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A SPECIAL UNIT FOR DISRUPTIVE SECONDARY
SCHOOL STUDENTS : A SOCIAL SYSTEMS ANALYSIS

A thesis presented in partial fulfilment of
the requirements for the degree of Master
of Arts in Education at Massey University

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ABSTRACT

This study is a qualitative description of the Hutt Valley Activity Centre, which is a special unit for disruptive secondary school students. The writer is the Director of this unit, and he applies the Getzels Guba social systems model to the data which is collected.

The research is essentially concerned with the organisation and administration of the Activity Centre, and the model postulates that social behaviour in a school is affected by institutional expectations, group intentions and individual needs. These three aspects are developed more fully with the institutional element of the model describing the development of the Hutt Valley Activity Centre, the job descriptions of staff, administration and management and community resources and parental links. In the work group element, the following factors which influence the group dynamics are discussed: the composition of the group - the background and values of the students, the referral of new students and assessment of students' progress, organisational procedures, and the Activity Centre programme. The individual element gives a descriptive case-study of two students who attended the Activity Centre.

There is a chapter which describes a typical day in the life of an Activity Centre Director, with all the incidents based on what actually happened. The review of related literature provides a number of source references to special classes or units for disruptive secondary school students in New Zealand and abroad.

The concluding chapter gives a number of recommendations relating to the educational unit which is studied. These include: the need for the Management Committee to include more representatives from community organisations, an increase in staffing, the need for more permanent tenure for the building which is occupied, for increased travel allowances to cover costs incurred by staff whilst on Activity Centre business, and an annual time allowance of up to eight days per annum to be allocated to the Activity Centre staff for the purpose of visiting organisations and departments related to the Centre and its students.

PREFACE AND ACKNOWLEDGEMENTS

This investigation was undertaken over a period of two years in the Hutt Valley Activity Centre.

At the time of the study the writer was the Director of this Activity Centre. The study grew from the writer's interest in organisational and administrative theory, and how this knowledge could be applied to doing a descriptive study of the organisation in which he worked.

The first year of the study involved participant observation, and reading in the area of sociology and psychology of divergent and deviant behaviour in adolescents, and the resulting educational and social problems. During the second year, the writer applied the Getzels and Guba systems model to describe the Activity Centre. It is hoped that the description and some of the problems and concerns may provide a useful stimulus for discussion by those involved in a professional capacity with this Activity Centre.

I wish to acknowledge the co-operation and assistance which I received from the students at the Activity Centre, who were an important focus in this study. I would also like to thank Mr Wayne Edwards, Senior Lecturer in Education at Massey University, who helped plan the early drafts, suggested modifications and guided many of the writer's tasks in the refinement process. To Mr Frank Whelan, a fellow teacher at the Activity Centre, for his helpful criticisms, and finally to my wife Moira, for her support and assistance in proof reading, my thanks are recorded.

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CHAPTER ONE

INTRODUCTION

BACKGROUND

Many people are concerned about disruptive behaviour in schools which has increased dramatically in the last decade. Not only has the number of disruptive pupils increased, but the problems they present have become more severe, especially in secondary schools.

Whatever the reasons are for the increase in concern about disruptive behaviour, three things became apparent to the writer.

1. Children who disrupt their classes arouse strong feelings of anger, resentment and sometimes guilt on the part of their teachers.
2. Nobody is at his most clear-sighted and rational when feeling angry or upset.
3. No plan of action to reduce problem behaviour is likely to succeed if it proposes a simple solution to a complex problem.

In the last thirty years in New Zealand, authorities have begun to recognise the problem and have endeavoured to help the disruptive pupil adjust to the school system. Educational psychologists, visiting teachers and social workers spend a significant proportion of their time working with pupils who have been disruptive at school or with their families. In secondary schools, especially in the last ten years, there has been a dramatic increase in the number of trained guidance counsellors who have been appointed. The emergence of guidance networks with posts of special responsibility for deans, has been motivated in part by the need to deal with disruptive pupils and their effect on the supposedly well motivated majority.

When considering the prevalence of disruptive behaviour an immediate difficulty is definition. Galloway¹ (1981) states that a wide definition of what constitutes disruptive behaviour is more appropriate.

"Any behaviour which adults regard as problematic, inappropriate and disturbing to them or other pupils."

1. Galloway, D. "Disruptive Pupils," Set No.I New Zealand Council for Educational Research, 1981, p.3.

He stated that any pupil repeatedly labelled disruptive could also be described as maladjusted.

Between 1975-1984, the New Zealand Education Department established ten Activity Centres to cater for pupils who could not be contained in ordinary schools and for whom all other alternatives had been exhausted. At the same time the Department funded a small number of classroom intervention programmes, essentially on a trial basis, to help teachers deal more successfully with problem behaviour in ordinary schools. Also, many secondary school principals were exploring new procedures for their potentially disruptive pupils as part of their school's network of special or remedial education facilities.

With developments in New Zealand secondary schools to deal with the problems of 'unmanageable children', the Minister of Education and his advisers were aware not only of the expense involved in creating additional Activity Centres, but also of the importance of encouraging a range of approaches. Following discussion within the Department, they commissioned a major study of recent provisions for disruptive pupils in the N.Z. education system.² This research project made a detailed study of disruptive pupils, their assessment and treatment, in school-based and Activity Centre programmes.

In considering Activity Centres, Galloway and Barrett carried out an empirically based but quantitative study of the eight Activity Centres which existed at the time of the review, and thirty pupils attending two Activity Centres, as well as some of their parents, were interviewed. The writer found this study, especially the section on Activity Centres, very stimulating, and this provided him with the necessary stimulus to begin a qualitative study of the Hutt Valley Activity Centre where he had recently been appointed as Director.

STATEMENT OF THE PROBLEM

This study endeavours to provide a qualitative description of the Hutt Valley Activity Centre, of which the writer is the Director, applying the Getzels Guba social systems model to the data which is collected. The research will essentially be concerned with the organisation and administration of the Activity Centre, using a descriptive approach.

2. Galloway, D., Barrett, C. "Unmanageable Children? A Study of Recent Provision for Disruptive Pupils in the N.Z. Education System" Report on Research carried out from Department of Education, Victoria University of Wellington from May 1981-July 1982, under contract to the New Zealand Education Department, 1983.

RESEARCH OBJECTIVES

With reference to the Hutt Valley Activity Centre the writer sought to describe:

1. The 'institutional element' of the model, and factors which influence the organisation and management of the Activity Centre;
2. The 'individual element' of the model, which is based on two case studies of former students;
3. The 'work group element' such as the composition of the group, the Activity Centre timetable, organisational procedures, and the referrals and admittance of new students; and
4. To draw conclusions and make recommendations on aspects of the organisation and administration which may be of use to the staff and Management Committee of the Activity Centre.

FIELD SETTING

The Hutt Valley Activity Centre is a special unit which is attached to Naenae College for administrative purposes, and which is concerned with meeting the educational needs of disruptive students who have had difficulty in coping in a main stream secondary school. The unit caters for up to twenty pupils aged between fourteen and sixteen years of age, and its educational philosophy could be identified as being 'education for survival', with a special effort being made to meet the individualised needs of each student.

THE PROBLEM AND ITS SETTING

The results of the Galloway study indicate that the annual rate for indefinite suspension of secondary pupils of compulsory school age is approximately 1,250 or about six per thousand.³ It is shown that Activity Centres cater for only a minority of students who cannot be contained in ordinary schools. It could be said that, apart from Social Welfare Department institutional care, Activity Centres in New Zealand provide the only form of structured education for pupils under 15 years of age who have been suspended indefinitely from secondary schools, and for whom there is no mainstream secondary school option.

This study was felt to be of significance to the writer because, after taking up the appointment, he felt the need to make a number of changes to the programme and methods of administration. After completing one school year at the Centre he began critically assessing

3. Ibid, p.45.

each aspect of the programme and the administration and management of the Hutt Valley Activity Centre. This study is based on the critical assessment which was done in the second year of the programme. It then became necessary to decide on an appropriate classification scheme or typology. Such typologies are primarily descriptive rather than explanatory; the organisations are described and compared on a given list of typological features.

It was decided to base this study on a social systems model, using the Getzels-Guba systems model. This model emphasises the need to study relations rather than entities, with process and change variables considered to be of vital importance. The model postulates that social behaviour in a school is affected by institutional expectations, group intentions, and individual needs. In the social systems model it is the relationships between these elements which is considered to be relevant and important.

It was decided that this three dimensional approach would become the basis for describing each aspect of the Hutt Valley Activity Centre.

ORGANISATION OF THE STUDY

Chapter 2 describes a typical day in the life of an Activity Centre Director. Although Ted is a pseudonym, all of the incidents related are actual incidents based on the recordings made during one typical day. Although some minor details have been slightly altered to make the chapter more readable, the substance of each incident remains the same.

In Chapter 3, the writer reviews related literature. This is done in two sections: overseas and N.Z. It will be seen that there has been only a limited amount of empirical research in N.Z. relating to special classes or units for disruptive secondary school pupils.

Chapter 4 discusses the methodology used in researching the Hutt Valley Activity Centre.

In Chapter 5, the "Elements of a Social System" are considered. The writer outlines and discusses this with particular reference to the Getzels-Guba model, as this becomes the basis for discussing the administration and management of the Hutt Valley Activity Centre.

Chapter 6, 'the individual element', gives a descriptive case-study of two students who attended the Activity Centre. These are written up under three headings: educational and social background prior to attending the Activity Centre, personality and performance at the Activity Centre, and a self-evaluation by each student five months after leaving.

In Chapter 7, the institutional element of the social system model describes the development of Activity Centres in New Zealand, the development of the Hutt Valley Activity Centre, administration and management, job descriptions of staff, community resources and parental links.

Chapter 8, the work group element, involves a description of the composition of the group, referrals and admittance of new pupils, organisational procedures, the Activity Centre Programme and a consideration of group norms and values.

Chapter 9, the Conclusion, includes some recommendations.

The study concludes with relevant appendices and bibliography.

CHAPTER TWOA DAY IN THE LIFE OF AN ACTIVITYCENTRE DIRECTOR

The reality of daily life for a Director in the Hutt Valley Activity Centre incorporates each of the research objectives of the study. In order to set the scene in relation to research objectives 'A Day in the Life of an Activity Centre Director' has been re-constructed.

In reading the following description of a typical day, the reader will also encounter the three elements of the social systems model which will be described in this study: institution, work group and individual element.

It was a dark and gloomy Monday morning when Ted arrived at the Activity Centre at 7.40 a.m.

"Not again!" he murmured as he searched through his car to find his set of keys. Fortunately this time they had fallen under his seat, and were not left at home as he initially thought.

He unlocked the building and then the office and glanced at a number of papers which needed his attention. He had already decided that assembling the material for typing was his main priority before a meeting began at 8.15 a.m. With the time not yet 7.50 a.m., the first pupil, Dick, walked into his office.

"You 'wanta' game of pool?" said Dick.

"I wish I could say yes, but I'm racing against time to get a few things done before I have a meeting. Did you have a good weekend Dick?" said Ted.

After a brief exchange of words with Dick, a student who had been at the Activity Centre for only three weeks, Ted hurriedly got on with the task of assembling material for typing.

Brian, who was Ted's fellow teacher, arrived soon afterwards and as usual he sounded and looked 'full of life'. Fortunately Ted had no immediate matters to discuss with Brian, as the two had been together socially at the weekend, and the programme for the coming week had been discussed and appeared to be well planned, at least on paper.

At 8.15 a.m., Helen, a Diploma in Social Work student at Victoria University on placement at the Activity Centre for two days a week, arrived. She has a professional discussion with Ted and Brian before the start of school each Monday morning. Her role at the Activity Centre is to gain experience in family therapy and in working with adolescents. At the meeting she submitted written details of her plans for the rest of the year, which included a strategy for doing a role play on situations which occur in families, videotaping it and showing it later to parents at an evening meeting to enable them to learn about families.

At this stage the phone rang. It was Bill, the Activity Centre's loyal P.E.P. worker (Department of Labour temporary work scheme).

"I've got an interview for a job this morning - should be in this afternoon."

"Damn!" said Ted to himself after wishing Bill all the best for his interview. "This would happen this morning when I was relying on him to do a number of important courier duties".

Discussion with Brian and Helen then resumed and was centred on two pupils who had severe problems at home: Bob, whose mother had told Ted the previous Friday how intolerable his behaviour at home had been since he started at the Activity Centre three weeks ago.

"He seems to have gained more confidence in himself since starting at the Activity Centre, and he has become more objectionable and un-co-operative at home", said Bob's mother.

Jim was another pupil with home based problems (in addition to his educational difficulties) and he had been involved in a physical confrontation with his Dad at the weekend which resulted in Police intervention. Helen indicated her interest in providing some assistance.

Gavin was then discussed briefly. The staff felt that he had settled in well at the Centre, since he started four weeks ago, but his problems at home were obviously quite severe. He absconded from home recently and was absent from the Centre during the six days in which he was living 'rough'.

With the time approaching 9.00 a.m., the staff room door opened and the room became 'alive' with students. The students seemed to be in an especially lively mood and many had stories to tell of their weekend activities.

The first organised activity for Ted and Brian was getting the pupils involved on their rostered cleaning duties. The building was not cleaned on the previous day (a Friday) as the group were involved in a lengthy discussion which went on until 3.50 p.m. Ted had been involved with the pupils for only a few minutes when a pupil called out to him, "You're wanted on the phone."

"Take a message! Tell the caller I'm busy with the group", was Ted's reply.

With the cleaning duties completed, Ted led the group meeting in the classroom. This is a regular meeting each Monday and Friday morning, enabling the staff to give out notices, explain coming events, and to allow pupil discussion which often is conducted on a 'hui' basis.

Ted discussed the Correspondence School programme with the group and outlined the plans to reward pupils who worked well during the week by having an optional period during the last Correspondence School session on Friday.

"This afternoon Susan (a Public Health Nurse attached to Naenae College) will be in again to continue with the sessions which she started last week," (on human development and relationships) Ted told the group.

Ted reminded the students to bring their P.E. gear for the volleyball and basketball games against Epuni Boys' Home which were to take place on the following day.

"If you don't bring your gear you won't play", he told the group.

"When are we getting a set of snooker balls?" one boy called out.

"They're on order", replied Ted.

A question and answer session which also involved Brian followed.

The students were then given a ten minute break, whilst Ted moved into the staff room just as the phone was ringing. The phone call was from one of the Social Workers asking what progress had been made in processing one of the students whom he had referred. This call was referred to Brian who handles this aspect of the Activity Centre organisation.

Whilst the students had their break Ted had extra duties to do as Bill (the P.E.P. worker) was going to be away that day. Ted's immediate task was to talk with Jim, the student who was on lunch duty this week. Ted helped Jim to decide on the lunch menu for the week and then he took him down in the Centre van to the supermarket to purchase the groceries which would be needed. On the way back to the Activity Centre Jim said to Ted:

"You know I smacked a cop last Friday night".

"Why did you do that?" said Ted.

"Well, he started it. This cop grabbed me by the neck", replied Jim.

"How did it all happen?", said Ted.

It turned out that Jim had given smart answers and had refused to co-operate when he was asked by a policeman to give his name and address.

As Ted pointed out to Jim, "You were very lucky not to be arrested."

It was almost eleven o'clock when Ted and Jim arrived back at the Activity Centre. The phone messages on Ted's desk which needed attention would just have to wait. The priority was to assist Jim with the making of a bacon and egg pie for lunch, which needed to be on the table by 12.30 p.m.

With the lunch programme under way, Ted took the opportunity to give some assistance to the students who were in their cubicles doing their Correspondence School work. He did not feel at all relaxed this morning with the additional work load which had needed his attention.

"I need set six in Maths", called out one student.

"Why do I have to do English?....it's boring", said another.

"When are we going to have break?" another student yelled out.

"Things do appear to be lively this morning," thought Ted.

"Well, that's normal anyway".

With the students all involved in a social skills session with Brian, and the building a little quieter, Ted returned to the kitchen to see if Jim needed any assistance. He then moved out the tables and chairs for lunch. It was going to be quicker for him to do it himself rather than call the student who was rostered to assist with lunch duty to do it. Whilst setting the table, Ted's expected visitor walked in.

Joe Green was a Department of Education Inspector, who Ted had known for several years. He had been of much assistance to Ted, when he was liaison inspector at a school in which Ted was teaching several years ago. Whilst Ted had stated that Joe's visit was basically a social visit, Ted had planned a 'hidden agenda' of items which he wished to discuss with him at some stage of the day.

Ted continued to assist with lunch preparation whilst carrying on a social conversation with Joe. As planned, lunch in the hall for staff, students and the visitor began at 12.30 p.m. Just as Ted was about to sit down to lunch a man from the Ministry of Works called in to see him about the gas heating which had recently been installed. Fortunately, Ted was only involved in this meeting for a very short period, as an inspection of the work done by the Ministry of Works was all that was required.

During lunch Ted sat opposite Joe and involved other students at the table in their conversation. . . Joe was a good mixer and related easily to the students. He told the students some humorous incidents which involved Ted at the school he was teaching at a few years ago. This created a relaxed atmosphere at the table.

Once lunch was over, Ted asked Mary to show Joe around the building and spend time talking to him from the 'student point of view'. Ted felt that this not only enabled the visiting inspector to gain a different perspective on the Activity Centre, but it also enabled him to make three phone calls which he might not be able to make later on in the day. He was also fortunate in being able to spend a few minutes talking to Paul, a student who was at the Activity Centre in the third term of the previous year, who had spent the first term in Social Welfare custody. Ted felt it important to spend some time on a regular basis with Paul, as he had returned to the Activity Centre only a week ago.

With the lunch hour almost over, Susan arrived. Susan is a Public Health Nurse from one of the Colleges, who is involved in taking the human development and relationship course, as part of the health education programme at the Activity Centre.

"I thought Sandra Coles would be here by now, because if she doesn't arrive I have nothing planned", Susan told Ted.

"Have you collected that film yet?" she asked Ted.

"That's another thing I've forgotten to arrange at short notice in the absence of Bill (the P.E.P. worker)," thought Ted.

"Hey Brian, sorry to cut into your time. Would you mind going into the National Film Library in Wellington to collect a film called "To Barnett - a Child" which Susan wishes to show in the last period this afternoon?"

With this task arranged, the visiting speaker who was to discuss menstruation with the students arrived.

"Thank goodness for that", Ted murmured under his breath. The afternoon can now go as planned, he thought.

Ted then proceeded to send all the students into the classroom, to enable the lesson to start.

"Come on you guys on the pool table, hurry up! We want you in the classroom - we're already five minutes late." said Ted.

"Last shot - last shot!" was the reply.

Ted and Joe, along with the students who were playing pool, went into the classroom, into what was really a noisy "rabble". Ted and Joe sat down together. Ted glared at the students who were making the most noise. He just waited for order to be restored.

"Shut up!" screamed Mary who was the group leader, in her attempts to quieten the pupils down.

Ted waited patiently, hoping for silence, which did take place.

"For goodness sake will you all just sit down and listen - this is worse than the Wellington Railway Station", Ted told the group. With the group settled, the visiting lady proceeded to begin her session.

"Ted, where is the slide projector?", asked Susan.

"Another thing which I have forgotten to do today", thought Ted. This was set up in a very short time and Ted, along with the visiting inspector, then sat in on the lesson, which fortunately went very well.

During an appropriate break in the lesson Ted and Joe left the classroom and went into the staff room to discuss a number of issues.

"I have fifty minutes before I must leave to coach my rugby team up at Naenae College", Ted said. He then took the receiver off the phone to prevent any unexpected interruptions. At this meeting, Ted expressed to Joe his concern about the inadequate staffing at the Hutt Valley Activity Centre in comparison with other Activity Centres. "All our efforts to date have been to no avail", Ted pointed out. Joe was able to offer some advice, some of which he didn't wish to be quoted as

saying, and said he would get further information for Ted on this matter. The lease on the Activity Centre building, which was soon to expire, was discussed.

"See.....(the College Principal) and tell him that two or three prefab buildings on the College grounds would suffice for a newly based Activity Centre if this was necessary", Joe suggested to Ted, whilst laughing.

"I could just imagine the reaction to that comment", said Ted.

With the time approaching 2.50 p.m. Ted farewelled Joe and quickly got changed into his rugby gear for the practice at Naenae College. On his way out he called Jim out of the classroom to come with him, as he played in the team which Ted coached. Jim was reluctant to leave as the group were partly through a film on the development of the embryo, which appeared to have really captured their interest.

The rugby practice at Naenae College finished at 4.45 p.m. and Ted then collected the Activity Centre mail from the College office and spoke to the Guidance Counsellor, who wished to discuss a student who he was referring. Ted called into the Activity Centre on his way back from the College and, much to his amazement, the Referrals Committee meeting which began at 3.30 p.m. was still in progress at 5.20 p.m. Ted went in to join the group in the classroom, still in his rugby gear.

"What! You are still going!" he said to the four people at the meeting. It turned out that the Committee had six pupils to consider for possible acceptance to the Activity Centre. The last of the six referred pupils was being discussed at the time Ted joined the meeting.

The meeting finished at 5.40 p.m. and Ted discussed with Brian the Referrals Committee decisions.

"Why did they turn Sally Satin down?" Ted asked Brian.

"The Committee were not convinced that it was a school-based problem and felt that her difficulties in being a reluctant school attender were more of a home-based problem", said Brian.

"What a shame. I would have thought she would have been good value here", said Ted.

With the ending of this discussion, Brian left for home, whilst Ted glanced at the numerous papers which had gathered on his desk during the day - students' Correspondence School work, three more phone messages, and a written query from Brian. "They can all wait until tomorrow" was Ted's thought.

After doing the usual security check of the building, all lights and heaters off, doors locked, windows all closed, no running taps, Ted proceeded to go through the front door and leave for home. In came Danny, the Guidance Counsellor from Naenae College.

"Do you have another referral form?" he asked Ted. With this matter attended to Ted locked the front door and, with the time at 5.55 p.m., he departed for home.

This chapter should provide a link between the reality of a typical day for an Activity Centre Director and the social systems model which will be described in Chapter 5.

CHAPTER THREE

REVIEW OF RELATED LITERATURE

In this chapter there will be an outline of literature relating to the causes and provision for disruptive secondary school pupils, which is felt to be relevant to this research.

The chapter will outline the relevant areas of research in three sections:

1. The causes and symptoms of maladjusted and disruptive behaviour and the extent of the problem.
2. An outline of some research relating to separate off-site units for disruptive pupils in the United Kingdom.
3. Research undertaken by Galloway and Barrett¹ (1983) on Activity Centres in New Zealand, which was done as part of a wider research project.

1. Causes and Symptoms of Disruptive Behaviour

One of the earliest studies in the U.K. was the work of Burt² (1925) who published "The Young Delinquent", a study based on case histories of children who had committed offences. He emphasised the complexity of the causes of juvenile crime and the need for careful investigation before treatment.

The Ministry of Education (U.K.) Report of the Committee on Maladjusted Children³ (1955), points out the link to which heredity and environment determines mental and emotional characteristics:

"People dealing with a maladjusted child will often need to seek in his early childhood for the cause of his present trouble..... Even when the remoter origins of a child's trouble can be discovered those who are trying to help him have to return from the past to the full complexity of the child as he now is and of his present environment, before they can complete their diagnosis and undertake treatment."

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1. Galloway and Barrett, op.cit.
 2. Burt, G. The Young Delinquent, 4th Edition, London University Press, 1944.
 3. Report of the Committee on Maladjusted Children, Ministry of Education, London, H.M.S.O., 1955, p.29.

More recent research into the causes of deviance in children also identifies hereditary and environmental factors. Reinert⁴ (1980) quotes various studies:

"The concept of biogenetic triggering of an inherited pre-disposition or weakness, for deviance has been supported by several studies of childhood schizophrenia" Pollin⁵ (1972)

Other studies point to the role of environmental factors in deviance: for example, poor nutrition, injury, or stress that affects diet or sleep habits. Rimland⁶ (1969).

Ritvo and co-workers⁷ (1970) cited in Reinert make a strong case for biophysical interpretation of deviance (the genetic and environmental categories), by pointing out that these children are found all over the world, at all levels of socio-economic background, with a variety of ethnic backgrounds, and living in homes with a variety of psychological types of parents.

Reinert⁸ sums up the biophysical theory in creating emotional disturbance as one of the oldest theoretical systems being applied to children in conflict. He states that its followers are amongst the most positive and energetic in their belief that mental illness is caused by one of several biophysical factors.

Other theories of emotional disturbance in children which Reinert discusses are:

The psychodynamic approach:⁹ this point of view believes that a child in conflict has not successfully negotiated the various intra psychic and external conflicts faced in the process of psychological and physiological maturation. Psychodynamic theory is a combination of several levels of psychological thought. These include behaviour therapy, gestalt therapy and psychoanalysis.

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4. Reinert, H.R. Children in Conflict: Educational Strategies for the Emotionally Disturbed and Behaviourally Disordered, 2nd Edition, St Louis, The C.V. Mosby Company, 1980, pp 26-31.
 5. Pollin, (1972) cited in Reinert, *ibid*, p.26.
 6. Rimland, (1969) *ibid*.
 7. Ritvo, et.al. (1970) *ibid*, p.31.
 8. Reinert, *ibid*.
 9. Reinert, *ibid*, p.40.

The behavioural approach: this theory believes that behavioural deviance is essentially maladaptive behaviour that has been learned and is maintained just like other behaviours through positive and negative reinforcement and punishment. (Buckley and Walker¹⁰ 1970). If patterns of behaviour deviate sufficiently from accepted behavioural norms the child might be recommended for special intervention techniques or even excluded from regular classroom activities.

The Sociological and Ecological theories: sociological theory suggests that society has created deviance through a process of labelling individuals as deviant (Rhodes and Sagor¹¹ 1974) and through various forms of rule breaking (Des Jarlais¹² 1978), and the effects that social forces have on the individual. Labelling theorists suggest the cause of deviance to be the focusing of attention on specific behaviours that a child exhibits.

Counter theory approach:¹³ this is not a single philosophical or theoretical approach, but it represents a number of individual approaches that have one common factor; they are all in opposition to the established theoretical approaches which have been previously described. Counter theories generally disregard the need for scientific proof in favour of primary focus on the individual child's behaviour.

The root causes of disruptive behaviour may or may not lie in the structure of society, but, as Galloway¹⁴ et al, (1982) points out, teachers cannot change the society in which their pupils live (though their pupils will be changing society for better or worse in twenty or thirty years time). In contrast, teachers can change their schools and there is now ample evidence that schools have a greater influence on children's lives than was once supposed.

Research by Galloway¹⁵ states:

"At all levels, teachers vary in their assessments of children's behaviour and their reactions to it. In secondary schools, the same group of pupils may be taught by seven or eight teachers in the course of a week. These teachers do not necessarily agree on the names of the most disruptive students in class."

10. Buckley and Walker, cited in Reinert, *ibid*, p.77.

11. Rhodes and Sagor, *ibid*, p.101.

12. Des Jarlais, *ibid*.

13. Reinert, *ibid*, p.119.

14. Galloway, D., Ball, T., Blomfield, D., Seyd, R. Schools and Disruptive Pupils, London, Longman Group Ltd, 1982, p.xv.

15. Galloway, (1983), *op.cit.*, p.5.

Galloway¹⁶ (1982b) states that teachers and pupils vary in what is culturally acceptable. His research in N.Z. has shown that teachers in schools with a high proportion of Maori or other Polynesian pupils report high levels of stress. His informal discussion with teachers suggests that many difficulties arise from culturally based expectations.

McKie¹⁷ (1934) reported forty-six per cent of London elementary school pupils showing some form of "behaviour deviation". The main "deviations" listed were lack of sociability, behaviour disorders such as truancy or stealing, habit disorders, and scholastic difficulties which were not attributable to mental deficiency. Four years later Milner¹⁸ (1938) surveyed five independent girls' schools, and found that teachers put forward seventeen per cent of girls for interview on account of difficult behaviour.

The most detailed epidemiological and longitudinal studies of behaviour problems in English children¹⁹ were carried out in the Isle of Wight (Rutter et. al. 1970) and in an inner London borough (Rutter et. al. 1975a, 1975b). Far more children were regarded as deviant in London than the Isle of Wight on the basis of high scores on the teachers' behaviour questionnaire (19% and 11% respectively). Children who were disruptive at school were not always regarded as problems at home, nor vice versa. To some extent the relatively small overlap between the two groups resulted from teachers identifying more overtly disturbing pupils, while parents identified a larger number of withdrawn children.

Lowenstein²⁰ (1975) conducted a survey on behalf of the National Association of Schoolmasters. Although he received only a low return of questionnaires from both secondary and primary school teachers, the results indicated an average of 0.53 violent incidents per 100 primary school pupils, and 0.64 incidents per 100 secondary school pupils. Disruptive behaviour he defined as being:

16. Galloway, D. (1982b) Teachers and Stress: Final Report of Work Carried out by the Stress in Teaching Unit, Department of Education, Victoria University Wellington, January 1981-May 1982.

17. McKie, (1934) cited in Galloway, (1983) op. cit. p.18.

18. Ibid.

19. Galloway, (1982a) op. cit. p.21.

20. Lowenstein, L.F. Violent and Disruptive Behaviour in Schools, Hemel Hempstead National Association of Schoolmasters, 1975.

"Any behaviour short of physical violence which interferes with the teaching process, and/or upsets the normal running of the school." ²¹

Here too, he found higher rates in secondary schools, an average of 4.45 incidents per 100 pupils compared with 1.62 reported by primary teachers. ²².

Galloway (1982a) cites research by Hersov ²³ (1977) in which he found the value of early intervention in the case of school refusal. Although it is reasonable to suppose that the outcome is better if help of whatever form is offered at an early stage, before the behaviour has become well established, there appears to be remarkably little systematic evidence with respect to disruptive behaviour.

Topping ²⁴ (1983) in the introduction to his book, looks critically at evidence as regards "Does anything work?" He cites research done by Cook ²⁵ et. al. (1972) in which an evaluative investigation was done of 272 special education programmes for socially or emotionally disturbed pupils. He found that only 103 had any data on academic or behavioural gains which might have indicated programme effectiveness, and of these, only 11 had sufficiently clear data to make the results replicable. A further difficulty was noted by Sindelar and Deno ²⁶ (1978), namely that the many descriptive studies often had no evaluation, but that the few evaluative studies often were short on description, so the detailed nature of the programme which had produced the effects specified, remained something of a mystery.

Research of this nature undoubtedly has relevance to professional staff working in Activity Centres. An understanding of relevant research, which deals with the causes and methods of dealing with disruptive children, can lead to professional workers in this field critically assessing and re-evaluating their own methods and goals.

21. Ibid.

22. Ibid.

23. Hersov, (1977) cited in Galloway, (1982a) p.7.

24. Topping, K. Educational Systems for Disruptive Adolescents, London, Croom Helm, 1983, p.14.

25. Cook, et. al. (1972) cited in Topping, Ibid, p.14.

26. Sindelar and Deno, (1978) Ibid.

2. Separate Off-Site Units

This section will outline research which has been done in the U.K. on separate off-site units which have been established for disruptive pupils. These units very much resemble the Activity Centres which have been established in New Zealand.

The Advisory Centre for Education²⁷ (1980) noted the existence of 439 units with places for 6791 pupils, and only just over half of the local education authorities responded to their request for data. This survey found that the Inner London Education Authority now has 226 units offering places to 3,800 students.

Several criticisms have been directed at these off-site units. The Department of Education and Science²⁸ (1978) noted the very narrow curriculum of most units, as well as the lack of specialist resources, particularly text books and reference material. Perhaps the most crushing comment came from the D.E.S.²⁹ (1980).

"The curricula available in the units are inevitably limited by accommodation and staff expertise....taking account of the shortage of skilled teachers in some subjects, and apparent lack of curricular liaison in some instances...the whole programme of off-site units for disruptive pupils needs reappraisal."

According to Topping³⁰ recent national publicity in the U.K. suggests that there is concern about the role and functioning of off-site units among the people who staff them. The Time Educational Supplement - U.K.³¹ (1982) reports on 'distrust and misunderstanding between schools, units and their clients.' There appeared to be a lack of agreement on the purpose or methods of these units and their clients. The danger of the off-site unit business becoming so heavily resourced that it becomes petrified and self-protective is highlighted. It is argued that the further development of units would be a blind alley - 'whatever money is spent, there will never be enough units to take out all youngsters who are in trouble at school, and to continue as if this is a possibility may well stop schools from changing as they need to.' Surveys had shown that whilst large numbers of special unit staff claimed to use various techniques for helping

27. Advisory Centre for Education, (1980) Ibid, p.35.

28. Department of Education and Science, (1978) cited in Topping, op. cit. p.37

29. Department of Education and Science, (1980) Ibid.

30. Topping, ibid. p.38.

31. Times Educational Supplement, (1982) ibid. p.38.

the children in their charge, very few had any formal training in such methods. It had also been found that working in an off-site unit tended to have distinctly deleterious effects on teachers' career prospects.

In contrast to research which points out a number of inadequacies of off-site units in the U.K., Beeber³² (1980) reports on an off-site unit taking largely secondary age pupils. Attendance rates were good, on par with national averages. Reading tests carried out on 8 of 23 pupils served by the unit demonstrated a mean $19\frac{1}{2}$ month gain over a four month period, although to what extent this large increment was due to initial test results being artificially depressed by situational change can only be the subject of speculation. Roe's³³ (1965) study for Inner London Education Authority showed an improvement in the reading age of unit children, in comparison with day special schools. The behaviour of the unit pupils was said to have improved (according to teacher ratings), in comparison with day special schools.

It can be seen that research on off-site units in the U.K. indicates a varied degree of success. In comparison with similar units in N.Z. - (the Activity Centres) the U.K. off-site units, in the main, place a large degree of emphasis on successful return to a main stream secondary school and on academic progress. Galloway³⁴ (1982a) in discussing off-site units, in the U.K. points out:

"A consistent but disappointing trend from the limited available literature is that successful return to school is seldom achieved."

This theme is developed further in the next section.

3. Activity Centres in New Zealand

Activity Centres in New Zealand are a relatively new development in the provision for disruptive secondary school pupils. The Napier Activity Centre was established in 1975, and this was followed by the Hutt Valley Activity Centre in 1976, although it did not receive official status until 1978.

The Galloway and Barrett³⁵ research which was carried out from May 1981 until July 1982 researched the provision for disruptive

32. Beeber, (1980) cited in Topping, *ibid*, p.42.

33. Roe, (1965) *ibid*, pp. 42-43

34. Galloway, (1982a) *op. cit.* p.61

35. Galloway and Barrett, (1983) *op. cit.*

pupils in the N.Z. education system. As part of this investigation they did a descriptive study of the seven Activity Centres operating in 1981. This investigation included a report on a pilot study of pupils referred to two Activity Centres, one of which was the Hutt Valley Centre:

"Our aim is to provide background information about the students, the problems they face and the problems they present the education system." 36

This research has direct relevance to this thesis, in that it is the only empirically based research done on Activity Centres in N.Z. or on disruptive secondary school pupils in N.Z. It gives a comprehensive description on Activity Centres in N.Z. and background information about the students referred to each centre and about the problems they presented.

The pilot study of Activity Centre students found that the results were consistent with those obtained from studies of suspended students in England. It found that the pupils were highly delinquent, and presented severe behavioural problems, both at school and at home. The majority of boys were seriously backward in basic reading skills, and the researchers felt that their educational backwardness had caused them to lose hope of achieving success at school, and this had caused their poor attitude.³⁷

"What is undeniably clear is that their educational problems challenge the flexibility of any secondary school curriculum."³⁸

It was found that these students do not find it easy to express their feelings verbally, particularly when they feel under pressure. The evidence suggested that they express their frustration through their behaviour:

"From a teacher's point of view the challenge lies in helping them to find more constructive ways of expressing it." 39

In addition to their intellectual and educational problems, it was found that most of the students were living in severely stressful family circumstances. Many had a history of poor health or were currently in poor health. In discussing the stress that problems such as these place on a child's or adolescent's psychiatric adjustment the researchers stated:

36. Ibid, p.48.

37. Ibid, p.81

38. Ibid.

39. Ibid, p.82

"The damage comes from the effect of many stresses interacting with each other. The students in our sample had experienced stress which was both chronic and severe from many sources."⁴⁰

The results of the pilot study provide an important insight into the clientele of two activity centres, one of which is the Hutt Valley Centre. They also are of direct relevance in Chapter Eight which is concerned with two case studies as part of the individual element of the social systems model, and in Chapter Seven when the composition of the 'group' and their expressed norms are considered as part of the 'work group' element of this model.

As a result of the quantitative research on the seven Activity Centres which were operating throughout the period when the research was done, the researchers found that Activity Centre teachers saw their primary responsibility as helping their students with problems of personal adjustment and educational progress, which is in contrast to some senior staff in the mainstream as being quite explicit that Activity Centres should exist primarily to remove disruptive pupils from the mainstream.⁴¹

The research by Galloway and Barrett⁴² stated that Activity Centre staff should not be under-estimated. They are isolated professionally from daily contact with colleagues in any other branch of education, yet they are expected to cater for some of the most disruptive students from local secondary schools. By overseas standards N.Z. Activity Centres are grossly under-staffed.

In view of the fact that the Hutt Valley Activity Centre is staffed well below the staffing establishment recommended in this research, it is hoped by the writer that the Department of Education will be able to implement the Galloway and Barrett⁴³ recommendation.

The Report⁴⁴ proposes a model which could be considered in terms of administrative oversight of Activity Centres. This aspect of the Report is especially relevant to this thesis, which is essentially concerned with an administrative description of an Activity Centre. The Report states:⁴⁵

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- 40. Ibid.
 - 41. Ibid, p.266
 - 42. Ibid, p.270
 - 43. Ibid, p.182-183
 - 44. Ibid, p.186-191
 - 45. Ibid, p.185

"Any form of administrative oversight should have at least four functions:

- (i) To ensure attention to bureaucratic details such as payment of salaries and ordering equipment with the maximum ease and efficiency.
- (ii) To facilitate local interest and participation in the Centre.
- (iii) Tactfully, yet systematically to monitor progress in order to identify problems in the Activity Centre's operation.
- (iv) When necessary to seek support, advice and assistance for the staff."

The Report⁴⁶ recommends a Management Committee which should contain representatives from each group with a concern for, or interest in, the Activity Centre's students. This would be a large group responsible for maintaining general oversight, meeting between one and three times annually. The Management Committee should appoint two sub-committees; an administrative sub-committee to deal with bureaucratic details, such as liaison with the administering school, and an advisory committee which would be responsible for maintaining regular professional oversight of, and support for the Centre. Both of these groups would be small and would not need to meet often. The advisory committee would report ultimately to the Management Committee.

The Report⁴⁷ recommends, as a general policy, that the admission and discharge of students should be made by the Director in discussion with nominated members of the Centre's advisory committee. The members most likely to be involved are the psychologist and the inspector. The report recommends that suspended students will routinely be seen by a psychologist. This Report could then be made available to the Admissions Committee.

This chapter has endeavoured to identify relevant research relating to causes and symptoms of disruptive behaviour, the provision of off-site units for disruptive pupils overseas, and gives a brief outline of the only research project which has been conducted in N.Z. on Activity Centres. It has also provided a suitable foundation for a social systems analysis of the Hutt Valley Activity Centre which is to follow, and has further developed an understanding of the real world of Ted as described in Chapter Two.

46. Ibid, pp. 186-187

47. Ibid, p.191

CHAPTER FOUR

METHODOLOGY

This chapter focuses on the design and methodology of the present study. A rationale is established for using a descriptive approach to the data collection. The methods of data collection are outlined and discussed: interview, observation and document analysis.

In understanding Ted's world in Chapter Two, the reader should be aware that efforts have been made by other researchers to understand such a world. This chapter will outline some of these methods.

Introduction

"Research is the activity of solving problems which leads to new knowledge using methods of inquiry which are currently accepted as adequate by scholars in the field."

Helmstadter¹ (1970)

Research could be regarded as an investigation, aimed at solving problems and self-improvement. In addition to the improvement of mankind, research could also be said to be beneficial to the individual in that it requires him to think problems through in specific, operational terms, rather than using generalisations, thus providing practice in accurate, clear and concise self-expression. Helmstadter² points out that once research is recognised as a sophisticated approach to solving man's problems, then its value to society is immediately apparent.

Hartman and Hedblom³ (1979) state that research requires a theoretical base. The advancement and development of a discipline requires research that questions, tests and modifies its theoretical base.

"Research in the social sciences is an expedient - a structure to explore, or a means to generate or test assumptions about human behaviour." ⁴

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1. Helmstadter, G.C. Research Concepts in Human Behaviour, New York, Meredith Co-operation, 1970, p.5.
 2. Ibid.
 3. Hartman, J.J., Hedblom, J.H. Methods for the Social Sciences: A Handbook for Students and Non-Specialists, Westport, Connecticut, Greenwood Press Inc., 1979, p.4.
 4. Ibid.

Logically, theory precedes method. There is a need for any discipline to first develop its theoretical frame of reference before its phenomena are examined.

There are numerous approaches towards research in the social sciences: historical, case study, comparative, experimental and descriptive. In this dissertation, a descriptive approach is used. This involves describing a particular situation as opposed to searching for cause and effect relationships. The descriptive approach has the following benefits which are felt to be relevant to this investigation:

- (i) It may serve as the "reconnaissance" phase of an investigation in a new area in which the purpose is to identify factors which are most promising for experimental investigation.
- (ii) It often provides concrete facts describing the situation, on the basis of which reasonably definite plans can be made for further action.
- (iii) Descriptive approaches are widely used because they apply to a very broad class of problems.

The four main disadvantages of this method are:

- (i) The descriptive approach may lead to over-generalisation of results, in gathering only that evidence which will support the ideas of the researcher.
- (ii) This approach does not provide very much information about the effects of the variables under investigation.
- (iii) It is necessary to have the co-operation of the subjects, otherwise it may result in incorrect information being given.
- (iv) A descriptive approach may lead to complacency and satisfaction with a status quo rather than to improvement in the situation under investigation.

It was hoped that by clearly identifying the strengths and weaknesses of the descriptive approach, the writer would be able to apply this method to his research in a more objective and meaningful way.

Methods of Data Collection

The following methods were used by the researcher to gain information; interview, participant observation, document analysis and self report. Each method will be considered in turn.

Interview

According to Hartman and Hedblom⁵, interviewing is one of the major techniques for collecting social science data. Its successful use depends on personal awareness, experience, desire for improvement, and genuine enthusiasm.

In this investigation two types of interviews were used:

- (i) Open-ended; uncontrolled, unstructured and non-guided.
- (ii) Depth interview, which involved an intimate long-term conversation with a respondent in probing, expanding and periodically summarising his understanding of what the respondent had reported.

The open-ended interview was used when it was felt necessary to have a standardised, open-ended format, in which each person was asked essentially the same questions. The interview questions were written in advance, exactly the way they were to be asked in the interview. Probing questions were placed in the interview at appropriate places. According to Patton⁶(1984) the basic purpose of the standardised open-ended interview is to minimise interviewer effects by asking the same question of each respondent. Moreover, the interview is systematic and the necessity for interviewer judgement during the interview is reduced.

This interview technique was used in two instances during the study. In Chapter Six ten students who had been at the Activity Centre for at least a month, were interviewed, in order to find out more about their background and expressed values. Appendix 3 gives a list of the questions which were asked. In Chapter Eight the two students involved in the case study were interviewed, five months after leaving the Activity Centre, and an open-ended questionnaire was administered to them. Refer to Appendix 12 for the questionnaire which was administered.

The depth interview was used when the interviewer felt the need to seek greater detail or intensity of feelings. This method was used as follows:

5. Ibid, p.170.

6. Patton, M.Q., Qualitative Education Methods, London, Sage Publications, 1980, p.202.

- (i) Interviews with staff in other Activity Centres designed to elicit information specific to the Activity Centre.
- (ii) Interviews with a number of people who were concerned with the development of the Hutt Valley Activity Centre.
- (iii) Interviews with people involved in the administration and management of the Activity Centre.
- (iv) The job descriptions of staff were frequently discussed in a semi-formal and informal way throughout 1983, in order to improve task efficiency and job satisfaction.
- (v) Some of the information in Chapter Seven in the section concerned with the composition of the group, was gained by in-depth interviewing of students and staff.

In assessing the value of the in-depth interview techniques as a means of gaining information and assessing the feelings of respondents, it was found that, in order to gain the maximum amount of material in a single interview, it was necessary to ask questions as rapidly as the subject could possibly comprehend and reply. This was found to be necessary in many cases when interviewing students.

According to Schatzman and Strauss⁷(1973), brief situational or "incidental" questioning or conversation is extremely effective throughout research; it is more controlled than eavesdropping and much less time-consuming for each unit of information gained.

The research techniques of Schatzman and Strauss⁸ for in-depth interviewing were consciously practised; these involved regarding all conversations between the researcher and others as forms of interviewing, whether the conversation lasted for a few seconds or minutes. The lengthier interviews were conducted in private. A specific list of questions or topics was not used because this amount of formality would have destroyed the conversational style that was sought.

Participant Observation

According to Hartman and Hedblom⁹(1979) the participant observation technique is particularly suitable for the study of covert behaviour and most frequently lends itself to the generative-exploratory

7. Schatzman, L., Strauss, A.L. Field Research: Strategies for a Natural Sociology, Englewood Cliffs, Prentice-Hall, 1973, p.71.

8. Ibid, p.72

9. Ibid, p.224.

posture. Although this method is time consuming, it provides insights based on both interviews and observation which locates the etiology of behaviour.

McCall and Simmons¹⁰ (1969) define participant observation as follows:

"The field worker directly observes and also participates in the sense that he has durable social relations in the social system under investigation. He may or may not play an active part in events or he may interview participants in events which may be considered part of the process of observation."

In terms of this investigation, one of the major advantages of participant observation is that the observation and interviewing is of a non-standardised nature. This means that all informants need not be treated uniformly but are interviewed about the things that can illuminate most about them. The aim is to be flexible without worrying unduly about the comparability of the data for statistical purposes. A second advantage is the effective use of relationships which the researcher establishes with informants for eliciting data. In view of the fact that the writer is working amongst a small group of students, it was possible to establish a trusted and close relationship with them.

The major limitations of observation and interviewing in the field are directly related to the characteristics noted above. Because of the non-standardised way the data is collected, it is not generally useful for statistical treatment. This means that quantitative relationships usually cannot be established, as the researcher has to depend on a more impressionistic interpretation of the data for arriving at generalisations. A second major limitation, which was especially likely in the case of the writer, is what McCall-Simmons¹¹ identify as being the researcher's use of the relationships he establishes in the field; that is, the likelihood of bias. The writer was constantly aware of this factor and, because he was deeply entrenched in the system being studied, he constantly sought objective criticism and opinions from a variety of people from outside the system. In doing research on the case studies, for example, he sought opinions from people such as the students' parents, social worka

10. McCall, G.J., Simmons, J.L. Issues in Participant Observation: A Text and Reader, Massachusetts, Addison-Wesley Publishing Company, 1969, p.9.

11. Ibid, p.2.

and work exploration employers, who had been involved with the students concerned, and in the case of one of the students, from her boyfriend with whom she was living at the time the research was being done. The writer also sought this type of opinion when recording observations on the sections concerned with administration and management, the referrals system, the school time-table and organisational procedures.

Bias is likely in the case of some aspects of the investigation, especially in some sections of Chapter Seven (the work group element), in which the writer had a major role to play in establishing a number of organisational procedures. In view of the fact that the direction this study takes is descriptive, it was felt that there was no need for establishing structured evaluative procedures.

Hartman and Hedblom¹² point out that, in observational analysis, the emphasis is not on the strict analysis of variables, but on the meaning and the life process. For this reason the writer was careful not to be compromised by his own ideological commitments as well as those resulting from socialisation into the group being observed.

It was felt necessary to have a clearly formulated approach to participant observation, and this was based on the methods which were formulated by Denzin¹³ (1970). These methods were:

- (i) Definition of the problem formulated, and recognition of theoretical perspective including review of relevant literature and an initial statement of research objectives. In this study, this was clearly outlined in the introductory chapter.
- (ii) Selection of a field setting which is largely determined by the nature of the problem to be investigated. The field setting in this study is the Hutt Valley Activity Centre.
- (iii) Initial field contacts and entrance into the community. As the writer was an integral part of the institution being studied, there was little difficulty in obtaining field contact or gaining "access" to the community, for the purpose of participant observation.

12. Hartman and Hedblom, op. cit., p.242.

13. Denzin, N.K., The Research Act: A Theoretical Introduction to Sociological Methods, Chicago, Aldine Publishing Co., 1970, p.206-15.

TABLE 1
RESEARCH PLANNING SCHEDULE

	← Participant Observation →	1983	Feb.-April
Activity Centres in N.Z. (including field research) Methodology	← Review of Related Literature and Document Analysis →	1983	May-July
Elements of a Social System Introduction (Chapter One)	← Participant Observation →	1983	August-Sept.
Development of Hutt Valley Activity Centre	← Interview →	1983	Oct-Dec.
Job Descriptions of Staff Community Resources and Parental Links Review of Related Literature (Chapter 3) and Document Analysis	← Interview →	1984	Jan.-March
A Day in the Life of an Activity Centre Director Case Studies (The Individual Element) Activity Centre Programme Administration and Management Composition of Group	← Interview →	1984	April-June
Organisational Procedures Referrals and assessment of progress of students. Conclusion and Recommendations Assemble bibliography and Appendices, etc. Abstract	← Interview →	1984	July-August

- (iv) Crystallization of working definitions of key concepts established. Frequencies of behaviour are noted at this stage, and the historical context of the setting is documented.
- (v) Informants are selected, approached, instructed and interviewed. In the case of this study, all the students as a group were observed, and most of them were involved in the semi-structure interviews, as part of the work group element of the research.
- (vi) Where appropriate, taxonomic division of recordings and indicators of key concepts are developed and isolated. Table 1 shows the schedule which was followed in undertaking this research project. It can be seen that there was an eight month period of observation, recording, and involvement in the Activity Centre before analysis and reporting of the research findings related to the Hutt Valley Activity Centre were undertaken.
- (vii) Propositions tested against observed behaviours. As Table 1 indicates, there was a seventeen month period of observation and recording in order to describe observed behaviours. This was felt necessary in order to effectively make a valid assessment.
- (viii) Study conclusion, role disengagement and final structuring of research reports. As the writer was employed at the Activity Centre, there was no real role disengagement. The writer endeavoured to fulfil the participant observation role in the course of his duties.

Document Analysis

Patton¹⁴ points out that documentation may refer to the "slice of life" recordings in various media, or to the marshalling of evidence in support of a position or point of view. Observations and records, as Patton¹⁵ states, may be of many sorts - participants' observations and records in various forms, diaries, memoranda, minutes, interviews, questionnaires, photographs, film, tape recordings, work samples and the like.

14. Patton, op. cit., p.287

15. Ibid, p.284.

Document analysis was used in several sections of this study. It was used in a substantial way to gather information for the section 'Historical Development of the Hutt Valley Activity Centre', and of other Activity Centres.

The documents used can be classified as either primary data or secondary data.

Primary source data, which is data collected from the source first-hand, utilised in this study included: minutes of Management Committee meetings, monthly reports by former Directors of the Activity Centre, official correspondence, memoranda, and data collected by observation and interview.

Secondary data, which is data already collected and usually first reported or assembled by other than the researcher and utilised by the writer, was essentially the Galloway and Barrett Report¹⁶. This provided relevant information which is recorded in Chapter Three, Review of Related Literature, as well as quantitative research from this Report relating to the pilot study of two Activity Centres in New Zealand. This was utilised in conjunction with other secondary data, and participant observation and interview, in the chapter concerned with the composition of the group.

A lot of data was collected. This included primary and secondary source documents and field notes and details of interviews. As data was gathered the writer made comments in the margins or in some cases by attaching pieces of paper that contained his notions about what he could do with the different parts of the data. This was the beginning of organising the data into topics and files.

All data was carefully indexed according to the topic, or, in the case of 'case studies', according to the name of the student. The process of labelling the various kinds of data and establishing a data index was the first step in content analysis.

In addition to indexing and storing the data, details of all relevant documents and books were recorded and stored on a card index. This involved recording the full source reference on a card. A few brief details were given on the other side of the card as to what the source reference was about, together with a classification code which

16. Galloway and Barrett, *op.cit.*

enabled the reference to be easily located. In the case of notes made from books or professional papers which the writer did not retain, details were given on the card index as to where the source could be located, for example, the library reference at Victoria University. This card index constituted the bibliography of the study.

The next stage in document analysis is what Patton¹⁷ called inductive analysis. This means that the patterns, themes, and categories of analysis came from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis. From this stage, the writer was able to make a logical analysis by looking for emergent patterns in the data. For example, in constructing the case studies, the raw case data (based on all data collected about a person) was assembled, a case record was constructed by organising, classifying and editing the raw case data into a manageable package.

It was then necessary to verify the accuracy of findings. This was done by critically examining the data, and by looking for any contradictions. As this study is a descriptive one, a lot of subjective data was gathered, for example, recordings made of interviews, which implied opinion rather than fact, and an impression rather than confirmation.

The final stage was presentation of findings. The writer made an effort to write up the study in a clear and logical way, ensuring that there was a linkage between all sections and chapters.

Self Report

Reconstructing a day provided a key beginning for this study. From a methodological viewpoint the description of Ted in Chapter Two was the product of:

- (i) Rough notes and recordings of all activities in which Ted was involved during the day;
- (ii) Checking against recorded events in the Director's diary;
- (iii) Reflection on the day in total.

It found that the necessary skills needed in self reporting were: the need for accuracy in recording all events soon after they occurred and the ability to record subjective reflections at a later stage.

17. Ibid, p.307.

Plummer¹⁸ (1983) stated that somehow a person's scientific work is taken less seriously if it is known to be based on personal experience, and yet based on the need to grasp subjective worlds, this method of self documentation must be one of the most critical of all our tools.

"We can never really know another's world, we might just know our own."¹⁹

Plummer²⁰ stresses the fact that sociologists need to stop evading the value of self-observation and to record and document their personal experiences systematically. He states:

"If Freud can turn his dreams into a masterpiece of understanding, why shouldn't other social scientists?"²¹

This chapter has outlined the descriptive approach which was used in this study, and the methods of data collection have been outlined and discussed. It was felt pertinent to include Table 1, which shows the research planning schedule, to enable readers to see the time scale which was used for completing this study.

18. Plummer, K., Documents of Life: An Introduction to the Problems and Literature of a Humanistic Method, London, George Allen & Unwin, 1983, p.34.

19. Ibid.

20. Ibid.

21. Ibid, p.35.

CHAPTER FIVE

ELEMENTS OF A SOCIAL SYSTEM

This chapter will outline and discuss elements of a social system with particular reference to the Getzels-Cuba model. This will then form the basis for examining the institution (Hutt Valley Activity Centre) and the individuals who are involved in the institution (staff, pupils, visitors). Some basic assumptions about social systems which are made by Hoy and Miskel¹ (1982) will be discussed with reference to their implications for the institution which is being studied.

According to Hoy and Miskel², a social system is based on the idea that a set of individuals is more than the simple aggregate of persons. As people interact in social settings, networks of social relations that have important effects on behaviour emerge. Eventually, people find themselves behaving in accord with the prevalent social conditions which exist. Roles, norms, values and leaders all shape individual behaviour.

Etzioni³ (1964) states that organisations are social units (or human groupings) deliberately constructed and reconstructed to seek specific goals. A further definition by Scott⁴ (1964) states:

"...Organisations are defined as collectivities. they have been established for the pursuit of relatively specific objectives on a more or less continuous basis. It should be clear,...however, that organisations have distinctive features, other than goal specificity and continuity. These include relatively fixed boundaries, a normative order, authority ranks, a communications system, and an incentive system which enable various types of participants to work together in the pursuit of common goals."

Undoubtedly organisations require communication and a willingness on the part of members to contribute, and a common purpose among them. Individuals must communicate, and be motivated to make decisions.

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1. Hoy, W.K., Miskel, C.G. Educational Administration: Theory, Research & Practice, New York, Random House, 2nd Edition, 1982, pp. 56-57.
 2. Hoy & Miskel, op. cit. p.51.
 3. Etzioni, A. Modern Organisations, in R.H. Hall, Organisations: Structure & Process, Englewood Cliffs, 2nd Edition, 1977, p.21.
 4. Scott, W.R. Theory of Organisations, in R.H. Hall Organisations: Structure & Process, ibid.

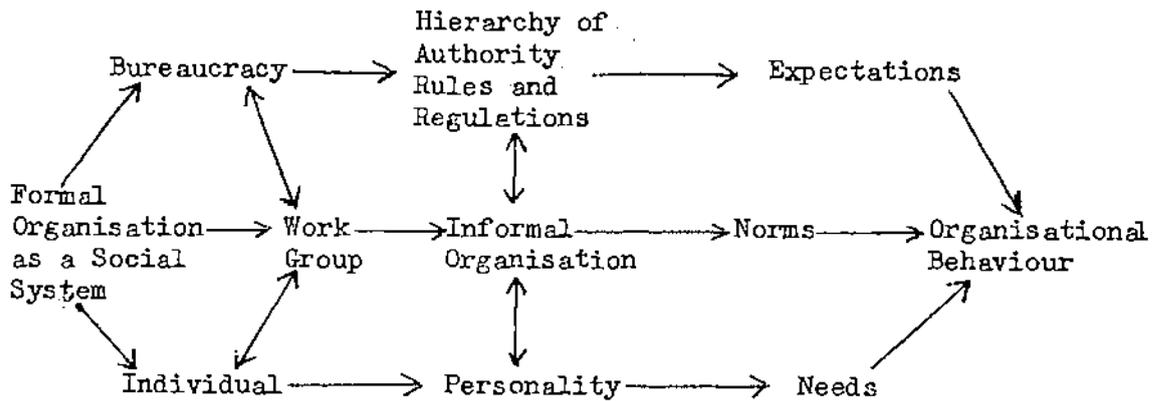


Figure I Reformulated Elements for a Social Systems Model of Schools. (From Hoy & Miskel⁵ (1982))

The Hoy and Miskel⁶ model of a social system is based on the Getzels and Guba model⁷ (1957). This involves two major classes of phenomena which are independent of each other but are also interactive. These are firstly, the institution (shown in Figure I as the 'bureaucracy') defined in terms of certain roles and expectations, which are organised to fulfil the goals of the system; and secondly, the individuals who inhabit the system, with certain personalities and need-dispositions, whose interactions comprise what Getzels and Guba call 'social behaviour'. The Getzels and Guba model explains social behaviour in terms of the dual influence of two dimensions, the 'normative' (institution) and 'idiographic' (individual).

Some of the characteristics of institutions are: they are purposive; established to carry out certain practices. They are peopled; they carry out prescribed goals requiring people. Institutions are structural in that they carry out a specific purpose, and the tasks to achieve the goals may be specified and these may be organised into roles. For example, teachers may have specific areas of curriculum teaching and administrative responsibilities.

The institutional dimension of an organisation (Institution → Role → Expectations) refers primarily to bureaucratic expectations of positions within the organisation. According to Hoy and

5. Hoy and Miskel, op. cit. p.65.

6. Ibid.

7. Getzels, J.W., Guba, E.G. "Social Behaviour and the Administrative Process" School Review, 65: 1957, pp.423-441.

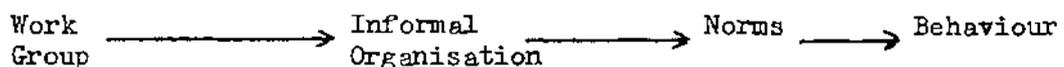
Miskel⁸ they state that, from a vast array of vague and contradictory expectations, formal organisations select a few bureaucratic expectations that are reasonably consistent with the organisation's goals.

Finally, institutions are sanction bearing, in that there are negative and positive sanctions to ensure that individuals comply with the norms, at least within broad limits.

The second dimension, the idiographic, is essentially the individual element, which has two component elements: personality and need disposition. Getzels⁹ et. al. (1968) describes personality as "the sum total of one's habitual behaviour".

Need disposition essentially relates to the disposition to do something in order to meet one's goals. In educational terms, the need disposition may be for a pupil to acquire academic qualifications and work skills in order to get a job. The needs and expectations of an individual may be thought of as motives for one's behaviour, one deriving from personal desires (for example to learn specific skills which the individual feels may be of personal benefit), the other from institutional requirements (for example, having to attend specific classes at set times.)

With reference to Figure I, the work group is the mechanism by which bureaucratic expectations and individual needs interact and modify each other. A dynamic relationship between bureaucratic role demands and individual needs emerges as people are brought together in a work place. At the Hutt Valley Activity Centre the work group would be the staff and the pupils. This work group develops its own informal status structure and culture and its social organisation. This group, which can develop as an informal organisation with its important group norms, becomes another powerful force that effects organisational behaviour. Hoy and Miskel¹⁰ show this force represented schematically as:



8. Hoy & Miskel, op. cit. p.62

9. Getzels, J.W., Lipham, J.M., Campbell, R.F., Educational Administration as a Social Process: Theory, Research & Practice, N.Y. Harpet Row, 1968, p.67.

10. Hoy and Miskel, op. cit. p.64.

Based on the Getzels and Guba model, the writer has constructed his own model Figure 2. This is a social systems model for describing the various aspects of the Hutt Valley Activity Centre. The figure shows how the administration and management of the Activity Centre can be linked to the three elements of the Getzels and Guba model.

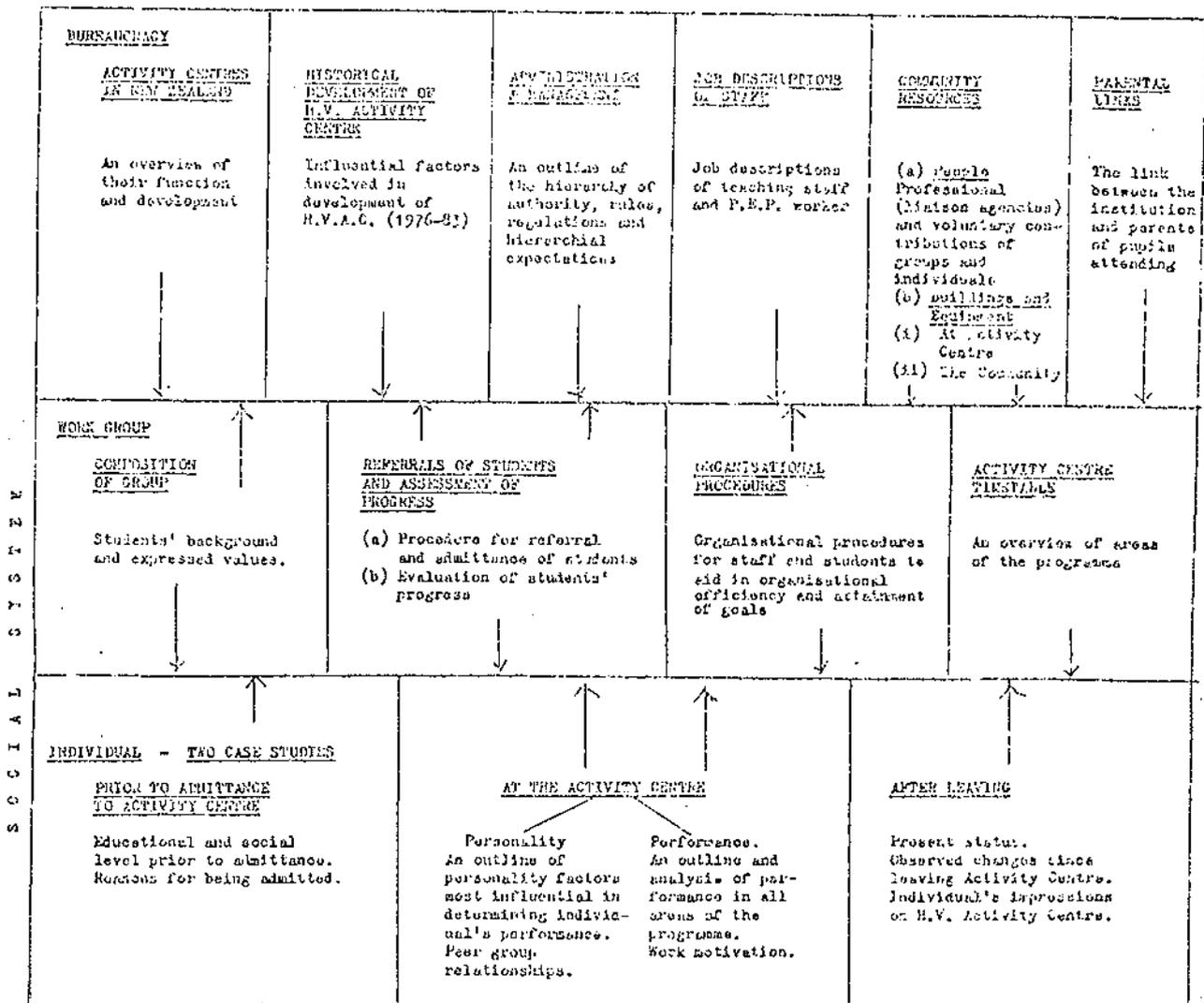


Figure 2: A Social Systems Model for Describing the Hutt Valley Activity Centre.

Basic Assumptions of Social Systems Models

Hoy and Miskel¹¹ make several assumptions which they detail as being explicit features of a social systems model:

1. Social systems are comprised of interdependent parts and activities that contribute to and receive from the whole. For example, at the Hutt Valley Activity Centre the students may press the staff for more involvement in the decision making relating to the curriculum.

11. Hoy and Miskel, op. cit. pp.56-57.

1. (continued): There could be a demand at a particular time, for example for more emphasis and time on Maori language and culture. This may then necessitate the staff involving more use of people in the community contributing to the programme - an input from outside coming within the bounds of the Activity Centre.
2. Social systems are goal-oriented and may have a multiplicity of goals. At the Hutt Valley Activity Centre the goals are essentially educational - to extend and develop academic skills, social skills, education for leisure, and preparation for the work force.
3. Social systems are people. At a school, people involved would include teaching and administrative staff, students, and people from the various agencies outside the school who are involved either directly or indirectly with it.
4. Social systems are structured and, in the case of schools, are to some degree bureaucratic. The system of administration in schools, for example staffing, financial allocation, curriculum, is largely determined by Department of Education directives. However, within this structure, schools have quite a large degree of flexibility.
5. Social systems are normative. Formal rules and regulations and informal guides prescribe appropriate behaviour. At the Activity Centre there is a small group of students who are together each school day, working with the same staff. This enables group cohesion to be developed more easily, and the group helps to set and monitor appropriate standards of behaviour. It could be said that school teachers are expected to behave in an appropriate manner whilst at school.
6. Social systems are sanction bearing. At school, both staff and students are expected to meet certain standards. In the case of students, there are formal mechanisms to counter behaviour which is contrary to accepted norms; for example, detention, suspension, expulsion, etc.

7. School systems are generally open systems. The environment supplies inputs to the system; there are exchanges between the system and its environment. At the Hutt Valley Activity Centre referrals of pupils come from a number of secondary schools and community agencies such as Social Welfare Department, Psychological Service, Youth Aid (Police), etc. These agencies also have representatives on the Activity Centre Advisory Committees and are able to influence decision making on a number of issues if they wish to do so.
8. Social systems are conceptual and relative. A school is a formal organisation and can be regarded as a social system with the various component schools, classrooms, clubs and teams as sub-systems. All formal organisations, according to Getzels and Guba model, could be regarded as being a social system.

The Getzels and Guba model then proceeds to clarification of the issues involved in reforming of certain administrative problems:

- (i) Individual and institutional conflict,
- (ii) Effectiveness, efficiency and satisfaction,
- (iii) Leadership-followership styles,
- (iv) Morale.

These issues are felt to be relevant, as individual conflict, leadership style and morale are discussed in later chapters, with reference to the Activity Centre. Each issue will be briefly discussed.

(i) Individual and Institutional Conflict

Getzels and Guba¹² point out that, ideally, the individual should be both adjusted to the role expectations and integrated in that it fulfils all his needs, so that he may, by one act, fulfil both the nomothetic or institutional requirements, and the idiographic or personal requirements. However, the model points to three sources of conflict in the administrative setting:

12. Getzels and Guba, op. cit., p.431.

- (a) Role-personality conflicts. This could occur in the school setting when there is a discrepancy between the pattern of expectations attached to a given role, which a teacher might have, and the pattern of need-dispositions which a pupil has.
- (b) Role conflicts. Role conflicts occur when a role incumbent is required to conform simultaneously to a number of expectations, making adjustment to more than one set of requirements difficult. A teacher in a small unit such as the Hutt Valley Activity Centre, which will be discussed later, may be in role conflict in trying to be in both a disciplinary role and a counselling role according to the situation at a given time.
- (c) Personality conflicts occur when the needs and disposition of teacher and pupils are opposed to each other. The basis of personality conflict is that it arises from the individual and is independent of any particular institutional setting.

Effectiveness, efficiency, and satisfaction

According to Hoy and Miskel¹³, an action is effective if it accomplishes its specific objective, and efficient if it satisfies the motives underlying the immediate objectives.

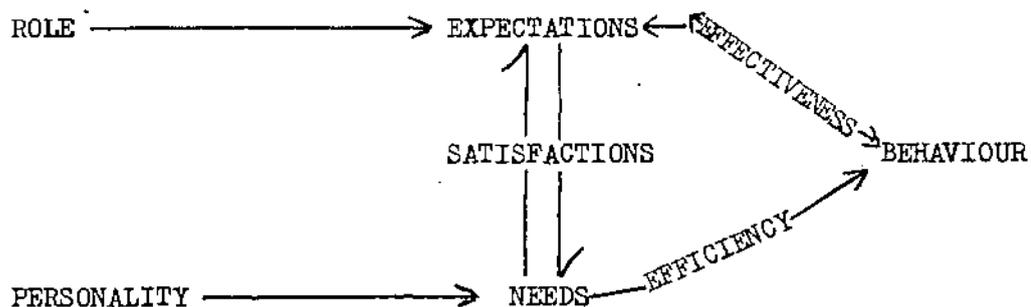


Figure 3 Relation of Role Expectations and Personality Needs to Efficient, Effective, and Satisfying Behaviour. (Getzels and Guba op.cit.p.433)

The relationships between effectiveness, efficiency and satisfaction are shown above. If this aspect of the model was applied to the Hutt Valley Activity Centre, the criterion for effectiveness of an individual, staff member or pupil is the effectiveness of this person's behaviour in fulfilling his given role.

13. Hoy and Miskel, op.cit., p.67.

When behaviour is congruent with the bureaucratic expectations for a given role it is effective. When behaviour is consistent with the personal needs of an organisational member, it is efficient. Organisational satisfaction, as Hoy and Miskel¹⁴ point out, depends on the congruence of bureaucratic expectations and individual needs.

(iii) Leadership-followership Styles

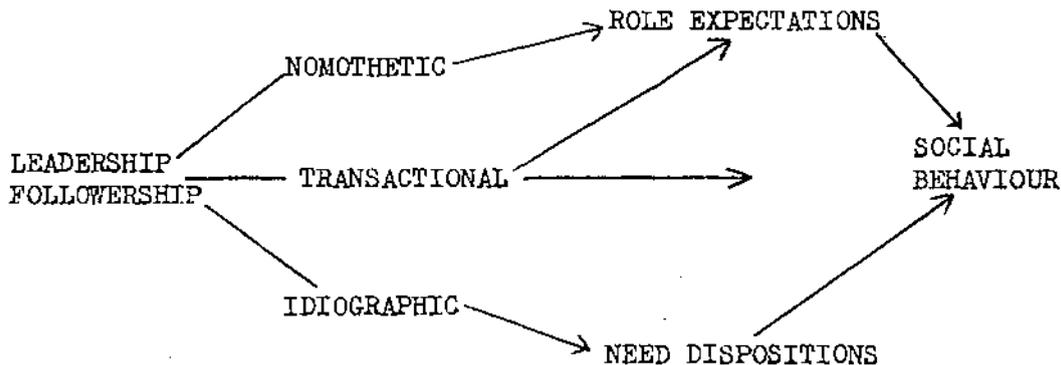


Figure 4 Three Leadership-Followership Styles
(Getzels and Guba op.cit. p.436)

In terms of this model three distinct leadership-followership styles can be identified. From this model, the leadership styles of staff at the Hutt Valley Activity Centre can later be identified.

- (a) The nomothetic style is characteristic of a leader who goes by the 'book'. Subordinates are expected to conform completely to bureaucratic expectations.
- (b) The idiographic style is characteristic of a leader who focuses on individual needs rather than organisational requirements. The idiographic administrator believes that bureaucratic procedures should be tailored to fit the individual needs of subordinates.
- (c) The transactional style is concerned with both of the above styles. The transactional leader attempts to match the appropriate blend of role and need demands with the situation. He could be said to be situationally-oriented.

(iv) Morale

Guba¹⁵ states that morale is related to the extra expenditure of energy required to accomplish institutional tasks. In this sense high morale can be thought of as the tendency to expend extra effort to achieve group goals.

14. Ibid

15. Guba, (1958) cited in Hoy and Miskel, op.cit., p.68

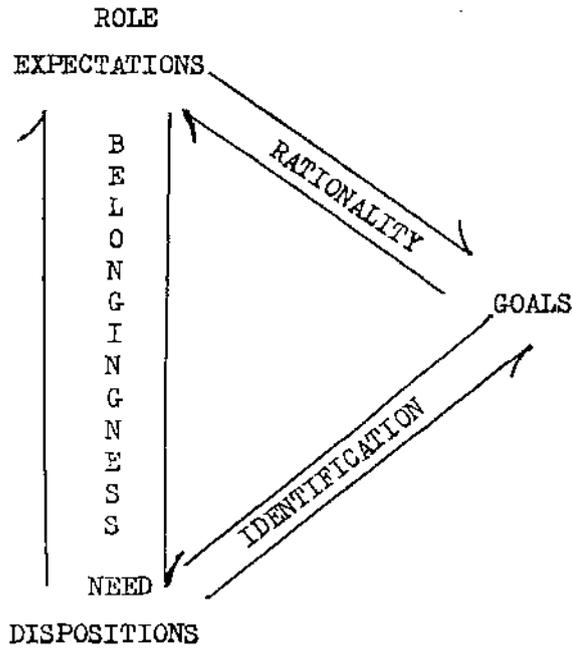


Figure 5 The Dimensions of Morale
(Getzels and Guba op.cit. p.439)

The three terms, roles, needs and goals may overlap each other. In the above model, belongingness represents the anticipation, on the part of the role incumbent, that he will be able to achieve satisfaction within the institutional framework. The Hutt Valley Activity Centre is essentially an alternative school, and its aims and objectives and working conditions may not provide a sense of job satisfaction to some teachers. Rationality relates to whether an individual can see the relationship between what he is doing and what the institution as a whole is presumed to be doing.

The variable 'identification' represents the degree to which the subject is able to integrate the goals and actions of the institution into his own structure of needs and values. Unless the individual is able to make this integration, it appears unlikely that he will be properly motivated to carry out the institution functions in an expeditious and thorough fashion.

In terms of this model, morale may be understood as resulting from the interaction of three factors: belongingness, rationality, and identification. If one of these factors is lacking, morale will be very low. The task of the administrator therefore is to ensure that high morale is maintained, by reasonable levels of agreement among expectations, needs and goals.

The writer's reflection on the description given in Chapter Two, "A day in the life of an Activity Centre Director", when considered in the light of his understanding of the Getzels and Guba model, caused him to believe that the two could be linked together. Figure 6 has

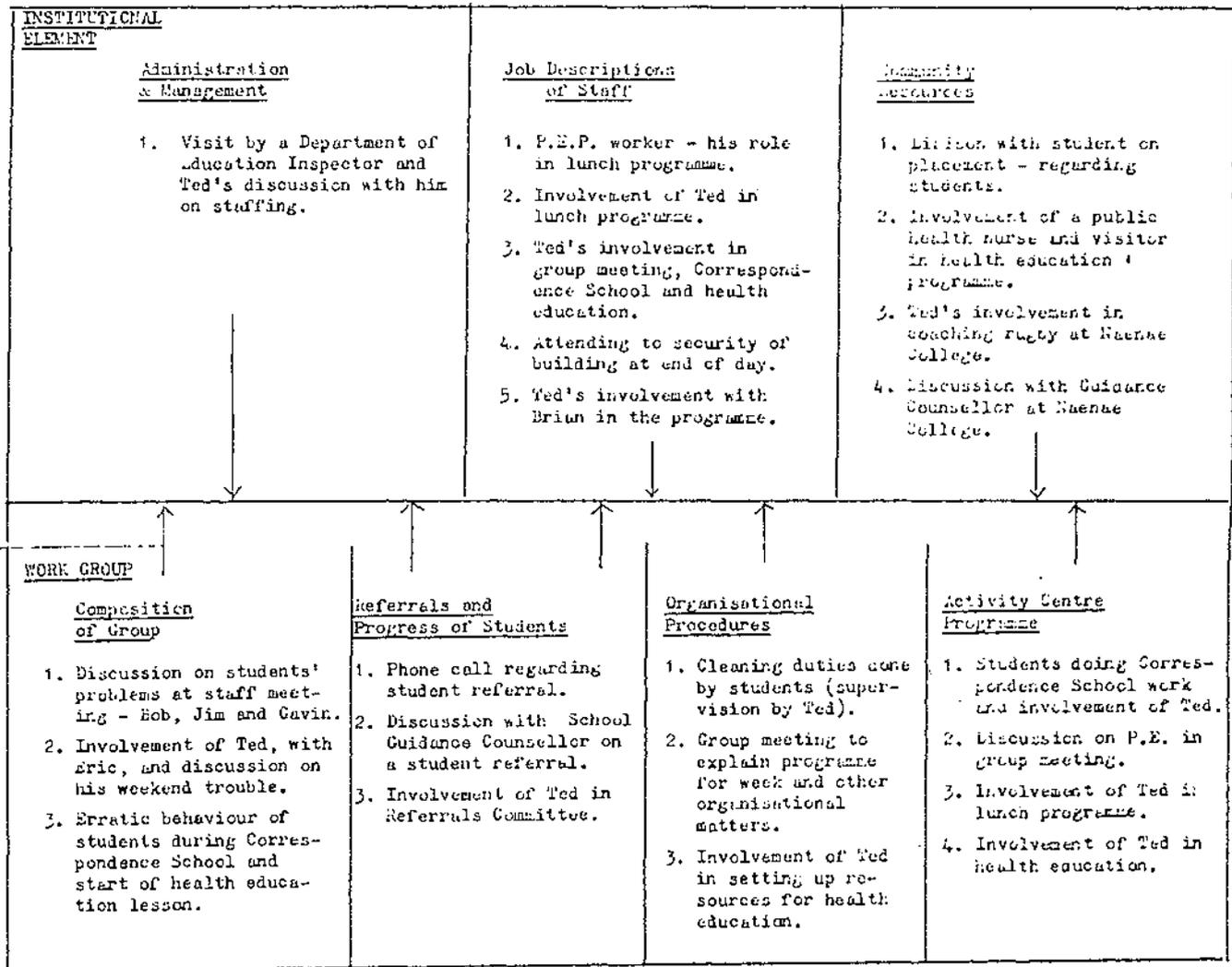


Figure 6: A Day in the Life of an Activity Centre Director.

emerged from Figures 1 and 2 and provides a more effective understanding of the role of Ted at the Hutt Valley Activity Centre. It was developed from the Getzels and Guba model and contains each element considered necessary by the writer to understand the operation of the Activity Centre.

The Getzels and Guba model is an example of a social systems model that enables the application of systematic concepts from the social sciences to a real situation, as in the administrative analysis of an organisation such as the Hutt Valley Activity Centre. Such a model is beneficial to an educational administrator in helping him to sort out the problems confronting him, to examine them in appropriate contexts, and to understand something of their internal dynamics. It could be said, whilst such formulations may not provide generalised decisions for action and may appear to be of greater research value than applied value, it may at least enable an administrator to understand why certain decisions and practices at the institution being studied work, and others do not work.

CHAPTER SIX

THE INSTITUTIONAL ELEMENT

This chapter is concerned with the first element of the Getzels and Guba model, the 'institutional element'. The five sections described are: Activity Centres in New Zealand, Historical Development of the Hutt Valley Activity Centre, Administration and Management, Job Descriptions of Staff, School and Community. The outline which follows will provide information on the following aspects of the element: Structure, characteristics and goals of the institution, people involved and bureaucratic expectations of positions involved with the Activity Centre.

Ted's involvement in the institutional element will become more apparent to the reader by making reference to Figure 6 in Chapter Five. It will be seen that Ted has a major role within the last three of the five sections which are described. Ted's institutional involvement included: an inspector's visit, interaction with staff and liaison with several community members, as well as his involvement in the educational programme and administrative aspects of the Activity Centre, which is in accordance with the job description which he drew up.

ACTIVITY CENTRES IN NEW ZEALAND

This section will give a descriptive overview of the function and development of Activity Centres in New Zealand.

Whilst this thesis is essentially concerned with a social systems analysis of one Activity Centre, it could be said that an awareness of the roles and expectations of other Activity Centres can aid in assessing and improving one's own system, as a result of the insights and perspectives which are gained. Holmes and Robertson¹ point out:

"An education system can be understood only if it is viewed in relation to a wider social context."

It is, therefore, the aim to better understand the institution one is concerned with, by making observations (and value judgements) of other similar institutions.

1. Holmes, B., Robinson, S.B. "Relevant Data in Comparative Education," Report on an Expert Meeting March 11-16 1963. International Studies in Education, May 1963. p.27.

It was pointed out in the introduction, that Activity Centres have been established to provide an alternative education for disadvantaged and disturbed pupils. The final responsibility for the total programme of an Activity Centre rests with the District Senior Inspector of Secondary Schools, who has established management and advisory committees to assist him in matters relating to day to day management and future development. In reality, the Activity Centre staff have a great deal of autonomy in the selection of students to attend, and in deciding on the nature of the programme which is to operate, as well as making decisions on many other administrative matters.

In each Centre a local secondary school has been asked to accept responsibility for employing the staff of the Centre. It is considered that in this way the teachers at an Activity Centre may identify with a larger staff of secondary teachers. Each Centre is, in effect, a side school of the school to which it is attached, but it exists to serve the needs of a district.

The mandate² from the Department of Education, 13 October 1980, which formalised the Department's involvement with the Manawatu Activity Centre (Palmerston North) and Akina Activity Centre in Hastings stated that the management committee is an executive committee, comprising the D.S.I.S.S., a representative of the administering authority, and a representative of the secondary schools concerned. It also includes the Director of the Activity Centre. Its function is to assist the management of the Centre, and such matters as appointments, control of finance, etc. The advisory committee brings together representatives of the controlling authorities of secondary schools concerned, and of other interested bodies such as the Psychological Service, Social Welfare Department, local bodies, etc. The advisory committee provides a forum in which the work of the Centre may be discussed, and recommendations on policy and related matters may be made.

As at February 1984 there were ten Activity Centres in N.Z., all operating with Departmental approval and assistance; Auckland, Papatoetoe, Papakura, Hamilton, Napier, Hastings, Palmerston North, Hutt Valley, Christchurch and Dunedin. The development of each Activity Centre has been different, and the way some of these operate

2. Personal Communication to Secretary, Palmerston North High School Board, from Regional Superintendent of Education, Central Regional Office, Wellington, 13 October 1980.

and have reached official Departmental support and status will be considered. In June 1983, the writer made a professional visit to the following Activity Centres:

1. Napier Community Activity Centre

In 1974 there were many discussions in Napier over the proposed Pirinui Urban Marae at Maraenui. Following these discussions a request was made by the Minister of Maori Affairs to the Minister of Education for financial assistance to be given to the school being run for a group of youngsters at risk - essentially a drop-in centre, organised by the Napier Y.M.C.A. At this time this school was organised on a voluntary basis in association with the Downtown Y Club, and was attended by six pupils. They either had special disabilities that made it difficult for them to attend local secondary schools or were "at risk" in the community, in that their behaviour had brought them in contact with the law. According to a Memorandum to Principals of Hawkes Bay secondary schools from the Department of Education³, the Minister expressed interest in the unit and authorised Department of Education support on a temporary basis to the extent of some equipment and the salary of a suitable teacher. The unit was then to be called "The Napier Community Activity Centre."

The Memorandum⁴ stated that detailed learning programmes would be planned to fit the special needs of the pupils, but there would be a strong emphasis on art and craft activities, home economics programmes, remedial programmes, and work experience.

"It must be stressed that at this stage the Napier Community Activity Centre, although only temporary, is another part of the supportive services already being offered in the community by the existing schools, the Community College and the local social services."⁵

The Centre opened in September 1975, with one paid relieving teacher, and was based in an inner city building, where they remained until the Centre moved to a self-contained prefab unit, situated in grounds at Te Awa School.⁶

3. Memorandum to Principals - State and Private Schools, Hawkes Bay, Peter Barlow, Office of District Senior Inspector of Secondary Schools, Department of Education, Wellington, 5 August 1975, p.1.

4. op. cit., p.2.

5. Ibid.

6. Manual : Napier Community Activity Centre, 1981, p.1.

At the present time, the Napier Activity Centre accepts pupils who are essentially under 15 years of age, and as stated in their Manual, 1981:⁷

"whose anti-social behaviour, reluctant attendance or emotional instability made it unfair on themselves, their peers, or school staff for them to continue at a typical school."

The writer's observations of the Centre in operation, at the time of his visit, was that the programme was quite clearly structured with a certain amount of formal classroom teaching. Remedial education had an important emphasis in the programme, but there were a number of educational field trips and sporting competitions held during the year in order to extend the pupils. Work exploration and art and craft also received due emphasis. The students were essentially below average I.Q., and were fourteen years of age. There were clear guidelines for the pupils on such things as attitudes, work habits and behaviour, but there appeared to be only a limited amount of emphasis placed on developing trust relationships in the group. As an illustration of the latter factor, it was observed that Activity Centre equipment and food in the kitchen was usually kept locked up when not in use because the students could not be relied upon to leave it alone. The writer was told that pupils were not allowed to take Correspondence School work home because it was often not returned.

The Activity Centre was well set up with very good facilities and a range of equipment to carry out the programme.

The staff endeavoured to promote a family atmosphere and join in with the students in their activities, but the staff appeared to involve the students to only a limited extent in the decision making process at the Activity Centre.

The Napier Activity Centre, as with the Akina Centre in Hastings, is under the control of the Hawkes Bay High School's Board, which has responsibility for employing staff and administering the Annual Grant from Central Regional Office of the Department of Education.

7. op.cit., p.3.

2. Akina Activity Centre - Hastings

The Akina Activity Centre was established in October, 1980, along with the Manawatu Centre by a Department of Education mandate⁸, which specified accommodation, setting up grants, buildings, maintenance, general finance and staffing. In both Hastings and Palmerston North the mandate specified the employment of only one full-time secondary assistant teacher, and other teachers could be employed at the Centre using entitlement or discretionary allowance available to the Hastings secondary schools.

Akina opened in February, 1981, on an official basis under the control of the Hawkes Bay Education Board. The staff are listed on the staff of Hastings Boys' High School, but at the present time it is a very distant relationship. Prior to 1981 the Centre had operated for three and a half years as a "suspension unit" under the control of Hastings Boys' High School.

The Centre is located in an old building which is owned by the Education Department near to Hastings Boys' High School. The Centre appeared to be quite well equipped and has good access to community facilities, such as a swimming pool, and the Y.M.C.A. can be used for indoor games.

During 1983 there was an average of only 11 pupils on the roll and the Director has expressed his concern that, because of the fact that there are almost always vacancies at Akina Centre, they are obliged to take all students who are referred to them. In some cases students referred have been as young as 12 or 13 years of age. The Director has expressed his concern to the writer about lack of any effective control which he has in being able to develop an admission criteria. This has resulted in the staff being forced to contain a number of students who don't want to attend and who display no sense of loyalty to the Centre. This causes a number of difficulties at the Centre, which the Director regards as being serious enough to effect the 'climate' and the programme.

In view of the fact that there are two Activity Centres serving eight secondary schools within reasonably close proximity, and that the Akina Activity Centre does not maintain a full roll and has difficulty in organising an effective programme for the reasons discussed above, it is questionable whether the resources for this Activity Centre could not be more effectively utilised in another area.

8. Department of Education mandate, op.cit.

3. Manawatu Activity Centre

This Activity Centre, which is located in the grounds of Queen Elizabeth College, Palmerston North, developed from a special unit called "Block 60" which was a unit for difficult and disturbed students from the College. In Term 3, 1980, the Department of Education placed the Manawatu Activity Centre on a more formal basis by requesting the Palmerston North High School Board to be responsible for administering the Centre⁹.

Prior to this time, the Principals of the secondary schools in Palmerston had been involved in a number of inter-disciplinary case conferences to consider the problem of the lack of adequate provisions for emotionally disturbed adolescents. In 1970 the Board of Governors of the Palmerston North High Schools set up a 'Special Committee' on the Educational Requirements of Difficult Children. It was decided on 27-9-73, after several meetings and an informal approach made to the Minister of Education, that a detailed case¹⁰ would be prepared to be submitted to the Palmerston North High Schools Board and the Director of Education. This document gave detailed specific proposals on goals, admission criteria, facilities proposed, equipment, administration, staffing and programme.

It can be seen that it then took seven years from the time this special case was made to the Department of Education, before formal status of an Activity Centre was given.

The Activity Centre is still located within the grounds of Queen Elizabeth College, and is 'housed' in three prefabricated classrooms. At the time of the writer's visit (June 1973) the Centre had very limited teaching equipment, no film, slide or overhead projectors, a very limited range of resource material and equipment for craft, technical education and sport, and a limited number of resource books for students' use. Although the staff could make use of the College indoor teaching facilities and equipment, this is not often done.

9. Personal Communication to Secretary, Palmerston North High Schools Board, from Regional Superintendent of Education, Central Regional Office, Wellington, 13 October 1980.
10. A Case for a Special Non-Residential Facility for Maladjusted Adolescents in Palmerston North, Submitted by Committee comprising those professionally involved in the education and welfare of maladjusted young people in the Palmerston North area. 27 September 1973.

The students appeared to be enthusiastic and remarkably quiet and co-operative with each other, in spite of being contained in a small area (two small prefab classrooms at time of visit). The staff appear to have developed an excellent 'family type' atmosphere. The programme is very flexible, and especially in the afternoons, there appears to be little pressure on the students to be involved in an ongoing project. Apart from the Correspondence School programme, there appears to be more emphasis placed on group discussions and on individual counselling than on extending the students in other educational areas.

Other Activity Centres which have also received official status from the Department of Education include: Auckland (1977), Dunedin (1979), Hamilton (1981), Papakura (1982), Christchurch and Papatoetoe (1983).

There has been discussion about establishing other Activity Centres, but as yet there has been insufficient Departmental commitment to make the establishment of additional Centres possible. In November 1983 at a National Conference of Activity Centre Directors, conference participants were told by a senior official in Head Office, Department of Education, that there was no special staffing schedule for Activity Centres, and that the approval varied according to the case presented. There appears to be no policy to change the present tenure of Activity Centres, although there was evidence that Activity Centres were successful, and the Minister of Education at that time was convinced of their value.

Until the present time, new Activity Centres have been established largely through local support, and often with the backing of local M.P.s in presenting a strong case to the Department of Education.

It is, therefore, quite evident that the statement which was published in the Annual Report of the Department of Education 1978 is still evident today:

"As in 1976, the implementation of a national coverage of the existing special education facilities was slowed down by the necessary restrictions in added expenditure."¹¹

11. Report of the Department of Education for the year ended 31 March 1978, Wellington, Government Printer, 1978, p.120.

The Galloway and Barrett Report¹² on "Unmanageable Children?" helped the writer to clarify his thinking on a number of issues relating to the administration and management of the Activity Centre, and to dealing with disruptive students. Some of their findings have since been incorporated by the writer in the policy and practice of the Hutt Valley Activity Centre.

HISTORICAL DEVELOPMENT OF THE HUTT VALLEY ACTIVITY CENTRE

The second part of the institutional element which will be outlined and discussed is the development of the Hutt Valley Activity Centre.

An historical perspective on the establishment of the Hutt Valley Activity Centre should help to identify more clearly how the present system of administration and management of the Activity Centre was established. As the previous section has pointed out, each Activity Centre in N.Z. was established in different ways. The Hutt Valley Activity Centre took two years from the time it was first established to gain official Department of Education status in 1978. In spite of being in existence for six years the Hutt Valley Activity Centre still does not occupy permanent buildings and the staffing of the Activity Centre is at a lower level than all other Activity Centres in New Zealand. Refer to Appendix I which gives details of the staffing of other Activity Centres in New Zealand.

The early beginnings of the Hutt Valley Activity Centre were in the open house which Jim Carroll, who has been described as an unassuming motor mechanic, was providing for problem youngsters. This began in 1973 when he heard of a few runaway youngsters who were getting into trouble and sleeping under bridges. He found them and brought them to his Stokes Valley home, providing food and shelter for them. It became apparent that this 'open house' was achieving

12. Galloway, D., Barrett, C., "Unmanageable Children? A Study of Recent Provision for Disruptive Pupils in the N.Z. Education System"
Report on Research carried out from the Department of Education, Victoria University of Wellington, from May 1981-July 1982, under contract to N.Z. Education Department.

results with difficult youngsters when established institutions failed to solve the problems. Three teachers at Naenae College: Bill Maung, Russell Bernstone and David Gledhill, felt that it was an approach worth pursuing.

Derek Wood¹³ (1981) former Principal of Naenae College stated:

"While I do not believe that teachers have any cause to blame themselves for their inability to succeed in a normal classroom situation, with youngsters whose short lives have been characterised by exposure to intense social and emotional pressures at home and a history of failure at school, they nevertheless feel a deep sadness and a great frustration at the mounting toll of adolescent casualties in this country."

In view of the fact that Jim Carroll was having success with his unorthodox approach to a problem that had defied all other solutions, the three teachers from Naenae College, who were referred to previously, decided to establish a community based alternative school with official backing. They established a Steering Committee in 1975 to pursue this idea further.

The original proposals which were drawn up in 1975 and submitted to the Board of Governors of Naenae College, envisaged a roll of 50 pupils, 1 full-time academic teacher, 1 full-time non-academic teacher, 4 teachers-aides, and the renting of a 4-roomed house at \$50 a week, was for a total demand of \$42,000 for a full year.¹⁴ The proposal was approved by the Board and in due course forwarded to the Department of Education. A delegation met the Director of Secondary Education and the Director of Special Education. It was pointed out to the delegation that as the scheme was a new one it would have to go to the Government for approval.¹⁵

During 1976 there was a lot of effort put into developing the proposal. The Naenae College Board of Governors fully supported the proposals for the immediate establishment of an alternative school for the Hutt Valley and passed the following resolution:¹⁶

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13. Wood, D. "Whiti Te Huarahi" - Crossroads: The Hutt Valley Activity Centre, in Guidance in New Zealand Schools, Issues and Programmes. G. Hermansson (Ed.) A Publication in Memory of Russell Louis Bernstone: 1941-1979, Palmerston North, Massey University, 1981, p.219.
 14. "Situation Report on Open School for Hutt Valley as at 20-3-76," unpublished paper, 1976.
 15. Ibid.
 16. Personal Communication, Principal, Naenae College to Director of Secondary Education, Department of Education, Wellington, 7-7-76.

"That following its earlier resolution to support in principle the setting up of an alternative school, this Board now formally approves progress to date, fully supports in principle the current planning for the immediate future and is pleased to have its name associated with the project."

The Steering Committee for the Hutt Valley Alternative School felt that the scheme could be justified in economic terms on the grounds that:¹⁷

- "(i) The individuals will be getting something more suited to their needs, and will no longer call on considerable time and resources of existing schools' guidance and discipline networks in trying to fit them into an unsuitable environment.
- (ii) Others in the existing schools will benefit in that these resource teachers will be available to put to a more positive use.
- (iii) Teachers will be less concerned with classroom discipline, and will be able to teach more positively and effectively.
- (iv) Money spent on 'prevention' will save far more being spent on later 'cures' in the form of probation services, welfare homes, police and borstal.
- (v) Socially, if the plan succeeds, there will be a definite improvement in the quality of life for a significant number of people and the community in which they live."

The plan envisaged setting up an entirely autonomous class, operating under the umbrella of the Naenae College Board of Governors, but independent in its day to day work. A number of people representing community organisations and Government Departments (Department of Education, Social Welfare, Maori Affairs, Psychological Service, Youth Aid and a Trade Unionist) expressed interest in serving on the Management Committee.¹⁸

However, while sympathetic to their motives and intentions, officialdom was not able to provide financial support to establish an unofficial community-based alternative school. Undeterred by this setback, the Steering Committee began a determined campaign to seek community support and were rewarded by the encouragement and interest of local service clubs, trade unions, and Mr John Kennedy-Good, the Mayor of Lower Hutt.

17. Maung, W., Gledhill, D. "Proposal for an Alternative School for the Hutt Valley", unpublished paper, 7 June 1976.

18. op. cit., p.2.

The Lower Hutt City Council made available an old house marked for demolition and the District Senior Inspector of Secondary Schools, through the co-operation of local schools, made it possible to employ Jim Carroll as a relieving teacher. At a meeting of the Steering Committee it was agreed that Mr Carroll must be free to continue in his own way and be able to call on whoever he needed at any time and for any reason.¹⁹ It was also decided that the enrolments must be made through normal schools only, but the decision to enrol the student must be Mr Carroll's alone.

It is interesting to note that sixteen people (together with nine apologies) were recorded in the minutes²⁰, as having attended this meeting. A Management Committee of seven was appointed to oversee the administration of the Alternative School. It was stressed that there needed to be a close link between alternative and normal schools, and with community clubs and organisations, to ensure that the Alternative School adequately reflected the needs of the community.

The Alternative School was able to officially open in September 1976 with seven students. The school was recognised by the Department of Education as an extension of Naenae College and its control was vested in the Naenae College Board. The Principal of Naenae College in a letter²¹ which he forwarded to the Principals of secondary schools in the Hutt Valley area, defined the purpose of the school:

"To provide an alternative style of education for pupils who for one reason or another have failed to find success in the established school system."

The equipment and the finance necessary to provide it was entirely dependent on community sympathy and support. It has been said that it was this support which was expressed in so many practical ways that allowed the School to survive.²² Equipment and books were loaned or donated by local schools, finance was generously provided by local service clubs, and work opportunities were arranged with the co-operation of local employers and trade unions.

Jim Carroll, who was selected by the New Zealand Maori Council for the Community Leadership Award for the Wellington District for

19. Minutes of Steering Committee Meeting held on Monday, 4th October 1976 at 11.00 a.m. at 79 Knights Rd, Lower Hutt - Naenae College - Hutt Valley Alternative School.

20. Ibid

21. Personal Communication - Principal, Naenae College to Principals of Secondary Schools - "The Hutt Valley Alternative School," September, 1976.

22. Wood, Whiti Te Huarahi, op. cit. p.220,

1976, was able to involve a group of volunteers who gave their time to teach a variety of subjects ranging from art to electronics and from film making to carpentry. These volunteers had to work at nights and part-time to earn a living for themselves so that they could continue to help at the Alternative School.

The school activities included:

- (1) Correspondence School subjects at all levels (9 students enrolled for School Certificate subjects in March 1977).
- (2) Work Exploration Programmes - where students with different employers for 2-3 days to gain experience.
- (3) Skill Activities, especially art and mechanical work.
- (4) Fundraising - such as occasional labour contracts.

A newspaper article²³ on the Alternative School described Jim Carroll as :

"a person who confronts his pupils with a mixture of quiet acceptance and devastating honesty. He makes no demands. When the kids arrive, they work if they want to. Some don't and there was one girl who sat around for four weeks before she finally decided she'd like to do some study."

Pupils were enrolled in Correspondence School when they were ready to take part.

The 1977 school year opened with 17 pupils on the roll, and it was possible to employ some qualified staff, as schools who had not taken up their teacher entitlements had these entitlements transferred to the Alternative School. This amounted to only six hours per week. During this year, the Steering Committee, in addition to continuing to seek community support, sought support from local Members of Parliament. This year was also one of survival for the School; there were continuing complaints from a neighbouring firm of Funeral Directors about excessive noise, foul language, and throwing of rubbish on to their property²⁴, and the Council-owned house was described in a local paper as a 'dreadful dosshouse'.²⁵ A letter from the City Valuer to the Principal of Naenae College described the place as follows:²⁶

"The whole place has a derelict, dilapidated, decaying air that is not acceptable in the mid-city area and furthermore how such an environment can be accepted as congenial or conducive to the rehabilitation of pupils surpasses our understanding."

23. Hutt News, April 1977.

24. Personal Communication, Managing Director, Gee & Hickton Ltd, Lower Hutt, to City Valuer, Lower Hutt City Corp., 21 October 1977.

25. Hutt News, 24 January 1978.

26. Personal Communication, City Valuer, Lower Hutt City Corporation to Principal, Naenae College, 7 October 1977.

Such criticism was rather unfortunate, because the school had only one full-time teacher, which was said to place him in an impossible position, as the nature of the school required him to be in contact with local schools and with parents, in addition to supervising the students.²⁷ The school was forced to vacate its premises at the beginning of 1978, and it moved temporarily for two make-shift terms to rooms generously made available by a local rugby club.

In considering developments up to this stage, it could be said that the Alternative School had gained excellent support from the College and the various Government and community agencies. Support from the Education Department up until 1978 was minimal in terms of the finance which they provided for the purchase of equipment. It has been pointed out that it was left to local Colleges to assist with staffing, and the building was provided by the Lower Hutt City Council. At this stage, the only other Activity Centre in New Zealand was in Napier, and the Department may well have been reluctant to commit themselves financially to an educational venture which had not really proved itself.

The teacher in charge up until this time was undoubtedly a very caring person, who established excellent rapport with his pupils and was regarded by many of them as being a trusted friend. However, it could be said that, with the degree of freedom which he provided for the students, and the apparent lack of a structured programme, the Alternative School was more of a "Drop In Centre" rather than a school.

During 1978 some notable administrative improvements took place: the Alternative School officially became an Activity Centre under the control of Naenae College, but with a supervising Management Committee. The Education Department recognised it as a special education unit and were able to approve for it to be staffed by two full-time teachers. This was done by pooling staffing allowances available to the Director of Schools Supervision, and the District Senior Inspector of Secondary Schools. This formal recognition also allowed the Department to provide assistance with accommodation, equipment and transport of pupils.²⁸

27. Personal Communication, Principal, Naenae College, to City Valuer, 26 July 1977.

28. Hutt Valley Activity Centre, Report to Management Committee, 17 October 1978.

The 1978 school year began with the appointment of another full-time teacher, Miss Julia Parker, a trained teacher with experience in special education, who had completed a Diploma course at Christchurch Teachers' College in the education of the handicapped. She had the major responsibility for admissions to the Centre and for the academic programme. Jim Carroll, who had been involved with the Centre since its inception, had responsibility for work experience and practical aspects of the courses offered.

In July 1978, the Hutt Valley Activity Centre moved into more permanent quarters. The former Y.M.C.A. hall in Petone had been recently vacated by plastering apprentices attending block courses at the Petone Technical Institute. The conditions at the Centre in the early stages were reported as being far from satisfactory, as the plaster dust which remained in the building made cleaning very difficult. It had been decided that the cubicles inside the building should become home rooms which the students should decorate and prepare themselves.

The Department held a five year lease on the building. Ordinary maintenance was the responsibility of the Board of Governors (Naenae College) and the Department of Education for costs incurred. During 1978, the Centre was receiving an income of approximately \$90 each fortnight for cleaning which was done by the students. Finance from the cleaning contract went towards paying the cost of class materials and to finance group visits and ongoing daily needs.²⁹ That year was also a difficult one due to lack of equipment. The grant from the Department of \$700 was reported to the Management Committee as being unrelated to the Centre's needs.³⁰

For the remainder of the 1978 year the Centre operated an individualised programme of academic extension through the Correspondence School, art and craft, work exploration, and group sessions in social skills, which included topics in human relationships, work exploration, tutoring for drivers' licences, recreation, and discussion sessions. Within the total programme a behaviour modification scheme was introduced which enabled the students to earn up to 25 points per day and on a graded system the points had related spending power on rewards which were worked out by the students themselves.³¹

29. Ibid.

30. Minutes of the meeting of the Hutt Valley Activity Centre Management Committee held on 17 August 1978.

31. Report to Management Committee, 17-10-78.

The scheme was reported as being successful as the students were enthusiastic and co-operative, some of this transferring to other areas of their work. A Polynesian Club was also started, which was held outside of school time, not only for students from the Centre, but also for others who wished to be involved.

The admission procedure became more formalised with a standard referral form, which required a case history completed by the person making the referral - usually the school Guidance Counsellor or Social Welfare Officer. The student was then interviewed mainly to assess whether the Centre was the most appropriate alternative; an important prerequisite of enrolment being that the student had to indicate a desire to attend. The student was then admitted for a four week trial period to decide on their suitability for final acceptance on the roll.

According to the Principal³² of Naenae College at the time, the Centre and its staff worked successfully to meet the needs of the increasing number of young people who were being referred. Of the 26 students admitted during this period (19 boys and 7 girls) 7 had previously been placed in institutions, 8 had previous court appearances and 10 were currently under Social Welfare supervision. This would be a fairly typical cross-section of students who had been admitted to the Centre since its establishment.

The beginning of 1979 saw the final seal of official recognition placed on the Centre with permission being given to appoint two permanent teachers. The positions were advertised in the Education Gazette³³, and Julia Parker, who was already employed as an assistant teacher, was appointed Director on a P.R.2. The second appointment did not go to Jim Carroll as he had no relevant teaching qualifications and at the end of 1979 he ceased working at the Centre. At the same time, provision was made for the Centre to be funded and equipped as a Special Education Unit. The administration of the Centre became more formalised, with the Management Committee (which contained three members of the Naenae College Board) operating as a sub-committee of the Board and reporting regularly to it.³⁴ The Committee had wide

32. Wood, D., op. cit. 1981, p.221.

33. The Education Gazette, 13 October 1978, p.488.

34. Wood, D. op. cit. p.221.

community representation and a great deal of independence of action. In addition to an Inspector of Secondary Schools, there were representatives of service clubs, the Lower Hutt City Council, the Department of Social Welfare and Maori Affairs, and the Youth Aid and 'J' team sections of the Police, on the Committee. The students also elected their own representative on the Management Committee.

As part of the admissions policy for admitting new students to the Activity Centre, it was decided that all referalls should be considered by an Admissions Committee which comprised: the guidance counsellor (Naenae College), the inspector responsible for special education (Department of Education), and the teachers from the Centre. The District Senior Inspector of Secondary Schools was to be notified of all admissions and withdrawals.³⁵

A name by which the Centre could be known in the area, and which carried some significance of the intention of the concept of Activity Centres, had been discussed by the students, and it was their suggestion that the name 'Whiti te Huarahi', meaning 'Crossroads', be an appropriate name.³⁶

A breakdown of enrolments for the 1978 years is shown in Table 2.

Table 2
Enrolments for 1978 School Year

Referrals: Department of Social Welfare (D.S.W.) Schools	21 <u>6</u>	27
Admissions: Boys	9	
Girls	<u>7</u>	16
Withdrawals: Boys	4	
Girls	<u>1</u>	5
Onward Placements: Work	4	
D.S.W.	<u>1</u>	5
Ethnic Ratio: Maori	9	
Pakeha	<u>2</u>	11
Previous Institution Placement		7
Currently under D.S.W. Supervision		10
Previous Court Appearances (total number of students)		8
Court Appearance since attending Centre		1

35. Report to Management Committee, by Director, 13 February 1979.

36. Ibid.

37. Hutt Valley Activity Centre, Unpublished Paper, June 1979, p.2.

These figures indicate that students who are referred could be considered to be "at risk" - young people for whom even the chance of a successful social future is very bleak. Further observations which were made by the writer³⁸ which produced the above statistics were: that the majority of students came from broken homes and homes where there were poor economic circumstances, poor school performance/chronic truancy, and attendance at two or more secondary schools. The predominance of Maori and Polynesians and the large number under Social Welfare supervision can be quite clearly seen from the above figures.

During the period 1980-81, the referrals to the Centre increased markedly and the Admissions Committee was directed by the Department of Education liaison inspector to accept applicants from Wellington as well as the Hutt Valley. There were also staff changes during this period with a newly appointed Director in 1981 and changes in the assistant teacher position in 1980 and 1981.

There was a considerable amount of upgrading of plant and equipment; the study cubicles were built with some student assistance, and a van was bought during 1980 with a generous grant from Telethon and some donations from local business houses. The Y.M.C.A. and Department of Education completed a number of repairs to the building.

During 1980 the roll fluctuated between 9 and 12 students, but this was partly due to difficulties in obtaining a relieving teacher for Term 3 1980. A number of discussions took place on the staffing difficulty and, as a result of a Management Committee resolution, an application was made to the Department of Education for the Centre to be granted 25 hours per week ancillary time and a .5 teacher provision to bring the staffing into line with conditions applicable to newly formed Activity Centres.³⁹ The Centre was not very successful with this application, but it did gain an increase from two and a half hours to five hours teacher aid time each week.

An interesting development took place in 1980, when the Management Committee approved the use of the Activity Centre facilities for supervised homework studies for local secondary school children.⁴⁰

38. Ibid.

39. Minutes of Hutt Valley Activity Centre Meeting held on 25 Nov. 1980.

40. Minutes of Hutt Valley Activity Centre Meeting held on 18 March 1980.

This scheme was under the control of one of the Departmental representatives on the Management Committee, with assistance from the Maori Affairs Department. In July 1981 the scheme was transferred to Petone Community House.

The period 1978-1980 showed a marked transition in the development of a more structured educational programme with a strong emphasis on remedial work in the basic subjects. The Director during this period appeared to find it difficult to get the necessary support from Naenae College and from the Department of Education, which may have been due to her lack of effective communication with the appropriate people on what was happening at the Activity Centre. During 1980, the school roll was kept below twelve students because of the difficulty in recruiting a full-time reliever for the year, and the staffing difficulty made it difficult for the Director to maintain the type of programme which she possibly would have liked to have had. A new Director was appointed, initially as a reliever, from February 1981.

1981 proved to be quite a successful year, with an increase in emphasis in the Correspondence School and social skills programmes, and the development of procedures to make the students more responsible for their actions. Financial management was carried out in a very able manner by the Executive Officer of Naenae College. Written reports by the student teacher to the Management Committee suggested that the students felt that the group was working effectively in giving them support and meeting their needs during 1982, but that changes in the group dynamics during 1982 altered the effectiveness of the Centre.

The Director during 1981-82, started off well in maintaining a structured educational programme, and the students were involved in a variety of useful activities. The two full-time staff built up excellent rapport with the students and the student representative on the Board of Management in her report of 13 October 1981, stated:

"This term has been wonderfully fantastic. Doug and Frank are being really good to us with the decision making about rules and things like that. The group helps them decide things that are important to the Centre and how it runs which, I feel, makes us feel important."

Unfortunately, the Director made the same error as his predecessor in failing to communicate with the senior staff at the College and the Management Committee on relevant matters. In addition to this, he

made a number of administrative errors which resulted in them losing confidence in his ability. The consequences of this were that the Activity Centre, especially during 1982, went through a period of retrenchment with both the Department of Education and Naenae College providing only a minimum amount of finance and resources for development of the Centre. The Centre, however, did continue to receive a lot of support from the various community agencies.

During 1982 both teachers appeared to spread their resources too widely in terms of the broad nature of the job. The demands, which fostering students who were attending the Activity Centre, placed on the private lives of the teachers made it difficult for them to place the same amount of educational emphasis which they did in 1981.

The writer took up his appointment as Director in February 1983, and the period 1983-84 will be covered in detail in later sections.

Undoubtedly the Hutt Valley Activity Centre has made a lot of progress since it began in 1976, and this can be attributed to:

- (i) The initial Steering Committee and Management Committee which was ably led by David Gledhill (a senior teacher at Naenae College) from 1975 until the end of 1981.
- (ii) The strong support which the Centre has had from Naenae College and its Board of Governors since the Centre began.
- (iii) The Department of Education, which gave the Centre official approval to begin, and which has since provided funding, equipment and support.
- (iv) The support of a large number of people from Government Departments and community organisations.
- (v) The dedication and conscientious efforts of the Centre staff, who over the years have endeavoured to meet the needs of the students.

ADMINISTRATION AND MANAGEMENT

"Today's developed society....depends for leadership on the managers of its major institutions. It depends on their knowledge, on their vision, and on their responsibility. In this society, management - its tasks, its responsibilities, its practices - is central; as a need, and as an essential contribution."

(Drucker⁴¹ (1954))

Institutions, such as colleges and schools could be said to be organised agencies designed to carry out specialised tasks for the social system. As Burnham⁴² (1975) points out, any organisational group facing a common task or problem will experience the need for certain identifiable functions to be performed. Rather than leave the performance of these behaviours to chance - as in the informal group - they are combined into separate "offices" and arranged in some form of organisational structure of positions. Institutional behaviour, then, may be thought of as being organised around offices or positions which are compounded of the various functions and behaviours vital to the well-being and purposes of the organisation.

Handy⁴³ (1975), in discussing the concepts of role theory, states that the particular individual with whom one is concerned in the analysis of any situation is usually given the name of focal person. He has the focal role and can be regarded as sitting in the middle of a group of people, with all of whom he interacts in some way in that situation.

Under this definition the focal person of the Hutt Valley Activity Centre would be the Director, who, through the Principal of Naenae College and the Chairman of the Management Committee, is responsible for the administration and management of the Activity Centre. The role set includes all those with whom the individual (the Director at the Activity Centre) has more than trivial interactions. These people and groups will be fully discussed in this section. It will be seen that each role incumbent performs certain kinds of functions,

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41. Drucker, P.F. (1954), Management: Tasks, Responsibilities, Practices, cited in Hoy and Miskel, Educational Administration: Theory, Research and Practices, New York, Random House, 1978, p.3.
42. Burnham., "Role Theory and Educational Administration," in Management in Education, Reader I, Eds, V. Houghton, R. McHugh, C.Morgan, Ward Lock Educational in association with Open University Press (1975), p.201.
43. Handy, C.B., Understanding Organisations, Middlesex, Penguin Books Ltd. 1976, p.54.

and acts in certain specific and differentiated ways in their relations with the people whom they interact. As Burnham⁴⁴ points out, the concepts of role and role expectation provides one way of thinking about administrative behaviour. In this sense, administration can be seen as the process of defining, allocating and integrating roles and personnel to maximise the probability of achieving the goals of the organisation. Burnham⁴⁵ says that the role expectations must be directed towards such ends.

At the Hutt Valley Activity Centre the goals of the organisation could be identified as being: to organise, and to effectively administer a programme of alternative education for up to twenty disturbed secondary school students who have been unable to continue their education in a mainstream secondary school.

The Hutt Valley Activity Centre, for administrative purposes, is a department of Naenae College, a state secondary school which is governed by the Education Act 1964 and its amendments. This Act provides the main legal basis of the present system, the responsibilities of the Department of Education and the controlling authorities of all state financed schools, etc.

Each aspect of the hierarchy of authority of the Activity Centre will be considered in turn:

1. The Department of Education

The Department of Education (Head Office) has very wide functions that extend over all levels of education and has varying responsibility for the 10 Education Boards, the primary school committees and secondary school controlling authorities, and for other branches of the education system.

The Department of Education has a responsibility to central government to administer public education, and its finance is authorised by Parliament on the recommendation of the government of the day.

The Department has the following responsibilities⁴⁶, in relation to secondary schools:

- (i) Is responsible for the inspection of all state and registered private schools and for the assessment (or grading) of teachers.

44. Burnham, op.cit., p.202.

45. Ibid.

46. The Administration of Education in New Zealand, Public Relations Section, Department of Education, Wellington, Government Printer, 1979, p.4.

- (ii) Takes a major responsibility for the recruitment of teachers, regulates their training, exercises a measure of control over appointments, and carries out a wide range of duties concerned with staffing, salaries, superannuation and similar work.
- (iii) Makes recommendations to the Government for educational buildings, and prepares codes of practice for secondary buildings and briefings for special buildings.
- (iv) Conducts in-service training courses and offers teachers help and guidance on all school problems through the inspectors and other officers.

The permanent head of the Department of Education is the Director-General of Education. The day to day administration is carried out by four assistant secretaries, and the thirteen directors who report to them.

As well as the Head Office at Wellington, there are three regional offices, which bring a measure of decentralisation to the work of the Department. The Activity Centre comes under the responsibility of the Central Regional Office.

In the Schools Supervision section of the Department, a senior officer decides on matters of policy, finance, staffing, etc. of Activity Centres in New Zealand. The Hutt Valley Activity Centre has no direct link with Head Office, as all communications on Departmental matters are dealt with by Central Regional Office in the first instance.

2. Department of Education (Central Regional Office)

The Hutt Valley Activity Centre has, since February 1978, been recognised as a special unit,⁴⁷ catering for the needs of educationally and socially disadvantaged students. The final responsibility for the total programme of the Centre and for the admission and withdrawal of students rests with the District Senior Inspector of Secondary Schools. He discharges this responsibility essentially through the Inspector of Secondary Schools who has specific responsibility for special education. This inspector is the Department's representative on the Activity Centre Management Committee, and she attends the monthly Committee meetings.

47. Minutes of Hutt Valley Activity Centre Management Committee held on 17 August 1978.

This inspector is involved in the decision making of any discretionary applications which the Activity Centre makes in terms of funding, staffing and approval for staff to attend in-service training courses for teachers in school time. The Activity Centre also has a close link with the inspector in Central Regional Office who is responsible for outdoor education. The Activity Centre has several overnight field trips each year, which are organised by the staff, but which need Departmental approval for each trip, and for approval of related expenses incurred by the staff to be refunded by the Department.

All Correspondence School applications, for each student, need to be approved by a secondary schools inspector. Up to the present time this administrative matter has caused no difficulties.

The buildings section of the Department handles the administrative matters pertaining to the lease of the building which the Activity Centre occupies, and the properties supervisor is responsible for approving any capital expenditure relating to the building or major items of repairs and maintenance.

3. Wellington Education Board

The Education Board could essentially be regarded as a service agency for secondary schools.

The Education Board is responsible for payment of teachers and administrative salaries, which are paid through Naenae College. They are also responsible for meeting approved removal expenses for teachers on transfer and refunding of approved travel expenses which are incurred by teachers on official business.

The Activity Centre makes frequent use of the outdoor education equipment which the Education Board lends out to schools at a relatively low rental. It is the Education Board which is responsible for the approval and issue of free transport passes for students. As almost all students at the Activity Centre travel on public transport, there is frequent correspondence with the Board on this matter.

4. Naenae College Board of Governors

The Naenae College Board are the statutory controlling authority which has full responsibility for control and management of the College. The Board consists of eleven members, including nominees from the parents, Lower Hutt City Council, Intermediate School

Committee, College Staff representative, Education Board, whilst the Executive Officer (the Board Secretary) and the College Principal are ex officio members. The Board meets monthly, but there are a number of sub-committees which meet regularly, for example: finance, buildings, staff appointments, etc.

The College Board could be regarded as having overall control of the Activity Centre (as with all College Departments), but a Management Committee of the Activity Centre provides the necessary support in terms of policy and administration. Through the Management Committee, the Board is able to be kept fully informed on the progress of the Activity Centre.

In spite of the fact that the College Board is administering a College of over 1,300 students, of which the Activity Centre averages only sixteen students, the Board takes a positive interest in the progress and development of the Activity Centre. In addition to receiving copies of all written papers presented at the Management Committee, the Deputy Chairman of the Board, who is also the Chairman of the Management Committee, often makes an oral report and answers questions at the Board meeting.

During 1983, the writer was invited to address one of the Board meetings, speaking on the Activity Centre - its admission criteria, programme and problems, etc. The Board Chairman visits the Activity Centre periodically and takes a keen interest in its development.

At a Management Committee meeting in February 1984, two pressing difficulties which were discussed were the need for additional administrative assistance of a more permanent nature, and the fact that the Department of Education were reluctant at this stage to apply for an extension of the lease on the building which we occupy, which expires in May 1985. It was pleasing to note that at the next meeting of the Board of Governors they carried out the recommendations of the Management Committee in forming a sub-committee to deal with the above two issues.

5. Management Committee

The Management Committee is regarded as a sub-committee of the Naenae College Board of Governors, with power to co-opt other members. This factor was established at a Management Committee meeting⁴⁸ in 1978, which also stated:

48. Minutes of Management Committee Meeting, 17 August 1979, p.2.

"It was further agreed that although the Committee must report to the Board and have its decisions ratified it should retain its own identity."

This Committee meets monthly one week prior to the Board of Governors meeting and consists of the following people:

Chairman (at present Deputy Chairman of Naenae College Board of Governors)

Secretary (Executive Officer of the College and Secretary of the Board)

Students' Representative

Department of Education Inspector (at present the Inspector responsible for special education)

Activity Centre teaching staff (2 people)

The Committee receives a written report each month from the Director and a similar report from the student representative. These reports, together with the minutes of the meeting are forwarded to all members of the Board of Governors, prior to their meeting, as well as to a number of community organisations.

This Committee fulfills a useful purpose in terms of oversight of the Centre, and to a limited extent in acting in an advisory nature to the teaching staff. At the present time the monthly meetings are held at Naenae College, having been previously held at the Activity Centre for a number of years.

The Activity Centre teaching staff endeavour to meet monthly (two weeks after each Committee meeting) to discuss any relevant matters. This has improved the communication difficulty which previously existed.

6. Naenae College

A close liaison is kept with Naenae College. The writer spends every Wednesday morning at the College (whilst the students are attending work exploration) meeting with senior staff, the Executive Officer and attending to other administrative matters.

A professional meeting is held with the Principal each week, during which time the writer informs him on programmes and developments at the Activity Centre, and discusses with him any issues which need to be raised. This is felt to be especially important in view of the autonomy which the Activity Centre has and because of the geographical isolation of the Centre - eight kilometres from the College.

The Deputy Principal is responsible for granting approval for overnight field trips and for attending to administrative matters such as approving the employment of an official reliever when this is needed at the Activity Centre.

The Guidance Counsellor meets on a regular basis with the Activity Centre staff at the Centre to discuss professional issues and to give advice. He also attends the fortnightly meetings which are held with other agencies on "students at risk", and is the Principal's representative on the Management Committee. It was especially valuable to use him as a third party to help resolve a difference of opinion which developed in 1983 between a temporary Department of Labour worker and the staff over the nature of this worker's duties.

The Executive Officer is the senior administrative person at the College, and a close liaison is maintained with him. He is responsible for all aspects of financial management, buildings and maintenance, and is the main link with the Education Board on matters relating to salaries and expense claims. He is also Secretary of the Management Committee. After a number of differences of opinion which the writer had with him in 1983 over administrative boundaries, these have now been more closely defined, and the Activity Centre has gained a degree of autonomy as regards attending to minor maintenance, purchase of equipment and other issues. In all administrative matters a close liaison is maintained with the Executive Officer, and the writer values his views on financial management.

Financial Management

The Activity Centre receives an annual grant from the Department of Education, which is paid to the College Board of Governors, and which is calculated on the number of students. The basis of calculation is the same as any other Department in a State secondary school.

During 1983 the Department of Education grants to the Activity Centre, based on 16 pupils, were: \$1,981 for general expenses, \$223 free textbook grant, \$916 for heat, light and water. As the Activity Centre does its own cleaning of the building, with students and staff involved, which would normally be done by paid cleaners, the Centre receives a payment of \$176 per fortnight from the Department of Education. The calculation of this payment is on the basis of the

size of the building.

Undoubtedly this regular sum enables a number of additional activities to be heavily subsidised from the Activity Centre income account. These include outdoor education, physical education, and art and craft. In addition to this, the Activity Centre received donations from three organisations totalling \$1,800 in 1983, which went towards the purchase of a trampoline.

Administrative Problems

The two current problems facing the Activity Centre are the inadequate time allowance for auxiliary staffing and the lack of permanent tenure of the building which the Centre at present occupies.

The present auxiliary staffing allocation to the Hutt Valley Activity Centre, which is paid for by the Department of Education, is ten hours per week. Of this allowance, five hours is retained by the College to offset the time involved in attending to the Activity Centre administration; typing, printing and payment of accounts. The remaining five hours is used by the Activity Centre to employ people on a casual basis as a teacher's aid to contribute to the art and craft or Maori culture programme. Because of the wide connection which the Activity Centre has with community organisations, the large amount of typing and printing required by the Centre has caused difficulties in getting the work attended to promptly at the College. It has been necessary during much of 1984 for the Activity Centre to finance the cost of having this done privately. There is a need for the auxiliary allowance to be increased from ten to twenty-five hours weekly, which could enable a secretary to be employed on a part-time basis at the Centre. In spite of the fact that the Principal and the writer presented a case for a staffing increase to the District Senior Inspector of Secondary Schools in 1983 and in 1984, the applications were unsuccessful. The P.P.T.A. was also requested to assist in this matter in 1983, along with seeking a more formalised basis to staffing establishment in all Activity Centres.

In comparison with other Activity Centres the Hutt Valley Centre is inadequately staffed on the administrative and auxiliary side, as the paper in Appendix I "Staffing of Activity Centre" indicates. The writer wrote this paper in February 1984. The above paper was presented to the Management Committee and Board of Governors to high-

light the present difficulties. It was pleasing to see that the Board and the Principal followed up with the Department of Education the staffing and tenure of the building which the Activity Centre occupies.

The present building which the Activity Centre occupies is still leased from the Y.M.C.A. National Council. The lease has been renewed every two years, since the Activity Centre first occupied the building in August 1978. The present lease is due to expire in May 1985, and the Activity Centre staff has good reason to believe that, because of the expanding nature of the Y.M.C.A. movement, the present lease may not be renewed then. In February 1984, the Department of Education, on the advice of the Ministry of Works, rejected an application from the Board of Governors to extend the present lease. For reasons which are not clear, the Department, which pays the rent, is unwilling to renew the lease at this stage, until the end of the present expiry period.

This insecurity of tenure of the present building is a major cause for concern, in view of the large amount of effort which the Activity Centre staff and others have put into improving the physical environment of the building. The Board presented a strong case to the Department of Education (June 1984) and it is still hoped that they can negotiate a renewal of the lease with the Y.M.C.A.

In addition to the above issues, the geographical isolation of the Activity Centre from the College (8 kilometres away) makes liaison with College staff on a professional and social basis difficult, and also results in added travelling expense and time for the Activity Centre staff in attending to the necessary administrative business.

In spite of some administrative difficulties which exist, the Activity Centre staff do have the benefit of having a large degree of autonomy in deciding on admission of students to the Centre, and on the total educational programme. It would appear that the hierarchy are happy for this autonomy to exist providing that they can see evidence of effective planning and overall administration by the Activity Centre staff. It is therefore essential that the Activity Centre staff maintain the confidence of the hierarchy, as this degree of confidence has not always existed in previous years.

JOB DESCRIPTIONS OF STAFF

A job description is an organised, factual statement of the duties and responsibilities of a specific job. In brief, it should tell what is to be done, how it is done, and why. It is a standard of function, in that it defines the appropriate and authorised content of a job.⁴⁹

In the previous section, the application of role theory to administration and management of the Hutt Valley Activity Centre was considered. As part of the institutional element of the social systems analysis, the specific roles, in terms of job descriptions, of the Activity Centre staff will be considered.

The Hutt Valley Activity Centre has a staffing allocation of two full time teachers, with the Director on a Position of Responsibility, Grade 2. In addition to this, the Department of Education meets the cost of paying for ten hours weekly during school time of an administrative assistant. Of this ten hour allocation, five hours is retained by the College to help to cover the typing and printing of Activity Centre material, and the handling of Activity Centre accounts.

Up until August 1983, the Activity Centre used the five hours of administrative assistance to pay a qualified primary school teacher who was involved essentially in remedial teaching for two mornings per week. In 1984 this allowance was used to employ people to contribute to the art and craft programme.

Establishing Job Descriptions

When the writer took over the post of Director at the Activity Centre in February 1983, it was felt necessary to establish in the early stages, areas of responsibility in which the two staff would be involved. As a result of joint discussion in the first week the following areas of responsibility were established:

- (i) Director:
 - (a) Curriculum; Correspondence School programme, Health Education, physical education, and group meetings.
 - (b) Administration; Finance, equipment and materials.

49. Job Analysis Resource Material - from Lopdell and Hogben House Courses, Instructional Leadership and Organisational Behaviour, Dip.Ed.Admin., Massey University 1982, p.2.

(ii) Work Exploration Teacher:

- (a) Curriculum; social skills programme, pupils' work exploration and pre-employment skills programme, art and craft/technical education.
- (b) Administration; admissions and referrals of new pupils, work exploration, students' cleaning duties, students' transport passes, vehicle maintenance.

After a four week period, by which time the writer felt that he had started to become familiar with the Activity Centre and its related responsibilities, it was felt that job descriptions of the two staff should be drawn up more explicitly.

This was done by the two staff writing out their own 'job descriptions' drawing on their interests and strengths and previous experience. Any effective degree of specialisation was, of course, not possible in view of the fact that the total area of curriculum and administration was to be divided between two people. After each person had drawn up their job description there was further discussion and the final copy was established. This was almost identical to what each person had originally drawn up. Refer to Appendix 2.

At the end of a term the job descriptions were reviewed. During the course of the term a number of minor changes appeared to develop. These included:

- (i) The Director taking over the role of academic testing of pupils, to give him total responsibility and administrative oversight of the Correspondence School programme.
- (ii) The Director taking over the major role of environmental education, which at this stage was essentially outdoor pursuits based.
- (iii) The assistant teacher took over the major role of over-seeing and following up necessary maintenance, as he had a technical background which would be of assistance with this particular job.
- (iv) Because of the pressure of time and the need to devote a greater emphasis to other areas of responsibility, the areas listed under "pupils' health" were not dealt with. It was felt that there was a need for more administrative assistance before beginning this project in order for there to be an effective follow-up in these areas.

- (v) The Centre Library, which is recorded under the work exploration teacher's areas of responsibility, was not attended to because it was realised that the cataloguing of books needed to be done also, which would be a huge job. It was decided that the library should become an administrative task and that it be left for a P.E.P. worker to do.
- (vi) The recording of new equipment which was one of the writer's areas of responsibility under "Equipment/ Materials" was not dealt with. It was planned that new items purchased be recorded on the inventory of current equipment. The pressure of time prevented the transfer of recording from the order book to the inventory of equipment.

At the beginning of the term when the writer began work at the Activity Centre, it was decided that there was a need to develop a structured educational programme and that in the period 9.00 a.m.- 3.15 p.m. the staff would give priority over other areas to devoting maximum attention to the educational development of the students. More specifically the goals were formulated as being:

- (i) To academically extend the students in basic subjects, English and Maths, and to give remedial assistance as required.
- (ii) To enhance the social development of the students and modify anti-social behaviour through an on-going social skills programme and through involvement of students in appropriate physical and outdoor education activities.
- (iii) To educate students for purposeful use of their leisure time through a programme of art and craft and physical education.
- (iv) To better equip students to gain full-time employment, through an on-going technical education, pre-employment skills programmes, and practical involvement in work exploration.
- (v) To educate students to take a personal interest in their health and physical well-being.

Further justification for establishing these objectives will be discussed in a later chapter.

The lack of effective administrative assistance became quite apparent to the writer within the first few weeks of employment at the Activity Centre. Because of the difficulty in getting a permanent assistant to carry out numerous teacher aid and other administrative duties, it was decided to make an application for a temporary worker (P.E.P. scheme). The wages for this person would be paid by the Department of Labour. The first application which was made to the Department of Labour was declined because the job description which was drawn up by the Activity Centre staff was seen to be of an ongoing routine nature which did not come within the criteria of Project Employment Programme.⁵⁰ The work needed to be a specific project, of a finite short-term nature (up to six months) and not at the expense of other normal duties according to Department of Labour criteria. In addition to this, the P.E.P. worker was not to be engaged in the capacity of a teacher or teachers' aid and must not have direct contact with the students.⁵¹

In order to comply with Department of Labour requirements, a revised job description was submitted, which was approved by that Department. The person who was appointed by the Activity Centre, after being interviewed, was a graduate, a qualified secondary school teacher and guidance counsellor.

Evaluation of Job Descriptions

After the first term there were some minor modifications to the job descriptions of the two teachers, which have been previously outlined.

At the end of the school year the job descriptions of the Director and assistant teacher were fully discussed. A number of modifications to the job descriptions had developed during the year. Firstly, the Maori culture programme developed during the second and third terms, this being developed essentially by the assistant teacher with the Director developing other aspects of the environmental education programme. It was decided that, in order for both staff to become more familiar with each other's role, on a Wednesday, with the Director attending to administrative matters and liaison with the College staff and

50. Personal Correspondence, Department of Labour, Lower Hutt, 3 May 1983.

51. Personal Correspondence, Department of Labour, 13 June 1983.

with the assistant teacher visiting students (and employers) on work exploration, twice a term roles would be reversed. This proved to be very beneficial to both teachers, and it was decided that this would be continued in the following year. The administration of the Correspondence School programme was to be continued by the Director but it was decided that the two teachers would each take responsibility for carefully monitoring the progress of a group of students. The administration of maintenance and improvements to the building and equipment was carried out by the Director, but the assistant teacher, because of his previous trade experience, provided most of the advice and technical knowledge as to how matters could best be dealt with.

From the third term of 1983, the Activity Centre had a Department of Labour P.E.P. worker. Appendix 2 gives an outline of duties for this person. The actual job, after a fairly vague consultation between the staff, changed considerably. The duties listed under Nos. 2 and 3 (preparation of resources for art and craft and the setting up of a remedial reading resource facility) were deleted as these duties were not appropriate to this person's previous experience. The setting up of temporary foster homes (No.3) was never really dealt with for reasons which are not clear. It was felt that the research project was a most fitting task for this person.

Because of the change in job description the P.E.P. worker took on a number of new tasks: cataloguing the Activity Centre library, setting up and supervising the students' lunch programme, administering various aspects of students' health (as detailed in Appendix 2) and a number of miscellaneous administrative tasks.

It was essentially the last duty, relating to administrative tasks which the P.E.P. worker wished to renegotiate, as she felt that the nature of these duties were essentially of a routine nature and were not in accordance with the Department of Labour requirements of a P.E.P. job.

After much discussion, a new job description was drawn up for the P.E.P. worker (refer to Appendix 2) which contained fewer administrative duties and more professional duties, and with an allocation of time being given to each aspect of the job. This proved to be satisfactory to both the P.E.P. worker and the teaching staff.

After completion of one and a half years in the role of Director, the writer feels well satisfied with the nature of the job and its related demands. The reason for this satisfaction is because of the large degree of autonomy which is involved, especially in planning the curriculum. The position also involves the teaching staff in being fully involved with a small group of students' educational progress and related matters. Undoubtedly the main reason why the writer believes that the job descriptions for the teaching staff are working very effectively is because a very amicable relationship exists between the two staff and both staff are adaptable and flexible in their approach.

SCHOOL AND COMMUNITY

It has previously been pointed out that social systems are peopled; people act in the role of administrators, teachers, students, etc, and that social systems are generally open systems, in that there are exchanges between the system and its environment. These two principles will be very pertinent in this section when the role of people - professional and voluntary contributions of groups and individuals and parents who contribute to the Hutt Valley Activity Centre - are discussed.

The second part of this section will outline and discuss the buildings and equipment at the Activity Centre. As the Activity Centre operates essentially on an 'open system' principle, it will be seen how the development and acquisition of equipment has been acquired in part through the contributions of community groups.

According to Beare⁵² (1977) in discussing the school and community as educational planners, findings which have emerged are:

- (i) Parents are one of the most powerful determinants of the educational achievement of their child, outweighing in their impact and influence (some researchers claim) all the inputs which school and teachers can provide.

52. Beare, H., "School and Community as Educational Partners", J.E. Watson (Ed.), in Policies for Participation: Trends in Educational Administration in Australia and New Zealand, New Zealand Educational Administration Society 1977, p.161.

- (ii) The community provides resources for education far in excess of what any one school can provide.
- (iii) Community values, community ethos and tone dominate educational influences.

Especially in the last decade, it has become clear that education institutions are the 'hand-maiden' of the community, simply because they are funded by the community. In addition, schools are no longer regarded as self-contained institutions, insulated from the public. It could be said that, in view of the increasing involvement of the community in schools, schools have felt the need to become more accountable to the community.

As there is a large amount of community involvement in the Hutt Valley Activity Centre, it is felt appropriate to involve a variety of people from Government and community organisations in some of the decision making matters related to the Activity Centre, such as the Admissions and Referrals Committee, and the Advisory Committees.

The McCombs Report⁵³ (1976) stressed the fact that each secondary school had its own individuality, its own climate and its own tone and personality. The Report saw the freedom which a school had as being beneficial not only to the school but also to the community. It stated:

"The school community has relative freedom to conduct its own affairs as it thinks best. Any action to emphasise the participatory and democratic nature of this freedom should be of benefit not only to the school community, but to our society as a whole and should be encouraged."

It is for this reason that the Activity Centre encourages community involvement.

Organisations involved with the Activity Centre

1. Naenae College:

In addition to providing administrative and management control, the Activity Centre utilises by entitlement the ancillary services of the College, for example - access to typing and printing facilities, teaching resources (equipment and books) and Activity Centre students sit examinations at the College when this is felt to be appropriate. The Activity Centre staff also discuss professional and curriculum matters with the College staff in a number of different areas on a fairly regular basis. The main difficulty in maintaining

53. Report of the Committee on Secondary Education: Towards Partnership: Wellington, Department of Education, 1976.

effective professional and social liaison at the College is that the two institutions (the College and the Activity Centre) are located 8 kilometres apart.

2. Department of Education:

(i) Correspondence School: All students are enrolled in the Correspondence School programme for English and Maths and, in some cases, in a third subject. This programme provides opportunity for students to follow an individualised learning programme. The Correspondence School teachers who are involved with our students visit the Activity Centre at least once per term to assist the students. A close liaison is maintained with the Correspondence School teachers, and it is undoubtedly their enthusiasm and very flexible approach which enables them to meet the needs of the Activity Centre.

(ii) Advisory Services: The Activity Centre has utilised the services of the Department advisers in reading, Maori education and physical education.

(iii) The Maori Education Foundation, which is a semi-independent body within the Department of Education, has provided the Activity Centre with a generous yearly grant which is primarily to go towards assisting the educational welfare of Maori pupils.

3. Social Welfare Department:

In view of the fact that approximately a third of the Activity Centre students are under Social Welfare Department supervision or control, a close liaison is maintained with the various social workers. One of the social workers serves on the Management Committee of the Activity Centre and on the Advisory Committee, and is frequently involved in Activity Centre activities. Unfortunately, social workers, because of pressure on their time, are often able to do only a limited amount of preventive supervision in after school activities and home life with Activity Centre students who are under their control. As a result, Activity Centre staff spend a considerable amount of time in some cases working on the needs of "students at risk", on what could be regarded as being Social Welfare matters.

On the other hand, there has been a very definite tendency for social workers based in the three districts which serve the Activity Centre - Wellington, Lower Hutt and Upper Hutt - who are supervising students attending the Activity Centre, to be very strongly guided by

the Activity Centre staff, both in the nature of supervision of these students and in recommendations to the Court on dealing with offenders.

It has been found to be extremely beneficial to involve the social workers of students in Activity Centre case conferences, when a student's progress and their future are being discussed.

4. Youth Aid (Police)

Whilst there is a liaison with the Youth Aid section at Lower Hutt, which serves the district where most of the Activity Centre students live, the liaison tends to be too much on a social rather than on a professional or official basis. It had been the writer's intention for Youth Aid, Social Welfare, the Naenae College Guidance Counsellor and Activity Centre staff to meet fortnightly for case conferences on "students at risk". Unfortunately, the Youth Aid officer's attendances were very irregular in 1983.

5. Psychological Service:

The Psychological Service of the Department of Education in Lower Hutt provides a useful service to the Activity Centre. One of the psychologists has a small weekly allocation of time to assist the Activity Centre. During 1983, this person assisted in the social skills aspect of the curriculum, as she had a specialist interest in doing group work. It was unfortunate that the limited time which she had did not enable her to effectively follow through some of the work which she started. During 1984, this person has been essentially involved as a consultant on the admissions (of new students) panel and with interviewing newly referred students, and at times she has been involved in case conferences.

Another psychologist in the same office has done detailed psychological assessment on students at the Activity Centre, on request, and the advice given has often been useful. In some cases agencies referring students for admission to the Activity Centre have been requested to obtain a Psychological Service Report.

6. Maori Affairs Department:

This Department has provided advice and assistance when required, and the Kokiri units have provided work exploration and art and craft placements for Activity Centre students.

In an advisory capacity, Maori Affairs field officers and the Maori Education Officer attached to the Education Department have served on a multi-cultural advisory committee with the Activity Centre staff.

7. Secondary School Guidance Counsellors:

Approximately two thirds of the enquiries and formal referrals of students to the Activity Centre are made by secondary school Guidance Counsellors. Two of the Lower Hutt Guidance Counsellors serve on the 'referrals committee' on request. In many cases guidance counsellors who refer students to the Activity Centre attend the interview along with the student and parents or guardian.

8. Health Department:

The Health Department has assisted the Activity Centre in a number of ways: a public health nurse has done inoculations of students, the occupational health clinic has carried out audiology tests on the students and staff and the Department Medical Officers, at our request, medically examined all students. In addition to this, the Activity Centre has made use of the Department's films in health education.

In the first term, 1984, a research officer from the Health Department conducted a descriptive survey on attitudes to various health matters of ten of the Activity Centre students. The results of this survey provided the staff with useful information which was able to be followed up in health education.

9. Department of Labour:

This Department has assisted the Activity Centre by approving the appointment of temporary workers under the P.E.P. scheme, and counsellors connected with the S.T.E.P.S. programme and vocational guidance counsellors have assisted students and staff at the Activity Centre, in an advisory capacity.

Under the P.E.P. scheme, the Activity Centre has been able to employ an unemployed person in a temporary capacity for up to six months, with the wages of the worker being paid by the Department of Labour. The main difficulty in setting up this work project with this Department has been in ensuring that the job criteria which the Activity Centre establishes is seen to be:⁵⁴

54. Personal Correspondence, Department of Labour, 3 May 1983.

"of a finite (short term) nature and not at the expense of other normal duties.... Workers engaged under the P.E.P. scheme must not be employed in a teacher or teacher's aid capacity."

Although the gaining of approval for the first P.E.P. worker in 1983 was time-consuming and frustrating for the Activity Centre staff, in order to meet with the Department of Labour specifications for a P.E.P. job, the administration involved in setting up the second P.E.P. scheme at the Activity Centre in February 1984, went quite smoothly.

10. Other Agencies:

There are numerous other agencies with which the Activity Centre has irregular dealings. These include; the Justice Department - they have supplied two people to work at the Activity Centre in order to complete required community service - Massey University Department of Education - link with students doing the paper 'Maori and other Polynesian issues in Education', on a combined Marae visit in 1983, the Child and Family Clinic in Lower Hutt, who have been involved in counselling a small number of Activity Centre students at our request.

11. Parents:

Many programmes for disruptive pupils refer to 'work with parents' in some form or another as being integral to their approach. According to Topping⁵⁵ (1983), this liaison with parents often appears to lack any specific theoretical, empirical or even purposive structure. Research findings on work with parents raises some interesting issues.

Lisle⁵⁶ (1968) found no difference in student adjustment among a variety of counselling approaches involving children, parents, teachers, or some combination of the three. D'Angelo and Walsh⁵⁷ (1967) compared the effectiveness of four patterns of intervention: treatment for the child alone, group therapy for the parents alone, a combination of both and a control group. Child treatment alone or in combination with parent treatment yielded results worse than untreated controls, while group therapy for parents alone appeared to result in

55. Topping, K.J. Educational Systems for Disruptive Adolescents, London, Croom Helm, 1983, p.120.

56. Lisle, (1968) op. cit., p.120,

57. D'Angelo and Walsh, (1967) *ibid.*

some improvement in the children's behaviour. Glavin and Quay⁵⁸ (1969) reported similar results and concluded that interventions with disturbed children are probably more effective if they involve the parents rather than the child.

Rinn⁵⁹ (1975) reported on a programme of training parents of disruptive children in groups. By the last session of the course, only 5 per cent of the parents failed to report improvement in their children and at a follow-up 6-18 months later only 15 per cent reported lack of continued improvement.

As the above evidence suggests, a programme of intensive work with parents may modify their children's behaviour. Unfortunately, the Activity Centre does not have sufficient professionally trained people to do effective parental counselling on the basis which research suggests it should be done.

Firmly established principles at the Activity Centre are that parents are expected to support the programme by ensuring that students attend the Activity Centre regularly, and be fully committed to their children making educational and social changes. Parents are expected to attend the initial interview on the day their child joins the Centre, in order that they can meet the staff and have the philosophy of the Centre fully explained to them. The Activity Centre staff have prepared an information brochure for parents and new students. Parents are encouraged to visit the Activity Centre at almost any time, but they are encouraged to arrange a suitable time before they come.

Most parents and guardians do visit the Activity Centre at various times on a voluntary basis, or phone the staff, but it is usually when their son or daughter is causing problems at home or in the community. At the same time, parents or guardians are quite often asked to meet with the staff if their son or daughter is having difficulties at the Centre, or there are planned changes for the child, such as planning the transition from the Activity Centre to the work force. In some cases, staff have made home visits, but these tend to be fairly infrequent because of the limited time which the staff feel that they can devote to visiting homes which are usually some considerable distance from the Activity Centre. The staff have tended to

58. Glavin and Quay, (1969) *ibid.*

59. Rinn, (1975) *op.cit.*, p.121.

conduct a lot of business, where possible, on the telephone.

Two or three newsletters are posted home to parents and guardians each term, which give details on Activity Centre activities. In addition, a report which assesses a student's involvement in the programme, is posted home each term.

The Social Welfare Department in Lower Hutt have allocated a social worker a small number of hours per week to assist the Activity Centre. This person has assisted with family counselling, essentially with students who do not have a social worker, as well as contributing to professional meetings at the Activity Centre.

It could be said that 'work with parents' in terms of effective modification of a student's behaviour, at times lacks specific purposive structure at the Activity Centre, although this improved in 1984, because the two teachers at the Activity Centre feel it necessary to devote their time and energy essentially to dealing with the educational element in the students' lives and working intensively with the students. Whilst there is considerable contact with parents, this tends to be mainly concerned with current difficulties and crisis situations which develop. In March 1984, a mature student doing a Diploma in Social Work at Victoria University and who was a trained family counsellor, was on placement for two days a week at the Activity Centre, and her involvement was in family counselling. Her involvement in the Activity Centre, in terms of family and student counselling, was found to be extremely beneficial, in ensuring that students who had particular difficulties outside of the Activity Centre, received on-going assistance.

Buildings and Equipment

The Activity Centre utilises premises which have been rented from the Y.M.C.A. National Council since 1978. The tenure of the lease beyond 1985 is uncertain. It is of some concern to the Management Committee of the Activity Centre that the lease expires in May 1985 and there is a possibility that the building may well be leased to one of the Y.M.C.A. groups.

The building is an old one, but it has the advantage of having adequate space (together with an indoor area for recreation). Fortunately, the interior is in very good condition because of the

efforts of the Department of Education in providing finance to cover the cost of interior decorating. There has also been a considerable amount of improvements which have been initiated by the staff, including some painting being done by students, the cubicle study area was built with student assistance, and a P.E.P. worker and two people doing community service have been responsible for making and erecting "pin-up" boards, erecting the basketball goals in the hall, erecting shelving in various parts of the building as well as doing numerous painting jobs.

The facilities consist of: a foyer which has a pool table, with two reasonably large areas on either side; a classroom which has numerous lounge chairs (instead of the traditional school desks and chairs), blackboard and screen, several shelves of library books and a piano. On the other side of the foyer is the staffroom and office which is quite well furnished and equipped. There is a small storage room leading off the office and a staff toilet.

The main part of the building is the hall which is an excellent asset, enabling indoor recreation to take place. This area, together with the equipment which the Activity Centre has, enables basketball, volleyball, badminton, table tennis and trampolining to take place. Leading off the hall are four cubicle spaces with separate desks, shelves and pin boards, providing an effective study environment for up to four students in each cubicle.

A storage room in the rear of the building has been modified to enable two students to study there. A well equipped kitchen is effectively utilised for the daily lunch programme which operates.

The Activity Centre is fortunate in having a small but well equipped craft and technical room. Much of this equipment was gained about four years ago from a special school which closed down.

The toilet and bathroom area has been recently repainted. Unfortunately, the building does not have any showers, which are felt to be necessary, especially after physical education.

It could be said that the Activity Centre building is quite well equipped, and provides a variety of areas for teaching and informal recreation etc. Undoubtedly, one of the main disadvantages of the building is that it is located on a busy road in a semi-commercial area, which results in a lot of noise in the front rooms

of the building. A further disadvantage is that there is no garden or grass area surrounding the building. The geographical isolation of the building from Naenae College has been previously stated.

Community Facilities

The Activity Centre makes a lot of use of community facilities for part of the educational programme, especially in physical education.

Within five minutes walk of the Activity Centre are sports fields, which are frequently used by the Activity Centre for physical education. There is also a swimming pool, open during the summer months, and tennis courts within close proximity to the Activity Centre, which are also used for part of the physical education programme.

Other facilities which are used at various times of the year for physical education include: the Education Board canoes, which are used on the Hutt River, hired yachts and windsurfers at Days Bay, the Huia (indoor) swimming pool, Naenae College gymnasium - and use of the College audio-visual gear, hire of grass skis from Titahi Bay Intermediate School, hiring of horses on a farm at Wainuiomata.

The Activity Centre has used a variety of work placements for the students as part of the art and craft programme, such as use of Maori Affairs Department Kokiri units for craft, and a private home to enable a small group of students to do pottery.

It could be said that the autonomy of the programme, the availability of finance to cover cost of activities, and the enthusiasm of staff and students at the Activity Centre, have enabled effective use of community facilities and equipment, to enrich the educational programme.

This chapter has described the institutional element of the Getzels and Guba model, with reference to five sections of the Hutt Valley Activity Centre, which were felt to be relevant to this study. Ted was directly involved in three of these sections in the course of his duties on the day which was described.

CHAPTER SEVEN

THE WORK GROUP ELEMENT

In this chapter a study will be made of the work group element of the social systems model. This is the mechanism by which bureaucratic expectations of the institution and individual needs interact and modify each other. The work group element at the Activity Centre are the staff and students.

The relationship which exists between the institutional element and the individual element will be discussed, and how individual personality and needs influence the work group. This group endeavours to maintain cohesiveness and a feeling of personal integrity and self-respect. As this chapter will point out in the section on organisation procedures, accepted procedures, not formal rules, develop in the group to maintain control and modify the behaviour of the students. This group is able to develop a large degree of consensus in establishing guidelines to enable goals to be met.

In Chapter Five, the relation between role expectations and personality needs to efficient, effective and satisfying behaviour was discussed. As Barnard¹ (1938) cited in Getzels and Guba, points out:

"An action is effective if it accomplishes its specific objective and efficient if it satisfies the motives underlying the immediate objective."

This relationship should become more apparent in the section on organisational procedures.

The emphasis of staff leadership at the Activity Centre is the idiographic style which Getzels and Guba define as being the characteristics of a leader who focuses on individual needs rather than organisational requirements.

This style of leadership could undoubtedly be one of the factors in influencing the high degree of morale which exists in the group at the Activity Centre. In the Getzels Guba model the three factors: belongingness, rationality and identification are the contributing factors needed for high morale.

1. Barnard, (1938) cited in Getzel and Guba, op.cit. p.67.
2. Getzel and Guba, op. cit. p.71.

In this chapter Ted is directly involved in all four aspects of the work group element on the typical day which was previously described : composition of group, referrals of new students and assessment of students' progress, organisational procedures and Activity Centre programme.

COMPOSITION OF GROUP

In this section, the background of ten students at the Hutt Valley Activity Centre will be described. Some of the values of students which are expressed are based on two research projects which were undertaken; one by a research worker from the Research Unit of the Department of Health on "Health and Illness Behaviour and Ideas - Hutt Valley Activity Centre",³ and some expressed values and attitudes of a general nature which the writer gained from a group of students in June 1984.

The Activity Centre has a maximum roll of sixteen students aged between 14 and 16. The students who were on the roll at the time of this study came from throughout the Hutt Valley and Wainuiomata, and they came to the Activity Centre from a number of different secondary schools.

Details on Students

For the purpose of this study the writer interviewed ten students who had been at the Activity Centre for at least four weeks. The purpose of the interviews was to assess student attitudes to a number of relevant issues. Appendix 3 shows the list of questions which were asked. The open-ended interview technique, which was described in Chapter Four, was used to gain information from the students. In addition, considerable use was made of information which was on each student's file on student's background prior to admittance to the Activity Centre, and relevant information which had been added since the student was enrolled.

Table 3 shows details of students attending the Hutt Valley Activity Centre in July 1984. Ten of the students (7 Pakeha and 3 Maori) were involved in this study of student attitudes and values.

3. Morris, E. "Health and Illness Behaviour and Ideas - Hutt Valley Activity Centre." Report of Interviews April-May 1984 with 10 students at the Hutt Valley Activity Centre, Management Services and Research Unit, Department of Health, June 1984.

Table 3

Students attending the Hutt Valley Activity Centre, July 1984. Distribution by Sex and by Ethnic Group.

	Boys	Girls	Total
Pakeha	6	2	8
Maori	4	2	6
Samoan		1	1
Total	10	5	15

From the records, and in discussion with the students, it was possible to establish the reasons why the students were referred to the Activity Centre. The three most common reasons expressed by the students for their conflict within their previous schools were; smoking, not conforming to school uniform requirements, and conflict with teachers. Conflict with teachers was the most frequently stated reason for referral. This included general classroom disruption, verbal abuse towards staff and threatening or assaulting teachers. Truancy was noted nearly as often. In six cases out of the ten the students had been suspended (either officially or unofficially) from further attendance at school.

The mean age of students on admittance to the Activity Centre was 14 years 10 months, and the mean age of the students at the time of this study was 15 years 4 months. Their length of attendance at the Activity Centre was 8.6 months.

Table 4 shows the family status of the students. It can be seen that only four out of the ten students were living with both parents. The two students in foster care were both in the 'care' of the Department of Social Welfare.

Table 4
Family Status of Students

	No.
Living with both natural parents	4
Living with one parent	3
Living with a relative	1
Long term foster care	2
Total	10

The average family size of the ten students who were in the survey was a mean number of 1.6 children per family. This is lower than might be expected. However, three students who were being fostered came from homes where there were no children.

Recreational Interests

Listening to music, essentially 'heavy metal', was the most popular recreational interest, with seven out of ten students in the group expressing this choice. There were a variety of other leisure time interests; fishing (3 students), motor bikes, electronic kits, making models, playing the piano, looking at antiques, and having a girl friend. Five students indicated physical pursuits in their stated recreational interests. These included: rugby league, golf, cricket, break and bop dancing, skating and horse riding. Another student indicated watching rugby and rugby league as being one of her recreational interests. Only one of the ten students did not feel able to specify any recreational interests, and it appeared that the other students in this survey were actively involved in at least two or more hobbies in their leisure time.

Health Problems

Four of the students surveyed indicated that they had health problems; three suffered from asthma, one of whom could be described as being a chronic asthmatic, who had missed a lot of schooling over a number of years, and he had also been admitted to hospital on a number of occasions for emergency treatment for his asthma. Another student

had recently been diagnosed by a doctor as having poor blood circulation, and this problem (together with other contributing factors) resulted in him having little physical energy. All of the students had recently had audiology tests done and no hearing difficulties had been diagnosed.

Expressed Values

(a) Effect of the Activity Centre Group

Nine out of the ten students indicated that they had made some positive changes since they began attending the Activity Centre. The most commonly expressed changes were in doing more school work than previously (four students), and improved social maturity and relationships with others (five students). One student indicated that she was smoking more since attending the Activity Centre. Only one student (who has since left) felt that his attendance at the Activity Centre had not helped him, as he did not feel part of the group. However he did indicate that one boy had had a particularly positive effect on him in encouraging him to take part in the programme.

Some of the opinions given were;

"Being at the Activity Centre has made me grow up faster and taught me how to talk to other people."

"It has changed my level of maturity and outlook on life."

"The work experience which I am doing (on a deer farm in the Wairarapa) has given me a chance which may lead to a permanent job."

"I feel comfortable here in not having to wear a school uniform."

(b) Changes in Behaviour Since Attending Activity Centre

The students were asked if they had noticed any change in their behaviour from the previous school which they attended, and to specify changes which they felt they had made at the Activity Centre and at home.

Only one of the students indicated that they had not made a definite improvement in their behaviour at school since attending the Activity Centre. The writer's observations of this person, suggests that this student had made a definite improvement in behaviour and attitude to school work. Comments which the students made to the writer evolved around improved attendance and better co-operation with the teachers and students at the Activity Centre, and in doing more school work.

Seven students indicated that they felt that their attendance at the Activity Centre had improved their behaviour at home. Some of the comments made by different students were;

"I have learnt to respect my family and to care about them."

"I attend the Activity Centre instead of staying at home."

"I'm having less hassles at home because my parents are pleased with my progress and are now more hopeful that I might get a job."

"My Mum and her friend now treat me as if I am a human being and have grown up - I used to swear at home."

Two students felt that their behaviour at home had not improved since they had been attending the Activity Centre. One student felt that her relationship with her mother was worse, with more arguments, which resulted in the girl walking out of home at times. She felt she was getting on better with her mother's boy friend.

(c) Relationships With Professional People Previously Encountered

The writer asked each student involved in the survey how they related to the following people who they might previously have encountered: secondary school teachers at their last school, social workers, police, other professionals such as psychologists, family counsellors.

Eight of the ten students indicated that they had had bad relationships with their previous teachers and were in frequent conflict with them. One student stated;

"They used to give me work which I couldn't understand."

This particular student was given a reading test to do by the writer in the month prior to the interview, and was found to have a reading age of seven years. Perhaps this may account for some of his previous difficulties at school.

Two of the students spoke highly of the guidance counsellor at their previous school, who they felt had tried to assist them. The other two students stated that some of their previous teachers were helpful and they got on well with them. One stated;

"They all tried to help me, but it was all my fault."

Seven of the ten students had been in trouble with the police. These seven students expressed strong views about how unfairly they felt they had been treated by the police. Some described incidents of being taken down to the Police Station, without being charged, the

police blaming them for crimes with which students claimed they had nothing to do , and, in one case, not returning personal possessions confiscated at the time of being arrested. Four of the students spoke in rude and derogatory terms as regards their attitude to the police. Three students had not had any real contact with the police.

There was a mixed reaction by the students to their previous involvement with Social Workers. Three students had no previous contact with Social Workers. Three students found their contact with Social Workers had been helpful. They commented on the Social Workers who had helped them with family matters and, in the case of one student, it was a Social Worker who arranged for him to be referred to the Activity Centre. Four students indicated a negative reaction towards their previous or current involvement with Social Workers. The students did not appear to accept that Social Workers have statutory powers under the Children's and Young Persons' Act and can direct where they live. Some of the students comments were:

"I hate them - they think they own you - however I was once bailed out of the police cells by a Social Worker".

"Social Workers have 'stuffed' up my life - they don't listen to me."

"I don't co-operate with them,....they think they can rule you and just put you in a family home when they want to."

There was a very positive response from most of the eight students who had previously been involved with family counselling or who had received assistance from an educational psychologist. The students commented that they found these professional people who were involved with them, understanding and helpful, without putting any pressure on them. One student commented on the tests which she had been given to do by an educational psychologist. She appreciated the fact that the test results were fully explained to her, in a meaningful way.

(d) Problems Most Troubling the Students

Only one student involved in the survey indicated that he had no problems which were troubling him at the time of the interview. The other students indicated a variety of problems which involved relationships with their families, getting a job at some time in the near future, and feelings of personal unhappiness, which were for a variety of reasons (relationships with peers, not enjoying life, lack of money, not happy with work exploration placement). Some of the comments which the students made were as follows:

"Girl friends.....when I finish with them I feel like committing suicide."

"Getting a job is really important to me, so that I can earn my 'keep'."

"My sister is in serious trouble and may be sent to Kingslea". (Social Welfare institution in Christchurch).

"I really miss my family.....I wish they would come and see me." (From a boy in a foster home arranged by the Social Welfare Department).

"I'm trying to enjoy life.....old people always smile and everyone should try and be more friendly to each other."

Comment

The above comments tend to reflect a variety of deep-seated emotional problems which are troubling the students, and which undoubtedly must affect their performance and behaviour, whether they are at the Activity Centre or in the community. The Activity Centre staff, with assistance from other professional people in the Government and community agencies, spend a considerable amount of time with students on an individual basis, as well as in group social skills classes, in helping them to resolve personal problems which are confronting them.

(e) Student Expectations for the Future

Table 5
Student Expectations in
Twelve Months Time

	Total
Still at Activity Centre	1
Back at Secondary School	
In full-time employment	
On S.T.E.P.S. or a similar 'work skills' programme	
Working	4
Unemployed	
Don't know	5
Total:	10

Table 5 shows the expectations of the students in twelve months' time. Five of the students are uncertain as to their future. One student stated that it depended on his School Certificate results and how he felt then. He also indicated that he would like to join the Army when he was 17 years old. Another student who indicated "Don't know" expressed an interest in going to another country, but was unable to substantiate this desire. The four students who indicated that they hoped to be working in twelve months' time, were quite clear about their intentions. In all cases their expressed intention related to working in the same type of job as their present work exploration placement.

Health and Illness Views

The research done by Morris⁴ on health and illness behaviour, with ten students at the Hutt Valley Activity Centre, reported the following: There was a consistent orientation towards giving accident rather than illness symptoms, as a reason why they would go to a doctor, even from three students with asthma.

All students believed that smoking was bad for health, and were adamant that it was entirely their own business whether they smoked - "I'm the one who'll get cancer", "It's my life, it's stupid for others to try to tell me what to do with it."

Nine of the students indicated that they drank alcohol, and there was quite a range of drinking behaviour reported. All declared that they were not heavy drinkers, however, and as a group they did not appear to be affected by liquor advertisements.

Two do not do any exercise in addition to whatever is required by their daily activities. Five say they exercise because they like it. The other three say their main reason is for fitness. Four had suffered accidents relating to their sporting activities, requiring medical treatment.

None of the students appeared bothered by exposure to loud noise or thought they should try to protect their hearing.

There appeared to be a great lack of interest in what is eaten. "I eat what's there", "It's there to eat, you eat it", although two said they try not to eat too much fatty food. Their reaction to the idea of "health foods" was mainly a scornful "No way".

4. Morris, op.cit.

This Report⁵ on 'health views' indicated that the views of the Activity Centre students were fairly similar to those of the mainstream, except that Activity Centre students seemed less sure than mainstream students of their healthiness, less likely to think unhealthiness was their responsibility and were less specific about what information people need.

Both research projects indicate that Activity Centre students have very definite values on a variety of issues. In the first study described, the students acknowledge the contribution which the group at the Activity Centre has made in assisting them to make changes. This section should also enable the reader to have a clearer picture of the clientele with whom Ted is dealing.

5. Ibid, p.14.

REFERRALS AND ASSESSMENT

The Hutt Valley Activity Centre, like other Activity Centres in N.Z., has a considerable amount of autonomy in the selection of students who attend and in the method of assessing their progress once in attendance. This section will outline the criteria for admission of new students, the method of referral, admission procedure, assessment of progress, and the termination of students attending.

It will be recalled in Chapter Two that Ted was involved in two meetings on the day which was described. One meeting involved a staff discussion on the progress of two students, and in the afternoon Ted was involved in a meeting to consider the applications of some students who had been referred to the Activity Centre.

Criteria for Admission

The number of students who are referred to the Activity Centre is well in excess of the number of places. During 1983, there were approximately eighty-five enquiries or formal referrals of students, and in the period February until the end of June 1984 there were thirty-three documented referrals or specific enquiries. During any school year approximately fifteen places become available. In view of the fact that the number of referrals exceed the number of places by a considerable number, it is necessary to have established criteria to aid the method of selection.

The following criteria⁶ were firmly established in 1983, and in 1984 the newly formed Referrals Committee for the Activity Centre re-considered the criteria and decided to retain them in their present form:

- (i) "The pupil is of average or above average intelligence"

It was felt that there was a specific need for alternative education for disruptive pupils in this category, in view of the fact that students of low intelligence who may also be disruptive in school, may be psychologically assessed for a place in a work experience unit attached to a secondary school. The Activity Centre staff felt that they could be more effective in designing a programme for pupils who were of approximately the same level of intelligence.

6. Hutt Valley Activity Centre Prospectus, 1984. (Refer to Appendix 13).

Average or above average intelligence is based on an assessment from a recognised intelligence test. Assessment at this level of I.Q. is based essentially on the performance score which should be above 95, unless some reason for a lower performance is specified.

- (ii) "There has been an established history of anti-social and disruptive behaviour at secondary school and the pupil has clearly shown that his or her behaviour is likely to be detrimental to his or her own and other pupils' progress in the classroom."

Activity Centres were established essentially for students who come within this category. The Referrals Committee needs to be fairly certain that the behaviour problem is essentially school based, rather than a community or home based problem, although all or some of these factors obviously impinge on each other. Consideration is also given to students who may be chronic school truants, but who may not be disruptive.

- (iii) "Pupils who show extreme psychological maladjustment are not normally considered."

It was felt by the staff (and Referrals Committee) that the Activity Centre does not have the staff or sufficient community resources to deal with students who may be psychiatrically disturbed. A Psychological Service report from an educational psychologist may be requested if there is any element of doubt about the extent of a student's level of disturbance.

- (iv) "Only in exceptional circumstances would a third form pupil or one under 14 years of age be considered."

Because of the large number of referrals, the Referrals Committee needs to be fairly sure that the problem of a student who is referred is not due to the difficulty in adapting to the transition from intermediate to secondary school. In some cases it may be more appropriate to recommend that a change of secondary school be considered. Because of the Department of Labour regulations, students involved in industry, as part of school work exploration programmes, must be 14 years of age. It is felt to be inappropriate for the Activity Centre to accept students below this age, in view of the fact that work exploration is an integral part of the programme for all students.

The Hutt Valley Activity Centre staff have written a comprehensive prospectus for the benefit of professional people who are involved in referring students to the Activity Centre. In this prospectus, full

details of the admission procedure, the Activity Centre philosophy, and the programme are outlined. A simplified version of this prospectus has been written specifically for intending students and their parents, to give them a few relevant details on the Activity Centre.

The Hutt Valley Activity Centre has a policy, which has been based on the previous experience of the staff, that the referring agency (as well as the Activity Centre staff) will not direct a student to attend. It is necessary for the student to make a voluntary commitment to want to be considered for a place.

Admission Procedure

Referrals to the Activity Centre are received from a range of agencies other than secondary schools. These include; Department of Social Welfare, Psychological Service, Youth Aid (Police), Child and Family Clinic. Parental referrals can be actioned through one of these agencies. The referring agency needs to complete a detailed referral form which has been designed to build up a comprehensive profile on the applicant's educational, social and psychological history. In addition to this, copies of school reports, incident reports from school, and Psychological Service reports are also requested. In Appendix 4 and Appendix 5 are copies of the referral form and procedural check list for referrals to the Activity Centre.

Prior to the beginning of 1984, all referrals were handled exclusively by the two Activity Centre teachers. Although this method of referral had existed at the Activity Centre for a number of years and appeared to be successful, it was felt more appropriate, in view of the community involvement at the Activity Centre, to follow a system which had proved to be successful in some other Centres.

As from the beginning of 1984, all referrals are considered by a Referrals Committee, which was established by the Activity Centre staff, comprising representatives from Department of Social Welfare, Psychological Service, a school guidance counsellor and Activity Centre staff. This committee and the administration of the referrals procedure is chaired by the other teacher at the Activity Centre. The Committee meets regularly to screen students referred for an interview and possible placement.

Suitable students are interviewed by two or three members of the Referrals Committee, at least one of whom is an Activity Centre teacher. To improve the quality of the interview, a number of questions have been formulated by the Activity Centre staff. The questions are in three sections: personal, schooling, and Activity Centre.

If the student is considered to be suitable, and is willing to attend, a place will be offered on a trial basis. The student attends for the first two days to observe and participate. If the student then wishes to gain a permanent place, he or she must sign the Student Agreement (refer to Appendix 6) which contains a number of established guidelines, which must be kept to, relating to a student's attendance at the Activity Centre. The student then starts a four week probationary period at the Activity Centre, during which time the student remains on the roll of the contributing school, or remains the responsibility of the referring agent.

At the end of the probationary period and as part of the group social skills programme, the other students are asked to comment on the progress of the student, according to specified criteria, for example, attendance and reliability, co-operation with the group, effort made in the programme, contributions to the Centre, etc. The comments which the students make help the staff to make a final decision. If there is any element of doubt, the probationary period may be extended for a further two weeks. Very few students do not gain a permanent place. During 1983 only one student out of 13 students who started, and in 1984 only one student out of eight, in the first six months of the year, were referred back to the agent who made the initial referral.

Assessment of Progress

Assessment of all aspects of the students' progress whilst they are at the Activity Centre is regarded as being an important priority for the staff, and this is carried out for each student on a continuing basis whilst they are at the Activity Centre. Records are kept on each student and these are updated at periodic intervals. The assessment procedure for students takes a number of different forms, each of which will be discussed in turn:

(i) Regular review of each student's progress:

This is done by the staff as the need arises, and at least once every two-three weeks. In some cases a case conference may be organised to discuss a particular student's progress. This involves the staff and other professional people, such as the liaison social worker, guidance counsellor and educational psychologist. Review of a student involves reviewing their overall progress at the Activity Centre (aptitude, effort, social relationship, etc.) and the home situation. When a student is involved in a crisis situation, the staff will review the situation almost immediately, and a case conference (involving others) may also be called at short notice. The student and often the parents or guardian are involved at some stage in discussing such an incident with the staff, and parents and guardians are also encouraged to be involved in staff-student meetings when the short and long term goals of a particular student are discussed. Written records of all student reviews are filed in the personal file which is kept for each student.

In some cases, short term 'contracts', some of which involve group monitoring, are established, when a particular student's behaviour or progress gives cause for concern.

(ii) Term Assessments:

Reports are issued each term for the student and parents/guardians. In Appendix 7 there is a copy of a term report. It can be seen that there are no grades or marks, as the reporting system is based on written comments on aptitude and attitude. The half-yearly assessment on each student which is done by the Correspondence School is also incorporated in the Hutt Valley Activity Centre report.

(iii) Work Exploration:

Appendix 8 shows a copy of a self assessment form related to work exploration, which each student will fill in at periodic intervals. The student assessment can then be compared with the employer report, which an employer will fill in each six weeks. A copy of this report is also included in Appendix 8. These two forms of assessment have been found to be very useful for the students and staff.

(iv) Social Skills:

As part of the social skills programme which is a class session, students are sometimes involved in doing various interest and self evaluation tests, which can provide useful information for the staff.

(v) End of Year Awards:

At the end of each school year the staff decides on the award of Merit and Honours certificates to the students. The aim is to award at least one merit award to each student for a specific effort or contribution which he or she may have made. Some students gain several merit awards, and a small number of honours awards are made for outstanding achievement. These awards are all presented at the end of year social evening. A copy of a Merit Award is in Appendix 9.

(vi) Other Assessments:

When a student begins at the Activity Centre, Correspondence School tests in Maths and English are administered to establish the student's level. A viable reading test has been established, and it is planned to administer this test to all students after they are admitted, and with students who have a low reading age it is planned to re-test them again at periodic intervals.

Where it is felt to be appropriate, a student may be referred to the Psychological Service for testing if this has not been done previously or recently. In making such a referral the Activity Centre staff would specify the form of assessment required, for example, psychometric testing, psychological guidance, etc.

There are a number of different forms of assessment which are used at the Hutt Valley Activity Centre. They have a number of different uses: to enable Activity Centre staff, and others who give professional support, to make a decision to convey information to the students, which may be an additional source of motivation, and to convey information to parents and guardians. Although the writer feels that the above assessment procedures are time-consuming, especially the regular student reviews, he is convinced that they fulfil an extremely useful need in being able to give maximum assistance to a student at a time when it may be most needed.

Termination

The normal period of time which a student will spend at the Hutt Valley Activity Centre is approximately twelve months. Unlike many of the off-site units for disruptive students in the United Kingdom, where the aim is to integrate students back into the mainstream secondary school, the Hutt Valley Activity Centre, as with other Activity Centres in New Zealand, sees its aim as being to integrate students into the workforce.

As previously stated, the staff assist students to set short and long term goals for themselves. Because of the economic situation and the fact that very few students leave the Activity Centre with educational qualifications, many of the students find gaining full-time employment difficult. The staff of the Activity Centre encourage students who are ready to leave, but who have been unable to gain a job, to enrol on the Department of Labour S.T.E.P.S. programme, or on one of the community work skills programmes.

The staff spend a lot of time with students in assisting them in the transition from the Activity Centre, to the work force, to a secondary school or some other placement. In order to cater for individual needs and differences, the policy of the staff is to encourage students to remain at the Activity Centre until a viable option becomes available for them. The staff also see the importance in encouraging a student to move at a time when their overall performance is reaching a peak. In a small number of cases, students have left the Activity Centre at an earlier time than was planned and after a period of unemployment they have settled into a job or some work scheme.

Table 6 shows the destination of Activity Centre students who left in the period February 1983 until June 1984. It can be seen that only three students transferred back to a secondary school and only one of those transfers could be regarded as being successful. Three students in the above period unfortunately got into trouble with the police, as a result of their offending in the community and were placed in the custody of the Department of Social Welfare.

Suspension of an Activity Centre student is not common. During the period February 1983 until August 1984 three students were suspended for serious offences. This was for three days on each occasion.

This sheet gives details on students who have left the Activity Centre during 1983 and up until 25 June 1984. The destination records where the student went to on leaving the Activity Centre, but this may have since changed.

<u>Name of Student</u>	<u>Date Student Left</u>	<u>Age on Leaving</u>	<u>Period at Activity Centre</u>	<u>Destination</u>
	8-3-83	14 . 9	5 months	Hutt Valley High School, now employed on farm.
	6-5-83	16 . 1	17 months	Pre-Employment Skills - to a job.
	22-6-83	14 . 3	9 months	Taita College
	4-7-83	15 . 6	12 months	Pre-Employment Skills Programme, then to a job.
	4-7-83	15 . 5	18 months	Rehabilitation League - now on Work Skills
	28-7-83	15 . 6	9 months	Mpuni Boys' Home - now in Work Skills.
	29-7-83	16 . 0	16 months	S.T.E.P.S. - now employed by McDonalds, Newtown.
	18-10-83	14 . 8	4 months	Work Exploration - now employed Pipitea Marae.
	18-4-83	15 . 2	8 months	S.T.E.P.S.
	8-12-83	15 . 10	7 months	England - Polytechnic Course
	8-12-83	16 . 1	20 months	S.T.E.P.S. - now employed by Dulux
	8-12-83	16 . 6	17 months	Maenae College - now on Work Skills
	8-12-83	16 . 3	15 months	Home, had a baby
	17-2-84	14 . 6	6 months	Social Welfare Custody - 'Kohitere'
	12-2-84	15 . 4	4 months	Factory work in Taita
	4-5-84	16 . 0	12 months	Living with father in Raglan
	21-5-84	14 . 7	7 months	Social Welfare Custody - 'Kohitere'
	22-6-84	15 . 4	15 months	At "home" ?

HUTT VALLEY ACTIVITY CENTRE
DETAILS ON STUDENTS WHO HAVE LEFT
TABLE 6

These included theft and assault on another student. Suspensions are done officially through the Principal of Maenae College.

This section has outlined the criteria and methods of a student gaining admission to the Hutt Valley Activity Centre, the on-going assessment procedure, and the transition from the Activity Centre to another placement.

ORGANISATIONAL PROCEDURES

In this section there will be a description of organisational procedures for staff and students, which have been established to aid in organisational efficiency and the attainment of goals. The three areas which will be described are school climate, organisational behaviour for students and organisational procedures for staff.

School Climate

Schools, like other organisations, are frequently described by their 'spirit' or 'ethos' or 'climate'. This is an attempt to sum up an impression, not of particular aspects, but of the total pattern of life, culture, within it. As Shipman⁷ points out, the building and equipment of schools may be identical, but their cultures differ, being the result of traditions built up by successive intakes of individuals, interacting with one another, under the influence of patterns already established. The Report of the Committee on Health and Social Education⁸ stated:

"It is our view that schools can develop a climate which will actively promote mental health."

This Report⁹ stated that this could be done by creating an attitude which is relaxed, supportive, attractive and considerate - "warm" and "open", like that of a happy family.

At the Activity Centre a conscious effort is made by the staff to enhance 'school climate' by having a number of clear objectives and ensuring that organisational procedures achieve these:

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7. Shipman, M.D. Sociology of the School, London, Longman Group Ltd., 1968, p.25.
 8. Report of the Committee on Health and Social Education; Growing Sharing, Learning, Wellington, Department of Education, 1977, p.19.
 9. Ibid, p.p.19-20.

1. Endeavouring to enhance the self-image of every student:
This can be achieved by enabling students from the first day that they attend to gain some degree of success, however small this might be. By having some options in the programme (such as in art and craft or in the Correspondence School Programme) and a flexible approach, it is possible to build on the aptitude which a student might have.
2. Involving the students in some aspects of the decision making process, and enabling them to have a choice in the planning of some aspects of the programme: The students have established some of the rules and they help to monitor these. They are also encouraged to express their viewpoint in a 'social skills' session on the behaviour and performance of other students. The students are involved in planning the content of some parts of the programme, such as physical education, outdoor education and social skills.
3. Catering for the individual needs of students: adjusting the "system" to the student, not the student to the "system". Whilst the timetable (refer to Appendix 10) appears very structured, it is often modified to meet changing circumstances of the group, or modified to meet the needs of an individual. For example, some students at various times have done more than one day of work exploration in one week.
4. Creating close involvement of home and Activity Centre, and a caring for the living conditions of the student as well as for the school conditions. Parents are encouraged to visit the Activity Centre on a fairly frequent basis, and many parents feel sufficiently confident in the staff to discuss with them problems which they may be experiencing at home with their son or daughter.
5. A guidance system which involves a College guidance counsellor, social worker and educational psychologist, ensures that any early warning of difficulty which a student may be experiencing can receive the necessary assistance and support.
6. "By encouraging adolescents to discuss personal and moral problems in an atmosphere of guidance and challenge, in which students can feel secure."¹⁰

10. Ibid.

This is one of the means of enhancing 'school climate' which is suggested in the Report of the Committee on Health and Social Education. At the Activity Centre, the social skills programme, which involves two class sessions each week throughout the year, ensures that students are able to form their own value system, as well as acquainting them with the processes of change that come with maturity.

7. Offering guidance and opportunities for the use of leisure time. 'Education for leisure' is one of the goals of the programme, and this is reflected in the art and craft, physical and outdoor education and electives programme. Recreation facilities and equipment (for example, trampoline, table tennis, and board games) are available before and after school and during the lunch hour.

The Report of the Committee on Secondary Education¹¹ (1976) stressed the need for each school to be a guidance-centred community, where the welfare of all is of mutual concern in an extended family context. It stated:

"The whanau concept...embodies two underlying spiritual forces. One is "archa", the enveloping power and protection of love which binds all members of the whanau together. The other is a sense of responsibility, one member of the whanau to another and all individually and collectively to the group."¹²

It is this philosophy which the staff at the Activity Centre endeavour to promote, to ensure that the Activity Centre provides the climate for healthy growth and maximum development.

Organisational Procedure for the Staff

The administration and organisation of the Activity Centre is in the main the responsibility of the Director, who in turn is responsible to the Principal of Naenae College. The Director and the other teacher endeavour to make all decisions on a consensus basis.

11. Report of the Committee on Secondary Education; Towards Partnership, Wellington, Department of Education, 1976, p.68.

12. Ibid.

Houghton¹³ (1974) states that in consensus decision making the preservation of balance is always the prime concern and that change will only be permitted if it is helpful to the maintenance of the balance already achieved. He also states¹⁴ that in this style of decision-making, members will try to avoid conflict altogether, or try to minimise conflict areas whenever possible.

The areas of consensus decision making relate to the nature of the programme, (the curriculum and related activities) organisational strategies, (for example decisions on work exploration, and policies relating to the admittance of new students), and both staff (and sometimes other professionals) are involved in reviewing the progress of each student.

The two teaching staff endeavour to meet on a regular basis, at least three times a week out of school hours, to enable planning and review to take place. Each meeting has a fairly specific agenda, such as review of students, programme planning, with areas to be discussed identified at the start of the meeting. At least two of the meetings each week are spent partly on administration. Other people, such as guidance counsellor, educational psychologist, or social worker are involved in these meetings as the need arises. Parents and guardians are frequently requested to attend the Activity Centre to discuss the progress and future plans for their son or daughter. Such meetings always involve the student concerned in the discussion. In all cases, it is hoped that a consensus decision can be reached.

As the section on job descriptions in Chapter Six stated, the various areas of professional responsibility have been divided between the two teaching staff. This is done on the basis of the strengths and interest of each. Frequent review of each person's area of responsibility is done to ensure that the needs of the group are being met.

The effective management of time is an important administrative strategy to ensure that administrative and organisational matters which will lead to improved efficiency of the group do take place.

13. Houghton, V. Introduction to Decision-Making in Education, The Open University Educational Studies: A Second Level Course, Milton Keynes, Open University Press, 1974, p.15.

14. Ibid.

Drucker¹⁵(1967) stated:

"Effective executives in my observation do not start with their tasks. They start with their time; and they do not start out with planning. They start by finding out where their time actually goes. Then they attempt to manage their time and to cut back unproductive demands on their time. Finally they consolidate their "discretionary" time into the largest possible continuing units."

As the above quotation states, it is necessary for administrators to have a policy of effective management of time which should be related to the objectives. At the Hutt Valley Activity Centre the following administrative strategies have been established to maximise efficient use of time:

- (i) During the hours 9.00 a.m.-3.15 p.m. the aim of the staff is to devote maximum time to the students at the Centre: Students are encouraged to answer the telephone and take phone messages for the staff. The staff will return the call when it is convenient. People who call into the Activity Centre without an appointment may not be able to speak with the staff, especially if they are directly involved with the students.
- (ii) Delegation of minor administrative matters and preparation of material etc. for teaching purposes to the P.E.P. worker. This type of work in many cases is contrary to the Department of Labour work scheme code, but has worked successfully by having a degree of flexibility with the P.E.P. worker concerned.
- (iii) Blocks of time are created in the week, during school hours, to ensure that each teacher has adequate time for administration and preparation relating to the teaching programme. On Wednesday, when the students are all out on work exploration, the day is carefully planned and structured to enable staff to maximise the effective use of the time.
- (iv) Meetings are carefully planned. There is a specified time limit for each meeting and there is a planned agenda.
- (v) The Activity Centre has clearly defined goals for the programme and goals for each student are established.

15. Drucker, P. The Effective Executive, New York, Harper and Row, 1967, p.25.

There is a regular review of these goals to ensure that objectives are being met.

- (vi) Long term planning, with detailed planning each week, helps to ensure that both staff and student effort is productive in meeting the established goals.

Organisation Behaviour of the Students

The concept of role has been widely used in the larger field of organisational theory. According to Burnham¹⁶ (1975) institutions such as schools are organised agencies designed to carry out specialised tasks for the social system. Any organisational group facing a common task or problem will experience the need for certain identifiable functions to be performed.

Associated with every position in an organisation, as Burnham¹⁷ explains, is a set of expectations concerning what is appropriate behaviour for a person occupying that position, and these "appropriate behaviours" comprise the role associated with the office. At the Activity Centre, these expectations and the monitoring of what constitutes appropriate behaviour for the students is monitored by two groups of people who each have different roles, the staff and the students.

A role is concerned with what a person does, whereas role expectations consist of shared attitudes held by persons defining the role - attitudes about what a role occupant should or should not do. However, it is not the formal system alone which sets up role expectations; individuals and groups within the informal system also play a considerable part.

Burnham¹⁸ states that three important factors can be said to have relevance for the structure of role expectations. These have direct relevance to the Activity Centre in influencing group dynamics:

1. Apprehension of the expectations of others, and awareness of just how one is supposed to behave, will depend on the role incumbent's perceptual acuity and accuracy.

16. Burnham, P.S. Role Theory and Educational Administration in V. Houghton et al-eds. The Management of Organisations and Individuals, London, Ward Lock Education, 1975, p.201.

17. Ibid.

18. Ibid, p.205-206.

2. The intensity or narrowness with which an expectation is defined will range from "strongly required" or "must" at one end of the continuum, to "prohibited" or "must not" at the other with an indeterminate area of tolerated or openly permissive behaviour in between.
3. The role incumbent's perceptions of the legitimacy or illegitimacy of the expectations of others to which he is exposed.

The students as a group are able to influence the behaviour of each other in various ways, essentially through the established group norms. The staff endeavour to develop a "supportive" climate which aims at high standards and responsible involvement of all students in the Activity Centre programme. It is hoped that the students as a group will encourage responsible self-discipline.

The established guidelines and standards are established by the staff, but in consultation with the group. The goals for each student are set by joint consultation between the staff and student, and in most cases this is done by involving the parents or guardian and the social worker of the student, if applicable. It is hoped that this policy will help to develop a "supportive" climate in the Activity Centre.

Morgan and King¹⁹ (1966) point out that group norms seem to emerge, like statuses and social structure, whenever a group is formed. A group exists when interaction occurs among individuals. Interaction means any conversation and joint efforts which tend to bring people together for a common purpose.

At the Activity Centre, frequent interaction on a group basis takes place, both in structured learning activities and in informal leisure activities. In view of the fact that the group is a maximum of sixteen students, who are together for each school day, frequent interaction does take place. The staff hope that, the more they interact and the longer they interact, the more they will tend to adopt common standards for the behaviour of each group member, which hopefully will be positive. Hence, the majority of students would themselves act as a powerful socialising force.

19. Morgan, C.T., King, R.A. Introduction to Psychology, New York, McGraw Hill Book Company, 1966, p.579.

Galloway²⁰(1983) in his research of New Zealand Activity Centres, points out:

"All activity centre directors recognised the importance of the group ethos and of its social cohesion in changing the anti-social attitudes and behaviour patterns for which students had been referred."

On the contrary, social cohesion could also militate against the Centre's stated aims. Thus students could be united in opposition to the staff. Many of the students at the Hutt Valley Activity Centre had in fact been active members of deviant sub-groups at their previous schools. Such groups depend for their identity on opposition to authority and on negative responses from authority. For this reason, establishing a pro-social identity in a group of activity centre students is a slow and often painful process. The writer has found that once identity was established, problems from unacceptable behaviour were greatly reduced.

Developing a pro-social group ethos at the Activity Centre is done through regular group meetings, social skills sessions, and through co-operative work schemes, such as the involvement of students on a rostered basis in the full organisation of the lunch programme. A warm, supportive "climate" is developed to enable the students to be open and honest, and opportunity is given for students to have an input into many aspects of the programme, as has been previously discussed. The students elect their own leader, who it is hoped, in addition to representing the interests of students at the monthly Management Committee meeting of the Activity Centre, will also help the staff to promote a 'pro' social group ethos. Students have to learn that membership of the wider group of students and staff imposes responsibilities. Breaking agreed rules threatens the stability of the group. It also threatens the individual's membership of the group. Students have to learn that rules have a purpose, they are no longer set in an arbitrary fashion by seemingly remote authority figures. An established policy has been to make each student accountable to the group for their behaviour. It has been found that peer group pressure has been a powerful modifying force in helping students to reach acceptable standards.

20. Galloway,(1983) *ibid*, p.164.

This section has identified three specific areas of organisation procedure which have been developed at the Hutt Valley Activity Centre: 'school climate', organisational procedures for staff, and organisational behaviour for students. Each of these areas interact, in the hope that the goals of the Activity Centre can be attained.

ACTIVITY CENTRE PROGRAMME

The Hutt Valley Activity Centre programme aims to provide an education which is directed towards the individual needs of the students who are attending. The approach is orientated towards a programme of "education for survival". In this section the programme will be described.

Students are expected to participate in all aspects of the programme, which includes field trips, and with the exception of art and craft, work exploration and to a lesser extent in the Correspondence School Programme, the range of options is limited. The programme is modular and high in content and requires insight and the ability to make connections, between making choices, and accepting responsibility for the consequences of these choices. This fact is explained fully to new students at the time they are considering a place at the Centre.

The staff see the Activity Centre programme as containing four elements:²¹

1. Academic work: The work is individualised by enrolling the students in the Department of Education Correspondence School programme.
2. Social education: social skills and health education.
3. Preparation for employment: seminars, discussions, and work exploration with local firms, on Wednesdays, vocational visits.
4. 'Education for living': craft, technical, physical education, environmental education.

Each section will be discussed in more detail:

21. Hutt Valley Activity Centre Prospectus, March 1984, p.p.3-5. (Refer to Appendix 13).

1. Academic

The Correspondence School provides a full range of secondary school subjects as well as special programmes for students of lesser ability.

All pupils are required to enrol in English and Maths, with other subjects being optional. Pupils are enrolled in subject levels on the basis of previous school reports and on various aptitude tests which are given to each pupil on entry to the Centre. Individual goals are set by pupils and are reviewed by the staff. All work is supervised by the staff and tuition is given on an individual basis. Photographs 1 and 2 show students working in their cubicles. Students who are strongly motivated may study a third subject, and if they have reached the appropriate level they may enrol for School Certificate or other examinations. In 1983, four students enrolled for School Certificate subjects.

All students participate in the drama programme.

Students of fifth form level or above are able to enrol, on a part time basis, in some of the options at the Petone Polytechnic, if this is felt to be an appropriate option for them.

An emphasis is placed on remedial education, for those pupils who require it. In May 1984 there were three students with severe reading difficulties (less than nine years of age on a measured test). The staff have found it very difficult to devote the time, to these students, which they need on a regular basis.

2. Social Education

(a) Health Education: The aim of this course is to enable students to understand and to control their bodies for the purpose of healthy living. The subject inter-relates very closely with the social skills and physical education programme.

Topics covered include:

- safety education (water safety, first aid)
- care of the body (physical fitness, prevention of disease, stress and relaxation)
- social and health hazards (smoking, noise, alcohol and drugs)
- nutrition and weight control
- education for leisure
- posture
- human development and relationships



1. & 2. Students doing Correspondence School Studies in their Cubicles



This course is taught to the group as a class and considerable use is made of visual aids, and visiting speakers.

- (b) Social Skills: Social skills works at 3 levels:
- (i) Emotional - to accept and learn to cope with emotions.
 - (ii) Personal - raising self-concept and expectations.
 - (iii) Interpersonal - relating individually and in groups with peers and adults.

The content of the Social Skills programme is related to the needs of the group at any one time, and is an amalgamation of resources and techniques, involving group discussion and activities, role play and role training, psychodrama and sociodrama, as well as individual activities and counselling. The following activities are covered:

- (i) self-discipline and awareness
- (ii) developing and maintaining trust
- (iii) increasing communication skills
- (iv) expressing feelings verbally and non-verbally
- (v) acceptance of self and others
- (vi) resolving interpersonal conflicts
- (vii) confrontation and negotiation
- (viii) anger, stress and managing feelings.

3. Work Exploration

The Work Exploration programme enables students to extend their interest and develop their ability while identifying realistic employment opportunities. Placement in Work Exploration is determined by the need to achieve a balanced programme for the individual student. Those students with a heavy academic work load, in exceptional circumstances may opt to spend Wednesdays working on their Correspondence school work, while those moving into employment may be advised to spend more than one day a week in the workforce.

Structured and detailed feedback is obtained from employers and students, enabling placement to be regularly assessed and progress monitored.

The Wednesday work placement is followed up on Thursday - students identify areas of personal concern which form the basis for counselling, goal-setting, and pre-employment and social skills input.

Student and employer comments are recorded on daily visits by the staff, and an Employment Report is completed by the employer at the completion of the minimum six week placement. The success of work exploration is reflected in the high student interest and the enthusiastic support of both state and private employers.

Pre-Employment Skills Programme

This course involves teaching the following topics:

- (i) values clarification
- (ii) decision-making strategies
- (iii) employment opportunity
- (iv) job seeking skills
- (v) employment-unemployment
- (vi) leisure

The programme enables students to clarify their values (work and other related values) and to see the connection between choices which they make, and to examine their own and other decision making strategies. The students practice making decisions that can be integrated realistically into their lifestyle. They also learn to identify job opportunities and to learn and practice job application skills. Consideration is also given to the issues of unemployment and leisure.

4. Education For Living

(a) Physical Education: The physical education programme aims, through physical activities such as games, athletics, sports, gymnastics and dance, to make the maximum contribution to the pupils' physical, social and emotional potential.

The approach to the programme is largely thematic.

Topics covered include:

- aquatics (swimming and life saving, sailing, windsurfing and canoeing). (Photograph 3 shows two students sailing)
- sportsmanship (softball, basketball, volleyball, rugby and minor games)
- improving physical efficiency (physical fitness activities and gymnastics)
- education for leisure (e.g. tennis, badminton, squash, grass skiing, horseriding and table tennis.
- aesthetic appreciation (music and movement)

(b) Environmental Education: This course aims to create an environmental awareness in the pupils by exposing them to challenges in outdoor pursuits (tramping, camping, orienteering, etc); by making educational visits to places of interest, and arranging visiting speakers who will deal with topics which are relevant to the needs of the students.

A one week camp in tents is held in the first and third terms, and students are involved in a number of challenging physical pursuits, educational visits, and leisure activities whilst at camp. Recent camps have been held at Lake Taupo and in the Tararua Ranges (in from Masterton). Photographs 4-6 show camp activities, at Waingawa, in the Wairarapa, taken in March 1984.

For half of the year, one afternoon each week is spent on Maori culture, and a further session is spent on Maori language. A number of people in the community, and other teachers contribute to this course. During the second term, as an extension of this part of the programme, a marae visit is arranged. In 1983, the Hutt Valley Activity Centre combined with an Education class from Massey University and stayed on a marae in Porirua, and in 1984 the Activity Centre combined with a Maori Language class from Naenae College and stayed on a marae near Masterton.

These marae visits have proved to be a valuable extension to the taha Maori programme and the Activity Centre pupils have shown an increased interest in Maori culture after such a visit.

(c) Art and Craft/Technical: Art and Craft options are based on pupil interest and the availability of resource crafts-people from the community as well as those facilities which the Centre has available. Options include:

screen printing, tie dyeing, drawing, painting,
bone carving, wood carving, sculpture, woodwork,
leatherwork and pottery.

These options are also available as electives within the timetable.

As often as possible skills are taught on a one to one basis with the assistance of volunteers from the community.

Students are expected to contribute to expenses incurred in their options. The principle of "user pays" is applied, but there is flexibility in cases of hardship.



3. Students Sailing



4. Putting up Tents at Camp



5. Preparation for Rafting



6. Campfire

Photograph 7 shows a student displaying some of her pottery, which was made during the art and craft programme.

In view of the changing employment/unemployment situation and expanding leisure time available, the development of this aspect of the programme has a high priority.

Lunch Programme

In addition to the school based programme the staff started a lunch programme in 1983, which operates on the four days each week that the students are in attendance at the Activity Centre. The purposes of involving all students and staff in a mid-day meal are to ensure that all students have at least one nourishing meal a day, to enable the students to learn domestic skills (ordering of food, preparation of meal, clean-up after meal, etc.) and to provide an additional opportunity for the staff and students to meet as a group on an informal basis. The addition of the group mid-day meal has only been possible in the last year with the employment of a P.E.P. worker at the Activity Centre. This person co-ordinates all aspects of the lunch programme.

The students pay \$2 each week (for four meals) and a subsidy comes from the activities account. The Activity Centre has good facilities and equipment for cooking to be done and visitors are often invited for lunch. Refer to photograph No.8.

The lunch programme has been found to be a useful learning experience, because all students are fully involved on a rostered basis, in all the various duties which are associated with the meal.

Health Care

All students are medically examined by one of the Department of Health doctors soon after they are admitted to the Activity Centre. For administrative convenience, the Activity Centre staff arrange for one of the medical officers to visit the Centre to medically examine students approximately three times per year. These examinations are carried out only with the students' permission. The staff feel that it is important that medical problems, which may not have been identified, should be treated. As part of the health care of students, audiometry tests (for hearing) are carried out at the



7. Student Displays Pottery which she Made
During Art and Craft Practical



8. Mid-day Meal at the Activity Centre

Occupational Health Clinic in Petone, and students who do not have their own dentist are enrolled for dental treatment with a local dentist.

At the end of each school year, or at the end of each course module, and field trip (camps and marae visits), students are asked to complete an evaluation sheet. It is pointed out to the students that they are to write honest comments on the sheet (their names need not be recorded). The purpose of the evaluation is to enable the staff to be able to assess more effectively the relevance and interest level of the students in a particular course or field trip. In Appendix 11 is a copy of a course evaluation sheet.

Comments from some of the evaluation sheets are as follows:

(i) Social Skills - things learnt in programme.

"How to relate to other people"

"Talking to visitors when they come"

"Learning how to trust other people"

"Tolerating people"

"How to be more open with people"

"How to treat other people and what their problems are"

(ii) Pre-employment skills - things learnt in programme.

"How to work independently"

"How to cope in a job situation with difficult people (employees)"

"About interviews for jobs"

"How to work at a problem"

(iii) Correspondence School - "What was the most valuable part of the programme?"

"Being able to work at my own pace and get work done"

"To be able to do my maths - I gained a sense of achievement"

"I learnt to do my own work because I hardly ever did my work atCollege"

"Learning to read poetry"

(iv) Physical Education - things learnt

"How to be patient when I am playing volleyball"

"I learnt basketball tactics that help me to handle the ball and shoot goals"

"How to get along with people - especially the teacher"

"I gained more confidence in swimming"

Many of the above comments reflect a possible improvement in the social skills of the students. The staff feel that this is an important objective in all parts of the programme.

Although the staff endeavour to run a fairly structured programme, this is often difficult with unforeseen diversions, minor or major crises which have developed with an individual or group of students and which may need immediate attention. There is a fairly regular 'turnover' of students at the Centre, which at times makes continuity in some parts of the programme difficult, as in health education, Maori language, and social skills.

In Appendix 10, are copies of the timetable which operated at the Activity Centre in Terms 1 and 2, 1984. It can be seen that some of the courses are of a modular nature and are not timetabled all year, for example, Maori culture, swimming, outdoor education, and educational visits.

This chapter has been concerned with the work group element. It has described the relationship which exists between some of the institutional elements of the model, (for example, bureaucratic expectations, and community involvement), and the need of the teaching staff to ensure that individual needs of the students are being adequately met.

CHAPTER EIGHT

THE INDIVIDUAL ELEMENT

The third element in the Getzels-Guba model is the individual. The model assumes that social systems are composed of personalities. The people in a school all occupy roles and positions, and all have unique needs. No two teachers or students in any school behave in exactly the same way. They have different personalities and needs that are reflected in their behaviour.

"Individuals shape the roles that they occupy with their own styles of behaviour." Hoy & Miskel¹ (1982)

As Hoy & Miskel² point out, it is necessary to know about the personalities that occupy the roles, offices, and statuses within the system. At the Hutt Valley Activity Centre, the people who are essentially involved in the institution are the two teaching staff, temporary worker, and the student group.

In this chapter, two case studies of former Hutt Valley Activity Centre students will be discussed in depth, in order to describe in words, the 'individual' element with which Ted is involved in his daily work. Each case study will deal with three aspects of the students' lives.

1. Prior to admittance to Activity Centre:
An outline of their educational and social level prior to admittance, and their reasons for being admitted to the Activity Centre.
2. At the Activity Centre:
 - (a) Personality - an outline of personality factors most influential in determining individual's performance, and their peer group relationships.
 - (b) Performance - an outline and analysis of their performance in all areas of the programme.
3. After leaving Activity Centre:
Their present status, observed changes since leaving Activity Centre, individual's impressions on the Activity Centre.

1. Hoy and Miskel, (1982), op. cit., p.60.

2. Ibid, p.60.

METHODOLOGY

The information for the case studies was collated to cover a number of people's perceptions and opinions concerning the students' personal, social and educational progress since attending the Activity Centre. Information was gained from the students' parents and guardians, work exploration employers, and from the Activity Centre teachers.

The third part of the investigation, which was concerned with the student after leaving the Activity Centre, was essentially gained from a semi-structured interview which the writer had with each student and a written appraisal which each student was asked to do. A copy of the questionnaire is in Appendix 12. Value judgements from the two Activity Centre teachers also formed part of this part of the evaluation.

This was essentially a qualitative and descriptive investigation, designed to show the personality, performance and life-styles of two students from a school perspective. A pseudonym is used in order to disguise the identity of the student.

The two students were selected on the basis of having completed a full school year at the Activity Centre in 1983, and had both left school for five months at the time the investigation was done.

CASE STUDY

'DEREK'

1. Educational and Social Background

Derek is the oldest of four children, and prior to being admitted to the Activity Centre he was in the fifth form at a College in the Hutt Valley. His parents are both employed by a manufacturing firm in a semi-skilled capacity and were described by Derek's social worker as being "Supportive, caring parents who are greatly disappointed with their son's behaviour. Mr 's concern has certainly been demonstrated by his unflinching attendance at each Court appearance." Derek hated home because of the pressures there and he turned to stealing because he didn't have any money. He had problems in communicating with his father, and he felt insecure in his family.

As his parents both worked and were frequently out in the evenings, Derek was usually left to his own devices. He would meet up with a group of friends and drinking alcohol and petty crime soon became a way of life for him.

Difficulties at school developed to quite a serious level in the fourth form, and his attitude was described as being rude and arrogant. Derek was frequently involved in fights, bullying and petty thieving, and truanted frequently so that he could be with his mates.

In 1982 he had three court appearances for burglary, and at the time was under Social Welfare supervision and was attending community work for previous offences.

His Social Worker in a Court Report stated:

".....has demonstrated he is unable at present to survive in the community, however he does have potential for better things."

Derek was placed in Social Welfare custody at the Epuni Boys' Home in Lower Hutt for three months, and amongst options which were seriously considered for him on his discharge was long term training at 'Kohitere' in Levin.

As his Social Worker could see that Derek had both leadership and academic potential she considered a placement for him at the Activity Centre, as a last chance.

2. Personality and Performance at the Activity Centre

The Activity Centre staff felt that Derek had a firm commitment to the Activity Centre from the start. He was warmly accepted by the students, but he maintained a low profile in the initial stage. The staff felt confident about his future and the group felt that he had definite standards.

Within a relatively short period of being at the Activity Centre Derek started to modify his anti-social behaviour in the community, but he said that he was 'hassled' by the police for the first two months, but after four months he felt the police were no longer 'on his back'. His parents, too, were equally relieved when the police no longer called regularly at their home.

Within four months of being at the Activity Centre, Derek received the following comments on his School Report:

"A keen and open supporter of the group. An enthusiastic team member with good leadership qualities which..... is learning to develop in positive ways.
.....has the personal qualities that would allow him to achieve some of his goals - he must identify these more clearly so that he can channel his energies and ability into achieving these.shows a willingness to discuss concerns and a commitment to following suggestions."

School Programme

Correspondence School:

His first term report from the Activity Centre indicated that he had definite academic ability, but that his effort needed to be consistent rather than spasmodic for this potential to be reached.

At the start of the next school year (1983), having completed just over one term at the Activity Centre, Derek set himself the goal of sitting three School Certificate subjects - English, Maths and Science. Initially he was very enthusiastic, he developed effective work habits and a determined approach. The comments from his Correspondence School teachers on the first half year report note his ability and attractively presented sets. In English however, whilst the quality of his work was sound, he had completed less than half the number of sets which he should have done.

In the second half of the year Derek did not work at all well on his School Certificate course. The work which he completed was of a high quality, but unfortunately in all three subjects he did not complete the course by the end of the year. In spite of the efforts of the teaching staff to keep him at his studies Derek was easily distracted into doing other things and unlike his efforts in the early part of the year, he did not take work home to do.

In the Correspondence School exams in October he gained 53% for English and Science and 43% for Mathematics. He did not spend his time just prior to School Certificate in effective study and he gained marks in the low forties in School Certificate.

Derek undoubtedly had the ability to pass all three subjects, and it was hoped that his need to gain passes in School Certificate in order to increase his chances of getting a place on a Maori Trade Training Scheme would motivate him to work to capacity.

Derek said to one staff member that he liked working at his own pace, but didn't like the pressure of completing a specified number of sets or having work goals set.

Art and Craft:

Derek had very definite aptitude and started tasks enthusiastically but he did not always complete the task. One of the projects which he started involved mounting matchsticks on a wooden board to form a Maori art pattern. In spite of spending several hours on the project, when he left the Activity Centre the project was left in the craft room incomplete.

Health Education:

He made a very useful contribution to the programme and in group discussions his viewpoints indicated that he had read widely and could give an intelligent opinion. Derek started off on his Health Education project in a conscientious manner, but he failed to complete it.

Social Skills:

Derek said that he had mixed feelings about the worth of this programme because he felt that there was too much talk. In spite of having this opinion, Derek made a very useful contribution to the programme, according to the teacher who took this subject.

Physical Education and Outdoor Education:

Derek is a very capable student in physical education. He has very good motor ability and is able to adapt easily to learning new activities. Physical Education was the part of the programme which he liked best, but he sometimes became frustrated at the fact that most of the students performed at a much lower level than he did. Although he had the ability to be an effective leader in team sports he did not reach his full potential because he was often reluctant to be more vocal in encouraging and leading his teams.

In outdoor education Derek was very enthusiastic and at the camps he proved to be an effective leader. He was very willing to develop his skills in outdoor education.

Work Exploration:

It took a number of weeks for Derek to adapt effectively to this part of the programme. His initial placement with an electrical firm he found routine and boring and his attendance became irregular. A placement with another firm, which was involved in doing electrical installation in industry, was very much to his liking. Derek felt that he was learning trade skills, and he enjoyed the company of the people with whom he was working. Derek stayed with this firm for a number of weeks (one day a week) and then did a full one week placement, as well as working for part of the May holidays with the firm on a paid basis. At this stage he had firmly made up his mind that he wished to do an apprenticeship in the following year in the field of electrical engineering, and he hoped to gain acceptance on the Maori Trade Training Scheme. The staff at the Centre hoped that now that he had clearly identified his vocational goal, he would work steadily in his School Certificate work.

3. Evaluation of Progress and Personality Changes since Attending Activity Centre

Derek made a definite improvement in most areas of the programme and he readily responded to the requirements of the programme. Derek enjoyed the change to a more structured programme, but he expressed concern about the fact that planned events did not always run on time because of other unplanned activities which sometimes took place.

In the Correspondence School Programme his lack of real effort, especially in the latter stages of final preparation for the exams, could be described as being very disappointing. He gained marks in School Certificate around 40%-45% in all three subjects, and the staff feel sure that had he made more effort he would have passed quite comfortably.

Derek could be described as quite an intelligent boy who made definite gains in social maturity whilst he was at the Activity Centre. He had the ability to motivate others by "leading by example" and he showed mature judgement most of the time. His end of year Activity Centre Report stated:

".....strong leadership of the group was reflected in the time and energy he put into his role as student representative on the Management Committee and in his willingness to spend time finding constructive ways in which to make things work effectively for his peers. A thoughtful and valuable contribution -

always open to working with staff and for others."

Derek considers that he matured during his time at the Activity Centre and he felt that he was able to set goals which he never thought were possible. His criminal offending in the community almost ceased whilst he was at the Activity Centre, and he felt that he was able to, and needed to, establish more clearly who his friends should be. The students described his strengths as being calm, easy-going, active, a leader, caring, mature, having a good sense of humour, trustworthy, friendly, helpful, tolerant, responsible, respectable, constructive and outspoken.

As Derek had little effective contact with his parents, the Activity Centre provided him with a sense of belonging, and seemed to represent the family to him.

A P.E.P. worker³ with qualifications in teaching and counselling who was working at the Activity Centre during part of 1983, identified the following changes in Derek since he attended the Activity Centre:

- (i) He attends regularly and punctually. He did not miss one day that the Centre was open in the last half of the year.
- (ii) He has completely revised his value system.
- (iii) He is able to work relatively independently.
- (iv) He is able to present his viewpoint.
- (v) He has developed leadership qualities.
- (vi) He has developed the confidence to say 'No' to his mates.
- (vii) He is able to make connections for himself and to see the consequences of decisions or actions.
- (viii) He is less defensive and hostile towards authority figures.
- (ix) Although he has difficulty meeting older people and initiating conversations, he is certainly more relaxed and at ease than previously.
- (x) He has set himself educational goals and worked to achieve these.
- (xi) He no longer values violence as evidence of a person's strength.
- (xii) He has ambitions and interests concerning his future.

3. Lenk, C., Unpublished paper, 1984.

4. Status Since Leaving Activity Centre

Derek decided to return to a secondary school in the new school year, as his application for a place on the Maori Trade Training scheme in electrical engineering was not successful. Derek indicated to the writer that after four weeks at secondary school he was enjoying it and had settled in well. Much to the writer's surprise, two weeks later, Derek left school and with no fixed plans for the future. He was reluctant to enter the Department of Labour S.T.E.P.S. programme, even though registered as unemployed, and he made only a minimum effort to get a job, in the opinion of the writer.

He frequently called into the Activity Centre and he did not appear to be unduly concerned about getting a job. It is to his credit that he was able to handle quite effectively the difficulties which he was encountering in living at home with his parents. As far as the Activity Centre staff are aware, in the five month period after he had left the Activity Centre, he was involved in only one criminal activity, but he was not caught.

Derek was interviewed by the writer five months after leaving the Activity Centre. He felt that he had gained the following from his attendance there.

(a) Educational:

Building up tempo for work and building up self confidence in doing things. He felt that his performance in school work, through the Correspondence School programme, was much better than the effort which he made at his previous school.

(b) Socially:

Derek stated:

"I find it hard to describe myself but I'll try the best I can. With pressure coming from friends and social life I can safely say that I've learnt to control the pressure slowly, but surely. I've come to the point now where I've grown fairly mature and have to face the hardest challenge of all: the big world around me. The Centre has changed me in many different ways. Firstly, to accept responsibilities which I could no way at all accept before. Secondly, to self-motivate myself whenever I feel negative about something that's happening. Thirdly, to treat people with respect and gratitude mainly because they are human too, and accept them as they are. Fourthly, to build up trust

with people around. I found out that the reward for trust is friendship and respect."

Derek stated that dealing with people was one of his worst handicaps when he came to the Activity Centre. He now felt that he was able to turn away from anti-social situations with his peers, where he would previously have joined them.

(c) Preparation for the Workforce:

Derek said that he had overcome his shyness for interviews and had developed the confidence to work an eight hour day. He said that through his attendance at the Activity Centre, he had learnt what jobs were available to him. In spite of not having a job at the time of the interview, five months after leaving the Activity Centre, Derek felt that he was able to socialise better in the work situation and had overcome the communication gap between himself and employer.

Derek stated that the difficulties which he had to face at the Activity Centre when he first went there were:

"If I was corrected by someone else if I said something, the group pressure to do things in the initial stages which I may not have wanted to do."

In response to the writer's question about hopes and anxieties which he had about his present situation, Derek expressed concern about his home life, and how his father was concerned about his living situation, because he was living at different places. Derek expressed concern about his present social life; the constant bickering amongst his peer group and that he had just lost his girl friend as well as losing a couple of good friends. His third concern was in trying to get a job - which was his main hope for the future. He said that he found it difficult to survive on \$59 a week unemployment benefit.

Derek was then asked to write a page describing himself as a person, indicating strengths, personal qualities and areas which he felt he could improve on. He was also asked to write about what he felt he had learnt about himself since leaving the Activity Centre. He wrote:

"Since leaving the Centre, I've found that the outside life can be pretty cruel, socially and financially. It really is a big cruel world out there and if the kids at the Centre want some advice then don't leave school without a job jacked up. The closest I've ever got to a job is a 'blow-job'. And even that is hard."

A week after this interview Derek was invited by the writer to attend the Activity Centre, along with another former student, to give advice to two groups of students - those who joined the Activity Centre last year, and those who joined this year. It was felt by the writer that the values which these two former students held may assist in modifying the attitudes and values of the present group of students who were attending the Activity Centre. Derek told the newer group of students:

"At the Activity Centre there are two groups; the 'shepherds' (the students who have been at the Activity Centre for a while) and the 'sheep' (the new students). It is essential that you new pupils follow the old pupils as they know the system. As new pupils you should not try and move into the group too fast."

It can be seen that Derek has established a clear value system for himself, and has been able to clearly identify what benefits he gained from the Activity Centre. Although he states that he wants a job, it is the writer's opinion that he may be more content at the present time to not work and manage on his unemployment benefit, in view of the fact that he has not made the most of possible job and work scheme opportunities which are available to him.

CASE STUDY

'KAREN'

1. Educational and Social/Family Background

Karen's unsettled home background is considered to have been a major factor behind many of the difficulties which Karen experienced in adjusting to both the school environment and the type of social life which she led as a teenager.

Karen has a younger brother and sister, and her mother and father separated when she was nine. Karen stayed with her father and brother and sister and soon found herself in the role of running the house. Her father had difficulty in controlling and disciplining her. Karen started keeping company with people a lot older than herself and was frequently living away from home, at thirteen years of age.

Her father sought counselling assistance for the family and this resulted in Karen being placed in a residential school which was run by a church. She was nearly fourteen when she was placed in this school which was located outside of the Wellington region, and she stayed there for nearly a year.

She returned to her father's home and attended secondary school for her fourth form year. Karen's main difficulties at school were truanting; out of 169 days, Karen was absent for 84 days. The College regarded the father as being concerned, but ineffective. Karen said that she resented being told what to do at school and that she was the person who initiated trouble in class.

The College referred Karen to the Department of Social Welfare because they were concerned about her truanting and the way she was spending her time. In addition to her truanting at school, Karen frequently took herself to the sick bay at school - on an average about three times a week. The school nurse said that she was always complaining about some illness. Karen was at one stage diagnosed as having an appendicitis, and apparently when her appendix was removed in hospital it was found that there was nothing wrong with it.

It was Karen's father who heard about the Activity Centre and approached the Social Welfare Department requesting her referral. One of the teachers at the secondary school where Karen attended stated on the Activity Centre referral form:

"I referred.....to Social Welfare as the school had absolutely no success in keeping.....at school and because I was concerned about what she was doing with all her free time, particularly as she was not 15."

2. Personality and Performance at the Activity Centre

After starting at the Activity Centre, Karen gave people the impression that she was both self confident and socially sophisticated. The image which she projected was that she had her life under control. Her abrasiveness with the other students and her attitude of "knowing it all" caused her some initial difficulties with her peers.

When Karen began at the Activity Centre she moved to Petone and lived with her mother. Karen continued to be pre-occupied with her own health problems and those of her mother. Her mother also had other difficulties in that she was an alcoholic and at that stage she was not receiving treatment. For these reasons, Karen would often

arrive at the Activity Centre late because of problems at home. Although she felt the need to talk about her home difficulties she appeared to be able to cope appropriately and responsibly and manage the practical requirements of the situation.

Karen was careful, in her initial stages of being at the Activity Centre, to avoid situations where she felt inadequate, or where she felt that she might have difficulties. These were essentially in group related tasks and activities. She would often make all sorts of excuses to avoid becoming involved with the group when she did not feel comfortable about it.

The most noticeable improvement in the initial stages of Karen's enrolment at the Activity Centre was in her attendance. She missed only one full day in her first two months of attendance at the Centre.

Her initial school report to her parents, after two months of attendance at the Activity Centre, stated:

"Correspondence School:

There seems to be a genuine commitment onpart to catch up on some of the work she has missed this year.

Outdoor Pursuits and Cultural Activities:

She has often not participated due to illness, but she expresses enthusiasm.

General Comments:

.....has a pleasant open personality and now that she is more relaxed in the group, should realise her potential next year."

School Programme

(a) Correspondence School:

Karen felt that she performed better in the individualised programme provided by the Correspondence School because she had the freedom to work at her own pace. In the first term Karen did very little work in the English and Maths course in which she was enrolled. She was also enrolled at the Petone Technical Institute to do a course in learning shorthand-typing, but she did not show any real commitment to the course, her attendance was very irregular and she withdrew after ten weeks.

In the second term there was a substantial change in Karen's attitude to the Correspondence School programme. She became self-motivated, and was able to establish clear goals for herself and work to attain them. Karen read widely and this undoubtedly assisted her written expression.

At the end of the year she sat School Certificate English and gained 65%, and had only one test to do to complete the Wellington Fifth Form Certificate Maths course.

(b) Art and Craft:

In art and craft she developed an interest in pottery in the later part of the year and she worked conscientiously in this part of the programme. It was hoped that this might develop into a leisure time interest for her.

(c) Work Exploration:

Karen took complete responsibility for organising her work exploration placement after spending five months at the Centre, and she spent the rest of the year working at a car wrecking firm. She demonstrated a very definite aptitude in working as a motor mechanic, and she gained a lot of personal satisfaction from this one day a week work placement. Karen's boyfriend also worked at the same place, and this undoubtedly increased Karen's enthusiasm for working at this firm. Her employer considered that Karen was enthusiastic and was a good and trustworthy worker.

(d) Physical Education:

Initially Karen was very reluctant in physical education. She lacked confidence and her recurring illnesses and injuries often restricted her participation.

She improved during the year, but she disliked applying herself to "physically active" activities. Karen did show particular strengths and interest in the swimming programme.

(e) Social Skills:

Karen made a positive and constructive contribution in group discussion where she often took a leading role. She was often able to motivate other students and was always very direct in what she said to people.

3. Evaluation of Progress and Personality Changes since Attending Activity Centre

Karen made very considerable changes in the fourteen months which she spent at the Activity Centre. Karen's work habits possibly changed because of the informal approach and less pressures and demands were placed on her in comparison with College. She was able to progress at her own rate and to build up her own confidence and self-discipline. This was quite apparent in the Correspondence School programme.

The Activity Centre enabled Karen to have 'space' to attend to her personal and family difficulties, which were important to her. She was able to receive assistance from both the staff and her peers and to increase her self-confidence in dealing with people. By the end of the year it was quite clear that Karen was setting high standards in discharging her duties around the Centre and she was often able to take the initiative in motivating her peers.

Karen's end of year report from the Activity Centre stated:
 ".....is a pleasant pupil and shows mature judgement. She has a tendency to become impatient with herself and others, but she is improving. We are very pleased with the conscientious effort which she makes in all parts of the programme, and she should be a very positive asset to an employer."

Karen maintained a steady relationship with her boyfriend, who was twelve years older than her, during the time she spent at the Activity Centre. She moved into a house to live with him during the year, with the support and approval of her mother. Karen spoke openly of her desire to have a baby, and the staff at the Activity Centre discussed the consequences with her of this course of action. She became pregnant during the latter stages of the year and was delighted at the prospect of having a baby. She continued to attend the Activity Centre, but she was careful in most activities, especially in physical education, not to extend herself, because she was afraid of having a miscarriage. She sat her School Certificate English exam when she was four months pregnant.

Five months after leaving the Activity Centre, the writer interviewed Karen at her home, to gain impressions on the fourteen month period which she had spent at the Activity Centre. Karen at this stage had a baby who was three months old. Karen felt that she would not have sat School Certificate had she not had the opportunity of studying for this at the Activity Centre. She felt that she was now able to get along better with other people, and to help fellow students with their problems. She stated that she had learnt "to keep her mouth shut" when this was necessary, and to realise that she was not the only person who had personal problems.

In discussing with Karen what improvement she had made in her social skills whilst at the Activity Centre, she wrote the following comments:

"Since I've been at the Activity Centre I think I have learnt to be more tolerable and patient about things. I am more trusting than before. I can get on better with people now, but I still need to learn to control my mouth. I find now that I can understand other people better and can relate to people much easier. More importantly, I believe in myself, and that I can do almost anything if I try, whereas before I wasn't good enough or didn't think I was. I've also learnt to control myself and my temper and that you have got to take the good with the bad."

The writer discussed with Karen her work exploration placement. She said that she soon realised that the working life was more involved than she first realised and how important it was to keep to the standards which an employer required, as far as getting to work on time was concerned, and completing tasks which were given to her. Karen enjoyed working with cars and the work placement led to her getting a holiday job with her 'work exploration' employer. She said that, had she not had a baby, she would have endeavoured to get an apprenticeship as a motor mechanic, and that she still hoped to work in this field at some time in the future.

Karen felt the most difficult situation which she encountered whilst attending the Activity Centre was an incident which occurred early in her last term at the Activity Centre in which she was rude and abusive to a swimming pool receptionist when she was on a school trip. She said that she very much regretted the embarrassment which

she caused the other students, which was precipitated by her being in a depressed state on the day concerned. Karen indicated that she was disappointed at being unable to participate in some of the P.E. and outdoor education activities, such as basketball and volleyball and being unable to go to the Activity Centre camp, when she was pregnant.

When asked what advice she would give to new pupils entering the Activity Centre, she said:

"Be yourself and don't try to impress other people."

She spoke on this issue, in more depth, when she was invited to attend the Activity Centre and meet pupils who had recently joined.

Karen's main expectations were that her baby lives, and that she would like to gain some more School Certificate passes, and get a motor mechanic apprenticeship at some future time. It was also her desire to own her own house.

The concluding comment which Karen wrote in her self-appraisal perhaps sums up the overall progress which she made whilst at the Activity Centre:

"I think my main strength is being able to listen and understand about other people and their problems, which makes me feel better. I think the Centre is worthwhile to other kids who need to get their 'act' together - it certainly helped me."

These two case studies describe two students of different personality and background, and they help to illustrate the individual element of the model, which this study is based on. Both of these students could be said to have made definite progress at the Activity Centre in a number of areas. They have definite values and they both acknowledge the influence of the group at the Activity Centre in assisting them to make changes. They regard themselves as being both better and happier people.

Both of these students have adjusted and integrated so that they could fulfil both the nomothetic or institutional requirements of the Activity Centre and the idiographic or personal requirements as they apply to them. As Figure 3, in Chapter Five, indicates, the extent

of congruence of expectations and needs depends on role expectations (of the institution) and personality (of student or staff member). It could be said that the progress which both of these students made was because the Activity Centre helped them to meet their needs, and they fulfilled the expectations of their role at the Centre. In addition, the leadership-followership style (refer to Figure 4) at the Activity Centre, appeared to be appropriate to the needs and dispositions of these two students.

CHAPTER NINE

CONCLUSION

This study was a qualitative description of the Hutt Valley Activity Centre applying the Getzels Guba social systems model to organise the data which had been collected. The research was essentially concerned with the organisation and management of the Centre.

The model outlined in Figure 1 and modified by the writer (refer to Figure 2), proved to be suitable for the research task, in undertaking this study.

Activity Centre students, as a group, are highly delinquent, and they present severe behavioural problems both at school and at home. These students are impulsive and have great difficulty in controlling their feelings of anger and they express their frustration through their behaviour. In an Activity Centre, the challenge lies in helping them find more constructive ways of expressing their feelings.

The Hutt Valley Activity Centre is a small unit dealing with students who have severe behavioural problems at school, and often at home. The reality of daily life at the Centre, involves Ted in most aspects of the three elements of the model which have been described.

The institutional element of the Activity Centre has been described in terms of certain roles and expectations, which are organised to fulfil the goals of the system. There are certain imperative functions that need to be carried out in certain routinised patterns. These functions - governing, educating, policing, for example - may be said to have become "institutionalised" and the agencies established to carry out these institutionalised functions at the Activity Centre may be termed "institutions". The bureaucratic dimensions of the Activity Centre, which include rules, regulations and policy, can be regarded as one of the institutional elements of the systems model which is being utilised.

The development of the Activity Centre is of particular significance in the 'institutional element', in showing the bureaucratic involvement from the Department of Education, Naenae College and contributing agencies and departments. The current system of administrative control and staffing has developed over the eight year period the Activity Centre has been in existence, and more especially in the period since 1976 when the Centre gained official recognition from the Department of Education.

The Activity Centre is accountable to the Principal and Board of Governors of Naenae College, with a Management Committee providing the necessary support in terms of policy and administration. As with any state school, the Activity Centre is also obliged to follow certain regulations and procedures, for example, admittance of new students, Correspondence School enrolments, approval of overnight field trips, employment of relief teachers, etc., which have been established by the Department of Education.

The Activity Centre is staffed by only two full time teachers with a small amount of ancillary assistance. This involves both the Director and assistant teacher in carrying out a diversified range of administrative and professional duties. The present job descriptions, including that of the P.E.P. worker, were developed on a consensus basis, by discussion, trial and evaluation. The lack of a permanent administrative assistant places an added burden on the teaching staff, which at times means a compromise on the time which they would like to spend on duties of a professional nature.

In Chapter Six, the section 'School and Community' describes the variety of Government and community agencies which contribute in a variety of ways to professional decision making, resources and the educational programme at the Activity Centre. A close liaison is maintained with parents and guardians of the students, and they are expected to be actively involved in the educational progress of their children. There is a considerable amount of input from the external environment (beyond the Activity Centre) into the Centre, in terms of students, materials, information and cultural values. These undoubtedly affect policy and decision making. The Activity Centre hopes to return to the environment (the community at large), students who are better educated, socially adjusted and better prepared for the work force. Because of the exchanges, which the Activity Centre makes with the environment, it could be regarded as being an 'open system.'

The second element of the model is the work group which has been described as being the dynamic relationship between bureaucratic role demands and individual needs. The work group element at the Activity Centre comprises the staff and students.

The composition of the group has been described, and based on two empirically based research projects which were carried out at the Activity Centre. Some of the expressed values and attitudes of a general nature and on health and illness are described.

An important organisational procedure which has been developed (to maintain group cohesiveness, a feeling of personal integrity and self respect), is that students are involved in some of the decision making, and there is an emphasis in the programme on catering for individual needs and differences of the students, where possible.

There is a firmly established criteria for admission to the Activity Centre, and the selection of students who meet this criteria involves a fairly structured process to ensure that students who are admitted to the programme will be able to co-operate with the group and will benefit by attending. Assessment of students' progress is done in a variety of ways, to aid the staff in decision making, to motivate students and to convey information to parents, guardians and prospective employers.

The Activity Centre programme has been described as being orientated towards a programme of 'education for survival'. It covers a diversified range of subjects, with a strong emphasis on practical activity in each. Whilst the programme is structured, there is a degree of flexibility which is built into it to ensure that the individual needs of each student can be met. The Activity Centre staff, in consultation with other people, have a considerable degree of autonomy in deciding on the nature of the programme and how it is to be administered.

The third element in the Getzels Guba model is the individual element. This comprises the different individuals in a group; their personalities, the way they shape the roles that they occupy, their needs and expectations. This element was illustrated by reporting on two in-depth case studies which the writer did with two former students. This investigation described the personality, performance and life style of the students, including their reflections five months after they had left the Activity Centre.

RECOMMENDATIONS FOR THE FUTURE

As a result of this investigation, some recommendations for improving the administration and management of the Hutt Valley Activity Centre are proposed.

1. Staffing

By overseas standards, and in comparison with other Activity Centres in New Zealand, the Hutt Valley Activity Centre is grossly under-staffed.

It is recommended that .5 of a teacher, on a part-time basis, be appointed, and that ancillary and clerical assistance be increased from 10 hours to 25 hours weekly.

2. Buildings

At the present time the Activity Centre has insecurity of tenure of the building which it occupies, as the lease expires in May 1985. There is an urgent need for the Department of Education to ensure that a long term lease on the building is negotiated with the landlord, the Y.M.C.A. National Council, with a view to purchasing the building.

3. Professional visits by staff

The Activity Centre staff are professionally isolated from having contact with other people involved in special education.

It is recommended that the Department of Education allows the Activity Centre to have a time allowance of up to eight days per annum, to enable the staff to visit organisations and departments which are related to the Centre and its students.

4. Travelling Expenses

The Hutt Valley Activity Centre serves a large geographical area, including Wellington, the Hutt Valley and Wainuiomata, which involves the staff in travelling large distances in any week, to supervise student work exploration placements, to make home visits, travelling to Naenae College and other places for administrative purposes, in addition to transporting the students on educational visits.

It is recommended that the Activity Centre van running costs, which are at present funded by student and staff fundraising, should be reimbursed by the Department of Education up to 1,000 kms. per term.

Travelling expenses, which the Activity Centre staff incur in the use of their own vehicles, should be increased from 400 kms. to 600 kms. per term.

5. Management Committee

The Management Committee does not adequately represent the present level of community involvement in the Activity Centre.

It is recommended that the Management Committee should be increased to enable representation from the following groups; Department of Social Welfare, Psychological Service, secondary school guidance counsellors in the Hutt Valley, Youth Aid (Police) and Maori Education advisory officers. It is envisaged that these people, as well as the present people on this Committee, would meet once a term. Its functions would be: (i) to receive and comment on reports from the Director and possibly from members of the support services, (ii) to maintain general oversight, and (iii) when appropriate, to help stimulate interest and involvement in the Activity Centre's work throughout the local community.

The present core committee could meet twice a term, and its functions would be:

- (i) To maintain regular professional and administrative oversight of the Activity Centre.
- (ii) To attend to bureaucratic details, such as financial management and liaison with Naenae College.
- (iii) To receive and comment on a report from the Director.

Suggestions for Future Research

As a result of this study, the writer was able to identify two areas in which further research could be useful:

1. A follow-up on Activity Centre students, two years after they left the Centre. The research could be designed to focus on the students' present and future educational and occupational goals, self concept, and extent of offending in the community.
2. In view of the limited resources to cater for New Zealand secondary school students who are suspended indefinitely from school (only ten Activity Centres), it would be useful to have reliable data on the extent of this problem.

The Hutt Valley Activity Centre in its relatively short period of development has established itself as being a viable alternative to a mainstream secondary school, in catering for the needs of a small group of disruptive students. Its effectiveness could undoubtedly be improved if there was an increase in the resources which have previously been described.

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APPENDIX 1STAFFING OF ACTIVITY CENTRES

The following is the staffing establishment of Activity Centres in New Zealand as at 30 November, 1983.

This paper has been written to point out the fact that the staffing provision at Hutt Valley Activity Centre is considerably lower than the other Activity Centres.

1. AUCKLAND

2 full time teachers (Director on a P.R.2)
 20 hours per week, part-time teaching (shared by 2 teachers)
 5 hours accilliary time allowance per week
 4 hours administrative " " "

2. PAPAURA

2 full time teachers (Director on a P.R.2)
 12 hours part-time teaching per week
 12½ hours administrative assistance

3. HAMILTON

2 full time teachers (Director on a P.R.2)
 15 hours ancilliary time per week.

4. NAPIER

2 full time teachers
 1 part time teachers (4 half days per week)
 1 teachers aid - 5 hours a week
 1 clerical assistant - 10 hours per week

5. AKINA (Hastings)

2 full time teachers (No P.R. Post) and one of these teachers has been classified as a relieving teacher, since the centre opened on an official basis in February, 1981.

25 hours per week (except for holidays) allowance to cover administrative and teacher aid assistance.

6. MANAWATU (Palmerston North)

2 full time teachers (No P.R. position)
 25 hours per week administrative assistance

- 2 -

7. CHRISTCHURCH

2 full time teachers (Director on a P.R.2)

20 hours per week ancilliary assistance

8. DUNEDIN

2 full time teachers (Director on a P.R. 2)

22 hours per week ancilliary assistance

9. HUTT VALLEY

2 full time teachers, (Director on a P.R.2)

10 hours per week of which 5 hours per week is retained by Naenae College to cover the administration work done for the Activity Centre.

N.B. No other School Board which has an Activity Centre under its control retains any of the ancilliary allowance to cover the administrative work which they do for their Activity Centre.

COMMENTS

- (i) It can be seen from the above objective outline, that with the exception of the Hamilton Activity Centre that the other Activity Centres have approximately a 30 per cent better staffing allowance than the Hutt Valley Activity Centre has.
- (ii) The Hutt Valley Activity Centre accepts pupils from all over the greater Wellington area as we are the only Activity Centre in the Wellington region. At present the Centre has pupils on the roll who reside in Upper Hutt (3 pupils) Wainuiomata and Newtown, Wellington. The effect of this is to involve the Hutt Valley staff in a lot of travelling time to supervise the weekly work exploration days, as well as making home visits, when these are necessary.

In addition, the Centre received more than 90 referrals for admission during the first 2 terms of 1983. This resulted in a considerable amount of time in processing applications. It is in this aspect of the work especially that administrative assistance is required.

The effect of the lack of a realistic time allowance to cover teacher aid and administrative duties is that far too much time is spent by the two teachers at Hutt Valley Activity Centre in doing these duties often at the expense of professional involvement with the pupils.

- (iii) Staff at Activity Centres do not have tea breaks and lunch breaks, when they can "escape" to the staffroom and be free of pupil contact as in a mainstream school. It is difficult for an Activity Centre staff member to be absent even during the lunch hour, for a few minutes, as it is generally felt that there must be two staff on duty at all times throughout the day when pupils are in attendance.

- 3 -

- (iv) In view of the above facts I would like to request that our Management Committee gives serious consideration to setting up a sub-committee consisting of senior members of the Board of Governors and our Management Committee to press for the following changes to our staffing schedules.

OUR ANCILLIARY STAFFING BE INCREASED FROM 10 HOURS PER WEEK TO 25 HOURS PER WEEK. THERE BE AN ADDITIONAL TEACHER APPOINTED ON A .5 BASIS.

- NB. It is interesting to note that the Management Committee made the same recommendation given above to the Regional Superintendent of Education on 25 November, 1980. A similar request is recorded in Management Committee minutes on 19 March, 1981.

GRANT C JONES
DIRECTOR, H.V.A.C.
12 February, 1984.

APPENDIX 2HUTT VALLEY ACTIVITY CENTREJOB DESCRIPTIONPOST - DIRECTOR:SPECIFIC OBJECTIVE

To ensure the smooth running of the Centre - to maintain stability and a good 'teaching/working tone' by supporting staff and encouraging pupils.

KEY TASKS

- a) Responsible for administration and management of Centre and to make reports where necessary to the Principal and HV Centre Management Committee.
- b) Supervise the academic programme and link with the Correspondence School.
- c) To develop professional leadership of Centre (aid with developing "consensus" views) for the benefit of pupils in Centre.
- d) To maintain a close liaison with Naenae College and other Colleges in the area: Government Departments (Police, Social Welfare, Maori Affairs, Psychological Service), Community organisations, and represent the interests of the Centre where necessary.
- e) Manage the Centre's financial budget and gain additional finance as required.
- f) To maintain discipline and to develop a good 'learning climate'.
- g) Providing additional suitable auxiliary people (in consultation with staff) to enrich the educational programme of the Centre.
- h) Developing good public relations.
- i) Evaluating instruction: planning, instrumenting, organising and implementing procedures for data gathering, analysis and interpretation, and decision making for improvement of instruction.
- j) To always be prepared for CHANGE and the UNEXPECTED.

SPECIFIC CURRICULUM RESPONSIBILITIES

- i) Educational visits
- ii) Correspondence School work and other academic teaching on an individual basis
- iii) Physical Education
- iv) Health Education
- v) Group meetings

SHARED CURRICULUM RESPONSIBILITIES

Environmental education

SPECIFIC WELFARE AND ADMINISTRATIVE DUTIES

1. Pupils' Health
Dentistry
Medical examinations
Vaccination
Psychological testing (where necessary) and link with
Psychological Service
2. Educational Visits and Trips
Organisation) accommodation, travel, equipment
Planning)
Budgeting, funding
Notices and parental permission
3. Equipment/Materials
Inventory of current equipment
Recording of new equipment
Applications for and ordering of new equipment and stock catalogues
Insurance
4. Maintenance
Buildings
Heating and lighting
Equipment
5. Cleaning Contract
Link with College and allocation of finance
6. Finance
Supervision of accounts, liaison with College administrative staff
Application for reimbursements
Allocation of funds
Supervision of order book
Application for special grants
7. Correspondence School
Enrolments
Liaison with Correspondence School
Supervision of pupils' work
Packaging of sets
Recording when completed
Return and collection of work to and from Correspondence School
Fees
Evaluation of pupils' individual progress
8. Staffing
Supervision of permanent/part time/temporary/PEP workers
Special allowances
In-Service training/workshops
Instructional leadership
Liaison with College

SHARED ADMINISTRATIVE RESPONSIBILITIES

Liaison with pupils' parents, social workers, Psychological Service, Youth Aid and other people who are professionally associated with the pupils.

HUTT VALLEY ACTIVITY CENTREJOB DESCRIPTIONPOST -SPECIFIC OBJECTIVES

To assist the Director in the smooth running of the Centre - to maintain stability and a good 'teaching/working tone' by working with other staff and encouraging pupils.

KEY TASKS

- a) Assist with the educational programme which operates at the Centre and take responsibility for certain areas of the programme.
- b) To assist with certain administrative tasks which are detailed below:
- c) Assist in developing good public relations.
- d) To always be prepared for CHANGE and the UNEXPECTED.

SPECIFIC CURRICULUM RESPONSIBILITIES

- i) Social skills programme
- ii) Pupils' Work Experience and Pre-Employment skills programme
- iii) Art and Craft and Technical education

SHARED CURRICULUM RESPONSIBILITIES

Environmental education

SPECIFIC WELFARE AND ADMINISTRATIVE DUTIES

1. Admissions/Referrals
 Contact for referrals
 Liaison with agencies
 Interviews
 Testing
 Roll - monitor attendance
 Personal files
 Reports
2. Transport
 Pupil travel and reimbursements
 Teacher mileage and allowances for College Counsellor and for work exploration
3. Vehicle
 Maintenance
 Garaging
 Cleaning
 Allocation of use
 Mileage log
4. Equipment/Materials
 Storage

.....2

2.

5. Cleaning Contract
Rostering of pupils
6. Work Exploration
Interviews, counselling
Contacts with employers and public relations
Visits to pupils on the job
Reports from employers
Work exploration follow up
7. Centre Library
Ordering new books, periodicals, school departmental and
agency publications
Maintenance of books
8. Correspondence School
Academic testing of pupils on admission
9. Finance
Fundraising

SHARED ADMINISTRATIVE RESPONSIBILITIES

Liaison with pupils' parents, social workers, Psychological Service, Youth Aid and other people who are professionally associated with the pupils.

HUTT VALLEY ACTIVITY CENTREJOB DESCRIPTION: PEP WORKERKEY TASK

To assist the Activity Centre staff in carrying out newly created tasks as specified below - designed to increase the effectiveness of the Activity Centre.

QUALITIES NEEDED

- 1) The applicant should preferably be professionally qualified either as a school teacher, community worker, or social worker.
- 2) Experience and/or the aptitude to carry out community work of a professional nature and to have the skills necessary to carry out a research project on the Activity Centre.
- 3) The applicant would need to be a warm and outward going person able to relate easily to people, to adults, and to maladjusted adolescents.

OUTLINE OF DUTIES

- 1) To carry out a research project investigating the effectiveness of each area of the school programme.
- 2) To prepare and gather resources for setting up a new art and craft and technical project.
- 3) To investigate the possibility of setting up of temporary foster homes for pupils in a serious crisis situation at home and to form a close liaison with Social Welfare Department and other community agencies.
- 4) To set up a remedial reading resource facility.

RESPONSIBILITY

The applicant would be responsible to the Management Committee of the Activity Centre, through the Director.

JOB DESCRIPTION - PEP WORKER

ADMINISTRATIVE ASSISTANT: As currently registered with Department of Labour

KEY TASKS:

To assist with some newly created professional projects and to assist with some specified administrative tasks which are essentially newly created.

The basis of these tasks, in order of priority, are:

- 1) To endeavour to keep within PEP worker guidelines as defined by Department of Labour and to avoid teaching duties likely to conflict with PPTA policy.
- 2) To meet the needs of the pupils and staff at HVAC, within the duties which are specified below.

A. Professional duties

- 1) To be involved with an empirically based evaluation on the effectiveness or otherwise of the current structure, policy and programme of HVAC.

NB: With reference to above task:

The synopsis for this task will be drawn up by the Director, but in consultation with _____ to ensure that objectives of the study are met. The Director will be involved in a small part of the evaluation, but in consultation with _____ who will carry out the major part of this study. This task would be carried out essentially on work experience days, and after 9 December, and at other times where it does not conflict with other specified duties.

- 2) To take responsibility for the daily lunch programme but in consultation with the teaching staff, and within an agreed framework of the finances and involvement of other people, etc.
- 3) To maintain and update the careers resource material and disseminate information when requested.
- 4) To administer educational and other tests to pupils on an individual basis, provided this does not conflict with PPTA policy. (To be checked).

B. Administrative Duties

- 1) Maintain the library: record new books, repair old books, keep library tidy, oversee books which have been issued.
- 2) Arrange for pupils' dental visits and medical examinations and follow up treatment where necessary. Keep records in pupils' files.
- 3) Request the brown enrolment cards from previous schools for all pupils once they have completed their probationary period.

- 4) Assist teaching staff with miscellaneous administrative matters on two afternoons per week at times to be decided, essentially in connection with the above and our link with Naenae College.

C. Allocation of time to duties

An approximation of expected time allocation would be, in Term 3:

- .3 time to lunch programme and related administration (approx. 10 hours per week)
- .25 Evaluation study (approx. 9 hours per week)
- .25 to developing resource material for teaching staff, and to assisting pupils on an individual basis as detailed above. (approx. 9 hours per week, ~~Monday/Friday~~). *Tue / Thurs*
- .2 Time to administrative tasks (approx. 7 hours per week)

Hours - 37½ per week as laid down by Department of Labour. Glide time may be worked.

APPENDIX 3HURT VALLEY ACTIVITY CENTREASSESSMENT OF STUDENT ATTITUDESA. Personal Profile

Age _____ Sex _____ Race _____

Living situation _____

Length of Time at Activity Centre _____

Health Problems _____

Recreational Interest in Leisure Time _____

_____B. Expressed Values

1. What effect has the Activity Centre group had on you?

2. Since arriving at the Activity Centre have you noticed any change in your behaviour from the previous secondary school which you attended?
 - (a) At the Activity Centre.

 - (b) At home.

3. How did you relate to the previous people who you might have encountered?
 - (a) Secondary School teachers at your last school.

 - (b) Social Workers.

(c) Police.

(d) Other professionals e.g. Psychologists, Family Counsellors.

4. What problems are troubling you most now?

5. Where do you expect to be this time next year?

(a) Still at the Activity Centre?

(b) Back in a mainstream secondary school.

(c) In full-time employment.

(d) On S.T.E.P.S. or a similar 'work skills' programme.

(e) Unemployed.

(f) Don't know.

Comments.

HUTT VALLEY ACTIVITY CENTRE

H.V.A.C USE ONLY

REFERRAL FORM:

REF Form Rec'd

Date of Ref: _____

Interview Time

Referred By _____

Name _____ Dob _____ 19 ____ age: Yrs. ____ Mths ____

Address _____ ph. nm. _____ Family Doc. _____ /D.S.W. _____

School Most Recently Attended _____ Class _____ Recent Test Results I.M.T. _____ I.G. _____
Burt _____

Living Situation: At Home with Relations Foster placement Family Home Other _____

Total Attendance 3rd _____ 4th _____ 5th _____

Regular Attendance: Yes/No.

Family Members Siblings Other significant adults in House hold.

Name	Age	Relationship Natural Parent Step parent	Ethnic Group	Occupation	Where employed

School History

Reasons for Referral.

(Outline of particular incidents and previous history which led to)
(Referral.)

Action and Effects Taken in School:

Principal

Action

Effects

J.F.

Deans

Action	Effects
<u>Guidance Counsellor</u>	
<u>Class Room Teachers</u>	
<u>with parents</u>	

Involvement with Parents :

(Underline)

Concerned, Supportive, disinterested, ineffective, antagonistic

Please circle and comment on behaviours that relate to the student.

1. Child's ability to get on with adults:

A
Very friendly,
gets along
very well.

B
Positive
contact, but
not very warm.

C
Not marked
either way.

D
Not very good,
cool.

E
Strong dislike,
impertinent,
hostile defiance.

Comments:

2. Child's ability to get on with peers:

A
Very friendly
gets along
very well.

B
Positive
contact, but
not very warm.

C
Not marked
either way.

D
Not very good,
cool.

E
Strong dislike,
much conflict
and fighting.

Comments

3. Child's dependency on teacher/peers (specify if difference) for help/attention:

A
Very independ-
ent and
resourceful.

B
Gets along on
his own most
of the time.

C
Like most
normal peers.

D
Inclined to
ask for help/
attention.

E
Constant demands
for help/
attention.

Comments:

Please circle and comment on behaviours that relate to the student.

4. Child's usual place in the peer group:

A	B	C	D	E
Leader	Accepted member, positive	Run-of-the-mill member.	Rather ignored, passive follower.	Loner, rejected.

Comments:

5. Child's own attitude towards others (specify if difference adults versus peers)

A	B	C	D	E
Feels highly sociable.	Feels reasonably sociable.	Not marked either way.	Feels somewhat shy.	Feels very shy or withdrawn.

Comments:

6. Child's ability to accept his share of responsibility, such as tidiness, classroom routines, homework:

A	B	C	D	E
Can be relied on at all times.	Responsible most of the time.	Not marked either way.	Rather irresponsible most of the time.	Cannot be relied on at any time.

Comments:

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Please circle and comment on behaviours
that relate to the student.

7. Child's care of property belonging to the school, others, and himself.

A	B	C	D	E
Meticulous	Fairly careful most of the time.	Not marked either way.	Rather careless occasionally destructive.	quite destructive purposefully.

Comments:

8. Demonstrates self-confidence:

A	B	C	D	E
Highly self- confident.	Reasonably self- confident most of the time.	Does not impress either way.	Somewhat un- sure of self most of the time.	Highly lacking in selfconfidence.

Comments:

9. Child's general mood or feelings of happiness:

A	B	C	D	E
Always happy.	Usually contented.	Not marked either way.	Somewhat unhappy most of the time.	Consistently and markedly unhappy.

Comments:

Please circle and comment on behaviours
that relate to the student.

10. Child's display of anxiety/tension/apprehension:

A	B	C	D	E
Always calm, quite unperturbable.	Reasonably calm most of the time.	Not marked either way.	Inclined to be tense most of the time.	Consistently highly-strung, very anxious.

Comments:

11. Child's general pace in life:

A	B	C	D	E
Always very active.	Reasonably active most of the time.	Not marked either way.	Somewhat sluggish most of the time.	Always highly lethargic.

Comments:

12. Child's control of temper:

A	B	C	D	E
Always has complete control over temper.	Usually able to control self.	Not marked either way.	Inclined to burst out when provoked.	Frequent un- warranted and uncontrolled outbursts.

Comments:

Please circle and comment on behaviours
that relate to the student.

13. Child's reaction to felt stress - such as failure, criticism, rejection, disagreement

A
Seems to thrive
on it; makes
child stronger
rather than
weaker.

B
Usually able to
absorb stress,
not easily
put out.

C
Not marked
either way.

D
Inclined to feel
hurt and taken
aback, but does
not go to pieces.

E
Cannot tolerate
it, goes to
pieces, reacts
strongly e.g. panics or
blows up.

Comments:

14. Child's ability to think rationally, clearly, and realistically

A
Very clear and
realistic,
highly.

B
Reasonably clear
and realistic
most of the time.

C
Not marked
either way.

D
Inclined to be
rather irrational
and unrealistic.

E
Highly irrational
and bizarre
thoughts.

Comments:

Please circle and comment on behaviours
that relate to the student.

15. Child's application or ability to concentrate on given tasks, follow them through, and finish them:

A	B	C	D	E
Application excellent, works well, even under trying conditions.	Application reasonable, little supervision.	Not marked either way.	Application rather poor, restless, distractible.	Application nil, highly overactive and distractible.

Comments:

16. Child's use of free time or informal activities (specify if necessary):

A	B	C	D	E
Organises self and others in constructive activities.	Usually occupies self reasonably constructively.	Not marked either way.	Not good at organising free time, needs supervision.	Cannot tolerate free time, is a menace to the entire group.

Comments:

Strengths

Academic =

Interests =

Sports =

Personal =

Is the school able to identify factors in the following areas that are causing concern to student/school/parent.

Home:

School:

Personal:

Agencies Involved and workers Name (if known)

Department of Social Welfare

Child and Family

Youth Aid

Psych. Services

Training Officer

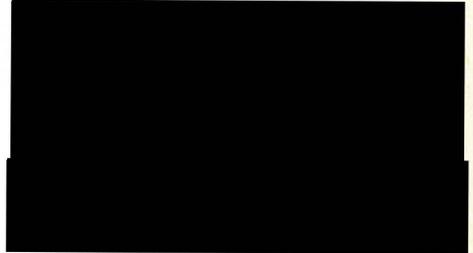
Visiting Teacher

Voluntary agencies	please state eg	Catholic S.S.
		Anglican S.S.
		Pres S.S.
		Birthright

Interview Comments

HUTT VALLEY ACTIVITY CENTRE

Whiti te Huarahi



STUDENT AGREEMENT

NAME _____

AGE _____ years _____ months

I AGREE to follow the conditions below while I am attending the Hutt Valley Activity Centre -

1. I WILL follow all instructions which are given by staff.
2. I WILL be pleasant and considerate to the staff and other pupils and especially to visitors.
3. I WILL attend the Centre each day and be on time, and will advise the staff if I expect to be late or away on a particular day.
4. I WILL look after Centre property and will respect all property which belongs to other people.
5. I WILL take part in all activities and will make an effort to perform to the best of my ability.
6. I WILL attend work experience every Wednesday.
7. I WILL NOT leave the Centre grounds without permission.
8. I WILL NOT swear or use insulting language to other people when I am at the Centre.
9. I WILL help with cleaning duties and will do my jobs properly.
10. I WILL bring my lunch money on time and do lunch duty when it is my turn.

I UNDERSTAND that if I break this agreement, my future attendance at the Centre may need to be reviewed.

SIGNED _____

DATE _____

Maerua College



Hutt Valley Activity Centre
whiri te huarahi

TERM REPORT

NAME:

CORRESPONDENCE SCHOOL SUBJECTS

WORK EXPLORATION

HEALTH EDUCATION

SOCIAL SKILLS AND PRE-EMPLOYMENT SKILLS

DATE: _____

EMPLOYEE: _____

EMPLOYER: _____

(When answering questions please underline the answer that applies)

- 1. Did I go to Work Experience? Yes/No
- 2. Did I arrive on time? Yes/No
- 3. Any hassles getting to work on time? Yes/No
- 4. Did I work until my finish time? Yes/No
- 5. Was I working - on my own/with a group (underline)
- 6. Did people make me feel welcome? Yes/No
- 7. Were there any people I found hard to handle? Yes/No
- 8. What did I do during the day -
Start to morning tea break _____

Morning tea - lunch break _____

Afternoon tea - knock off time _____

NOTE:
(Write down what
happened for this
Question 8)

- 9. Did I notice any extra jobs that needed doing? Yes/No
- 10. Did I do anything extra without being asked? Yes/No
- 11. Did I find the work - (underline one of the list below)
Too hard
Hard but O.K.
Some parts easy, some hard
Easy to handle
Easy but boring
- 12. Was I given clear instructions? Yes/No
- 13. Did I have any trouble understanding instructions? Yes/No
- 14. Did I feel free to ask questions? Yes/No
- 15. Were there any things I didn't know that
people thought I would? Yes/No
- 16. Did I learn anything that I didn't know before? Yes/No
- 17. Could I learn more about anything to help me
in the job? Yes/No
- 18. Could I do this sort of work full-time? Yes/No
- 19. Could I handle something more difficult? Yes/No

- 20. Is there anything that I could do to make
this Work Exploration situation work
better for me?

STUDENT WORK EXPLORATION ASSESSMENT

HOTT VALLEY ACTIVITY CENTRE

APPENDIX 8

HUTT VALLEY ACTIVITY CENTRE

Whiti te Huarahi

EMPLOYMENT REPORT

PUPIL EMPLOYEE: _____

EMPLOYER: _____

Your comments on the above pupil would be appreciated:

1. PUNCTUALITY AND ATTENDANCE:
2. APPEARANCE in relation to nature of work:
3. RELATIONSHIPS WITH OTHER PEOPLE: (ie. staff, customers, management)
4. INITIATIVE:
5. ABILITY TO UNDERSTAND AND FOLLOW INSTRUCTIONS:
6. ADAPTABILITY: How does this pupil cope with variations, if any, within the job?
7. STANDARD OF WORK: Quality, output, etc.
8. RELIABILITY: Can this pupil be relied on to complete a task satisfactorily, without constant supervision?
9. PERSEVERANCE:
10. APTITUDE:
11. ADDITIONAL COMMENTS: Any further comments you may wish to make would be appreciated.

Signed: _____

Employer

Hutt Valley Activity Centre

whiti te huarahi



MERIT AWARD

This Certificate is awarded to

IN RECOGNITION OF

.....
.....
.....

Date:

Principal:

APPENDIX 5PROCEDURAL CHECKLIST FOR REFERRALS TO ACTIVITY CENTRE

Check when complete

- | | | |
|-----|---|--------------------------|
| 1. | Prospectus and criteria for referral have been viewed | <input type="checkbox"/> |
| 2. | Student fits criteria for referral to Activity Centre | <input type="checkbox"/> |
| 3. | Has a educational psychologist or guidance counsellor been consulted about this student's behavioural or educational difficulties? Include copy of psychological report if available. | <input type="checkbox"/> |
| 4. | Discuss prospect of Activity Centre with student/parents/principal/guidance counsellor.
Have student and parents seen Pupil & Parents 'Prospectus'? | <input type="checkbox"/> |
| 5. | Have Guidance Counsellor or agent completed referral form. Ensure that specific behaviours are listed in comments sections.
Ensure that copies of school reports/brown enrolment cards/teachers comments incident reports are included with completed referral form. | <input type="checkbox"/> |
| 6. | Send in referral form. | <input type="checkbox"/> |
| 7. | Actively consider alternative placements.
Not all referrals can be admitted.
Referrals are considered by a committee - you will be contacted. | <input type="checkbox"/> |
| 8. | If reply is no consider alternative placements. | <input type="checkbox"/> |
| 9. | If reply is yes referring agent should be prepared to accompany student and parent(s)/guardian(s) for an interview if possible. | <input type="checkbox"/> |
| 10. | Referring agent should arrange for parent(s)/guardian(s) to meet Activity Centre Staff (if not at interview) before student starts. | <input type="checkbox"/> |

APPENDIX 10HUTT VALLEY ACTIVITY CENTRETIMETABLE TERM 1 1984MONDAY

9.00 Group meeting
 9.35 Break
 9.45 Correspondence School
 10.35 Break
 10.45 Correspondence School
 11.25 Break
 11.30 Social Skills
 12.30 Lunch
 1.30 Health Education
 2.15 PE
 2.55 Clean Up.

TUESDAY

9.00 Correspondence
 9.55 Break
 10.05 Swimming
 10.50 Break
 11.00 Correspondence
 11.50 Pre Employment skills
 12.15 Clean up
 12.30 Lunch
 Outdoor Education

WEDNESDAY

Work Exploration

THURSDAY

9.00 Correspondence
 9.55 Break
 10.05 Swimming
 10.50 Break
 11.00 Correspondence
 11.45 Lunch
 12.45 Craft
 2.50 Clean up

FRIDAY

9.00 Group meeting
 9.15 Health Education
 9.50 Break
 10.00 Pre Employment skills
 10.45 Break
 10.55 Social Skills
 11.45 Clean up
 12.00 Lunch
 Outdoor Education

HUTT VALLEY ACTIVITY CENTRETIMETABLE TERM 2 1984MONDAY

9.00 Group Meeting
 9.35 Break
 9.45 Correspondence School
 10.35 Break
 10.45 Correspondence School
 11.25 Break
 11.30 Social Skills
 12.30 Lunch
 1.30 Health Education
 2.15 Physical Education
 2.55 Clean Up

TUESDAY

9.00 Correspondence School
 9.50 Break
 10.00 Drama
 10.30 Pre-Employment Skills
 11.10 Break
 11.20 Physical Education
 12.15 Lunch
 1.15 Maori Culture
 2.50 Clean Up

WEDNESDAY

Work Exploration

THURSDAY

9.00 Correspondence School
 9.50 Break
 10.00 Correspondence School
 10.45 Break
 10.55 Pre-Employment Skills
 11.30 Physical Education
 12.00 Lunch
 1.00 Art and Craft
 2.50 Clean Up

FRIDAY

9.00 Group Meeting
 9.15 Correspondence School
 10.00 Break
 10.10 Health Education
 10.40 Social Skills
 11.20 Break
 11.30 Physical Education
 12.10 Lunch
 1.00 Educational Visit or
 Electives

APPENDIX 11HUTT VALLEY ACTIVITY CENTRESTUDENT EVALUATION OF COURSE

Subject _____

1. List three things that you have learned in this part of the programme

1. _____

2. _____

3. _____

What was the most valuable?

Say why _____

2. What part of this programme has been the most valuable to you?

Say why _____

3. What part of this programme has been the most enjoyable (interesting, exciting)?

4. What part of this programme could be improved? _____

How? _____

5. List two things that you would like to be included - say why

1. _____

Why? _____

2. _____

Why? _____

6. Circle the word or words that best describe how this subject has been for you:-

exciting - a fun way to learn

interesting - learned things I didn't know

valuable - learned things that will help me

boring - okay, but didn't like the way it was done

yuk - didn't learn anything I didn't know before, nothing useful, did not enjoy doing it.

7. Do you think you learn best by (underline one)

1. doing

2. being taught

3. working independently.

8. Do you want more classroom style lessons (circle)

YES

on what topics? _____

NO

9. Was there too much of anything in the programme (circle)

YES

What? _____

NO

APPENDIX 12PERSONAL EVALUATION BY FORMER STUDENTS

1. What benefits did you gain from being at the Hutt Valley Activity Centre?
 - (a) Educational
 - (b) Social
 - (c) Preparation for work force.

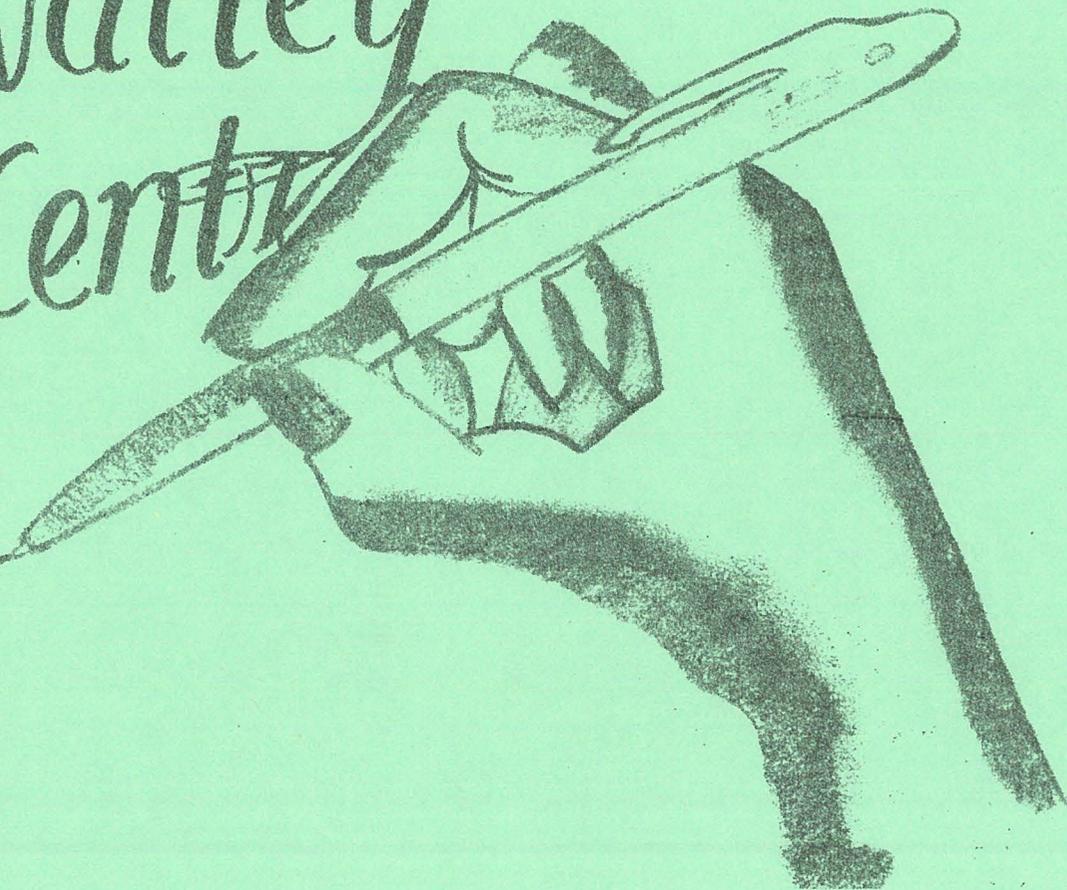
2. What were the most difficult situations which you had to face whilst you were at the Activity Centre?

3. What advice would you give to new students just starting at the Activity Centre?

4. What expectations, hopes and anxieties do you have about the present situation which you are in?

5. Write up to one page - describe yourself as a person - perhaps your strengths, personal qualities, areas which you feel could be improved and things which you have learnt about yourself since leaving the Hutt Valley Activity Centre.

Stutt Valley
Activity Center



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NAENAE COLLEGE

HUTT VALLEY ACTIVITY CENTRE

Motto: Whiti te Huarahi
'Crossroads'



MANAGEMENT COMMITTEE

Chairman: Mrs G M Harris
Secretary: Mr J E Jones

ACTIVITY CENTRE STAFF

Director: Mr G C Jones M.Ed (Liv) Adv. Dip PE (Leeds)
N.Z.A.H.P.E.R. (Fellow), Dip. Tchg
Mr F Whelan, BA, Dip Tchg.

COVER DESIGN: KARLEEN LEWIS, March 1983

BACKGROUND

The Centre was set up by Naenae College on a semi-official basis in September 1976. In December 1977 it was officially recognised as:

"A special education unit for educationally disadvantaged pupils who require a teaching programme which cannot be provided using the resources ordinarily available at a secondary school."

The Centre was established in its present premises which was formerly the Petone YMCA, in July 1978.

At the present time, the Hutt Valley Activity Centre, which is one of nine activity centres in the country, is attached to Naenae College. Is supervised by a Management Committee comprising representatives of the Naenae College Board, Activity Centre Staff and Department of Education. As with all secondary schools, the final responsibility for the total programme and administration of the Unit rests with the District Senior Inspector of Secondary Schools.

AIMS

The Centre aims to provide an alternative style of education for students who, for one reason or another, have not succeeded in the established secondary school system. The emphasis of the programme is one of endeavouring to cater for the individual needs and differences of the pupils, in which the relevance of what is being done is readily apparent to the students. The Centre aims to integrate students back into the community.

REFERRALS

Referrals to the Centre are received from a range of agencies other than secondary schools. These include Social Welfare, Psychological Service, Youth Aid, Child and Family Clinic, as well as parental referrals. The referring agency needs to fill in a detailed referral form, which has been designed to build up a comprehensive profile on the applicant's educational, social and psychological history. Pupils are essentially drawn from the Hutt Valley, but in exceptional cases pupils can be admitted from other areas.

The following criteria are followed when considering pupils who are referred to the Centre.

.....cont'd

- 1) The pupil is of average or above average intelligence.
- 2) There has been an established history of anti-social and disruptive behaviour at secondary school and the pupil has clearly shown that his or her pattern of behaviour is likely to be detrimental to his or her own and other pupils' progress in the classroom.
- 3) Pupils who show evidence of extreme psychological maladjustment are not normally considered.
- 4) Only in exceptional circumstances would a third form pupil or one under 14 years of age be accepted.

REFERRALS AND ADMISSION

All referrals are considered by a Referrals Committee comprising representatives from Department of Social Welfare, Psychological Service, Guidance Counsellors and Centre Staff. The committee meets regularly to screen referrals for interview and possible placement.

Suitable students are interviewed by members of the Referrals Committee. If a vacancy exists and they are offered a place at the Centre, it is expected that they will attend regularly and make a commitment to participate in all aspects of the Programme.

Admission after referral and interview is for a probationary period of four weeks, during which period students are retained on the roll of the contributing school, or remain the responsibility of the referring agency or individual. Attendance is recorded on the Centre's Register and all information on the pupils is maintained in their personal files.

Permanent placement at the end of the four week probationary period is on the basis of assessment by staff, the student group, and the demonstrated commitment of the student who is on probation.

CENTRE ROLL AND STAFFING

The Centre has been set up for a maximum roll of twenty pupils, although the average roll is usually maintained at sixteen - eighteen pupils because of the present staffing allocation.

Pupils normally remain at the Centre for not less than two terms, and a number of pupils remain for more than one year.

The present staffing allocation is two full time teachers, Mr Grant Jones (Director) and Mr Frank Whelan, and another person is employed for five hours of the week, on a casual basis to assist with Maori Culture or Art and Craft.

PROGRAMME

The Centre aims to provide an educational programme which is directed towards the individual needs of the pupils who are attending. The staff see the Centre as containing four elements in the programme:

- 1) Academic work: work is individualised by enrolling the pupils in the Department of Education Correspondence School.

....Cont'd

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- 2) Social education: social skills and health education.
- 3) Preparation for employment: seminars, discussions and work exploration with local firms, on Wednesdays: vocational visits.
- 4) 'Education for living': Craft, technical, physical and leisure education.

In order to effectively meet the needs of the pupils, a considerable amount of flexibility is incorporated in all aspects of the programme.

The needs of the pupils as individuals and as a group and the relevance of the programme in meeting these needs is regularly assessed for its effectiveness.

1) ACADEMIC

The Correspondence School provides a full range of secondary school subjects as well as special programmes for students of lesser ability.

All pupils are required to enrol in English and Maths, with other subjects being optional. Pupils are enrolled in subject levels on the basis of school reports, and on various aptitude tests which are given to each pupil on entry to the Centre. Individual goals are set by pupils and are reviewed by the staff. All work is supervised by the staff and tuition is given on an individual basis.

Students who are strongly motivated may study a third subject, and if they have reached the appropriate level they may enrol for School Certificate or other examinations.

4

All students participate in the drama programme.

Students of fifth form level or above are able to enrol, on a part time basis, in some of the options at the Petone Polytechnic.

In addition, an emphasis is placed on remedial education, for those pupils who require it.

2) SOCIAL EDUCATION

(a) Health Education

The aim of this course is to enable pupils to understand and to control their bodies for the purpose of healthy living. The subject inter-relates very closely with the social skills and physical education programme.

Topics covered include:

- safety education (water safety, first aid)
- care of the body (physical fitness, prevention of disease, stress and relaxation)
- social and health hazards (smoking, noise, alcohol and drugs)
- nutrition and weight control
- education for leisure
- posture
- the human development and relationships

This course is taught to the group as a whole and considerable use is made of visual aids, visiting speakers and individual projects are also done.

(b) Social Skills

Social skills works at 3 levels:

- a) Emotional - to accept and learn to cope with emotions

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- (5) 76
- b) Personal - raising self-concept and expectations
 - c) Interpersonal - relating individually and in groups with peers and adults

The content of the Social Skills programme is related to the needs of the group at any one time, and is an amalgamation of resources and techniques, involving group discussion and activities, role play and role training, psychodrama and sociodrama, as well as individual activities and counselling. The following activities are covered:

- a) self-discipline and awareness
- b) developing and maintaining trust
- c) increasing communication skills
- d) expressing feelings verbally and non-verbally
- e) acceptance of self and others
- f) resolving interpersonal conflicts
- g) confrontation and negotiation
- h) anger, stress and managing feelings

3) WORK EXPLORATION

The Work Exploration programme enables students to extend their interest and develop their ability while identifying realistic employment opportunities. Placement in Work Exploration is determined by the need to achieve a balanced programme for the individual student. Those students with a heavy academic work load may in exceptional circumstances opt to spend Wednesdays working on their Correspondence, while those moving into employment may be advised to spend more than one day a week in the workforce.

Structured and detailed feedback is obtained from employers and students, enabling placement to be regularly assessed and progress monitored.

The Wednesday work placement is followed up on Thursday - students identify areas of personal concern which form the basis for counselling, goal-setting, and pre-employment and social skills input. Student and employer comments are recorded on daily visits by the staff, and an Employment Report is completed by the employer at the completion of the minimum six week placement. The success of Work Exploration is reflected in the high student interest and the enthusiastic support of both State and Private employers. There is a high job placement rate for those who leave the Centre. Recent extension of the Steps Programme run by the Labour Department provides a further option for Centre leavers unable to find work.

PRE-EMPLOYMENT SKILLS PROGRAMME

Involves

- a) values clarification
- b) decision-making strategies
- c) employment opportunity
- d) job seeking skills
- e) employment/unemployment
- f) leisure

Through the programme students come to clarify their values (work and other related), see the connection between values and choices, examine their own and other decision making strategies, and practice making decisions that can be integrated realistically into their lifestyle. Further, they identify job opportunity and both learn and practice job application skills. Consideration is also given to the issues of unemployment and leisure.

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Material for this course has been developed and adapted to meet the needs of the students. Because a high emphasis is placed on developing practical skills, a wide variety of teaching methods are used.

4) a) PHYSICAL EDUCATION

The Physical education programme aims, through physical activities such as games, athletics, sports, gymnastics and dance, to make the maximum contribution to the pupils' physical, social and emotional potential.

The approach to the programme is largely thematic. Topics covered include:

- aquatics (swimming and life saving, sailing windsurfing and canoeing)
- sportsmanship (softball, basketball, volleyball, rugby and minor games)
- improving physical efficiency (physical fitness activities and gymnastics)
- education for leisure (e.g. tennis, badminton, squash, grass skiing, horse riding and table tennis.
- aesthetic appreciation (music and movement)

b) ENVIRONMENTAL EDUCATION

This course aims to create an environmental awareness in the pupils by exposing them to challenges in outdoor pursuits (tramping, camping, orienteering, etc); by making educational visits to places of interest; and arranging visiting speakers who will deal with topics which are relevant to the needs of the students.

A one week camp in tents is held in the first and third terms. Students are involved in a number of challenging physical pursuits, educational visits, and leisure activities, whilst at camp.

During the second term, as an extension to the Maori Culture programme, a stay on a marae is usually arranged.

In addition, there are a number of half and one day visits, which are held on a Friday, during the first and third terms.

c) ART AND CRAFT/TECHNICAL

Art and Craft options are based on pupil interest and governed by the availability of resource craftspeople from the community as well as those facilities which the Centre has on hand.

Options include:

screen printing, tie dyeing, drawing, painting, bone carving, wood carving, sculpture, woodwork, leatherwork and pottery. These options are also available as electives within the timetable.

As often as possible skills are taught on a one to one basis with the assistance of volunteers from the community.

Students are expected to contribute to expenses incurred in their options. The principle of "user pays" is applied, but there is flexibility in cases of hardship.

In view of the changing employment/unemployment situation and expanding leisure time available, the development of this aspect of the programme has a high priority.

STUDENT PARTICIPATION

Students need to know that when considering a placement at the Activity Centre that they will be expected to participate in all aspects of the programme including field trips and that with the exemption of the art and craft and Correspondence School Programmes the range of options is limited.

Punctuality and regular attendance is expected of all pupils.

7

EVALUATION

Evaluation of all aspects of the pupils' progress whilst they are at the Activity Centre is regarded as being an important priority for the staff, and this is carried out on a continuing basis.

- i) Goal setting - short and long term planning are discussed by the staff with the pupils on a regular basis.
The staff carry out a regular evaluation of the pupils and relevant information is documented. Professional people from other agencies are often involved in these meetings.
- ii) Relevant academic aptitude and psychological testing is carried out as the need arises.
- iii) Work exploration, pupil reports and employer reports.
- iv) Social skills - interest, reporting, self evaluation.
- v) Term Evaluations - Reports are issued for the pupils and their parents and are based on aptitude and attitude in the various areas of the programme.
- iv) End of Year Awards - Merit and Honours Awards are issued to students which encompass a number of aspects of the programme.

7

PASTORAL CARE

Although the staff see their role as being essentially an educational one, a considerable amount of time is spent on individual counselling, preparation of students for the workforce and assisting students in their involvement in leisure activities.

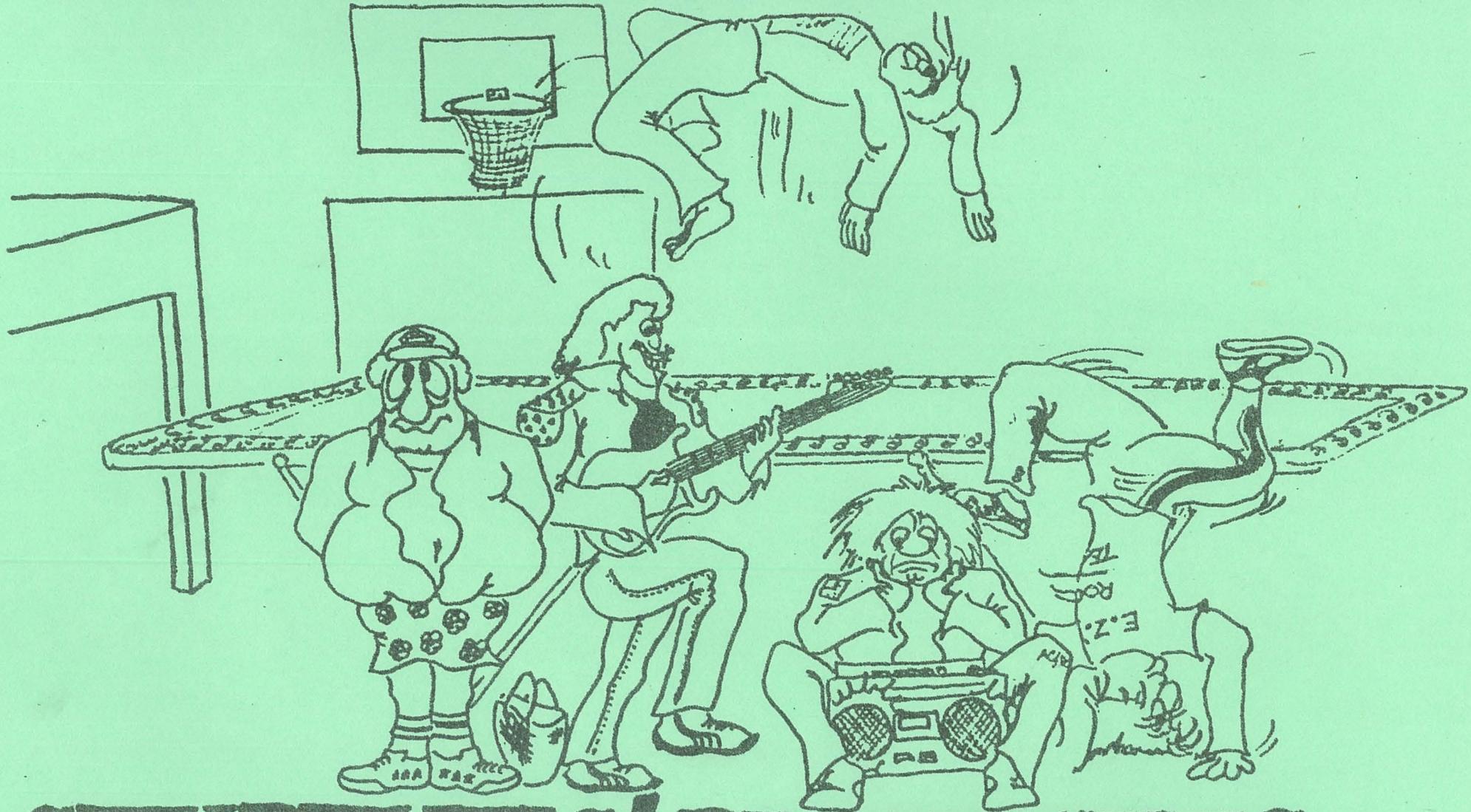
A close liason is maintained with Naenae College, and frequent use is made of their resources. In addition a close link exists with the various agencies, such as Social Welfare, Psychological Services, Youth Aid, Département of Labour and Maori Affairs.

VISITS TO THE ACTIVITY CENTRE

Parents, guardians and people who have a professional interest in the Centre are welcome to visit, but the staff at the Centre should be contacted first to arrange a suitable time.

Grant C Jones
Director
March 1984

HUTT VALLEY ACTIVITY CENTRE



STUDENTS' PROSPECTUS

NAENAE COLLEGE

HUTT VALLEY ACTIVITY CENTRE

Motto: *Whiti te Huarahi*
'Crossroads'

BOARD OF MANAGEMENT

Chairperson: Mrs G.M. Harris
Secretary: Mr J.F. Jones

ACTIVITY CENTRE STAFF

Director: Mr G.C. Jones, M.Ed (Liv) Adv. Dip PE (Leeds)
N.Z.A.H.P.E.R. (Fellow), Dip. Tchg
Mr F. Whelan, BA, Dip Tchg
Part time (appointment made on a one term basis)

* * *

The Hutt Valley Activity Centre

The Hutt Valley Activity Centre is an alternative secondary school for teenagers aged 14 - 16 who have had difficulty for a number of reasons in fitting into an ordinary secondary school. For administrative purposes the Activity Centre is part of Naenae College.

The Staff at the Centre take a personal interest in each student's educational and social progress.

The whole programme is designed both to meet the individual's needs and to help each student to survive in the work force and in the community.

1. How a student is referred to the Activity Centre

Referrals are made through a number of different agencies: secondary schools, Youth Aid (Police), Social Welfare Department, Psychological Service, Child and Family Clinic and parents may make a referral through one of the agencies.

The applications for places greatly exceeds the number of places which are available at the Activity Centre. After a referral form has been completed, the student, referring person and/or parent or guardian may be interviewed by the staff, if they are considered to be suitable, and if there is a place available.

On the basis of this interview, a student may be invited to attend the Centre for two days to observe and meet the other students. At the end of the two day period the student and staff then decides whether or not the student will be allowed to start.

If the student is to be given a starting date, the parents will be asked to visit the Activity Centre, unless they have already done so. The student will be asked to sign a form agreeing to keep to the rules of the Activity Centre.

The first six weeks are considered a probationary period. At the end of six weeks, the students and staff as a group discuss how well the new student fits in with the group and the Activity Centre programme and whether the student should stay as a permanent member.

2. What is expected of students?

- a) All students attending the Activity Centre are expected to participate in all parts of the programme.
- b) All students are required to attend regularly, and to be on time. The hours are 9.00 am - 3.15 pm, and the holidays are the same as other secondary schools.
- c) If a student is absent due to sickness or for an appointment, the staff must be informed by 9.00 am.

3. The Activity Centre programme

- a) School subjects - students are enrolled at the Department of Education Correspondence School. English and Mathematics are compulsory and a student may take a third subject if they wish. The subjects are geared to the level which the student has reached and the staff give individual assistance to each student. Some students are able to sit their School Certificate at the Activity Centre if they have reached that level.

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b) Social Education - skills in dealing with people and in coping with situations are practiced and discussed. Health Education involves films, outside speakers, discussions, as well as formal teaching.

c) Preparation for employment - students are placed for one day a week with an employer in an area of their choice. Students do not get paid, but this placement is designed to prepare students for the workforce. There are lessons at the Activity Centre teaching students skills which they need when they go to work.

There are visits to factories and firms, some of which are chosen by the students.

d) Physical Education/Outdoor Education - there is daily physical education, and the activities are designed to promote physical fitness, teach activities which students can take part in during their leisure time, and to learn social skills through team games and sports.

There is an outdoor education programme during the first and third terms, teaching camping and bushcraft skills, with a number of one day outdoor activities, and an extended camp each term.

e) Art and Craft/Technical - the options are based on the students' interest and the resources which we have available. The options run for six weeks or more and include woodcarving, drawing, pottery, leatherwork.

The art and craft sessions are designed to teach students skills which they may be able to continue with at other times.

f) Maori Culture - this is offered at some stage during the year. A part time person teaches Maori culture and language. The course also includes marae visits.

The Activity Centre differs from other schools in that -

- 1) Much of the school work is covered by enrolling students in the Correspondence School.
- 2) There is no school uniform
- 3) Fewer students - maximum of 20.
- 4) Smoking is allowed if parents or guardians give permission. Smoking is permitted only during breaks and in set places in the building.
- 5) The programme can be flexible to meet the needs of individual students.
- 6) Lunch is provided. Students pay 50 cents per meal or \$2 a week and assist with the preparation and cleaning up.
- 7) Students have the cleaning contract for the Activity Centre. The money earned is used to help to pay for trips, camps and other activities.
- 8) Free public transport to and from the Activity Centre can be arranged.
- 9) Parents/guardians are kept regularly informed of students' progress and are invited to visit the Centre on a regular basis to discuss with the staff their son or daughter's progress.

Costs

- a) \$5 a term activity fees
- b) \$2 per week for lunches
- c) small contribution towards arts and crafts materials depending on what student is doing.
- d) Students must provide their own writing materials, as with any school.
- e) Some cost towards camps. (These are largely paid for by money from the cleaning contract and from fund raising efforts during the year).

Staff

2 full time teachers - Grant Jones, Director
Frank Whelan, Teacher

One part time staff member is employed on a one term basis to assist with specific activities, eg. Maori language and culture, art and craft.

* * *

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