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An evaluation of professional development at one Australian primary school during the years from 1979 to 1989

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University of Wollongong

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AN EVALUATION OF PROFESSIONAL DEVELOPMENT
AT ONE AUSTRALIAN PRIMARY SCHOOL
DURING THE YEARS FROM 1979 TO 1989

By

Judith Mossip

A Dissertation submitted in
Partial Fulfilment of the
Requirements for the Degree of
Masters of Education (Honours)
In the University of Wollongong

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To the staff of Warrawong Primary, past and present, my respect and gratitude.
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ABSTRACT

The purpose of this study was to evaluate professional development at one Australian primary school over the decade 1979 to 1989. Two levels of questions were considered. The first was the descriptive question, what happened in professional development? The second level questions were evaluative and analytical: was the professional development successful and if so, why? The methodology used was influenced by more than one research tradition within the qualitative paradigm. Former and present members of Warrawong Primary School were interviewed about professional development and change at the school over the last ten years. Additional data was collected through participant observation and artifact collection over a nine month period.

To answer the question, what happened?, an historic reconstruction of the decade and the research year was developed. Timelines were used to outline the professional development activities and events that at the school over the period of study. From the variety of professional development events and activities that emerged from the data, several were highlighted as important each year.

The answers to the second level questions indicated that professional development and change at Warrawong Primary had been effective and several influences on this effectiveness were identified. The research indicated that effective professional development at the school had evolved through a complex interaction of school structures and school people. Specific processes were identified operating within and across the school structures and school people at work. Three additional processes were identified in the beliefs, knowledge and skills, and the practices of the professional development leaders.

The impact of professional development was manifested in several enablers and constrainers that appeared at different times over the eleven years and also accumulated into the present. The enablers facilitated further professional development and the constrainers caused problems that had to be solved.

A model of effective professional development was designed to show the people-structure interaction cycling around a purpose or mission that was identified as developing a school where everyone is a learner. The process of developing an effective classroom curriculum for the children led to the development of an effective curriculum for the teachers; a curriculum for professional development.
Purpose Of The Study

The purpose of this study is to evaluate professional development at one Australian primary school from 1979 to 1989.

Questions The Study Will Address

To describe and evaluate ten years of professional development at one school, the study seeks to answer the following questions:

1. What professional development activities, events and processes occurred during the period 1979 to 1989?

2. What impact have the professional development activities, events and processes had on the people who participated and on the school generally?

3. What has contributed to effective professional development during the last ten years?

Background To The Study

During the 1989 school year, Warrawong Primary School was named a "Centre Of Excellence" by the New South Wales Department of Education in recognition of its English language teaching. This was the first year of the award and the school was proud to be one of only six selected from the two hundred and twenty five schools in the Region. The school staff, especially those who had been there since 1981 when the first work was done on the English curriculum, appreciated the public recognition of their efforts. Although there were some comments about the political motives of the State government in a time of low public confidence in education, few in the Region or State who were aware of Warrawong Primary School could deny that they were seen to be successful in developing an English language curriculum and
developing teachers who have implemented it. For those interested in quality education, this school seemed to warrant some investigation.

The school's principal had been there for the last ten years and there had been significant changes in the school in that decade. The school was considered by the Region to be innovative and over the years the staff had taken leadership roles in professional development and curriculum development in the Region and the State. Staff and students from the Faculty of Education at the local university had been involved with the school in a variety of ways since 1981 and were aware that it was one of the better schools in the area.

It was considered to be relevant and important to proceed with a study of Warrawong Primary School to find out as much as possible about the nature of its "excellence" and "innovation". If the school was successful in developing its curriculum and staff, how was this done and why was it effective? The answers to these questions were of interest to the university and the school and subsequently to the educational Region. The search for answers to these questions guided all phases of the research.

The time period for the study is the ten years between 1979 and 1989. The changes and innovations at the school during this decade are more easily understood by considering the larger context in which the school has been located. Although the study is of one school, the school was influenced by the external educational, social, and political environment. Some aspects of the "longitudinal nested systems model" (Smith, Prunty, Dwyer, Kleine 1987) were found to fit with this approach to understanding the complexity of development over time within a broader context. This model also confirmed the role that particular people and serendipity can play in educational change.

The School's Education System Context

Description of the System

New South Wales is one of six States and one Territory that make up Australia. It is located in the south east corner of the country and its State capital, Sydney was the site of the first settlement in 1788. The first schools were the responsibility of the churches until 1848 when government and
church schools functioned as a dual system. In 1880, "the State assumed the overall responsibility for school education and for the provision of a public school system." (NSW Department of Education 1988, p.6) The system established then, with a Minister of Education "answerable to Parliament and the people of New South Wales." (ibid.) remains much the same today. The Department of Education has responsibility for government schools which provide education for Kindergarten to Year 6 students in primary schools and for Year 7 to Year 12 in secondary schools. Parents in the State can also pay fees to send their children to Catholic and independent schools administered by central authorities within guidelines set by the Department of Education.

The recently published *Schools Renewal* (Scott 1989), clearly describes a vast and complex education system:

The NSW State school education system is one of the largest centralised systems in the world, both in numbers of students and teachers, and in geographical dimensions. There are currently 2,227 schools, over 60,000 employees (about 48,400 of them teachers) and 758,500 students in an area covering eight million square kilometres. The Department's annual budget in 1988-89 is almost $2.75 billion. (p.4)

Parts of the state are rugged outback areas with children to be educated living on isolated farms and in mining towns. Many children are sent from rural areas to boarding schools but others are educated through the Correspondence School or the School of the Air. In the urban and suburban areas of NSW, the multicultural nature of Australia's population is visible.

Australia in the 1980's is a multicultural society which increasingly draws on the cultures of Aborigines and over 130 other ethnic groups. It is not unusual to find more than 30 ethnic groups represented in a school, bringing together students of different cultures and religions. (NSW Department of Education 1988, p.7)

The Department of Education is a three-tier bureaucracy which has been controlled from the "centre" or Head Office. The ten Regions in the State assist the third tier, the schools, to implement centrally determined policy. This system is in the process of being "turned upside down" with the
implementation of the Schools Renewal Strategy outlined in the Scott Report of 1989. These planned changes, which attempt to put the school at the centre will be considered in relation to the future of the school in the final chapter of this report.

The School System In Operation

The State Department of Education has responsibility for all aspects of education: primary, secondary, and TAFE (Technical and Further Education) colleges. It receives funds each year from the New South Wales State Parliament. Supplementary funds also come from the Commonwealth or federal government for specific purposes. Management is in the control of the State but this has at times been affected by recommendations and/or funding changes made by the Commonwealth.

In the mid-70's, NSW, like other states, was talking of "devolution of responsibility" to schools and increasing the involvement of parents, the community, and teachers in decision-making. The trend toward decentralization began with the Karmel Report of 1971 (Committee of Enquiry into Education in South Australia 1971) and the states began to talk about its content and recommendations. With its emphasis on community-school collegiality, support for teacher professional development, and school-based change, the Karmel Report was considered radical at the time.

A new Commonwealth Government was elected in 1974 and one NSW educator noted recently, that the government had "reformist zeal". The federal government did make clear that they were concerned about social problems and inequities and were prepared to finance projects that worked on these. Education was seen as one environment for balancing society's inequities and the Commonwealth Schools Commission was established. As well as the general funding provided for the operating costs of schools and capital grants for new schools, the Commonwealth began to provide funds for programs of national interest and significance to both government and non-government schools. In 1974, the Commission made funds available to the States' Education Departments for libraries, librarians, teacher development, English as a second language teaching, and programs for "disadvantaged" schools. With this massive Commonwealth support, an exciting and innovative period in education began in all States.
Areas for Commonwealth support expanded by 1984 to include support for isolated schools, special education, and multicultural education. In its last year of operation, 1988, it focused on such topics as equity for girls and ethnic minorities, computer education, Aboriginal education, and education for the gifted and talented.

The Schools Commission had been influenced by the Karmel Report (1971) and in their support of programs, they encouraged local innovation and "a grass roots approach to the control of schools" (Brady 1985, p.219) They also supported "devolution of responsibility" in relation to curriculum development in keeping with the recommendations of Karmel for "school-based choice of content and subject". (Prideaux 1985, p.7) With this encouragement, the States shifted responsibility to the schools to develop curriculum from broad centrally determined objectives.

School-based curriculum development (SBCD) was in every State by 1978. (Brady 1985) Since that time in New South Wales, there have been changes in the relationship between Head Office, the Region, and the School as they managed the reality of SBCD. In a large and complex administrative area like NSW, there will inevitably be freedom given to or taken by schools as different interpretations of "devolution of responsibility" and "school-based curriculum development" are made by successive State governments. Head Office claims to "foster the participation of regions and schools in the curriculum design process (NSW Department Of Education 1988, section 2.316) but a tension exists between devolution of responsibility and accountability related to curriculum and school management. (Prideaux 1985) The expectations for schools in New South Wales are made clear in "Managing The School"

Each school is to develop policies and programs relating to curriculum which are consistent with Departmental curriculum statements and Statutory Board syllabuses and examination requirements. (NSW Dept. of Education 1988, p.312).

The chart of policies and documents that schools were expected to use as of 1988 can be found in Appendix i. It indicates the control that the Centre holds over curriculum implementation. Two very detailed and prescriptive
documents were introduced in 1989. The math and visual and related arts documents reflect the most recent trend in the continuing "tension". Schools that have used the independence of school-based curriculum development to develop local documents over the years, may be affected by this change.

The Commonwealth Schools Commission influenced more than just curriculum development at the study school. To provide further background to this report, a brief explanation of three of the Commonwealth funded programs used by Warrawong Primary is needed.

The Commonwealth funded Professional Development Program was translated at the State level into Education Centres within different Regions and also a wide variety of professional development opportunities planned by State Development Committees. In New South Wales, the State Development Committee had ten Regional committees throughout the state. The Department of Education Regional offices provided the administrative support for the Regional Inservice Committees but there was wide representation from government, independent, and church schools and other interested groups such as parents, the Teachers Federation, and the tertiary (university) sector. These committees financed professional development initiatives from schools and groups of schools within policies and guidelines set each year by the State Committee. There were conferences twice a year for the Regional Committees where information was shared and policy was set. Any curriculum change, whether school or State planned, was financed by Professional Development Program funds. Funds were provided for school based inservices after school (Within and Between School Grants-WIBS), one and two day courses, and residential courses. Relief days for some teachers each year were funded so they could attend courses. Staff development days when the children stay at home to free up the whole school staff, were not considered an option for professional development in New South Wales until 1988. However, the teachers were given many other options for learning. In the words of one of the Committee members, as she reflected back, "It was a wonderful opportunity for people to get involved with inservice at the grassroots level." (interview, March 13, 1989)

The Schools Commission had a clear focus on the region and the school as the centre of professional development, which was pointed out in the evaluation of the Development Program:
The Schools Commission has stressed the importance of the devolution of in-service responsibility through the creation of regional development committees and the emphasis on the school community as the focal point for development activities. (Batten 1979, p.10)

The Development Program continued with Commonwealth funding until the end of 1986 when the professional development of teachers was only supported through the teacher Education Centres and specific special needs programs such as ELIC (Early Literacy Inservice Course), funded through BLIPS (Basic Learning In Primary Schools). The State Department of Educations were on their own with professional development and in New South Wales, activities were limited in 1987 and 1988. However, the State finally considered pupil-free staff development an option and has offered schools two each year since 1987. In 1989 funds were provided to offer a selection of courses in each Region and to pay for teacher relief for selected teachers from each school to attend. At the end of 1989, a glossy magazine style catalogue outlined numerous courses teachers could apply to attend.

In the decade for the inquiry at Warrawong, the staff as individuals and as a whole school have been involved at certain times in conferences, workshops and inservices funded by the Regional Inservice Committee and then the Regional office of the Department of Education.

Warrawong has been classified a Disadvantaged School since the program began in 1974. Schools are designated socio-economically disadvantaged, based on census data from the school catchment area. The funds are not automatically provided but must be applied for each year by the DSP school and be earmarked for specific, well documented programs and activities that address the needs of the children at that school. Although not all DSP schools are innovative, the requirements of the program have had an effect on the innovation and the planning, communication, and decision-making skills of teachers. (Thomas, Dawson, Lane 1984) Community involvement in school DSP committees is part of the program requirements and DSP schools are given a staffing differential that varies with the size of the school.
Warrawong Primary is in an area with a very high non-English speaking population and has had Commonwealth funding for ESL teachers and programs since it first became available in 1974. Until the mid-80's, the Schools Commission specified that ESL teachers would be used for withdrawal programs and as resource teachers for the classroom teachers who had ESL students.

Professional development funding from the Commonwealth was reduced considerably in 1986 and more since. However, the funding for DSP and ESL has been questioned but for the most part remained secure and stable to the present day. Warrawong Primary School's use of this funding has distinguished it from other schools in the Region and possibly the State. As the research findings will demonstrate, the school has had a devolution and grass-roots perspective for the past ten years and used any and all Commonwealth, State, and Regional assistance to help with locally determined projects.

The Context Of The School

Warrawong Primary School is located in the southern suburbs of Wollongong, a city of 250,000 people located on the coast 80 kilometres south of Sydney. It was built in 1937 and consists of several separate buildings of varying sizes on a large hill-top property. Benches and shade trees are located here and there in the paved playground which is in the centre of the school campus. The school's library, built in 1983, is also located in the central area. Leading away from the school on three sides are large, gently sloping grassy areas with trees and bushes planted in bordered gardens. The school property is surrounded by houses lined along streets that curve up and down the hills of this residential area.

The view from the school's hilltop includes the best and worst of this industrial and leisure area of New South Wales. In one direction is a large lake with housing spread around its perimeter. The farmland beyond leads a viewer's eye to the escarpment that runs parallel to the coast for many kilometres. Within this escarpment are large coal deposits which have brought settlement and industry to the area since the 1800's. In another direction is the Pacific Ocean which is enjoyed by people at the beaches spread up and down the coast. Ships are often seen as they come and go from Port Kembla.
Looking toward the port and the centre of Wollongong beyond, the view is dominated by the towering chimneys of the steel plant. This steel plant brought large numbers of European immigrants to the area during the last fifteen year and employs many of the school's parents.

In grades kindergarten to six, the school's student population was once as high as 1,100 but has been declining steadily for the last decade. It went from 670 in 1979 to 509 ten years later. In 1989 there were three classes at each grade level and one special education class of mildly intellectually handicapped children who are integrated for certain parts of the day. There are no other special needs children integrated into the school at this time. The percentage of non-English speaking children was 82% in 1979 and this fell to 62% in 1989. Although the children come from many ethnic groups, Macedonian, Serbo-Croatian, and Italian families make up a large portion of the school community. Community language classes in Italian and Macedonian are offered during the school day several times a week and are attended by any students who want to learn the language.

In 1979, the teaching staff and administrators numbered about 40 and as in most primary schools, there were significantly more women than men. In 1989, this was still the case. In 1989, there were 22 classroom teachers, a teacher-librarian, 2 community language teachers, and 2 classfree administrators.

The staff is relatively stable and several of the teachers have been at the school ten years or more. The teachers are encouraged to change grades every year or so. The declining school population and transfers in and out have changed the staff make-up somewhat over the years. In 1979, there were 8 teachers with less than two years experience. In 1989, only the two community language teachers were recent graduates. In 1979, about 15% of the staff had university degrees and most were three year teachers college trained. In 1989, 37% of the 27 teachers had degrees and several were doing the fourth year of college training by correspondence. Some of the teachers in this fourth year upgrading course are considering further study at the local university.

Formally, the school operates somewhat differently than many other schools in New South Wales. The school has an extended executive, an
effective grade co-ordinator support structure, and an active committee system. (Appendix p.ii - iv)

The school is unusual in that its structure includes an extended executive. New South Wales primary schools that are large enough have a classfree Principal and Deputy Principal. In addition, schools with large populations can have teaching Assistant Principals appointed. Most schools would consider the Principal, the Deputy Principal, and any Assistant Principals to be the executive of the school. At Warrawong, all of the teachers who have grade responsibilities, the school librarian, and one other class teacher belong to the eleven-member executive. Each grade has a co-ordinator who has specific responsibilities for the grade. Traditionally, this supervision is done by Executive Teachers who have been appointed from the State's promotion list. These Executive Teachers receive a slight increase in salary and are given additional responsibilities at the school. Over the last decade at Warrawong, teachers who are not Executive teachers have shared the job of grade co-ordinating with the Executive Teachers, but not the salary benefits. The teachers who voluntarily take on this responsibility are considered to be part of the leadership team and are included in the school's executive committee.

On Thursdays at lunch time, the executive meets in a room near the staffroom to discuss various topics and plan the weekly Friday morning staff meeting. The teachers know that the executive meeting is open to anyone who wants to attend. The agenda for the Friday morning meeting is confirmed and long range plans for the staff meetings and school events are discussed. The staff meets from 8:15 to 9:00 every Friday morning and usually members of the executive or casual teachers (substitutes) do playground duty so that no non-executive teacher has to miss the meeting. There is always a professional development component to the meeting and "housekeeping" is kept to a minimum. The staff meeting is one of the ways that the work of the school committees is made public and "celebrated", as the Principal likes to say.

The school committees are restructured each year to meet the needs of the school at the time. In 1989 the school committees were: mathematics, language, related arts, student welfare, environment, DSP, Teachers Federation, and social. At the first or second staff meeting of the year, each
teacher is expected to nominate for two of the committees but may choose to work on more.

Informally, the school functions in and around the large staffroom where the atmosphere is always friendly and relaxed. The size of a classroom, it is located in one of the larger buildings. Nearby is the assembly hall, the media room, the sick bay, the workspace of the Teachers' Assistant, and a year two classroom. There are three long table areas with a central island that holds the makings for tea and coffee and now and then, a special sweet treat for recess or a buffet lunch. There is a large fridge, a microwave oven, and even a dishwasher. One side of the room has large curtained windows overlooking a central play area. The windows on the opposite side are smaller and higher up, but the distant escarpment can just be seen through them. On hot days, the large overhead fans whirl to stir the air.

Virtually everyone who isn't on duty comes to the staff room for recess at 11:00 everyday. Although all the children walk to school, they all stay for lunch. The teachers spend the first fifteen minutes of the hour-long lunch break supervising their children. After that, the teachers are rostered for playground duty and people come in and out of the staff room where they take time to eat, relax, and socialize for a few minutes. Most teachers work for a while in their room after school and some leave for home carrying the children's work and their curriculum program to use for planning that night. At the end of the day on Fridays, some of the staff meet for tea in the staffroom and refresh themselves with friendship and laughter.

Rationale For The Study

Warrawong is a school like many others in the Region but in significant ways it is unique. It is recognized as an innovative school with a busy staff and it has a high profile in the area.

The Centre of Excellence designation served to formalize the recognition the school had already received for its curriculum and staff development. The staff at the school considers that the curriculum development for which they have been noted and their staff development, are interconnected processes. Over the years the focus of professional development at the school has been closely related to the changes they have
made in their school-based curriculum. (Appendix v) The same close relationship was noted by Booth (1984), after a study at the school between 1981 and 1984:

The transformation of the curriculum and staff development were seen as interlocking and dependent processes through time. Change in classroom practice only came when teachers had a positive feeling about what they were doing. (p.148)

The school and its development over time are worthy of inquiry for several reasons:

- The school itself is interested in knowing if they have been successful from an outsider's point of view and if they have, what has contributed to the success.

- The school Region is in the process of change and this will lead to an interest in the study as it reflects on the past and plans for the future. A school system with a "school at the centre" plan for the future will be interested in knowing as much as it can about a school that has been successful as part of the previous centralized structure, yet maintained a local focus.

- Research has developed characteristics of successful and effective schools but very few studies have been done related to how a school became effective. Changes in a school and its staff over time could help to build this knowledge.

- No studies have been located of change over time in Australian schools and their distinctive characteristics would be of interest to educators in other countries.

- The study could be a small part of an anthropological approach to the study of a nation's schools suggested by Hymes (1980) to answer the question: "What kind of schools are there?" (p.7)
Presuppositions Guiding The Inquiry

Any researcher comes to an inquiry with prior knowledge and beliefs and these presuppositions affect decisions at every stage of the research design and implementation. It is therefore important to make explicit the presuppositions which guide the inquiry.

About Professional Development

• Professional development for educators (teachers and administrators) is an important contributor to quality education and job satisfaction.

• Effective professional development can make changes in a school's educational and social environment for staff and students.

• Professional development is a career-long process with possibly different needs to be met at different stages of a career.

• A person can have professional development influences from a number of sources such as university courses, professional organizations, conferences, reading, inservices within and beyond the school, and informal experiences with colleagues within and beyond the school.

• Professional development is most successful when it meets the needs of the teachers and is directly related to their daily teaching lives.

• Teachers want and need to have some influence in their own professional development.

• Professional development involves changes in teachers' beliefs, knowledge, and practices.
**About Change**

- Change is a process not an event.

- Change takes time and any major change in education takes a minimum of from three to five years.

- Change comes about when the forces for change are greater than the forces for maintaining the status quo.

- Change in a school is most successful when the forces for change come from within rather than from without.

- Change is more likely to occur in an environment that is receptive to change and where support for the change effort is provided.

**About Research**

- The most appropriate methodology for inquiry into the process of professional development and educational change is that found within the naturalistic research paradigm.

- Research in schools needs to respect all of the participants and involve them in collaborative planning, implementing, and responding to analysis and interpretation.

- Research in schools is most appropriate when it meets the needs of the school.

**About Evaluation**

- Evaluation needs to meet the needs of the people most affected by that which is being evaluated.

- There will be different views of that which is being evaluated and the evaluation needs to take all of these into account.
• There will be different views of that which is being evaluated and the evaluation needs to take all of these into account.

Overview Of The Thesis

This thesis is written in five chapters. Chapter 1 sets out the purpose, the questions guiding the research, the background and context, and the assumptions underlying the research. Chapter 2, the review of the literature, sets the research in the context of prior work by summarizing some of the literature on professional development, school change, and effective schools. Chapter 3 outlines the methodology of the inquiry and explains each phase of the emergent research design. Chapter 4 explains how the data helped to answer the research questions and gives a description and analysis of professional development at the study school. The purpose of Chapter 5 is to summarize the research inquiry, make some conclusions related to the findings, connect these findings to the literature review, and invite further inquiry. A final statement will be made about the researcher’s response to the research process.
CHAPTER 2
THE REVIEW OF THE LITERATURE

The school is a complex social setting with its own culture and organizational structure. Each school is a unique variation of this social, organizational, and cultural complexity and like all such environments, schools change, as do the people in them. The hope is always that the change is toward improvement but this is not necessarily so. However, any intentional influences on school change are attempts to move a school toward excellence and effectiveness.

Change is a process not an event. This review of the literature attempts to highlight some aspects of this process as it relates to schools, first in a global way and then in a local, focused way. The global view of school change will consider the characteristics of effective schools (the goal of most change efforts), the nature of change, and finally the relationship between school improvement and professional development. The focused view of the school will consider several strong influences on the experiences of teachers during professional development and organizational change.

THE GLOBAL VIEW

Effective Schools

The last decade has seen numerous studies in Canada, the United States and Britain on effective schools and school excellence. Although there is not complete agreement on the use of these criteria, effective schools are usually judged by the academic success of the students and the job satisfaction of the staff. Research from different countries has found several common characteristics of effective or excellent schools. (Fullan 1985, Lieberman and Miller 1984, Mortimore and Sammons 1987, Wayson et. al. 1988) These characteristics include: strong supportive leadership, instructional focus by all staff, clear goals for staff and students, ongoing staff development, parental involvement and support, an orderly, secure and positive climate, involvement by all staff in communication and action, and a system for monitoring performance and achievement of staff and students.
Fullan (1985) specifically notes the necessity of a guiding value system and a feel for the improvement process on the part of leadership.

In a major study on the impact of the excellence movement on schools in the United States, Wayson and his colleagues note a number of criticisms that have been made of the effective schools research and the "formulas" that have come out of the research. The researchers argue that the use of formulas or lists of general characteristics is "reductionism" and this use of the research "obscures what it really takes to make a good school". (Wayson, Mitchell, Pinnell, and Landis 1988, p.168) They go on to state that connections between the characteristics of excellent schools and school achievement may not be as direct as is claimed by researchers. In noting the complexity of the creation of excellent schools, they write:

"What is supported from experience is that creating excellent schools results from complex interactions between people, places, and resources combined with commitment, caring, knowledge, energy - and some serendipity." (ibid.)

The Nature of Change

Michael Fullan (1982) has written extensively about the meaning of educational change and its relation to learning. He quotes Marris (1975) and writes:

"...all real change involves loss, anxiety and struggle."(p.25)

Fullan explains that "change is a difficult personal and social process of unlearning old ways and learning new ones." (p.62) In relation to educational change, he again makes the link between change and learning:

"...educational change is a learning experience for the adults involved (teachers, administrators, parents etc.) as well as for children." (p.55)

The purpose of educational change, according to Fullan, is "to help schools accomplish their goals more effectively by replacing some programs
or practices with better ones." (1982, p. 11) On the individual level, educational change is teacher change or professional development. "Professional development, when it occurs, implies of course, that there has been or will be some development, some change." (ibid. p.264) When teachers become involved in professional development, there is an assumption that there will be a change in the teachers' beliefs and practices.

Fullan's research (1982) generated some general characteristics of change that he believes need to be kept in mind by planners and others involved in the change process. Two of these include: change involves conflict and can be frustrating and discouraging and real change involves a "resocialization" of the participants, a working out of meaning and an exchange of realities through interaction. Three other significant characteristics are: change takes time, change requires a plan, and not all people or groups can change.

The complexity of change and the consideration of it as an evolutionary process that takes place over time is supported by other writers. (Barth 1986, Lieberman and Miller 1984, Mireau 1983)

The Professional Development School Improvement Relationship

Before making the link between professional development and school improvement, it seems necessary to make a distinction between professional development, staff development and inservice education, although some writers use the terms interchangeably.

Professional development is defined, for the purposes of this review, as the process engaged in by an individual in the field of education for the purpose of improving his or her teaching beliefs, attitudes and practices. The activities that a person becomes involved in for the purposes of professional development can include inservices at the school or away, conferences, university or college courses, membership in teacher support groups and professional organizations, professional reading and writing, and a variety of school-based staff development activities. Staff development is defined then as the process engaged in by individuals at the school level for the purpose of improving the individual and the school organization. Staff development can include all of the above activities as well as such things as
school-based curriculum development and membership on school committees. Inservice is used in most educational settings to refer to a specific kind of professional development or staff development experience held either in or outside of the school, usually in the form of a one-day or half-day workshop. This definition will serve the purposes of this review.

Bertani and Tafel (1989) consider staff development and organization development as "equal partners".

"Individual development and organization development are dependent correlates. Within the context of school improvement, staff and organization development are complementary human processes, inextricably interwoven, dynamic, interactive, non-linear, and incredibly complex." (p.144)

It would be accepted by most people in education, that a professional development process that successfully made the link between individual and organization development at the school level is most likely to lead to school improvement.

"Educational change involves learning how to do something new. It is for this reason that if any single factor is crucial to change, it is professional development." (Fullan 1982 p.257) It is hard to imagine school improvement or change without professional development and the strong relationship between the two is emphasised by Joyce (cited in Bertani and Tafel 1989 p.141)

"Substantial continuous staff development is essential to the improvement of schooling and, equally important, to the development of the capability for the continuous renewal of education." (1981 p.117)

THE FOCUSED VIEW

Although the change process is influenced by and influences every level in the educational system, it is at the school level that many of the most successful change efforts have taken place. More than one writer sees this as the most appropriate place to study professional development and school
The research of Lieberman and Miller has focused on the "lived experiences of teachers in schools". (p.4) In investigating strategies for improving schools and successful staff development, they "... found that the most promising strategies placed their emphasis on the teacher, the classroom, and the interactions within the school." (p.16)

A review of the literature and research on effective schools and school improvement by MacKay (1988), lead the author to state:

"... the school is the most effective unit of change and school improvement is best accomplished through the process of school-based staff development." (p.5)

Evans (1984) surveyed a sample of 772 Australian teachers from 97 schools and his results support that of other researchers on the importance of the school site in the change process.

"... it is in the processes of the school itself that teachers are most likely to find the motivation for, and means of, genuine professional development: the closer the process to the teacher's daily work, the greater the influence." (p.258)

With the rationale established for looking at the experiences of teachers at the school level, the remainder of the review will focus on research on several of the positive influences on schools and teachers. These influences include:

- staff development
- school-based curriculum development
- school leadership
- teacher empowerment
- collaboration and collegiality
- teachers as researchers
Staff Development

Trevor Rusby's (1982) definition, although it differs somewhat from the one stated above, does not contradict it and it can serve to introduce some of the recurring themes in the literature:

"[staff development is ]... a complex process determined by the priorities, value judgments and personalities of its participants and the setting in which it operates." (p.40)


Two writers have captured the essence of successful staff development succinctly and are worthy of inclusion. Little (1984) compared two staff development programs on mastery learning and interactive teaching which had many similarities but only one had high implementation three years later. Her study found that staff development is most influential when it involves collaboration to "produce shared understanding, shared investment, thoughtful development, and the fair rigorous test of selected ideas", collective participation in training and implementation, focus on crucial problems of curriculum and instruction, enough time over a long period of time, and congruency with "norms of collegiality and experimentation" (p.93)

Rusby (1982), describing school-based staff development in England, writes: "clear views and singlemindedness, good humor and hard work, inspiration and opportunism all contribute to the passion which makes a successful program possible." (p.40)

A final condition for teacher/staff development is described by Galloway, Seltzer and Whitfield (1980) who looked for inspiration to George Land's book, "Grow or Die" (1973). It is Land's "mutual" form or level of growth that the authors see as most promising because an individual affects his or her environment but is also affected by it. "Growth is the continuing relationship between self and environment." (p.263) The expectation for the school environment is then outlined.
"We are emphasizing the informal, social contacts of work and worth. Moment to moment and day to day nutrients for growth must be present, and this depends on a climate of reciprocity and mutual respect for professional activity and work." (p.264)

School-Based Curriculum Development

The last fifteen years in Australia has seen the decentralization of responsibility for curriculum and some other aspects of school management, move from central offices to the schools. Although there is now some evidence of changes in the practice of school-based curriculum development, the advantages to teachers and the schools have been noted by some educators and researchers.

Morgan (1981) outlines the justification of the trend toward curriculum development at the school in Australia.

"Change programmes designed at local level are bound to be a more realistic reflection of, and thus better suited to, the environment within which they are going to operate. Moreover, a curriculum development programme designed chiefly by local staff is likely to elicit more interest, thus providing a better guarantee of awareness and commitment on the part of the individuals involved in the process of change." (p.21)

Kemp (1981) describes the advantages and disadvantages of school-based curriculum development and supports it, all things considered, because of the involvement of school staff that it encourages.

"One advantage which is not listed is that to be derived from the staff co-operation and interaction necessary in school-based curriculum development. The involvement of staff in curriculum planning is likely to stimulate self-evaluation, demand thoughtfulness in planning and provide greater opportunities for sharing experiences." (p.91)
Chapman (1988) described the decentralization and devolution process in Victoria, begun ten years ago, when the emphasis was on a genuine and effective transfer of authority and responsibility to the schools, collaborative decision making processes, and collective responsibility. The teachers were to be empowered and the areas of influence were to be redistributed. Chapman's extensive study of the involvement of secondary teachers in school-based decision making found that there were positive and negative aspects. She found that there was not equal involvement of all staff and her analysis highlighted ten criteria that influenced involvement. As well, the study revealed that although teachers could describe many positive aspects of involvement, there were several problems that arose. Whole groups of teachers were left out of the school's organizational structure and there was no direct relationship between involvement in the school's decision making and the quality of teaching and learning. In fact, those who were most involved found that their classroom teaching suffered.

Young's (1985) study of Alberta teachers' involvement in curriculum development supported similar positive aspects, two of the most important being enhanced self-esteem and professionalism. The study revealed that the teachers expressed only a few minor problems, one of which was increased demands on their time.

Teachers cannot be left to work on curriculum development alone and without help. School-based curriculum requires support for teachers, as noted by Kierstead and Mentor (1988):

"Freeing teachers to be creative, however, does not mean abandoning them to figure out everything on their own; it means giving them time to wrestle with the ideas underlying the reform movement and to experiment with strategies so that they can pick and choose, modify and adapt, or devise new ones. It means giving them planning time to structure ways to teach and opportunities to collaborate with peers who are also experimenting with the approaches. It means encouraging teachers to become curriculum developers in action and transforming staff development into a process that supports them in that role. (p.38)
**School Leadership**

When studying and evaluating the environment of a school and the culture that has developed over time, one of the significant influences is the school administrator. Most of the research is on the principal's leadership role and very little is about the assistant principal. One is left to assume that writings could refer to either position, since the Assistant is considered in some school districts to be a principal in training.

There have been major changes in the role of principals in the last decade. Many principals who began their careers as school managers are now expected to demonstrate ever expanding skills and take on a much more complex role. (Killion, Huddelson, and Claspell 1989) Principals are considered to be instructional leaders and people developers but must manage the school as well.

Out of the school excellence research have come criteria for effective principals which relate directly to characteristics of effective schools. The principal's role is to actively work to develop an excellent school. In the northwestern United States, a Principals' training program has been planned around five themes which came from research about the practices of effective principals. (Blum, Butler, Olson 1987) Very briefly stated, these practices are linked with having a vision, developing a safe orderly environment and a positive climate and culture, establishing and maintaining an appropriate curriculum, having a knowledge of quality instruction, and monitoring school performance. Related to these criteria are the ideas of Hoch (1989), who observed successful principals and identified nine characteristics that they exhibited: "accessible", "believable", "comfortable", "disruptable", "endurable", "fallible", "global", "honorable", and "incorruptible". (p.10 - 11)

Peter Bargen (1983) argues that principal training that emphasises technical skills is inappropriate. Effective leadership requires a "global view" and he outlines a number of characteristics of good leaders related to behaviors and beliefs. Bargen contrasts the traditional role of principals with the more recent expectations, by distinguishing between "quality leadership" and "administration". The former brings excellence and the latter only adequacy.
"Leadership entails vision as well as action: Kaplan characterizes it as converting morals into morale." (Riffel 1988, p.23) Riffel suggests we look beyond the usual orientations to leadership and consider the contribution that principals make to the complex school culture with its assumptions, beliefs, values and ways of behaving. The author lists eight guidelines for strengthening leadership, all of them related to "interpersonal relationships and social environments", which the principal is a natural part of each and every day and which require a combination of vision and morality.

The roles and responsibilities of school leaders continue to increase as more and more is expected of schools by society. Some of the writing on leadership describes specific aspects of the ideal school principal's skills and qualities. Bryce (1983) admits a bias toward the principal as leader of the instructional organization rather than plant manager or principal teacher. The primary task in instructional organization is teaching and learning and the functions of the principal as listed by this author, all lead from the primary task.

The principal as "people developer" is put forward by Killion, Huddelston and Claspell (1989) who outline the specific knowledge, skills and beliefs necessary for a principal to play the role. This role, in which the principal is the leader of staff development, is seen to be so important that the authors recommend that school districts assess and monitor principals as people developers. If there is a problem, intervention is recommended to train the principal or arrange for the responsibility to be delegated to another person in the school.

Moira McKenzie was director of a curriculum centre maintained by the Inner London Education Authority in England when she wrote that "the administrator's responsibility is to promote effective learning for all children." (1984, p.116) To do this, administrators need to care about education, keep up to date on theory and practice, be able to tell the difference between poor, ordinary and exemplary practice and to treat teachers as partners and capable decision makers. Fris (1983) emphasises the support role that principals need to play with staff and Smith (1987) stresses how important it is for principals to set up structures that require shared responsibility and authority as part of a collaborative school. Another specific role was studied by Wright (1985) who investigated the motivation of teachers to get involved in curriculum development. Wright outlines the incentives for involvement and
curriculum development. Wright outlines the incentives for involvement and stresses that principals use these to encourage participation in certain professional development activities such as curriculum development.

The evaluation of the Early Literacy Inservice Course by the Centre For Studies In Literacy (1988), demonstrated how vital the administrator's role is in the professional development of teachers. The impact of ELIC at the school level was directly related to the support structures set up by the executive. Specifically related to the follow-up and impact of ELIC, the research team highlighted the importance of these structures. "As previously noted such structures 'forced the teachers constantly to share and make explicit their emerging theories.' " (p.319)

The last specific expectation for school principals found in the literature was that of change agent or change facilitator. Little (1984) found in her study of successful staff development programs that the most effective change agents were knowledgeable and active in assisting and promoting change, rather than simply allowing it to happen.

In general, the literature supports the complexity of the real world of school administrators and the importance placed on principals' beliefs, attitudes and behaviors. The principal is not the only influence on a school's development, but he or she is a very significant one.

The literature contained references to a broader definition of school leadership which went beyond the role and influence of the school principal and assistant principal. The work of Hord and Hall (1987) revealed that principals do not work alone during a change process. During their research, Hord and Hall discovered a "consigliere" working as a change agent in schools and they write:

"Researchers in each school quickly identified an additional person, or in some cases several additional persons, who were doing a large number of important interventions." (1987, p.260)

The concept of shared leadership is defined clearly by Barth (1987) when he writes of the school as "a community of leaders". He notes that everyone deserves the chance to lead and "make things happen" in schools
and that all teachers have some expertise that can be used in leadership roles. With this school in mind, Barth writes:

"The best principals are not heroes; they are hero makers." (p. 32)

Teacher Empowerment

In a collaborative school, "power shared is power gained." (Smith 1987 p.6) Authority and decision making is shared among all staff and there is a sense of "ownership" of plans and goals discussed and recorded together. Teachers are respected and structures and practices are built in to encourage them to contribute their ideas. Principals who empower teachers "prefer to influence through collegiality rather than control through power." (Killion, et al 1989 p. 5) "Partnership" in staff development is stressed by Rusby (1982), as the school head and the staff accept joint responsibility in the process. Although Rusby does not use the word "empowerment", this can be implied when he writes:

"...those teachers most heavily involved in school planning are often associated with a wider range of opportunities, ideas and initiatives than their less active colleagues and they appear to be more likely to enjoy their work because they are able to influence policy decisions which directly affect it. As re-deployment and redundancy increase it seems to me to be highly desirable for teachers to be able to exercise as much control as possible over their working conditions, professional satisfactions and career prospects..." (p. 380)

In a study that combined quantitative and qualitative research methods, researchers at the University of Louisville found that there was a direct relationship between teachers' involvement in decision making and their feelings of efficacy. (Ruscoe, Whitford, et al 1989) Specifically, they write: "...assuming responsibility for decision-making motivates teachers to work harder to "make things go"... and "builds a sense of ownership, trust, and professionalism." (p.13)
In studies that looked at teachers' involvement with other teachers in curriculum development (Chapman 1988, Hannigan 1988, Wright 1985, and Young 1985), the teachers expressed numerous positive features related to this involvement. These included: increased self esteem, increased feelings of efficacy, sense of achievement, enjoyment of increased influence over their daily work, having their expertise recognized, and the sense of growth that comes from sharing ideas and responding to challenges.

Two professional development activities in which teachers were empowered are described in Fredericks (1987) and Schwartz (1984). The former described how the expertise in a school was used to help during staff development planning related to a reading program change and the latter described active teacher involvement over the fifteen year history of a Teacher Institute.

"The concept of teachers spending time during the school day in other pursuits (than teaching) is totally foreign to school culture." (Troen and Boles 1988 p. 690) In an interesting project that involved an elementary school and a local university in Massachusetts, teachers took on nontraditional roles during APT Time (Alternative Professional Teaching Time). They became researchers, trainers of student teachers and curriculum writers during the school day, through the creative use of team teaching and student teachers.

In many ways, the literature focuses on the increased professionalism and personal development potential of practices that encourage decision-making and empowering teachers.

**Collaboration/Collegiality**

"Collaboration between principal and teachers and between teacher and teacher is critical in school-improvement efforts. Where the ideas come from is not nearly as important as how staff development is organized, how people are supported, and how teacher's sense of efficacy can be enhanced." (Daft and Becker 1978, cited in Lieberman and Miller 1984 p.

To begin a discussion of collaboration, it seems appropriate to refer to the work done by Hord (1981) which makes a distinction between collaboration and cooperation. In her view,
"... each mode requires different kinds of input and each yields different sorts of return...Collaboration is not possible without cooperation, but the inverse is not true. Collaboration requires a great deal more effort, but ideally, its product yields more. Cooperation is possible with lesser effort because it does not require shared goals, although it also can be done more smoothly when expectations are clear." (p.1)

Although cooperation and collaboration are similar, Hord makes distinctions between them. "In cooperation, activities are mutually agreeable but not necessarily for mutual benefit". (p.3) She uses the example of a football game where the match requires the cooperation of the two teams but not the collaboration of them because they each have the competitive goal of winning the game.

In 1980, Theory Into Practice published two articles related to collaboration which were noted by the editor to be a departure from the themes in earlier writing. Perry (1980) argues that staff development efforts "must be consistent with the organizational and environmental realities teachers confront each day." (p.256) Perry describes four different strategies that have been used to contribute to a teacher's understanding of these organizational and environmental factors that impact on their lives at work. All of the strategies would be difficult to put into operation without collaboration. Specifically, one of these strategies called, "organizational development" encourages and in fact requires collaboration.

"Teachers, students and administrators work together in each phase of the process. This collaborative approach ensures that problems are examined from all organizational perspectives...By working together, people clarify what they want, what others want, and what the organization wants. As these desires become public, solutions slowly emerge. As people gain faith in each other, new energy is released to solve problems." (Perry 1980, p.260)

Galloway, Seltzer and Whitfield (1980) continue this theme in their discussion of "exchange and mutuality" as growth conditions for teachers.
Referring to Lock's (1973) "mutual level" or form of growth as most appropriate and effective for teachers, they stress the importance of developing these conditions within school buildings. They write:

"... teachers need to create working conditions for themselves that insure support and individual accomplishment ... teachers have few opportunities to develop collegiality ... In a positive climate of collegiality, teachers support effort through mutual exchanges of assistance and goodwill." (pp.264-265)

Fullan (1982) stresses the multiple realities held by everyone in an educational setting and the importance of peer relations to mesh these realities and deal with the problems associated with change. About curriculum implementation and school improvement he argues that more can be done when people work together.

"Change involves resocialization. Interaction is the primary basis for social learning. New meanings, new behavior, new skills depend on whether teachers are working as isolated individuals..." (p.72)

Fullan goes on to emphasis the relationship between curriculum implementation and "collegiality, open communication, trust, support and help, interaction, and morale..." (p.72)

Little (1984), in her comparison of two staff development efforts, noted the importance of collaboration in the more successful of the two projects.

"...collaborative arrangements between staff development and schools offer the opportunity to demonstrate reciprocity among fellow professionals, to develop clearly known and shared aims, and to establish trust by building a history of predictable performance." (p.90)

Emphasising the role that teacher participation and collaboration plays in the development of teachers and schools of quality, Jacullo-Noto (1984) and Lieberman and Miller (1984) write about environments that encourage
collegiality. Schools where all staff become learning colleagues have environments that seem to be the best for adults and children.

"The intellectual and psychic growth of teachers will inevitably have repercussions on their confidence, risk-taking and creativity in approaching pedagogical tasks." (Jacullo-Noto 1984, p. 221)

In another interesting discussion of collegiality, Howell (1986) writes about the Teachers College Writing Project in New York City, which was based on one of the three ways Roland Barth thinks adults in schools interact - collegiality. (1984 cited in Howell p. 166) The teachers in the project had mentors who helped them implement a new approach to writing and as they learned they had the confidence to make a "commitment to keeping the inside circle extending outward" and they began to help other teachers teach writing. (p.167)

Smith (1987) writes about the elements of a collaborative school and points out that there is no one model for such a school. However, he argues that this kind of school cannot be imposed. It requires the voluntary participation of staff in efforts to improve instruction.

"...its primary rationale is instructional effectiveness. Its most important dynamic comes from teachers' working together to improve their teaching. The informal and formal interaction about instruction among teachers is what distinguishes the collaborative school from the earlier models of democratic management and participative decision-making." (p. 5)

Researchers in Louisville (Ruscoe et al 1989) found a direct relationship between teachers working together and their strong feelings of efficacy and empowerment. The teachers in the middle schools who worked in team teaching situations had significantly higher feelings of efficacy than other teachers in the study. Although many teachers have a feeling of isolation related to their job, the Louisville study revealed that this feeling can be overcome and the professionalism of teachers can be enhanced by working with others on mutually decided goals and objectives.
"Despite the fact that typically many teachers equate professionalism with individual, personal autonomy; our data suggests a rather different notion of professionalism. It is through group activities as embodied in teaming that a sense of empowerment and efficacy is enhanced." (Ruscoe et al, p. 17)

**Teachers As Researchers**

Whether involved in large projects with universities or small school or class projects, teachers have become researchers. Reflective teaching has, no doubt, been happening for decades but the literature has begun to emphasise this new role for teachers, in the last few years.

Several large projects that connected schools and the university were found in the literature. (Allen et al 1988, Cohn, Finch and Mikel 1989, Howell 1986, and Lieberman and Miller 1984) The joint research that Allen and her colleagues were involved in was to learn more about the writing process with elementary children. More than fifty teachers and one university lecturer formulated questions and attempted to find answers on issues that interested them. As Allen writes:

"Gradually, our teaching community became a research community. Through our research, especially the weekly discussions of what was happening in our classrooms, we came to a very rich understanding of just how our philosophical stance was affecting us as teachers and our children as learners." (p.380)

They supported mutual learning in many different ways over the time of the project and and came to see the role of teacher-researcher as one that contributes to meaningful change in both schools and practitioners.

The Danforth Improvement of Instruction Project, described by Cohn, Finch and Mikel (1989) brought a university and several schools together in the belief that this kind of collaboration could bring about effective change at the school level. The emphasis on the university staff as learners was not obvious at the beginning of the project but as various issues arose over research methods and evaluation of the project, university staff were forced to
confront their own beliefs and knowledge base. The teachers became involved in action research projects and their work directly connected theory and practice for school and university personnel.

In the Teachers College Writing Project (Howell 1986), the university staff who were helping teachers learn about teaching writing by providing supportive mentors, considered themselves learners as well. They met weekly to discuss what they were learning in this mentoring relationship. Lieberman and Miller (1984) and Jacullo-Noto (1984) describe Interactive Research and Development on Teaching in which teachers and university personnel work on common concerns. The effects on all of the participants was significant and the importance of the effect was emphasised.

"... what we learned was the powerful impact of involving school people in a way that stretched both the university people and the teachers, where engagement in understanding their own problems brought not only significant learning but a heightened sense of self-esteem based on their newfound abilities as they participated in doing research." (Lieberman and Miller p. 15)

In a discussion of some of the advantages of teacher research and the issues that have arisen in the field, Cochran-Smith and Lytle (1990) write that it is important to provide the resources and the support for teachers to take on this role. On this point they write:

"To encourage teacher research, we must first address incentives for teachers, the creation and maintenance of supportive networks, the reform of rigid organizational patterns in schools, and the hierarchical power relationships that characterize most of schooling." (p.10)

Individual relationships between one researcher and one teacher are described in the literature as well. (Kearney and Tashlik 1985, Nelson 1983, and Woodward 1985) These writers emphasise the importance of seeing the learning environment through different perspectives and making the reflection on classroom theory and practice a joint enterprise. Research done together is considered to be much more powerful by participants and by those who
report on this collaborative learning process. Kearney and Tashlik express the positive aspects of joint research:

"Too often research forgets the teacher's voice, thereby presenting a limited view of the classroom, the students and the teacher herself. We think that research occurs best when both teachers and researchers are directly involved in asking and analyzing the questions that concern them." (1985, p.769)

It does not necessarily require a relationship with university staff for teachers to become reflective practitioners as part of their professional development. Teachers can be researchers in a variety of ways. (Bissex 1986, Burton 1986, Oliver 1980) They can create their own action research projects by themselves or with colleagues. They can join support groups to discuss theory and practice (Armour 1985 and Robinson 1989) and they can write in a reflective way and learn from this writing experience (Hansen 1985). Newman (1987) challenges teachers to become teacher/learners by thinking about "critical incidents" that occur often during the day but are rarely used as learning experiences.

CONCLUSIONS

Considering the numerous opportunities available for the professional development of teachers, it seems that school improvement and implementation of good teaching theory and practice should be consistently easy in all school settings. The reality is that good teaching practice does not exist in all schools, not all staff development is effective, and not all teachers experience job satisfaction.

The literature includes lists and descriptions of successful change projects and the characteristics of excellent schools. However, there is very little documentation of the evolution of these schools or the details of their change efforts over time. A few of the notable exceptions are the work of Bentzen (1974), Sanders and Schwab (1981), and Smith et. al. (1987)
Two authors note that it is important to find out more about the process of change:

"...we know far more about the features that characterize an effective school than we know about how a school becomes effective in the first place. Why, then, do we try to force schools we don't like to resemble those we do like by employing means that have little to do with the evolution of the kind of schools we like?" (Edmonds cited in Barth 1986 p. 294)

"Although we now have some good descriptors of what makes effective schools, they cannot be sold as recipes. We cannot overlook or underplay the significance of individual variations among schools and the real messiness and idiosyncratic nature of the real stories of school improvement. Linear expectations of policy makers give unrealistic messages to local school implementors. The real process has many stories and only a few have been printed for public understanding." (Lieberman and Miller 1984 p. 6)

With the literature focusing on change as a process and the school as the most appropriate place to attempt to understand the process, continued research is necessary in schools. The research needs to emphasise the multiple realities and meaning of change at the school level.

The goal of this research is to focus on the process of change through an inquiry of professional development at one school over time. This inquiry seeks to illuminate, describe, and document some of the "real messiness and idiosyncratic nature" of the evolution and change process.

Barth (1986) is against the "list logic" that he believes is dominating school reform in the United States. Rather than add to the many lists that already exist, it is hoped that this research will help with the "maps" suggested by Lieberman and Miller (1984).

"All of the commissions, reports, and studies provide their own, often contradictory, destinations for schools, but they do not provide much in the way of practical suggestions about how to
get there. While we do not believe that we need detailed itineraries, we do believe that we need maps to guide our efforts toward improved schools. And we still believe that it is through teachers and through working with teachers that we have our best hope of succeeding." (p.5)
CHAPTER 3

METHODOLOGY

Introduction

In the first chapter the context for the study, the prior assumptions, and the questions that guided the study were explicitly stated. The previous chapter sets the study in the present research environment with a selection and summary of some of the literature on educational change and professional development for teachers. In this chapter, the theoretical underpinnings of the methodology are made explicit, the research design is outlined, and details of the research methods are described. The chapter concludes with a discussion of how the research design incorporated processes to deal with ethics and standards of rigor and trustworthiness.

Choice Of Methodology For The Inquiry

This evaluation seeks to answer the questions posed by the Principal on behalf of his staff: "What has happened in professional development? If professional development worked, why did it work?" The answer to the first question will be a descriptive summary of what happened. The answer to the next question, which is actually two questions, requires going beyond description. Did it work? needs evaluative judgements about impacts and outcomes from the participants and the researcher. Why did it work? presupposes evaluation but also requires analysis and interpretation of information gathered about professional development at the site in the last decade.

The writing of Fullan (1982) and Smith and his colleagues (1987) provided a conceptual framework for understanding the link between the different research questions and levels of meaning:

The problem of meaning is central to making sense of educational change. In order to achieve greater meaning, we must come to understand both the small and big pictures. The small picture concerns the subjective meaning or lack of meaning for individuals at all levels of the educational system. (Fullan 1982, p.4)
In explaining the research questions that guided their "restudy and reconstrual" of Kensington school fifteen years later, Smith et. al. (1987), describe the "intertwining" of their two questions:

From our perspective, 'what had happened' and 'what did we learn' break relatively easily into a description in the everyday commonsense language of teachers, administrators, and patrons and into a more theoretical interpretation of the intellectual and professional issues involved." (p.5)

Added to the demands that two conceptual levels of questions bring to the research, are the meanings related to the subject of the research: professional development. Few would deny the complexity of educational change and the multiple perspectives and meanings attached to change at the individual level. There is no professional development for teachers without some change and educational change without the professional development of teachers is difficult to consider.

This study and evaluation of professional development requires a methodology that uncovers the complex realities and meanings that the teachers at the school hold related to their professional development. Mair (1975), considered an alternative, personal way of knowing as part of research in the field of psychology and suggests that such "personal inquiry" would seek out the stories that people have to tell and research could then be a "lived personal experience" (p.43) Mair's description of such a model of inquiry would seem appropriate for this study which is seeking out multiple meanings at the individual level:

We need some basic model of inquiry which includes involvement, recognition of equality of significance, personal meaning, exploration and progressive sharing of understanding and confusion, giving as well as receiving, knowing as well as being known. (Mair 1975, p.46)

Research is usually identified as lying within one of two distinct paradigms: the rationalistic / positivist / quantitative and the naturalistic / interpretive / qualitative. (Candy 1989, Lincoln and Guba 1982, 1985, Owens
Recently, a third paradigm, that of critical theory, has emerged from the work of some researchers. (Bates 1988, Candy 1989) The research traditions most appropriate to answer the research questions and meet the above criteria are included in the naturalistic research paradigm. All of the tenets of the qualitative/naturalistic paradigm form the theoretical/methodological underpinnings of this study.

Some of the assumptions of qualitative research identified in the literature, include:

- a focus on multiple and complex realities
- the use of a human research "instrument" with an acknowledged humane interaction with people in the research setting
- the acceptance of "truth", meaning and understanding in relation to specific contexts in time and space
- the recognition of the influence of values on any inquiry
- a research design that "emerges" as the inquiry proceeds
- theory that is "grounded" in the data collected rather than determined \textit{a priori} and tested by the research.

(Guba 1982, Owens 1982, Candy 1989)

In addition to the assumptions of the broader paradigm, some of the methods and assumptions from more than one tradition within this paradigm have influenced the design and implementation of this inquiry. This is not surprising, when one considers that: 1) qualitative research has grown from several fields of social science, 2) researchers use the terminology of research traditions interchangeable (Smith 1978), and 3) there is not complete agreement about making distinctions. (Goetz and LeCompte 1984, Smith and Kleine 1986, Wolcott 1977)

For the purposes of this inquiry, the contributing methodologies are shown in Figure 1. An explanation of the elements of naturalistic inquiry, educational evaluation, ethnography, historical inquiry, and case study research, that are part of this study follow Figure 1.
This study does not follow one particular educational evaluation model but the evaluation design has been influenced by the work of several researchers: Guba and Lincoln (1981), House (1978), Kemmis (1982), Patton (1980), and Stake (1975, 1983a). They all describe in a variety of ways, evaluation models that focus on multiple realities, perceptions or values, negotiation and interaction between the researcher and the participants, and meeting or responding to the needs of the participants.

As part of a trend toward the use of ethnography in education, there are a number of writers who offer advice on the use of ethnographic methods in schools. (Hymes 1980, Porter-Gehrie 1980, Wilson 1977, Wolcott 1975). Although Rist (1980) cautions against the use of "blitzkrieg ethnography" in education, he does commend the trend toward an ethnography of education. Wolcott (1975) also distinguishes between "case study", the more limited description of a case, and "ethnography", the "more comprehensive and detailed report". (p. 112) Wolcott goes on to humbly suggest that his book-length ethnographic account of one principal, "...is a tiny part of a growing literature that only collectively will constitute the ethnography of American
Goetz and LeCompte (1984) make a related distinction between traditional ethnographies and "quasi-ethnographies". Even considering the necessary distinctions that need to be made in the designation of an "ethnography", ethnography or an ethnographic approach in educational research opens up the possibility of developing a large body of knowledge about the social and cultural realities of schools. Hymes, in particular makes the point that the use of anthropological methods in educational ethnography and ethnology would make a difference to research that he summarized as: "cumulative, comparative, cooperative". This difference would provide the "bases for analysis of structure and change in American schools." (1980, p.5) Although the size of this study limits the quantity of information that can be reported, its particular focus may contribute in some small way to answering Hyme's question, "What kind of schools are there?" (p.7)

The characteristics of history as a mode of qualitative inquiry, noted by Edson (1988), can be found within this study:

... history shares a concern for context, for undertaking research in natural settings, for the wholeness or integrity of experience, and for interpreting and explaining the significance of experience. (p.47)

Specifically, within historical inquiry, the writing of Smith and Kleine (1986) and Smith, Prunty, Dwyer and Kleine (1986,1987) have also influenced this research since this is an historical reconstruction and an evaluation of professional development during a ten year time frame. The use of an ethnographic account of Warrawong, written five years ago, Two Years On At Warrawong (Booth 1984, 1987), mirrors in a small way the comparison that was part of the Kensington Revisited study. In addition, the "life stories" of the staff at the school and and of those who have left, are a major part of the data.

The research is a case study because it is an examination of a single case school bounded in time by a decade of development. MacDonald and Walker (1983) refer to case study as "the examination of an instance in action" (p.2) and Denny (1978) writes that "case studies are intensive and complete
examinations of a facet, an issue, or perhaps the events of a geographic setting over time." (p.2) Louis Smith uses the term "bounded system" (Guba and Lincoln 1981, p.371) to define a particular case. In a case study the researcher describes the case and may go on to analyze and develop theory based on or grounded in the data of the "bounded system". Stake's (1983b) definition of case study details some of the intended features of this inquiry:

... descriptions that are complex, holistic, and involving a myriad of not highly isolated variables; data that are likely to be gathered at least partly by personalistic observation; and a writing style that is informal, perhaps narrative, possibly with verbatim quotation, illustration, and even illusion and metaphor. Comparisons are implicit rather than explicit. Themes and hypotheses may be important, but they remain subordinate to the understanding of the case. (p. 283)

Grounded Theory

The place of theory in this study is determined by the research traditions that influenced it. This evaluation does not test existing theory but seeks to discover "grounded theory". Grounded theory inquiry has evolved from the work of Glaser and Strauss (1967), although discussion of different levels of theory in social science research had been going on for some time prior to their publication. The notion of theory that is grounded in the data collected about the experiences of the participants, matched the underlying beliefs and assumptions of ethnographers and anthropologists. Those people who were using methods from these fields in qualitative and naturalistic research found that the notion of grounded theory had a comfortable "fit" with their work. (Guba and Lincoln 1981) Patton (1980) connected grounded theory in evaluation with the usefulness to the participants, one of his major evaluation goals:

By way of contrast to logical, deductive theory construction, a grounded theory approach to evaluation research is inductive, pragmatic, and highly concrete. The evaluator's task is to generate program theory from holistic data gathered through naturalistic inquiry for the purpose of helping program staff and decision makers understand how the program functions, why it functions as
it does, and the ways in which the impacts/consequences/outcomes of the program flow from program activities. (p.81)

Two assumptions or beliefs associated with grounded theory research that have influenced this research need to be made explicit. Firstly, in contrast to the traditional scientific/positivist view of reality, grounded theory researchers believe that reality is "...socially and symbolically constructed, always emerging and relative to other facts of social life." (Hutchinson 1988, p.124) The data that are collected focus on the multiple realities of people. Secondly, grounded theory is based on the assumption that there are patterns to social interactions. Hutchinson refers to "patterns of experiences" that people make as they interact. Geertz (1973 in Sanday 1983) believes that "man is an animal suspended in webs of significance he himself has spun." (p.28) The researcher, working to discover grounded theory, seeks an "emic" or insiders' view of the interactions that take place in the world of the participants. As this emic view is clarified, the researcher begins to look for the patterns or essences that characterize the interactions.

Grounded theory research does not deny the usefulness of a priori theory. Guba and Lincoln (1981) point out that "While a priori theory cannot be dismissed ... grounded theory offers a more solid and reliable base ... " (p.68) Smith (1978, p. 88) makes use of Malinowski’s term of "foreshadowed problems" to indicate that the formulation of research questions and plans are influenced not only by what the researcher knows and does not know about the context and topic of research, but also by what others in related subject areas know or do not know. The foreshadowed problems are the "curiosity questions" that the researcher brings to the inquiry. Prior research and existing theories are particularly useful in the earliest stages of the research when a site is selected, research questions are generated, and early data collection plans are made. (Wilson 1977) The literature from the research community can be consulted at any stage of the research design and could be considered as part of the data that is being collected by the researcher.
Causation or "Mutual Simultaneous Shaping"?

The discussion of the nature of causation as understood by the researcher needs to be specified because it influenced the ongoing data analysis and the final interpretation of the emerging patterns and themes.

The initial research questions related to one school over a decade and what had happened in professional development, what had influenced professional development, and what had been the impact of professional development at the school. As data collection and analysis proceeded, it became more and more difficult to separate "influences" from "effects". When a peer experienced the same difficulty with the data, answers were sought in the research literature.

Patton's (1980) comments referred to the dilemma noted above, and are worth quoting in their entirety:

One of the biggest dangers for evaluators doing qualitative analysis is that when they begin to consider causes, consequences, and relationships they fall back on the linear assumptions of quantitative analysis and begin to specify isolated variables that are mechanically linked together out of context. In attempting to present a holistic picture of what the program is like and in struggling to understand the phenomenological nature of a particular set of activities and people in a specific context, simple linear relationships may be more distorting than illuminating. (p.325)

An alternative to a linear relationship between causes and effects was found in the writing of Lincoln and Guba (1985) and it is their description of the replacement concept, "mutual simultaneous shaping", that eased the final analysis of data and the development of grounded theory:

Everything influences everything else in the here and now. Many elements are implicated in any given action, and each element interacts with all the others in ways that change them while simultaneously resulting in something that we, as outside observers label as outcomes or effects. But the interaction has no
directionality, no need to produce that particular outcome, (indeed the outcome may be a totally unpredictable morphogenic change); it simply "happened" as a product of the interaction - the mutual shaping. (p.151)

Another dilemma of the analysis involved the use of the word "impact". It seemed that some of the impacts of professional development, could be considered as positive and others as negative. The "successes" of the professional development program led to further successes. The issues and problems that arose needed to be solved before professional development could be seen to be effective by the school staff. Lincoln and Guba (1985) discuss two aspects of management, "enabling action" and "blocking the effects of constraints". These concepts were used to identify impacts that both resulted from professional development and facilitated further professional development and change or constrained and prevented professional development. Outcomes were then considered to be part of the complex interaction of the people and the professional development program. The outcomes were both beginnings and ends in the interaction process.

The Role And Experience Of The Researcher

Direct contact and interaction is a necessary part of naturalistic inquiry and this makes it essential to indicate the background and experiences of the researcher and also the role taken in the research context. Beliefs and assumptions of the researcher affect all phases of the research and although an effort has been made to make these explicit, it seems necessary to provide details that will allow the reader to consider other possible assumptions, beliefs, and biases.

As a researcher, I have a specific interest in the inquiry. I am a classroom teacher and Vice-Principal in an elementary school in Canada and I am financially supported by my school district in Nova Scotia to spend this year learning about staff development in one area of Australia. I have been interested in professional development of teachers since I started teaching twelve years ago. I have been an active learner at the local teachers' college and universities since receiving my teaching licence and have also been a teacher at inservices, conferences and university sponsored courses. I have worked in a school that is considered exemplary in my district as well as in a school with problems.
I came into the research role as a graduate student and assistant to university personnel who were well known to all of the school staff. I was made welcome at any and all meetings, although was only invited to the executive meetings toward the end of the school year in 1989. I sat in the staff room and took part in whatever was going on. Although, the research was not focused on the classrooms, I was made to feel welcome in all of the classes at any time. Generally, I became part of the staff for any non-teaching activity. Interviews were carried out either in the school if the person was still there or at the person's new location. When interviewing a person no longer at the school, time was needed to build rapport and trust. This was usually done in a conversation related to our respective jobs and often people were curious about my impressions of their country and region.

The possibility of the unreliability of the human instrument will be considered in the section on trustworthiness, but here it is important to note that, as Peshkin (1988) challenges us to do, I made explicit my subjectivity and the beliefs that I hold in the reflective sections of my field notes. These biases needed to be acknowledged so that I could monitor how I related to the people and my growing understanding of their present and past world. The other participants interacted with me in particular ways because of who I was and how I was with them. I was aware of this as the study proceeded and made note of ways in which they were responding to me. (Guba and Lincoln 1985)

Guba and Lincoln (1985) make a strong case, which I would support, for including a researcher's response to the investigation in a final report to counteract accusations of bias.

"The best cure for biases is to try to become increasingly aware of our own biases and how they slant and shape what we hear, how they interfere with our reproduction of the speaker's reality, and how they transfigure truth into falsity. It is for this reason that we support, with Wax (1971), Reinharz (1979), and other writers, the injunction that each case study, evaluation report, or research report contain a section on researcher reactions and changes. Rarely does anyone report how he himself was changed by undertaking the study or what personal truths he found as a result of his interactions with a project or culture... That is an unfortunate omission, since in the process of becoming more aware of other value perspectives and cultures, we also become more aware of ourselves as persons, as professionals, and as scientists." (p.148

A section that describes what I learned and how I was changed by the research will be included in the findings.
The Research Design

The actual design of research in naturalistic inquiry is said to "emerge" as the data collection proceeds and the researcher tests the theory that is being generated from the data. The design of research in naturalistic inquiry cannot be determined before the study commences. The design emerges as the researcher and the data interact and is then outlined retrospectively. Naturalistic research designs have been characterized by several writers as evolving and interactive. Owens (1982) describes an "interactive process" between the data analysis and the data collection which continues throughout the time of the research with analysis predominating toward the end of the study. Lincoln and Guba (1985) illustrate the "flow" of naturalistic inquiry with the "successive iteration" of data collection, data analysis, development of grounded theory, and emergent design to test the theory. (p.188). Wilson's (1977) description of participant observation as "a series of studies that follow each other daily and build on each other in a cybernetic fashion" (p.260), could also be generally applied to the design of naturalistic inquiry. Hutchinson's description is of a circular method:

The grounded theory method requires that the researcher simultaneously collect, code, and analyze the data from the first day in the field. The method is circular, allowing the researcher to change focus and pursue leads revealed by the on-going data analysis. (1988, p.133)

The nature of the design for this study comes from the essential qualities of an emergent design as described above. The design is represented in Figure 2 and shows what methods were used "to discover what is happening and then to verify what has been discovered." (Patton 1980, p.47) The research took place during two distinct phases. Phase one was considered the pilot for the study and took place in the last half of the 1989 school year, August through to December. Phase two was considered to be the actual inquiry period and began when the school year did at the end of January, 1990 and officially concluded at the school with a report to staff on the findings in June, 1990.
The diagram also includes two of the processes built in to maintain rigor and trustworthiness: member checking and peer debriefing. These processes were part of the research and will be described in detail later in this chapter.
Figure 2: Research Design
Site Selection And Entry

Warrawong Primary School was selected by the university as a site for the research after a conversation with the school's Principal, Williams. He had been at the school for ten years and in that time there had been some major change efforts. He was interested in having some feedback on the effectiveness of professional development for which he and other staff members had been responsible. The nomination of Warrawong as a Centre of Excellence added to the interest that was developing about what had been happening at the school. The university, through previous relationships, was aware of the quality of the work being done at the school and of the reputation the school had in the Region and State. With the school and the university, both interested in knowing more, the first decision was made in the research process. Warrawong would be the focus of a study of professional development over a decade.

The researcher was introduced to the staff by the University of Wollongong personnel in Term 3 of 1989. (August) At this time the project was explained and formal agreement to participate in the research was sought from the school staff. As is the usual procedure at the school, no formal vote was taken, but people were asked to voice any disagreements or concerns. With no apparent opposition, group consent was assumed to be given.

Focusing The Inquiry

A discussion was held with the Principal, on the first day at the school and the first focus questions were clarified. A general "tone" and pace for the research was set and a characteristic of the school was hinted at by the Principal when it was suggested that future discussions with him be recorded:

Many things were said here and now they're gone. With a tape recorder there is less chance of misusing time, not wasting it. (Field Notes August 23/89)

During the first visit, a meeting was held with the Principal, one staff meeting had been observed, some school documents on funding, policy, and
curriculum had been collected, and members of a school committee, released for a day of work, had been observed for a short time. From initial impressions of a small sample of early data, some "foreshadowing" questions were developed:

What role does the principal play in the school?  
What kind of expectations does he have for the staff?  
How do different people respond to these expectations?  
Are there different roles, opinions, relations etc. in the school?  
Do school roles depend on how long a person has been there?  
What would former staff say about the school?  
How do the staff organizational structures work?  
Are these structures influential in the school's success?  
How does the pupil-free time that the staff is given to work on special projects, contribute to the school's functioning?  
What is the role of the university at the school?  
How did the principal learn so much about the "politics" of the Region and how does he use this knowledge?  
How have directives, policies and expertise from the Regional Office affected the school?  
What effect has the Disadvantaged Schools Program had?

Goetz and LeCompte (1984) make a distinction between the focus or purpose of a research project and the questions investigated by the researchers. The former is the reason for the study and relates to the eventual result of the research. The latter, the questions, define the more specific areas of search during the study and are expected to be generated, refined and verified over the time of the research. Goetz and LeCompte emphasize that a researcher has the responsibility to make explicit the questions that guided the research at different times and to let people know how and why the questions were answered or not answered. The data collection and analysis that followed these early "curiosities" was to answer many of these questions more easily than the original research questions about influences and impacts. These questions and the research questions focused the early stages of the study.
Data Collection and Analysis

Data collection and analysis went on simultaneously, with the expanding knowledge base affecting the three data collection methods: interviews, participant observation, and artifact collection. Based on the research questions, it was decided that the interviews with the people who had experienced professional development at the school, would be the main source of data.

Phase One: Pilot Study

Interviews

With the staff having agreed to participate in the research, it was assumed that anyone on the present staff would agree to be interviewed, but each person was asked and was given the option of refusing. People who had left the school were approached by telephone first and asked if they would have an interview. Everyone who was called agreed to talk about their time at the school.

With a few hundred past and present school staff members, there was a necessity to be selective about the people who would be interviewed. Possible sources of information on the school's ten year history of professional development were selected through what is termed "purposive" or "purposeful" sampling. (Patton 1980, Lincoln and Guba 1985)

Purposeful sampling is used as a strategy when one wants to learn something and come to understand something about certain select cases without needing to generalize to all such cases. In order to do purposeful sampling certain information must be know about variations among cases. (Patton 1980, p.100)

A blank matrix was drawn up with categories along one dimension related to position in the school or location at the Regional Office: executive, extended executive, non-executive teachers, and Regional Office. Along the other dimension were designations made based on participant observation, reading of school documents, and prior knowledge of the school context: old hands, newcomers, very involved, limited involvement, left but stayed a long
Information was gathered to allow the filling in of the matrix with people who could be interviewed and five people were selected, each from a different cell. Semi-structured interviews were held with the Principal, the Deputy Principal, who was in his first year at the school, and a non-executive teacher, who had been at the school eight years and been quite active during that time. Two former Deputy Principals who had moved onto the Regional office as consultants, were also selected. One of these people had been at the school 5 years and the other had been at the school for the year prior to the study.

The interviews were audio-taped after permission was sought and received before each interview began. The interview questions were written down and used to structure the interviews somewhat but were only to be a guide to the topics discussed. The questions were intended to encouraged divergent and wide ranging responses and to allow the interviewees some control over the amount and type of information used to answer the questions. Questions that were not necessarily planned were used to follow-up information given or to clarify the researcher's understanding of responses. Each person read the questions beforehand and these were left out where they could be referred to by both parties during the interview.

The questions changed somewhat during and after each interview as more data were collected and the researcher felt more comfortable with the process. Generally, each of the interviewees was asked about:

- how he or she came to Warrawong
- knowledge of the school prior to his/her arrival
- first impressions of the school and what was happening at the time of arrival
- description of time spent at the school
- the major staff development activities and events
- his/her role in professional development
- positive aspects of Warrawong's professional development
- possible tensions or problems associated with professional development at the school
what documents would be the best source of information on professional development at the school.

Notes were made in a field journal about the context for each interview and anything else that was deemed to be important and would not be recorded by the tape, such as body language, facial expressions, and intuitive feelings about the person's response to certain questions.

Analysis Of Interview Data

The five interviews were transcribed by a secretary and the researcher without pauses or non-word responses. The transcripts of the tapes were sent to the participants and they were invited to clarify information or make additional comments. The transcripts were read several times and notes were made in the margin of topics of interest and frequently recurring themes related to the research questions and the foreshadowed problems. These were often at first only a word or a phrase, but as the analysis proceeded on the five transcripts and others during the second phase of the research, these words and phrases became the emerging tentative themes or categories, which will be discussed later.

Participant Observation

Participant observation was used as secondary data for the research and added the important element of understanding the context and the people as they interacted. It gave "life" to professional development and school activities that were described in the interviews and allowed comparison between the past and the present. It also acted as a form of triangulation of the data, which will be discussed later in this chapter. The researcher was in the school one or two days each week during the last of August, and the same number of days during September, October, and November. Some times the visits were all day and others were for parts of the day. The researcher was at the weekly staff meeting from the early days and at the weekly executive meeting once an invitation was extended in the middle of November.

Friday was a good day for observing, not only because of the staff meeting, but the first two periods of the day are Religion and half of the teachers are in the staff room during each of these periods. This was an
opportunity to observe the activities and interactions that were different than those that occurred during recess and lunch time. It was also a good time to follow-up the staff meetings with informal conversations with people. After a staff meeting input earlier in the morning on the work that the Visual Arts Committee was doing, Vicki made it clear how the committee viewed support for curriculum implementation:

> We think it should be resources first, then they can say, "Oh, that's what it's about!" It's better that way. Otherwise people get bogged down in the theory - it's boring! It's like going to uni.

(Field notes, Sept. 15/89)

Informal and friendly social interaction was especially evident during the recess break, when virtually everyone who is not on yard duty is in the staff room. People sit in familiar areas of the staff room and tend to gather in specific friendship and collegial groups, although these are not rigid or exclusive. Some people move between these groups and they are all open to school visitors or casual (substitute) teachers.

Artifact Collection

The collection of artifacts related to the school's professional development history began the first day and continued throughout phase one. As well as school documents and records from the past, artifacts from the present were also collected. During the first phase, the following artifacts were collected and read:

**Past**
- Disadvantaged Schools Program submissions
- Curriculum documents
- School policies and procedures

**Present**
- Staff meeting minutes
- Executive meeting minutes
- Committee meeting minutes
- Handouts at staff meetings and other professional development activities
The weekly "Staff Bulletin"
Parent newsletters
Internal school memos
External memos and Bulletins (Regional and State)

These data were not analyzed in any detail during Phase One, but were collected and organized. The curriculum documents that contained a time line of the school's activities in the last ten years were most helpful for developing a framework for the continued data collection in Phase Two. The DSP submissions also helped with the expanding knowledge base about the school's past.

Phase Two: The Inquiry

The actual inquiry began at the beginning of the 1990 school year at the end of January and the three data collection procedures continued. The interviews were still considered to be the core data and the participant observation and artifact collection, the secondary or supportive data.

The Interviews

The matrix was used to purposefully sample from the possible informants. Eight people were interviewed during February and March. Six were still on staff at the school, one had transferred to another school in the Region as a class teacher at the end of 1989, and the other had transferred out as a teaching school executive at the end of 1987. This last person had been part of the Warrawong executive since her arrival in 1979 and had been a leader in professional and curriculum development during that time.

The questions used were almost the same as those used in the pilot phase. However, there was no need to ask about documents that would be helpful because enough was known about them for the researcher to be selective. In addition, information was sought on how professional development was done at the school, the influence that the professional development had on each person, and how different people on staff were chosen to be given specific opportunities for professional development. The people who had moved to a new school were asked to compare Warrawong
with the new school. The interviews were usually one hour long and all of the interviews were taped and transcribed, as they were in the pilot.

In April, one of the people who had not responded positively to changes being made at the school and had left "eagerly", was selected as a contrastive or negative case. (Denzin 1971) The data were showing that professional development at the school had been effective for most people, but it was considered important to understand what had made professional development not effective for other people. This interview was done over the phone and notes were made that were used to write a summary which was sent to the interviewee. The questions were similar to those given to other people but were worded in a way that was meant to help the person feel comfortable about talking about, what perhaps had been a difficult time.

Also in April, a final interview was held with the Principal to gain more information about the school in the early years, about his role over the years, and about his beliefs related to the teaching and learning processes of professional development. Also, questions were asked that related to the themes and issues that were coming from the data analysis. (Appendix p.vii-viii) The interview took more than one hour, was taped and transcribed.

In addition to the extensive interviews, short (10 to 30 minutes) interviews were conducted with seven other staff members. These were a follow-up to a professional development survey that had been given to all of the staff by the university in April, 1989. The interviews were focused on why they had made the choices they did on the survey and their responses to the school's professional development program. As a further probe that had not been done in the other interviews, they were asked if they would make any changes in professional development at the school or Regional level. These interviews were transcribed and used as additional supporting data.

Each of the twenty-one people interviewed, (the Principal was interviewed twice) received a copy of the interview transcript and was given the opportunity to add further information or clarify any information given. Six people were given summaries of their interviews that were categorized by the research questions.
One other informal interview was held with a person who had been an executive member of the Commonwealth funded State Professional Development Committee for ten years from 1976. This was to provide information for developing the wider professional development context in which Warrawong had operated. This was not tape-recorded but notes were taken.

**Participant Observation**

The researcher continued to visit the school every Friday and usually stayed for most of the day. If an interview was scheduled at the school, part of that day was used for observation as well. The researcher continued to attend staff meetings, executive meetings, and the occasional committee and grade level meeting. Field notes were kept to record what was observed and reflective entries were noted for what they were.

**Artifact Collection**

In addition to the artifacts collected in Phase One, the researcher used the following as supportive data:

**Past**
- Staff meeting minutes back to 1986
- Executive meeting minutes back to 1987
- Annual reports
- School Committee Reports
- Regional, State, and Commonwealth publications on professional development

**Present**
- newly published school documents and policy statements
- staff development policy statements from other schools

As in Phase One, these artifacts were used to build the school's history of what happened in professional development. They were also used to confirm or disconfirm information that was given during interviews and to provide triangulation for the emerging themes and categories during data analysis.
Analysis Of The Interview Data

The First "Cut"

As noted above, during Phase One, the interview transcripts had been coded in the margins with words or phrases indicating tentative categories and themes. At the end of February, these words and phrases on the pilot interviews were turned into the following "possible themes for describing and evaluating professional development":

1. Types of activities
   a. formal
   b. informal
2. Most significant efforts, events, activities
3. Roles, actions, influences of the principal
4. Roles, actions, influences of other staff
5. First impressions of the school on arrival
6. Description of the school in 1979/80
7. First impressions of the new executive
8. Expectations and standards
9. School structures and functioning
10. Staff involvement in decision-making and work - ownership
11. Opportunism: taking opportunities, giving opportunities
12. School's relationship with the Education Department
13. Positive aspects of professional development environment
14. Negative aspects of professional development environment

These "emerging" themes were tested with the interview transcripts completed to that time and sections were numbered to match the theme. These themes were confirmed on this first attempt to analyze the data and two more themes were added: levels of involvement by staff and cycles and rhythms of professional development and change activity.

The Second "Cut"

By the middle of March, all of the interviews to date had been transcribed and a second attempt was made at analysis. A decision was
made to take a sample of the large number of transcripts and use them as core data. The six people were selected as samples because four had arrived at the school in 1979, one was there three years before 1979 and was still there, and the other arrived in 1980 and had just left at the end of 1989.

These people's interviews were summarized into four categories that related to the research questions: description of the school in 1979/80, professional development activities, structures, and processes, professional development influences, and professional development impacts. These interview summaries were given to the participants as a form of member checking and they were asked to comment and clarify if necessary.

Several days was spent analyzing these summaries and developing coded subcategories from the four larger ones. The actual summaries were cut apart and sorted as part of this analysis process. Three pages of number-coded categories were tested with the original interview transcripts. This proved to be a very difficult task. It was possible to put number codes in the margin of the transcripts but the categories tended to break up the comments that people had made into disjointed sections that tended to lose the intended meaning. They talked of professional development in a holistic way and the categories of analysis were separating their comments into meaningless and unrelated pieces of data. This was the beginning of the problem of separating influences from effects and was enough to make the researcher leave the data analysis for more than a week and work on other aspects of the research.

Final "Cut"

During the time away from the data, an interview with the final teacher was transcribed. This person had been at the school for eight years and although she was considered an excellent teacher, she had not taken a leadership role at the school. She was considered to be a contrastive case because of this and a decision was made in the last part of the research phase to take time to interview her. Her interview transcript was read and this provided the breakthrough that was needed for the data analysis to proceed. The "wholeness" of her professional development experiences at the school were quite obvious and there were certain "essences" that seemed to be running through the interview as she talked about her time at the school and
about her teaching generally. It was these essences that the researcher wanted to capture in the data analysis but this had not happened so far.

The research literature on data analysis was consulted and although the advice of several authors was helpful, it was Patton (1980) who finally provided the information that was needed. It was his definition of program "processes" that determined the way the data was finally successfully analyzed. Patton, in helping people to recognize a program process, wrote:

This sensitizing notion of "process" is a way of talking about the common action that cuts across program activities, observed interactions, and program content. (p.320)

In an effort to find the processes that Patton referred to or the essences that were coming out of the final teacher interview, the data analysis had to begin again in a completely different way. Guba and Lincoln (1981), provided the framework for this. They listed the elements used to organize a responsive evaluation: descriptors, concerns, issues, values, and contextual factors. (p.304) Although they did not use impacts or outcomes as an organizer, Patton (1980) does and this was included as a category. A discussion with a peer confirmed that concerns were not always a problem, but could be a positive feature of a program. Concerns were understood to be "...any matter of interest to one or more parties..." who want to confirm the existence of this feature. The issues were understood to come out of the concerns and arose when there were "...different, often conflicting points of view...". Issues therefore require the opinion of more than one person. (Guba and Lincoln 1981, p.304)

Analysis of the fourteen transcripts began again using three broad organizers: descriptors, concerns, and impacts. The place of the these three organizers can be seen in the diagram of the complete data analysis process. (Appendix ix)

Three transcripts were read and cut up into "chunks of meaning" that related to either of the three categories. Those chunks that were in the descriptors or impact group were put off to the side and concerns gathered in the middle of the work area. After three interviews were sorted in this way, further analysis continued on the pile of concerns.
Data analysis in qualitative research is described by several writers as a complex cognitive task that is unique for each researcher and each inquiry. (Fleet and Cambourne 1989, Goetz and LeCompte 1984, Guba and Lincoln 1981, Patton 1980, Spradley 1986) Fleet and Cambourne’s words proved to be prophetic in relation to the way the analysis unfolded for this researcher:

There is something inherent in the process itself which necessitates an unfolding of understanding rather than a blinding flash of light, largely due to the fact that each code must reflect its own context and purposes. Though there may be borrowings from other researchers, no other code will be identical unless the research purposes are identical. (p.13)

Glaser and Strauss (1967) refer to "comparative analysis" or "constant comparison" as the process that is used to develop theory from the data. And Goetz and LeCompte (1984) outline the formal steps of what they call the "theorizing" of data analysis: "perceiving; comparing, contrasting, aggregating, and ordering; establishing linkages and relationships; and speculating." (p.167)

Generally, all of the above cognitive processes were involved but put simply, the data "chunks" on concerns about professional development were read and identified as alike or different and sorted by a property or characteristic. As more and more transcripts were sorted, tentative labels were attached to the categories. Subsequent chunks were then said to be part of a group or not. New categories were developed as they were needed. The six categories or themes that emerged from the concerns were: school structures at work, influential people or change agents, curriculum development and implementation, expectations and responsibilities, informal processes or factors, and planning and recording plans. Within each of these themes, some issues were expressed and these were labelled as an issue and kept within the theme.

Based on knowledge of the school and its functioning, an assumption was made that the school structures and the people working as leaders had been the most important part of professional development at Warrawong. Further analysis was done on these two categories, starting with the
structures. The school structure data easily sorted out into the sub-categories which labelled the school structures: executive, grade, committees, and staff meetings.

It was at this point in the analysis that the researcher made a link between Patton’s (1980) concept of processes and the blank matrix that was on the previous page of his book. A matrix was begun that listed the structures across the top. As each piece of data was read, a decision was made about what process or essence the person was describing as he or she spoke of the particular school structure. These processes were listed down the left side of the matrix. (Appendix x) All of the data were read and sorted and the matrix was filled in. In considering the data in three of the original six themes, it was found that these could be put into the developed matrix. Expectations and responsibilities and and planning/recording plans became two additional processes and informal processes was found to be part of more than one process. (see Appendix p.ix)

Themes That Emerged From The Data

Targeting People

Statements were in this category if they identified the process of targeting people for specific jobs or opportunities for learning, for example:

"And the fact that with the grades too, it's not necessarily a person who is List One, List Two, and actually on a paid list ... who is supervising a grade. ... So that people are then developed in that area. Because that's happened to Maxine and myself and Roy was confident enough in us and gave us the open ground to be supervisor."

Developing Ownership

Statements that referred to the processes of decision making and sharing ideas within the school structures, were included in this theme. Examples included:
"And also in that time, lots of the things were developed for the various things that were going on in the school so that staff meeting times were really professional development time because we'd sit in groups and discuss things and of course that would generate further ideas and discussions."

"But then [the staff meeting] became a decision making, where you were given the ground work and the understanding, the background of what was happening and recapped on what was happening before."

Communicating

Statements that described how people were kept informed about what was going on in the school and given teaching theory or practice information, were part of this theme. For example:

"I also can't remember a time when you didn't get something out of the staff meeting. I don't think they were ever just a routine administrative thing."

"You can go to a committee meeting and veg out and do nothing but if you're willing to get in and complete the task, raise questions, suggest ideas, then the sharing process that occurs I think is very valuable and you learn by it."

Developing Supportive Relationships

In this theme were statements that indicated that the school and its structures were a source of support for the staff. For example:

... you know that you can go to your , and it doesn't matter who you have as your supervisor , you know that you can go to them for any problems and you meet together.
Meeting Needs Of Students, Teachers, And School

In this theme, were statements related to the school structures functioning to meet people's needs. Examples included:

"That was one of the roles of the TSD committee, that every year they would identify what the needs were, prioritise them and then decide what way they were going to go."

"I think that the most important thing, at least from my point of view, is the fact that you have an opportunity to, and are encouraged to, follow your own interests and to develop yourself professionally."

Placing Expectations And Giving Responsibility

Statements in this theme referred to what was expected of people at the school and responsibilities that were given and taken, for example:

"... but they also knew that if they took on something like that [an innovative project], you are then also - you have got a responsibility and you are accountable."

Planning And Documenting Plans and Policies

Statements that referred to the use of plans or policies in the school were in this theme. Examples included:

"Well the fact that the whole school has got this Thematic Sequence. I mean that I believe that's a strong structural base to their belief in curriculum-based school development."

"And so I guess from those early starts, we were able to put together a staff development plan for the school where language was the focus but along the way we looked at other things as well. It was very structured. We had action plans that we'd worked out through our committee."
Testing The Emerging Themes On The School Leader Data

An assumption was made that if these themes had emerged from the structures, people had imbued the structures with the essences or processes identified by the themes. Their beliefs, knowledge or skills, and their professional development practices would reflect the same processes, if this assumption was shown to be true. A similar blank matrix was drawn that had the processes along one dimension, and beliefs, knowledge/skills and practices along the other dimension. (Appendix p.xi)

The data about the influential people (school leader data) were found to fit the cells in the matrix and supported the grounded theory that was emerging about professional development at Warrawong.

Three additional characteristics of the people who have been leaders in professional development were identified in the data: having a vision, being a creative thinker and problem solver, and taking risks by breaking with tradition or "stretching" policy to the limit.

Having A Vision

The data that were in this category indicated the leaders had a long range plan or vision of what they wanted to do at the school. An example of this would be:

"When Vonne left, Roy said, "She's the only person I've ever known in education who not only could see the end product of where we were going, but she could also see how to get there". And that is important. ... And that's the vision that's kept the school going. He still knows where he is going, don't worry about that. Dennis knows where he's going, but Dennis is getting there a different way."

Creative Problem Solving

Comments that referred to the leaders ability to solve problems and think creatively were categorized in this theme. An example of this is:
"When we were having difficulties with people thinking infants/primary, one thing that Roy did was put an infants grade in the same building with a primary grade and shifted it over so that you couldn't say all the infants classes were over there and all the primary classes were over here. There was that mixture."

Taking Risks

The data that referred to taking risks and knowing when this was worthwhile were part of this theme. One example of this is:

"Oh, yes. It was contrary to policy to and ... it's not contrary to policy any more because they've changed policy. They've changed policy because of what we did. The State policy is now different. ... because we did use our ESL staff flexibly, we were able to just ease the pressure on class sizes."

Merging The Themes Of The Two Categories

The two categories of people and structures at work were still assumed to be the main influences on professional development at the school. Effective professional development was seen to be the outcome of the complex interaction of the people with certain characteristics or essences and the school structures with certain characteristics or essences. A model that linked the people and structures interactively over time was drawn and the remaining category from the six original themes, curriculum development, found a place in the centre of the interaction.

The model went through a change when it was considered that the curriculum was developed to help the children learn and that through working on that curriculum the teachers had created a professional development curriculum for themselves. The notion of a curriculum for children and teachers at the centre of the interaction related to Barth's (1986) ideal setting for education, "a school as a community of learners". The mission or purpose around which the structure and people interacted was - the school as a community of learners. The model had fully integrated the conceptualization that had occurred as the researcher theorized during data analysis.
Analyzing Descriptors And Impacts

The data in these two categories were analyzed relatively easily. The descriptors were used to develop a time line of people, professional development events, and curriculum events which helped answer the what happened question. The impact data were coded and it was found that they could be integrated into the model. The detailed results of this part of the analysis can be found in Chapter 4.

Procedures To Enhance Credibility

The naturalistic/qualitative research community has developed procedures to enhance and ensure the credibility and trustworthiness of an inquiry. All of these procedures and processes as described by Lincoln and Guba (1985) and Owens (1982) have been considered during this study. Denzin (1971) and Smith (1978) describe what they call the "logic" of naturalistic inquiry. It would seem that research can be judged by the use of specific procedures in the study to ensure credibility and trustworthiness and by the articulation of the methodology in a way that makes the "logic" clear. An effort was made throughout this chapter to outline each step of the research and explain decisions that were made. What follows is a description of how credibility and trustworthiness were ensured.

Prolonged Engagement

The researcher spent one or two days a week at the study school for six months and was able to participate in three important parts of the yearly cycle: the beginning of the year, Disadvantaged Schools submission time, and the end of the year. The site was returned to at times during the latter part of data analysis to confirm the emerging themes.

Triangulation

Although Ball (1982) cautions that triangulation "is not a recipe for producing ultimately 'truthful' accounts." (p.145), it is a strategy accepted by researchers that can help with the verification of one's findings. Triangulation is typically the use of more than one method of data collection, more than one source of data, and more than one data collector. The usual way of thinking
about triangulation is that the methods, the sources, and/or the investigator will converge "on a single perspective of some social phenomena." (Mathison 1988) Mathison suggests that triangulation can also result in "inconsistency" or "contradiction". However the strategy is considered, the use of triangulation adds credibility to the study.

In this study, twenty-one people were interviewed which provided different sources of the same sort of data. Three different data collection methods were used, which provided triangulation of methods.

**Thick Description**

Every effort has been made to collect sufficient data to write description that allows a reader to understand the context and findings of the study. It is from this thick description that readers can understand the setting as the researcher does and make decisions about the transferability of findings from this study to another setting.

**Negative Case Analysis**

Once the researcher became familiar with the present and former staff and the predominating view that was emerging related to change and professional development, an active search was made for cases that did not fit with the emerging theory. Four of these cases were included in the interview data and several others were discussed with more than one participant so that each contrasting or negative case could be explained in comparison to the "representative cases". (Denzin 1971)

**Collection Of Materials Related To The Inquiry**

All of the transcript data and some of the artifact data generated from the study are stored at the university and access is granted only to university staff or to participants who want to see their own transcripts. The other data used, such as original policy handbooks or curriculum materials are available at the school site.
Member Checking

As noted in Figure 2: Research Design, member checking occurred at several points of the inquiry. Each person who was interviewed received a transcript and was invited to add further information. Certain notations in the field journal were confirmed with the participants. The early themes were discussed with the participants and when final themes emerged and the model of professional development was developed, these were discussed with several of the participants. The entire staff was given an oral report of the findings, including the issues that emerged from the data. Three staff members helped in the revising of the ten year time line and different parts of the draft report were read to these three people. The staff also received an interim written report before this report was completed and responses helped to make modifications. A final check was made when a respected former member of the school's executive read Chapter 4 of the completed report.

Peer Debriefing

Discussions and consultations with staff and students formed an important part of this research. Monthly meetings with other students and weekly meetings with university staff supervisors gave ample opportunity to discuss emerging ideas and to get help with problems and concerns. Helpful and constructive feedback was sought and received at every crucial period of the research.

Ethics

The relationships established in naturalistic research make many of the traditional views and regulations regarding ethics inappropriate, however ethics needs to be considered. Bogdan and Bilken (1982) comment on the unique relationship between researcher and participant:

Doing qualitative research with subjects is more like having a friendship than a contract. The subjects have a say in regulating the relationship and they continuously make decisions about their participation. (p. 50)
In several ways the ethics and fairness of the research situation were considered. At the initial meeting to explain the project, each staff member was given a copy of the outline of the project as it could be described at that time. This initial report explained how the data would be used for a thesis and course assignments and how access to the data would be limited. The data are jointly owned by the university and the school. Confidentiality was assured and each teacher was later given an individual participation agreement form and feedback form with a space provided to write an alternative name to be used in the final report.
CHAPTER 4

RESULTS OF ANALYSIS OF THE DATA

Introduction

The purpose of this chapter is to explain how the data helped to answer the research questions. The answer to the first question, what happened in professional development at Warrawong Primary School over the decade, 1979 to 1989, will be answered in two ways. Firstly, the kinds of professional development activities and the school structures and organization that are the context for these activities will be described. This is done to clarify the methods that have been used to teach the professional development "curriculum". Secondly, some of the major events of the decade related to professional, organizational, and curriculum development and the role some of the people played in these events, will be shown by year, in table form. Brief general statements about the most significant events and interactions each year, as indicated by the data, will follow each table. In this way, the professional development curriculum itself will be described.

The rest of this chapter seeks to answer the other two research questions posed by the school, "Did the professional development work? and "If it did, why?". The first part will describe the processes that were found to run across the activities, the events, the school organization, and the professional development leaders. The interactive model linking the activities, events, organization, and people, which is the grounded theory of this study, will be described and explained.

The chapter will conclude with what were found to be the positive and negative impacts of the professional development curriculum. Some of these "enablers" and "constrainers" that have surfaced at specific times and accumulated over the decade will be outlined.

Professional Development Activities And Their Organizational Context

Professional development at Warrawong Primary has focused mainly on curriculum development and implementation in the last decade. (Appendix iii) In the first two years, the school-based curriculum was focused on individual subject documents developed and implemented by the school.
Over the rest of the decade there was a shift toward teaching strategies that were cross-curriculum. The final change was to an integration of the subjects into major curriculum documents: Integrated Curriculum Draft 1 (1982), GEBIL (A Guide to Environmental-Based Integrated Learning, incorporating the Integrated Curriculum 1982), Thematic Sequence K-6 (1986), and Thematic Sequence K-6 (1988). Each of these periods of curriculum development and implementation has had parallel professional development to help the teachers become familiar with the content of the new documents and to help them make the changes in their teaching that were needed for implementation. One of the teachers who has been at the school since 1980 makes the connection between the class curriculum and professional development:

All of our staff development days we've had ... virtually everything we've integrated into our document, you know all the new perspectives and things. We've had staff development days and workshops which helped us to understand it and to learn it ourselves, to help us with our programming and implementing it into the classroom. (Margaret 27/3/90)

Although curriculum development is not the focus of this inquiry, it is important to note that the changes in the curriculum over the last ten years have been initiated by the school. The impetus for change has usually come from one or more members of the staff and and often precedes the curriculum thrusts of the State. At times, State initiatives have had a stronger influence on curriculum change, such as the integration of the State "Perspectives" documents into the Thematic Sequence in 1986. From whatever source the influence for changing the curriculum has come, the school has always remained in charge of the change and the accompanying professional development.

Within the school, professional development takes place within several different activities and contexts. The activities are usually grouped over a period of time in what could be called "events" that are focused on one aspect of the curriculum. Within different contexts, the teachers become involved in the events of the professional development curriculum. The events are planned by the school curriculum committees in consultation with the executive and the other staff members. The school structure, with its extended
executive, active committees, grade co-ordinator support structure, and weekly staff meetings, makes this consultation process easy and effective. (Appendix ii-iv) The formal school-based professional development has taken place on staff development days, at after school workshops, during staff meetings, and through between class and between school visits.

Pupil - free staff development days have only been given to schools in New South Wales since 1988. Warrawong has used those two days each year for curriculum related professional development in math, visual arts, music, and student welfare. In the years before these staff development days, the school used grants from the Region or State to have full day in school inservices to support curriculum or organizational development efforts.

After-school workshops have been held from the early days to support a change. They have also been funded by State money (Within and Between School, WIBS grants) and sometimes the school teamed up with others in the area for these workshops.

What the staff call "inputs" have been part of the weekly staff meeting since 1979. Sometimes there is more than one input, but usually there is a single focus for the information that is either presented to the staff or is generated within the meeting as part of the input. Beryl describes this staff meeting activity:

And I guess one of the best ways of describing staff meetings would be to say that at least part of every staff meeting is devoted to some kind of professional development activity and generally what took place in the staff meeting supported the focus of the school at that particular time. So if you were focusing on spelling for example, then staff meetings would support that. I guess what we tried to do in staff meetings was not only to have inputs on the various areas that people had asked for assistance in, but we workshopped a lot. We put people through workshops that addressed key questions that they were asking and one of the things that we did as a result of those meetings ... we would take away the responses from the various workshops and we would write up those things that had been suggested so that people actually had something to go away and work with. (11/10/89)
Visits were organized between classes and schools by the committees when they were needed to show teachers a particular curriculum change in the class setting. These were used especially when the school was looking at inquiry teaching in 1980 and later during changes in the language curriculum. Someone took each teacher's class so that these visits were possible.

Informal professional development occurs regularly during committee and grade meetings and any time the teachers get together in their classrooms or the staff room. Visits between classes to observe each other teach are at times arranged during a conversation in one of these settings.

Professional development takes place outside of the school in different ways as well. Over the years, many of the teachers have taken university courses, often by correspondence. There is a local Council of the Australian Reading Association (SCRALL/South Coast Region Association for Language Learning), that a core group of the staff have attended monthly since it began in 1986. The Region offers State funded courses, now referred to as "inservice courses". These are one or two day courses and sometimes they are residential. A small number of teachers from each school go every year, either through invitation or request and relief teachers are provided. These courses have been available since before 1979 and cover a wide range of topics either related to curriculum or class and school organization and management. There was some decline in the offerings after Commonwealth funding was withdrawn but the number and quality have improved over the last three years. Since 1987, there have also been special courses, usually Commonwealth funded, that are held at a central school location for a series of afternoon workshops over a six to ten week period. Courses on math and literacy have been held this way in all parts of the State and the Warrawong teachers have taken part in them all.

Historical Analysis: Professional Development Highlights

Warrawong Just Prior To The Study Decade

Warrawong Primary School, prior to 1979, was a school like many in the Region. It functioned as two separate departments, Infants and Primary. The school had been involved in school-based curriculum development for
several years and had a few separate subject curriculum documents in use. There was some support by the school's executive for new ideas that teachers wanted to try, as Nyla explained:

... we also had a principal at the time who was prepared to let you have a go and if you had a great idea you could go to him and say, "Look, I've got this fantastic idea but I need so and so." And he'd say, "Look, go and get it. The money is there. It's yours. And you were able to start implementing some innovation that you thought was worthwhile." (8/3/90)

This acceptance of new ideas had its limits as one of the teachers who was a beginning teacher at the school in 1976 found out when he went to the school's principal:

... I asked in my youth and exuberance ... I asked to do some team teaching with another bloke and the fellow said, "Oh no. We won't do that here." (Jim 6/3/90)

Prior to 1979, the teachers tended to teach the same grade every year and although some people shared ideas with the others on their grade, everyone worked within their own department. There was virtually no communication between these departments, which were located in separate buildings on the school campus.

Well, there was sharing within our grade. You could put it that way. There was sharing within our grade but we didn't really know what fifth grade or sixth grade were doing or we did not know what the infants school was doing because we were still separated at that time. We had our staff room and they were over there. In fact there were still people I never got to speak to. (Nyla 8/3/90)

When asked about the professional development that she was aware of prior to her arrival in 1979, Vonne talked about her visit to Warrawong at the end of the 1978 school year:

I can always remember when I went back to the school that I was leaving. I said to the boss there that I was really disappointed
because the principal who was retiring ... said to me he would outline what my role would be as Executive Teacher. And every one of the things that he had down was nothing curriculum, staff development, or professional. It was all, you know, you're in charge of the rosters a bit and you're in charge of the storeroom for that and I just couldn't believe it. ... I think it was just a school that was going a long and there wasn't a great deal of anything happening. (Vonne 22/2/90)
Table 1: The First Year 1979

<table>
<thead>
<tr>
<th>Year</th>
<th>P. D. /Organ. Events</th>
<th>Curriculum Events</th>
<th>People Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>Total School Development is piloted - starts with a dinner and a weekend - process continues all year with staff meetings and pupil-free days</td>
<td>social science curriculum committee set up and document written - to have K to 6 focus</td>
<td>Roy, Vonne, Rhyce, Vickie and Gary arrive</td>
</tr>
<tr>
<td></td>
<td>staff identifies separation of infants and primary department as a problem as well as curriculum and other issues</td>
<td>work begun on natural science document with resources and support</td>
<td>Regional Director, Brian Gillette approaches Roy about piloting TSD</td>
</tr>
<tr>
<td></td>
<td>staff decides to use DSP differential to release a resource person</td>
<td>math and English document in place</td>
<td>Terry Burke, Regional Inspector in charge of Inservice works with school on starting TSD</td>
</tr>
<tr>
<td></td>
<td>curriculum comm. start</td>
<td></td>
<td>Allan Duffs and Owen Davies, Regional personnel, are TSD leaders</td>
</tr>
<tr>
<td></td>
<td>weekly staff meetings start</td>
<td></td>
<td>Nyla classfree to release people for special interest projects</td>
</tr>
<tr>
<td></td>
<td>departmental meetings take place in infants and primary parts of school</td>
<td></td>
<td>Pam Smith released to work on project</td>
</tr>
<tr>
<td></td>
<td>Infants gross motor program in kinder</td>
<td></td>
<td>Vonne released to improve supervision of teachers on her grade level</td>
</tr>
<tr>
<td></td>
<td>some Prim./Infants contact classes start as a pilot program</td>
<td></td>
<td>Julie and Nyla on executive</td>
</tr>
<tr>
<td></td>
<td>decide on contact classes for all in 1980 with suggested activities</td>
<td></td>
<td>Jim leaves at year end</td>
</tr>
</tbody>
</table>

The first year of the study period was one of the most significant of the decade. It could be considered the most important in terms of the tone that was set related to change and professional and organizational development. Several first year teachers arrived in 1979, as did three executive members, the Principal, Roy Williams and two Executive Teachers, Vonne and Rhyce. Roy knew of the school through his work at the Regional Office during the previous two years and also through visits and workshops he had given at the school when he was a principal at a neighboring school:

I didn't know a great deal about the school, the way it was running at that particular time. I did know a little bit about its history. I knew that it was a high density migrant school. I knew that over a
long period of time a lot of good teachers had been produced here, mainly because of the challenges that they had before them. I think that when you have a challenging situation, you tend to produce better teachers. And that was the principle reason why I was particularly interested in the school. (Roy 6/9/89)

These three new executive members were keen to do things and they made up the major portion of the executive. The staff at the time were given the idea quite early on in the year that things were about to happen but they were not sure exactly what or how. A portion of the interview with Nyla illustrates this general feeling:

Interviewer: That first year, 1979, did you get an impression of what was to come? Did you have an inkling of certain plans that they might have?

Nyla: No, I had no idea, except that we'd heard that Roy was the bright young boy and you know, he was thirty-odd and here he was the bright young boy who had got his first big school. And he kept telling us how lucky we were to have Vonne and Rhyce. They were excellent teachers. I didn't know them from Adam. I had no idea because I didn't go to college here. I don't know people in the area. ... But we were told, "Here are the bright young people." (8/3/90)

During 1979, the general environment for teachers was not supportive. With the two departments located and working separately, there was no cooperation across departments. Within the departments, some grades worked together but teachers who needed support were not always given it. One teacher commented that the teachers on her grade were "secretive" about their programs and did not want people in their rooms without an invitation. The teachers were working and developing in their own separate way with very few, if any, support structures or whole staff collegiality.

The school began its change when two decisions were made early in the 1979 school year. Roy had brought to the new school, the knowledge of an organization development process from industry that the Region wanted to pilot in schools. He was approached by the Regional Director, Brian Gillette, early in 1979 and asked to be involved and the idea of Total School
Development (TSD) was introduced to the staff early in the school year. Rhyce was asked to head the committee that was formed to guide the TSD process. The TSD program encouraged participants to identify organizational problems and took them through a step by step problem solving process. The emphasis was on group involvement and early and identifiable successes with the most pressing problems. The staff identified the separation of the two departments as the first problem they wanted to work on and the second problem as the curriculum. The move toward an integrated kindergarten to grade six school and an integrated K to 6 curriculum had begun, but the complete change was to take several more years.

One of the most important supports for the changes in the curriculum and the organization that were to come, was set up during the first weeks of 1979. Through the Disadvantaged Schools Program (DSP), Warrawong was entitled to a staffing differential, which was determined by the school population. Some schools use this differential to reduce class size but Roy had another idea. He had come to the school wanting to find a way to release a person to help with the change process. When he spoke to the staff about using the differential to free up one teacher who could act as a resource person to help the whole school, the staff chose to use the differential this way.

Nyla was released immediately and people were invited to apply for time away from class to work on special interest curriculum projects that would benefit the whole school. When an innovative project was accepted, Nyla then took that teacher’s class for periods of time that ranged from two days to one complete term. The decision to use the DSP staffing differential this way was the beginning of a history of encouragement and support for innovation and change. The release of one person, and at times two people, was to continue to the present day. A number of people point to this as one of the main reasons that the school has been able to set such a fast pace for change and improvement over the ten years.
Table Two: The Second Year 1980

<table>
<thead>
<tr>
<th>Year</th>
<th>P. D. /Organiz. Events</th>
<th>Curriculum Events</th>
<th>People Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>numbers down and joint staff room for infants and primary is made in the empty class</td>
<td>continued work on science document and inquiry teaching</td>
<td>Vonne classfree as resource teacher to work with teachers she supervised and to do Curtain Project and related p.d.</td>
</tr>
<tr>
<td></td>
<td>Regional thrust was for K-6 schools</td>
<td>Science document published</td>
<td>Lynne arrives</td>
</tr>
<tr>
<td></td>
<td>joint executive with infants and primary together</td>
<td>development of movement and music syllabus</td>
<td>Mick arrives</td>
</tr>
<tr>
<td></td>
<td>departmental meetings stop</td>
<td>beginning to question separate subject documents and Tate language program through work of TSD committee</td>
<td>Vonne does music workshops</td>
</tr>
<tr>
<td></td>
<td>Curtain Project-</td>
<td>handwriting document written</td>
<td>Roseanna gives input on Italian to give staff an understanding of ESL experience</td>
</tr>
<tr>
<td></td>
<td>workshops for arts and everyone K to 6 working on one thing</td>
<td>Mt. Gravatt Language Scheme trialled in gr. 1 and 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>choir and music workshops-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the first year for the festival</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>multicultural dance and music workshops with help from the Regional consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>workshops out of school hours supported by WIBS (federal money)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>workshops and class visits around inquiry teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>grade groups become more common</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TSD needs survey indicates no time for use of all curriculum documents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The 1980 school year began with a joint infants and primary staff room and with Vonne released for a project that had been planned though the TSD process. The staff of the school describe very well the complexity of purposes imbedded in this one project:

Yes, there were changes. I could see that things were trying to get done, like the staff was being brought together. And then the curtain project was initiated. That was a sort of one on task for
everyone to work on but in the end that turned out to be a successful thing. (Vicki 6/9/90)

By the end of 1979, it had been decided that I would be classfree in 1980 and do the hall curtains in the assembly hall. Now that was a project. It was an art project that I worked on with the art consultant with as well and I ran it just in the first term of 1980, but the main purpose of that project was to get the staff involved in something that was K to 6, to get them working together. (Vonne 22/2/90)

I'm thinking back to the one where we got together and made curtains for the hall. We had to learn that there are certain stages of development. Some people didn't know that or we had forgotten. I mean college had been so long ago that we had forgotten about those things. And then take on board and adapt them to your particular lessons and what activity were the children going to do and was that suitable for their age level and so on. And you see, that was then related to some of the work that they were doing in the classroom. (Nyla 8/3/90)

The process that everyone went through was the important thing because they ... pretty well everyone on the staff had the opportunity to lead workshops which developed them at the same time. Everyone was involved in all the workshops and they were working with people from other grades as a participant and as a group leader and as a provider of inputs too. It's just all round development and that was just one of the neat projects that we devised to that we could get the whole place working together. (Roy 11/4/90)

In addition to the curtain project which was the organizational development highlight, the TSD committee filled a need that the staff was expressing about trying to teach from separate curriculum documents. The inquiry teaching workshops and class visits that the TSD committee organized served the double purpose of helping the staff look at learning strategies across the curriculum and drawing the staff together K to 6. According to Rhyce, the chairperson of the committee, "This was probably the first time the
whole school really looked at teaching practices." In an interview, he talked about the class visits that followed up the workshops:

And then out of that we had a week where everyone had planned, each grade had planned a science lesson, because that was an area where people were feeling their way. And it was just a way to get people to visit each other's rooms. ... (Rhyce 5/3/90)

Roy talked about the place the inquiry teaching emphasis had in the development of the teachers' thinking:

I think the most important decision perhaps that we decided was that we should get away from content and approach it from a learning strategies point of view. That was right back at the start when we ran inquiry teaching workshops because it's not what children learn, it's how they learn that's the important thing. And you have to change the school teachers and reskill them. That was a three or four year project. (Roy 6/9/89)

The 1980 school year ended with the TSD needs survey indicating that the teachers wanted continued support with trying to find the time to teach the separate curriculum documents.
<table>
<thead>
<tr>
<th>Year</th>
<th>P. D./ Organiz. Events</th>
<th>Curriculum Events</th>
<th>People Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>Region gives 20 days to free Julie to write integrated curriculum</td>
<td>Julie and Vonne working on integrated curriculum and GEBIL in room 42</td>
<td>Vonne released all year as resource/support teacher</td>
</tr>
<tr>
<td></td>
<td>discussion of document sections at staff meetings in December</td>
<td>finding common skills across all the subject documents</td>
<td>Julie freed for 20 days</td>
</tr>
<tr>
<td></td>
<td>WIBS workshops continue and support multicultural implementation thrust from the region</td>
<td>PE/Health policy ratified by staff</td>
<td>Bev is ESL teacher (community language) and organizes parent/community involvement for multicultural focus</td>
</tr>
<tr>
<td></td>
<td>idea to start 1982 with infants and primary classes mixed within buildings presented to staff by Roy and the TSD committee</td>
<td>implementation of 1979 Multicultural Education Policy Statement</td>
<td>Roy meets Ted Booth from University of Wollongong</td>
</tr>
<tr>
<td></td>
<td>TSD begins parent involvement program</td>
<td></td>
<td>Vonne seconded for music curriculum development</td>
</tr>
</tbody>
</table>

1981 was a busy year for Vonne and Julie as they worked away in portable classroom 42. The walls were covered in large sheets of paper as they worked on building what was to be the Integrated Curriculum. The model of a curriculum that was integrated where possible and based on how children learn, begun that year, is still in evidence at the school today, as Roy notes:

So if we're going to do an activity, it has to develop some sort of learning skill which will help the kid learn how to learn. But we did also acknowledge that there were sometimes when things could not be integrated and this is going right back to 1981 and the thing still holds water. (11/4/90)

Although some of the professional development that year centred on multiculturalism and the community, Nyla describes the major professional development event that carried over into the next year:

And then they started talking about what skills are needed by children at certain ages and this is where we had loads and loads of meetings and we identified all these thousands upon thousands of skills. ... We would be called in to [room 42] and asked,... What do
of this? Would you like to try it? That sort of thing and you picked it up bit by bit. (8/3/90)
No one at the school during 1982 would deny that the major focus that year was on trialling the integrated curriculum that had been written the year before. Julie was classfree to rewrite the units and help the teachers write programs based on the units for their grade. The staff who were there at the time remember that year well. Not only were they very involved in a major change event but a researcher from the University of Wollongong began an ethnographic study of the change. (Booth 1984) It was a very busy year, as Beryl explains:
I was involved in a lot of committee meetings where things were being reviewed and in fact the approach that was being taken was that different sections of that document were reviewed each week in our staff meeting on Friday morning. So that for example, one week we might be looking at perhaps the area of classifying, for example. People would be asked in a staff meeting to look at the sorts of things that had been included in the document under that heading and they were asked to make any suggestions regarding modifications, whether to retain it as it was originally expressed or whether there was a need to perhaps consider other areas that weren't included and that was done with a whole lot of the different learning areas. (11/10/89)

Mick considered the introduction of the Thematic Sequence during 1982, with the total support that went with it, as "an incredible staff development exercise that stays." (8/3/90)
<table>
<thead>
<tr>
<th>Year</th>
<th>P. D. / Organiz. Events</th>
<th>Curriculum Events</th>
<th>People Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>parallel classes begin with ESL teachers as class teachers 50% of the time</td>
<td>work begins on English language with a focus on holistic approach to reading, writing, spelling etc.</td>
<td>Carol gives talk to staff on invented spelling in her room</td>
</tr>
<tr>
<td></td>
<td>TSD committee takes lead with evaluation work in April and works with language committee on Cambourne sessions</td>
<td>work on evaluation of language and math skills</td>
<td>Ted Booth's study continues</td>
</tr>
<tr>
<td></td>
<td>TSD committee adds four non-executive members</td>
<td>Language evaluation policy with Me Files used after confirmation at first staff meeting</td>
<td>Ted helps with applications for Schools. Comm. Small Grants. for evaluation proposal and makes presentation to staff on evaluation</td>
</tr>
<tr>
<td></td>
<td>TSD survey in June indicates 88% of teachers satisfied with evaluation as is</td>
<td>Writing evaluation trialled end of year</td>
<td>Roy meets Brian Cambourne at a principals' meeting</td>
</tr>
<tr>
<td></td>
<td>WIBS funded workshops with Cambourne late in year</td>
<td>math evaluation check list ACAP formalized but with resistance</td>
<td>Alix reports on writing program at school she had visited</td>
</tr>
<tr>
<td></td>
<td>6 teachers become involved in &quot;writers interest group&quot; and Brian Cambourne</td>
<td></td>
<td>Cambourne begins work with language and evaluation</td>
</tr>
</tbody>
</table>

1983 was the beginning of the focus on the language curriculum within the Thematic Sequence. The research on writing in the United States was beginning to influence teachers and schools in Australia, and Warrawong was no exception. Two of the school staff had heard one of the key language people in the country, Brian Cambourne, speak at a conference the year before and it had had a major influence on them and then on the language committee to which they both belonged. The language committee began to initiate most of the professional development and become "powerful", as one member later said. It wasn't just the national and international trends in language learning and teaching that were to contribute to the predominance of the language committee, as Lynne pointed out when asked about the importance of the committee:

Yes. Not so much more important than other committees, but the very fact that we realized years ago that with our mix of nationalities, that language had to be the way to go. We couldn't do anything else without developing the language first. (17/11/89)
Although other committees would continue to work on developing and implementing curriculum with the staff over the next five years, the language committee had a key role to play. Cambourne's connection with the school began that year and he encouraged staff from Warrawong and other schools in the area to form a writers' interest group.

Table 6: The Sixth Year 1984

<table>
<thead>
<tr>
<th>Year</th>
<th>P. D. / Organiz. Events</th>
<th>Curriculum Events</th>
<th>People Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td>Apple computers purchased</td>
<td>math skills in Int. Curr. coded</td>
<td>Vonne released for year</td>
</tr>
<tr>
<td></td>
<td>Language inputs at staff meeting</td>
<td>new pupil evaluation policy begins - writing</td>
<td>Mick and Phil do computer workshops</td>
</tr>
<tr>
<td></td>
<td>writers' interest group continues - Hazel Brown a member</td>
<td>survey, anecdotal records and product records formalized and add to Me File (Feb.)</td>
<td>Vonne involved in visual arts curriculum at Centre</td>
</tr>
<tr>
<td></td>
<td>some visits to Hazel's school begin</td>
<td>Lynne and committee work on health studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TSD committee functions starting to be done by curriculum committees</td>
<td>document</td>
<td></td>
</tr>
</tbody>
</table>

The 1984 school year was significant for the continued development of writing as part of the language curriculum and all of the teachers were getting professional development on this at school organized activities. Some of them were making visits to schools in the area and the interest group membership continued for a small group of the staff. The teachers were implementing the language evaluation policy that they had written with the help of the Cambourne workshops the year before. The staff started to become familiar with computers when the school purchased a few.
Table 7: The Seventh Year 1985

<table>
<thead>
<tr>
<th>Year</th>
<th>P. D / Organiz. Events</th>
<th>Curriculum Events</th>
<th>People Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>Language Lab opens</td>
<td>work begins with math curriculum</td>
<td>Liz released for Lang. lab.</td>
</tr>
<tr>
<td></td>
<td>Managing The Schools revision comes out</td>
<td></td>
<td>Mick and Phil continue computer workshops</td>
</tr>
<tr>
<td></td>
<td>workshops in computers</td>
<td></td>
<td>Beryl and Vonne give a talk at conference in Brisbane and meet Jan Turbill</td>
</tr>
<tr>
<td></td>
<td>visits to Hazel’s class with teachers released to go through internal arrangements</td>
<td></td>
<td>Beryl chairs the language committee</td>
</tr>
<tr>
<td></td>
<td>DSP starts to be closely connected with the curriculum committee</td>
<td></td>
<td>Jan arrives at University to work with Brian</td>
</tr>
<tr>
<td></td>
<td>end of year needs surveys related to DSP submission</td>
<td></td>
<td>Ted and Roy present at Australian Curriculum conference in Melbourne</td>
</tr>
<tr>
<td></td>
<td>language workshops begin- some on work of Terry Johnson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The released person in 1985 was used in the language lab for two purposes. One was to help the children with publishing their writing. The other was to act as a resource person for teachers as they learned not only about computers but about the writing process. The language lab had a subtle but planned role in the professional development of teachers who visited there, as Roy tells it:

Maxine was off for two years but she ran the language lab, which was a pretty cunning sort of way of monitoring the language - the writing process because every person in the school had to go through that point and they had to have gone through the steps of drafting and conferencing and so on in order to get there. Now, if they hadn't done them, they went up there and they were made fools of because they weren't ready.

... we had three people looking after it and the main criteria for their selection was that they knew nothing about computers, but they had to know about the language process. It was just to prove that anyone can pick up the computer knowledge very quickly.

(6/9/89)
### Table 8: The Eighth Year 1986

<table>
<thead>
<tr>
<th>Year</th>
<th>P. D. / Organiz. Events</th>
<th>Curriculum Events</th>
<th>People Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
<td>Language workshops continue</td>
<td>Revision of Integrated Curriculum/GEBIL to include perspectives document now called Thematic Sequence (draft 3)</td>
<td>Maxine released for Lang. Lab.</td>
</tr>
<tr>
<td></td>
<td>different teachers give inputs about language in class</td>
<td></td>
<td>Beryl and Vonne work on the writing part of the document</td>
</tr>
<tr>
<td></td>
<td>SCRALL starts through Jan T.</td>
<td></td>
<td>Jenny arrives as ET</td>
</tr>
<tr>
<td></td>
<td>staff work on Thematic Sequence units with Beryl, Vonne, and Alix</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The development of language continued to dominate the school's professional development curriculum. The writers' interest group had, through the suggestion of Jan Turbill, become a regional chapter of the Australian Reading Association called SCRALL. Several of the school's staff were on the original executive of this organization and became well known in the region through their work. The language committee had a significant role in the revision of the language part of the Thematic Sequence. One member remembers this as a "huge enormous task". The school began the work of incorporating the State's cross-curriculum "perspectives": Aboriginal, environmental, intercultural, multicultural, non-sexist, and technological. This work was carried over into the next two years.
Table 9: The Ninth Year 1987

<table>
<thead>
<tr>
<th>Year</th>
<th>P. D. / Organiz. Events</th>
<th>Curriculum Events</th>
<th>People Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>executive development plan begins to be formulated</td>
<td>separate English language document begins to be written</td>
<td>Dianne arrives</td>
</tr>
<tr>
<td></td>
<td>executive meetings and development coordinated by Beryl</td>
<td>writing is connected to the conditions of learning and then reading</td>
<td>Maxine in the Lang. Lab</td>
</tr>
<tr>
<td></td>
<td>Retelling project with Cambourne and Wollongong university</td>
<td></td>
<td>Rhyce working on Math resources</td>
</tr>
<tr>
<td></td>
<td>Federally funded BLIPS and TIME and ELIC</td>
<td></td>
<td>Maxine, Dianne, and Vicki join the executive</td>
</tr>
<tr>
<td></td>
<td>continued work on computers</td>
<td></td>
<td>Turbill as co-researcher with Sharon Titus</td>
</tr>
<tr>
<td></td>
<td>Writing K to 12 is published - State document</td>
<td></td>
<td>Beryl and Vonne team teaching - co-researching with Jan Turbill</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Beryl and Vonne leave</td>
</tr>
</tbody>
</table>

The executive meetings became a more formal setting for professional development for its members as Beryl began to coordinate those and the executive development plan began to take shape. Language work continued and work progressed on the document. A few of the the staff were involved in co-researcher projects with the university staff. The focus for staff was also out of the school as they attended special courses on early literacy and math (ELIC, BLIPS, TIME).

The organizational event that made a difference to staff was the distribution of relief time that the Department of Education called, "relief from face to face" and the staff called "RFF". Through RFF, teachers at the school were entitled to a certain amount of relief time per week. At the end of the previous year the staff had been informed about possible ways to use this time and asked to make a decision. Jack describes how that was done:

Roy put several ideas to us and the one that gave us our time in day-length blocks spread over the year sounded a lot better. You could get a lot more done in a day so the staff chose that one. (21/6/90)

The staff continues to benefit from this decision today. The luxury of a day in his classroom working alone or with another teacher, while a RFF
teacher takes his children for a "Special Day" is sadly missed by Mick. He left last year for a new school where time is given in short thirty or forty minute blocks.

Table 10: The Tenth Year 1988

<table>
<thead>
<tr>
<th>Year</th>
<th>P. D. / Organiz. Events</th>
<th>Curriculum Events</th>
<th>People Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>Turbill co-researcher with Dianne and with Mick and Maxine a shorter time</td>
<td>revision of Thematic Sequence to include evaluation, language, maths integration and perspectives</td>
<td>Ines arrives as A.P. -stays 8 months</td>
</tr>
<tr>
<td></td>
<td>Executive development plan drafted and completed</td>
<td>work started on related arts implementation</td>
<td>Di released 4 wks to help with revising language document to include reading, oral language, spelling, and handwriting</td>
</tr>
<tr>
<td></td>
<td>staff development days begin</td>
<td></td>
<td>Aussie sports starts</td>
</tr>
<tr>
<td></td>
<td>- one on music, one on math</td>
<td></td>
<td>Rhyce released on language and Math</td>
</tr>
<tr>
<td></td>
<td>Regional Innovations In Language</td>
<td></td>
<td>Vicki released on related arts</td>
</tr>
<tr>
<td></td>
<td>Goodmans from U. S. visit the school</td>
<td></td>
<td>Vonne and Hazel present with Goodmans at Sydney University</td>
</tr>
<tr>
<td></td>
<td>Executive released for Regional Course Phase 1-think about staff development plan as a follow-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Colorado University personnel and teachers visit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional development during 1988 was as active as usual. One staff member called the the activity related to the revision of the main curriculum documents, "frantic". It was the first year for staff development days and the school made good use of those to help with the curriculum development. Ines described the strong impressions she had about the focus of professional development that had preceded her arrival at the beginning of 1988:

Whole language I'd say ... the expectations of them in terms of procedures in their whole language language classrooms, expectations of what they were to do. The use of the Thematic Sequence as a basic program which really strongly determined what grades were doing. ... curriculum based development was very
firmly entrenched ... it was quite evident that there had been years of development in that sense. (8/9/90)

Table 11: The Research Year 1989

<table>
<thead>
<tr>
<th>Year</th>
<th>P. D. / Organiz. Events</th>
<th>Curriculum Events</th>
<th>People Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>staff development plan written to give supervisors some help</td>
<td>Thematic Sequence (draft 4) is published</td>
<td>Dennis arrives as DP</td>
</tr>
<tr>
<td></td>
<td>staff development committee gives inputs and workshops at staff meetings</td>
<td>continued work on related arts to implement State Visual Arts document</td>
<td>Jim arrives back</td>
</tr>
<tr>
<td></td>
<td>Mick, Dianne and, Alix work on register study with Bev and Uni of Wollongong</td>
<td>work continues on language</td>
<td>Rhonda arrives as ET</td>
</tr>
<tr>
<td></td>
<td>Three year uni co-researcher project on evaluation and professional development begins</td>
<td>plans made for total documentation of curriculum and philosophy to be in binder form</td>
<td>Wayne arrives as AP</td>
</tr>
<tr>
<td></td>
<td>staff development days on visual arts and math</td>
<td>handouts related to register study, child protection and related arts for documentation</td>
<td>Dianne released as resource teacher but back on class when numbers fall</td>
</tr>
<tr>
<td></td>
<td>workshops on register study and maths</td>
<td>plans made to implement new State maths document in 1990</td>
<td>Dennis uses DSP release</td>
</tr>
<tr>
<td></td>
<td>child protection implementation discussed at grade meetings and staff meeting reports by grades</td>
<td>Visual Arts document from State introduced</td>
<td>Dianne district Child Protection facilitator</td>
</tr>
<tr>
<td></td>
<td>weather shed project begins through visual arts and environment committees</td>
<td></td>
<td>Lynne makes plans for 1990 staff development day on student welfare and peer support</td>
</tr>
<tr>
<td></td>
<td>staff development days on student welfare and visual arts</td>
<td></td>
<td>Roy and Vonne asked by Colorado group to present at IRA in New Orleans with Cambourne and Turbill</td>
</tr>
</tbody>
</table>

Several curriculum implementation efforts were carried over into 1989. Math, visual arts, student welfare, and language were all featured during the professional development events. Because of the work in the previous years, the school was well prepared to implement the State curriculum documents in visual arts and math. The staff, in fact had seen and used draft copies of sections of the math document the year before, which had been provide by Rhyce and the math committee. The school curriculum documentation
continued with new vigor when Dennis arrived as Deputy Principal and brought his computer formatting expertise. The decision was also made to put the total curriculum into a binder to allow it to be revised during 1989 and future years with less effort than had been expended in the past. For the third year, the co-researching relationship with university staff started in several classrooms, but this year the whole school became involved in two major research projects. One was related to assessment of the children's learning and the other to co-researching as a professional development process.

The professional development curriculum, during the year of the research study, was quite different from that during 1979. The entire staff and the school were very much in charge of a wide variety of activities and events. Professional development took place within a supportive environment without the tensions and divisions of the early days. The focus of development was decided by the staff and responsibility for it was shared by everyone in some way during the year. The visual arts committee introduced an idea to decorate the weathershed in 1990, Vicki compared it to the problems that came up nine years before, and marvelled at the changes since then:

For instance the weather shed, the doing up of the weather shed, the doing up of the outdoor environment, that was initially a related arts, an expressive arts project where we're going to do this weather shed up over in the infants department, infants as they so call it, but over in the infants quad and make it like a tree environmental type thing so it's a nice environment for the kids for learning and playing and whatever. And because of the massive changes in staff that we've had as far as people's strengths, like Greg Shanahan and people like that, well the people that are now left on that committee, it's too much of a task for those people to do on their own. And so I've encouraged and had the support from the environment committee, and those people were very happy to join in on that target. So it will become an environment, outdoor arty sort of thing. Now try getting people to do that ten years ago and they would have said, "That's your job. That's your job." (6/3/90)

The next section of this chapter examines the interactions and processes that were part of the professional development curriculum at Warrawong in the last decade.
Processes Running Across The Decade Of Professional Development

In chapter three, it was shown how the data had indicated that professional development at Warrawong was related to curriculum development and that it was an interaction between the people and the school structures and organization. Two examples from the data highlight this complex and important relationship. The comments of these two participants are considered significant because they are both in consultant positions in the Region and are able to compare the study school with many others.

Well, I think historically speaking, it would definitely have to be Roy's influence and the fact that he has had some fantastically dedicated staff and committed people working there over the years who have taken a general thrust. But I think in terms of their planning, the fact that the Thematic Sequence would appear to me ... and the GEBIL which forms the basis. There's this ongoing buildup that's almost spiralling around this central notion of planning a curriculum base. And the notion of it is going to be a kind of fixed thing. I believe that's a strong influence. If it wasn't there, you could still have staff development but perhaps not as structured. (Ines 8/9/89)

I think the main influence contributing to their success is the fact that again they have a strong executive so that leadership is very much a key point there. The other influence is that they have within the school, organizational structures that will allow things to happen. And as I move around the schools, that's the thing that I find is missing in a lot of schools. They might have all these ideas but unless they have the organizational structures for these things to happen, they don't happen and you find that people become very discouraged. They become very cynical and they say, "Oh we've talked about this before. We always talk about it but nothing happens." (Beryl 11/10/89)

The data supported a focus on the professional development leaders, both executive and non-executive, and the structures in which they worked. A summary of this focused analysis follows, under the processes or essences that were found across the events and activities that made up the professional development curriculum. Examples have been selected from the data to
illustrate the processes, first in the working of the structures and then the people. The words of the participants are used to illustrate these themes which appeared also in the supportive data.

**THE STRUCTURES AT WORK**

**Targeting People**

People have been targeted from the first days of the 1979 school year at Warrawong. The targeting is done for two professional development purposes: to give a person the opportunity to learn and to give others the opportunity to learn from an individual. "Targeting" and "opportunity" were two words that appeared often in the data. Examples of this process follow:

I chose to [sit on the executive] myself. Roy has always left the executive open to anyone who'd like to go to the meetings. I enjoy going to the executive meetings and I think that it's been helpful to me, seeing how the whole system operates. (Barbara 23/3/90)

... and what happened was you'd tend to, when you were in charge of writing a [DSP] program, you would identify people who were on that curriculum committee. So often they were the people you targeted. (Rhyce 5/3/90)

My feeling when I left was that I had an opportunity to try lots of things while I was there. I was given lots of professional freedom to do things. (Ines 8/9/89)

And the fact that with the grades too, it's not necessarily a person who is List one, List two, and actually on paid list, I'm talking about, like DP, AP whatever, who is supervising a grade. And that's been one of the major initiatives too. And also then people who were then chairperson, responsible for a committee. It's not all led by the so-called, like the leaders. So that people are then developed in that area. Because, that's happened with Maxine and myself. Roy was confident enough in us and gave us the open ground to be supervisors, I think about four or five years ago. And just an ordinary pleb, you know, someone who walks on the grass type of thing, gives them the opportunity. (Vicki 6/3/90)
[Grade supervising] was never monetary. You see the way it works with executive staff is, they are getting paid to do this. I'm not. And they're a lot of us who've been doing it without getting paid. But we can see that it helps the school. Just from the personal comments I received, quite a few people have been quite happy to have me supervising them, supervising and co-ordinating. Yeh, it's a great confidence builder. You pick up ... it's absolutely crazy when you think that I supervised Dianne. But even so, we learnt off each other. I wasn't really supervising. We're working together. (Nyla 8/3/90)

I think that was the other thing too in the way our school works. There are often people who are not executive who have more developed skills in some of those areas. But the way things are set up, gives the opportunity to utilize them. (Rhyce 5/3/90)

**Developing Ownership**

Many of the participants mentioned ways in which ownership was developed. This usually took the form of making decisions as a group and sharing the generation of ideas and the other labours of the school organization. Some of the comments included:

Understanding of where [the Integrated Curriculum] was going and what it was for and decision making too. Which I found was very interesting. Before you were told at the staff meeting, in the very first year and a half that I was here. You were more or less told, especially in the infants meetings that we had, what was happening and end of discussion. And so you just took your notes and that's it. And then it became a decision making where you were given the ground work and the understanding, the background of what was happening on, recapped on what was happening before. (Vicki 6/3/90)

It was mainly through TSD that people had the vehicle where they could express these concerns, opinions, and try to do something about it. This is where most of the ideas came from. (Roy 11/4/90)
There's always been the grade sharing when I was working with Nila and Maggie last year, we'd have grade meetings and we'd decide what the units were going to be about and I had quite a lot to say about the language input and Maggie would have input about her drama and things like that. And so we'd build up a skeleton of the unit together and then fill it out ourselves. Sometimes one of Nila's aims for Maggie was to get her to write a unit to teach her how to integrate a unit and so Nila wrote the first one, I wrote the second one and Maggie wrote the third one but we had that input before she wrote this. (Dianne 22/2/90)

... they can see that what they're doing fits in with the documentation in the place. They can say, "Ah, right. We've got this part. That group’s doing that. They’re going to go together into here to form part of the school documentation in that way. (Dennis 17/11/89)

Communicating

Communication networks within the school emerged as an important process. People were kept informed about what was going on from week to week and also received information about teaching and management theory and practice. There was also what was termed the "pre-meeting negotiation" that occurred. The responses indicated a variety of settings and methods for this communication process and included the following:

... the committee itself worked. Developed through the process and then there were regular reportings back so that the staff was kept informed. And that's when the staff meetings became important to keep staff informed and to seek and clarify direction and so on. (Rhyce 5/3/90)

My role in the school in '87 was co-ordinator for executive development. So I was responsible for running the executive meetings. And so for that reason, that year, I elected to provide minutes for the executive staff. We didn't ever keep minutes for executive meetings prior to that year. I think they might now. I'm not sure. But I found it useful because I thought ... it was important that
people who were part of that group had copies of the recommendations that were made. Because often the recommendations flowed through to the grade level and they need to have copies of these things. (Beryl 11/10/89)

Actually the executive meetings are really quite ... I can think back in the early days and you'd often think of meetings .. you met because you had to and you'd think, well what are we going to talk about. But that was never a problem here. There was always... we were always running out of time, because there was always so much to cover and share. And so many of the things were not just the routine organizational things, but they were professional things and I think that's been an exciting part of our school, an important part. The staff meeting input not by just executive and committee reps but by all members of staff. (Rhyce 5/3/90)

... the executive always met once a week the day before the staff meeting. They always looked at what the agenda would be. Roy always took responsibility even if he hadn't done it or Beryl or whoever was in charge of the executive meeting but certain people needed to be negotiated with. I know that was something that I'd learned from him that if you want people to do things or whatever, you never suggested, like in the staff meetings say "Would you get and do this" or whatever. You've always gone to them and negotiated. They know what's going to happen and I suppose then too, they prepare for it. And so you found that people came prepared. And the other thing was too I mean, there would be very few schools that would have so much on the agenda. Because people know what they're doing, people come prepared, there was always a lot happened in a staff meeting and that's important too because then people can see a purpose for it. Whereas most people see that they just have to go staff meetings and they don't seem to get a lot out of them. It becomes difficult in that way. (Vonne 22/2/90)

**Developing Supportive Relationships**

Almost all of the participants mentioned the support that was available from the staff in the school. This support was more than professional support
and included the warmth and caring that was extended to people as part of the daily interaction, but was especially given when a person was going through a difficult time, either at the school or at home. The participants indicated a willingness to take risks in their teaching and try new responsibilities as a learning experience because they were confident that the support of their colleagues would be there when and if they needed it. The relationship between the teachers was supportive to the extent that they opened their classrooms to each other so they could learn in a very practical way.

Support was also shown by providing time or resources to help the staff learn and implement new ideas. The idea that one person with knowledge and skills can influence others was quite apparent in the data. The staff spoke of the process of collegial support generally in the school and also the support that was available within specific school structures. Some of the examples follow:

I think it is an exciting school to be in because you always feel that you're learning. And there's just such tremendous support. I think that because of the committees, and the kinds of things that they do, working from the... asking teachers what their needs are and then providing, developing activities, action plans that are going to help to meet that. I think that's probably the thing. You feel that you're growing and there's that support there in so many ways, not only through the committees but through your peers. And because of the relationships that you have, you can easily go to someone and say, "Look I'm having trouble with this. Would you mind helping." It's a very non-threatening type of thing. I think that's probably the area for me. (Rhyce 5/3/90)

The best way of learning is direct experience and also others that you can actually watch and see and then go and practice it. You always learn by watching and listening to others and if something works for them, you can try it. If it doesn't work, fine, but you can adapt it to work for you. (Maggie 23/3/90)

I mean that another thing that I think's terrific about the staff there, it was people don't want to keep it all in their room. They really want to plan together. They want to program together. They'd be coming and saying "When are we doing this?" and "When are we doing
that?", so that in the end my job became frustrating in that I felt that there was no way that I could fulfil all the needs, not that I'd identified, but what they'd identified too. (Vonne 22/2/90)

I'm getting a lot of satisfaction out of helping Leanne and I can see that Leanne is changing her beliefs ... well, she's thinking about what she's doing and she's getting a lot of satisfaction out of seeing her children writing and reading. (Rhonda 11/4/90)

That's what I think is so wonderful here. You can learn so much from one another and I don't think, I don't know what it's like in other schools but teachers [here] aren't really, "Oh no, what I do is for me and you're not allowed to take any of my ideas." We all sort of help one another. (Margaret 27/3/90)

And I think... it took me a long time to realize this by the way... I think that is one of the biggest keys to learning. You've gotta accept... we all bloody learn the same way. If you believe that children learn through modelling and engagement and approximation and these sort of things, so too do adults, surely to God. And that's one of the things that is accepted at Warrawong. The modelling is there. Getting a day to watch someone else, one of your colleagues teach is not a problem. It's another form of support in the school... making sure the models are there. (Mick 8/3/90)

The comments that the participants made about the support that was available within and between the school structures is worth noting separately:

And one of the strengths of that grade meeting structure was that we tended to plan as a group. So there was a lot of co-operative planning and programming taking place and I assume that's still happening. That in itself is a very worthwhile staff development activity - very good, powerful, very powerful. (Beryl 11/10/89)

... and I was overwhelmed at first, at the executive meeting because everyone had been there for so long. They knew the ins and outs of everything and I felt very insecure. But whenever we
... and I was overwhelmed at first, at the executive meeting because everyone had been there for so long. They knew the ins and outs of everything and I felt very insecure. But whenever we had professional development activities in the meeting that Beryl ran, I'd have a say and I think that they were valued and I felt more confident when I got that feedback that I wasn't just saying anything foolish. (Dianne 22/2/90)

... and it's something too, that a grade who feels they have a problem can come back to the committee and say, "Well we're having a problem in this area. What can we do about it?" And it can be talked over with different people at different levels, using as many brains as possible. (Lynne 17/11/89)

Responding To And Meeting Needs

The data indicated that the school was organized to meet the needs of the staff and the students. The school's classroom curriculum development was a response to needs expressed by the teachers and the needs they had identified as they worked with the children. From the earliest days of the TSD process, the staff has been involved in identifying general school needs. The function of the TSD committee was to meet those expressed needs. This role gradually was taken over by the other committees and the TSD committee faded out. The release of a person was often a response to a need and volunteering or being asked to take a place on the executive or a committee often came from a need of the school's or an individual's. The participants expressed this theme in the following ways:

... at the beginning of every school year staff were asked to identify how the various committees in the school could best meet their needs for the year. That gave us some indications as to what we should be doing to support staff. What we did then was to go back and collate those responses, identify the key areas and then that became our mission, I guess for the year. That was then taken back to the staff meeting where we said, "Well, these are the key areas that we've identified. We see our responsibility as the language committee for this year as developing a plan that will address those issues for you. (Beryl 11/10/89)
Julie started to supervise a grade or coordinate a grade in about the second year I was here, so she was added too. So I suppose those two were the start of it. And then later on as people expressed interest and wanted to become involved, we added people like Maxine, Vicki, Dianne Dal Santo when she arrived. Others came and went. Alix Mungovan was on it for quite some time but it was a matter of their own particular desires and needs at that time. Alix stayed with us a couple of years and then said, "Look, I'd just like a rest." So that's no problem. She contributed and then just ceased to attend the meetings. But Maxine and Vicki have been on it for about four or five years now. Nyla all the time. (Roy 11/4/89)

Well I've been on the language committee. I'm not this year but for years and I've learned a lot from those. From other people like from Vonne and Beryl and you know people like that who are experts, I think, in that field. So that's the reason, I've gone into committees where I've thought "Well I'll be able to learn something and try it in my classroom too" so I think I've learned from that as well. (Margaret 27/3/90)

Basically, I think that these things were a response to a need. For instance, if someone on a grade felt that they needed development in some particular area, it was usual that my supervisor would arrange a meeting around it. Same as staff meetings, a response to a need. (Alix 10/4/90)

There are all kinds of supervision. There is informal discussion. There is working with a colleague, but there is also clerical supervision. ... You've got casual supervision, so the whole lot. What I'm going to do is enact some of those, picking out which one's going to be of use to which individual. ... What do you want me to do? How do you see my role as a supervisor? (Wayne 2/4/90)
Placing Expectations And Giving Responsibility

Warrawong functions at a high level of activity and there have been several major change events in the last decade. The data indicated that this would not have been possible if people had not taken on responsibilities and if the expectations to learn and change had not been present. In addition to the theme of "supportive relationships", this theme had the strongest support in the data. Everyone commented on it in some way and it was the one process that brought out the most issues, which will be discussed later in the chapter.

The general expectations at the school are considered to be quite high, as these comments indicate:

There seems to be an atmosphere that happens from day one where you're expected to work at 100% plus all the time. And everyone just sort of does it. (Lynne 17/11/89)

Well, I think you work hard. ... I think you're not really pressured. It's just presumed that what you do, you do your best and you are expected to work hard and put a lot into it. ... but I think that's good because I think it makes you do your job, you know, do it the way it should be done. (Margaret 27/3/89)

The formal expectations and responsibilities for class teachers are made clear each year when the curriculum is handed to new people and the school policies are discussed on day one. All staff are expected to nominate for two of the school committees in the first week or so. The executive responsibilities are renegotiated each year and put into writing. Roy explains the roles and responsibilities chart:

It's not a formula. It's something that's negotiated, You don't come into the school and say ... or I don't say these are your responsibilities, because they might not ... they might have been drawn up for somebody else. They might not suit the new person at all. So when we get new people, it's then that we ... it goes back into the melting pot and the roles and responsibilities are redelegated. (Roy 11/4/90)
Teachers, working within committees, are encouraged to go off to inservice courses and learn and to be innovative and to involve others in a good idea but there are expectations attached to these learning experiences as well. Some examples of this type of expectation follow:

... but they also knew that if you take on something like that you have got a responsibility and you are accountable. ... And also I think always encouraged to evaluate what we were doing and to say, "I don't think that worked." or "I think it would be better if we did this." (Vonne 22/2/90)

Well there was a staff meeting planned for each Friday morning and there was always some sort of an input ... a planned staff meeting so that you knew or the person knew that if they had to provide input, they would have to be adequately prepared because the standard was set quite clearly in terms of what other people have done. (Ines 8/9/90)

Planning And Documenting Plans

The emphasis at Warrawong is planning for action and success. They do document the required policies and procedures but they know that it is their "action plans", that began with the TSD committee, and their curriculum and organization documentation in GEBIL, that both illustrate and help with the school's success. Statements related to the use of plans and documentation include the following:

So I think that by having plans, action plans for your development, it's going to help you. Even though some people find that they are a bit of a threat or whatever, but I think it's really good to have it planned out. ... surveying your needs and developing an action plan to correlate with you, then that's part of your professional development and if it's not happening, then you're sort of all wishy-washy. (Jenny 23/3/90)

Well, the fact that the whole school has got this Thematic Sequence. ... I believe that's a strong structural base to their belief in curriculum-based school development. That's what is at the centre of the whole thing, the core of it. And theThematic
Sequence really binds the school and binds the teachers because it is a mandatory thing that they have to do at that school.... It has a commitment to that, so all the teachers have programs from it. So if you don't have an understanding of that then you won't have an understanding of how the school hangs together. (Ines 8/9/89)

Helping with that too I think was the fact and I think it's the same in my school now, because it's a DSP school and you have to prepare your submissions for the next year in September. You really have to as a staff identify "Well what are the needs? What do we need programs in? How is the DSP committee going to support the plan that I've got?" ... 'cause that's what DSP should really be, not some little program you think up and you're going to get money for but ... What are our priorities? What do we want to do next year? How can the DSP committee support us in it? But if you're going to do that, you have to have that ready the September before and so that when, specially at Warrawong, when we came into day 1, you already knew what all the plans were for the different committees, what DSP was going to, how it was going to support you in what you were going to do ... (Vonne 22/2/90)

No, [the staff development committee] came about as a means of structuring the professional development that when the supervisors were sitting down talking one to one with the person that they were working with that they had a structure to work from. Instead of randomly just picking up on something. So there was goals set in and it gave an action plan for the professional development that occurred. ... Yes you've got your overall rationale for staff development and the structures that were set up for staff development and the plan at the back was sort of a concrete way of saying "Alright, we've got the grade committees, we've got staff meetings, we've got the committee meeting and all those in place but there's a time when it needs to be one to one as well". So it was the whole package, bring the whole package together. (Dianne 22/2/90)
THE PEOPLE AT WORK

As explained in chapter 3, the data supported the hypotheses that the processes imbedded in the school organization would be reflected in the influential people's beliefs, knowledge and skills, and their professional development practices. In addition to the connection to the processes, there were three characteristics of the professional development leaders that were drawn from the data: having a vision, taking risks, and thinking creatively. Although a few people with these characteristics were mentioned often as significant in the school's history, many of these characteristics have been taken on by all of the staff in varying ways. The discussion of these characteristics is not meant to highlight the influence of any one person or group of people over the influence that many people have had in the ten years. The participants all acknowledged the role that key people played in the school, especially the Principal, Roy Williams, but each of these key people gave credit to many others on the staff who contributed at different times in different ways. The samples from the data are meant to draw attention to the characteristics, rather than the work of any one person who exhibited those characteristics. What was significant at Warrawong was that a core group of leaders grew to become a staff of potential leaders.

Targeting People

The data for this characteristic was greater than for any of the others. It appears to have been one of the main reasons that the school and its professional development have been effective. There is nothing that anyone has tried to do on their own in the school's history. If someone had an idea, they targeted people to help work on turning the idea into reality. The staff who wanted to go to a Regional or State secondment or a course, were given encouragement and support to do those things. People were targeted to benefit the school but also to benefit the person targeted. Several people spoke of Roy's tendency to "lead from behind", "nudge people into action", "run with the movers", and "identify the highflyers". This process was mirrored in comments Roy made about how the Region watches for innovation and supports and targets the innovative schools and personnel. It was evident in comments related to Roy from the first year and was gradually picked up by other staff. Some of the examples from the people data include:
Start with Roy and Roy's the sort of person that I work with really easily because I've come to understand that his thinking is, these people have skills. Let's make sure. Let's help them develop those skills and at the same time develop other teachers by giving them time to do that. And that's where I think he has helped enormously, by giving that sort of support and that sort of time to get those teachers to do that. (Dennis 17/11/89)

It's just when you get superior people like that you have to encourage them. You have to resource them. You have to develop them to their full potential because you know that they're the people who are going to develop the others. You get the good people and develop them and the others benefit. (Roy 11/4/90)

So one thing I have really appreciated is Beryl's networking link. I feel that she's done that. Inviting me onto the executive committee to start with. She obviously saw that I had some strengths to contribute and obviously I had weaknesses too which I think that I'm beginning to overcome. I've had a very close relationship with all the Deputy Principals that have been here. ... Another thing, I don't know, but when they've been outside of the school system, they've been in the Professional Services Centre, they've targeted me to come and be a participant at an executive development course or contribute to the language course, those sorts of opportunities. One thing that Roy's always done is, always acknowledged that I've worked hard and allowed me the opportunities to go. He could have always not filled in the form but he's always said I could go and do things ... (Dianne 22/2/90)

People are never restricted from undertaking Regional or State responsibilities, even though it might be seen as an interruption or a disadvantage to the school. Because every person who has ever been away on these things comes back a better person, comes back with more knowledge and more contacts. So I think that's the type of thing that has developed a lot of staff here... encouraging them to get on to Regional and State committees and go to workshops and leave the school. Even though it is a short sighted approach to say it is a disruption... but I think that is a very effective
way to develop people. You develop them so well at times that the Region or the State pinches them. We've lost 90% of our staff that way. (Roy 11/4/90)

Two of the comments related specifically to the kind of choices a person has when Roy has decided to use the process of "nudging" within this targeting theme, follow:

... but you had the chance to say no I don't want to do it. It was never forced upon you. But Roy's smart enough to see his people, target them, and quietly convince them that that's what is best for them. He's good at doing that. (Nyla 8/3/90)

Vicki: Yes, people have the option. There's no great pressure and even though there are times when there are people who are volunteered, (laughs) but that's usually come about from just being involved in a conversation. You've shown an interest. ... And I know he does that with me sometimes and ... very naughty. And you might have an interest but you just need someone to push you and so he doesn't necessarily push but he pulls and says, "Right, that's you. You're there." type of thing. And you think,"Oh God! What am I getting volunteered for this for?" And then then you think, "Oh well, I'd better do this and get it done." And then next time, you think, "Right, I'll have a try at that. I can do that." So that's little plan B I think.

Int.: So that kind of nudging, that encouraging that he has done has had a positive effect on you?

Vicki: Yeh, because he’s brilliant at that. It's like the mother hen letting the chicks go out of the nest. They stand there and then they (indicating a pushing action and laughing) and you think," Why are you letting me head down to the floor?  Oh, it's alright I can fly!" You know, just like that!  He's brilliant. Nobody does it better than Roy as far as developing people. And he does it so quietly and in this background. (6/3/90)
Developing Ownership

The staff at Warrawong have come to believe in and practice the process of developing ownership. People have been involved in the creation of policy and curriculum and the professional development events around this creation for so long, that they now expect to be part of any project the school is doing. Ownership is a process that emerged from all of the descriptions and observations of professional development activities at the school. Ownership was reflected in the following comments directly related to the people:

Roy has always said that if you have worked on it and you own it you'll do it. If it is just handed to you, you sort of may read. You may not, but you'll probably just stick it away in the bottom of the cupboard and not use what you've been given. But if you've done the hard work and you've produced the document of some sort that you've had input into, you feel more inclined to use it and see the benefits of it. (Lynne 17/11/89)

Interviewer: Why did the extended executive start?

Roy: The needs of the individual. The needs of the school. If I felt that somebody had something particular to contribute to the school, I'd enlist their aid. They were better off working with me and other people than being advised of decisions later on. They're in on the planning. They have ownership of the project. They have that contributing and they're sharing. I think it's best that they be there. (Roy 11/4/90)

Communicating

The data on the people showed that they believed in keeping everyone informed about teaching theory and practice and about what was going on at the school. The leaders had communication skills that made this possible and they all had knowledge about good teaching practices that they shared with others either by direct staff inputs, informal conversation, or by modelling in the classroom. Members of the staff had expertise in maths, and others in such things as computers, sports, music, language, visual arts, and student health and welfare. Some of the comments relating to communication of teaching theory and practice follow:
People here that I think have got influence in the school are people like Jenny, are people like Dianne. Dianne and the sort of thinking that Dianne does as far as language is concerned is really powerful. I feed off her a lot. The other one that I think is one of the best teachers I've ever seen is Alix. And the way that she operates with the children is just amazing and so far as classroom operation, as far as teaching, as far as applying and implementing policy ... the sort of strategies she's used, I haven't seen anyone better. (Dennis 17/11/89)

Rhyce: We were saying that there are the right people. We've been very fortunate with the expertise of people like Vonne and Beryl and Julie. They had significant... because of the kind of people they were and the skills that they had in particular. I think that had a lot to do with the kind of speed with which things changed.

Interviewer: What sort of skills did they demonstrate that you're thinking of? You mentioned knowledge of curriculum, but...?

Rhyce: I think knowledge of curriculum. I think there's the knowledge of the processes, I think was important. They seemed to have a tremendous understanding of that. Just that Julie in particular was just so logical and she could just identify the key things and just the speed at which she worked, where she could take the ... where someone else it would take... she's do the work of three people in a day. She was just so incredible. She was, even in her planning, the sort of person she was... very creative person. Had the right philosophy and understand of how children learn and it suddenly became... it was a tremendous experience for her kids to be in her class for a year.

But I think that particularly in Vonne's case, it was her interpersonal skills.

Int: With adults as well as children?
Rhyce: particularly with adults. She had a tremendous ability to work with people, particularly people who might be a little insecure or were antagonistic initially. But working with them she would break down, the barriers would be broken down. Tremendous work effort, just the dedication. Beryl, similar too, in her own way. Beryl had tremendous leadership skills, I felt and again could work very very quickly.

Int.: She seemed very organized.

Rhyce: Very organized, highly organized person. And I think too, that when Beryl came to the school at the point she came at, that really assisted the whole, the integration of the whole school. It was underway but there were, there were some hiccups and problems. But I think once Beryl came that really was the, just the thing that was needed, that brought about the whole school and just the feeling and the tone that that brought was so important at that point. (5/3/90)

Examples from the data that referred to keeping people informed about what was going on or communicating during a planning process, included the following:

At one stage we had nearly half the staff on the executive. It's a good thing because communication then becomes a very easy thing because if half your staff is involved in the formulation of policy at that particular phase, it's just a tiny step to have everybody involved. I've always been a believer in to... I don't go into a meeting having people confronted with an issue cold. If an issue concerns people, I make sure I get round and see each person before that meeting occurs so that they are aware of what is about to be introduced and they know the elements that are necessary to make that issue succeed. And I found that by doing this, you have no confrontations at meetings, you have no people saying, "What? I wasn't told." It means a lot of legwork, but I think that if people are aware of what's going on, a meeting can become a pleasure rather than a possible site for confrontation. (Roy 11/4/90)
Teachers really resent it if things are just dropped in their laps ... "There's a meeting now" or "This is on tomorrow" and they didn't know about it. I think it's very important. You keep the troops a lot happier if they're informed all the time as to what's going on. (Vonne 22/2/90)

I think one of the main things that helped things happen at Warrawong was the fact that we had a very strong executive. There were some very significant people in the executive who had the ability I think to communicate effectively, with not only the whole executive group, but with the staff as a whole, and it I could use the word "sell", sell ideas to people. (Beryl 11/10/89)

Developing Supportive Relationships

A strong "team" feeling has developed at Warrawong through the efforts of many staff members over the past to support each other and set up ways that people could support each other. The most effective people on staff in this regard were seen as leaders but not separate or above the rest of the staff. They provided support in terms of time and physical resources and also information and encouragement when it was most needed. When things didn't go as planned when a person was trying something new, it was not seen as a failure but as a learning experience. The kind of relationships that support the staff took time to develop because people needed to get to know and trust each other. Samples from the data that described this process, included:

From a very tough, practical point of view, in the time I've been here, Nyla has been a very great help to me. When I first came here we sort of got on really well together and she was someone I could go to and say, "Where do I find this? What do I do about this?" and informally find out lots of things I want to know without having to do it in a formal way. And with the student welfare, Di and I have done a lot of work together. This is an area of interest for both of us. She is far better than me at putting ideas into words. (Lynne 17/11/89)

Probably '82, '83. As early as that. I think that was probably one of the luckiest years, even though at the time, I wasn't aware of it. Do you know how you're not aware of how great things are until
you've actually been past it. And that was probably one of the most... Maxine worked on the grade too. There was Maxine, myself, Vonne and we had the help with Rhyce. And I just, I tried very hard to just be this sponge, you know... sucking in, soaking in all the stuff. It doesn't mean that I was able to fully understand it because I think that you've go to do it for a while before you sort of get some idea. But I used to just shake my head and think, oh God she's marvellous. I'll never understand this. I'll never be able to do this and she used to say, "Yes you can. Yes you can. Yes you can."

Interviewer: So she had some real strengths in terms of helping you, not only newer program but encouraged you?

Vicki: Everything, yeh.

Int: Did she do that with everybody that she worked with here?

Vicki: She tried. She definitely tried. She was very positive about everybody. Even when I used to say to her, "Oh come on Vonne, he's a real dork or he's a real dero" She used to say, "No Vick, no don't be like that. You know, he's positive. At least he's being honest." And I'd think, oh she's... she's very nice and positive about... she could see positive sides in everybody. Whereas I want to crunch 'em out. But she wouldn't allow that. (6/3/90)

You were here last year. Did you see our musical? Right, O.K., well that's the sort of thing that I like to do. It's different from what other people do. You've got to be game to take on something like that and yes I did [get support]. At the end of the year Roy was full of ... nice words you know, and that was good. So you do get a pat on the back when you do good things and I'm sure it's appreciated. (Jim 6/3/90)

I think the most important thing with staff development is to encourage people to try things, to support them, pick them up when they fall and they very rarely fall. I can't recall many cases when they have. But to encourage them to do what they want to do and then for them to influence other people. (Roy 11/4/90)
Well I think you look at them as models and you follow them. I think that's why here, you've got the chance to go so far because you've got all of these people to fall back on and help you and I think too even though Vonne's left and Beryl's left, they would be the type of people that you'd only have to ring them up and say "I need help with this" and they'd help you. (Margaret 27/3/90)

Responding To And Meeting Needs

The formal and informal identification and satisfaction of needs were themes that were found in the data about the people who have been significant. Needs were met by making use of what was available within and outside of the school. The leaders went to no end, of trouble to meet expressed needs of the school and staff. Some examples of this follow:

Because I was taken from kindergarten and straight onto year five and they were a pretty demanding bunch at the time; lots of little characters in there and so my techniques had to change very quickly. And I think I was too much of a quiet little mouse. I was too much of a madame goody two shoes... too naive and all the rest of it and I think I was on the class for a very short time and I came up to Roy with a grim face and said, "I'm resigning. I've done great harm. I'm going to do anything. I can't do this." And he came down and bawled the living daylights out of the kids and then he gave me a really good talking to, positively, about strategies. He's boosted my self confidence more than anything and sort of gave me support, morally and that was a big difference. (Vicki 6/3/90)

It's always been. That's the way he has always done it. He usually asks, you know, what we see, what areas we see are our strengths ... or which areas we would like to develop. (Rhyce 5/3/90)

I used to try and listen to informal discussion that takes place that takes place and you hear someone really upset because "that doesn't seem to work", and so immediately in my mind I think "Well how can we alter that so that the situation is better?", and that person doesn't feel that that's happening or if someone's saying "I
really don't know how to go about doing an evaluation", or whatever which was the instance on my staff this week. I like to hear that so that I can pick up on that. (Vonne 22/2/90)

Vonne was my supervisor and I must admit, she was great. When I needed help, I got it. (John 10/4/90)

I think it's all based on need. You see what the needs of the children are. You see what the needs of the teachers are and they have to be be wed, married together. Then you have to look at what sort of resources you have available within your school and how you could support that by resources from out of the school, like Regional Consultancy, through the university, through anything you can get your hands on... (Roy 6/9/90)

Placing Expectations And Giving Responsibility

The people who have been leaders have had expectations for themselves and everyone at the school that have set a high standard for achievement. Although the data indicated that they have different expectations for different people at different phases of their careers at Warrawong, there was a general tone that people in the school attached to the beliefs and practices significant people. Roy believes that people will work "150%" if encouraged and supported and that some things are "negotiable" and others are not. This general expectation and a "no nonsense" tone is illustrated by the following examples:

But one of the problems I see with staff development now that I've moved out of Warrawong, that in some schools, I think some teachers have been given too much freedom as to what they will do and what they won't and they just decide that they don't want to do that or they don't want to be involved and yet when you look at what it is that they're supposed to be doing, it's really as Roy said, 'not negotiable' because it's a mandatory thing that should be happening. And even though sometimes he had to be very firm about things, he would state "This is how it will be and I'm sorry but this is not negotiable" and I think he was very clear in his mind what was negotiable and what was not and the staff knew that and even though you might have some people complain because someone
seems to be telling you what to do, deep down as human beings I really think often we like to know, what's expected of us, what we have to do, what we have freedom with and for that person to be consistent. (Vonne 22/2/90)

... the expectation of Roy is that that's what the committee will do and that'll happen like that and this is what will go. That's not a question as to whether they'll operate or not. The expectation that you get from Roy is that, yes we'll have these committees and they'll get this job done and I'll make sure they have the time to do that... But with that strong expectation and that clear sort of direction, it's just like ringing the recess bell. It's just going to happen. (Dennis 117/11/89)

I think it's their responsibility and mine to develop themselves professionally as quickly and as effectively and to a high degree as much as possible. It's a shared responsibility. The extra bit, well, that's negotiable. It's the people who want to do the extra bit that do it. I expect every teacher to be personally responsible for their own, to share with me and other people in the school, their professional development. And I expect them to develop, definitely. (Roy 11/4/90)

Planning And Documenting Plans

The school leaders began to plan and document these plans during the TSD process in 1979 and the strategy has spread to any staff who are in charge of a school professional development event or activity. The beliefs and practices of people at Warrawong related to planning were indicated by the data in some of the following ways:

So school planning is very, very important and the other schools that I'm talking about, they have an overall management plan for the school. They've identified their priorities. They work out action plans based on these priorities. They have people who are allocated to assume responsibility for those things and it happens. ... I think the staff feel more comfortable with that if they know that there is a plan, there are structures in place to facilitate things. (Beryl 11/10/89)
Well, when teachers talk about stress, about the amount of work they've got to do, I think an awful lot of it is a perception they have and the perception they have is caused by a lot of guilt, of all these things they have to do. What's missing from that is them saying, "Yes, we've got this to do. We've planned for that over these coming terms and once we've got that set down in place, we don't have to worry about that at all." And that reduces the sort of stress that they feel so they're focusing on only a couple of things at a time. That plan's in. You can't just do that ad hoc with the plan. That's gotta be done so that it ties in with the other things that are happening. (Dennis 17/11/89)

I like to be organized. I like to know what I'm doing and I like to have it planned and I like to have it on paper. And everything, as far as I'm concerned, has to be planned and she [Beryl] was the same way. (Vonne 22/2/90)

Having A Vision

A characteristic, which began to emerge was that the leadership had a vision or a long-range plan to accomplish something that would benefit the school. Some of the participants, in their own way, indicated that over the last ten years, it had been their own vision of what might be possible that had guided their actions. Some of the examples of this included:

Outside of the school, I feel that Brian Cambourne had a very significant influence because we were really looking at the whole issue of the way we teach language, particularly with non-English speaking background children. As you know, it can be quite demanding and back in the early 80's, there was a group of us who were very interested in perhaps looking at other ways of teaching language ... I know that I went to a couple of conferences where I heard him speak. And it was almost, I guess, the penny dropped. Because, when he presented his model, it was a way I guess of pulling together a lot of things that we'd been trialling and experimenting with. But it gave us a conceptual framework that we could then use in the school setting. (Beryl 11/10/89)
About three years ago, I could see that we needed some sort of direction, some sort of ultimate goal to work for and that's why I set up those six learning areas. At the time it sounded absolutely impossible that this could be done. ... the people who were involved said, "It can't be done. It's just too big a job. But now we've got some sort of direction ... It's interesting that those six elements we determined ourselves some four years ago, are the ones now that the State government through Metherall, has come up and identified almost precisely in the same areas. (Roy 11/4/90)

When Vonne left, Roy said, "She's the only person I've ever known in education who not only could see the end product of where we were going, but she could also see how to get there". And that is important. ... And that's the vision that's kept the school going. He still knows where he is going, don't worry about that. Dennis knows where he's going, but Dennis is getting there a different way. (Mick 8/3/90)

Because, I think that whatever the school's like when you go in, what you make of it is up to you. Especially in this position. [Deputy Principal] You've got the opportunity to make changes and so if something is occurring in the school or there's some procedures in the school that really you're not fussed on, you're in a position to really do something about it. (Dennis 17/11/89)

**Creative Problem Solving**

This characteristic process has occupied the staff and the leaders since 1979. The early problems had to be identified and solutions suggested and tried. It is a strategy with which the entire staff is very familiar. Some of the examples of people using creative problem solving follow:

When we were having difficulties with people thinking infants-primary, one thing that Roy did was put an infants grade in the same building with a primary grade and shifted it over so that you couldn't say all the infants classes were over there and all the primary classes were over here. There was that mixture. (Vonne 22/2/90)
... I was concerned about the quality of some of the activities that were happening in the school and felt there was too much emphasis as there were in most schools on the good sports children and not enough variety and quality of activity ... given to the kids left behind. And I mentioned some of my concerns to Roy and he sort of said, "Well, go out and find people who are interested and do something about it." And I'd never done anything of that nature before in my life, but I talked first to grade three ... and we decided way back then to drop out of normal school sport and develop a year three program so that children were competing against themselves and not all the children. ... Gradually the idea behind it spread to the whole school and children spent more and more time learning more modern sports and they became involved in Aussie Sports ... (Lynne 17/11/89)

Vonne explained how she thought of a way to solve a problem with the curtain project in 1980:

I think I might have been the one that thought of it. Because what annoyed me was that we had an assembly hall there which was just so drab, it was place where they had a big press and kept all the lost property etcetera and up until that stage I had never been and I am not now in a school that has an assembly hall and yet they were not using it. So I wanted to create a stimulating learning environment which could be used as part of the total school and that was the reason for it. (22/2/90)

Taking Risks

Roy's background before he came to Warrawong gave him and the school advantages. It was said that he "knew the system and how to play it." He had worked in the Regional Director's office as his assistant for two years prior to the Warrawong appointment and it gave him not only the necessary knowledge and skills that other principals might not have, but it gave him the confidence to push for important things when it was necessary. Two examples, from several, illustrate this characteristic:

Well, he had worked with Brian Gillette, evidently. And he knew ways to get things done. He knew what the finances were. So if
something had to be done and it was a little bit slow in going on, Roy did know that look you could go in that certain direction and these channels and you could make things work. So that was a special favour for us. But, I guess there are principals around who are given this information, but whether they want to act on it or not is another thing. But Roy just knew who to see and who to ring up and you know, say, "Look, let's get this out of the way because I know you can do it or I know the Department's got the money or whatever. (Nyla 8/3/90)

Interviewer: And what about the flexible use of the the ESL teachers too? Has that had quite the same impact? [as the DSP released person]

Roy: Oh, yes. It was contrary to policy to and ... it's not contrary to policy any more because they've changed policy. They've changed policy because of what we did. The State policy is now different. ... because we did use our ESL staff flexibly, we were able to just ease the pressure on class sizes. (11/4/90)

A PROFESSIONAL DEVELOPMENT MODEL

The school structures that were set up for effective professional development were considered to be part of a complex interactive relationship with the professional development leaders in the school. Over the decade of the study the structures and the people improved, although they had interacted for success from the first year. The data revealed that all of the school staff placed an emphasis on teaching the children well and developed a core curriculum to accomplish that. The study of professional development revealed that a well planned and well documented professional development curriculum for the school staff had evolved over the decade through the interaction of people at work and structures at work.

The data indicated clearly that teaching and learning were the goals of everyone in the school. Furthermore, it was determined from the data that the central purpose or mission of this "people and structure interaction" was what Barth (1986) calls, "the school as a community of learners". The model that is
AN INTERACTIVE MODEL OF EFFECTIVE PROFESSIONAL DEVELOPMENT

Purpose/Mission: Develop A School As A Community Of Learners

Figure 3

1979

Constrainers

1989

Constrainers

Enablers

Enablers

Enablers

Structures

People

Interaction around the central purpose.
IMPACTS OF THE PROFESSIONAL DEVELOPMENT CURRICULUM

What happened to people and what they say about what happened when they experienced a program, are described as impacts or outcomes by Patton (1980). He considers that the evaluator’s role is to make some tentative links between the program processes and the outcomes.

In this study, the data indicated that although everyone who was interviewed agreed that professional development at the school had positive effects, there had been some negative outcomes during the ten years of change. The positive and negative outcomes were thought of by the researcher as either helping or hindering the person or the school to develop further. The terms "enablers" or "constrainers", coined by Guba and Lincoln (1985), best describe these two kinds of outcomes.

The enablers and constrainers appeared in the data at different times over the ten years, and some have accumulated and can still be seen in the present. Their positions in the model (Figure 3) are not meant to indicate specific times but simply their appearance at intervals over the decade.

At Warrawong, an enabler led to other enablers, so each one could be considered both an outcome and an influence. A constraint often arose because of differences in values or personalities. Sometimes a problem arose when there was an insensitivity or impatience with the feelings or opinions that were different than those voiced by the majority and/or the leaders. This caused a problem which had to be solved in some way. The terms "exit, voice, loyalty", borrowed from Hirschman (1970), summarizes well the options that people took during these problem periods. Solving the problem, helped the school move on and this sometimes developed the skills and knowledge of the staff even more.

Kemmis' idea of a "self-critical community" (1982), determined how these enablers and constrainers could best be described in this report. The staff of the school are aware of their successes and also the problems they have shared. The length of time at the school determines how much of this history is known. All of the staff are aware of the positive impacts that have accumulated up to the present, but may not know of some of the successes that were noted at specific times over the ten years. However, the issues and
problems that appear today are much less obvious to the staff, compared to those during the early years of the school's change efforts.

The enablers and constrainers that emerged from the data have been summarized in the next section. These have been presented to the staff for their consideration.

**Enablers**

There have been many enablers that emerged from the data. They fall into the following categories: staff, children, environment, and curriculum development and documentation.

**Staff**

Staff:

- have a commitment to their own and other teachers' professional development
- are continually challenged to learn and do well
- have had an increase in knowledge and skills

1. as classroom teachers
   - have knowledge of learning theory and practice
   - can develop and implement programs
   - can and do have professional conversations regularly

2. as teacher leaders
   - are able to plan
   - are creative problem solvers
   - can recognize needs
   - can communicate well
   - can build rapport
   - are able to give input at meetings, workshops, and conferences
• are willing to share with visitors, at school meetings, and informally with others on staff

• are seen as knowledgeable

• are seconded by Region and State

• have an ongoing professional relationship with the local university

• are stimulated, challenged, and rewarded by visitors and students who come often from the area and overseas

• maintain a warm, supportive, professional atmosphere in the school

• have confidence in their own beliefs, knowledge and practices

• can recognize development and expertise in each other and respect this

• have developed as a close, effective team

• maintain a busy and productive environment

**Children**

**Children:**

• are well behaved with only rare behavior problems

• seem happy and content to visitors and staff

• communicate well with adults and each other on a variety of topics

• performed well on newly instituted standardized test

**Environment**

• The school grounds look lovely and have won awards.
**Curriculum Documents**

The development and implementation of a school-based curriculum has produced documents that:

- are considered excellent
- are shared with others
- are used regularly
- are changed to meet the needs of the teachers and to reflect growing knowledge and State thrusts
- are taken to new schools
- are being sold to interested educators

**Constrainers**

Constrainers emerged from within the following categories: curriculum development and programming, school organization, expectations and responsibilities, reputation in the Region, and "life after Warrawong?" (leaving the school).

**Curriculum Development And Programming**

- people have varying responses to the expectation they should program in a specific way and to teach what the others on the grade are teaching
- the use of the Thematic Sequence has some flexibility but this is not discussed openly
- the documentation has been very involved and has required the time and patience of many people over the years
- some documentation seems to always be "in process" and people are looking forward to having it done
* the curriculum is also in process and has been responding to the needs of the school but each time there is a change, more work is required

* the school may have to rethink curriculum implementation with the trend in the State to more prescriptive documents

**Team Building**

* conflict was openly expressed at staff meetings in the early days

* in the early days there were groups formed and identified with the two departments or with the innovators and the "keep things the same" group

* some people like to work independently and find the team approach uncomfortable

* the expertise, confidence, and orientation to action of the school staff is known by new people or noticed as soon as they arrive and this can be overwhelming at first

* it takes time for new people to adjust to and find a role in the school and for the school to accept them, especially if the person does not seem to value what has been done or makes suggestions for change too soon

* new people have to "prove themselves", especially if they are interested in being leaders in the school

* support, recognition, and feedback on work needs to be available to everybody in the school equally, even the executive who spend time supporting others

**School Organization**

* the extended executive challenges tradition and is seen as giving special status and responsibilities to some people who aren't "entitled" to it
Expectations and Responsibilities

• things are too busy at times for some people

• long-range planning is helpful so that people can see a reasonable pace for a change and the work that is going to accompany it

• there is a continual struggle to balance the interests and responsibilities of teaching and with those outside the school

Reputation In The Region

• the school has a high profile and draws both compliments and criticisms from educators in the area

Life After Warrawong?

• people become so close to each other and comfortable with the school and all that is offered that many are reluctant to move on

• some people think that the people and structures that Warrawong has are not available in other schools

• some people think it would be too difficult to move on

• people with talent as teacher leaders and teachers are not sharing their expertise in other places

• people are not finding out how things are done in other schools

• when people leave, they take the knowledge, skills, and practices they learned at Warrawong and apply them in other schools or positions, but this has to be done with caution in some new contexts

• when some people leave, they look for the kind of structures and people they left behind and if they are not at the new location, they begin to build a version of the "Warrawong interaction" as teacher leaders and change agents
Life After Warrawong: Samples From Data

Alix: You also take with you an understanding of how to go about things. Well, I think I have... I mean I've been very quiet and haven't said very much in terms of a school-based thing. ... There's a couple of things I think I could offer like wet weather. There's nothing set... I mean it's getting teachers all frenzied as to what happens in wet weather and it's just a lack, a complete lack of communication from the top down as to, when it's wet weather, who decides it's wet weather, who decides what's happening when it's wet weather. They're very simple things but they do mean a lot when you're with kids.

Interviewer: That seems like administrative thinking, not classroom teacher thinking?

Alix: Well, we were made to think we were more than classroom teachers, I think. We felt that we had an input... ... We were thought of as professional teachers. (Alix 10/4/90)

You know, professional development, I've got most of it from within the school and from my colleagues. The co-researching I did with Di worked extremely well because, I think, because it supported my theories of learning, in that we were problem solving. We were chasing answers. We were looking. And it was totally and utterly positive. You know, I'm working here with a couple of people on, just on maths. What do people need to know in maths? I'm just being very specific. I want a very specific answer. What do you need to help you teach maths better? You know, what is lacking? All that means first of all is that they don't know what's out there. We had a bit of a talk. What is out there? So then the three of us who are sort of getting organized on it, we thought, well how can we find out what's out there. So we're working our plan of action. (Mick 8/3/90)

Chapter 4 has explained the results of the analysis of the data collected at Warrawong Primary School. The professional development curriculum has
been outlined and aspects of it have been highlighted. The processes that were found to run across the professional development activities and events were explained through the use of the interview data. The next chapter relates the findings to the original research questions, makes summary statements about the grounded theory that emerged, and invites further research.
CHAPTER 5
CONCLUSIONS:
A GROUNDED THEORY OF PROFESSIONAL DEVELOPMENT AT WARRAWONG

The purpose of this study was to evaluate professional development at one Australian primary school over the decade 1979 to 1989. Two levels of questions were considered. The first was the descriptive question, what happened in professional development? The second level questions were evaluative and analytical: was the professional development successful and if so, why? The methodology used was influenced by more than one research tradition within the qualitative paradigm. The study was an evaluation that had elements of ethnography and historical inquiry. Former and present members of Warrawong Primary School were interviewed about professional development and change at the school over the last ten years. Additional data was collected through participant observation and artifact collection.

To answer the question, what happened?, an historic reconstruction of the decade and the research year was developed. Timelines were used to outline the professional development curriculum that had been created by the school over the period of study. From the variety of professional development events and activities that emerged from the data, several were highlighted each year. These events were considered important by the participants. Connections could often be seen over time from one year to the next and from the early years to the present. Specific examples of these connections were: the curtain project (the first joint kinder to grade six project), the development of the major integrated curriculum documents, and organizational decisions such as the use of the DSP differential to release a teacher and the flexible use of ESL teachers.

The answers to the second level questions that came out of the analysis and evaluation can be summarized in the following statements about professional development and change at Warrawong.

- Professional development had a purpose that was directly linked to change in the form of curriculum development and implementation.
• The school was structured and organized to facilitate, support, and encourage professional development and school improvement through the use of people, resources, and the specific resource of time.

• The staff of the school believed that effective professional development and school improvement are important.

• Effective professional development evolved through a complex interaction of school structures and school people.

• Specific processes were identified operating within and across the school structures and school people at work. The processes were: targeting people, developing ownership, communicating information, developing supportive relationships, responding to and meeting needs, placing expectations and giving responsibility, and planning and documenting plans.

• Three additional processes were identified in the beliefs, knowledge and skills, and the practices of the professional development leaders. These processes were: having a vision, being creative problem solvers, and taking risks.

• The process of developing an effective classroom curriculum for the children led to the development of an effective curriculum for the teachers; a curriculum for professional development.

• The central purpose or mission of the people-structure interaction was identified as developing "a school as a community of learners". (Barth 1986)

• The impact of the professional development curriculum was manifested in several enablers and constrainers that appeared at different times over the eleven years and also accumulated into the present.

This report on the research has documented the complexity of one school's effective professional development and school improvement efforts.
The enablers and constrainers that were identified, highlighted not only the school's successes with professional development, but some of the problems and "messiness". Lieberman and Miller (1984) write that the real stories of school improvement have this messiness and an "idosyncratic nature". Some of this nature at one school has been documented.

Sarason (1982) notes that the work of Murnane has pointed out a bias to reporting success stories.

"... in writing up what happened [during school change], the power struggles always associated with institutional change are either forgotten or slighted. "Success stories" are written up long after the change was initiated and although it is understandable that early struggles and issues can lose their intensity and salience, it nevertheless can give an incomplete and distorted explanation of the outcomes." (Sarason 1982, p.59)

Although the findings of this study do not document in detail, the constrainers that caused problems in the school's history, their presence and some of the general causes have been noted.

The findings from this study support many of the other ideas found in the literature on change and professional development. Little (1981) makes two points that were confirmed in this research. The roles of the people and the interactions in the school affected innovation and change and the professional development of the staff was closely related to organizational change and improvement.

Many of the characteristics of successful professional development were found at Warrawong. The processes that were part of the professional development activities and events related closely to the school-focused influences noted in the review of the literature. These school-focused influences were: effective shared leadership, teacher empowerment, collaboration and collegiality, and teachers as researchers.

The school structures and formal roles of teachers at Warrawong, which have been influenced by the educational environment of the country and State, are different from those in other countries. The school organization and
career paths that are part of this environment, are worth considering and comparing with the roles and structures in other Australian States and overseas. In addition, at Warrawong they went beyond the basic structure in every New South Wale's school, developing effective and unique organizational structures and making available alternative career options for classroom teachers. Through the creative and purposeful use of people and school structures, teachers were given formal and informal learning opportunities.

A strong school identity and culture evolved which allowed the school to maintain a focus on "the school as a community of learners" in spite of their position in a "nested system" (Smith et. al. 1987) of political and educational change at the Commonwealth and State level. The staff has kept a positive view of teaching as a career during a time of industrial disputes and low morale in the State and country. Warrawong's supportive and rewarding people-structure interaction was found to have influenced this view.

Barth's (1987) vision of a school as "a community of leaders" has been realized at Warrawong after eleven years of focused and well planned professional development. Through the complex interaction of school personnel and school structures cycling around a central purpose, a core group of leaders in 1979 has grown to become a staff of potential leaders in 1989.

Suggestions For Further Research

This documentation and evaluation of one school's professional development invites other studies. More research is needed on the complexity of the school as a work place, a culture, and a site of change efforts. Schools that are successfully or unsuccessfully attempting to become communities of learners and leaders need to be studied and described. This study is but one of the many studies that can help educators with a global view and a focused school-based view of change.

There are issues related to gender and power in educational settings that are in need of investigation and were beyond the scope of this research. Research within the third paradigm of critical theory on these and other issues in education and school culture is left for the future.
For the present, this study documents the interaction at one school. Many others are possible and could be equally effective. It would be of interest to compare this study with others.

"No one study provides a complete or entirely accurate account, there are no concepts or models employed that cannot be refined or made more widely available by contrast and comparison between studies. (Ball 1983, p.152)

Researcher Reaction During The Inquiry

I came to Warrawong Primary School as a stranger from overseas. However, I was a teacher and I found many similarities between the work experiences of the Warrawong teachers and mine. I was made to feel welcome by everyone at the school, in spite of the fact that the research focus was on evaluation.

As a researcher, I was very aware that the different interest groups in the school and beyond had opinions about professional and organizational development at the school. I decided it was important to make it clear that the school had been successful but not without costs. I learned that the people who have worked together to create the Warrawong of today, have very strong memories, both pleasant and painful. The many visitors and university co-researchers at the school have helped the participants develop a strong consciousness of their shared history.

This was a new culture for me and through my research at Warrawong, I became aware of the uniquely Australian concept of "the tall poppy". In Australia, "tall poppies" are cut down. Warrawong and its staff are seen as tall poppies by some people in the area and as a researcher there, I began to be identified with them and treated as a tall poppy as well.

When I began the research, I had some doubts about the school's reputation and my first impressions of "excellence". Could the school really be this good? As I continued the research, I came to understand my teaching colleagues and what was excellent about them and their school. I also began to identify with them when they were criticized. I made a specific point of monitoring these doubts and this identification, and hope that I have told the story of all of the people at Warrawong, past and present, in a balanced and fair way.
Concluding Remarks

The final word on the use of the Warrawong interaction as a possible "map" to guide us toward improved schools, as suggested by Lieberman and Miller (1984), is given by one of the participants.

Well it's impossible to try and mimic something that's done in another situation and say, well, do this because it worked here. That doesn't necessarily work at all because you have to consider the thoughts of the people you have working within your group and you also have to consider, not only the needs of the people but also who you have. So it's impossible to say, they did this here at this school, this is now a recipe for staff development everywhere else. ... Take from it what you can because no situation would be exactly the same as this because of the environment, the location, the personality, the personnel, the sort of strengths and weaknesses that you have here, and say, "Well, this worked for these people under these circumstances. Can you take anything from that?" (Maxine 30/3/90)
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Centre For Studies In Literacy. (1988) New South Wales *Evaluation Of The Early Literacy Inservice Course*.


Fullan, M. (1979). "School Focused In-Service Education In Canada", case study paper for Centre For Educational Research and Innovation, Toronto


## CURRENT CURRICULUM DOCUMENTS: CLASSIFICATION AND DATE OF PUBLICATION

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<th>CURRICULUM STATEMENTS</th>
<th>SUPPORT DOCUMENTS</th>
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<td><strong>Characteristics</strong>&lt;br&gt;• mandatory for all primary schools&lt;br&gt;• mandatory for secondary schools where &quot;subject&quot; required (core) or offered (elective)&lt;br&gt;• knowledge, skills, attitudes&lt;br&gt;• educational experiences&lt;br&gt;• specific subject</td>
<td><strong>Characteristics</strong>&lt;br&gt;• part mandatory, part optional&lt;br&gt;• knowledge, skills attitudes&lt;br&gt;• educational experiences&lt;br&gt;• across the curriculum&lt;br&gt;• for all schools or for specific populations where offered</td>
<td><strong>Characteristics</strong>&lt;br&gt;• optional&lt;br&gt;• strong advice on educational experiences and content&lt;br&gt;• for all schools where offered</td>
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SUPERVISION AND ORGANISATION POLICY
1989

PRINCIPAL - R. WILLIAMS
R. COWAN
D. DAL SANTO
D. YARROW
W. THOMAS
M. GREEN
V. MOSES
B. DAVIES

DEPUTY PRINCIPAL - D. YARROW
J. SHAW
A. SINGLETON
L. LANGBIEN
R. HARJU
N. SIMMS

ASSISTANT PRINCIPAL - R. COWAN
L. RUSSO
G. SHANAHAN
F. FLANNERY
K. JONES

ASSISTANT PRINCIPAL - W. THOMAS
A. MUNGOVAN
J. GEORGIOU
C. HASTINGS
K. PRENZEL

EXECUTIVE TEACHER
K. PRENZEL
F. MCKAY
J. O' SHANNESSY

EXECUTIVE TEACHER
J. SHAW
R. COWAN
J. WILKINS

GRADE CO-ORDINATOR
V. MOSES
P. WALKER
A. BARBER

GRADE CO-ORDINATOR
M. GREEN
M. SCHMICH
J. EDWARDS

GRADE CO-ORDINATOR
N. SIMMS
M. MARTINEZ
M. CORTIS-JONES

RESOURCE - D. DAL SANTO
A. PHELPS
V. KEBAKOVSKA
GRADE CO-ORDINATING SUPPORT STRUCTURE

GRADE CO-ORDINATORS K-6

* PASTORAL CARE OF GRADE
  △ DEVELOPMENT OF POSITIVE RELATIONSHIPS
  △ MANAGEMENT OF PROBLEMS/CONCERNS

* PROVIDE SUPPORT IN:
  △ PLANNING
  △ PROGRAMMING
  △ IMPLEMENTATION
  △ EVALUATION

* COMMUNICATION AND CLARIFICATION OF SCHOOL POLICY AND ORGANISATION

* CO-ORDINATION OF GRADE PROGRAMS

* COMMUNICATION LINK WITH EXECUTIVE

CONSULTATION WITH CO-ORDINATOR FOR EXECUTIVE DEVELOPMENT
SCHOOL COMMITTEES
MATHEMATICS
LANGUAGE
RELATED ARTS
STUDENT WELFARE
ENVIRONMENT
FINANCE
DISADVANTAGED SCHOOLS
FEDERATION
SOCIAL

IDENTIFICATION OF NEEDS - STAFF SURVEY

ESTABLISHMENT OF PRIORITIES AT COMMITTEE LEVEL

ORGANISATION OF STRATEGIES FOR -
△ FORMULATION
△ IMPLEMENTATION
△ EVALUATION

REPORTING AT EXECUTIVE COMMITTEE LEVEL

REPORTING AT STAFF MEETING LEVEL

COMMITTEE
△ AMENDMENT
△ REFINEMENT
△ ADOPTION
△ FURTHER REFINEMENT

COMMUNICATION WITH PARENT BODY
STAFF/CURRICULUM DEVELOPMENT

1979
Development of Subject Curricula.

1980
Development of Teaching Strategies.

1981
Need for development of Integrated Approach.

1982
Development of Integrated Curriculum
GEBIL trialling and redrafting

1983
LANGUAGE DEVELOPMENT

1985
Aboriginal Education
Health and Physical Education

1986
REVISION OF THEMATIC SEQUENCE

1987
Mathematics

1988
REVISION OF GEBIL incl. THEMATIC SEQUENCE.

1989

Social Studies
Language
Mathematics
Science

Inquiry Teaching Across the Curriculum
Music, Related Arts Workshops

Workshops, teacher development and attitude change.

Assistance from Regional Resources

GEBIL published

Writing
Spelling
Writing Evaluation
Language Lab
Reading
Whole Language

Mass Media Education

Computer Education

Environmental Education Perspectives

Language - incl. Register Study Literature
Handwriting
Spelling
Related Arts
### Possible Informants to Interview

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SECOND INTERVIEW WITH ROY WILLIAMS  April 10, 1990
Warrawong Primary School  Project # 4

What did you know about Warrawong before you came here?

Why did you take this school?

What were your plans for the school and your career before you arrived at the school?

After a few months at the school, what ideas did you have for the school?

The data indicates that you felt that the school would benefit from having Rhyce and Vonne and made that clear to the staff. Why did you think so even at the very beginning?

When did the extended executive start? Why? What do you think has been the result?


What have you done to assist with professional development generally?

There are some staff who have been here a long time. What have you done with a some specific people that you're proud of?

What impresses you in a staff member?

How do you know who to encourage? How? When?

The data seems to be indicating that it is difficult for you to lose staff members? What do you think of this?

The data seems to indicate that new people are somewhat overwhelmed and discouraged when they first arrive. What do you think of this?

How long does it take for you to understand what kind of a new staff member you have?
How are new people introduced to the school? What do you do personally with a new person?

What level of involvement in school activities is expected of teachers? Executive?

How is this expectation explained to the staff?

What is expected related to a person's professional development? How is this made clear? How is it supported?

Should all people on staff be given similar opportunities to be involved in activities that would develop them professionally? Given satisfaction in other ways to increase their self esteem?

It seems from the data that there have not been any programs or professional development activities that have failed, but there have been some people that just haven't been turned on. Why do you think this is? What has been done about it?

Do you think there is a difference between the response of male and female teachers to professional development opportunities?

Reading of the data indicates that there were cycles or rhythms over the last ten years. Would you agree? What do you think have caused these?

Some people might think it would be difficult working in a school like this. How would you respond to such people?

What have you learned from the last ten years here?

If you went to a new school, what would you do first?

What advice would you give the Americans?
Appendix ix

Evaluation of Professional Development over A Decade/One School

Interview Transcripts - 14

Descriptors
- Structures
- Activities
- Events

Concerns - Hates of Interest

Impact
- Specific Times 1974-89
- Cumulative 1974

Curriculum Development
- Implementing

Exemplary People
- Change Agents
- Beliefs
- Knowledge
- Skills

General, Executive, Qualities
- Teachers
- Support

Planning ACCORDing
- Recognition

Esoteric model of professional development in action at one school over a decade

General statements that come from model

Grounded Theory

Interactive model of professional development in action at one school over a decade.
## Matrix For Data Analysis (Reduced)

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## Matrix For Data Analysis (Reduced)

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