

CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In a rapidly changing world, the pattern of permanence is challenged, and new educational patterns may well emerge which prove far more adaptable, far more dynamic than any we have yet conceived.

(Middleton, 1979, p. 15)

This study set out to develop and justify an interactive model for curriculum development. It attempted to identify the conditions required for its implementation and to examine the feasibility of implementation in a specific context - the N.S.W. secondary school system. Interactive curriculum development was defined as a social process of decision making in a group context, consisting of teachers and students sharing in the planning, implementation, and evaluation of the curriculum.

Two sets of factors provided the incentive for undertaking the study. One of these was the reported dissatisfaction and alienation of many students from aspects of contemporary schooling and their evident exclusion from decision making about their education. The other set of factors included changes in public attitudes and values towards support for the decentralization of the administration and control of social and educational institutions, and support for wider public participation in decision making. A more hidden motive was an optimistic belief that social and institutional changes can be affected and that education is a contributing factor.

The study was characterized as curriculum research, focusing on curriculum development and justification and including a theoretical and a practical component.

The theoretical component was the focus of Chapters II, III and IV. Chapter II included a description of the interactive model in terms of its essential components, the decision making processes and the students' and the teachers' roles. Curriculum development was defined as a group task and group decision making was perceived as central to the process. The chapter also argued for the gradual implementation of the model based on the development of the appropriate knowledge, skills and attitudes among the participants.

A theoretical framework for justifying the interactive model was developed in Chapter III. Basic assumptions and values which could underpin the model, about adolescents and their development, knowledge and the learning process, the teachers' role and the learning environment, and the aims of education, were identified. Their relationship and orientation to a wider theoretical framework were indicated. Links between personal development and participation in interactive curriculum development were also indicated. Identification of the orientations yielded a theoretical framework consisting of arguments drawn from moral philosophy, existential phenomenology, Dewey's pragmatic theory, humanistic and developmental psychology, Marxist social theory, and phenomenological sociology.

Chapter IV completed the theoretical portion of the study by comparing and contrasting the interactive model with other models of curriculum development. The analysis focused on the procedures used in development, the location of decision making, the identity of the participants and the nature of the outcomes in terms of types of curriculum designs. The chapter tried to show that decisions about the curriculum were not just logical

or technical but based upon beliefs, values and assumptions which were problematic and ideological and curriculum development models were linked with specific human interests. The interactive model was shown to be most closely related to school-based curriculum development and could be supported by arguments in favour of decentralization of decision making in the educational system and greater autonomy at the school level.

The theoretical framework developed affirmed the intrinsic value of students as persons, the moral obligation of teachers to treat them respectfully, and personal development as the aim of education. It also emphasized the psychological importance of choice and participation in decision making, and the importance of democratic processes and structures for the development of a sense of identity, and for cognitive, emotional, moral and social development. The active role of the teacher in all aspects of curriculum development and in giving effective help was emphasized and the collaborative nature of the decision-making process was stressed.

Chapters V, VI and VII comprised the practical component of the study. Chapter V focused on identifying the general conditions required for implementing the interactive model whereas Chapters VI and VII focused on the feasibility of implementation in the N.S.W. system.

The appropriate conditions were described in Chapter V from studies of public alternative schools which had made a deliberate attempt to involve students in curriculum decision making. Analysis of these studies yielded information on both enabling and inhibiting factors at the system, school, community and classroom levels. These provided a general framework for analyzing the specific N.S.W. context in Chapter VII.

Conditions in N.S.W. did not, on the whole, emerge as favourable for implementation. Even the gradual introduction of the interactive model into a school through its implementation

in one subject area, which was the focus of Chapter VII, may not be easily achievable. Chapter VII examined the conditions and changes required for implementing the model in literature study, which may be conceptualized in terms of student participation as the chapter illustrated. The emphasis in the proposed approach was on personal development in terms of self-expression through interpretive and creative expressive activity, not on knowledge of critical literary theory or transmission of culture. Although the chapter did not include consideration of implementation in other subject areas, it clearly indicated the nature of the task before those wishing to incorporate student participation in the context of other subject areas.

One should, however, be prepared for difficulties if implementation is to be in one subject area rather than across the school. The changes in roles, attitudes, and expectations required of students and teachers are radical and complex as Chapters V and VII indicated. Such changes depend on the availability of reinforcement from a consistently supportive environment. If implementation is to occur in one subject area and is to involve only the teachers of this subject, then differences among teachers in their expectations and treatment of students may make it difficult to facilitate the development of desired changes. Students' experiences with the interactive model may influence their expectations of teachers in other subject areas and other teachers may not be prepared to extend the same degree of participation to students. Such differences may create conflict and the introduction of the interactive model may come to be regarded as a threat to the existing level of peace and order. Misunderstandings are more likely to occur and the discontinuities in experience from one subject area to the next may lead to dissatisfaction among teachers and students alike. Therefore gradual school-based implementation may be more successful than subject-based.

In spite of these potential difficulties implementation should be possible if some changes are made at the system and at the school level.

Changes are required in the structure of the N.S.W. system in order to redistribute power and responsibilities between the central administration and schools and to provide greater autonomy to schools. This would be achieved by legislation redefining the roles and responsibilities of the central department, the regional offices, and the schools. The role and responsibilities of the centre would have to be changed from its currently controlling, directing, evaluating function (through mandatory policies, examinations, control of staffing and allocation of resources) to a facilitating, servicing, supporting function. In the former role the relationship of the central office and schools is a dominant-dependent one, whereas in the latter, the central office supports and services initiatives emanating from the schools. Its new role could include provision of resources, technical services and ancillary staff; support for school-based and interactive curriculum development by providing consultants and inservice programs; mediation of internal conflicts and arbitration in disputes; and protection of the civil liberties and legal rights of students, teachers, and parents.

Regional offices could fulfil a temporary role as a substitute for the central office during a transition to local school autonomy. However, the regional office will only be a replacement of the central authority, merely located closer to the school, unless the region is responsible to a democratically elected regional board or representative council which includes teachers, students and parents. Alternatively, the regional office could serve a co-ordinating or linking function between schools.

Legislation would also be required to provide schools with the legal and administrative authority to formulate their own goals and priorities, to hire staff, to determine work loads and the school's timetable, to control their own budgets and to allocate the funds provided according to their own priorities.

Accountability for the proper use of funds could flow horizontally, rather than vertically, to the regional, democratically elected board or council, and to the school's elected council, thus flattening out the system's hierarchical structure and the dependency and subordination of teachers to the central department. Such a change may release the creative energy of teachers, as they move into responsible, active roles. Policy decision making within the school should be the responsibility of an elected board, as in the A.C.T., and not the prerogative of the principal.

Legislation to ensure and protect the rights of students and to provide for their representation on school, regional and state organizations, such as the Education Commission (on which they are currently not represented), would be needed. Legislation cannot ensure the provision of personal relationships between teachers and students, which is crucial in the operation of the interactive model, but it can accord students higher status and also legitimize their roles.

Government support is also needed for the establishment of smaller schools, a greater diversity of schools and for innovation in existing schools. Small schools (less than three hundred students) allow more participation, reduce impersonal formalism and lack of personal contacts, and allow teachers to work with individuals not just groups. However, the establishment of small schools would need more financial support from government if the human and material resources available to larger institutions are to be also available to smaller ones.

A diversity in schools is needed to enable students to choose the school which most satisfies their needs and aspirations. Reynolds et al. (1976) maintain that "Choice is meaningful to the extent that there are alternatives from which to choose" (p. 2). There will be some individuals who prefer to follow conventional programs and they should have the option to

proceed in this way. However, currently there are few options available within the state school system for those who desire to take a more active part in designing their own educational programs.

Diversity in forms of schooling is valuable for a number of other reasons. The existence of both conventional schools and those implementing the interactive model, and hence alternatives, would produce a dialectical relationship (Fenstermacher, 1975). The conventional school would serve as a thesis and the alternative as an antithesis. The synthesis of the two may be some "mix of formal and informal methods that has not yet been clearly enough defined or widely enough implemented to produce positive results" (Swidler, 1979, p. 140). The replacement of conventional schools by alternatives would eliminate the tension between the two forces and perhaps foreclose the development of new forms. While the complexity of the system supporting a diversity of schools may increase, the drawbacks of organizational complexity are balanced by increased responsiveness of schools to students and their parents, leading to greater individual satisfaction.

The establishment of some alternative schools implementing the interactive model may be a better strategy for change than systemic reform to meet the needs of all students and parents, as was the intention of comprehensive schools. The establishment of a number of alternative schools requires less planning and development than major systemic reform (Smith, 1974). The schools can go into operation in a shorter period of time and thus have more immediate impact as exemplars or laboratory schools. Only those who select to attend would do so, therefore the change would not be threatening. The conventional school would still be available if, for some, the alternative proved to be inappropriate. The risk involved is therefore low. Because a choice is available in the system, commitment to both the alternative and the conventional school

may be increased since there is more loyalty to that which is chosen voluntarily than to that which is compulsory.

Support is needed for teachers in conventional schools wishing to try out or experiment with new structures. Time or financial incentive is needed for experimental work which should not be an additional task of teachers beyond routine teaching. Experimentation would be more likely if schools had the freedom to recruit staff who favour innovative practices.

Changes are needed in the pre- and inservice training of teachers so that programs are available to help teachers develop communication skills, understanding of group processes and decision-making skills, and skills to enable them to negotiate and collaborate with students. There is no evidence to suggest that teachers in N.S.W. have the opportunity to develop these skills in the context of their tertiary education. Also, few teachers have the opportunity to participate in planning their own academic programs and so acquire some experience of participating in such decision making.

The teachers' concept of professionalism should not be equated with competence to teach in just one or two subject areas. If the interactive model is implemented, students' projects may not fall within the boundary of the teacher's disciplines, putting her in a position where she is obligated to help a student where she does not have competence according to traditional criteria. A new definition of professional behaviour is required which accommodates participatory competence and includes a wider, general education supported by team teaching or much closer working relationships among teachers in schools.

Schools would need to develop better communication and better relationships with their communities, for the implementation of the interactive model would require extensive community

support. The onus would be on the school to take the initiative to inform parents of the proposed change and its implications, and to win their support. For example, community education is required on alternatives to external examinations, and on the implications of the latter for the curriculum content, teaching practice, students' attitudes, and their personal development. A lack of public confidence in schools is linked with poor communication between schools and their communities. Baumgart's (1979) study shows that many people know little or nothing about what goes on in schools and are thus expressing opinions in ignorance. Also for many, their source of information is mainly the pupils which suggests that schools should ensure that pupils in schools have discussed and correctly understood the policies advocated by the school. This is more likely to be the case if there is greater pupil participation in schools in decision making. Also, communication and understanding would be improved if schools made a greater effort to communicate more directly with all parents. Communication with the wider public, through the media of newspapers, radio, and television, could also be improved, since Baumgart's study shows that the mass media are not perceived by the public as important sources of information about schools.

If the interactive model is to be implemented, parents would have to approve the expenditure of large amounts of school time on curriculum decision making, and consequently, less coverage of subject matter content. Students are also likely to have a project orientation leading them out of the classroom into the community, which would also require parental approval and community support. Thus the interactive model opens up the school and creates scope for influencing the educational process by people formerly not in a position to do so. It also means that teachers would have to negotiate with parents and citizens, not just students.

Implementation of the interactive model would require regular contact by the parents with the school. Parents would

have to ascertain the progress of their children substantively - that is, by what they were actually doing, not through test scores and grades. The teacher's task then would be to negotiate with parents "and to expand their understanding of what can be" (Collins, 1982, p. 22). This would require changes in the attitudes of teachers towards parents, to regard them as partners and allies in the education of adolescents and not as adversaries.

There is scope for further research in this area. This could include empirical studies of small scale implementation projects in different subject areas; examining the possibility of implementation in contexts other than N.S.W., such as Queensland, where external examinations have been abolished; or at the primary or tertiary levels. Other studies could examine the scope for implementing the model in other subject areas, particularly in those with strong boundaries.

The N.S.W. system could be studied from the perspective of the factors which contribute to its stability and capacity to withstand pressures for change. It would be of interest to examine to what extent teachers enter the N.S.W. system because they are favourably disposed to it as it now exists.

The evaluation of participatory models should be studied to identify the criteria appropriate to such evaluation; the benefit students derive from participation; the effect of the model on teachers, and on the decision-making process; the curricular outcomes of the interactive model; and the nature of appropriate training programs for participation. As Richardson (1983) notes, "There is a need for greater information about outcomes, and what people feel about them, in order to understand what participation means in practice" (p. 125).

Finally, study of the economic impact of participatory experiments could be undertaken. Von Moltke (1975) maintains that "There is a general rule that experiments end up increasing

the cost of education" (p. 121), however, he notes that there has not been enough research on their impact to make confident claims about their cost. Comparative studies could also be undertaken on the cost of operating a school implementing the interactive model as opposed to a conventional institution.

The scope of the changes indicated relies on a long term evolutionary process because comprehensive, normative and structural changes are advocated. Existing institutional arrangements, assumptions and values held about teachers' and students' roles and their relationships, the curriculum development process, and worthwhile knowledge would be challenged. Chapters V, VI and VII have shown that the elements of the education system are contingent or interdependent, increasing the complexity of the system and the difficulty of affecting change. Given the noted contradictory trends and pressures in the N.S.W. system - i.e. the relative strength of the pressures to maintain the status quo and to affect change - the provisions for student participation in curriculum development in the near future is poor.

The problems identified in the last three chapters indicate the obstacles in the path of translating the ideal of participation into action. They do not, however, diminish the potential value of the interactive model for personal development. With the growing demand for "lifelong" and "recurrent" education, the significance of an interactive model for the development of educational programs should increase. Also, participation in education is an aspect of a general trend towards the democratization of institutions in the public and private sectors. The concept is not likely to disappear from public discourse. However, the transformation of educational institutions requires the ability to visualize alternatives to what exist and to understand how such alternatives might operate. This study attempted to make a contribution towards these ends in the hope that it would further the realization of participative institutions.

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APPENDIX 1

Categories and subcategories of responses
to literature (adapted from Purves and
Rippere, 1968)

I	<u>Engagement-Involvement</u>	
100	Engagement General	I enjoyed the story.
110	Reaction to Literature	I don't like to read poems.
120	Reaction to Form	The images are so flowery they make the reader want to sneeze.
130	Reaction to Content	I really enjoyed the battle scenes.
II	<u>Perception</u>	
200	Perception General	The story has six characters and many symbols.
210	Perception of Language	The rhythm and diction of Coleridge's "The Ancient Mariner" are consistent throughout the poem.
220	Perception of Literary Devices	There are no metaphors in the story.
230	Perception of Content	The story is about a boy's growing up.
240	Perception of Relation of Technique to Content	Jonas' use of paradox reflects the confused situation in which he finds himself.
250	Perception of Structure	The climax is in the second last paragraph.
260	Perception of Tone	The story is told from the doctor's point of view.
270	Perception of Literary Classification	The novel is a comedy of errors and the characters are the stock characters in Roman comedy.
280	Perception of Contextual Classification	This poem represents a radical departure from the authors' previous works.
III	<u>Interpretation</u>	
300	Interpretation General	I don't know what this story means.
310	Interpretation of Style	Dickens' highly metaphoric style in this scene shows his disdain for the sort of ration- alism represented by Gradgrind.
320	Interpretation of Content	The girls' stubbornness results from fear.
330	Mimetic Interpretation	This story is about both a doctor and his patient and a man and his idea.
340	Typological Interpret	This story is obviously allegorical, the doctor is the U.S., the girl the under- developed nations.
350	Hortatory Interpretation	This story shows the consequence of ignorance.
IV	<u>Evaluation</u>	
400	Evaluation General	This is a good story.
410	Affective Evaluation	This is a beautiful and moving story.
420	Evaluation of Method	Despite its length, the novel holds together well.
430	Evaluation of Author's Vision	This story is easily and immediately believable.