week.
The Multicultural Policy Statement (November 1979) divides students into three generalised categories:

Phase 1. Those students who enter school with no English to those whose understanding and production of spoken or written English are limited in all social and educational situations.

Phase 2. Those students whose understanding and production of spoken and written English in social and educational situations are enough to begin participating in and meeting the language demands of some class activities to those who can meet the language demands of most class activities.

Phase 3. Those students who function at levels similar to comparable native speakers but who unexpectedly cannot meet the language demands of some specific situations.

There are no definite rules for establishing which category a child will be in, and while Phase 1 students are most easily identified, other categories can be reasonably assessed by observation, testing and exchange of information between the class teacher and the E.S.L. teacher.

Having identified the various categories of students, it is essential to develop a list of priorities. While maximum use should be made of your E.S.L. resources it is important to develop a realistic programme - it is not educationally wise to spread your E.S.L. resources so thinly that little is gained by the students in the programme. Continuity is essential, and sparse E.S.L. lessons do not benefit the child, and tend to frustrate the E.S.L. teachers.

The following are the ways in which the E.S.L. education can be organised. The choice of methods will depend on factors such as:

a. numbers of students in each category;
b. facilities and accommodation available;
c. numbers of staff involved in the E.S.L programme; and
d. the level of co-operation which exists in the school between the E.S.L. staff and the classroom teachers.

Withdrawal Groups: These are groups of 8-12 children of similar language level, once or twice a day for 20-40 minutes (depending on the children's age) in a separate room. This form of organisation has the advantage of giving the children intensive attention in a quiet setting, but it requires close collaboration with the class teachers to ensure the language taught in the short period is the language the child needs in the classroom.

Intensive Class: When a teacher takes a small class of approximately 25 beginners, and while teaching all subjects, he/she uses all subjects as a means of teaching children intensively.

Semi-Intensive: This is similar to the intensive class, but the teacher takes a child for a specific period e.g. from the start of school until lunch time. At other times the children are in the normal classroom. With E.S.L. teaching organised in this way, children have the benefit of intensive language teaching as well as learning in the ordinary classroom. The E.S.L. teacher is able to devote time to pupils who need intensive work as well as those who need enrichment.

Parallel Teaching: Where there are several classes in the same grade, the classes can be organised in such a way that the E.S.L. teacher or teachers take that class or those classes in which all the children need E.S.L. approach to learning.
COMPOSITION OF CLASSES

Because of the particular nature of the composition of the community in which our school is located (see Part A) the organisation of staffing and programmes should be appropriate. The needs of children in a very large, high density migrant school are obviously vastly different from those in other schools in our state and country. Simply stated the components of our enrolment are:

- New arrivals (mainly Vietnamese)
- Other children born overseas
- Children born in Australia but coming from homes where no English is spoken
- Long term Anglo children
- Recent arrivals in a 240 town house Housing Commission Development.

1. Over twenty-five per cent of our Kindergarten enrolment start school with no English at all. Provision is made for these children in a parallel Kinder class taken by an E.S.L. teacher. This class is fluid with children leaving to take places in the other Kinder groups and new arrivals with appropriate needs being admitted. Team teaching with regard to all planning, programming and implementation occurs. Classes are located in adjacent interconnecting rooms which enables interaction and integration.

2. To cater for older new arrivals with no English a small reception class has been established. This usually caters for a maximum of 8-10 children for varying periods of time depending on their capacity to learn English. This group is also fluid with children arriving and leaving as need arises. Average occupancy in this group is approximately two months. Children are attached to a normal class, appearing on that class’s roll and being involved in various activities where knowledge of English is not so vital.

With the slowdown of Vietnamese immigration it is foreseeable that in the near future the need for this reception class will have disappeared. At this stage it is envisaged that the teacher involved will be utilised across the senior primary grades to assist teachers in process writing. Teachers have great difficulty in scheduling interviews with all children in their classes. This E.S.L. teacher will be involved with year 4, 5, 6 classes assisting in written, and, to a lesser degree, oral language work.

3. In Years one, two and three parallel classes have been established. These groups consist of second phase language learners who are children who are not achieving their potential solely because of language deprivation. Children are selected for placement in these parallel language classes based on the following criteria:

- lack of knowledge and skill in oral and written English
- they will NOT be chosen because they are:
  - slow learners
  - behaviour problems.

Again these classes are of a fluid nature with movement to and from the other classes within the grade taking place as need arises.

In all cases the above organisation involves a very strong and active team teaching element as all programming, planning and implementation is done collectively within each grade under the guidance of the grade co-ordinator. This forward, co-operative planning enables each E.S.L. teacher to be a major contributor to each child’s learning. The influence of the E.S.L. teacher is outlined in Part 3, which describes his/her role at this school.
MEMORANDUM TO PRINCIPALS

CURRICULUM DEVELOPMENT PRIORITIES FOR 1984

1. Introduction

This memorandum follows memorandum 83-093 (S.116) on Curriculum Development in N.S.W. Government Schools, and should be read in conjunction with it.

School curriculum development planning should be undertaken in the context of these state-wide priorities. Head Office and regional resources to assist schools with curriculum implementation will be applied as far as possible in line with these priorities.

The concept of optional implementation for primary schools introduced in 1983 and explained in memorandum 83-093 (p.2), will continue to apply. During the period of optional implementation schools are expected to commence taking steps to ensure that all teachers are aware of and committed to the new curriculum policy statements, and to ensure that resources are gathered and plans developed for full implementation. This may occur at the school's discretion any time during the optional implementation period. By the beginning of the fourth year, all schools will be fully implementing the curriculum statement.

In relation to areas of specific Government policy such as Multicultural Education, Aboriginal Education and Non-Sexist Education, there are aspects of these policies which are mandatory on all schools. Examples are Multicultural Perspectives to Curriculum and Intercultural Education. Other aspects relate to specific local needs and circumstances (e.g. E.S.L., Community Languages). These policies should be examined carefully to determine what is mandatory on all schools and what aspects apply to decisions which may be taken at the school level according to local needs.

2. Department Curriculum Development Priorities for 1984

A. General Government and Across-Curriculum Priorities

- Special Education
- Aboriginal Education
- Career/Transition Education/Participation and Equity
- Multicultural Education
- Non-Sexist Education
- Education for the Talented Child
- Environmental Education K-12
- Computers in Schools

These are not essentially specific and separate curriculum areas. They are important general policy matters and curriculum issues with implications across the entire curriculum. These priorities will continue to be supported by the System in a number of ways and they require attention in all schools.

B. Departmental Priorities for Curriculum Development in Specific Areas

<table>
<thead>
<tr>
<th>Evaluation Phase</th>
<th>Terminating Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Expression K-12</td>
<td>1994</td>
</tr>
<tr>
<td>Craft K-6</td>
<td>1995</td>
</tr>
</tbody>
</table>

495
(ii) Planning/Design Phase (Project Team)

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Terminating Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing K-12</td>
<td>June 1985</td>
</tr>
<tr>
<td>Health K-12</td>
<td>June 1985</td>
</tr>
<tr>
<td>Visual Arts K-12</td>
<td>June 1984</td>
</tr>
<tr>
<td>Drama K-12</td>
<td>June 1984</td>
</tr>
<tr>
<td>Mass Media K-12</td>
<td>June 1984</td>
</tr>
<tr>
<td>Computer Education K-12</td>
<td>December 1985</td>
</tr>
<tr>
<td>Education for the Severely Handicapped</td>
<td>June 1985</td>
</tr>
<tr>
<td>Mathematics K-6 (K-8)</td>
<td>December 1986</td>
</tr>
</tbody>
</table>

(iii) Implementation Phase

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Date for Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies K-6</td>
<td>February 1986</td>
</tr>
<tr>
<td>Music K-6</td>
<td>February 1987</td>
</tr>
<tr>
<td>Aboriginal Studies</td>
<td>February 1987</td>
</tr>
<tr>
<td>Multicultural Perspectives to Curriculum</td>
<td>February 1987</td>
</tr>
<tr>
<td>Intercultural Education (the last 2</td>
<td></td>
</tr>
<tr>
<td>are elements of the Multicultural Education Policy)</td>
<td>February 1987</td>
</tr>
</tbody>
</table>

**Note:** New curriculum area for 1984

In diagrammatic form this may be characterised as follows:

**Key:**
- xxxx Evaluation Phase
- oooo Planning/Design Phase
- **** Optional Implementation Phase
- ooooo Full Implementation Phase

<table>
<thead>
<tr>
<th>Phase</th>
<th>Priority Area</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluation</td>
<td>Oral Expression K-12</td>
<td>xxxx oooo oooo oooo</td>
</tr>
<tr>
<td></td>
<td>Craft K-6</td>
<td>xxxx xxxx oooo oooo</td>
</tr>
<tr>
<td>2. Planning/Design</td>
<td>Writing K-12</td>
<td>oooo oooo **** ****</td>
</tr>
<tr>
<td></td>
<td>Health/P.E. K-12</td>
<td>oooo oooo **** ****</td>
</tr>
<tr>
<td></td>
<td>Visual Arts K-12</td>
<td>oooo **** **** ****</td>
</tr>
<tr>
<td></td>
<td>Drama K-12</td>
<td>oooo **** **** ****</td>
</tr>
<tr>
<td></td>
<td>Media Education K-12</td>
<td>oooo **** **** ****</td>
</tr>
<tr>
<td></td>
<td>Computer Education K-12</td>
<td>oooo oooo **** ****</td>
</tr>
<tr>
<td></td>
<td>Education for Severely Handicapped</td>
<td>oooo oooo **** ****</td>
</tr>
<tr>
<td></td>
<td>Mathematics K-6 (or K-8)</td>
<td>oooo oooo oooo oooo</td>
</tr>
<tr>
<td>3. Implementation</td>
<td>Social Studies K-6</td>
<td>**** **** oooo oooo</td>
</tr>
<tr>
<td></td>
<td>Music K-6</td>
<td>**** **** oooo oooo</td>
</tr>
<tr>
<td></td>
<td>Aboriginal Studies K-12</td>
<td>**** **** **** ****</td>
</tr>
<tr>
<td></td>
<td>Multicultural Perspectives to Curriculum K-12</td>
<td>**** **** **** ****</td>
</tr>
<tr>
<td></td>
<td>Intercultural Education K-12</td>
<td>**** **** **** ****</td>
</tr>
</tbody>
</table>

D. Swan
Director-General of Education
6/1/84
Warrawong Primary School

Assemblies

An assembly should be a time for a pleasant, stimulating and educational gathering of children and teachers. It should not stand alone, but be an integral part of the school curriculum. It should be a consolidation and development of attitudes, skills and understandings developing in the classroom.

Assemblies provide opportunities for children to learn of activities within the school and to share information, experiences and achievements with others. It is also an opportunity for children to interact with other teachers and teachers with other children.

Teachers develop professionally by learning to cater for all grades and different sized groups of children. Children should see teachers working as a team and themselves as being a part of a team with teachers.
With these premises in mind, we should consider:

* planning our assemblies as we do our classroom activities, i.e. both content and strategy (ies).
* being ACTIVE participants.
* varying activities and songs.
* creating a positive learning environment through child involvement.
* disciplining in a positive manner - praise the worthy.
* accompanying children to and from assemblies and ensure movement is quiet and orderly.
* being punctual; delay creates restlessness and results in incomplete or rushed assemblies.
* being in position if we are the conductor or pianist before other classes enter.
* giving music to pianist before assembly along with programme so that appropriate music can be organised; or organising a tape of recorded music copy-corded in sequence of presentation.
* compiling a book containing words of assembly to be used in classroom and assemblies.
* completing the assembly programme after being responsible for an assembly i.e. recording teaching point strategies, name of new songs...
Children are developed in many areas, some of which include:

- Audience participation
- Listening
- Performing
- Public speaking
- Flexibility
- Self-esteem
- Reading
- Awareness of technology
- Responsibility for organisation
Trial Timetable  —  Assemblies  Term 1  1984

Kindergarten: 2 assemblies/week
   Monday  
   Thursday 11:20 - 11:50

Year 1: 1 assembly/week
   Thursday 11:20 - 11:50

Year 2: 1 assembly/week
   Friday 11:20 - 11:50

Combined Assemblies

Years 1, 2: Tuesday 10:20 - 10:50  Wks. 1, 2, 3, 4, 5, 6, 7, 10, 11, 14.

Years 3 - 6: Monday 2:00 - 2:45
   Week 4
   Week 5

Years 1, 3, 5
   Week 8
   2, 4, 6
   Week 9

Years 1, 4, 5
   Week 12
   K, 2, 3, 6
   Week 15

* Playgroup involvement — twice a term
   with Kinder and
   Years 1, 2 combined
Some trial formats for Grade assemblies

A combination of any of the ideas could be used for combined assemblies along with ideas from the content compilation.

Quiet music / Action songs or Singing
as children enter.

- Greetings in other languages
- Prayer
- Teaching point
  (e.g. health/safety talk)
- Song
- Birthdays
- New song
- Literature
  Music appreciation
  Art
- Prayer
- Welcome song
- Class work displays
- Song

- Anthem
- Audio/visual presentation e.g. film, cassette story
- Sharing time - child from each class to share achievement
- Bracket of songs
- Awards
- Poetry corner - verse speaking or appreciation
- Music listening
- Greetings song
- Book review (using librarian
- Bracket of songs
A Compilation of Ideas for Content at Assemblies K-6.

- Introducing new children
- Drama
- Craft displays
- Poetry
- Reading
- Percussion
- Story sharing
- Singing
- Dance
- Action songs - whole group participation
- Puppetry
- Class activity sharing
- National song
- Birthdays
- Spy reports
- Special happenings e.g. Earth Week National days.
- Choral / verse speaking
- Guests - individual
  - Groups
  - Community groups
- Parent participation
- Inviting parents of the class
- Who are putting their item
- Sport reports
- Prefect's reports
- Teaching point e.g. safety
- Principal / mistress talk
- Literature
- Filmstrips
- Book reviews
- Merit certificates
- Prefect awards
- Greetings - song
  - Other languages
  - Prayer
WARRAWONG PRIMARY SCHOOL'S CURRICULUM DOCUMENTS

Contents of the Documents in Appendixes S and T

DRAFT INTEGRATED CURRICULUM (1982): Appendix S

Organisational Plan..............................507
Basic Premises.................................508
Attitudes.................................509
Skills (examples)..............................510
   Reading ..................................511
   Controlling.................................524
   Inferring.................................525
   Writing.................................526
   Organising Sound..........................531
   Spelling.................................534
   Manipulating...............................536
   Researching...............................538

Thematic Sequence (sample from K-to-6)......540
Sample Unit "I'm"...............................549

INTEGRATED CURRICULUM (1983): Appendix T

Curriculum Models............................562
Justification for school-based curriculum development..........................564
In-school Inservice............................569
Background to the Development at WPS..........................571
Philosophical Development..........................574
Explanation of the Curriculum..........................576
  Thematic sequence..........................577
  Attitudes..........................580
  Skills..........................581
  Implementation guide..........................582
  Planning model..........................588
Attitudes..........................590

Skills (examples)
  Spelling/Writing..........................595
  Language model..........................601
    Listening..........................603
    Talking..........................607
  Reading..........................610
  Researching..........................616
  Group Work Skills..........................617
  Mathematics..........................618
  Operating..........................622

  Thematic sequence
  (examples from the new format)..................622

* A complete copy of this curriculum document is held on file in the Office of Curriculum and Instruction, University of Hawaii.

Copies could be obtained by writing to;

Principal,
Warrawong Primary School,
Cowper St.,
Warrawong, NSW, Australia.

504
APPENDIX S

Warrawong
Primary School

Environmental-based
Integrated Learning Curriculum

Draft 1 - 1982
Index

* Organisational Plan of Integrated Learning Curriculum.

* Attitudes

* Skills

5. Writing 15. Spelling Predicting
8. Graphing 18. Listening Contrasting

See "Investigating Language" for:

* Thematic Sequence.

* Sample Unit: [I'm]
Organisational Plan of Integrated Learning Curriculum.

Thematic Sequence
- based on language,
- Mount Gravatt,
- Social Science,
- Investigating Science.

Attitudes
- e.g. tolerance,
- patience, honesty,
- flexibility, acceptance...

Learning Skills
- e.g.
  - operating, singing,
  - inferring, predicting,
  - illustrating, reading,
  - comparing / contrasting,
  - measuring, talking,
  - moving, listening,
  - writing . . . .

Translation into individual programmes:
- incorporating knowledge,
- skills in appropriate areas and applicable attitudes and activities.
Some basic premises on which this integrated approach to learning are based.

* Children develop through stages not ages.
* Within any learning activity many learning skills are being developed.
* Learning is more purposeful if children learn skills because of a "need" to use them.
* Learning extends beyond the school day or the periods timetabled for a particular discipline.
* Children apply learning if it is experienced in a meaningful context.
* Planning based on skill development allows for individuals.
* Planning based on skill development allows the children and their experiences to be a more dynamic force in the planning in terms of content.
* Activities are purposeful not merely suitable to a theme.
To develop in the children a belief in the value of:

* Respect for and appreciation of:
  * Others
  * Elders
  * Property
  * Authority
  * Cultural Heritages
  * Abilities and capacities of others
  * Environment
  * Honesty
  * Perseverance
  * Tolerance
  * Open-mindedness
  * Self-discipline
  * Co-operation
  * Responsibility
  * Tact
  * Helping others
  * Caring
  * Sharing
  * Loyalty
  * Confidence
  * Sensitivity
  * Courage
  * Equal opportunity

* Creativity
* Curiosity
* Able to justify decisions
* Striving for excellence
* Independent thinking
* Diligence
* Humility
* Friendliness
* Self-esteem
* Self-criticism
* Contentment
* Empathy
* Sympathy
* Justice
* Application
* Giving of one's best
* Good manners
* Pride in one's work
* Cleanliness
* Health
* Punctuality
* Originality
* Sportsmanship
* Acceptance of differences
* Patriotism
* Flexibility
Skills

A **Skill** is a physical, emotional, intellectual process.

A **Skill** requires knowledge.

A **Skill** can be used in a variety of situations.

A **Skill** can be improved through practice.

A **Skill** is often made up of a number of **subskills** that can be identified and practised separately.
What is Reading?

Is it Decoding?

Bith hocked gons financing him over our hero bravely defined
cornful laughter that tried to prevent his scheme. "Your eyes
deceive", he had said "An egg not a table correctly typifies
this unexplored planet". Now three sturdy sisters sought proof,
forgeting along sometimes, through calm vastness yet more often
over turbulent peaks and valleys. Days became weeks as many
doubters spread fearful rumours about the edge. At last - from
nowhere welcome winged creatures appeared signifying momentous
success.

Is it "Doing Comprehension"?

Last Sural, Jaley and Hopla were spurring their brips in the
dream. Sluporly, Jaley's brip vumped.
"Why did the brip vump in the dream?" he rested.
"Oh, I morpied it vun a vrumpt in it.,: starped Hopla.

QUESTIONS: When did the story take place?
Who is the story about?
What were Jaley and Hopla doing?
Reading is a "succession of merging and overlapping phases rather than a series of isolated skills taught in rigid progression". (Communicating p.7)

The good teacher of reading...

1... at the preparatory reading stage...
(Pre-school -- K-Year 2 ?)

1.1 .... involves parents
1.2 .... finds out a lot about each child, as a person and as a potential reader
1.3 .... has a classroom full of reading material
1.4 .... reads to children frequently
1.5 .... is aware that "book language" differs from spoken language (concepts about print)
1.6 .... begins with real reading (i.e. reading for meaning using children's own language as reading material)
1.7 .... goes on to skills only as children grasp the purpose of reading, allowing them to pick up skills as they go. (readiness)
1.8 .... keeps motivating the desire to read
1.9 .... keeps vocabulary growing by language learning activities in play settings
1.10 .... is not concerned about quickness or slowness of emerging reading ability. (no "screening")
The good teacher of reading...

2. **at the initial (dependent) reading stage** ...
   (Years 1-3-4?)

2.1 keeps developing a pool of sight words building on the child's own oral language

2.2 keeps emphasising the purposes of reading (understanding, story, meaning, pleasure etc)

2.3 begins silent reading for meaning

2.4 begins word attack skills and phonics but also encourages predicting and checking

2.5 promotes an understanding of simple comprehension by oral questioning

2.6 emphasises confidence and pleasure (not failure or "remediation")

2.7 keeps on "real reading" (Classroom full of library type books)

2.8 makes a lot of use of children's own language as a source of reading material (teacher records children's personal thoughts, feelings, ideas etc)

2.9 uses oral reading for diagnosis of what the child is actually doing when he/she reads

2.10 reads frequently to children and is seen to enjoy reading
The good teacher of reading . . .

3. . . . at the rapid progress/
    wide reading stage . . .
    (Years 2 - 8?)

3.1 .... increasingly encourages syntactic and semantic predictions
        as word recognition strategies

3.2 .... uses cloze and questioning as comprehension strategies

3.3 .... relates written expression (own language) to reading

3.4 .... encourages silent reading for pleasure/recreation

3.5 .... keeps a close liaison with librarian to know about and
        use school's resources for reading (literature program)

3.6 .... keeps emphasising children's strengths and the purposes
        of reading as remediation strategy

3.7 .... begins teaching more sophisticated purposes of reading
        (reference materials, study materials)

3.8 .... sees evaluation as essentially diagnostic in purpose
        (pupil growth, teacher effectiveness)

3.9 .... provides time and materials for reading

3.10 .... reads frequently to children and is seen to enjoy reading
The good teacher of reading...

4. ... at the refinement reading stages...
(Years 6-12 and beyond)

4.1 ... is aware of and develops specialised vocabularies (reading across the curriculum)
4.2 ... is aware of and uses the school's resources
4.3 ... uses evaluation to determine pupil development, effectiveness of teaching practice, suitability of reading materials
4.4 ... develops different kinds of comprehension strategies (literal, inferential, critical, creative)
4.5 ... refines questioning as an aid to developing comprehension (cloze/questioning as aid to concept development)
4.6 ... makes time and resources available for reading
4.7 ... further develops research and study skills and promotes the school library
4.8 ... encourages appreciation of good literature in prose, poetry, drama forms
4.9 ... provides an example of lifelong interest in reading by reading and being seen to read.
Diagram to indicate placement of Reading Skill Sections.

Section A.

Section B.
Section B. (cont)
Section C.
Section D.

Section E.

Section F.

Section G.
Section G. (cont.)
Reading

Section A

* Develop gross motor skills through physical activities - jumping, balancing, catching . . . .
* Develop tactile skills through handling, touching, feeling, defining . . . .
* Develop visual skills through planned and incidental observations, left to right activities, discrimination exercises.
* Participate in rhymes, jingles, finger plays, poetry recitation, and many varied speech activities.
* Develop orientation skills through discovering their own position in space as well as observing the world around them.
* Develop fine motor skills through cutting activities, using writing implements . . . .
* Develop kinaesthetic skills through body movements and rhythm.
* Recognise that visual and verbal experiences can be expressed in a written form. (Label objects, clap when asked to identify a specific word in a sequence of words.)
Section B.

* Predict - therefore reducing the dependence solely on visual information.

* Use picture clues to help decode new language units.

* Make predictions from past experiences and background knowledge in what is being read. (Semantic Cues).

* Make predictions from the flow of the sentence. (Syntactic Cues).

* Use cloze and questioning as comprehension strategies.

* Predict accurately because of:
  a) similarity of sentence structure to those normally used.
  b) provision or recognition of prior experiences that give understanding to what is being read.

* Apply specific techniques of word recognition to the graphic information on the page. (Grapho- phonic Cues).
  * Initial consonants.
  * Vowels.
  * Consonant - vowel - consonant blending.
  * Consonant blends - 2, 3 - initial, medial, final.
Section C.
* Read class labels.

* Read individual labels.
* Ability to identify a word from an incomplete visual presentation.
* Ability to reproduce from memory, a series of symbols presented visually.

* Read class stories.

* Read individual stories.
* Read other children's writings of shared experiences.
* Read other children's writings of independent experiences.

* Elaborate oral language units.
* Elaborate and read class stories.

* Elaborate and read individual stories.
Section D

* Language-based reading
determined by pragmatic experiences related to self.

* Language-based reading
determined by pragmatic experiences related to the immediate environment.

* Language-based reading
determined by pragmatic experiences related to the community and extended environment.

* Language-based reading
determined by experiences of other environments.

* Language-based reading
determined by experiences with other cultural groups.
Section E

* Identify main idea, introduction, conclusion, sequence, detail, comparison, cause and effect, character trait.
* Comprehend purpose - dictionary, atlas, fiction/non-fiction, encyclopaedia.
* Reading for other purposes - solving a problem.
* Reading for other purposes - information.
* Finding relationships within the information.
* Skimming - across pictures to locate.
  * eg. all the animals with similar attributes - specified movement, colour, words beginning with similar sound.
* Skim read for main points.
* Read selectively - choosing only information suited to one's needs.
* Reading instructions.
* Express new ideas, solve problems, or gain additional insights.
* Read and understand specialised vocabularies eg. synonyms, homonyms, jargon, word connotations, dictionary and thesaurus etc.
* Identify guide words and cross-references for effective use of dictionaries etc.
* Use titles, indexes, tables of contents, glossaries, bibliographies, publication date, date of statistical information as a guide to content.
Section E.
* Read for --
  * interest  * exploration
  * enjoyment  * critical interpretation
  * information  * recreation
* Competency in questioning techniques to increase reading competence, starting at the literal level and moving through interpretative, critical and creative levels.
* Reading for comprehension at a * literal level * critical level * interpretative level * creative level.
* Study skills -
  * locational * organisational * note-taking
* Analyse use of language devices (euphemisms, figures of speech, irony, idioms, colloquialisms).
* Detecting propaganda
* Distinguish between sources and secondary accounts.
* Search for meanings not directly stated in the text.
* Analyse in whatever way suits their reading purpose.
* Make judgements about what the author has said.
* Draw upon their knowledge and appreciation of differing modes of expression to compliment their writing.
Section G.

* Recognise and recall letters of alphabet, numbers, mathematical symbols —
  ($ = dollars, R = reference, f = fiction, A.V. = Audio Visual, Dewey numbers, musical symbols, punctuation marks, abbreviation, formulae.)
* Exhibit confidence in the use of the English language.
* Learn to read by reading!
* Broaden their horizons.
* Be aware of and enjoy appropriate literature.
* Reading different styles of writing —
  * prose  * mystery stories
  * poetry  * fact/fiction
  * drama
  * scientific text
* Pace silent reading according to specific situations and needs.
* Reading books, magazines, publications made from the students' writings and interest items arising from group and individual experiences at ALL levels.

* Reading —
  * alone  * with the class
  * with another pupil  * to the class
  * with a group  * to another class

* Reading —
  * to a younger pupil  * with an adult
  * with an older pupil  * to a teacher
  * with a parent
Controlling—testing

Controlling—identifying and purposefully varying factors likely to influence an outcome.

* Describe and record observations of those factors being tested or controlled.
* Organise observations by
  - measuring
  - classifying
  - identifying patterns/trends
  - analysing
* Determine the validity of an inference, prediction or hypothesis.
* Differentiate between factors which are relevant and those which are not.
* Devise a test where a factor is varied and all others are held constant to suggest possible cause-effect relationships.
* Debate/discuss/read ideas of others and if necessary modify understandings and conduct further tests.
* Discuss the requirements for a "fair test" as the children understand it at their stage of development, and implement them.
Inferring — explaining tentatively a specific observation

* Draw one or more tentative conclusions from an observation or a set of observations.
* Explain reasons for drawing these conclusions.
* Identify observations that support an inference.
* Make more than one inference from the same observation.
* Realise that inferences can be wrong.
* Test, and thus support or negate inferences by making further observations.
* Distinguish between descriptions of observations and statements of inferences.
“When children write, they reach for the skills they need.

When children ask the questions and raise the dilemmas, skills are learned in context.”

Donald Graves "Children want to write..."

Therefore children at very early stages of development may need quite sophisticated skills to make their writing live.

If children listen to other children read their stories they realise the need for punctuation so that it reads the way they have meant it to.
Writing

* Compose a simple sentence.
* Write a simple sentence with assistance.
* Write about their activities with enthusiasm and vitality.
* Use personal experience in their writing.
* Write about their firsthand experiences with confidence.
* Compose a simple sentence - use full stops.
* Write two related sentences.
* Write two related sentences in sequential order.
* Write a sequence of three sentences.
* Record observations of a set of objects or events.
* Develop a sequential story.
* Differentiate between statements and questions.
* Compose a question.
* Use a question mark.
* Write a sentence using a capital letter and a full stop or a question mark.
* Use capital letters for other than sentence beginnings (proper nouns, headings, initials . . . )
* Use commas in lists.
* Use apostrophe for contractions.
* Use exclamation marks.
* Use abbreviations.
* Express feelings and interests with freedom and individuality.
* Write original and creative ideas.
* Enrich sentences (use of adjectives, adverbs, phrases . . . )
Writing (cont.)

* Write complex sentences.
* Write in various forms.
* Write for various purposes.
* Write in paragraphs.
* Punctuate direct speech.
* Use apostrophe for possession.
* Use other forms of punctuation e.g. : ; italics.
* Summarise material on a topic
  - directly.
  - not directly.
* Summarise simple classroom material from
  - textbooks.
  - a variety of written material.
  - audio-visual presentation.
  - oral information e.g. guest speaker.
* Paraphrase.
* Express those problems and suggest solutions
  in writing.
* Pose problems and attempt to find answers to
  those problems — record the process.
* Record relevant data from activities.
* Draw upon their knowledge and appreciation
  of differing modes of expression to compliment
  their writing.
* Reflect upon the drama experience by writing.
**Concise Language**

* Recipes
* Lists
* Jokes
* Crosswords
* Slogans
* Advertisements
* Comic strips
* Notetaking
* Directions
* Toasts
* Questionnaires
* Programmes
* Invitations
* Replies
* Anagrams
* Memes
* Telegrams
* Riddles
* Limmericks
* Posters
* Instructions
* Workcards
* Notices
* Graffiti
* Bulletins
* Reports
* Commentaries
* Tongue twisters

**"Main Idea" Language**

* Captions
* Filling in forms
* Surveys
* Labels
* Headings
* Timetables
* Titles
* Book reviews
* Film reviews
* Paraphrasing
Forms of Writing (cont.)

Elaborated Language
Egocentric...
* Autobiographies
* Diaries
* Descriptions

Fantasy/Factual...
* Descriptions
* Plays
* Free verse
* Essays
* Books
* Novels
* TV and radio plays

Poetry
* Dylan Thomas
* Free form
* Acrostics
* Shape
* Haiku
* Cinquain
* Syllable
* Sonnets
* Rhyming couplets
* Ezra pound couplets

Writing with audience in mind
* Letters - friend
* - business
* Workcards
* Speeches
* Experiments
* Recipes
* Instructions

Biographies
* Projects
* Newspapers
* Editorials
* Summaries
* Songs
* Newsbooks
* Scripts to accompany cassettes or films
in order to develop the concept of Duration:
* Awareness of lengths of sounds and silences.
* Awareness of similar and contrasting rhythmic patterns aurally and in compositions.
* Awareness of beat, even and uneven rhythmic patterns in creating accompaniments or compositions.
* Awareness of accents and accent groupings.
* Observation of syncopation, anacrusis etc.
* Use graphic or conventional notations to record sounds.
* Write percussion scores to accompany tunes.
* Write own rhythm patterns.

... in order to develop the concept of Pitch:
* Awareness of high, medium and low pitches of sounds.
* Awareness of "stepwise" and "leapwise" movements.
* Awareness of melodic contours.
* Awareness of scale and chordal patterns.
* Awareness of various tonal organisations e.g. pentatonic, major, minor etc.
* Awareness of harmonious sounds and chords.
... in order to develop the concept of Structure —
* Compose own melodic phrases, answering phrases, introductions and codas.
* Increase awareness of phrase structure in creating melodies in terms of contour, lengths.
* Aware of same and different phrases.
* Knowledge of Binary and Ternary Forms.
* Knowledge of Rondo and Variation Forms.

... in order to develop the concept of Tone Colour —
* Aware of various tonal qualities of all available sound sources.
* Aware of common characteristics of tone colour from instruments which produce sounds in similar ways e.g. blown, struck, plucked, hit etc.
* Aware of collective tone colour of a group of instruments or voices.
* Aware of choice of tone colour in compositions.
* Experiment with sound sources to produce varied tone colours.
* Create sound slopes.
* Sing varied tone colours to illustrate stories or accompanying tunes.
Organising Sound — Music

... in order to develop the concept of Expression —
* Aware of choice of instrument in composing for its musical expressiveness.
* Aware of expressive quality in words in creating own songs.
* Aware of choice in tempo and dynamic levels in own compositions.
* Aware of unity and variety and need for climax in own compositions.
* Aware of choice of sound source, tempo and dynamics for musical effectiveness.
Some succinct thoughts on Spelling/Writing from Donald Graves "Children want to write . . . . . ."

* "Children at early stages of development must explore their own interests without fear of violating the rules of writing etiquette." p.40.

* Children "learn to write by writing".
  "Fortunately, we're wise enough to let children fall down when they learn to walk." p.44.

* "The idea that writing can precede reading seems strange at first. Yet the first human ever to read must have written it before reading." p.42.

* "They feel they can read anything because their writing is accepted." p.43.

* "He's writing the words he can't read . . . It's his idea. As he wrote the unfamiliar words, he discovered he could read most of them and he erased the ones he could read." p.43.

* "A way to programme a machine is not a way to teach a child" p.44.
Spelling

"In order to develop fluency and competence in writing the teacher develops in each pupil the skills of handwriting, spelling, punctuation and sentence patterns." p.15. 1974 Language Curriculum.

"A spelling scheme should be coherent, systematic and consistent with an overall language programme."
"Spelling is best integrated into normal classroom work." p.167. "101 Questions Primary Teachers Ask."

List words, phonic families and rules need to be related to the unit being studied, not neglecting the developmental sequence. New sentence structures, contractions, possession and abbreviations should be taught in meaningful sentences.

The following format is a suggestion to organisation of spelling components

<table>
<thead>
<tr>
<th>Unit</th>
<th>Phoneme</th>
<th>List Words</th>
<th>Sentence</th>
<th>Word Family</th>
<th>Diagnosis of Individual Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>...at appropriate level...</td>
<td>...from Unit...</td>
<td>...Focus Sentence (Upper Levels)...</td>
<td>...built on Unit...</td>
<td>...words are combined in context of focus sentence...</td>
</tr>
<tr>
<td></td>
<td>...recognised in various positions, picture matching...</td>
<td></td>
<td></td>
<td>...phonics or rule based...</td>
<td></td>
</tr>
</tbody>
</table>
Manipulating

Manipulating—purposeful handling or arranging of objects in the environment.

* Freely explore a variety of objects e.g. size, shape, texture, colour, method of propulsion...
* Move objects by lifting, pulling and pushing.
* Move an object in a confined space.
* Fit objects together and take objects apart.
* Handle living things with care and respect.
* Create structures, shapes, articles and objects using environmental materials.
* Combine shapes, objects, articles... to form a different shape, object, article...
* Place objects in sequence.
* Place objects in sequence left to right.
* Handle equipment with care using appropriate safety measures.
* Use appropriate tools.
* Hold a pencil correctly.
* Colour in and fill in spaces neatly.
* Copy and trace accurately.
* Legibly write in a confined space.
* Use various devices to measure informal and standard units.
* Copy and develop patterns.
* Use devices that are an extension of the senses e.g. hand lens.
* Write legibly using script.
* Construct simple apparatus for use in
Manipulating (cont.)

- investigating a problem.
- Set out work neatly.
- Accurately use measurement instruments
e.g. stopwatch, thermometer, rules, scales.
- Selectively vary aspects of the environment
to gain additional information.
- Write fluently using both cursive and script styles.
- Develop tactile skills through handling,
touching, feeling, defining etc.
* Researching

* Gather information from visual material.
* Observe audio visual materials and books.
  List information gathered.
* Carry out simple surveys.
  Gather information from audio visual and books.
  Identify relevant details.
* Use table of contents.
  Make use of library.
  Extract information from audio visual material.
* Follow directions as in ‘Simon Says’ etc. to use reference books, catalogues, models, equipment.
* Carry out surveys.
  Develop Reference Skills.
  Develop Summarising Skills.
  Make use of parts of books.
* Research from primary sources.
  Research independently using reference skills.
  Know techniques for correct information reading.
  Organise a variety of retrieval devices.
* Master techniques of correct information reading.
  Enjoy reading for information and recreation.
  Evaluate information.
  Present information in a suitable form.
Researching (cont).

Select relevant details from passage—oral or written.
Add form (with the guide of written questions).
Find information from library e.g., catalogue, index, content.
* Assess the potential value of information e.g., use of introduction, conclusion, sub-headings, synopsis.
* Use and write a bibliography.
Thematic Sequence ....

based on:
  Mt Gravatt Language Development Programme.
  Warrawong P.S. Social Science Document.
  Warrawong P.S. Science Document.

Legend:
- Language Unit
  * Language Component of Unit.

Social Science
  ** Social Science Component of Unit.

Science Unit
  *** Science Component of Unit.

  **** Art, Drama, or Music Component.
I'm .............
*** Grouping: Our body.

My Family
*** Grouping: Our body.

My Home
*** Parts of wholes. Immediate environment.

My School
*** Parts of wholes. Immediate environment.

My Friends - children
- community

My Pet
*** Environments for living things.
I Know...
*** Senses. Properties - colour, texture.

Spring.
*** Change - properties - comparing.

Toys
*** change...

Water
*** change....

Christmas
*** Change.

School.
** Why do I come to school?
The Magician.

My Drawing.
*** Variability- motor skills, physical characteristics.

I'm a Book.

My Bike.
** What do I do for fun in Warrawong?

The Frog.
*** Food Chains.
*** Life Cycles.

My Home (*The Duck)
** Parts of, Builders.
Bitsy and Bernard

** Who is my neighbour? How is our lifestyle affected by our neighbours?

* Acceptance of differences

*** Investigation of footprints/track and their purposes in tracking.

Pepé

** Comparison of family needs and experiences with that of a family of another country.

eg. Warrawong ... Spain.

Robbers Beware

The Martian's Challenge

Parts of Wholes

**** Art - mosaics

*** Sieving soil.

Solutions. Variability.
Bunyip in the Bunyas

** What makes up the Australian environment? Where could the Bunya mountains be? Special environments within Australia. How does man use the different environments?

Things to Make and Do

*** My neighbourhood - mapping skills.


Investigating air (pressure), magnets, light, water (solutions, heat energy). Compass investigation.

*** Art - weaving, batik.

Joey

** Comparison of family needs and experiences between country and city families. Different family structures, forms of housing. How do these affect their life style?
The Door that Opened
* Poetry styles.

Weather
*** Cloud types, causes of wind, snow, rain, fog .......

Gold Fever
** Why do people migrate?
- originally (explorers eg. Hartog, Cook) penal settlement.
  - gold rush
  - today

Investigating Colour
*** Paints, wallpapers, fabrics, food and drinks, electrical, sky.

Journey into Orbit
*** Solar system - rotation of earth.
  - tilt of axis → seasons.
Legend Makers

** Simple study of ancient Greek/Roman empire.
Quasimodo → disabled people – attitude development activities.
Famous people in history. What do I value and why? (use people from country of chin’s origin.)

Living with Energy

** What resources does our State have and how do we use them?
Early exploration – discovery of resources → development of industries.
How do people decide to establish an industry in a particular place?
Comparison of States.
Study of: iron ore, coal, electricity, uranium, wool, wheat, tourism)

*** Energy forms investigated e.g. solar, wind, electrical.
Sources of heat energy.
Effect of science on the environment – social implications locally.
Boo to a Goose

**
What happens when different groups come in contact?

Children's Groups.
Local Community.
Migrant influences on Australia.
Comparative study of families from different cultural backgrounds.
Farming community/city community.

The Sea-shore

***
Interactions of living things with their environment.

How are decisions made and enforced in Society?

**
State/Federal Parliament.
Armed forces. Comparison other Govts.

Stop Press
The Reporter

548
Class: a hypothetical group of young learners.
Duration: 3 to 4 weeks.

Specific Objectives:
Knowledge and Understanding
* I'm a special person, different from anyone else.
* I like some different things from my friends.
* I can do different things to my friends.
* I sometimes feel different to my friends.

Skills
* Listed before each activity to demonstrate the translation of skill objective to activity.

Attitudes
* Listed in activity sequence to demonstrate the translation of attitude objective to activity.

Spelling
Not applicable at this level

Focus Question Who am I?
Activities

(N.B. There is a development in some of these activities. However, because they have been written to show the translation from skill objective to activity, and some skills may take more than one activity to develop, a sequence is not always maintained. Also, only some activities have been listed because the unit is written for a hypothetical group of children and is not intended to be implemented.)

* Communicate through an artistic medium.

- Draw oneself with the aid of individual mirrors. Chn. in groups use different media e.g. crayon, pencils, pastels.
- Label pictures - I’m .
- Exhibit in classroom.
- Label - That’s my class. It’s K8.

* Read class labels - language based reading determined by pragmatic experiences related to self.

- Learn to use simple listening equipment.

- Chn. introduce themselves to each other.
- Teacher records as chn. speak “I’m .”
- Chn. introduce themselves again, reading label as they speak.
- T’cher writes “I’m .” on language master card. Chn. tape their sentence onto card. Chn. listen to each other and “read” each others sentences.
* Attitude - Good manners

- Daily greetings
- Participation in discussions
- Group work

* Sequence environmental happenings
  
eg. day/night, morning/afternoon...
  
  - Each morning discuss what day it is and whether it is morning or afternoon.
  
  Record - It’s Monday morning.
  
  In the afternoon change to -
  
  It’s Monday afternoon.
  
  - Picture talk - day, night activities
  Discuss how chn. know whether it is day or night. Read a story that encompasses both types of activities eg. Snow White (dwarfs work at night). Discuss how some Dads work at night.

* Classify events related to self

  Record on chart

  Chn. draw pictures of their activities and classify.

* Attitude - Respect for and appreciation of others/property

  Allocation of space in lockers for case.

  Chn. learn that they are not to touch other chn’s cases.

  When chn. bring in favourite toys etc. discuss how special they are to each person and how we must care for them.
* Echo given melodic phrases. Teach the song “This Old Man” in phrases, sung by t’cher, echoed by chn.
* Explanation of vocal sounds: “This Old Man”
* Recognise a beat by walking, clapping ...
  - When learning “This Old Man” show the worlds and the melody line notated with strokes — — — — — — — — (Chn. learn that print has meaning).
  - Clap rhythm of song
  - Walk rhythm of song
  - Clap and walk
  - Sing song to “walk, walk, stand ...”
  - Introduce notation at later stage where chn. read and interpret stroke notation.
  - Clap simple nursery rhymes. Chn. recognise rhythm.

* Identify attributes of the elements of a set of objects/events.
  Teacher and chn. play guessing game:
  e.g. I’m thinking of a boy with a blue shirt, sandals and black hair.
  Chn. ask: Is it George?
  When child is identified, he stands and says, I’m George. I’ve got a blue shirt ...
  (Many chn. are therefore identifying the attributes)
* Freely explore a variety of objects S.U.5
  eg. size, shape, texture, colour.
  Free play with objects varying in size, shape
  etc. Show chn. several objects from the selection
  they have been exploring - identify attributes
  through discussion.
  Place an object in a "feely box". Child
  manipulates and tries to identify.
  Draw object they think they have felt and
  encourage labelling using inventive spelling.
  Chn. "read" their sentence to each other + t'cher.

* Attitude- Curiosity
  Feely box activity.

* Develop tactile skills through handling,
  touching, feeling, defining.
  As above.

* Identifying melodic movements in terms of
  up, down, same, high, low.
  High and low notes played on piano or
  sung. Chn. make themselves tall or very small.
  Recognise usually 2 part (binary) forms.
  "Small World" played. Each time chn. hear
  "It's a small, small world" they make themselves
  very small. (Extension - Lummi Stick activity)

* Follow one-step directions
  Simon says - with movement directions and
  body part identification.
* Speech / word rhymes

Finger plays
Twinkle, twinkle little star.
Humpty Dumpty.

* Develop gross motor skills through physical activities - jumping, balancing, catching ...

- Jump to beat of tambourine
- Skip to beat of triangle
- Listen for instrument being played and either jump or skip.

Simple obstacle course
- Jump over rope - walk along stool - jump from hoop to hoop.

* Produce spontaneous speech

Show film strip of "Jack and the Beanstalk". Chns. talk freely about their reactions, being encouraged to speak one at a time.

* Use movement to bring to life other areas of the curriculum.

Directed dramatisation - t'cher narrates, directs...

* Reflect upon a drama experience by illustrating.

Read chns. the book "Jack and the Beanstalk" Leave it around for chns. to "read".

Chns. tell story and teacher records in several simple sentences.

T'cher reads chns's sentences as script for narration. Art work labelled with chns's sentences.
* Consolidate concepts of big and small. S.U.7
Outlines of characters sketched. Chn. in
groups paint sections eg. giant, stalk, Jack ...
Assemble as a mural - label with concepts as
well as chns's sentences.
eg. It's a bean stalk. It's big.
That's Jack. He's small.

* Communicate with tea in play area.
As chn. play in dolls corner or on
equipment, with blocks or whatever is available;
tape chn. and play back short sequences later.
Question the chn. as to who is speaking,
to whom they are speaking, what they were
doing etc.
Identify chn. who do not contribute
and involve them in class discussion and
directed play.

* Discriminate sounds heard.
Listening to tape of chn. playing in
play area and identify chn. -
Identifying background noises.

* Use the senses of touch, hearing and
tasting.
Feely box
Listening activities
Tasting each other's fruit from
favourite fruit day.
Blind folded - guess fruit from feel and taste
* Talk about first-hand experiences with confidence
  Opportunities to relate personal experiences -
  • planned with stimuli
  • unplanned

Planned stimuli - favourite fruit day
toy day
photo day
dress day
vegetable day

(A note would need to be sent home a week before
and the teacher participate by bringing their
favourites the day before the chn.)

* Attitude - confidence / contentment
  Spontaneous speech activities
  Drama
  Art
  Reading
  Singing

* Compose a simple sentence
  Place cards [I'm] [Fred] together.

Match with sentence on top of chn's desk.
Read composed sentence.
a guide to...

Environmental-Based Integrated Learning.

Warrawong Primary School.
AN EXPLANATION OF ...

THE DEVELOPMENT AND SUGGESTED USE OF

THE GUIDE TO "ENVIRONMENTAL-BASED INTEGRATED LEARNING"
INDEX

Section A. INTRODUCTION
- Acknowledgements.
- An Explanation of the development and suggested use of the "Guide to Environmental Based Integrated Learning."

Section B. THE "GUIDE TO ENVIRONMENTAL BASED INTEGRATED LEARNING"
- Thematic sequence
- Attitude development through Personal Development . . . areas of concern and resources, including Health.
- Language
- Listening
- Talking
- Reading
- Writing
- Spelling
- Mathematics
- Operating
- Counting
- Measuring
- Graphing
- Estimating
- Constructing & Spatial Knowledge
- Appreciating
- Classifying
- Comparing: and Contrasting
- Controlling and Testing
- Generalising
- Group Work Skills
- Hypothesising & Predicting
- Illustrating
- Inferring
- Mapping
- Manipulating
- Moving
- Music
- Observing
- Organising
- Researching

Section C. APPENDICES & RESOURCES
ACKNOWLEDGEMENTS

Special thanks to the following contributors:

At the initial development stage:
- Yonne Mathie
- Julie Pinazza
- Roy Williams

At the trialling stage, providing support for programming and implementation:
- A. Bunker  
- J. Pinazza
- R. Cowan  
- M. Schmid
- B. Halliwell  
- N. Simms
- H. Luby  
- R. Williams
- V. Mathie  
- B. Wood
- N. Pearson

The Staff of Warralong, Primary School:
- Gary Baker  
- Narelle Pearson
- Rhonda Bate  
- Sandy Penn
- Arthur Bunker  
- Julie Pinazza
- Tizzie Castagna  
- Martin Prank
- Rhys Cowan  
- Phil Reese
- Barbara Davies  
- Wayne Richardson
- Bev. Deremianika  
- Yvonne Roberts
- Caitlinia Fiammazza  
- Lynne Russo
- Carol Finlay  
- Mick Schmid
- Sue Halliwell  
- Nyla Simms
- Robyn Harju  
- Aristeo Singleton
- Mairina Hayes  
- Margaret Talkhurst
- Geraldine Hood  
- Ann Ward
- Michael Lacey  
- Jack Wilkinson
- Helen Luby  
- Roy Williams
- Peter Mansfield  
- Beryl Wood
- Yonne Mathie  
- Liz Zerner
- Nancy Melvin
- Maria Mortensen
- Vicki Moses
- Lina Niko
- Alix Olezewski
- Doug Pearson

During the refining process:
- A. Bunker  
- J. Pinazza
- R. Cowan  
- M. Schmid
- B. Deremianika  
- N. Simms
- H. Luby  
- R. Williams
- V. Mathie  
- B. Wood.
ACKNOWLEDGEMENTS 2

Other contributors we would like to thank:

- The children of Warrawong Primary School.
- The parents of the children at W.P.S.
- Mr. B. Gillett Regional Director of Education.
- Mr. J. Maguire Assistant Regional Director of E.O.I.
- Mr. T. Burke Inspector of Schools, Studies & Services.
- Mr. A. Cobbin District Inspector - Dapto.
- Mr. I. Welch C.O.C. Canberra.
- Mr. E. Booth Wollongong Institute of Education.
- Mrs. C. North.
- Mrs. I. Smaniotto State Multicultural Consultants.
- Mrs. J. Banecke.
- Mr. J. Gehadot Multiculture.
- Mr. R. Stephenson P.E. and Health.
- Mr. G. Robinson Personal Development.
- Miss R. Quinn Music.
- Mr. P. Creer Investigation.
- Mrs. M. Fowler Early Childhood.
- Mr. P. Haywood Craft.
- Mr. M. Graham Aboriginal Education.
- Mr. R. Macintosh Special Education.
- Mrs. Betty Baird Retired Infants Mistress.
- U.S.A. Curriculum developers.
- Students University of Wollongong W.I.E.
- Pacific Island Educators International Training Institute.
- Dapto Executive Association.
- Staff members Warrawong High School.
- Teachers visiting from other schools.

561
Guiding Individual Development

**Curriculum**
The total experiences of the child.
Includes the experiences at home, in the classroom, at sport, in the playground, excursions.

School accountability.

The development of attitudes, skills, understandings, concepts and knowledge which will assist in learning becoming an integral part of every experience.

---

Theory | Evaluation | Environment

Ideology about children's learning, Home, Community, Social groups.

---

The Classroom

A natural language environment
Integrated learning planned from the influence of Curriculum, Ideology, Evaluation and Environment.
Unplanned learning.
FROM WHAT HISTORICAL BASIS HAS SCHOOL BASED CURRICULUM DEVELOPED?

The last decade has seen a rapid shift from Centre-Based to School-Based Curriculum. There is still some confusion as to the precise meaning of the term, but it is commonly accepted in Australia that it can be used to describe a situation where the curriculum decision-making process lies not entirely within individual schools, but one in which schools have increasing but still only partial autonomy in curriculum matters (Skilbeck 1976).

Whereas formerly we implemented a "centre-based" or "top-down" curriculum, we now look increasingly at "school-based" or "bottom-up" curriculum initiated and developed by individual schools. Both views would appear to be inadequate, with the first tending to treat teachers as mere transmitters of ideas and the second requiring them to be sole initiators of ideas and materials. Both are simplistic and undesirable.

In the past the "formal" curriculum documents have been comprehensive and fairly prescriptive mainly because of lack of opportunities for pre-service and inservice education. Today we look at broad, central curriculum frameworks, developed with teacher involvement, and issued only after extensive consultation and classroom trialling.

However, whatever Ministers of Education, Directors-General or Study Boards might prescribe or recommend, in the final analysis teachers must teach and the real maker of the curriculum is the teacher as he/she constructs an operational curriculum appropriate to particular pupils and to a particular classroom situation. Obviously teachers are, and always have been, involved in curriculum development.

School-based curriculum development is evolving. It has not yet arrived. Our schools are increasingly assuming greater freedom and responsibility in curriculum matters within an agreed framework. In New South Wales, a three tier system has emerged in which the central administration establishes policies and provides some services. The Regional offices are seen as a vital link between the Centre and schools, often taking curriculum initiatives of their own. Central and Regional support is extended to assist the school to develop and implement a curriculum appropriate to its pupils.

Carlin, Purchall and Robinson (1976) looked at "school-based curriculum development" in its literal sense and saw the following advantages:

1. Schools vary so much that the members of staff of a school are in the best position to determine the optimum use that can be made of that school's particular resources and teacher expertise.
2. The needs and interests of children vary and the school is best placed to perceive these and to cater for them.
3. The people actually implementing the curriculum are those who have devised it. Thus the gap between theory and practice is narrowed. Further, the participants should be fully committed to the decisions taken.
4. The relatively small scope of the decisions being made, makes the introduction of new ideas more feasible.
5. It becomes easier to involve parents and community leaders meaningfully in curriculum planning.
and disadvantages

1. Teaching staff have had little experience on training in the process involved.

2. There is very little theoretical knowledge and no useful model available to assist schools in the process.

3. The way that schools are organised at the moment means that teachers do not have the time to devote much effort to the process of curriculum development.

4. In most schools, there is little communication about curriculum matters between teachers, between the teachers and the community, and between teachers and the students.

5. The school-based curriculum will entail substantial changes in the social roles of the inspector, the principals, and the teachers. Role changes are among the most difficult to bring about.

6. There is a danger that schools will feel a pressure to become quickly involved in the process and decisions will be made too hastily.

An obvious advantage not listed is the staff co-operation and interaction necessary to undertake such a project which is more likely to stimulate self evaluation, demand thoughtful planning and provide greater opportunities for sharing experiences and opinions leading to greater professionalism. If the staff "own" the curriculum they are more likely to be committed to its successful implementation. Numerous studies support this.

The challenge then is to utilise the knowledge and experience of the professional curriculum worker while involving school staffs whose local knowledge and interest should lead to greater involvement and commitment.

There are many problems. Teachers are required to engage in tasks for which they have not been trained. There is a need to:
- select and organise content
- determine aims and objectives
- respond to increased parent and community interest
- engage in situational analysis
- participate in group discussion and decision making

New skills and knowledge are required.

In order to develop the necessary understandings teachers need access to:
- information about existing curricula and materials
- results of research and survey work
- copies of reviews
- summaries of relevant psychological and philosophical positions

To implement these understandings teachers must develop the skills of:
- translating theory and objectives into classroom experiences
- observing and evaluating pupil reactions
- developing self-analysis
- reporting experiences to others

Greater in-school support is required in:
- utilising consultants and advisors
- encouraging interaction between schools on curriculum matters
- organising and participating in curriculum conferences
- conducting workshops
- establishing an "open" organisational climate
School leaders must be very aware of the complex factors governing personal relationships within the school. Group decision making is possible only when the ability to inspire and promote enthusiasm in colleagues is acquired along with knowledge and attitudes appropriate to particular situations and the ability to develop these characteristics in others.

In New South Wales schools are particularly susceptible to problems of high staff mobility. Adequate involvement of newly arrived staff is necessary if important principles of an original idea are to be maintained.

Perhaps the most significant problem in school-based curriculum development is the lack of time available for school staffs to meet together to work on school-based projects. Before organising to free teachers they must be convinced that the activity is a priority. This is often difficult. Immediate needs would appear to many teachers to demand greater priority. Factors such as a high proportion of inexperienced teachers, married women with heavy home responsibilities and long service teachers unwilling to accept change mitigate against commitment to school-based curriculum development.

Conclusion

Difficulties and challenges obviously exist. Not every teacher wants to be, or should be, a curriculum maker. We feel that school-based curriculum development offers rewards which justify the attack on the associated problems. We support the retention of a central framework within which schools may move towards greater autonomy in curriculum matters and in this regard it is imperative that there be developed a close and co-operative partnership in curriculum of Centre, Region and School. The development of a closely integrated system makes possible the achievement of improvements in the design of central curriculum documents, of a more committed involvement of teachers, parents and administrators, and of the further development of teacher skills in curriculum planning, implementation and evaluation.

(This section is based on Contemporary Issues "What is School-Based Curriculum Development" by Bruce Kemp)
During recent years there has developed a great appreciation of, and a commitment to the K-6 concept. All school organisation, including staff meetings, curriculum and staff development projects and workshops have been conducted on a whole school basis. A great contribution has been made by the school's Total School Development Committee led by Rhyce Cowan and Jack Wilkins. The T.S.D. Committee has, by means of a highly-structured and involved problem-solving cycle, managed to eliminate many areas of concern which precluded organisational and professional development within the school. The T.S.D. process is basically worker participation in management whereby problems are acknowledged, isolated, refined and hopefully solved. It is an involvement model leading to staff participation and therefore "ownership" of the problems. This "ownership" ensures full staff commitment and, almost without exception, the solution of the nominated areas of concern, along with a multitude of peripheral issues which often emerge as equally or more significant during the process.

The Problem Solving Cycle

1. Specifying the Problem
2. Evidence of Success
3. Analysing Before Seeking Solutions
4. Brainstorming
5. Selecting Action Ideas
6. Planning for Action
7. Monitoring the Change Process
8. Evaluation

Evidence of Success
Analysing Before Seeking Solutions
Brainstorming
Selecting Action Ideas
Planning for Action
Monitoring the Change Process
Evaluation

Phase 1
Phase 2
Phase 3
Phase 4
Phase 5
Phase 6
Phase 7
Phase 8
Since 1979 many whole school ventures have been completed successfully. These have included:
- Maths Games workshops - Three afternoons (WIBS)
- Reading Games workshops - Three afternoons (WIBS)
- Four day within school in service on, "Inquiry Teaching Across the Curriculum" (TSD)
- Five after school workshops on Art and Craft techniques to prepare teachers for "Assembly Hall Curtain Project" (WIBS & TSD)
- Four afternoon workshops on Music - Playing and Singing (WIBS)
- Four afternoon and evening workshops on Ethnic Dance (WIBS & TSD)
- Afternoon and evening meeting on Parent involvement in the classroom (WIBS & TSD)
- Support Team on language across the Curriculum (TSD)
- Language Arts - Skills identification and development
- Mathematics Concept Development - "Painting the Playground"
- Full day in school inservice on Programming
- In School and After School workshops on Multiculturalism and Community Languages Program

These and many other whole school ventures, have developed in staff members an appreciation of the need for the whole school approach to staff and curriculum development.

The development of our "Guide to Environmental Based Integrated Learning" was made possible only through staff involvement in the numerous K-6 ventures undertaken mainly outside school hours. This commitment led teachers to much additional work and sacrifice without which everything that has been attempted would have been quite impossible.

To varying degrees all of the abovementioned ventures led to the development of our "G.E.B.I.L.". The initial draft was made possible by a within school arrangement which enabled an extremely talented educator, Yvonne Mathie, to be freed of classroom responsibilities in order to undertake the organisation of numerous in-service, staff and curriculum development projects. This in conjunction with the availability of a twenty-day allocation of relief days from Regional resources enabled Yvonne to work with Mrs. Julie Pinazza for a period at the end of 1981. These days were made available following discussions with Regional Director, Mr. Brian Gillett; Inspector - Services and Studies, Mr. Terry Burke and Dapto Inspector of Schools, Mr. Allen Cobbin. The allocation was made following many hard hours of discussion and justification. It is a tribute to these senior departmental officers that such a significant contribution was made to an individual school based mainly on the faith in, and trust of the personnel involved. I would like to think that we have not let you down.

Obviously the introduction and implementation of this concept required thorough in-serviceing and massive psychological, physical and moral support. Components were introduced for staff discussion, amendment and acceptance over a period of time during late 1981. The completed draft document was presented, explained and accepted for trialling at a whole school meeting on Day One (pupil free) 1982.
WHAT IN-SCHOOL INSERVICING OF TEACHERS WAS UNDERTAKEN ON A GRADE BASIS?

Following the whole school meeting on day one teachers met in grade groups to plan an evaluation unit to be implemented during the initial weeks of Term One.

The Objectives of these meeting were:
At the end of the grade session each teacher should:
- have established approximate areas in evaluation skills development and have ideas as to the sorts/numbers of activities that would translate the skill area into an evaluation activity.
- established attitudes to be evaluated and discussed appropriate activities.
- decided upon the content area suited to the age of their group and which would best suit the range of skills to be evaluated.
- be aware of programming format for evaluation unit and time allocation for unit
- have begun programs to the extent that stimulus and activities for children's first day are organised

Skills to be evaluated in initial evaluation unit:
- operating
- reading
- counting
- talking
- spelling
- listening
- observing
- writing
- manipulating

Other skills would need to be evaluated in first couple of units in thematic sequence.

Suggested Starting Points

After the administration of the evaluation unit, children's starting points in terms of skills were established.

However, there was a necessity for a starting point in terms of understandings appropriate to the childrens' development and level of maturity. Because of the unit progression being founded on language and reading, the groups' competence in these areas was also taken into account.

Kindergarten: "I'm"
Year 1: "School"
Year 2: Group 1: "Rain" (level 2)
          Group 2: "Playing Buses" (level 1)
          Group 3: "Me" (level 1)
Year 3: Group 1: "The Cubbyhouse" (level 3)
          Group 2: "Summer and Winter" (level 2)
          Group 3: "My Aeroplane" (level 2)
          Group 4: *Group 5: "Making Colours" (level 2)
Year 4: Group 1: "Jason's letter" (level 3)
          Group 2: "The Cubbyhouse" (level 3)
          Group 3: "Jason's letter" (level 3)
          Group OA: "My Ghost" (level 2)
Year 5:
Group 1: "Bunyip in the Bunyaa" (level 4)
Group 2: "Bitsy and Bernard"
Group 3: "Bitsy and Bernard" (level 3)
Group 4: "The Bee Community" (level 3)

Year 6:
Group 1: "Journey into Orbit" (level 4)
Group 2: "Joey"
Group 3: "Joey" (level 4)

Units of indicated duration were planned to dovetail with subsequent grade and individual planning sessions.

**Timetable for Weeks 1 - 5**

<table>
<thead>
<tr>
<th>Evaluation Unit</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 1**
- Wednesday 3rd Feb.
- Thursday 4th Feb.
- Friday 5th Feb.

**Week 2**
- Monday 8th Feb. - Whole Staff - After School Inservice 3.00pm to 4:30 pm
- Tuesday 9th Feb. - K In-School Inservice
- Wednesday 10th Feb. - Yr 1 In-School Inservice
- Thursday 11th Feb. - Yr 2

**Week 3**
- Tuesday 16th Feb. - Yr 3 In-School Inservice
- Wednesday 17th Feb. - Yr 4

**Week 4**
- Tuesday 23rd Feb. - Yr 5 In-School Inservice
- Wednesday 24th Feb - Yr 6

**Week 5**
- Cycle Commences K-6

Thanks to a further Regional contribution of a package of days more extensive inservicing and planning were possible during weeks 2, 3, & 4 of Term One. These took the form of grade inservice days involving Julie Pinazza (now class free due to a staff decision) acting as a curriculum co-ordinator, grade co-ordinator, class teacher and community language teacher. During these full day meetings the document was further discussed and unit planning based on previously identified skills was commenced. These days were intense and vital to the success of the programme. There were doubts and fears - everybody had them. This vital inservicing clarified many issues and assisted greatly in the gaining of teacher confidence.
WHAT IS THE BACKGROUND OF CURRICULUM DEVELOPMENT AT WARRAMONG PRIMARY SCHOOL?

If curriculum is acknowledged as being all that the child experiences both inside and outside of the classroom, then obviously curriculum development has been in effect in all schools for as long as they have existed.

Formalisation and documentation have also been long in evidence.

Curriculum development is dynamic and the curriculum is constantly changing to meet the specific needs, experiences and abilities of the child, the school, the community and teachers.

The earliest documented, relevant curriculum statement at this school was in relation to the challenge of language development in a high density migrant school. During 1976 the Infants staff looked closely at the learning to read process and at materials necessary to assist with the reading programme. It was found that whilst children were mastering the mechanics of reading, they had no real understanding of what was being read. A literal comprehension level was all that was being attained. Consequently an alternative approach was sought. After consultation with research material available and with teachers from other schools with children from a non-English speaking home background as well as experts in the field of child migrant education such as A. Pitman; it was decided to adopt the Tate language and reading programme. It was accepted on the grounds that the children read structures they had previously encountered in an oral language situation. The programme was then adopted on a whole school basis. The children's language, reading and comprehension skills developed tremendously and their confidence in both their work and themselves is far removed from the situation where they had experienced failure at a formal level and lacked confidence in themselves.

The Tate programme, being oriented to the child learning English as a second language in a South Pacific Island environment, had the obvious problem of integration into the whole school curriculum at Warramong. The language structures were reinforced throughout the day in all curricula areas. However, the content of the actual readers which revolves around the life of a few island families was obviously limiting.

Following further consultation, in servicing and a support team intervention it was decided to review the school language curriculum and to trial the philosophies espoused in the Mt Gravatt Language Programme. This language/reading programme was written to fill the need, expressed by teachers, for materials based on a knowledge of the language used by children. "It is designed to assist children to learn to read and, at the same time, to foster their oral language development."

The reasons for some children developing into efficient, avid readers while some fail to even develop to this stage are many and debatable. Some see the problem as being the materials; others, as being the methods. Recent research into reading achievement indicates a high degree of correlation between language development and reading success.
Dr. Norman Hart began looking at children's oral language development in 1962. Over the next few years he administered special oral programmes to children who were experiencing difficulty in learning to read. Language of teachers was carefully selected in these programmes and meaning was linked closely with non-language experiential activities. The most remarkable outcome of Dr. Hart's experiments was that in all cases an increase in oral language performance was accompanied by a quite dramatic gain in reading ability. Teachers following Dr. Hart's programme increasingly adopted the practice of cultivating the use of oral language structures only through practical experiences in which the structures were used in a natural, meaningful way. The disparity between commercially available readers and "home-made" readers based on children's language along with the lack of information on which language to be selected for use were the two main areas of concern at this time.

In response to these concerns, Dr. Hart set about collecting and analysing the natural language of 2½, 3½ and 4½ year old children. Dr. Hart had access to the computer being used by the Van Leer Project (researching the education of Aboriginal children) to analyse the vast quantity of language data. He collected the data by hanging microphones around the necks of children for a period of time and thus recording their speech at play, at home, at school and when alone.

This initial collection of word sequences was analysed further and extended by the Mt Gravatt Language research project which began in 1972. Information on the language of 5½ and 6½ year olds was now collected. Thus a developmental schedule of words and word sequences used orally by children from 2½ to 6½ years of age has emerged. These word sequences called "signalling units" in the programme because they are used over and over again consistently at each level of "signal" language structure. It has been shown that the sequences most commonly used by Australian children are also common in the language of children in the United Kingdom and Canada e.g. "I'm going" is the most common sequence of 6½ year olds in all three countries. To complete a signalling sequence a noun or verb phrase is usually required. This latter kind of phrase is called a "content unit"

\[
\text{signalling unit} + \text{content unit} = \text{meaningful statement}
\]

\[
\text{i.e.} \quad \text{That's} + \text{a tadpole} = \text{meaningful statement}
\]

These sequences are thus used to "control" the language which we want the children to experience, either orally or in written form. However, to make signalling units read to the child, he has to be placed in a practical situation which clearly demonstrates contextual meaning.

Teachers working with the language development programmes developed in 1963 - 1967 and later in the Van Leer Project, found that motivating children through success in actual reading was largely responsible for continued progress. However, how can success be assured the first time a child sees a book if that book is also to be used to practice the art of reading?

With the Mt Gravatt programme the child has practised the signalling units (controlled by the teacher) and the content units (controlled by the practical situations) in pragmatic language lessons where he has talked and then read the corresponding written form. It is only when children have had sufficient practice in relating the reading language to real life situations and are able to create their own novel sentences...
using the many possible combinations of the desired signalling units and content units, that the "reading book" itself is given to the children.

In the early stages children have no other formal language than their oral language. Later, children will "find" it easy to distinguish those characteristics of written language which may not occur in oral language. While children are solving the mysteries of decoding written form, the inclusion of more unusual forms of the written code would only complicate and confuse the first exciting experiences.

We see the advantages of Mt Gravatt being that the progression of language structures is based on Australian research so children are learning to speak and read as the "average" Australian child does. These structures were based on formal English which is not always the language of the of the child's environment. We need to develop from where the child is, rather than from where we think he should be. It is also a thematic approach; themes being chosen from the children's interests. Each theme begins with a pragmatic experience which becomes the catalyst from which activities in all curricula areas develop, thus each skill, process and attitude learned has a purpose and a concrete experience as a reference. Reading should never become a laborious or a negative experience. A book is handled when the prior activities assure the child's enjoyment in the experience of reading or sharing it.

It caters for the specific needs of the child from a non-English speaking home in that it progresses (slowly at first and with constant revision and consolidation through the signalling units, content and linking units basic to our language.)

During 1979-81 constant development and review of various curricula took place. Statements with regard to mathematics (1979), Social Science (1979), Natural Science (1979-80), and Handwriting (1980), were developed and accepted as being school-based documents. Then followed a period of consolidation during which the above documents were thoroughly trialled.

The ever present cry was, "How do we fit all of these curriculum areas into an increasingly over crowded school day?"

Obviously this could not be done without a long and hard look being taken at more integration.

But how do you successfully integrate all content areas keeping in mind the sequential development of all content components?
Philosophical development.

Why did we decide to develop an integrated approach to learning?

After the development of school-based curricula in subject areas, along with the inservice training necessary for teachers to understand and implement the curricula, a consolidatory period of implementation followed. During this period of implementation, it became increasingly evident to teachers, supervisors and administrators that the demand being made by each of the curricula in terms of preparation, development of strategy and timetabling was unrealistic. One or more of the curricula areas was being neglected by teachers or those managing to provide experiences within each of the subject areas were experiencing frustration at not being able to follow-through, consolidate or extend the experiences because of the commitment to the next area to be dealt with.

Twelve months trial was given to a thematic approach to learning using the Mt. Gravatt language development programme by two grades within the school. We were very concerned using the Mt. Gravatt approach, however, that subject areas were being "correlated" i.e. content material gathered under a thematic umbrella without due concern being given to the planning of activities based upon skills and attitudes to be developed with relevance to the child's stage of development. Within this period, the thrust was being given from the Department to Multiculturalism, Non-sexist policies, personal development and community languages. Conscientious teachers were looking for a means by which they could meet the requirements of all these policies along with the Communicating, Expressing and Investigative areas and still achieve satisfaction in their profession and development of relationships with children.

We propose an answer is INTEGRATION! With this goal in view we set about investigating the learning process to decide what we saw as being the components that all the areas have in common. We determined the process of learning could be broken down to learning skills coupled with attitudinal development within a "structure" of understandings and concepts. The development of learning skills and attitudes is applicable to learners in any situation. The framework of understandings and concepts must be chosen for a particular group of children dependent upon the environment within which they live.

why take learning environmental based?

When we looked for a framework on which to hang the development of the learning skills and attitudes we decided the understandings and concepts should be of relevance particularly to the children within our school situation. Consequently, we looked at the Warrawong Environment. We defined the environment as the physical, social, emotional and psychological influences on the child. We therefore needed to consider the ethnic backgrounds of our children and the skills and knowledge they brought to school; the resources of our area including people, equipment, industries, transport, books, kits etc.; our position geographically and the concepts and understandings we (staff, parents and community as well as children consulted during the trialling period) thought were necessary for our children to have at the end of their primary education to equip them with the basic knowledge of a "well-educated" child in our situation. Naturally, many of the understandings and concepts we prioritised will be common with those of children from very different environments. However, some need to be very specific and the development of all needs to be in the context of where the child is.
What are the overall aims and objectives of this approach to learning?

To cater for the developmental stages of individuals.

To have the children see learning as being purposeful because they are learning skills that they have seen a "need" for in their experience.

To put learning in perspective as a part of the total experience of each individual and therefore have the children recognise that learning extends beyond the school day or beyond a period timetabled for a particular discipline.

To facilitate children and their experiences as more dynamic forces in planning.

To assist in both children's and teachers' recognition of the purpose of learning in the framework of the individual's environment and the changing society into which we are growing.
Explanation of the "Guide to Environmental-based Integrated Learning".

What are the components of the "GEIL"?

1. This introduction and explanation of the approach to teaching and learning which will hopefully explain the philosophy on which we have based the "Guide" and equip teachers at whatever their stages of concern with an understanding and a starting point for use of the "GEIL".

2. The curriculum developer's understanding of curriculum, the learning process and the dynamic forces affecting our planning and the children's learning.

3. Two sample units.

4. The Thematic sequence.

5. The attitude development organised in areas of concern.

6. The learning skills.

7. Appendices.

Why have we included two sample units?

The first sample unit has been included to demonstrate the translation of either an identified attitude or learning skill into a classroom activity or activities. It is by no means intended to be a unit suitable for implementation but rather a step in the planning process which hopefully will familiarise teachers with the change in the planning process - identify children's needs and then plan activities to develop skills, consolidate or extend skills and consciously provide experiences through which attitudes might be formulated or further developed within the context of the unit focus or theme.

The second sample unit has been included as an example of a unit which has been planned using the process outlined above and then organised to facilitate evaluation both individually and on a class basis. It appears in the introduction as it appeared in the teacher's programme.
Thematic Sequence.

(a) What is the Thematic Sequence?

(b) How do I interpret it?

The Thematic sequence forms the framework of understandings and concepts to be developed in our school situation from when the child enters school till Year 6 and perhaps onto the early secondary years. The themes in the sequence are not the only content areas to be covered but rather the basic skeletal structure only. Other areas to be treated may arise from the children's and teacher's interests, visitors to the school, field trips, environmental happenings (local, state, national, global and spatial). However, the sequence of themes, as the name suggests, is to be followed as a sequence although many other themes of varying lengths may be interspersed. The sequence takes into account both the varying stages of development of children in terms of interest and understanding level and the need for concepts to be developed at these various levels. Thus, the themes are organised in a spiralling fashion. To avoid repetition of content areas the basic understandings to be developed within a particular theme are outlined. The focus questions, concepts or understandings expressed for a theme are not exclusive but rather a basic guide on which the theme can be developed.

(c) How do we ensure understandings from traditional subject areas are covered and specific strategies employed?

We have organised the thematic sequence column with headings which previously applied to particular disciplines. These headings are for teacher reference in terms of emphasis intended for the unit or appropriate strategies to be employed in providing experiences.

Headings and examples of intended interpretation follow.

Language: Understanding in this area would be developed in conjunction with skill development from the areas of listening, talking, reading, writing specifically as well as a language emphasis in generalising, organising, inferring etc. Obviously, not all skill areas would be looked at within any one unit.

Social Studies: Understandings specified in this column would be developed using investigative strategies which would need to be planned specifically with inquiry skill development in mind.

Science: Science understandings and concepts have a particular contribution to a child's development and consequently need to be developed wherever possible through hands-on experiences and following specific inquiry models. Skills such as testing, controlling, hypothesising and inferring should be developed through many experiences (language-based physically experienced in health programmes etc.) but also very deliberately through "science" activities.

Music, Art, Craft, Drama: The related arts field, like the others mentioned, has specific contributions to make to education. Many of these may need to be developed through specific programmes. However, they have a significant contribution to give to an integrated theme. Where they are outlined is where some concept etc. particularly is relevant to be developed at that stage within that thematic context. Within many themes there is no specific direction in this area given. This does not indicate a lack of priority but rather a flexibility as to content covered (if appropriate) always prioritising where the children are in terms of their skill development in the field.
Health: This column has been included to draw teacher's attention to the significance of the health component within many thematic areas. The references have been made fairly general e.g. consumer health to indicate a need for cross-referencing to the Health section of the document, where teacher's would need to look at the developmental understandings and determine at what stage their children were.

Reading Resources: This column is meant to indicate just what it says. Within our school resources, the resource listed is what is available. Lists of library resources, which have been extensively cross-referenced, are available to supplement the suggested reading resource within the school.

Because we have access to the Mt. Gravatt language development scheme, many of the resources listed are Mt. Gravatt readers. They are intended to be used, however, as determined by individual children's skill development in reading and not used as a "scheme" or as indicated within the manual unless, of course, that treatment is most appropriate for a child or children's stage/s of development. The reading resource may be used as an introduction to the unit, a group extension activity, a culminating activity or in a limitless number of ways determined by where the members of a class are.

Sometimes the reading resource is listed as child-based which indicates that no commercial reader was found suitable to the theme at the time of publication and that the children should be especially involved within this unit in producing their own reading material.

Where school-based reader is indicated, a set of readers produced by personnel within the school is available to be used within the resource box. In most cases these school-produced books have been written using the language development of the Mt. Gravatt book at a comparable level. We accepted the language development of the Mt. Gravatt programs as being the most thoroughly researched and appropriate for our needs. The high proportion of children from non-English speaking backgrounds makes the development of language through all experiences one of our major priorities. Consequently, we could not justify using only parts of the Mt. Gravatt program unless we replaced themes we had rejected with a more appropriate content area for children in our environment and retained the language development by way of signalling unit progression and language complexity - i.e. written our own books with the language progression retained but developing appropriate concepts and understandings.
(f) Can all subject areas be covered within a thematic approach?

As indicated in our look at the format of the thematic sequence columns, it is apparent that not all subject areas can be covered or should be attempted to be covered within any one unit. Looking at the units overall we see that many areas are covered over a range of units. However, referring back to our "Model of learning using "GEAR" we can see that, whilst there is a unity in the learning process, there is also a specific role that some subject areas play in the overall process and therefore skills in this area need to be developed separately and integrated where applicable, perhaps more in the consolidatory stage.

There is probably a time for all areas to be dealt with specifically, either to develop a skill specifically which does not lend itself to meaningful integration within that unit or just for fun e.g. an exciting experiment, a fun poem, a walk in the sunshine......

Areas indicated on the model that need emphasis as specific learning tools are the areas of Mathematics, Music education and other related arts of craft, drama, art and the health education areas of movement and physical education. It is because of the need to develop these areas separately as well as in conjunction with the theme that we have outlined the understandings and skill development in the detail included in the document.

(d) Is there a time allocation on themes?

The thematic sequence, as mentioned beforehand, is only a basic skeletal framework of understandings which endeavours to cater for individual flexibility, ingenuity and adaptability. Therefore, not all the columns are complete for every theme. It was never intended that understanding should be drawn from all areas within every theme. Some themes may be very specific, others very broad. The understandings outlined are necessary to be developed in order to form the basis for extension at a later stage. Other areas covered are for individuals to determine, being cautioned not to try and cover too broad a spectrum of understandings or the unit may lose its vitality.

A unit focus or "name" is indicated by the framed title e.g. 'My Family'. The position of the framed title in the column indicates the priority needing to be given to the unit i.e. Is it a language unit, a science unit or an art unit? The strategic priority and skill development of the children in that area may assist in determining the length of the unit for that group of learners.

One last caution! The columns are used only as a tool for implementation. Don't overlook the integrated approach that encompasses the whole range of previously considered subject areas. Because an understanding is expressed as a science component, does not mean it should be taught separately as a science lesson, although there may be times where this is necessary. The strategy may be scientific but the children should experience it as part of the whole.

(e) Does a thematic sequence need to be specific to a school situation?

YES! Our children are unique. They have things in common with children everywhere and specifically with children in neighbouring environments but every school has a distinct population from a specific environment with a distinctive range and proportions of home backgrounds. Schools have vastly different resources, communities and staffing allocations. All of these need to be considered when developing a thematic sequence suitable for your children. However small a school, limited the resources and varied the background of the children, these forces need to be seen as positive influences on "your thematic sequence" - one which will meet your children where they are and provide an important and exciting basis for their attitude and skill development.
Attitudes.

(a) Can attitudes be programmed into a thematic approach?

The area of attitude is often one left to chance, to incidental treatment. Whilst there is always a place for what occurs naturally, there are many significant areas which would be neglected completely, many excellent resources we could not use because the activity was not planned and what of follow-up?

The way skills are learned, our interactions with others, our relationship with the environment and so on are all attitudinal areas we are developing all the time. If we look at the focus of a theme and determine what area/s of concern might lend itself to specific development during the unit, the activities will integrate very naturally into the total learning process. The attitudinal area of concern may be decided upon because of the theme of the reading resource or a character within a resource to be used. Perhaps it might be determined by class organisation or a teaching strategy to be emphasised. A need for treatment of a specific attitude may have arisen, in which case, appropriate activities may be programmed within the theme to meet the need.

(b) How are the attitudes organised in the “GEBIL”?

Initially, the staff came up with an extensive list of attitudes which they thought the children should be exposed to via developmental activities. We found this approach too expansive, however, and re-organised all the same attitudes in areas of concern e.g. self-awareness, social attitudes, reactions to others’ differences etc. Within each area of concern, there is a list of component attitudes which, in turn, are sometimes sub-grouped where some tend to specifically belong together. Most of the attitudes and areas of concern are interdependent upon each other having strong cross-influences.

We have looked to making this section complete by prefacing each area of concern with a general aim/s which we would ultimately look to develop through fostering a belief in the value of the area of concern and its components by development of certain skills, knowledge and/or understandings. To this, we have added an extensive list of resources we have within our school but have cross-referenced these so that their original source is acknowledged and therefore readily accessible to any teacher.

(c) Where does Personal Development, Non-sexism, Multiculturalism fit into an integrated approach to learning?

Personal development, Non-sexism and Multiculturalism are all areas of awareness which need to be carefully considered in the planning of learning activities regardless of the approach. They are all, therefore, an integral part of an integrated approach to learning.

They are, however, more than just an awareness. They all have significant contributions to make to an individual's education at all levels (teacher and child) by way of development of knowledge, understandings and concepts, skills and attitudes. The Personal Development policy has been included specifically in the attitudes section of the document and reinforced through the thematic sequence where particular emphases need to be given within a particular context. Similarly with Non-sexism and Multiculturalism. We have listed several resources for each area of concern which pay attention to development of, or exposure to, a specifically Multicultural or Non-sexist bias. We have gone through our thematic sequence in detail and included focus questions or concepts which need to be considered within a theme and also looked at the skill areas with particular learning skills being considered in the Multicultural perspective.
SKILLS.

(a) **What are learning skills?**

If we look at the learning process, we find that all learners select from a common set of learning tools and take some of these to a new learning situation. These tools he selects depend upon what attitudes, prior knowledge and skills he/she has available to him/her. Within the range of subject areas and curriculum statements being grappled with, we find a common denominator—learning skills. Some skills are emphasised, in particular disciplines but to some degree we find a common set of learning tools being used regardless of the compartment. However, within the school situation, this was not always evident because of time pressure, teacher skill, imposed programmes and so forth.

We have identified some thirty learning skills within each of which are many component skills or sub-skills. These need to be developed in a variety of situations e.g. hypothesising when reading, when experimenting, when playing music or painting a mural. However, when developed through an integrated unit we avoid the danger of over-practising skills in many discipline areas or of overlooking a significant component altogether.

(b) **Why approach planning for children's learning from a skill's base?**

Without an understanding of why we are planning activities the planning is of little or no value. Whilst that is very obvious to us as educators, we all too often fall into the trap of planning an activity because it's content is appropriate. If we approach planning from a skill's base we have already identified where a child or group of children is at in the development of a learning skill and therefore what the next step is and therefore activity choice is more "economical". We do not "pad" our units with activities that are virtually without purpose and therefore the child's development is dynamic rather than static for periods of time.

The more learning skills we acquire, the more independent a learner we become and therefore the more able to be adapatble to the "unstructured" changing future.

(c) **What skills should be developed in primary school children?**

Obviously, the extent of the skills to be developed is dependent upon the child's stage of development. We have included skill components from the initial basic skills which may be acquired by many children before entering school, to quite sophisticated skills we may identify ourselves, as needing to develop.

After the pre-school years, the primary school education of a child is the most important education for life. We therefore considered we should not be limited by any confined expectations of the primary school, but rather see it as being a significant contributor in assisting children to develop toward responsible self-direction, mature judgement, moral autonomy and perceptive understanding. Consequently, skills to be developed in primary school children (of course, taking into consideration the stage of development of the child) need only be limited by our vision.

581
(d) On what basis have the sub-skills been organised?

Some skills are developmental sequentially in nature whilst others have components which may develop exclusively of other components.

We have, therefore, organised the sub-skills in four ways to endeavour to accommodate the variety of skill development.

(i) In stages of development e.g. the preparatory stage → the initial, dependent stage → the rapid progress stage → the refinement stage.

(ii) In a flexible sequence so that the need for the development of some skills prior to others is easily recognisable. However, care needs to be taken not to interpret the sequence rigidly.

(iii) In skill components. The sub-skills have been specifically labelled “non-sequential”. There still may be some developmental stages but these are less apparent.

(iv) In areas of specific skill development within the encompassing learning skill.

E.g. Moving is broken into dramatic movement, dance, perceptual-motor movement development.

Music is partitioned into singing, playing, organising sound and listening and then further divided according to music concept being developed.

How is the "GEBIL" translated into learning experiences?
How do I plan a unit?

Once a theme focus has been decided upon either from the Thematic sequence or by one of the many other ways in which themes can be chosen, the teacher needs to identify an area of concern from the attitudes section which either integrates with the theme because of characterisation, plot strategy or because of a need which has become evident in the class or school group. The understandings need to be considered when selecting an attitude area of concern. Resources from that section can then be consulted so that activities can be planned that will further develop individual children’s attitude to whatever area has been prioritised.

The planner then needs to look to skills to be developed, bearing in mind the understandings, focus questions and/or concepts to be developed. Skills need to be selected at at least three levels. First, those skills that have been introduced in previous units that need consolidation or further development. Activities to meet the need within the skill should then be planned. Perhaps only one activity would be needed. Secondly, new skills need to be identified to be introduced to the class – some of these may be the next stage from a previous unit while some may be a component of a skill not previously encountered. Because these skills are being introduced, the number of these new skills should be limited. Activities to develop them should then be considered, with each skill having several activities listed. Thirdly, the specific needs of individual children must be considered and skills selected to meet the needs of a small group or individuals. Obviously, to remain manageable, the number of skills selected would need to be restricted. Again, corresponding activities are planned. The understandings, focus questions and/or concepts would then need to be reviewed to see if activities planned so far were sufficient to develop the understandings etc.
Of course, in the choosing of learning activities, the most appropriate teacher strategy must be selected and included in the plan along with class grouping, parent involvement, field trips etc. Following the planning of activities, they then need to be sequenced in terms of teaching and learning activities which will provide the basis of a day-book type register of activities to be followed throughout the unit.

Does a teacher need special skills to implement the "GESIL"?

Effective teachers have been guiding learning in a similar way for as long as pedagogy has been a profession. Effective parents teach their children in the same way. However, the GESIL has provided an organised and more structured framework for planning and implementation. Teachers need to be competent practitioners of inquiry strategies and children will not develop into confident, independent learners if traditional narrative and implant methods of teaching are used extensively. A competent teacher, who is conscientiously trying to implement the current curricula and policy statements of the Department, should find the transition to environmental-based integrated learning a relatively easy and rewarding one.

How are resources used?

Resources are used both in the planning and implementation stages. When skills, attitudes and understandings have been identified, resources should be consulted to suggest activity ideas for their development. During the implementation of the unit, resources may supplement activities planned within the sequence.

At Warrawong, we have collected any available resources that pertain to a unit in labelled boxes regardless of the level. When teachers come to planning, they can select from what is available within the box as well as environmentally and from the children. A box full of varied resources should not be seen as a pre-requisite to easy planning or a "good unit", for none of them may be suitable to develop the identified skills etc. Conversely, a unit box virtually devoid of books, tapes, pictures etc may encourage teachers to look to the children or community, for example, for appropriate resources.

The use of the reading resource/s is already outlined in detail in the section on the Thematic Sequence.

How is evaluation linked to planning?

When planning is thorough, evaluation should become an easy task. If we plan according to skill, understandings and attitudes then they are what we must evaluate. Evaluation should be both progressive through the unit and retrospective. Children's development in the identified skill and attitude areas and their growth in understandings should be noted at the three levels at which they were planned.

(i) a general class development
(ii) individual's progress on class determined skills etc.
(iii) individual's progress on individually determined skills etc.

From this evaluation throughout the unit, the teacher's plan may change slightly emphasising some activities more, re-organising class structure for others or developing an understanding, skill etc. much further than initially intended. Most of this evaluation would be subjective and incidental.
The evaluation at the culmination of the unit will serve to determine skills and attitudes to be developed in the next unit. An individual profile on each child will also emerge which will give a valid account of the child's development as a learner and as a person.

Where a unit is planned for a short period the same attitudes and skills may be developed over two or three units and then evaluated. If a skill is to be developed to a stage of competence and a shift is to occur in attitude, then, obviously, a short period of time e.g. a week, will not allow for this to occur. Evaluation as the units progress may be of use as children develop expertise or demonstrate a change in their behaviour.

A rigorous testing procedure at the end of units should not be necessary if the evaluation has been individualised during the unit. If we plan several activities to develop a skill, a child's competence and readiness should be very evident at the completion of the activities.

Reports on children, parent interviews, term assessments and so on would all be covered by the progressive anecdotal, skill-based evaluation which developed with the child.

How does the unit plan cater for incidental experience?

When activities are planned to develop specific attitudes and skills, the activity itself loses priority. Therefore, if an incidental experience occurs which you would like to follow up, a mini-unit can be implemented which would have been covered within the planned theme. The theme may then be continued or abandoned in lieu of the new unplanned focus.
Classroom Implementation.

The following has been prepared primarily for new members of staff at Narrewoong Public School. It could be modified for use by a staff considering implementation of an Environmental Based Integrated Learning Curriculum in their school.

What is expected of me as a classroom teacher? What teacher skills must I develop in order to teach in an integrated manner?

The role of the teacher is to
- build on the experience of the children
- provide interesting opportunities and an environment supportive of experiential learning
- assist children in the course of activities to * investigate
  * communicate
  * express themselves

The classroom teacher would therefore need to
- be flexible in * grouping of children
  * timetabling
  * classroom organisation
- provide experiences not confined within the boundaries of subjects
- subjectively identify the child’s on-going needs at an operational level
- recognise and plan for the stages of development of the children in his/her class
- be competent in inquiry strategies.

Where do I start? How do I programme?

* Collect and consult information sheets from previous year.
  - unit progression
  - unit evaluation sheets
  - pupil profile sheets.
* Establish a relationship with the children in your class.
  - Their interests
  - their needs
  - stages of development.
* Select a theme focus.

In the main, this would be from the thematic sequence or
A theme could be based on any of the following
- children’s and teacher’s interest
- visitors to the school
- Related arts experience
- field trips
- environmental happenings (local, state, national, global, spatial)

* Select specific attitudes to be developed.

Integrated with the theme because of
- characterisation
- plot strategy
- need that has become evident in class/school group.
* Select skills and components according to
  - class
  - individual needs

Skills selected may
  - have been introduced in previous units and need consolidation or
    further development.
  - be identified for introduction to the class (next stage from a
    previous unit or component skill not previously encountered)
  - be specific needs of individual children or group.

* Select knowledge, concepts and understandings
  - associated with the theme
  - appropriate to the class
  - appropriate to individual development

* Select activities and experiences
  - Appropriate to the development of skills, attitudes, knowledge and
    concepts.
  - Appropriate teacher strategy for learning activities
    e.g. classroom grouping
    field trips
    parental involvement
    utilisation of resources

* Programme format
  - Activities need to be sequenced in terms of teaching/learning
    activities. This will provide the basis for a daybook type
    register of activities to be undertaken throughout the unit.
  - Organisation should be flexible enough to cater for spontaneous
    happenings.

* Evaluation of the unit.
  Should be both progressive during the course of the unit and summative.
  (See section on evaluation.)

How do I use resources?

Resources can be utilised in both the planning and implementation
stages of a unit.
- in the planning stage as a stimulus for teaching/learning experiences
- in the implementation stage as a supplement to activities planned
  within the sequence.

The extent of their use will vary from unit to unit and will be
determined by those skills, attitudes and understandings identified by
the classroom teacher for development during the course of the unit.

What range of activities can I involve the children in to develop
attitudes, skills and understandings through integration?

The range of activities that children can be involved in is
unlimited. The key word is involvement. Therefore, activities should
put experience first and be child-centred. The following stimuli are
experiences which could provide a framework for the development of
attitudes, skills and understandings through integration.

an event
  game
excursion
drama
ramble
picture
performance
visitor
film
field study trip
T.V. programme
camp
interview
problem
story
poem

586
How do I evaluate?

* Evaluation should be both progressive throughout the unit and retro-
spective. The children's development in the identified skill and
attitude areas and their growth in understandings should be noted at
the three levels at which they were planned.
  - general class development
  - individual progress in class determined skills etc.
  - individual progress in individually determined skills etc.
Most of this evaluation would be subjective and incidental.

* Evaluation at the culmination of the unit will serve to determine skills
and attitudes to be developed in subsequent units.

* A progressive, anecdotal, skill-based evaluation would develop into
an individual profile on each child and provide the basis for
  - assessing future needs
  - reporting to parents
  - informing next year's teacher.
Overview of the "Guide to Environmental-Based Integrated Learning."

Guiding Individual Development through implementation of the following process.

- Selection of theme.
  (from sequence, interest, need...)

- Selection of specific attitudes to be developed, i.e., prioritising attitude development according to needs.

- Selection of skills and components according to class and individual needs.

- Selection of knowledge, concepts and understandings associated with theme, appropriate to class and individual development.

- Activities and experiences planned appropriate to development of skills, attitudes, knowledge, concepts...

Evaluation
Skills

A Skill is a physical, emotional, intellectual process.

A Skill requires knowledge.

A Skill can be used in a variety of situations.

A Skill can be improved through practice.

A Skill is often made up of a number of subskills that can be identified and practised separately.

ATTITUDE DEVELOPMENT

THROUGH

PERSONAL DEVELOPMENT
ATT 1

To develop a belief in the value of:

* Relationships with others *
- Respect for and appreciation of:
  - Others
  - Elders
  - Authority
- Co-operation
- Sportsmanship

* Social Attitudes *
- Honesty
- Tact
- Tolerance
- Loyalty
- Courage
- Justice
- Patriotism

* Self awareness *
- Self-discipline
- Confidence
- Striving for excellence
- Self-esteem
- Self-criticism
- Contentment
- Pride in one's work
- Originality
- Ethnicity

* Health *
- Cleanliness and health.
ATT 2

* Responsible independence *
  - Responsibility
  - Ability to justify decisions.
  - Independent thinking.

* Relationships with one's world *
  - Respect for and appreciation of:
    - Property
    - Environment
    - Conservation

* Reactions to other's differences *
  - Respect for and appreciation of:
    - Cultural heritages
    - Abilities and capacities of others
  - Equal opportunity
  - Acceptance of differences.
  - Tolerance.

* Attitudes to Work *
  - Perseverance
  - Diligence
  - Application
  - Giving of one's best.

* Attitudes to Divergent thinking *
  - Open-mindedness
  - Creativity
  - Curiosity
  - Flexibility
ATT 3

To encourage within the child, a sensitivity to, and concern for, the needs, feelings and interests of others and a sense of responsibility towards them.

6 To develop an appreciation of the importance of the family.

...through a belief in the value of...

**Relationships with others.**

- Respect for and appreciation of:
  - others
  - elders
  - authority

- Co-operation
- Sportsmanship

- Helping others:
  - Caring
  - Sharing
  - Sensitivity
  - Humility
  - Friendliness
  - Empathy
  - Sympathy
  - Good manners
  - Punctuality.

...by development of...

...knowledge about how humans interact with each other.

...using these resources...
### ATT 4

<table>
<thead>
<tr>
<th>General reference code</th>
<th>Activity Title</th>
<th>School Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Object sharing</td>
<td>Card 3</td>
</tr>
<tr>
<td></td>
<td>Social silhouettes</td>
<td>Card 4</td>
</tr>
<tr>
<td></td>
<td>Success sharing</td>
<td>Card 5</td>
</tr>
<tr>
<td></td>
<td>Success a day</td>
<td>Card 12</td>
</tr>
<tr>
<td></td>
<td>One special thing</td>
<td>Card 13</td>
</tr>
<tr>
<td></td>
<td>Meaningful symbols</td>
<td>Card 14</td>
</tr>
<tr>
<td></td>
<td>Guess who I am?</td>
<td>Card 15</td>
</tr>
<tr>
<td></td>
<td>Autobiographical sharing</td>
<td>Card 16</td>
</tr>
<tr>
<td></td>
<td>Getting to know you</td>
<td>Card 17</td>
</tr>
<tr>
<td></td>
<td>Happy package</td>
<td>Card 25</td>
</tr>
<tr>
<td></td>
<td>Volunteering</td>
<td>Card 26</td>
</tr>
<tr>
<td></td>
<td>Trust walk</td>
<td>Card 27</td>
</tr>
<tr>
<td></td>
<td>Nourishing game</td>
<td>Card 35</td>
</tr>
<tr>
<td></td>
<td>Voting ... and additional questions</td>
<td>Card 36</td>
</tr>
<tr>
<td></td>
<td>Positive feelings</td>
<td>Card 37</td>
</tr>
<tr>
<td></td>
<td>Killer statements and gestures</td>
<td>Card 40</td>
</tr>
<tr>
<td></td>
<td>Finger puppets</td>
<td>Card 47</td>
</tr>
<tr>
<td></td>
<td>Policeman and lost child game</td>
<td>Card 46</td>
</tr>
<tr>
<td></td>
<td>Telegraph poles</td>
<td>Card 73</td>
</tr>
<tr>
<td></td>
<td>Murder</td>
<td>Card 74</td>
</tr>
<tr>
<td></td>
<td>Introduction game</td>
<td>Card 76</td>
</tr>
<tr>
<td></td>
<td>Good morning game</td>
<td>Card 77</td>
</tr>
<tr>
<td></td>
<td>Ducks and cows</td>
<td>Card 78</td>
</tr>
<tr>
<td></td>
<td>Action change</td>
<td>Card 79</td>
</tr>
<tr>
<td></td>
<td>Squirrel in a tree</td>
<td>Card 80</td>
</tr>
<tr>
<td></td>
<td>People pass</td>
<td>Card 83</td>
</tr>
<tr>
<td></td>
<td>Skin the Snake</td>
<td>Card 84</td>
</tr>
</tbody>
</table>
## ATT 5

<table>
<thead>
<tr>
<th>General Reference Code</th>
<th>Activity Title</th>
<th>School Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four Play</td>
<td>Card 96</td>
</tr>
<tr>
<td></td>
<td>Story Bags</td>
<td>Card 88</td>
</tr>
<tr>
<td></td>
<td>Buddy day</td>
<td>Card 90</td>
</tr>
<tr>
<td></td>
<td>Socialising game</td>
<td>Card 92</td>
</tr>
<tr>
<td></td>
<td>Character relay</td>
<td>Card 100</td>
</tr>
<tr>
<td></td>
<td>Change game</td>
<td>Card 113</td>
</tr>
<tr>
<td></td>
<td>My family</td>
<td>Card 114</td>
</tr>
<tr>
<td></td>
<td>Family poll</td>
<td>Card 115</td>
</tr>
<tr>
<td></td>
<td>Play families</td>
<td>Card 116</td>
</tr>
<tr>
<td></td>
<td>Finger puppets</td>
<td>Card 117</td>
</tr>
<tr>
<td></td>
<td>People in my life</td>
<td>Card 118</td>
</tr>
<tr>
<td></td>
<td>Tasks</td>
<td>Card 119</td>
</tr>
<tr>
<td></td>
<td>Prejudices No.10</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Leisure No.1</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Change No.9</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Social Care No.4</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>The Family No.1</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Who Care No.1</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Consumers and Advertising No.3</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Pets No.4</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Social Care No.8</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Prejudices No.4</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Senses No.7</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Sharing No.7</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>Sensitivity No.3</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>The Senses No.1</td>
<td>Overhead File</td>
</tr>
<tr>
<td></td>
<td>The Thingmajig Machine</td>
<td>T.A.D. Lesson 4</td>
</tr>
<tr>
<td></td>
<td>Spelling Co-operation Game</td>
<td>T.A.D. Lesson 6</td>
</tr>
</tbody>
</table>
S I

SPELLING/WRITING

Some succinct thoughts on Spelling/Writing from Donald Graves "Children want to write ......."

* "Children at early stages of development must explore their own interests without fear of violating the rules of writing etiquette..." p.40.

* "Children "learn to write. by writing." "Fortunately, we're wise enough to let children fall down when they learn to walk." p.44.

* "The idea that writing can precede reading seems strange at first. Yet the first human ever to read must have written it before reading." p.42

* "They feel they can read anything because their writing is accepted." p.43.

* "He's writing the words he can't read... It's his idea. As he wrote the unfamiliar words, he discovered he could read most of them and he erased the ones he could read." p.43.

* "A way to programme a machine is not a way to teach a child" p.44.
"In order to develop fluency and competence in writing the teacher develops in each pupil the skills of handwriting, spelling, punctuation and sentence patterns." p.15. 1974 Language Curriculum.

"A spelling scheme should be coherent, systematic and consistent with an overall language programme."
"Spelling is best integrated into normal classroom work." p.167. "101 Questions Primary Teachers Ask."

List words, phonic families and rules need to be related to the unit being studied, not neglecting the developmental sequence. New sentence structures, contractions, possession and abbreviations should be taught in meaningful sentences.

The following format is a suggestion to organisation of spelling components ——

<table>
<thead>
<tr>
<th>Unit</th>
<th>Phonic</th>
<th>List Words</th>
<th>Sentence</th>
<th>Word Family</th>
<th>Diagnosis of Individual Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>all at appropriate level positions in various activities</td>
<td></td>
<td></td>
<td>phonic or rule based</td>
<td>passage where words are combined</td>
</tr>
<tr>
<td></td>
<td>from Unit</td>
<td>Memory Sentence (Upper Levels)</td>
<td>Focus Sentence (Upper Levels)</td>
<td>all based in context of focus sentence</td>
<td></td>
</tr>
</tbody>
</table>
### Examples of Spelling Programme

<table>
<thead>
<tr>
<th>Unit</th>
<th>Phoneme</th>
<th>List Words</th>
<th>Sentence</th>
<th>Word</th>
<th>Diagram of needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Friends</td>
<td>f</td>
<td></td>
<td>I'm (name)</td>
<td>I'm (name)</td>
<td></td>
</tr>
<tr>
<td>The Magician</td>
<td>a, h</td>
<td>black</td>
<td>That's my hat.</td>
<td>hat eat rat</td>
<td></td>
</tr>
<tr>
<td>Who Am I?</td>
<td>a, e, i</td>
<td>cow, horse, camel</td>
<td>That's not my milk.</td>
<td>pig big dig</td>
<td></td>
</tr>
</tbody>
</table>

That's not my milk. I'm not a pig or a horse. I'm a big.
### Examples of spelling = programme

<table>
<thead>
<tr>
<th>Unit</th>
<th>Phoneme</th>
<th>List Words</th>
<th>Sentence</th>
<th>Word Family</th>
<th>Diagnosis of needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Colours.</td>
<td>our</td>
<td>colour</td>
<td>The flowers in my garden have all the bright colours of the rainbow.</td>
<td>rainbow</td>
<td>combined sentence, in the context of a focus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>favourite</td>
<td></td>
<td>footpath</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>grey</td>
<td></td>
<td>raincoat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>bright</td>
<td></td>
<td>letterbox</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pretty</td>
<td></td>
<td>postman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>picture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>paint</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>yellow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bunyip in the Bunyee</td>
<td>Aborigine</td>
<td>national</td>
<td>We walked several kilometres through the national park following several narrow leaf-strewn tracks.</td>
<td>direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>treasures</td>
<td></td>
<td>collection</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>irritate</td>
<td></td>
<td>corner</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>euhdina</td>
<td></td>
<td>national</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>imitate</td>
<td></td>
<td>expan-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>impossible</td>
<td></td>
<td>tion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>stave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>several</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table of Word Attack Skills - Phonic Progression

| Level 1 | Recognises, sound, say and write the letters of the alphabet.  
|         | a) consonants  
|         | b) vowels  
|         | Upper case letters and lower case letters |

| Level 2 | Blends, recognises and build word families in Levels 2-4.  
|         | 3 letter words in a consonant, vowel consonant pattern.  
|         | ab ad ag am an ap at ed eg em et  
|         | id id ig im in ip it is ab ad ag ap at  
|         | us ud ug um un up us ut |

| Level 3 | 2 letter initial consonant blends.  
|         | bl br cl cr dr fl fr gl gr pl pr  
| Stages 1 | as ak ai am an ap at aw in tw  
| Stages 2 | as ak ai am an ap at aw in tw  
| Stages 3 | 2 letter final consonant blends.  
|         | ab ad eg em et  
|         | sh sp st sy  
| Stages 3 | 3 letter initial consonant blends.  
|         | as er ap sp str ari aqu |

| Level 4 | Digraphs  
|         | ar as or ar ee th sh ch qu  
| Stages 1 | aw ey all ao aw e-e aw 1-e ay  
| Stages 2 | wh ch y-stay y-happy  
| Stages 3 | ow ao ai u-e ir aca  
| Stages 3 | ica ai o-e  

| Level 5 | Syllabification - including compound words, prefixes,  
|         | suffixes, word roots.  

559
### Spelling Rules Progression

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
</table>
| *Words ending in a short vowel and a single consonant double the last consonant before adding *ed* or *ing.* | stopped  
| skipping |
| *Words ending in a short vowel and a single consonant double the last letter before adding *er* or *est.* | biggest  
| runner |
| *Most words add *s* to show plural.* | names, combs, boys  
| patches |
| *Add *es* to show the plural to words ending in *ch* and *sh.* | washes  
| loving |
| *Drop the silent *e* before adding *ed* and *ing,* and *er.* | saved skater  
| buses, foxes, |
| *Add *es* to show the plural to words ending in *s, ss, z, x.* | climbed marker  
| crawling |
| *Words ending in two consonants do not double the last letter when adding *er, ed, ing.* | shaggy  
| sunny |
| *Words ending in a short vowel and a single consonant double the last letter before adding *y.* | dirty tested  
| tricky laughing |
| *Words ending in two consonants do not double the last letter when adding *y, ed, ing.* | cities  
| babies |
| *When the letter before the *y* is a consonant, change the *y* to *i* before adding *es* and *ed.* | buried |
Language

Reading

Language develops through stages.

Preparatory

Initial dependent

Rapid progress

Refinement

Talking

Teacher's role to help children develop.

Listening

Children's skill development.
"The matching of a child's own language with the printed symbol which illustrates the close links between oral and written communication is central to the initial teaching of reading. It forms an important part of many programmes designed for children at both primary and secondary levels."

"Books, magazines and publications made from the students' own writings and interest items arising from group and individual experiences, provide effective reading materials at all levels. From the representation of their language in the context of actual experience, children gain considerable word knowledge and insight into the functions of language."

"Just as children develop their powers of oracy through listening and talking, and of writing through writing, they will learn to read by reading."

Department of Education - Communicating Curriculum

"Talk is basic to children's language growth ...
- their early writing grows out of their 'speech written down' - so that confident talkers tend to become confident writers.
- their early reading is largely listening with the inner ear to a writer's 'voice' - so that confident talking also helps reading."

Primary English Notes 12. P.1
A special listening activity.

4. Special listening activity.

When a teacher indicates to the children that they may listen to a story, the children usually look to the teacher for permission to listen. However, a teacher who listens to the children's ideas during a story can encourage the children to listen to each other. When a teacher listens to the children's ideas, the children think about what they want to say and why they want to say it. This encourages the children to listen to each other. The teacher should make it clear that listening is a way of understanding the statements of others. When the teacher doesn't listen, it is hard to understand what the other children are saying.

LISTENING
At the preparatory stage:
* Identify sounds heard.
* Follow one direction instructions.
* Move to sound sequences.
* Recognise similar sounds—high, low, soft, loud.
* Discriminate and reproduce sounds heard.
* Listen for sounds—high/low, near/far, constant/intermittent, left/right.
* Respond to a single auditory stimulus in an appropriate manner: eg. moving and stopping to perceive sound, commands.
* Listen without interrupting.
* React to simple directed listening games.
* Learn to use listening equipment.
* Repeat favourite refrains of nursery rhymes or stories.
* Reproduce from memory a series of sounds presented orally.
* Repeat tapped patterns.
* Repeat messages.
* Listen to stories read in other languages. Predict meaning from picture clues and flow of story, intonation . . . . . . .
* Listen to recall facts.
* Follow two step directions.
* Discriminate between sounds, words and noises.
* Remember and recall sounds (eg. animal noises).
* Discriminate changes in voice in emphasis and tone.
At the initial, dependent stage.

* Differentiate between statement and question, command and exclamation.
* Identify rhythm of various songs.
* Recall sequences eg. stories with refrains, role learning, multiplication tables, tunes, poems, rhymes.
* Predict eg. end of story, result of experiment.
* Listen in order to complete a word, sentence.
* Listen to recall ideas.
* Listen to the activities and findings of other investigators.
* Pool information.

* Listen and participate in combined activities:
  - singing in parts
  - playing musical instruments
  - verse speaking
  - moving
  - miming to music
  - speaking . . .

* Comment pertinently and constructively (expressing likes and dislikes; relating to child's own experiences) about . .
  - T.V., music
  - radio programmes
  - talks, poetry
  - stories (literature application)
FORMS OF LISTENING

Listening as part of an audience:
- play
- drama
- assembly
- guest speaker / reader
- T.V.
- visiting groups
- film
- puppets

Listening for information:
- guest speaker
- radio
- story read
- report
- news
- instructions
- T.V. programme

Listening for differentiation / dissonance:
- traffic sounds
- voices
- animal noises
- pitch, dynamics, tone, duration
- e.g. walking, running, skipping music or clapped rhythm
- identifying a song from rhythm

Listening for appreciation:
- music - choir, recorded, percussion, orchestra
- literature, poetry, drama, press performances
TALKING

"Talking is something children do well before they come to school. For years they have been talking to communicate, to master ideas, to learn, and simply to express feelings and thoughts."

"Talking Really is Important!"

- Talk is basic to children's self-expression - that is, to personality growth.
- Talk is basic to children's language growth:
  - their talk and their thinking - in-language are inseparable - to silence their talk is to inhibit their thinking." 2

"It is in finding words to express ideas and feelings through talk that the child's thinking becomes clear, and confidence grows. The talk fixes the ideas more certainly in the mind than most silent thinking can do - even talk that is rather halting and tentative." 3

"... it is as talkers, questioners, arguers, gossips, chatterboxes, that our pupils do much of their most important learning. Their everyday talking voices are the most subtle and versatile means they possess for making sense of what they do..." 4

1, 2, 3: Primary English Notes, No. 12, pages 1 and 2.
At the preparatory stage:
* Produce spontaneous speech.
* Refer to physical needs and wants.
* Refer to psychological needs and wants.
* Use language to protect self and self-interests.
* Justify behaviour or claims.
* Use language to monitor own actions.
* Direct the actions of the self.
* Direct the actions of others.
* Label the components of a scene.
* Refer to detail (eg. size, colour . . .)
* Refer to incidents.
* Talk about firsthand experiences with confidence.
* Communicate with peers in play area.
* Use language for criticism of others.
* Collaborate in action with others.
* Refer to the sequence of events.
* Make comparisons.
* Recognise related aspects eg. When it goes fast
  it crashes
  so the bricks fall out.
* Look at the person to whom you are speaking.
* Use audible speech.
* Speak with clarity.
* React without interrupting.
* Respect others rights to be heard.
* Use language in an imagined context
  based on real life.
* Use language in an imagined context
  based on fantasy.
Some Forms of Talking

Talk in Drama
- role play
- puppetry
- mime
- dance
- improvisation

Talk in "Situations"
- telephone calls
- greetings
- messages
- panel discussions
- giving and receiving
- interviews
- game activities
- questioning others
- directed discussions
- dialogue
- expressing feelings
- naming
- responding
- responding

Conversation
- natural speaking
- planned discussions
- dialogues
- questioning
- giving and receiving
- responding
- naming
- responding
- dialogue
- expressing feelings
- naming
Diagram to indicate:
(a) Development of Reading Skills.
(b) Progression of pages in reading section.

What is reading?

Reading develops through many experiences at all stages of development.

Preparatory reading stage
- Teacher's role
- Child's skill development

Initial dependent reading stage
- Teacher's role
- Child's skill development

Rapid progress/Wide reading stage
- Teacher's role
- Child's skill development

Refinement reading stage
- Teacher's role
- Child's skills
What is Reading?

Is it Decoding?

With hocked guns barncing his over our hero braved defined
corncful laughter that tried to prevent his scheme. "Your eyes
deceive", he had said "An egg not a table correctly typifies
this unexplored plane". How three surly sages sought proof,
forging along sometimes, through calm vastness yet more often
over turbulent peaks and valleys. Days became weeks as many
dalek's spread fearful rumours about the edge. At last - from
number welcome winged creatures appeared signifying somnolent
success.

Is it "Doing Comprehension"?

Last Surel, Jaley and Hople were snuggling their bricks in the
dream. Glibly, Jaley's brick bumped.
"Why did the brick bump in the dream?" he remade.
"Oh, I napped it and stamped it", napped Hople.

QUESTIONS: When did the story take place?
Who is the story about?
What was Jaley and Hople doing?

Reading is a “succession of merging
and overlapping phases rather than
a series of isolated skills taught in
rigid progression”. (Communicating p.7)
**R 3**

Reading develops through many experiences at all stages of development.

- Exhibit confidence in the use of the English language.
- Learn to read by reading: contact classes
  - guest reading
  - favourite book day.
- Reading books, magazines, publications made from the students' writings and interest items arising from group and individual experiences at all levels.
  - Reading alone
  - with the class
    - with another pupil
    - to the class
    - with a group
    - to another class
- Be aware of and enjoy appropriate literature.
  - Reading to a younger pupil
  - with an adult
    - with an older pupil
    - to a teacher
    - with a parent
- Reading different styles of writing: prose
  - mystery stories
  - poetry
  - fact/fiction
  - drama
  - songs
  - scientific text

- Broaden their horizons: language development
  - attitudinally
  - knowledge and understandings
- Acquire a wider vocabulary for oral communication.
- Recognise and recall letters of alphabet, numbers, mathematical symbols
  - eg noisy book of sounds, phono-visual activities, $ - dollars, R - reference,
  - f - fiction, AN - audio-visual, Dewey numbers, musical symbols, punctuation marks, abbreviation, formulas.
- Pace silent reading according to specific situations and needs.
- Recognising letters when presented in a typographically different way.
R 13
The Rapid Progress/Wide Reading Stage

* A continuation of the skill development from the initial dependent reading stage.
* Identify main idea, introduction, conclusion, sequence, detail, comparison, cause and effect, character trait.
* Comprehend purpose - dictionary, atlas, fiction/non-fiction, encyclopaedia.
* Reading for other purposes - solving a problem.
* Reading for other purposes - information.
* Finding relationships within the information.
* Skimming - across pictures to locate - eg. all the animals with similar attributes - specified movement, colour, words beginning with similar sound.
* Skim read for main points.
* Read selectively - choosing only information suited to one's needs.
* Reading instructions.
* Express new ideas, solve problems, or gain additional insights.
* Read and understand specialised vocabularies eg. synonyms, homonyms, jargon, word connotations, dictionary and thesaurus etc.
* Identify guide words and cross-references for effective use of dictionaries etc.
* Use titles, indexes, tables of contents, glossaries, bibliographies, publication date, date of statistical information as a guide to content.
R 18

SOME FORMS OF READING

** All Forms of Children's Writing **

** Literature **
- Puppet plays
- Literature - poetry
- prose
- drama

** Leisure **
- Newspapers
- Magazines
- Class books
- Travel Brochures
- Comics
- Reports

** Words **
- Dictionary
- Thesaurus

** Information **
- Telephone books
- Street directories
- Road maps
- Pictorial maps
- Atlases
- World maps

** Varied Forms. **
- Forms eg. bankers, telegram . . .
- Timetable
- Calendar
- Questionnaires

** Mathematical **
- Symbols
- Units of measure and their abbreviations
- Graphs

** For a Purpose **
- Crossword puzzles
- Recipe - books, cards
- Instructions
- Do and make activities
- Task sheets
- Reading games made by chn, teacher, commercially
- Audio-visual aids
Some Forms of Reading (cont.)

Environmental
* Posters
* Advertisements
* Observations - streets, shops, signs...
* Supermarket dodgers
* Catalogues
* Stickers
* Pamphlets
* Symbols

Specifically Multicultural
* Books in other languages.
* Books etc. about other cultures.

Reference
* Reference material
* Encyclopaedias
* Periodicals
* Journals
* Reports
* Textbooks

Structured—Thematic, etc.
* Appropriate reading schemes
* Supplementary readers from other schemes
  class library
* Fiction from school library
* Non-fiction from community library
RESEARCHING

• Gather information from visual material.
• Observe audio visual materials and books.
  List information gathered.
• Carry out simple surveys.
  Gather information from audio visual and books.
  Identify relevant details.
• Use table of contents.
  Make use of library.
  Extract information from audio visual material.
• Follow directions as in ‘Simon Says’ etc. to use reference books, catalogues, models, equipment.
• Carry out surveys.
  Develop Reference Skills.
  Develop Summarising Skills.
  Make use of parts of books.
• Research from primary sources.
  Research independently using reference skills.
  Know techniques for correct information reading.
  Organise a variety of retrieval devices.
• Master techniques of correct information reading.
  Enjoy reading for information and recreation.
  Evaluate information.
  Present information in a suitable form.
  Select relevant details from passage—oral or written.
  Add form (with the guide of written questions).
  Find information from library eg, catalogue, index, content.
• Assess the potential value of information eg, use of introduction, conclusion, sub-headings, synopsis.
• Use and write a bibliography.
### Developing Group Work Skills

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Planning</th>
<th>Duration</th>
<th>Materials/ Sources of Data</th>
<th>Organisation</th>
<th>Interaction</th>
<th>Reports</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief, specific.</td>
<td>Planned primarily by the teacher.</td>
<td>Short.</td>
<td>Use of single source or few sources.</td>
<td>Informal, parallel activities, little interaction.</td>
<td>Chairperson selected, tasks varied and assigned. Some interaction during work.</td>
<td>Parallel reports or one student reporting with others filling in.</td>
<td>Attention to both content and procedures, self evaluation encouraged.</td>
</tr>
<tr>
<td>Longer yet directed.</td>
<td>Joint plan - teacher and children.</td>
<td>Section of a day to day.</td>
<td>Varied sources and materials.</td>
<td>Chairperson or co-ordinator; much interaction in all phases.</td>
<td></td>
<td>Each member reports, or pupils share in reporting. Pooled information.</td>
<td></td>
</tr>
<tr>
<td>Long, more complex.</td>
<td>Planned primarily by pupils.</td>
<td>Several days...</td>
<td>Variety of media and materials.</td>
<td></td>
<td>Synthesis of information in one report; planned and given by the group.</td>
<td>Emphasis on self-evaluation of activity in greater depth.</td>
<td></td>
</tr>
</tbody>
</table>
M 1
MATHEMATICS

Some Skill Components of Mathematics

Counting  Predicting  Comparing and Contrasting
Graphing
Observing
(see Figure 2)
Constructing and Spatial Knowledge
Classifying
Writing
Talking
Each skill contributes to each other skill
Manipulating

"The ability to make intelligent guesses, the ability to think mathematically, and so on, are the important objectives of a mathematical education, but we are, as yet, unable to define them operationally. We think it is important for people to appreciate Mathematics, to develop intellectual independence, to develop effective habits of thinking, to appreciate the importance of deductive thought."


"Concrete and structured materials play an important part, particularly when it is understood that they are not mathematics but do afford a means of entry to mathematics." S.C. Region, Maths Curriculum Committee.

618
M 2

LANGUAGE & MATHEMATICS

"Children learn language and mathematics in much the same way, and they can go on learning each while learning the other." 1

"To produce the desired, natural interweaving of maths and language the teacher's basic approach from the beginning is to lead the children into 'hands-on' activities, manipulating real-world objects and relationships." 2

"All the time as ideas are explored, vocabulary extended, and various registers of language tried out, pupils are growing more confident in both their handling of language and their ability to solve problems." 3

"Mathematical materials are a vital aid in exploring language. Used correctly, cuisenaire rods, for instance, continually reinforce reading and writing." 4

1, 2, 3, 4: Primary English Notes Number 17

"A child enters mathematics and its language only through everyday language and everyday experiences." South Coast Region Maths Curriculum C'tee.

619
Figure 2.

A View of the K-6 Curriculum in Mathematics.

(adapted from "Mathematics: An Explanation and a View of the K-12 Mathematics Curriculum," by the South Coast Region Mathematics Curriculum Committee 1988)
Time spans needed for the development of some concepts and skills in Mathematics

<table>
<thead>
<tr>
<th>Approximate Correlations</th>
<th>&quot;Whole&quot; Number</th>
<th>&quot;Decimal Fractions&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage</td>
<td>Yr.</td>
<td>Age</td>
</tr>
<tr>
<td>Sensory-motor</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Pre-conceptual</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Intuitive</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Concrete</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>-al.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Formal</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>-al.</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Key:**

- Pre-development
- Period of development
- Continued

(Adapted from "Mathematics: Consolidation. An explanation and a view of the K-12 Math curriculum.")

Figure 3.
OPERATING

(In the Narrowang situation, refer to school-based curriculum
in Mathematics or methodology and further examples of work.)
Preparatory stage of development (pre-conceptual)
- Develop confidence and ability with use of
  concrete material.
- Investigate number concepts 1 to 10.
- Manipulate set material for development of
  basic understandings.

**Sets**
- Identifying objects
  - in sets
- Giving a group name
- Sorting (components, how many
  shoes . . .)
- Matching (sets with the same
  number of components)
- Equivalence (forming sets
  with the same number of
  objects)
- Matching sets to numerals.
  * e.g. 2 → 3.

**Rods**
- Naming (colour)
- Pattern making-picture
  - creative
  - copy design
- Matching (rod to colour)
- Building - vertical models
  (rods to outlines of the
  same length)
  - staircases
  - free mats

- Add one more to sets - using children themselves,
  environmental materials, rods.
- Make 1 more than / 1 less than using environmental
  environmental materials, rods . . .
Development of the concept of addition

1. Discriminating numeral for a new set formed.
   e.g. \( \begin{array}{c}
   \text{4} \\
   \end{array} \)

2. Develop the concept of addition using concrete material, rods and number line.

3. Adding sets to 6 is obey verbal directions
   e.g. make two piles of counters; add one pile to
   the other.

4. Add rods using colours only
   e.g. red rod, add on a pink rod. What colour rod
   measures the same length.

5. Add sets to 6 and match to numeral.

6. Read the sign plus +.

7. Translate operations with sets into algorithm form.

8. Solve addition problems orally.

9. Operate with rods - orally
   *translated from written algorithm.
   (e.g. If red is 1, make \( 1+1=2 \) with your rods)

10. Participate in games to practice addition to 10.
    (e.g. throwing 2 die and adding together)

11. Calculate algorithms with missing numeral in
    varying positions.
    e.g. \( \begin{array}{c}
    \text{□} + 2 = 4 \\
    5 + □ = 7 \\
    2 + □ = □ \\
    □ = 1 + 6 \\
    \end{array} \)

12. Calculate algorithms with 3 addends.
    e.g. \( 2 + 1 + 5 = 8 \)

13. Calculate algorithms using brackets.
    e.g. \( (3+□) + 2 = □ \\
    (4+□) = (2 + □) \)

14. Solve written addition problems.
THEMATIC SEQUENCE

Premises on which the sequence is based.

1. Some basic understandings are important for children to develop in their years of primary education.

2. The content areas are applicable to our school because of...

   a. the backgrounds of our children.
   b. the environment and community in which we live.
   c. the resources available to us via the school, the community, the environment, the personnel.

3. Understandings are developmental, therefore some concepts are developed in a spiralling way.

Explanation of Components

1. The unit focus is indicated as follows.

   e.g. My School | The Bee Community

2. Components in the unit focus area and in the other specified areas are those which need to be covered in order to contribute to the overall development of concepts, attitudes and understandings. They are not the only understandings to be developed but the skeletal structure.

3. Consideration should be given to the teaching strategy through which the understandings are developed e.g. an inquiry strategy and "hands on" experiences planned for a science area.

4. The reading resource should be used in accordance with the child's level of skill development.
<table>
<thead>
<tr>
<th>Language</th>
<th>Social Studies</th>
<th>Science</th>
<th>Art, Drama, Music</th>
<th>Health</th>
<th>Reading resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring my new Environment</td>
<td></td>
<td></td>
<td></td>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>I'm</td>
<td></td>
<td>Grouping our body</td>
<td></td>
<td>Growth and development</td>
<td>Child-based</td>
</tr>
<tr>
<td>My School</td>
<td></td>
<td>Parts of apparent wholes, within school</td>
<td>Safety</td>
<td>Child-based</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immediate environment</td>
<td>Environmental health</td>
<td>Mt. Cravatt</td>
<td></td>
</tr>
<tr>
<td>My Family</td>
<td></td>
<td>Grouping Our Body</td>
<td>Human sexuality</td>
<td>Child-based</td>
<td></td>
</tr>
<tr>
<td>Who makes up my family?</td>
<td></td>
<td></td>
<td></td>
<td>Safety</td>
<td>Child-based</td>
</tr>
<tr>
<td>Why does my home have many different parts?</td>
<td>Parts of apparent wholes, e.g. tiles, floor patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Home</td>
<td></td>
<td></td>
<td></td>
<td>Safety</td>
<td>Child-based</td>
</tr>
<tr>
<td>My Friends</td>
<td></td>
<td></td>
<td>Emotional and social health</td>
<td>Child-based</td>
<td></td>
</tr>
<tr>
<td>a children a community</td>
<td></td>
<td></td>
<td></td>
<td>Safety</td>
<td>Child-based</td>
</tr>
<tr>
<td>My Pet</td>
<td></td>
<td>Environments for living things</td>
<td>Personal health</td>
<td>Child-based</td>
<td></td>
</tr>
<tr>
<td>How can I look after my pet</td>
<td></td>
<td></td>
<td>Safety</td>
<td>Lotto cards.</td>
<td></td>
</tr>
<tr>
<td>Fairyttales</td>
<td></td>
<td></td>
<td></td>
<td>Child-based</td>
<td></td>
</tr>
<tr>
<td>Toys</td>
<td></td>
<td></td>
<td>Safety</td>
<td>Child-based</td>
<td></td>
</tr>
<tr>
<td>a change How can my toy move? pushing/pulling magnetic pulls batteries, keys.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Social Studies</td>
<td>Science</td>
<td>Art, Drama, Music</td>
<td>Health</td>
<td>Reading resource</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>---------</td>
<td>------------------</td>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>I Know</td>
<td></td>
<td>Senses</td>
<td>Growth and development</td>
<td>Child-based</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Properties - colour, texture, hardness, shape</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>What changes occur during Spring? Properties - comparing environment during Spring with other seasons.</td>
<td></td>
<td>Child-based</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td>Water safety What changes can water bring about? Floating/sinking absorption of water in dried fruit, sponge.</td>
<td>Safety</td>
<td>Child-based</td>
<td></td>
</tr>
<tr>
<td>The Magician</td>
<td></td>
<td>Variability, motor skills, physical characteristics</td>
<td></td>
<td>Mt. Gravatt</td>
<td></td>
</tr>
<tr>
<td>My Drawing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mt. Gravatt</td>
</tr>
<tr>
<td>I'm a Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mt. Gravatt</td>
</tr>
<tr>
<td>My Bike</td>
<td></td>
<td></td>
<td></td>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>My Family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School-made readers</td>
</tr>
<tr>
<td>+ Things done together as a family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>= Places of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>= Responsibilities of members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

626
<table>
<thead>
<tr>
<th>Language</th>
<th>Social Studies</th>
<th>Science</th>
<th>Art, Drama, Music</th>
<th>Health</th>
<th>Reading resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiting for the Icecream Man</td>
<td>Community rules.</td>
<td></td>
<td></td>
<td>Safety</td>
<td>Mt. Gravatt</td>
</tr>
<tr>
<td>My Baby Brother</td>
<td>Family relationships</td>
<td></td>
<td></td>
<td>Growth and development</td>
<td>Mt. Gravatt</td>
</tr>
<tr>
<td>My Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mt. Gravatt</td>
</tr>
<tr>
<td>Making Colours</td>
<td></td>
<td>Patterns of colour - colour wheels spectrum.</td>
<td></td>
<td>Mixing colours, Tonal qualities, Mood qualities</td>
<td>Mt. Gravatt</td>
</tr>
<tr>
<td>Sick in Bed</td>
<td></td>
<td>Variability and change in living things, Temperature measurement using various devices, e.g., fever chart, Hospital temp. charts.</td>
<td></td>
<td>Causes of change in health, Consumer health, Substances for use and abuse</td>
<td>Mt. Gravatt</td>
</tr>
<tr>
<td>Clock keeps Ticking</td>
<td></td>
<td>Time measurement - swings of pendulum, digital, analogue clocks.</td>
<td></td>
<td></td>
<td>Mt. Gravatt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How can I change the sound of an instrument? (Simple, child-made instruments)</td>
<td></td>
<td>Sounds and Instruments, Principle instruments of the orchestra.</td>
<td>Child; based</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


Ball, S. J. The verification and application of participant observation case study In *Case Study Methods*. No. 4, Deakin University Press, 1982.


Erickson, F. Mere ethnography: Some problems in its use in educational practice. *Anthropology and Education Quarterly*, 1979, 10(3), 182-188.


Hall, G. E. Using the individual and the innovation as the frame of reference for research on change. Australian Education Researcher, 1980b, 7(2), 5-31.


Hughes, E. Institute, office and the person. American Journal of Sociology, 1937, 43, 404-413.


