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THE EFFECTS OF AN INNOVATION
INVOLVING CHOICE

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ABSTRACT

A principal's observations are used to illuminate the effects of innovation on a school 'community'.

Parents were given the opportunity to choose which of two optional programmes they wished to place their children in for one year. Over half the pupils (165) were placed in an alternative programme which broadly aimed to combine the advantages of the small rural with those of the larger urban school. Each teacher was responsible for a range of age groups and required to confer with individual pupils for at least fifteen minutes per week while senior pupils tutored others in the class.

Planned provision for catering for different cognitive styles, interests and attitudes succumbed to the stresses associated with major changes, class size, inadequacies in training, and professional, bureaucratic and social constraints.

The ramifications flowing from the exercise of choice greatly influenced all that transpired and became particularly significant as the roles, relationships, and functions of people were placed under increasing pressure.

Whether to introduce new ideas gradually or quickly is a problem facing the innovator. It was found though that many factors aside from rapid change had unpredictable bearings on intended outcomes.

The attempt to cater for the individual while seeking to capitalise on contextual social factors indicated that principals and teachers in novel situations need initial support and on-going training.

It is suggested that a single organisation cannot fully serve competing interests or different sets of values and that the association of the word 'community' with a mandatory organisation like a state school erodes the capacity of many to understand that consensus largely typifies a true community in terms of fundamental values.

Opportunity for considered choice in both value and other terms is advocated.

It is asserted that, since major innovations have profound effects on personal equilibriums, interpersonal and intergroup relationships, and upon the ethos in which a geographically identifiable group of people function, an innovator should be able to rely on stability and suitability of personnel so that planned gradual change towards consensual goals is possible.

The value of a monolithic state system of education offering relatively little choice is questioned. To mount viable alternatives permitting real choice is shown to be a rather daunting challenge.

PREFACE

Any participant reporter is indebted to his teaching colleagues and my thanks go not only to those in the programme which this report covers but also to all those teachers I have worked with over the years.

Tribute must also be paid to Professor Hill and the lecturers at Massey University who, through both extra-mural and internal courses, help students to appreciate the complexities and nuances of educational theory and practice.

My thanks go to Doctor Roy Nash for his advice and especially to my wife Judith for her consistent support and encouragement over the years.

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INTRODUCTION

This report is intended to help practitioners in the field of education, particularly principals engaged in, or contemplating alternative approaches to schooling, and those directing courses which deal with innovation. It does not give a detailed description of the implementation of an innovative programme nor does it essay to make judgements about the success of the venture by comparison with others, or even about its effectiveness in attaining predetermined goals. It is hoped that the reader will gain insight into the processes and ramifications involved as the community, including parents, pupils, teachers and others, adjusted to change.

Statistical data is deliberately minimised and more than a little liberty is taken with the sequence of events. Each vignette portrays what actually happened but is adapted to include material from other episodes in the interests of brevity and readability. Authenticity is subject to the blemishes associated with participation. If purist-evaluators find this less than desirable then no apologies are offered for assaulting their composure even further by stating that much of the report is expressed in the form of a day-dream, with all the opportunities taken for editing and adaptation that this permits. The reader should still be somewhat entertained, know how and why the novel approach to schooling came into existence, appreciate what was intended by the programme, understand what actually happened, be aware of the less obvious pitfalls that await the innovator, and be in a position to sympathetically consider the judgements eventually made. Distortions are seen as being no more or less significant than those occasioned by overly statistical methods or those concerned with only one or two 'significant' variables. This after all is a report and what are seen as significant are essentially the concerns of the instigator, Max Sewell. It is intended that the mode of presentation adopted will ensure anonymity and obviate any grounds for participants feeling that they have been exposed to public scrutiny, as might be

the case if a documentary or more matter-of-fact style were used. Names and places have all been changed.

Smith and Keith (1971) in their preface state,

....we are struck by the calm voice of Professor Maslow (1964) who has urged educational innovators to be "good reporters" and to tell the story of their attempts at change.... At the universities and research and development centres, the scholarly world of professional education and social science, of which we are a part, has failed to do justice to the complicated problems involved in originating an innovative educational organisation. Investigators and theorists have not focussed hard enough, long enough, nor carefully enough on the small and mundane as well as the large and important issues and problems necessary for idealistic practitioners to carry out their dreams. ¹

Hamilton and Parlett (1977) see illumination as a valuable form of evaluation and, as a genre, not inferior to evaluation based on statistical analysis. They state,

The task is to provide a comprehensive understanding of the complex reality (or realities) surrounding the programme: in short to illuminate. In his report therefore, the evaluator aims to sharpen discussion, disentangle complexities, isolate the significant from the trivial and to raise the level of sophistication of debate. ²

Chapter one backgrounds the source of the innovation.

Chapter two highlights the stance of the innovator/leader.

Chapter three gives a picture of what was actually happening in the classrooms as a result of the innovation.

Chapter four directs attention to community factors.

¹L.M. Smith and P.M. Keith, Anatomy of innovation: an organisational analysis of an elementary school (New York: Wiley and Sons, 1971).

²D. Hamilton, M. Parlett, et al, eds., Beyond the Numbers Game (London: Macmillan Education Ltd., 1977), p.21.

Chapter five focusses on some of the effects on the teachers.

The reader is invited to select according to interest or to read all five chapters. Each view is magnified by the others and all serve as mirrors directing light on the discussion and conclusions which follow.

1

INNOVATION: THE MILIEU

(OR : TOO MUCH BATHING'LL WEAKEN YUH)

To the less perspicacious observer Max Sewell was just like any other forty three year old who enjoys a bath nearly every night as a way of relaxing. This night was special though. For the first time in nearly thirteen years he was completely free to read whatever he chose without feeling that he should be reading in a topic area for a paper or an exam. Over the years, despite a young family, he had worked towards a diploma in teaching, then a degree in education, and eventually completed honours work. From vague early notions of bettering himself he had become convinced that deliberate learning should be part of everyone's life and that if he was to become a competent educator then he must continue to learn. His attitude had changed from concern for passing papers to delight in wrestling with and studying specific problems in depth. Concurrently an initial sympathy with progressive ideas had led to small experiments or trials and finally to quite significant innovations involving more time and people. His professional life had fed upon self-imposed tension associated with constantly changing localities, schools, class levels, and responsibilities over twenty two years. The longest period in any school let alone class level had been four years. He had changed towns ten times excluding a period of four years relieving work in Australia and New Zealand. He had enjoyed teaching five and six year olds, and tended to assert that all teachers should have experience at that level, and found that teaching secondary pupils, while no more demanding, brought its own satisfactions. The conviction had grown that schooling of an inflexible type was not only not serving the best interests of the pupils or society but also perpetuating attitudes and accomplishment criteria that were inimicable to worthwhile life-long learning. Just how important is individual freedom in relation to the necessity for a group, community or society to control its members?

ERRATA

Page 5, line 19

After "manipulative ability" read "of scientific-man, human beings, children, babies thought in different" - ways,.....

Page 6, line 24

After "was essential, as" read "well as" - cooperative.....

The professional, educational practical, sociological, and even religious questions emanating from the dichotomy between individual autonomy and collective interests and responsibility had fascinated him over a long period. For Max the primacy of the individual was paramount. Humaneness involved interaction with real people whereas the reality of individual needs and aspirations tended to be hidden when human beings were thought of as abstractions from statistical data or purely scientific methods of study. Many school schemes, syllabuses, and teachers glibly paid lip-service only, to the academic, psychological, emotional, and social needs of the individual. Faced with the desire to improve things and armed with the experience gained as a teacher at all levels, a senior teacher, and finally principal, he had gradually come to the conclusion that the crucial factor governing the creation of situations where the individual was given real recognition was the availability of genuine choice. The curriculum should offer training, guidance, and experience in decision-making, not only in a pre-selected within-four-walls environment but also as a function of community life. The individual was important and deserved recognition simply because, despite the manipulative ability ways, perceived things differently, reacted physically and intellectually to different stimuli, developed physically, emotionally and mentally at different rates and in response to a variety of environments.

The Pukerimu Other Way (POW) was written up as a twelve page document in the latter half of 1976 and put into practice in 1977. Experience had taught Max that, even when great pains are taken to plan with a staff for a new approach, the end result was still a variegated approach dependent upon the personality, ability, preconceptions, expectations and motivation of each teacher. Beyond ascertaining that some staff members were amenable to changes of direction and had reasonable ability no attempt was made to involve them at that stage. He had reasoned that if innovations were to be tolerated by teachers and the general public then they had to be practical within everyday terms of the staffing of schools, the finance available, and the amount of time available. Therefore a 'package deal' was warranted. The inspectorate gave permission and the school committee was advised that another way of organising classes would be offered to parents in the new year depending on the results of meetings with the parents and their eventual choices. Parents were invited to come to the school on the

afternoon or evening of their choice to hear about and discuss the possible 'other way'. Two hundred and ninety children attended the school so seven meetings averaging around twenty three parents were held and about 90% of families were represented. Only those who attended meetings were eligible to make a choice of the Standard programme or POW for their children.

As a particularly bothersome moth flitted about the light disturbing other resting moths Max recalled that one meeting had been less than rewarding because a certain lady, a high school teacher and wife of a local country school teacher seemed determined to deride everything proposed and to persuade everyone else that they should not opt for POW. The other meetings varied in the way people became involved in discussion but generally the format, questions, and reactions were tolerant and rewarding. Certain points were emphasised (Appendix 1.) but care was taken not to denigrate the current programme or to suggest that POW would solve all difficulties or even be a guaranteed success. Basically another set of values would be emphasised and Max had 'stuck his neck out' only to the extent that he maintained that no child would be any worse off in POW academically. If individuals were important then they needed to make frequent personal contact with the teacher. They needed to see each other as different but nonetheless worthy acquaintances, helpers and people responsive to guidance from any able and sympathetic person - not just the teacher. If the pupils were to function as a group then communication was essential, as co-operative planning, and the recognition that pupils, as individuals, carried responsibilities for which they were accountable to the teacher. He had drawn parents' attention to studies which showed that some pupils passed through the school system without making any significant contact with a teacher at all - some went for days or even weeks without saying anything to the teacher. He had told them that he was small rural schools as having much that was educationally beneficial and difficult to find in larger schools. The combined benefits of the small rural school and the large town one would be sought through POW. Two weeks were allowed for reflection and discussion then the option forms were sent out. Though Max had mentioned to the parents that a similar venture (Smith & Keith, 1971) had failed 165 children were placed in POW.

Max hazily noted that a moth had met its end in the bath water and he mused.... The bathroom could represent education in general.... the water could be treatment for certain elements.... some elements were not attracted to the water - not even suited to it..... If the bathroom stood for education then how could POW be related?..... Perhaps it was like substituting a shower for a bath.... - choice as to temperature, whether to get totally immersed, whether to be selective, more economical use of resources..... Yes! There was a parallel perhaps... and his mind slipped into review gear again.

He had been delighted with the response. Unfortunately the class sizes were bigger than expected since he had hoped for about two or three classes averaging around 28 and had ended up with five averaging 33. Restriction of numbers entering POW would have posed other problems so he had decided to 'sound out' another two teachers. Two rooms had eighth, sixth, fourth, and late second year children. Three rooms had seventh, fifth, third, and middle second year children. He had not considered using only the experienced or permanent staff for POW as parents of children in the standard programme would have every right to complain. Anyway, if POW was to operate in everyday terms then some relatively inexperienced teachers would have to come to the programme 'cold' as it were. Max had a vague suspicion, later to be verified, that not all had entered the programme out of any real sympathy with the general aims and he knew that he was taking a risk in involving a year-two and a year-three teacher. He had handed to each of the teachers a copy of the POW programme knowing full well that very little of it would be read at that stage what with the holidays fast approaching and so much else to think about. However, before the new school year had begun all had met to discuss the basic ideas and routine organizational procedures.

Max mused. He imagined himself 'put on the spot' by some needling interviewer from the media.....

INTERVIEW

Int. Mr Sewell, it would seem to me that you have made such a drastic alteration to the notion of schooling, and implemented so much at once, that you see yourself as someone with all the answers.

Max. It is true that I have strong beliefs about the purposes of schools and about the inadequacies of our present system. I was aware that gradual change is easier to cope with but conscious of the fact that a changing staff and gradual change itself virtually eliminate the capacity to establish base-line pupil reaction and progress. Modifications are generally in the direction of the status quo so that real change is only minimal. I had hoped that parental choice would facilitate a radical approach from the outset.

Int. Let me put it another way, Mr Sewell. You presented to teachers, parents and pupils such a comprehensive package that initial understanding of the ramifications would have required far more than the presentation of a document, far more than a few hours of discussion with staff, far more than one meeting with parents, and more than a belief that children already entrenched in traditional approaches could be led rapidly to adopt quite different ways of learning and responding to teaching.

Max. I agree. But I also believe this is true of what is labelled 'traditional' at present. How many parents have read, let alone understood the ideas said to be subscribed to by a staff, pupils, and community in the school Scheme? How many such schemes glibly talk of 'choice', 'catering for individual differences', 'learning motivated by involvement and relevance; et cetera?

Int. You have a point, but your planning seemed to see more than the individual as worthy of special attention for were not the classes

organised on a vertical basis yet still consisting of groups of seven or eight at four age levels separated by intervals of about two years - for example, six, eight, ten, and twelve year olds together?

Max. Yes. Teaching is not something sacrosanct to the professional. Everybody both learns from and is capable of teaching or causing others to learn. Our present system accentuates the barriers associated with differing experience or age. Is it any wonder that we have a 'generation gap' when our most persuasive public institution effectively prevents purposeful interaction between disparate age groups? Modelling, in the psychological sense, is a powerful means of influencing others so why not make use of the process?

Int. It would seem to me that your requirement that a teacher spend fifteen to twenty minutes per week in consultation with each pupil would place considerable strain on the ability of a teacher to control the whole class, let alone find time to adequately instruct groups or the class as a whole.

Max. This was expected and numerous meetings, an inservice course, and informal discussions took place to ensure that difficulties were overcome. Some coped better than others but all to some degree did succeed, which leads me to believe with certainty that such an approach is viable. It is true that difficulties were experienced but appropriate training and teacher selection would go more than half way to ensuring that individual guidance, class control, and group instruction is manageable and effective. It became obvious very early that teachers need guidance and training in the basic techniques of interacting with individual learners. Establishing rapport, being aware of all the progressions in a subject or area of study, and knowing the factors that can influence the ability of a particular pupil are not within the repertoires of some teachers. The ability to take advantage of the knowledge that is gained about a pupil is dependent upon the teacher's grasp of the subject and the psychological, physical, social, and emotional characteristics of the learner. The present system of training and working begets teachers who are skilled in differentiating pupils according to all sorts of criteria but it frustrates the growth

of expertise in catering for differences once they are recognised. Some lamented the restraints placed upon interacting spontaneously with a pupil.

Int. How can a teacher forego close supervision of a class of twenty, sometimes forty minutes at a time and have peace of mind that the pupils are working?

Max. This is often done by teachers now - those who mark work during class time, who carry out all the routine things like setting up equipment, supervising as opposed to teaching, talking with other teachers, talking to individual pupils (usually a certain few though). Still I agree much more was envisaged. Thorough preparation, involving evaluation, was essential before class teaching or communication with an individual. Older pupils were rostered, twenty minutes at a time, to act as tutors. The tutor was available to help younger children, make elementary organisational decisions, meet visitors, and cope with interruptions like notices. Unfortunately class sizes demanded that some pupils, usually juniors, were taken for conferences in pairs and occasionally in threes. The maximum size for a class operating on these lines should be twenty five and the optimum number would be twenty. Eighty or even a hundred minutes out of two hundred and seventy five minutes each day is quite feasible for effective conferences and general teaching.

Int. Vertical grouping covering six years, tutors, teacher/pupil conferences - these are organizational factors. What about actual teaching - wouldn't this be burdensome?

Max. This was the most frequently asked question at the parent meetings. But if you consider a standard class at any age level you will find a great range in abilities. The teacher is forced to group for reading, mathematics, spelling and other skills instruction. At least with different ages there is a guarantee that one or possibly two groups are reasonable independent of constant teacher supervision. Much of the work becomes either self-chosen or teacher-designated assignments which, in the best run classes, may

be worked on at times to suit each pupil. There are set times for instruction or group or whole class activity but primary children's powers of attending to instruction or oral discourse diminish rapidly after ten/fifteen minutes, even earlier in some cases, so longer periods are discouraged in favour of well planned segments. Flexibility is encouraged - co-operating with another teacher to regroup according to age or ability for physical education, the introduction of certain topics, testing, excursions and so on.

Int. This introduces another dimension - the ability of teachers to work with others. Is this possible?

Max. Yes. But some are unwilling or unable. The well-organised person is frustrated by another who looks for the 'teachable moment' and/or has no compunction in constantly varying routines - who even has different expectations of behaviour and standards of presentation and achievement. Two classes then, may be deprived of the opportunity to benefit from the best that not just one but two or more teachers could offer. Teachers and prospective teachers need training in how to work with colleagues.

Int. Mr Sewell.....

At this moment the sound of a telephone ringing disturbed Max's reverie and he used the diversion to terminate the 'interview' which seemed like other discussions he had had from time to time with one or two people who were not involved and seemed loathe to admit that anything worthwhile was to be expected. For a few, practically anything that went wrong was attributable to POW. Even one or two parents who had previously been concerned about their child's progress in perhaps reading, after only a few weeks were seeing this lack of head way as an effect of POW! There was the time when Mrs Bell had come to see Max because her daughter Jane, a form one pupil, was 'not working'. Mr Bell had asked for her books to be brought home and had dismissed her efforts as 'rubbish and disgraceful'. In defence Jane had said that she was always being distracted by juniors wanting help - that it was too noisy. Max had asked if her husband would come to

discuss things and Mrs Bell had intimated that he was a very volatile person and she would not be answerable for what he might say or do - she just wanted Jane taken out of the programme. Max was perplexed because till quite recently Jane had been a good pupil and responding well. Mr Bell came and agreed to give Max three weeks to see if changes could be made. Two weeks later Jane collapsed at home and had to be taken to hospital where diabetes was diagnosed and thereafter she had to have regular injections of insulin. But damage had been done. Gossip among neighbours tended to be remembered and in this case it had been that the parents of Jane were dissatisfied with POW rather than the fact that Jane had been physically out-of-balance for some time. Uninformed gossip proved to be a major obstacle to greater understanding by the community. Parents who had come in to assist with the banking or for other reasons, and especially if their children were not in POW, made it their business to tell all and sundry if there were any departures from 'normal' behaviour. A noisy library period would be noted but not the fact that the library was overcrowded because it was raining, the other children were completing Progressive Achievement Tests, and it was not usual for the banking to be done in the library at that time. Others, not in POW, saw the new approach as somehow implying that previous attainment was being belittled - 'and after all our pupils have always done well at high school' - again omitting to mention that this judgement is made on the basis of one or two who do achieve public recognition at prize-givings.

Max looked at the mothsclosed his eyesat the steam slowly curling upwardsclosed his eyesat the little rivulets of condensation trickling down the wallclosed his eyesand imagined a sequence of images on television.....

3

PLANNING A TELEVISED INVESTIGATION

How were sequences determined? Why were certain shots preferred? Max imagined himself in consultation with a television programme director who had come to capture the spirit of the intended POW programme and the realities.

Well, Ted, I'm pleased to hear that you are not only an expert in the TV world but also well qualified through experience in teaching.

Thank you Max. I've had a good look around the rooms and I'd like to work out with you the overall approach before deciding on specific segments. I take it that you would like to highlight those aspects that are distinct from traditional methods.

Yes, but please don't convey the impression that everything traditional has been thrown out. As you know this is far from true.

I noticed similarities among the five classes but it also seems that each is different in its organization and tone. Is this desirable?

Each teacher's personality, experience and ability is reflected, and this is as it should be, so it would be worth noting this. Care should be taken not to make any judgements though.

That would be difficult. For instance, the fact that room 14 is more untidy and the children less well mannered and occupied will come across and must be seen as a judgement if shots of similar situations in other rooms are shown. If we show the teachers in action we will be contrasting a bluff, dominating older male with an efficient, quiet, sensitive younger female. Can we avoid that?

No. It takes well organised, efficient, and imaginative practitioners to succeed in this as in any other programme. These people have not been especially selected from a range of applicants so the contrasts will be there. Be kind though and try to balance negative with positive highlights if possible.

Okay. Now, what are the main features that you would like emphasised? Just what is different and important? I've heard of ripple-teaching, buddies, conference books, clubs et cetera. Are these central to POW?

The central idea is an emphasis on learning according to individual needs and interests. The weekly conference with the teacher is intended to give an opportunity for the teacher to ascertain progress in routine assignments, establish priority learning needs, and direct the pupil into activities that will ensure a grasp of a fundamental process, skill, or even attitude. It is a time for the pupil to indicate matters of concern, interest, or pride in academic, social, or other areas. A two-day in-service course was held partly to establish what was happening in conferences and the main finding was that teachers did too much talking and the pupil was not encouraged to display his style of thinking through provocative or leading questions and statements. While the conference indicates a concern for individual interests and cognitive styles the structure of each class is intended to lead to a facility in helping and responding to others of different ages. Older pupils are seen as 'other teachers' in that they are capable of giving help and guidance that a teacher is called upon to give in a younger single-age class.

I did see evidence of this Max, but I also found that some of the older pupils begrudged the time, and interruptions to their own work, when younger children asked for help in finding words. Is it fair to the older ones?

Perhaps some teachers have tended to overdo or not plan sufficiently for this aspect. On the other hand if you can imagine senior pupils who have been in such a programme for three or four

years I think the reactions would be different. Children are as conservative as any one else, in that change is seen as threatening, and they look for specific differences on which to lay the blame for their insecurity. Some reckon that the class is too noisy yet I find them no noisier than some standard classes. 'Noise' is related to teacher efficiency, expectations and general control.

I agree. It seemed to me that the rooms where children knew exactly what was expected of them, and what was to follow, were functioning best. I'm thinking of one room in particular where long and short term teacher requirements are well displayed on charts and blackboards, the tutor looking after a class during a conference is very clear about her duties, and imagination in terms of activities and assignments is evident. Two teachers do not seem to have moved very far from traditional approaches and children complain of not having regular conferences, or being prevented from their own planned studies because the teacher has scheduled most of the time for set work often unrelated to their interests or needs. In two of the rooms long term pupil projects are producing very good results in that the children, even the juniors, are working with an obvious pride and interest in what they are doing, and are sharing their ideas and skills with others. What about the teaching of basic subjects like reading and mathematics though - is this programme so different?

In essence, no. But teachers are forced to see their classes in terms of small groups at least. For some this has been quite daunting since they have had little or no experience of teaching six or seven year olds. However, since the classes are parallel in structure, the opportunities are there for teachers to work as a pair by swapping pupils or combining classes in various ways. Some have done this very effectively. Others have had great difficulty in working with another who has different expectations and abilities. In subjects like Social Studies paired teaching and whole-group (five teacher) planning has been quite successful. A new Social Studies scheme had to be written where broad groups (senior, middle, junior) could move along 'tracks' in any year but vertically grouped POW classes were able to study in a common area according to organising ideas which

intersected with each of the three tracks. We intend to use the same approach in Science. At present this subject is dependent on individual and small group assignments related to three different resource kits, in the form of assignment cards, which are housed in the library.

I noticed that pupils come and go to the library almost at will - especially in those classes where the teacher has planned for flexibility. Is this wise? I did notice that some pupils seemed to be in there with little real purpose.

But this is true of all classes, traditional and alternative. Some children respond and some don't. Forms one and two pupils are rostered for library supervision in the mornings when the teachers-aide is not there. By and large too, there has been a tremendous increase in the volume of books being used. You will have noticed also, that some pupils are using the one-hundred-watt filmstrip projector in there. We have had to insist that this is done only when the teachers-aide is present as strips are not always replaced in the correct boxes. Once again though pupils are demonstrating that they are able to search out and use resources independently if they are given the opportunities and guidance.

Surely teachers would be hard pressed to find time for such guidance when they have basic subject teaching as well as an hour and a half of conferences each day.

Unfortunately you are right. Classes are too large, but we are committed to seeing this year out and teachers are working very hard to ensure that fundamentals are not suffering.

'Ripple teaching' - what is this? One of the teachers has a propensity for using unusual terms that POW has generated yet his class seems less purposefully occupied than the others.

It means that if the teacher has instructed the older or more able children well in any skill or procedure then they can be used to instruct the younger or less able ones. Once again though we have

found that pupils are just not used to instructing others in even quite simple things. Some see it as wasting their time while others obviously enjoy the task and do it rather well. Personally I believe that 'teaching' should be a subject of the curriculum from at least age nine on. Applicants for professional teaching certificates and further training and experience would not then be selected by interview techniques but rather on the basis of personal experience through success determined by the judgements of those they have taught and those they have worked under.

I noticed older pupils helping younger ones with reading. Is this the 'buddy' system?

Yes, but it does not apply only to reading.

When do children, especially older ones, get a chance to interact with others of their own age?

For sport, at manual training classes, on camp-outs, and at socials. The senior pupils have lunch together - for example the form-tuos meet in the library - and of course they meet in the playground though we do find now that some prefer to play with children of a different age. Vertical grouping almost certainly increases the command of language especially on the part of the juniors.

I can see that language is being purposefully developed. All of the classes are using drama where a group involves children of different ages. They function well. Are there opportunities for the junior children to meet as age groups though?

Yes. They are often grouped for the introduction of Social Studies, Science, and Health units. They have singing, assemblies, and Choice periods where they meet together with children from the standard classes. On two mornings per week, when the form ones or the form twos are at manual training pupils are permitted to move to any POW room to be with friends. As you have noticed though they enjoy drama across age groups and this has occurred where choice of activity

or location is allowed.

Max 'surfaced' from his imagined discussion of a TV portrayal and glanced at the towels. They were lumped together because someone had had a shower and put those usually hanging above the bath on the same rail. They were a category but at the same time there were sub-categories - small for the children, large for the adults, and colours that each member of the family recognised as his or her own. He mused on the notion of categories while still vaguely pondering on the success of plays involving different aged children. He was aware of the Bernstein thesis about the boundary maintaining features of categorisation in society through its language, structures, and dynamics. It was paradoxical that the POW programme, while breaking down categories and barriers, had effectually exposed the tenacity with which people were inclined to cling to the habilaments of categorisation. Could he project this through drama? A preface after the style of Shaw? An economy of presentation a la Pinter? What were the important segments of the community that had erected or been forced to face barriers? What constituted a barrier? He toyed with the idea of a short preface.....

4

PREFACE FOR A PLAY?

A geographically based school community can not be thought of as an educative community in the sense that it is agreed upon the goals of schooling or education in general. There is no doubt too, that the wider community, in some of its various components, holds a variety of attitudes and concepts that are less than desirable from an innovator's point of view. POW sought to resolve the conflict between schooling as (a) promoting the efficiency of individuals in academic pursuits, and (b) fostering the process of socialisation towards eventual full participation in the wider community. Max had hoped to ensure more than a modicum of support by making entry a matter of family choice. However, this in itself established two basic categories - those 'in' (I) and those 'not in' (NI). He was then in the invidious position of being unable to wholeheartedly foster deeper commitment to POW as he would be seen by the NIs as favouring one section of the community. This happened within the staff as well. Frequent meetings of POW teachers were imperative so that when Max learnt that, even in joking terms, the others were enjoying the fact that they did not meet as often, he was driven to call meetings of those teachers to 'balance the books', so to speak. The school and PTA committees were each separable into Is and NIs.

Parent NIs tended to be either quite certain what schools should be concerned with or generally uninterested. Concerned NIs drew attention to achievements of the past and deplored any departures from traditional ways, however minor. They saw same-age grouping as providing the stimulus of competition and found no value in children being permitted to make choices. Teachers were there to tell children what they should learn, how to do it, and to devise ways of ensuring that they did. Same-age friends are desirable and homogeneous classes permit continuing associations often begun in pre-school years.

"And, anyway, what is wrong with school the way it has always been? In our day we got on with learning the basics without all these frills like pleasing yourself what you do. And, the poor teacher - how is she going to cater for children of different ages? Weren't small schools consolidated so that the teaching would be easier and better?"

It is less easy to generalise about the parent Is. In some families the decision to enter the programme had been unanimous. In others the husband or wife had been persuaded to try it for the year. A number had entered because of genuine sympathy with the broad philosophy intended while others had entered because of a vague (sometimes not so vague) dissatisfaction with their childrens' progress in the standard system. It would appear too that some influential members of the community enter new programmes such as POW with the intention of leading a change back to the status quo by fair means or foul, or at the very least acting as 'watch-dogs'.

The wider community influences the various groups interacting within the school. Many weird and wonderful rumours circulated about what was 'going on' at Pukerimu. People are given to inviting opinions from others outside the immediate community and these, including teachers, are often quite ready to offer negative anecdotes and prognostications. These were difficult to counteract on a face-to-face basis since few of the I staff or parents were fully cognizant of the latent possibilities within the approach.

In any community there is a variety of sub-groups like sheep farmers, dairy farmers, 'townies' further divided into categories according to occupation and status, Maoris, Pakehas, members of the network of relations by blood and marriage, newcomers, and church and sporting groups. The school committee chairman, in his annual end-of-year speech said that he was pleased that POW was not going to continue because it was dividing the community. Max felt that there was no strong community spirit and that what was irritating some people was the way in which the sub-groups seemed to be split when a choice was offered.

The wider climate too, tended to polarise otherwise harmonious groups. For example the effects of the booklet 'Human Relations and Development' were being felt quite accutely as some members of the general public moved to put schools, school personnel, and particularly 'trendy' principals under closer scrutiny. The Concerned Parents Association was blossoming into a nationwide organisation with disconcertingly outspoken views about 'new ways' in schools.

Communication, then, was essential, but when Max called meetings of POW parents he encountered resentment from NIs. In any enterprise a certain amount of optimism must be fostered but again some sections of the community and the staff took umbrage at any attempt by him to project such optimism widely. Though he was in many respects hamstrung as far as coping with intergroup suspicion or jealousy was concerned Max felt that the staff as a group could be led to accept the necessity of not departing too far from initial plans. In this he was sadly mistaken. An initially enthusiastic teacher may change abruptly when he finds that a new programme is not a ticket to do whatever he feels like introducing and that it demands commitment to agreed upon principles. Subtle moves to ensure that the programme has little chance of succeeding are triggered when such a teacher is taken to task for saying that specific things are happening (regular conferences, planned reading with juniors, effective evaluation of pupils' work) when in fact they were not. The odd comment in selected quarters by a malcontent can effectively wreck the innovator's chances of building good-will. The staff then become even more exposed to the probings of self-appointed 'watch-dogs' who use social occasions like parties and sports club functions to feed upon doubts or worries that individual teachers might have. Teachers begin to resent giving up so much time in continual evaluation and planning when there are no tangible rewards being offered and they become open to suggestions that they are being manipulated. Staff meetings tended to probe deeply into group relationships, feelings of incompetence, worries expressed by some parents, and the assessment of success in such a values based programme. In varying degrees teachers had difficulty in accepting that though children had the right to make choices they still needed guidance and

specific teaching on how to choose, plan, and work effectively. Many exciting things were accomplished but they tended to be overlooked as the result of tensions generated by uncertainty as to goals, the changed role of the teacher, and the difficulties encountered in coping with unfamiliar areas like junior reading or senior maths.

The children took time to adapt to the necessity for planning and organisation on their part, the new opportunities for assistance, and the lessening in direct teacher supervision. Where conferences were held reasonably regularly and with a degree of sympathetic expertise the children came to look forward to their chance to talk privately with the teacher. Other children saw the conference as virtually useless since it was primarily a time for setting assignments if it was held at all. One or two very bright pupils found that the teacher was less gifted than themselves in certain areas. Some, who had found life in standard classes less than enjoyable because they were the ones usually 'on the outer', responded to opportunities to make friends with other-age children and blossomed as sensitive helpful people. Others, who had not succeeded before, now found excuses for not coping again - too much noise, being distracted by juniors, unable to talk to the teacher whenever the need arose, and so on.

Yes (thought Max) all these factors would have to be explored in any preface, and many more. Well, what about a play? Why not? Just a snippet.....

5

A PLAY? - A SNIPPET

Scene:

A typical staffroom - clock above the door; pigeon holes for mail; table; easy-chairs; tea-making facilities. The clock shows 8.45. Faint sounds of children at play can be heard. A telephone stops ringing.

(Voices off) 'Phone for you Jill.

Thanks.

'Morning Ted.

'Morning Bob. Have the films gone back yet?

No. They were supposed to go back yesterday

but I forgot.

Can I use them this morning?

(Bob enters, pausing near the door)

BOB. Okay. But send them over to me as soon as you have finished. (He is obviously feeling the cold yet incongruously is dressed in an open-neck shirt, shorts, and a heavy woollen cardigan. He glances momentarily at the notice board then moves to the pigeon-hole unit to take out several books and sheets of paper. Only one other hole has as much in it. He begins to leaf through the items but very soon, with an expression of disgust, replaces them in the pigeon-hole and moves to look out the window. Opens window to shout

Robert...ROBERT...Bring that board here!

After a few moments a skateboard is handed in through the window. As Bob is placing it on the floor Jean, in slacks and a sweater, enters and seats herself languidly in an easy-chair.)

JEAN. Starting a collection Bob?

BOB. The damn kids just don't seem to take any notice this year at all. I warned Robert yesterday about riding in the wrong area. Skateboards are a bloody nuisance. There's enough to worry about without them. They're

dangerous anyway. I've put a motion on the board to have them banned.
(Jean moves over to the board and reads.)

JEAN. Has Max seen this?

BOB. Don't think so. I put it up after school yesterday and he was away at the university.

JEAN. Why don't you wait till the staff meeting.

BOB. We didn't have one this week and there won't be one next week either because about half the staff will be away on a sports trip or in-service courses.

JEAN. Oh, well. What did you think of the folk dances last night?

BOB. I caught a couple of form-twos chasing each other round the supper room while the items were on. It's just as well their dance had gone well or they'd have got more than they bargained for.

JEAN. I thought they were all very good. I was pleased with the way my lot rose to the occasion after the rotten practices that they had. The parents seemed to enjoy it too, although Mrs Hammond reckoned she would rather have seen the little ones together all the time. (Looks out the window) Hey! What's going on out there? Max and Brian and Jo seem to be having words.

BOB. (Also looking out) Brian was upset last night. I helped him pack up the sound equipment and he was fuming away about Max using the folk dance evening to put his ideas about POW across to the parents.

JEAN. Brian'd do better to concentrate on running his classroom than always trying to be the big-shot around the place. Did you notice him putting on an act while Max was speaking - pulling faces and putting his head in his hands and so on?

BOB. Jo seemed to agree with Brian that Max shouldn't make statements without staff agreement.

JEAN. Jo can be persuaded to back anything. Max didn't say anything WAS going to take place - only what he saw as successful and thought could be offered to parents at the end of the year.

(Jim breezes in. He doesn't seem to notice the cold temperature even though he is without a cardigan and is dressed in shorts and an open-neck shirt.)

JIM. Hi, people! (slaps Bob on the back) What's eatin' the POW people now, eh? Just heard Max and Brian exchanging a few hot comments out on the court.

BOB. Brian's on his hobby-horse again about participation in decisions et cetera.

JIM. Yeah! Yeah, man! He's strong on participation when it suits him, but he's pretty keen to push things around to suit himself too.

JEAN. You can say that again. To hear him talk you'd think he was the best organised teacher in New Zealand but he's bloody hopeless. Sharing ideas and working together is okay as long as you're prepared to put up with his changes of mind, lack of routines, and bad-mannered kids. We're supposed to help each other by swapping some children for reading and maths, but I've given up. He's never ready when it's time to change or half of his class are missing and you waste time while they eventually get their books and things.

JIM. Spoken from the heart, girl! Good show last night though, eh fellas. Kids seemed to enjoy themselves. Now we can start thinking about camp-outs in a month's time! What are you lot going to do with your juniors?

BOB. It'll work out all right. The rest of the class will use the gear in the school grounds during the day and all the form-ones and twos will stay up in the hills for a couple of nights. Should be quite a gathering up there each day after school. There'll be six teachers this year instead of the usual two because of the way the classes

are worked out for POW.

JEAN. Thank God there are some things going for POW. I was talking to Connie Milne, she's teaching out at Kapai, and she said that she had heard at some local meeting that the POW programme was designed to let the kids do just as they like, and that the teachers had to ask the principal before they could set any homework or reprimand a child! Do you think I ought to tell Max?

JIM. Yeah, girl. Tell him. I've heard some peculiar things too that a certain staff member, without naming anybody, is supposed to have said. At the do the other night I was asked how teachers were counselled by Brian, and why he had to be a go-between for Max and the staff.

BOB. I wish someone could get through to Max that conferences are a waste of time for some kids. How many are you getting through Jean?

JEAN. Oh-h, I cheat a little and double them up or take the juniors all together, but I'm getting through five a day fairly easily, and six quite often. Mind you some of them are fairly short 'cause some of the kids don't seem to need conferences and others just don't know how to hold an intelligent conversation. The part I find hardest is checking up on what they agree to do from one conference to the next. (With a self-conscious laugh) I have to watch what I write in Kim's conference book because she's a better speller and seems to have more clues about some things than I have!

BOB. I'm trying to work a six day cycle for conferences but the kids get all-mixed-up.

JIM. Don't often see you chin-wagging before school, Jean. Got everything up to date like me, eh?

JEAN. I've already spent an hour in my room. I came over to see if the films were still here. We missed them yesterday because of the special practice for the folk dance.

JIM. UH-hu. That's the style, girl. Is Graham coming to wind-up on Saturday night?

JEAN. Yes. We're both going but if Rob Carter is there and latches on to me with all his moans about POW and education in general I'll be going home early or poison his drink or something. I wish people would come and talk to Max instead of bailing me up in shops or at parties. He's got more time, although that circular about not being available without an appointment if he had to act as a reliever because of the government cut-backs has put a few people's backs up.

BOB. June says they were talking about it at a women's group meeting she was at the other day,. Pukerimu and POW seem to be the main topic of conversation at meetings all round the district.

(Karen enters rather hurriedly and somewhat flustered. She is dressed in a skirt and blouse and suede jacket.)

KAREN. Hi, Bob, everyone. Bob, some of your form-ones aren't turning up for library duty. Could you remind them please?

BOB. Okay. But it's pretty hard to think of things like that when you're trying to cope with juniors who always seem to be finished something and wondering what to do next.

KAREN. (Overly concerned almost to the point of exaggeration) Oh, yes. I feel sorry for you poor POW people. I don't know how you cope. I was talking to Mrs Waters and she asked me what I thought of the programme. I tried not to say too much but she was amazed at the amount of time you people have to spend before and after school to keep up.

JIM. (Glancing at the clock) Bet you didn't tell her that us standard types only need to get here ten minutes before the bell....

KAREN. It's alright for you Jim. You haven't got children to get off to school and a new house to try and....

JIM. Woah! Woah! Was only joking.

(Karen smiles mockingly and walks out)

BOB. Well, I got a bit of a lift last night. Mrs Reed said she was amazed at the amount of work Billy is doing voluntarily at home. She was almost complaining that he was too enthusiastic and seems to suspect that there's something wrong because it's work that hasn't been set by me!

JEAN. You know, I don't think we spend a lot of time out of school. We might be having more meetings but I put in just as much time before and after school with the class I had last year. Mine are doing plenty of work off their own bat too. It's no wonder Brian's kids are rackety and not going very well. He seems to spend most of his life talking on the 'phone about NZEI business or counselling...

BOB. Or spending days of class time preparing for musicals or sports and so on. Karen's got a point though. You wait till you've got kids of your own. By the time I've helped with the twins in the morning and been up half the night to them it's not easy to even think about school, let alone get here as early as you do.

JEAN. If you were working in an office or a factory you'd have to. That's the way I look at it.

BOB. You wait till a family comes along....

(Sound of bell)

JIM. Well, to work slaves! Let's go!

6

DISCUSSION

This section reviews, as succinctly as possible,

The main issues,
 Some grounds for holding to value positions,
 Barriers to the development of goodwill,
 Factors influencing the resolution of difficulties,
 Weakness and strengths - in structural terms,
 Some specific effects of choice,
 Some consequences of changed instructional/learning
 methods, and
 Pertinent theoretical considerations.

The main issues.

The linchpin of the POW programme was the nature and extent of the reactions of significant sections and individuals in the community to the vital element of parental or family choice. Max decided that the organisation of the school into classes would depend upon the choice made, on behalf of each child, from two options. The School and PTA committees had been given no opportunity to veto the proposal or to suggest other options. This was seen by some as a deliberate attempt to bypass them or undermine their positions of influence. Unwittingly, perhaps, Max created a minor power bloc bent more on resisting the challenge than on working together to help develop new ways of educating children.

Innovation by its very existence challenges the status quo or the 'good old days', and for those associated with a school over a long period, is seen as a covert criticism of all that they have subscribed to in the past. It also tends to polarise people into those for the 'basics' and those for the 'frills' or 'trendy thinking'.

Some find making a choice onerous and would much prefer to be directed or have decisions made for them. The size of this group was difficult to assess but it was there ready and waiting for those so inclined to swing to one point of view or another. Choice also involved side-issues such as the priority to be accorded the individual in relation to the group, learning to compete as against learning to co-operate, and methods of grouping children for learning and/or instruction. Basic political, religious, and sub-cultural mores were either affronted or courted by the new programme so that tension was inevitable.

The method of introducing the programme was a choice made by Max as principal. An issue in itself, it too threw up side-issues. He had read 'Antomy of Innovation' (Smith & Keith, 1971) but their label of 'alternative of grandeur' had not registered with him. Taking all the factors into account that seemed important at the time he had decided on an 'all or nothing approach' rather than a slowly evolving change. To do this he presented a 'package' which, as an act, was inimical to co-operative development on a significant scale. He had reasoned that an innovation had to be practical in terms of the prevailing conditions and not especially favoured. Teachers changed schools from year to year and schools had a continual turnover of young teachers especially. In fact Education Department policy prevented most, in their first four years of teaching, from staying in one school. Around 40% of a staff has to change each year. There is a lack of stability then in social relations among staff members and in ties to the children and the community.

New approaches make demands upon teachers' knowledge, skill, and time, not to mention emotional or psychological integrity. To some extent each teacher needs guidance, after the manner of the on-going influence of the golf-professional's coach, so that (s)he can 'play the next shot' without the blemishes that detracted from the previous ones. This presupposes an openness to introspection and to dialogue. In fact Max found that this varied considerably from taking any suggestions as personal criticism, to using the programme as a cloak for personally preferred activities, to requiring every little detail and possible

consequence to be planned for and evaluated. In-service training requirements and the amount and time needed for guidance per teacher assumed the proportions of issues insofar as staff morale was concerned.

Inadequacies in the material, interpersonal, and administrative/organizational environments became apparent raising the question of the extent to which teachers should be able to rely on such support. The issues reach dilemma status in that, for a person setting out to foster individuality in pupils, too rigid a structuring of the environment would deprive teachers of this very characteristic. Max probably erred in not seeking to gain greater departmental involvement at the adviser or inspector level. Wider recognition could have been gained for the efforts of the teachers and more aide-time and finance sought. Some teachers quite willingly, as part of day-to-day teaching scrounge, adapt, initiate, invent, and use a wide variety of materials and methods but when put in an experimental situation tend to expect everything to be on hand or readily available with little effort on their part.

Inadequacies, real or imagined, are grist to the mill for politically motivated people and Max was frequently confronted with this fact. The extent to which teachers can be relied upon to implement departures from tradition becomes a salient factor in terms of teacher-effectiveness in the face of both internal and external pressures.

The degree to which original plans should be modified also concerned Max and affected his relationships with one or two teachers. He was keen to establish baseline performances from which, after reasonable experience and on-going evaluation, developments could be undertaken. On the other hand Brian felt as if he was being 'put through a sausage machine' when his flagrant or even disguised deviations were noted and stopped by Max. How much professional and personal loyalty should an innovator be able to count on before bureaucratic (trade union/professional group) principles could legitimately be regarded as under attack?

Some grounds for holding to value positions.

There were teachers, parents, and children who saw very little wrong with schooling in the traditional sense. Then too, there were those who, initially willing to depart from traditional ways, became resistant when their expectations were not immediately realised, or when problems seemed to require an inordinate amount of time and effort to solve. Some were influenced by the thinking or decisions of friends or those in their locality. Others were affected by the wider environment - reports from political sources including bodies like the Concerned Parents' Association, and comments, from some employers and others with status, projecting the view that already schools had strayed too far from 'the Basics'.

Self interest motivated others - the desire to be in the 'in' group, or to try another approach because a child had not responded previously. Some even accused Max of self-interest in that he used experimental projects as 'food' for his university studies. The basic philosophies of people became apparent as well as the extent to which their personalities were open or closed to modification.

Staff and parents were also influenced by the extent or depth of their knowledge about both children's motivation/learning processes and general societal intentions. Consensus on these grounds was well nigh impossible.

Barriers to the development of goodwill.

Freeman Butts (1975) speaks of growing public distrust of officials and of the basic American regime itself. In 1977 a similar mood was becoming evident in New Zealand with academics, public servants, unions and the education sector in particular coming under attack through direct criticism and inuendo. Debate, issuing from the earlier publication of a booklet 'Human Development and Relationships' and the proposal to include Health education in greater depth in the curriculum, still waxed strong. The abortion issue, gangs and violence, and rising unemployment claimed the attention of many who looked for causes in the school system.

Personalities rather than ideas were attacked and this was no less evident in the Pukerimu community. Brian had taken a prominent part in the debates about 'Human Development and Relationships' and many had not forgotten his libertarian stance. Suspicion of motives coupled with gossip led to the dissemination of misinformation so that quite inconsequential happenings like the permission for pupils to ride skateboards at school, or requests and suggestions from the pupils' school council created suspicion and led to criticism of the staff and Max in particular.

Rather than face-to-face contact working for greater understanding of and sympathy with the school it often had the opposite effect. Teachers were sought out at social gatherings by those with 'axes to grind' and any who admitted to difficulties or dissatisfaction gained ready listeners. Brian, who early in the year had decided to subvert the programme insofar as it involved teaching six-year-olds, was known by Max to have used the public arena to sow the idea that since he could not, or was not prepared to, cater for the younger children then older children were going to suffer and other less-experienced teachers would not be able to cope either. This was not the case, however, since other teachers were prepared to put in the time necessary to ensure that the juniors were well catered for, whereas Brian continued to be heavily involved in the counselling service to teachers in the district and to have bursts of enthusiasm for particular facets of the programme rather than pursue an organised, planned, and imaginatively structured approach. The basics of successful teaching like immediate feedback through careful evaluation and marking, well prepared lessons, and challenging, interesting work for the pupils was evident with most teachers, but with the expected leader, Brian, this was not the case. It had not been long before Max realised that his assessment of Brian as a likely leader, because of his claimed espousal of progressive approaches, had been ill-founded. House (1974) points out that teachers rarely adopt an innovation as a whole and, while Max had been prepared for this, that his intended leader in effect became a weak link in the team, adept at putting on a 'front' but not really backing declared ideas and suggestions with evidence of expertise, had not been anticipated.

Factors influencing the resolution of difficulties.

Some parents saw choice as a rejection of this or that point of view rather than the exercising of a preference and if they did not set out to persuade the 'deluded' ones that they had erred in their choice they at least failed to take any constructive part in making either or both options work. Max probably erred here in that he called meetings of parents and meetings of teachers on the basis of the programme they had chosen or worked in. Perhaps he should have had combined meetings but he had reasoned that time would not allow for the endless debate that some were prone to and if loyalty was important then it would be more forthcoming if it were based on choice. This is a moot point since a number of parents in the POW programme had early misgivings or showed that they had entered knowing that they were committed for only one year.

Weekly staff meetings were supplemented by many informal contacts between Max and the teachers in the POW programme. Three meetings of POW parents were held and at one of these it became obvious that one or two were feeding on the idea that because one of the teachers was having difficulty catering for the range of ages and conducting conferences, then the others probably could not cope either. Max had raised some suspicion that there was something to hide when he had insisted that teachers were not to be directly addressed and all comments were to be directed to himself as chairman. He assured me though that there was no ulterior motive other than to prevent personalities entering into the discussions. He did mention that early in the year he had had to tell a parent (School Committee member) that he was not to approach Jill at school without first seeing him since she had been reduced to tears over his attitude to the failure of this ten-year-old daughter to succeed (to his expectations) in reading and spelling (and this only four or five weeks from the beginning of the programme!)

An open-day was held and about half the families attended. Parents were invited to come into the school to see the classes in action whenever they liked and about ten did so.

A mid-year school-based in-service course (Appendix II) enabled the teachers to spend two days reviewing what had happened and where they were going in terms of original plans. A close look at what was happening in conferences was achieved through video-taping and this permitted teachers to analyse and compare their techniques. Max submitted the taped conferences to interaction analysis and was able to highlight the extent to which teachers dominated them.

Weaknesses and strengths.

Ideally each group or section in an organisation should interact constructively with what others are doing. The ramifications of choice virtually negated this prime requisite for cohesiveness. Max was unable to bring both groups to appreciate the goals intended by the POW programme and failure was therefore virtually ensured. Instead of a whole organisation he tried to run two variations. More effort should have been made to ensure that not just POW parents but the whole community understood what was being attempted and why the attempt was worthwhile for all concerned.

Self-regulation is another key to structural effectiveness and, while this was not a feature overall, the POW section was very much involved in self-regulatory exercises. Max had set definite boundaries and guidelines to work to, though. In some respects this was warranted since most parents and the teachers, to a lesser extent, lacked the experience and depth of theoretical understanding to make modifications that were not just the result of temporary reactions to short term problems. Quite marked professional growth though, was evident and commented upon by a departmental inspector who kept in touch with the programme.

An effective organisation or system is continually 'under construction'. Instead Max found that teachers wanted things to remain stable while they came to grips with all that was involved. They lacked a firm base of experience from which they could draw confidence and responded to day-to-day concerns rather than long term goals. Certainty about goals was lacking, let alone the most appropriate

methods of achieving them. Choice by parents was all very well but 'delivering the goods' by the teachers was not thereby ensured.

The strengths arising from the juxtaposition of an alternative programme lay almost wholly within that section. There was some 'spin-off' like interest in assignment setting, conferences to a limited degree, optional interest work, and pupil 'buddy' teaching in the standard classes. But, the real strength lay strangely enough in the POW teachers' uncertainty about how to proceed. They were forced to consult, change, experiment, co-operate, revise and make decisions as they had never done before and, if nothing else, developed a greater tolerance for uncertainty. They also learnt more about themselves as team members and individuals under stress. Undoubtedly they gained much more worthwhile knowledge about every pupil in the class rather than the 'behaviour problems', 'slow learners', and the occasional very bright pupil. Another strength lay in the fact that teachers, parents, and pupils were driven to consider and reappraise just what values were important to them and, particularly with the teachers, to articulate their feelings, beliefs, and reactions to different ideas. This was the pearl that developed close to the irritation. But, just as the oyster as an organism is not thereby made more valuable or efficient, so too the school as an organisation gained little.

The specific effects of choice.

1. Conservatives are galvanised into action to reclaim past 'glories'.
2. Missionary activity occurs as people try to convince others how they should choose.
3. Political activity increases as aggrieved people try to renege on commitments, ensure the venture fails, or alter things to suit themselves - personalities come under attack.
4. Those with no firm commitments, one way or the other, seek guidance and are attracted leaders or vocal types no matter what their field of work or experience.
5. Strain is placed on the leader in that being fair to both options is extremely difficult.

6. Suspicion as to others' motives increases.
7. Blame for anything that fails is placed on the 'others' and particularly on the 'new way'.
8. The intolerance generated or exposed initially is very difficult to overcome.

The specific effects of changed methods.

1. There is increased tension for teachers who are not well organised, lacking in knowledge of how to cope with individual differences, deficient in imagination, or intolerant of change and uncertainty.
2. Deficiencies in facilities, equipment, and resources are exposed.
3. Uncertainty develops as to what are acceptable standards and quantities for self-chosen work.
4. Difficulties are experienced in teaching new skills and promoting attitudes required for learning how to learn rather than reacting to teacher directions.
5. Adaptable and/or independent pupils find the changes stimulating, challenging, and enjoyable.
6. Regular evaluation of pupils' work becomes essential but time consuming in terms of quantity.
7. Attention-seeking pupils are deprived of the opportunity to claim more than their share of the teacher's time.
8. There is much less disruptive behaviour, particularly from senior pupils.
9. Junior pupils find that certain older people are approachable, helpful, and more competent than others.
10. Naturally 'long-winded' teachers find it difficult to adapt to the necessity to be 'on target' and specific.
11. Increased activity and movement is difficult to monitor.
12. The necessity for sympathy, patience, understanding of cognitive styles, recognition of perceptual characteristics, and knowledge of conceptual development needs becomes more obvious through prolonged,

regular interpersonal dialogue. Where any one of these is missing the potentialities of a conference are sabotaged.

Theoretical considerations

Nowadays 'community' is a popular topic for discussion among educationists and others but increasing community participation and control is the least consensual of recent proposals for educational reform (Fein)

...This is true not only because it is a threatening doctrine to many participants in the system, but because its adherents come to it for diverse reasons and mean by it conflicting things....the overriding crisis of the schools is one of goals, not performance.¹

Freeman Butts (1977) notes that stress on either individual liberty or social equality destroys the dynamic quality of a true community and quotes two sentences from Dewey

"Fraternity, liberty and equality isolated from community life are hopeless abstractions. Their separate assertion leads to mushy sentimentalism or else to extravagant and fanatical violence which in the end defeats its own aims."²

Community organisation is subject to strains imposed by faulty distribution of power, faulty mobilisation of energy, and faulty communication and perception of one's environment. These are capable of change if the pathways (obligation, friendship, rational persuasion, coercion, inducement) and sources of influence money and credit, personal energy, professional expertise, popularity, social standing, political standing, control of information, legitimacy and legality) are identified and used wisely.³

¹Leonard J. Fein, "Community Schools and Social Theory: The Limits of Universalism," in The School in Society, ed. by Sam D. Sieber and David E. Wilder. (New York: The Free Press, 1973), p. 416.

²R. Freeman Butts, "Public education in a pluralistic society," 1975 address reported in Educational Theory, Winter 1977.

³Robert Morris and Robert Binstock, Feasible Planning for Social Change, (New York: Columbia University Press, 1966) reviewed in Community Organisation and Social Planning by Robert Perlman and Arnold Gurin (New York: John Wiley & Sons, Inc., 1972), p. 43.

Though school/community relations are capable of alteration four problems must be overcome: (1) selective listening, (2) selective interpretation, (3) sufficient feedback when complex messages are communicated and (4) the extensiveness of the numbers reached.⁴

In society at large there is a growing acceptance of the rights of individuals and like-thinking groups to adopt alternative life-styles. The monopoly of education by the state and teacher organisations is no longer as widely accepted as it once might have been. In the year following the POW programme an alternative school, based on religious ideals, was established in Pukerimu. The quality and type of schooling should surely be a matter of choice if we can agree with those who see not teachers or curriculum as the major determinants of quality but social situations, and motivation and support from the family and community. As Taylor (1976) rightly points out, participation, which is rather glibly associated with the idea of school/community liaison, raises as many issues as it is designed to obviate - "We must hesitate before we force people to be free" -

... It is impossible to consider participation in any depth without running across long-standing political and philosophical problems to do with freedom, justice, equality, authority, power, influence and control...

... Participation implies the availability of information and of the means for checking its truth...

... For, granted the rationale of institutions, the best decisions will be taken if they are taken by professionals. The state, however, cannot be similarly circumscribed in the values it espouses... We cannot have a monolithic system of government on Plato's model, because we do not have a monolithic system of values which it presupposes (Lucas, 1976)...

... It is no more than common sense that if participation is self-educative, a certain amount of prior education is demanded before people are likely to avail themselves of such opportunities for participation as exist. Here again, academic educationists may be at fault in assuming that certain ideas and policies are widespread and generally understood when in fact they have only just begun to penetrate the non-professional consciousness.... Lynch and Plimlott (1976) say "... The concept of the community school is rarely, if ever, clearly understood by either teachers or parents. Indeed, we have sometimes wondered whether any consensus about the community school exists among those professional educationists who so enthusiastically support its development. Before bewildering parents with somewhat ill-defined (if socially imaginative) proposals, a great deal more solid groundwork needs to be laid

⁴Eugene Litwack and Henry J. Meyer, "The School and Family: Linking organisations and external primary groups," pp.425-435 in The School in Society edited by Sam D. Sieber and David E. Wilder (New York: The Free Press, 1973), p. 431.

down in the form of helping parents to become involved....
at more prosaic levels"...

... Pupils, students, parents, workers, are sensitive to
the smell of paternally-imposed ritualistic participation...

... Teachers' organisations use the spectre of latter-day
Macarthyism or the taking over of parent groups by radical
critics of society as examples of what might happen if
control of the curriculum passes out of professional hands.
As always their arguments are a mixture of self-interest and
the rational pursuit of principle...

... I think that teaching and learning are activities that
need to be carried on in an atmosphere of freedom from
day-to-day supervision, with the determination of objectives
and methods left as far as possible in the hands of
well-educated professionals. For these reasons I am
unsympathetic to notions of 'parent power' whilst recognising
that these may have been fostered by the manifest deficiencies
of many of our schools.⁵

Nevertheless Max took a small step along such a road and discovered
that if participation is to be whole-hearted and non-competitive then
it cannot be properly handled by a single organisation attempting to
control two diverse groups. At the very least participating groups
must be autonomous and capable of reacting to leaders and ideals of
their own choice. Taylor does not seem to contemplate the advantages
of the state catering for a plurality of philosophies yet demanding
allegiance to a common ideal, such as tolerance for other goals and
methods, at all levels including administrative and supervisory,
insofar as education in a particular school is concerned.

Knezevich (1970) lists eight characteristics of an innovative
organisation as seen by Thompson (1965)

- (1) allocating special resources to innovation in an
organisation (uncommitted money, time, skills, and
goodwill); (2) creating diverse inputs needed to
facilitate generation of new ideas (such as wide
diffusion of uncertainty so the entire organisation
will be stimulated to search); (3) emphasising
recognition, such as professional esteem or
satisfaction rewards for research and innovation in
addition to the usual extrinsic organisational
rewards of income and power (esteem striving replaces
status striving); (4) building a creative atmosphere
free from external pressure that demands successful
inventions short periods of time (indulgence in time

⁵ William Taylor (Director of the University of London Institute
of Education), in a paper delivered to the annual conference of the
Australian Council for Educational Administration, August, 1976, and
reprinted in a supplement to National Education (April, 1977).

and resources are needed in the organisational evaluation of the innovator; (5) producing an environment of freedom to innovate; (6) designing greater structural looseness, less stratification, and less emphasis on narrow non-duplicating, non-overlapping definitions of duties and responsibilities; (7) using group processes more and more with freer communication systems, broader work assignments, lessened emphasis on authority, greater amount of interpersonal communication, and multiple group membership; and (8) thinking more in terms of innovative areas than in the form of research and development departments alone.⁶

POW met most of the criteria except for the allocation of special resources (uncommitted money, time, skills, and goodwill) and an emphasis on professional recognition and esteem.

Gross, Giacquinta, and Bernstein (1971) note that (a) barriers are encountered by organisational members; (b) there is a possibility of the development of resistance; and (c) management may be deficient.

The director's strategy of implementation was deficient in two important respects; (1) it failed to take account of difficulties to which teachers would probably be exposed when they attempted to implement the innovation and (2) it contained no mechanisms to identify and cope with barriers and problems arising during the period of attempted innovation... subordinates have the right to expect management (1) to take the steps necessary to provide them with a clear picture of their new role requirements; (2) to adjust organisational arrangements to make them compatible with the innovation; (3) to provide subordinates with the necessary retraining experiences, required if the capabilities for coping with the difficulties of implementing the innovation are to develop; (4) to provide the resources necessary to carry out the innovation; and (5) to provide the appropriate supports and rewards to maintain subordinates' willingness for implementation efforts.⁷

⁶Victor A. Thompson, "Bureaucracy and Innovation," *Administrative Science Quarterly*, 10:1 (June, 1965), 1-20, cited by Stephen J. Knezevich, "Professional subculture impacts on innovation," in *Education, Administration, and Change: The redeployment of resources* by Lanore A. Netzer et al. (New York: Harper & Row, 1970), p.74.

⁷Neal Crasilneck Gross, Joseph B. Giacquinta, and Marilyn Bernstein, Implementing organisational innovations - sociological analysis of planned change, (New York: Basic Books Inc., 1971) p. 196.

POW reinforces their contentions generally but since Max did provide mechanisms for clarification of ideas, retraining, and opportunities for modification one is left with a feeling that selection of staff, pupil/teacher ratios, and professional recognition for innovatory participation may have been crucial factors that deserved greater attention and some action on Max's part. Identical stages to those outlined by Deal (1975) were observable in POW - euphoria, psychic upheaval, dissatisfaction, and return to conventional methods.⁸ When one reflects upon the challenges facing an innovator it is easy to see why much innovation is virtually doomed to failure. Consider these points made at greater length in an O.E.C.D. report (1974)

- 1... it is practically impossible to introduce an innovation which runs counter to the dominant forces in any community...
- 2... any innovation... which does not respect the objectives laid down by dominant policy and thinking is doomed to failure.
- 3... Education is largely conservative. Resistance to innovation is therefore largely bound up with its nature.
- 4... it seems pointless to attempt, over a very short period, to change mentalities, attitudes and Weltanschauungen which have been developed over thousands of years....
- 5... No well-defined scientific strategy has yet been produced to modify the type of conditioning which is opposed to innovation...
- 6... Teachers may embrace a new theory of education in all sincerity but may not change anything fundamental in their own procedure.
- 7... teaching is a skill, a "know-how" and therefore, to a considerable extent, is a one-man craft... To succeed, an innovation must be accompanied by precise rules.
- 8... many innovations are used in the service of methods they were supposed to replace and, in the worst cases, enable bad teaching habits to be further consolidated.
- 9... a new teaching technique is pointless unless there is a theory to guide its use...

⁸Terrence E. Deal, "An organisational explanation of alternative secondary schools," in Educational Researcher Vol. iv, No.4, 1975.

- 10... the teaching profession does not always attract the best minds... there are teachers who possess neither the education nor the intellectual ability to understand, for example, the psychological theories which are required for the proper exercise of their function...
- 11... teachers... know... that there is no lack of innovators who are more concerned for further their own careers than to labour patiently in the vineyard.
14. Highly centralised educational systems are more resistant to innovation than others.
15. Improvements in teaching are hampered by frequent interference from people who lack any kind of educational qualification...
16. The present fad for innovation and gadgetry may be just as much a source of stagnation or regression as a source of progress.⁹

Fragnierère (1976) sees choice as giving the individual the ability to compete where and when he is most able and contends that this will ensure not just equality of opportunity but equality of consequences.

Today's demand for equality goes further for even if each individual through choosing what he is to study and at what level, can compete where he feels most able, differences will still have social consequences which often determine the way of life he opts for.¹⁰

The right to make choices was a feature of the POW programme. Many adults though, see the exercise of choice as a privilege which children must somehow earn, probably with 'hard' work and obedience. They do not see that decision-making needs to be learned and developed in conjunction with the realities of social participation. In other words choice creates responsibilities towards others and coping with such situations is not learned overnight or acquired

⁹Organisation for Economic Co-operation and Development. General Report, Vol. 1. The teacher and educational change: a new role (Paris, 1974), p.357.

¹⁰Gabriel Fragnière, Education without frontiers (London: Gerald Duckworth and Co., 1976), p.140.

because of physical maturity. Respect for pupils as people in their own right, close relations between teachers and pupils, and the school as an emotional focus for the community typify small rural schools (Nash, Williams, and Evans, 1976).¹¹ POW sought this type of climate and in the first two aspects went a considerable way towards its realisation. Because of the juxtaposition of two systems in the one school though, there was an emotional spectrum rather than a focus.

Bennis notes the tension between commitment to truth, and loyalty to an organisation.

Substituting the scientific attitude for loyalty would be difficult for those people to whom the commitment to truth, to the pursuit of knowledge, is both far too abstract and far too threatening. For some the "escape from freedom" is a necessity, and the uncertain nature of the scientific attitude would be difficult to accept. However, it is likely that even these individuals would be influenced by the adoption of the science model by the organisation. Loyalty to the organisation per se would be transformed into loyalty and commitment directed to the spirit of enquiry.¹²

In a sense Max typified the 'cosmopolitan' who derives rewards from inward standards of excellence, internalised and reinforced through professional identification, while Brian (who had lived in the district for about nine years compared with Max's six months) typified the 'local' who derives his rewards from manipulating power from within the hierarchy.

Max could not mobilise the power necessary to defeat those interested in returning the whole school to the traditional system (Hall, 1977).

¹¹R. Nash, H. Williams, and M. Evans for the Rural Education Research Unit, "The one teacher school," British journal of educational studies, XXIV (February, 1976).

¹²Warren G. Bennis, "Towards a 'truly' scientific management: the concept of Organisation Health, "(First printed as "Changing organisations" in 1966) in Assessment of organisational effectiveness: issues, analysis and readings by Jaisingh Ghorpade, (California: Goodyear Publishing Company Inc., 1971, p. 136.

... in order to develop a new organisation a population must be aware of alternative techniques for accomplishing some task or set of tasks in the society. This means that the traditional approaches are at least being questioned, the population concerned is in contact with other ideas, and there are some possibilities for change within the society. The alternative of developing a new form of organisation must be viewed as attractive in terms of cost-benefit analysis; that is, the social and economic costs associated with starting a new organisation must be less than the benefits it is expected to yield. Stinchcombe also points out that the benefits are expected to go to those in organisational development rather than to groups in the society. Another important condition is that the people involved have sufficient resources - such as wealth, power, legitimacy, and strength of numbers - to get the new organisation off the ground.....

The final condition is that those seeking to establish a new organisation must have the power to defeat those interested in maintaining the older system.¹³

As well as the handicap of classes that were too time consuming for teachers, because of the number of pupils, he was heavily involved in training people to cope with new roles and this was costly in terms of time, worry, conflict, and temporary inefficiency.

That sixty pupils were entered for the programme, had it continued the following year, indicated that a significant number of parents saw advantages in that type of programme and from this Max took some consolation.

¹³ Richard H. Hall, Organisations; structure and process (New Jersey: Prentice-Hall Inc., 1972), p.316.

7

CONCLUSION

The presentation of a 'package' requiring the setting up of optional approaches within the one school made the exercising of choice a function of the parents or families.

Many parents were not really clear about goals and came into the alternative programme for a variety of reasons.

Group differences, as the result of personal choice, were seen by a number, including influential people, as creating barriers to 'community'.

Communication tended to flow from and through people with like interests and attitudes rather than across the various sections comprising the school 'catchment' population. The further communication projected from a source the more distorted it became as a result of ignorant or antagonistic interpretation.

Those asked to teach in the alternative programme were faced with a range of ages in the pupils, a relatively high pupil/teacher ratio, functional demands requiring the learning of new roles, and situations for which they had not been adequately prepared - heightened staff interaction associated with uncertainty about planning and evaluating within guidelines, recognising and effectively reacting to the needs of individual pupils, and creating environments which favoured the choice of study topics and learning approaches by the pupils.

Differences in cognitive style, interests, attitude and academic-psychological-social performance were difficult to cater for and more frustrating since they were more easily discovered.

The personal perceptions of the teachers about the goals of education did not always line up with the intentions of the programme.

On occasions teachers used the climate of change to inject their own ideas which sometimes ran counter to the overall goals.

Some teachers accepted the challenges while others saw change as accountable to professional/union considerations in terms of fairly fixed ideas about status, function, and the teaching environment. In view of the demands on out-of-class time some teachers could see little personal advantage in a changed teaching/learning environment.

Older pupils especially were faced with learning to plan, choose, and work in conditions where direct teacher supervision, in group terms, was greatly diminished and demands upon them were more personal. Many lacked the skills and attitudes necessary to co-operate with others especially younger children. They saw 'teaching' as a function of professional teachers only.

Organisational effectiveness was compromised by the juxtaposition of two divergent systems of schooling and the failure to ensure that both sets of parents, teachers and pupils could see that they were involved in a whole-community project. That this is probably impossible to achieve, when fundamentally different options pertain, is beside the point. Any one organisation cannot afford to have groups competing and going their own ways if it is to be really effective. Max drew heavily on the ideas of advocates of 'open education' and a number of books on this theme were available to and discussed by the staff as a whole. It is significant perhaps that a quote from Illich is to be found in the document outlining the philosophy behind the programme (Appendix I) and that the staff at one stage listened to a taped address by him and discussed the implications for the alternative programme. In-service training from such a radical standpoint was probably incongruent with the needs of certain teachers with more prosaic ideas about the role of the school. As the instigator/leader Max was unable to ensure that there was not just a minimum of equipment and resources but a plentiful supply. Since the facilities of the school were only tolerable anyway (no hall or gymnasium, poorly designed box-type classrooms, inadequate storage, no changing rooms, and

access ways that were open to inclement weather) the ideals of 'open education' were virtually unattainable.

His method of introducing the innovation by going directly to the parents with a 'package' placed some parents and staff in a position where they felt they were being manipulated.

Choice and the priority of individualising pupil learning were major tenets in the philosophy espoused. If choice is to encompass the notion of parents choosing the type of schooling they want for their children then it would seem that this is not feasible within the one organisation. Perhaps it is possible if, in the one set of buildings, two teams of teachers with their own leaders and acting independently and autonomously were able to function. Another possibility might be for schools, where there are more than one in the locality, to publish brochures setting out their philosophies and methods, and for parents to be able to choose freely through having access to transport facilities designed to allow entry to any school. If true consensus-based community participation in schooling is to eventuate perhaps serious consideration could be given to the introduction of some type of voucher system.

Recent moves to reduce the proportion of limited-tenure positions will be a welcome improvement to a method of staffing New Zealand schools which militated against the development of stability and inhibited the viability of innovation. Admittedly schools are being treated equally but quality is being sacrificed in order that certain schools are able to be staffed in a manner not seen to be different from the rest. Before parents are given 'power' perhaps professional teachers should be given greater freedom and incentives to demonstrate what is possible. To do this schools should be able to rely on totally permanent staffs which in greater measure than now are able to be selected by the community and principal.

If the present system is to be improved or other ways explored then innovators need encouragement. Programmes like POW might fail but the notion of scientific, practical enquiry through first hand

experience is well served. Unfortunately the bureaucratic constraints of state administration and teacher organisations often make initiative and inventiveness the characteristics of the foolhardy idealist. What a pity! The shibboleth of 'equality' is used to distract the populace at large from the fact that state monopoly of education and discouragement of alternatives leads to mediocrity if not downright miseducation of our youth.

POW championed the right of a pupil to be treated as an individual by the teacher and to make personal contact if only for a small amount of time. There are some pragmatists who say that teaching, as we know it now, demands that the teacher exercise skills acquired for the purpose of generally interacting with classes - with groups, not individuals. This makes sense when classes can be as high as thirty five or more. But, do we have to accept that this is the best way - the right pupil/teacher ratio? Economically it may be justified but, in terms of humaneness, surely children should learn in situations where group control is not the sine qua non and where the ability to teach, at least on a one-to-one basis, is not recognised as the possession of professionals only. Many able professionals would be more effective if they were freed from the necessity to routinely teach elementary basic skills, supervise, and do the myriad-and-one other non-teaching tasks that make up a teacher's day at present. This was an aspect of POW (people teaching people) that perhaps deserves further investigation. This notion, coupled with the principle of subsidiarity (no-one is required to do what others, less able, could just as effectively do) has been explored in some depth by the author (1978) when the findings of Hilsum and Cane (1971)¹ were used to show that it is possible to free teachers from relatively insignificant tasks. In short 'teaching' as a subject of the curriculum was advocated as the essential move to bring about such a situation. Needless to say the ramifications of such a move, in the light of POW alone, would be quite awesome.

A reduction to a maximum of twenty pupils per classroom teacher would go a long way towards making schooling more humane, more personal, more effective.

¹ Sidney Hilsum and Brian S. Cane, The teacher's day. (Great Britain: National Foundation for Educational Research, 1971)

Understandably Teachers' Colleges are geared more to ensuring that prospective teachers understand what is required, in elementary terms, to control and work with up to thirty five children than to fitting them for future situations that might require role change. This should become a function of in-service training. POW did involve on-going in-service training but facility in coping with individualised guidance, flexible programming, team teaching, flexible grouping, and so on, is not easily acquired. Much more time and guidance needs to be made available to those practising teachers who wish to increase their effectiveness in these areas. Perhaps the overly itinerant nature of the advisory services could be eliminated in favour of a more localised function involving an easily reached relatively homogeneous group of schools. Perhaps such a service could come under the aegis of the Teachers' Colleges - a type of 'outreach' network.

Finally, in the light of present day calls for 'community involvement', it could be profitable for practitioners and theorists to agree on what is meant by the term 'community'. There is a tendency to make the word synonymous with 'public' or to use it to define a purely geographical population. Since the contexts in which 'community' is frequently used often infer that 'the community' represents a body of like-thinking people or at least a body that can be somehow led to agree within that nebulous realm of ideas, attitudes, and principles, the Pukerimu project should serve to caution enthusiasts against accepting such a view. Undoubtedly people can be enthused (manipulated?) but true freedom means that those who may be in a minority should not be forced to succumb to majority dictates if alternatives can be made available to those who want them at no great cost to the population at large. A truly tolerant community would not become polarised over the issue of educational methods and/or environments. Instead it would see the ability to choose as promoting humane individuality leading to the development of different potentialities and values yet not at the expense of the rights and freedoms of others.

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APPENDIX I

PHILOSOPHY BEHIND PUKERIMU OTHER WAY (P.O.W.)

1. Human capabilities and potential should be recognised as an educational resource and used as such.
2. Growth in the understanding of one's personal worth as a participator in social interaction depends on experience in a favourable environment that does not show schooling to be an episode divorced from the practicalities of living and planning for a continuing role in the educational milieu which is life.
3. In any move towards liberty, not only recognition but also demands or duties need to be "of the individual" in the interests of other individuals and institutions.
4. True liberty entails rights for or towards something or someone as opposed to the hedonistic view of the right "to do your own thing".
5. Institutions (any interaction between individuals which is mutual) must be both efficient and just in terms of their effects on individuals in their pursuit of personal goals and the goals aspired to by institutions of which the individual is a voluntary or becoming member.
6. Stress, conflict and breakdowns in relationships or processes are to be accepted as occasions for thoughtful solution seeking, rather than punitive action or avoidance of such situations at all cost.
7. A wide variety of relationships enables an individual to decide who best can help, who needs help, who enjoys life or who does not.
8. The domination of one person by another is only tenable where a learner is a volunteer or free to disengage at will.
9. Coercion to learn is tenable only when failure to learn would result in the student's loss of ability to exercise free will.
10. Coercion, behaviour modification, or whatever we call it, must have as its prime aim the enhancing of the ability to act autonomously and should be used only when the loss of autonomy is seen as sure to follow if coercion is not used.

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10. Coercion, behaviour modification, or whatever we call it, must have as its prime aim the enhancing of the ability to act autonomously and should be used only when the loss of autonomy is seen as sure to follow if coercion is not used.

11. A rich and full life is the goal of education. Facets of living such as academic pursuits, must not be emphasised at the expense of others equally important - e.g. relating to individuals and institutions.
12. Any person is at one and the same time a member or becoming member of a wide variety of institutions. Such institutions must relate one to another in ways which support the individual in his/her to attain the degree of autonomy necessary to continue membership of the institutions voluntarily.
13. A teacher, when legitimately dominating a pupil, loses his freedom to function as a "free" individual and must adapt the stance of a dominated learner in respect of the institutions which through him legitimately influence the learner.
14. Individuals need warmth and security in human relationships and to experience and observe that learning is part of living rather than a by-product of schooled subjection to organisational functions.

STAGE 1.

1. Discussion with senior staff.
2. Reading and research including -

Anatomy of Educational Innovation.	L.M. Smith and P.M. Keith
	Wiley & Sons, 1971.
The Flexible Elementary School.	E. Murray, J. Wilhour
	Parker Pub. Co., 1971.
Open Education.	E.B. Nyquist and G.R. Hawes, Bantam Books
	Inc., 1972.
3. Analysis of present school organisational strengths and weaknesses including:

Reading standards
Reading methods
Diagnosis of individual needs
Recording of individual needs
Methods of teaching, especially individuals and groups
Stated philosophy and implications
Job specifications and roles
Teacher attitudes and abilities
4. Analysis of parental attitudes through discussion, meetings and questionnaires after explanation of basic objectives and methods.
5. Selection of pupils according to -

(a) Views of parents
(b) Availability of suitable teachers
(c) Effects on overall organisation
(d) A criterion of 2 classes being minimal
(e) A criterion of 3 classes being the maximum.

STAGE 2:

1. Set up classes
 - 28-32 pupils
 - Either F2, S4, S2, UP or F1, S3, S1, MP.
 - Lower 2 groups homogeneous with regard to reading
 - Other groups random with regard to ability
 - Groups balanced (able to work on own, work for limited periods, and requiring supervision).
2. Ensure understanding of stage objectives by all - pupils, teachers and parents.
 - i. Accurate diagnosis and recording of individual needs (next steps especially) in all skills, attitudes and content areas - prototypes of individual records - (small booklets?).
 - ii. Development of effective methods environment etc that will allow each class to function with a minimum of contact with other classes, interchange or other interruptions.
 - iii. Careful analysis in the course of training of those able usefully to generate ideas and learning interests and pursue them independently yet responding to adult guidance and....
 - iv. Selection and guidance within the course of searching for personally relevant methods of those requiring special help to reach minimally acceptable standards (in relation to standardised NZ tests) especially in reading and communication.
 - v. Development of flexible approaches involving minor experiments, trials etc to ascertain how best to increase the incidence or effectiveness of individually guided learning.
 - vi. Development of attitudes of co-operation and sharing including tentative carefully planned involvement of volunteer aides (parents, grandparents).
 - vii. Gathering of information that will facilitate the implementation of Stage 3.

STAGE 3

1. Codification of effective procedures by confident? resourceful? Teachers who have become involved deeply in P.O.W. These should ensure that incoming teachers have guidelines that will help them rapidly to effect teaching strategies that harmonize with the overall P.O.W. philosophy.
2. Greater emphasis on student choice, creativity and relevance of curriculum to personal needs and goals.

3. Abandonment of stepped age groups in alternate classes?
4. Greater involvement in evaluation processes.

STAGE 4: (?) Possibilities)

1. More flexibility in teaching (teaming, specialising, advising, modelling?).
2. Some pupils encouraged to carry out the rudiments of teaching (specific instruction, planning, organizing, evaluating).
3. Movement into the community.
4. Greater involvement of ocommunity in school.
5. Pertinent curriculum selection and extension.
6. More personal choice (up to $\frac{1}{2}$?).
7. Searching review of effects of programme on those who have passed through it by comparison with those who have not.

STAFF IN-SERVICE:

1. Consideration of basic philosophy and organizational theory.
2. Consideration of criteria for evaluation.
3. Role play and discuss individual conferences.
4. Group plan - single lessons
 - lesson sequences
 - units.

STAFF RESPONSIBILITIES:

1. Deans: Responsible for age groups particularly with regard to social life, playground and sports facilities and advising where sought by teachers or syndicate leaders, on appropriate materials and strategies for certain age levels.
2. Syndicate Leaders: Responsible for certain teachers, not necessarily in any particular programme or level of the school, in terms of professional supervision and advice in classroom management, including assistance with planning and evaluation in terms of individual pupil progress. Leadership involves the ability to demonstrate values, attitudes and techniques and strategies per medium of own class.

3. Principal: Responsible for:

1. "Special" pupils.
2. Reading standards
3. Ongoing appraisal of programme.
4. Setting up basic objectives and framework.
5. Ensuring that objectives are understood and attainable so that modifications or redirections are progressive wherever possible rather than reactionary.
6. Making communication in all directions as effective and worth-while as possible.
7. Ensuring that H.A.P. and the current programme link in terms of philosophy and practice wherever possible.
8. Co-ordinating work of deans and syndicate leaders.
9. Keeping parents informed and involved.

4. Deputy Principal: Responsible for:

1. Keeping principal informed as to staff morale and assisting to maintain high levels.
2. Developing and promulgating methods, especially in the audio-visual fields, which make individual learning and teaching more effective.
3. Acting as dean Std. 4 - Form 2 and syndicate leader for two other teachers.

5. S.T.J.C: Responsible for:

1. Five year old entry tests.
2. Advising principal as to readiness of certain pupils to move from reception room into either programme.
3. Acting as dean New Entrants - Std. 1. and syndicate leader for three other teachers.
4. Encouraging methods which favour individual learning.

6. Senior Teacher: Responsible for:

1. Acting as dean Std. 2-3 and syndicate leader for two other teachers.
2. Working with other senior teachers as a promoter and monitor of "teaming" as an approach to planning and teaching.

CRITERIA FOR EVALUATION OF PROGRAMME:

1. Performance in Progressive Achievement Tests - Feb. '78.
2. Performance by comparison with control group in mid and end-of-year survey work '77.
3. Oral and written surveys to assess -
 - (a) Self-knowledge in terms of academic needs and strengths Nov. '77.
 - (b) Understanding of the strengths and weaknesses of other age groups. Nov. '77.
 - (c) Ability to select or state qualities or goals sought as a school and embodied in the school philosophy. Nov. '77.
4. Observations of teachers in discussion and taped. Nov. '77.
5. Observations of pupils in discussion and taped. Nov. '77.
6. Observations of parents in discussion and taped. Nov. '77.
7. Observations of inspectors, advisers etc.
8. Ten pupils selected randomly and with 10 controls from the standard programme for observation and recording of behaviour during lunch breaks on one day in every 6 weeks.
9. Administration of attitude and information processing tests in March '77 and Nov. '77.

SUBJECTS: (Some possibilities)

Reading: Junior groups especially, work very much under the constant (daily) attention of the teacher.
Those experiencing greater than average difficulty are to be referred to the principal who in consultation will decide on future programmes - whether to involve specialists etc.
Parental involvement at all levels could be encouraged.

Written Communication: Emphasis on functional expression (writing for a purpose other than direction by the teacher) letters, records, entertaining others, notes, informing etc.
Draft work serves as the basis for learning grammar, style, proofreading, spelling etc.

Maths: A thematic approach - all pupils working on same concepts but different levels.
Text books regarded as back-up resources.
Could be possible for each teacher to specialise in certain concepts or areas of knowledge and to work, in turn, with all classes.

Social Studies: Class on same topic, working at different levels and for differing ends.
Track system or upper and lower cycles system.

Science: Topic or theme approach. Teachers specialise in topics? Encourage following of personal interests both by teachers and pupils - in depth studies.

Spelling: A "pure" Arvidson approach is recommended.

Word Study: Again a personal or occasionally a clinic approach based on observed needs in reading and spelling.
A planned conceptual approach is also warranted - one that amounts to an awareness of the consistencies in base words and modifications - (such consistencies may be because of convention or function but there is no need for every child to study every possible pattern of letters).

Focussing Activities: The deliberate injection of such activities brings life to any programme. Integration is valuable but we should not forget the value also of "high points" or "splendid isolation" in lifting day to day school life above the humdrum.

1. Puppet theatres and puppets
2. Well produced and directed plays with interesting props.
3. Musicals including pantomimes.
4. Polished musical repertoire.
5. Publishing - magazines, booklets, newspapers.
6. Camps.
7. Mime and dance produced for an audience.
8. Constructions, models etc.
9. Concerts.
10. Whole-week concentrated activities in Art and Craft.
11. Displays and "happenings".
12. Simulation games, role playing.

TIME-TABLES:

A. Allocation of teacher time (all approximate or suggested).

20 minute individual conferences (begin with 10 minutes each)	10.00 hrs.
Small groups; special clinics; junior reads;	2.30
Sport/Phys. Ed./Health.	2.00
Music, Singing, Poetry.	1.00
Maths.	1.30
Science.	40
Social Studies	40
Lang, Story, Drama, Literature, Writing, Spelling, Reading.	5.00
Planning, Discussion, General, Art + Craft.	2.25
Intervals	75
Total	<hr/> 25.00 <hr/>

In addition:

Preparation, marking, evaluation (per week)	5.00
Meetings	2.30
Duty and mixing with pupils	2.30

B. Allocation of pupil time:

Drama, Literature, Poetry	1.30
Written Language	2.20
Art and Craft	1.00
Spelling	50
Reading/Research	20
Phys. Ed./Health	1.00
Sport	1.00
Music	1.00
Social Studies	1.30
Science	1.30
Maths	3.30
Writing/Printing	50
Intervals	1.40
Developmental/Personal Choice	5.00
Clubs	40
Assemblies/Meetings	1.00
Planning, Evaluation, Discussion, General	2.40
Conferences with Teacher	20
Total	<hr/> 25.00 <hr/>

In addition:

Homework - F1-2 (per week) up to	3.00
- S3-4 (per week) up to	2.00
- S1-2 (per week) up to	1.00
- Juniors (per week) up to	30

ORGANIZATION OF DAY:

1. Individual conferences must be held as planned for each day. Upon return, absentees are to be sent to principal who will carry out a substitute conference.
2. No more than 2 conferences may be held consecutively.
3. Conferences should be well spaced throughout the day steering clear of the beginning and end of each section of time-table, between intervals.
4. If "things crop up" conferences planned for a day must take place even if it involves using out of school time. A roster or check off chart should be drawn up to take care of all "short" weeks.

5. Regrouping of children to go to another teacher should be considered a last resort but could occur after much consideration of alternatives and consultation.
6. A day might be scheduled like this (activities selected).

8.55 - 9.05	Teacher's opening remarks, questions, reminders, brief planning.
9.05 - 9.35	Junior Reading (2 groups) Others - Language activities (silent) such as research, written work editing, library, filmstrips in library or filmroom, preparation of topic files, making news displays or scrap books, planning or working on projects, etc.
9.35 - 9.55	Junior follow-up activities Teacher-pupil conference (Tutor operating) Presentations (projects, talks, plays etc.) Discussions, preparation of puppet, radio, other plays. Class meeting.
9.55 - 10.15	Teacher-pupil conference (2) Tutor operating) Spelling Word Study Group in library Picture discussion Story reading by older pupil to younger group Shared reading (pairs or threes).
*10.15 - 10.30	Music Singing Poetry Phys. Ed. Review, evaluation of work so far.
10.30 - 10.45	Interval
10.45 - 11.10	Teachers maths introduction (5-10 minutes) Setting-up activities, reviewing with some (5 mins) Maintenance on extension work with some (5-10 mins).
11.10 - 11.30	Maths follow-up work T/P conference (3) (Tutor working)
*11.50 - 12.00	Review Song Story Discussion Talk
12.00 - 1.00	Lunch

- 1.00 - 1.25 Teacher introduction, organization, direction, motivation etc. of current topic (Science, Social Studies, Health, Language). Could be with different individuals or groups each day if the period before lunch and this one were approached in a "developmental" or fluid way.
- 1.25 - 1.45 T/P conference (5) (Tutor)
- 1.45 - 2.00 Phys. Ed.
Music, Song
Poetry
If teachers worked in tandem for this and other such periods - 1 could go outside and take age groups while 1 remained in to take perhaps music with another age group.
- 2.00 - 2.05 Interval
- 2.05 - 2.25 T/P conference (6) (Tutor)
Own Unit work
Art and Craft
- 2.25 - 2.45 Art and Craft
Teacher's unit presentation
Reading
Story
- 2.45 - 2.55 Review, plan, tidying up etc.

There could be value in teachers working in tandem in such a way that at specific times of the day they are engaged in similar activities while at other times they are deliberately "out of step" so that one is available for such things as films, walks, visitors, clinics etc.

On sports days, periods marked * would not occur.

If classes rise above 30 a six day week would probably need to operate.

These are only suggestions or a base from which to depart - apparent difficulties will certainly be solved if a team approach is used. The possibilities, particularly if 3 or 4 rooms are in P.O.W. are considerable.

Assemblies (if any) could be between 2.25 and 2.50.

TEACHER PLANNING:

Wherever possible should be on a topic basis so that the whole class, while working at different levels and employing different skills, will be drawn together.

Long term plans would show topics to be covered and probable lengths of time.

If integration is to be emphasised a Scope plan in grid form should ensure that adequate coverage is given to content and skills.

Unit Plans:

1. Topic and planned time to be taken.
2. Area of topic to be studied by each age level.
3. Skill or skills to be studied - usually all will work at same skill but at own personal level.
4. Understandings or concepts - a basic concept for mastery in each study area of the topic plus higher level or extension ideas that cater for the more able. Such extension ideas would probably overlap other study areas.
5. Strategies and organization:
Interaction of various groups and individuals
Planning etc.
6. Resources.
7. Pupil activities including recording.
8. Evaluation methods.

OTHER PLANNING:

In the early stages planning should be on a weekly basis and possibly even daily.

Major priorities should be:

1. Balance in terms of quiet/vocal, active/passive, listening/not listening, moving/seat work.
2. Foci - particular emphases that are developed over a period such as neatness, editing techniques, routines etc.
3. Reading.

Check lists, broad approaches and particular pupil needs should also be shown for such curriculum areas as Spelling, Writing, Art, Craft, Physical Education, Music, Word Study, Grammar and Language Study, Pupil planning, Own choice work, Environmental work/study.

They should begin from overviews and then be added to briefly at each change in direction or emphasis - each change or planned change should be dated. For some subjects there will be few additions,

while for others there will be constant changes, perhaps weekly.

The most pertinent planning will probably be done in the course of pupil/teacher conferences.

PLANNING IN GENERAL:

1. Would involve at least an hour a week.
2. Unit plans would recognize the needs of individuals but could be drawn up as a team or on behalf of other teachers.
3. Since the teacher's time needs to be more tailored to making points effectively in a limited period time and quickly organizing for subsequent pupil exploration and learning, lesson plans, or better still, lesson sequences, will greatly help even quite experienced teachers.

There could be a move to more questioning by pupils as a result of teacher arousal rather than teacher questioning in an effort to "lead" pupils to the "right" answer. An outcome of pupil questioning could be voluntary pupil study and research so that they come to the next teacher "arousal" session with pertinent questions already in mind and a background that enables appreciation of the teacher's message.

4. Weekly planning could be more concerned with organizational manipulation on occasions.

For example, though conferences must be held on appointed days, times could arise when larger than usual blocks of time need to be available. It might be better in these circumstances to have all conferences one after another if arrangements can be made as this frees 3 hours in any day.

PUPIL PLANNING

The two older groups, (eventually the younger ones) should be required to plan in written form for Own Work and Unit Study periods. Plans should be discussed briefly at each pupil/teacher conference in the early stages or till such time as every pupil knows how to plan, record and anticipate needs in terms of equipment, materials, help etc.

INDIVIDUAL CONFERENCES:

1. An intensive teaching time.
2. A "setting-up" time for further learning.
3. Not a marking time - this should have been done beforehand.
4. Should be geared to pupil priorities - some would be directed to spend considerably more time on say reading, than others.

5. Should encourage pupils to make use of queries or problems to be discussed at these times.
6. Should take into account problems or points noted by tutors or parents. (Do tutors make these notes in personal record booklets or in some other set place or manner)?
7. In the first month of H.A.P. could be for 10 minutes each, increasing to 15 minutes in the second month and to 20 minutes in the second term.
8. Could involve immediate follow-up in the form of homework or work to be handed in or checked by tutor.

MARKING AND EVALUATION:

While pupil marking and group evaluation are not to be discouraged it is important that each teacher regularly collect and review or mark pupil's work noting discussion points in the book and immediate needs or steps in the personal record book which becomes the basis for conference teaching and discussion. Where several people exhibit a similar need a "clinic" may be set up but usually individual tuition and direction will occur.

If tutor or peer marking is used, it still behoves the teacher to overview the work to diagnose needs or next step.

MARKING:

1. Should be regular and include directional notes, suggestions and encouragement.
2. Does not mean that pupils do not mark own sometimes.
3. Does entail consideration of work marked by children to see where difficulties lie and making notes for consideration at conference or class teaching time.
4. Probably entails up to an hour per day out of class time.
5. Often determines next day's class or group teaching if several pupils exhibit similar needs.

TEACHER RECORDS:

1. P + A still used.
2. Small individual pupil record book to note things to be discussed as the result of marking, observation, notes from tutors or parents or arising out of the discussions with each pupil. They are cumulative and move on to the next teacher each year. (Filed in Principal's office when book filled, - given to parents with last F2 report).

- 3. Diagnosis does not mean finding levels! Means finding specific gains or deficiencies in fundamental elements of an area of learning.

REPORTING TO PARENTS:

- 1. Changed report form? Copy filed in survey bank?
- 2. Oral reporting and exchange of views during first week in April.
- 3. Frequent discussions with individual parents during the year.
- 4. Written report in December.
- 5. Use individual record book, survey book, P + A Register and possibly exercise books during interviews.
- 6. Report form does away with standing in relation to others in the class and emphasises -
 - standards in relation to NZ population of that age
 - significant needs for growth in an area (next steps)
 - significant progress in terms of goals set
 - broader areas
- 7. Headings for report forms:
 - + Communication (written, oral, dramatic, graphic).
 - + Computation, Thinking, Recall.
 - + Relating to others.
 - + Planning, Evaluation, Recording.
 - + Attention to cues, Research, Reading.
 - + Physical.
 - + Understanding (self, others, environment, relationships among people, interaction between man and environment).

SCHOOL

REPORT ON:..... DATE:.....

DAYS ABSENT:.....

COMMUNICATION:

Approx 2" space for comments between each heading.

COMPUTATION, THINKING, RECALL:

RELATING TO OTHERS:

PLANNING EVALUATION, RECORDS:

ATTENTION, RESEARCH, READING:

PHYSICAL:

UNDERSTANDINGS:

CURRENT RATINGS IN RELATION TO NZ STANDARDS:

* * * * *

TUTORING:

Forms 1 and 2 pupils will use 1 hour each per week of the choice of work time and stds. 3 + 4 could use up to $\frac{1}{2}$ and hour if required.

During this time, which only occurs when the teacher is conducting individual conferences, the pupil/tutor will be responsible for helping those in lower age groups especially. He will be expected to remember and pass on routine organizational instructions; help with simple academic problems; and note, for the attention of the teacher, those pupils experiencing difficulties.

Each tutor must know several days in advance when he will be on duty to enable adequate planning of his own programme.

PUPIL/TUTOR TRAINING:

1. Taken initially by principal and teachers as a study topic, ranging over the first month and at intervals thereafter.

Covers topics such as -

- who needs help, why
- what type of help and when
- how to help the learner
- how to help the teacher

Include ideas of sequence, success, encouragement, patience, example, sharing, preparation, trouble shooting, review.

2. Could conceivably reach the stage where a few tutors become so able that they are capable 1 or 2 children for occasional conferences.
3. One or two could reach the stage of being able, after consultation with the teacher to initiate some activity for an individual or small group.
4. One or two could reach the level of being able to participate in evaluation conferences about younger learners.

FROM 1 or 2 TUTOR SCHEDULE: (Corresponds T/P conference times).

	MON.	TUES.	WED.	THURS.	FRI.
1.	A	F	C	E	B
2.	G	H	G	S3/4 E	H
3.	D	C	A	B	D
4.	E	S3/4 A	S3/4 B	S3/4 C /	S3/4 D
5.	H	S3/4 F	F	G	F
6.	B	E	D	C	A

Or other arrangements as experience determines.

PARENTAL INVOLVEMENT - POSSIBILITIES:

At the discretion of the teacher and principal.

1. To help own child choose library or reading book.
2. To help own child with specific difficulties (speech, reading assignments).
3. To help own child with projects or individual studies.
4. To help own child with specific skills (music, dance, art, Phys. Ed. etc.)
5. To help various children with arts, craft, music etc.
6. To help teacher in making special aids or equipment.
7. To help as librarians.
8. To help own child seek information in community.

ELECTIVES:

Up to 10 hours per term is available to each pupil as of right, to use either class or school activities where choice is involved or even on an individual basis where an interest is followed up by going to someone in the community or having someone come into the school. A log of the time used and activity is to be recorded in the survey book.

The approval of both the teacher and the principal is required before someone is invited into the school or arrangements to go out are made.

SOME POSSIBLE INDIVIDUAL ELECTIVES:

Maori language	History	*Pottery
Maori art & craft	Woodwork	*Singing
Maori studies	Puppetry	*Gymnastics
Musical instruments	Toy making	*Weaving
Sewing	Radio/electronics	*Cooking
Gardening	Typing	*Photography
Construction	Learning to read	*Painting
Writing	Learning to swim	*Carving
Maths	(up to 15 metres)	*Sculpture
Drama	Religious studies?)	*Collecting
Dance	(½ hr. per week)	*Film making
*First Aid	Human relationships	*Origami
Science & other subjects	(including sex -)	*Librarianship
Other languages	(parental approval)	*Learning chess
Geography	Biology/ecology studies	*Typewriting
*Macrame/knitting/crochet	*Care of young children	
*Helping the elderly	*Helping the sick	
*Recording reminiscences	*Model planes, cars, boats	

* - Maximum of 10 hours per year

- 2 hours per term as of right - the other 8 only if assigned work is complete and conduct O.K.?

CHOICE OF WORK PERIODS:

No excuse is made for quoting I. Illich under this heading -

"...manageable choices... autonomous assembly of resources by each learner at his/her bidding... unpredictable outcomes of self-chosen encounters...."

since the implications for the teacher are:

1. To have realistic choices available (including assignments).
2. Ensure that they are manageable (gradual increase in range).
3. Foster individual planning and experimentation.
In the early stages a good rule of thumb as to what is appropriate for such periods is that whatever would qualify as ideal homework pursuits would be acceptable in Work Choice periods (see Administration Manual for Principals).

ENVIRONMENT:

Some goals:

1. Increase quality and quantity of books promoting or aiding enquiry.
In the first atage concentrate on human communication and the effects of individuals and groups interacting with environment, then physical, geographical and historical studies, followed by biological and possibly moral and educational.
2. Centralise resources and ensure efficient withdrawal and replacement.
3. Ensure that as full a range as possible is accessible by all pupils, including a typewriter; the whole range of maths. equipment; scientific apparatus including microscope, binoculars, telescope, camera, scales and other measuring devices; all those things that will promote individual observation, measurement and study.
4. Make piano more mobile or accessible.
5. Increase art and craft supplies.
6. Clear one shed to make a pupil worshop
7. Raise all bag shelves - increase space between Rooms 6 and 7.
8. Increase gardening equipment.
9. Separate film room.
10. Library serving under age and interest range.

EXERCISE BOOKS:

1. Uniformity of exercise books. All work on the workbook principle (perhaps using 2 at a time so that one can be handed in for marking).
2. Some teachers may prefer to keep these subjects or combination of subjects in different exercise books. (If others are desired, consult with the principal first.)
 - (a) Social Studies/Science/Health
 - (b) Collected best work (final drafts) in poems, stories, plays, articles etc)
This could be loose leaf.
 - (c) Survey book which lasts throughout school career and has samples of work, teacher comments - (directional rather than evaluative) and diary-type notes by pupil which indicate difficulties and needs. This would be in use occasionally, but at least once per term.
 - (d) Spelling notebook.
 - (e) Pad and Jotter
 - (f) Money for duplicated material.

ROOM ORGANIZATION:

Some considerations:

1. Sound baffles.
2. Activity areas - definite, functional.
3. Privacy.
4. Movement - flowing, uninterrupted.
5. Display space - useable.
6. Communication area.
7. Place for unfinished work.
8. Wet area.
9. Teacher-only area or station.
10. Drama facilities.
11. Conference area - facilities and records available.
12. Accessible planned storage.

SOUND:

Control through carpet or mats, furniture jutting into room, "islands" of cupboards or screens, widely dispersed seating arrangements, wall or other hangings of sound absorbent material.

Desks and charis with rubber tips, oiled door and other hinges.

A place for everything.

Practised movement of furniture when moving about, or for special activities.

Must you be able to see everyone in the room at the same time?

Must pupils be able to see the board all the time?

Why shouldn't pupil's desks or some of them, be against the wall or facing out a window?

Can we use the folding table tennis tables?

ANCILLARY:

The principal, after consultation, will be available to all teachers for up to 40 minutes. This time is to be used for preparation, observation, planning or counselling and will be available for stated pursuits only while principal takes class.

The teachers' aide will be available for up to 40 minutes per room throughout the school.

If parent assistance is sought for club-tupe activities or anything else, the principal must be consulted.

CRITERIA AND PROCEDURE FOR CLASS PLACEMENT:

1. Std. 2 and below - reading ability levels where possible.
2. Std. 3 and above - full range, balanced general ability levels.
3. No more than 1 year with proposed teacher without parent consent.
4. Family choice as to whether in same room.
5. Reasonable balanced according to sex.
6. Begin from Form 2 to work out class for both standard and P.O.W. systems.
7. Confer so that friends are not unnecessarily split.
8. Confer so that antagonists are not put together.
9. Balance rooms in terms of numbers of difficult pupils.

APPENDIX II

NOTES FROM IN-SERVICE COURSE - JUNE 1977. (P.O.W.)

The main points from the philosophical statement were considered and current or possible practices noted.

1. A 'ripple' teaching strategy is possible - i.e. the teacher instructs the oldest group who in turn teaches the next group and so on.
2. The teacher can act as a model learner. Younger pupils can be led to respect older pupils (especially when acting as tutors) if the teacher ensures that an older pupil, no matter what his/her overall ability, is, really knows something that the younger pupils do not and is able to teach them in an interesting and effective way.
3. We ensure that every pupil has tasks or duties with which he/she can cope and that they are in fact completed or carried out especially where agreements have been entered into voluntarily - we check that pupils are playing their parts by using the library correctly, handing in work for marking, keeping tidy desks, replacing equipment correctly.
4. We reward or give special recognition to those who make honest or unsolicited attempts to help others, including the teacher, organisationally, relationally, or functionally.
5. Class routines, timetables, appointments organisation and systems are the concern of each and every member of the class and warrant much consideration, planning and review so that individuals can more profitably study, learn, think, interact, consult, construct etc., etc.
6. "Thoughtful solution seeking" eventuates through objectively planned conferences, small discussion groups, class meetings, "suggestion boxes", consultation with disinterested people such as other pupils, the Principal, parents, other teachers.
7. We encourage a wide range of relationships by family groups (for special purposes such as science experiments, drama or just general work as a special seating arrangement) interest groups (electives) age groups, sex-type groups.
8. Failure to complete set work does not always result in punishment. Instead, the "set work" involves mastery of the basic skills or an attitude changing exercise which will ensure success.

9. Options are available and pupils make considered choices. Penalties are incurred where pupils consistently refuse to give time to considering options - that is - their reasons for doing something are that "others are doing it" or "I didn't know what else to do" etc.
10. Where no great value judgements are involved such as whether to encourage neat work, efficiency or reliability, entrinsic rewards are very useful and often lead rapidly to intrinsic reward or satisfaction through achievement originally achieved in pursuit of stars, stamps, free time or whatever.
11. Pupils are learning how to work with others, how to work alone, how to organise themselves, how to function as a worthwhile part of the environment for others.
12. Parents are involved by inviting them in to discuss work, behaviour, attitudes or to help with learning.
13. Teachers in HAP rooms avoid letting down others in the team by conscientiously planning, organising and evaluating effectively i.e. to see that every pupil is making progress (identifiable, objectively assessable progress).
14. Teachers are attempting to model the attributes desired in a learner teacher, friend, leader, group member - pupils are responding, especially when consistency is evident.
 - + Pupils are able to
 - (1) ask for advice
 - (2) state intentions
 - (3) communicate feelings, worries
 - (4) show results of successful work
 - (5) comment on marking or teacher set tasks.
 - + Preparation by both the pupil and the teacher ensures that
 - resources are on hand
 - conversation is on target in terms of priorities (academic, organisational, social or emotional)
 - records are to hand and up to date.
 - + The co-operation of the whole class, in respecting the directions of the teacher and the role of the tutor makes each conference, if not enjoyable, then at least satisfying by lessening tension and interruptions.
 - + Teacher preparation for conferences includes thoughtful planning and preparation for the rest of the class, particularly in terms of amount of movement, probably noise levels and capacity to cope with activities.
 - + A good tutor knows what the teacher expects, where to consult teacher planning, how to interact with various age groups, is sympathetic rather than 'bossy' yet efficiently just in recognising both acceptable and unacceptable behaviour, and is resourceful. They receive due recognition and are asked to help or teach others how to function as tutors.

CONFERENCES:

From in-service work which involved -

- (1) establishing criteria for evaluating conferences
- (2) self-evaluation through viewing video-taped conferences.
- (3) group consideration of video-taped conferences.
- (4) general discussion.

The following points emerged:

- + Procedures vary according to
 - (a) age of pupils, ability, interests, way of thinking.
 - (b) objectives of teacher.
 - (c) objectives of pupil.
 - (d) attitudes and emotions of either or both participants.
- + Conferences are more effective when held regularly. To facilitate this in some rooms junior conferences are spread throughout the week since they tend to take less time.
- + Balance is necessary - i.e. there are elements of:
 - planning
 - review
 - target setting
 - explanation
 - questioning
 - suggesting
- + Teachers are able to establish:
 - (1) how a pupil thinks, reasons, organises, plans, feels.
 - (2) reasonable work loads.
 - (3) needs that later can be covered by set work, a clinic changes in general approach.

POINTS OBSERVED AS OCCURRING OR REFERRED TO IN CONFERENCES:

Establishment of rapport... planning... available resources... explanation... questioning... homework... pupil/pupil interaction... recording in conference... books(tape recordings suggested)... maintenance of class control... recognition of achievements... checking of main learning... giving praise... pointing out shortcomings... planning for clinics... surveying other activities such as drama, electives etc... helping to plan... using apparatus to teach... setting tasks... reviewing previous conference notes... checking editing procedures... pointing out where resources can be found... asking for demonstration... checking reading... teaching reading... encouraging

pupil goal setting. discussing feelings... and attitudes...
commenting on voluntarily shown work...

ESSENTIALLY THE CONFERENCE IS A CONVERSATION - FRIENDLY, NON-THREATENING, ON-TARGET AS TO BOTH PUPIL AND TEACHER PRIORITY OBJECTIVES, AT ONE END OF THE SCALE THE TEACHER IS A SOUNDING BOARD FOR THE IDEAS OF THE PUPIL. AT THE OTHER END THE TEACHER IS A SOURCE OF IDEAS AND AN INITIATOR OF ACTIVITY.

PARENT INVOLVEMENT:

Rather tentative in the first term with only a dozen or so coming into the rooms or taking children to the library. Some parents are assisting at home by working with tutor systems or Profax machine.

Many parents are unable to come through work or other commitments. We think that a personal approach made by the teacher can ensure that school work is reinforced through appropriate home activities and/or attitudes. Those parents who come to school appreciate advice as to which is the most appropriate part of the day.

RELIEVERS:

There is great difficulty in catering for short term absences and the inexperience of anyone coming into P.O.W. classes 'cold' as it were.

Points noted are:

- Ensure that the class is used to functioning according to the timetable; tutors are competent; individuals are as self-directing as possible; that routines are well established - such as where books for marking are placed, which work is to be handed in, how basic individual, group or class movements are carried out.
- Relievers often leave the room in a mess unless some basic written reminders or suggestions are available (could be permanently available on a chart for the whole class or in the form of an emergency plan held by the Principal and/or Syndicate Leader).

EDITING SYSTEM:

Spelling, word study, grammar is personalised through marking or evaluation by the teacher, parents or other pupils, that is consistent, constructive and self-checking in terms of the activities that flow from it.

SALIENT POINTS FROM WEEKLY P.O.W. MEETINGS TO JUNE, 77, IN THE LIGHT OF
COURSE THINKING:

1. Personal choice must be limited to that which each pupil is able to cope. Much of the 'teacher objective' component of conferences will be concerned with helping each pupil to identify inefficiencies, distractions and misunderstandings so that the pupil can suggest appropriate 'next steps' or at least make a choice from two approaches posited by the teacher. Choice is concerned primarily with how things will or could be done and secondarily with what will or should be studied.
2. Competent tutors effectively imitate the teacher, so that we expect them to:
 - move about, rather than wait for pupils to come;
 - offer encouragement and note appropriate, rather than continually look for poor behaviour;
 - delegate the 'helping' function;
 - be approachable and sympathetic - i.e. look beyond the apparent situation for opportunities for teaching and/or learning rather than the exercise of blind authority.

Tutors should operate during conferences only. At other times the use of 'families, buddies, experts' or other personnel is desirable and effective.

3. Individual reward systems are proving effective, ranging from teacher approval (ticks, stamps etc.) for juniors to the right to select from self-chosen-teacher-approved activities for earned units of time. As pupils develop pride and ability in their own competencies and achievements, rewards are either gradually phased out or given for more advanced levels only.

Recognition through consistent perusal or evaluation by the teacher is sufficient for many intrinsically motivated pupils.

4. Effective planning ensures that teaching will not be unduly burdensome. It involves:
 - setting available objectives in terms of
 - (a) teacher preparation
 - (b) teacher instruction
 - (c) teacher evaluation
 - (d) pupil learning
 - (e) programme balance (quiet/noisy, active/passive, listening/expressing etc.
 - self-evaluation of attempts to meet objectives;
 - changing approaches, seeking advice;
 - taking note of objective comment from others, including principal, other teachers, pupils, parents.

JUNIOR READING:

1. Remember 1-25 word error ratio for instructional reading. Recreational reading to be much less. Preferably no mistakes at all. Make sure children are moving quickly enough.
2. Activities to be based around the reader, both formal and informal.
3. Instructional Reading for Juniors daily.
Don't tell words:
 - (a) children read on
 - (b) go from known to unknown
 - (c) read to answer questions.
4. Pairing of children for reading, where it might be helpful.

SELF-CHOSEN JUNIOR ACTIVITY:

1. To be purposeful and worthwhile.
2. To be able to be done without much supervision from the teacher.
3. Remember - can be up to 1½ hours per day.