

## CHAPTER 5

### ANALYSIS OF QUESTIONNAIRE DATA

This chapter records and analyses the information given by educators in the questionnaire component of this research project. Access to 50 "key actors" involved in the implementation of Outcome-Based Education (O.B.E.) ideas in New South Wales (N.S.W.) Department of School Education (D.S.E.) was proposed. These educators were working at three different levels of responsibility within the public school system, the Regional office level, the cluster of schools level as Director of Schools and individual schools before March 1995.

#### Participation Rate

Only 19 out of 50 responses were returned. These included 8 from Principals, 3 responses from Deputy Principals or Leading Teachers, 6 from Head Teachers and 2 from teachers. Consequently, the questionnaire component of this research study essentially analyses data about schools, as responses from cluster and regional levels within the D.S.E., though invited, were not received. Thus, the inferences drawn or conclusions made from the questionnaire data need to be cautiously drawn.

As comparative analysis of interview and questionnaire findings is undertaken in the final chapter, the questionnaire statements are identified from Respondent 1 to Respondent 50, retaining the original coding numbers prior to distribution. This will

identify the source of the data. Educators interviewed were numbered from Informant 1 to 16.

Only one response was received from a Principal who preferred that his staff not participate. Unfortunately, access to five educators who had been involved in Spady seminars were not accessible as a result. Seven educators occupying substantive positions at State or cluster level, who were invited to participate chose not to respond, so the questionnaire responses reflect school-based experiences. Nineteen school-based educators did not respond to either the first or the second survey mailing, some apologising for lack of time to participate or promising responses that did not arrive. Nonetheless, the responses that were received provided rich information in regard to experiences, opinions and perceptions about O.B.E. developments in N.S.W. public schools.

### Questionnaire Data Analysis- Research Question 1

**Research Question 1** asked "**How are Outcome-Based Education strategies being implemented in New South Wales public schools?**". The questionnaire was designed to demonstrate how O.B.E. strategies were being used by educators at different levels of responsibility within the D.S.E.

#### Age Range, Gender and Position of Respondents

**Question 1.1** asked respondents '**Please identify your age group**', of which no educators were in the 20-29 age group, only two educators were in the 30-39 age group, ten educators were in the 40-49 age group and seven were in the 50-59 age group. Although this data has no statistical significance, it does point to the aging nature of the

teaching profession, with the average age of a teacher in N.S.W. public schools now in the mid-40's. The figures also suggest that educators who had not accessed O.B.E.-related training courses with Manary, Spady or Glasser's C.T./R.T./Q.M. were the younger staff members, though the questionnaire received very few responses from exclusively classroom teachers. As the names for questionnaire distribution came from conference listings, it is possible that access to specialist forms of O.B.E. training had been unintentionally restricted to educators in promotions positions in the D.S.E. Question 1.3 identified the nature of the positions occupied by Respondents to the questionnaire within the D.S.E.

**Question 1.2** asked "**Please indicate your gender**", of which eight respondents were female and eleven were male. No generalizations can be made on this basis, although it is gratifying to have received a fairly balanced response from the two genders to the questionnaire. All the informants interviewed were male, as the one known female in a substantial position invited to participate in this research delegated the responsibility to a male colleague. No generalizations can be made about these circumstances.

**Question 1.3** asked respondents "**Please indicate your position**" within the N.S.W. D.S.E. From the responses that were received, it appears that very few classroom teachers had access to specialist O.B.E.-related training courses, and the two classroom teachers, who responded to the survey, had attended O.B.E.-related training courses at their own expense and in their own time! Of the other respondents, three were Principals of Secondary schools, one was Principal of a Central school, three were Primary principals, three were Deputy Principals or Leading Teachers and six were Head Teachers. These circumstances suggest that financial resources to attend the O.B.E.-related training courses were either more readily accessible to educators in executive positions, and/or the strategic planning functions of O.B.E. training courses were recognized by the educators choosing to attend the courses. Clarification of the circumstances is given in the discussion of Research Question 4 in this chapter.

## O.B.E. Approaches in N.S.W. Schools

**Question 1:4** asked educators "**Please indicate the length of time you have held this position at your current workplace**". Four out of the seven Principals had been in their current position for six or more years. Five of the educators participating in this study had been in their position for four to five years, and 10 educators had been in their current location for up to three years. Only cautious generalizations can be made on this basis by comparing the answers to 1:4, 1:5 and 1:6. However, the restricted responses to Question 1:5 when compared with the responses for question 1:6 suggest that the educators perceived they were personally and/or collaboratively responsible for significant changes in their schools since their arrival.

**Question 1:5** asked "**Please describe O.B.E. approaches to planning in any area of the school prior to arrival**". Five respondents indicated that some O.B.E. related approaches were in practice before their arrival at the school (Respondents 2,8,13,14 and 50). For example, in one case the Primary school infants reports were already written partially in "outcomes" terms (Respondent 2). In a high school context, Informant 8's school had implemented a unitized vertical curriculum in which criterion-based unit mastery was a feature.

Other responses indicated little evidence of O.B.E. developments existing in their school before their arrival, with Respondent 22 stating, "The school had a traditional 'aims' focus, with a content description in curriculum, and (an O.B.E.) Welfare policy and practice were non-existent". Fourteen responses indicated no O.B.E. approaches, suggesting "little evidence", "not aware of any", "new school" and in one case, no response.

From the responses to the questionnaire received for questions 1:4 and 1:5, it appeared that no O.B.E.- style developments were occurring prior to 1992 in N.S.W. public schools in which Respondents were positioned. This perception is reinforced with knowledge of the distribution of Board of Studies documents and D.S.E.

memorandums, which started to include the term "outcomes" in policy statements predominantly after 1992. For example, the Key Learning Area (K.L.A.) "outcome" documents sent to schools by the Board of Studies (late 1991) included "outcome" statements "added on" to existing syllabuses. These were introduced to schools with no form of training to explain the purpose of an "outcomes" approach. The beginnings of an apparent negative teacher responses to the concept of curriculum "outcomes" can perhaps be traced to this origin.

**Question 1:6** asked **"What O.B.E. approaches have been initiated since your appointment, personally or in collaboration with other staff members"**. Only one response indicated "nil" had occurred, and this was because Respondent 2 was currently on leave and not attached to a particular school. 15 responses gave information which indicated a number of significant developments related to O.B.E. had occurred. Respondent 4 gave comprehensive information suggesting that the school had developed:

Beliefs about children's learning..., consensus agreement by all staff on a set of beliefs, and exit outcomes for all students. (These were) developed by the whole school community, (and a) model developed by the community which aligns all teaching and learning to exit outcomes. All staff are aligning their teaching to exit outcomes. These are the basis of our teaching and "drive" our lessons.

A range of other O.B.E.- style initiatives had occurred in other N.S.W. public schools, one group of responses relating to the teaching dimension. The other group of responses described broader, strategically-oriented activities taking place in their schools, relating to the research dimension of this research study. The responses of the first group included references to Outcome-Based programs (Respondents 6,13,29 and 40), and Outcome-Based assessment and teaching (Respondent 8).

While one negative response was received stating that "O.B.E. is done to death and hackneyed", this informant's school had been using outcome methods in planning teaching and learning by all staff. (Respondent 46). Respondent 47 described a vertically unitized curriculum, in which the outcomes were clearly stated and pre-requisites had been set. The impression gleaned from the information above by this

researcher, is that some schools had pursued a curriculum outcomes focus only, in the "traditional" mode as described by Spady.

The second group of responses were more strategically oriented, in the sense that O.B.E. planning was intended to impact broadly across the school, in a 'transformational' (Spady) manner. These approaches included "full ODDM- Mamary style" planning in Respondent 11's school, and a demonstration of the ODDM model to executives in Respondent 14's school. In Respondent 16's school, three O.B.E.-style beliefs had been accepted by staff, with readings by Mamary, Spady, Glasser, Block and Bloom informing action. This school had identified the need to improve educational outcomes, and through community consensus had established exit outcomes for the school (Respondent 16). Another comprehensive strategic approach had been undertaken in Respondent 21's school, with the development of the school plan including a set of outcomes agreed upon by staff, parents and students. This school had also developed mission and vision statements, in the following order:

- 1) Vision and mission- stating a common pathway
- 2) Developing statement of common purpose for parents, children and staff
- 3) Developing our quality school
- 4) Developing curriculum statements/ outcomes focus
- 5) Developing a focus on teaching and learning through action research.

Other respondents had been actively initiating or participating in O.B.E. forms of training in their schools and local cluster. Respondent 28 presented a one-day workshop on ODDM/ O.B.E. to all cluster directors in a region, organised by the Director of Teaching and Learning. This same respondent ran a School Development Day at a High School on ODDM, and conducted a one day cluster O.B.E. inservice for all Principals in the cluster on ODDM, and presented similar information to the school P. and C. Specific reference to a school welfare policy being based on the teachings of Glasser was made by Respondent 45, whose leadership had also resulted in further developments in this direction by through the implementation of C.T./R.T. approaches to welfare management. The strategic school management team, Assessment and

Reporting committee, and discussions at P. and C. and faculty levels had resulted in competencies inclusion Respondent 49's school. This same school had undertaken a major change in the assessment and reporting system in school (Respondent 48), with a move from use of normative assessment to criterion-referenced assessment approaches (Respondent 50). In this school, faculty changes in policy had been supported through regular exposure of the staff to O.B.E. literature through a variety of means.

#### Findings that Emerged from Questionnaire Data- Research Question 1

The following findings, deemed to be important by this researcher, emerge from the data relating to Research Question 1:

-N.S.W. public schools had taken at least two paths in the implementation of D.S.E. system requirements. Some schools had responded to D.S.E. memorandums about student outcomes in a manner that stayed closely aligned with the Board of Studies curriculum approach to student outcomes.

-The "curriculum outcomes" approach tended to demonstrate what can be called a "traditional" (Spady) approach to O.B.E., and can be related closely to the teaching and learning dimension of this research study. Respondents made numerous references to programming in terms of outcomes, assessment and reporting considerations.

-Another group of schools had used the Director-General's idea of "enhanced student learning outcomes" (Boston, 1992c) as the justification to incorporate all strategic planning functions of a school in a "transitional" or "transformational" (Spady) O.B.E. manner. These actions can be closely related to the management dimension of this research study.

-Respondents perceived that minimal change had occurred in student learning and welfare provision before March 1995 through O.B.E. initiatives implemented in the management area.

-The O.B.E. initiatives undertaken by some N.S.W. public school educators appear to have originated in the considerable knowledge and training base some educators had acquired from sources outside the parameters provided by the D.S.E.

### Questionnaire Data- Analysis- Research Question 2

**Research Question 2** asked "How does the organization of O.B.E. change processes in N.S.W. schools, clusters of schools or regions differ from strategies devised originally in the U.S.A.?". The second group of questions were devised to elicit information about components of O.B.E. in schools in the U.S.A. identified by this researcher through review of the available literature. These components were vision statements, student exit outcomes, the alignment of exit outcomes in school management planning with curriculum outcomes, teaching, learning and student welfare practices.

#### Mission and Vision Statements

**Question 2:1** asked, "Does the school/ cluster/ region possess a mission or vision statement?". 16 responses were affirmative, 1 responses stated that no mission/ vision existed, and there was no response in two cases (Respondents 8 and 21). The nature of these responses can be seen to show that the concept of "envisioning" to focus the



efforts of a school community was well accepted and widely practised within some N.S.W. public schools.

### Mission and Vision Statement Contents

**Question 2.2** asked Respondents to "**Please state the mission or vision**", in order to overview the nature of the language used within the statements. A small number of statements made reflected concerns about quality education, and in doing so were designed to impact significantly on management practices in the schools. These statements included a regional vision, "Quality schools where all students succeed" (Respondent 4), and "Quality education for all girls" (Respondent 6). Another succinct statement with extensive strategic intent was "world's best practice- teaching, learning and management".

"Preparing young people for the future in a supportive, student-centred learning environment" was the response of Respondent 29. This statement was similar in intent to visions used in some O.B.E. schools in the U.S.A. For example, the Johnson City Schools in New York State possessed a succinct vision statement, "All Students Will Learn Well" by the late 1980's. Brevity, with substantial potential for significant impact on the communities the schools serve, can be seen to be possessed by these visions.

Some statements of purpose, that were inclusive of students, staff, community, parents and resources were considered too long to state (Respondent 11). Respondent 22 had the same opinion, replying that the vision "cannot be stated in one sentence. (It would be) a meaningless statement which is disjointed from the school it serves". These statements show that some schools had interpreted the nature of a mission or vision statement in a manner different to that of the first group of schools.

A third grouping of types of responses to this question can be made. These mission and vision statements were different in nature, with more "traditional" language being used and being more "lengthy" than the first group identified. Examples of vision statements made include:

"A school and community striving for the overall growth and development of each individual to his or her maximum potential" (Respondent 13).

"Each child at the completion of their primary education should be happy, confident and successful, and above all, ready and willing to meet the new challenges of life ahead" (Respondent 14).

"Throughout all our endeavours, we wish to provide education which is relevant to the needs and aspirations of students, responsive to community expectations, effective in the achievement of high quality education programs and efficient in the use of available resources" (Respondent 16).

"Our school is committed to providing educational activities which will promote individual development, both academically and socially, in order to encourage our students to become responsible Australian citizens- pursuing excellence" (Respondent 28).

"Dedicated to achieving excellence through providing the opportunity for each student to realise fully his or her potential/ effectively managing the school's resources and environment to promote quality teaching and learning/ promoting the partnership that exists between school, parents and the community" (Respondent 47).

"Proudly developing caring, community-spirited people who are committed to participating fully in their teaching/ learning and to achieving their personal best" (Respondents 49 and 50).

Some of these mission/ vision statements use language that can be said to reveal that the statements had existed for an extended period of time. For example, the use of a term such as "Excellence" can be said to reflect the "Excellence and Equity" policy statements that were made with school restructuring efforts in N.S.W. in the late 1980's. As such, these vision statements were not necessarily related to an O.B.E. approach to "envisioning".

### Groups Responsible for Missions and Visions

**Question 2.1.2** asked "**Which groups were responsible for developing the mission/ vision statement?**". Fifteen respondents indicated that a range of groups had been involved in developing mission/ vision statements at the school level. Four respondents made no responses to the question or said "I don't know".

Positive responses to this question indicated varying degrees of involvement of different groups in mission/ vision setting. The groups ranged from school staff alone (Respondents 6 and 47), to parents and/or community and staff (Respondents 11, 13,

16, 46 and 49), to the inclusion of students with staff, parents and the wider community (Respondents 14, 21, 22, 28, 29 and 45). Different perceptions about school visions and appropriate groups to be involved in decision-making processes can be seen in these responses.

Two school-based respondents also made reference to "envisioning" at a regional level. In one case the regional vision had impacted within the school context (Respondent 4), and in the other, no impact on school planning had occurred through the setting of a regional vision (Respondent 22). All groups in one region had been involved in the process, with Respondent 4 stating that "Every school and its community in the region has had input into the consensus statements which define quality teaching, quality learning, quality school organization and quality regional support". The experience of Respondent 22 was different, as regional office senior staff had developed the vision, and Principals and schools had no known input into the regional vision. An O.B.E. approach involves all the stakeholders or interest groups in the envisioning process, in order to gain a sense of ownership and consensus. From this point of view, one region acted in an O.B.E. mode while the other region had not, through the notable omission of school-based and community involvement.

### Exit Outcomes

**Question 2:2** asked, "**Has the school/ cluster/ region developed exit outcomes for students?**". Respondents from four schools indicated "yes", in two other schools exit outcomes were being developing and in nine other schools, exit outcomes had "not yet" been developed. These responses suggest that the notion of exit outcomes as a driving force for the planning and alignment within some N.S.W. public schools had been accepted as a mode of operating (6 Respondents), while the practice of negotiating exit outcomes in an O.B.E. manner had not occurred in the larger number of schools (9 Respondents).

### Groups Responsible for Exit Outcomes

**Question 2:2:1** asked, "Which groups in the school/ cluster/ region assisted in developing exit outcomes?". Schools that responded in the affirmative worked with the following groups in the development of exit outcomes. One school had involved school staff only in exit outcomes planning (Respondents 49, 50). Respondent 11's school had negotiated with staff and parents. All other schools to which the respondents belonged had consulted with the whole school community, including parents, teachers, students, and some community members (Respondents 4, 21, 16 and 46). In one school, all parents were polled with the question "What do you believe our children should be like when they leave our school?" (Respondent 16). Staff and school council co-ordinated and developed exit outcome statements from this information.

The responses indicate that a genuine attempt to involve whole school communities had been attempted by some N.S.W. public schools in the development of exit outcomes for students. Question 2:2:3 investigates the impact this O.B.E. approach may have had within the schools.

### Information Used to Develop Exit Outcomes

**Question 2:2:2** asked, "What resources/ information were used in the development of exit outcomes?", to assess the source of information schools had found useful in the development process. Schools that had developed exit outcomes used the following diverse resources in various combinations of materials. D.S.E. documents such as "Education 2000" and "The Values We Teach" were referred to by a couple of schools (Respondents 4 and 21). Research articles about future needs of students (Respondent 4), Mamary's ideas (Respondents 4, 16, 46, 49 and 50), Spady's ideas (Respondents 16 and 49), Glasser's ideas (Respondents 4, 46 and 49), Deming's 14 Points (Respondent 49) or general O.B.E. texts (Respondents 11 and 21) were the dominant sources of information in the development of exit outcomes. One reference was made to a

National Reports, the Mayer Report about competencies, as a source of ideas (Respondent 49 ). It is apparent that schools had combined ideas from D.S.E. documents, and O.B.E. literature from the U.S.A. to develop exit outcomes.

In addition to O.B.E. literature and D.S.E. documents, one school had distributed a questionnaire to all parents and staff, asking for responses to "What do we want for our children by the end of Year 6?" (Respondent 11). Exit outcomes were published and discussed three times prior to community acceptance and consensus in another school (Respondent 16). A combination of a survey and discussion occurred in another school (Respondent 46) The vision and regional priorities were predominant in Respondent 21's school, but the exit outcomes were mainly developed from ongoing discussion over three years. Apparent were efforts to gauge individual school community perceptions about expected student exit outcomes. As exit outcomes are usually student-oriented in their nature, implications for school management, teaching, learning and student welfare arise through their negotiation.

### Changes in Practice Resulting from Exit Outcomes

**Question 2:2:3** asked "**Describe changes in management, teaching, learning as a result of exit outcomes being implemented**". The implications of exit outcomes for management processes in a school were mentioned by two Respondents (4 and 22). Respondent 22's school had developed a "flat" management model, and an action cycle which provided the platform for other changes. An example of the changes at this school was that Executive meetings had become management meetings, "empowering all through shared ideas and practice" (Respondent 22). Respondent 4 described extensive impact resulting from exit outcomes:

Management is much more collaborative, teachers (are) much more focussed on outcomes, (there is) greater alignment of assessment with instruction, less mystery learning, more mastery learning, more formative assessment,(and) more cooperative learning in classrooms.

Changes to teaching practices were noted (Respondents 4, 16, 46 and 50). Co-operative and Mastery Learning had been trialled in two schools (Respondents 4 and 16). Most schools did not mention Mastery Learning, but Respondent 11 also alluded to its future consideration. In Respondent 50's opinion, staff were more aware of the required outcomes of many practices, the process of changing teaching programs, and that more focus on the outcomes for each activity had occurred.

Some respondents reported a more succinct and clarified awareness of exit outcomes affecting learning practices (Respondents 4, 11, 16, 46, 48 and 49). The impact of exit outcomes at a curriculum level had started to occur in some schools. Some school Respondents described changes which were similar to the alignment purpose of exit outcomes. For example, in Respondent 16's school, exit outcomes had been used to "design down" (Spady) to provide curriculum and assessment alignment. This school had been reorganised into learning stages, and stage outcomes had been published. In Respondent 46's school, the whole school plan was "outcome" focussed, and was being "worked into teaching and learning". Similarly, in Respondent 48's school, exit outcomes were giving a focus for Head Teachers to broaden faculty approaches to teaching and learning. At this stage, there had been minor moves towards students producing quality work, and minor moves towards students being involved in decision- making. Respondent 49 described comprehensive changes to:

assessment and reporting, behaviour management strategies, Training and Development for C.T./R.T., lesson preparation, student assessment, reporting mechanisms, parental interviews, staff/ student inter- relationships, interview techniques, programming and unification of faculties for student outcomes.

This response perhaps best demonstrated the extent of the impact of exit outcomes in some school contexts, though it can be said that schools were still very much at an early stage in the process of alignment. Most descriptions made by Respondents demonstrate exit outcomes were still in an evolutionary phase in the schools that had negotiated them.

### Expectations of Key Learning Area:

**Question 2:4 asked "What has the school/ cluster/ region expected of Key Learning Areas (K.L.A.'s) in the implementation of a student- oriented outcome approach?".**

Most responses from schools showed that considerable effort had been made by some educators in N.S.W. public schools to implement an "outcome" focus to curriculum planning in a "transitional" (Spady) O.B.E. mode. Respondent 4 equated these developments with a focus on quality schools throughout the region in which the educator was located. This respondent noted that some schools were already well ahead of the D.S.E. in O.B.E.-style implementation. Another comment that supported this opinion was expressed by Respondent 21, as in this school each K.L.A. had been asked to make decisions about program change based on the school vision and the agreed exit outcomes, considering also the Board of Studies "curriculum outcomes".

Some respondents described the implementation of the expected D.S.E. and Board of Studies "outcome" approach to programming, assessment and/or reporting (Respondents 6,11,13,16,47 and 50). For example, Respondent 16 noted that syllabus outcomes were being used as a guide to assist in program planning. Similarly, Respondent 13 stated that this school had started:

to develop programming processes with year 7 programs to utilize K.L.A. outcomes and develop strategies and practices which will seek achievement of these (K.L.A.) outcomes.

Other responses to this question were related specifically to student learning (Respondents 22, 29, 47, 48 and 50). For example, Respondent 22 stated that "We are still driven by K.L.A.'s especially under the Enterprise Agreement. However, we are conscious of what is needed to help a child move to a high level of learning". Respondent 29 reported "a shift in pedagogy from teacher directed to student-centred, autonomous learning". Respondent 50 also considered that the new Preliminary and HSC outcome statements "assist better programming, better teaching and learning". A

different approach was described by Respondent 48, where an O.B.E. approach was fostered initially in one school through "the determination of student competencies for various subject areas within the K.L.A.'s and writing descriptors for each competency and level therein". This assessment-driven approach to "curriculum outcome" change was an alternative way of operating, and had also been used in some N.S.W. Primary schools.

Another group of responses to this question demonstrated that some schools had not responded to D.S.E. memorandums or the terms of the Enterprise Agreement negotiated with the N.S.W. Teachers' Federation (Respondents 14, 47 and 50). This circumstance could be interpreted in two ways. Either the state bodies employing or representing teachers had not been completely successful in convincing all teachers of the value of the Enterprise Agreement, or local priorities had supplanted state-wide directives.

The remaining sub-questions in Research Question 2 sought to investigate the degree to which some N.S.W. schools had used O.B.E. components. Questions were arranged in order of "difficulty" in the sense that questions such as 2:5, 2:6 and 2:7 would reveal schools that were thinking in strategic terms beyond the expectations of the D.S.E. and Board of Studies "curriculum outcome" approach. Schools that had negotiated exit outcomes with their school community and were addressing the alignment issue could be considered to be "on a continuum" of "transitional" O.B.E. change, with a "transformational" vision as motivation.

#### Alignment: K.L.A. Outcomes and Vision

**Question 2:5** asked "**How are the expected student outcomes at K.L.A. level linked to the mission/ vision of the School / cluster/ region?**". Approximately half the number of respondents indicated informal links only had occurred (Respondent 13), or this area had not been addressed (Respondents 8, 28 and 14) or gave no response at all (Respondents 31, 40, 45, 46 and 48.)



A range of different approaches were described by others. For example, Respondent 4 stated:

No formal linkage (has occurred) at regional level. At school level, we are working on this for each K.L.A.. Beginning with our exit outcomes, we are working to identify ways each K.L.A. aligns with our exit outcomes and so developing contributing outcomes for each child.

Other responses also described direct links that had been established between school- determined exit outcomes and the Board of Studies "curriculum outcomes" approach (Respondents 6, 11, 16, 29, 47, 49 and 50). For example, a typical Reality Therapy (R.T.) question was used in Respondent 16's school, where the process of alignment meant that staff had asked, "Will this assist in the achievement of the exit outcomes for the school?". Similarly, in Respondent 21's school, all programs developed and decisions made occurred with the vision and agreed exit outcomes in mind. For other schools, the alignment was perceived to vary between different faculties in Secondary schools, with Respondent 22 stating that the linkage "still seems disjointed. We (the faculties) seem to be at varying stages". Divergent ways of interpreting this question were revealed by two Respondents in the same school. Respondent 49 suggested that the links were "formed through the vision statement, expressing desired student qualities, being life-long in their character". In comparison, Respondent 50 felt that this linkage had not occurred "at this stage except by way of how individual teachers program".

Some divergent responses indicated that the concept of alignment of state-wide Board of Studies K.L.A. curriculum outcomes with autonomous school visions was an area that may have been difficult to address in N.S.W. public schools.

## Student Assessment Alignment

**Question 2:6** asked "Is student assessment linked to K.L.A. syllabus outcomes at this stage?". Responses tended to show that schools in which approximately half the Respondents were located had formed close linkages between student assessment approaches and syllabus (curriculum) outcomes. Seven respondents answered "Yes", seven answered "No", three answered "Yes and No" and only two gave no response.

**Question 2:6:1** requested specific information, by asking "Please describe how this link is made". Three Respondents did not answer this question. The 10 educators who had replied affirmatively (Yes) or tentatively (Yes and No) to question 2:6 gave comprehensive responses to this question. The degree of variation and stages of development linking K.L.A. outcomes and assessment between schools appeared to be quite broad. For example, Respondent 21 mentioned that a sub-committee and group of Advanced Skills Teachers were considering the implications of this area, whereas Respondent 4 described a school which appeared to have already addressed this area extensively. Respondent 4 said:

This is developing. Some staff in some K.L.A.'s are ahead of others. English K-6 is well on the way. Pointers and profiles (are) used for assessment. (The) Secondary staff (are) slower to change from summative assessment tasks to more formative.

Until March 1995, other schools were also at varying stages in changing their assessment approaches to relate to curriculum outcome statements (Respondents 8, 11 and 16). Some schools had dealt with the issue in a comprehensive manner (16, 48, 49 and 50). For example, in Informant 16's school, syllabus outcomes had been linked with assessment profile structures, and then reporting procedures. Three other respondents described approaches linking competencies used for reporting, assessment focused to a degree on the level of skill and knowledge (Respondent 48), descriptors of competency in the subject areas (Respondent 49) and specific descriptors of key competencies written for criteria derived from syllabus outcomes (Respondent 50).

Other Respondents' schools were in the process of developing the links between K.L.A.'s outcomes and assessment, but these changes had not necessarily affected reporting approaches (Respondents 13, 14, 22, 29, 47, 48, 49 and 50). For example, Respondent 13 said that "it will be made a part of the process of implementing the programmed units we are experimenting with. As such, these strategies are written into the unit of work". Respondent 14 was a little more cautiously optimistic, stating that "some staff members are attempting to do this on an individual basis, others are very resistant to any change".

Some responses related specifically to the D.S.E.'s efforts before March 1995 to introduce a N.S.W. version of the National Profiles into assessment procedures. For example, Respondent 22 stated that the links were being formed "in English and Maths through profiling using National Outcomes". Similarly, in Respondent 47's school:

A profile report based on student outcomes has been developed in each K.L.A., (and the school is) in the process of developing assessment systems in line with syllabus profiles and National profiles.

Two other schools, had developed assessment links to syllabus outcomes in year 7 (Respondent 45) and Years 7 and 8 only (Respondent 29). Answers to this question can be seen as indicating that some schools had been attempting to link K.L.A. curriculum outcomes and student assessment before March 1995.

### Modification of Teaching Practices

**Question 2:7** asked "In what ways have teaching practices been modified in order to achieve the expected student outcomes?". Five responses to this question indicated teaching practices had yet to be modified, with Respondents 8,13, and 14 expressing reservations, and no response from Respondents 28 and 40.

All other responses showed apparent significant modification of classroom practices to achieve the expected student outcomes. The responses have been grouped in the

areas of assessment of learning, student learning facilitated by teaching practices and Training and Development provision for teachers, reflecting the nature of the answers given by the Respondents.

Apparent was an increasing focus on the integration or forming of links between student-centred learning, syllabus outcomes and assessment in some N.S.W. public schools (Respondents 4, 11, 16 and 45). For example, Respondent 4 mentioned that a "greater focus on outcomes and assessment of outcomes" had occurred. Some schools had experimented with alternatives, such as "negotiated assessment" (Respondent 16) and with student grouping (Respondent 11). Respondent 11 was also concerned with student knowledge and assessment, from the point of view of students being honest with parents, and the school countering the "don't worry, she'll be OK" attitude of students.

Specific references were made to student learning facilitated by teaching practices. For example, Respondent 29 emphasised a movement towards student centre learning, and Respondent 4 described "far more co-operative learning techniques used throughout the school K-6 and 7-10". A large parent involvement program had been developed in Respondent 16's school in relation to student learning, as well as the trialling of co-operative learning and Mastery Learning (M.L.). While M.L. techniques had apparently not received any specific mandate in any area of the D.S.E., some educators responding to this survey had become aware of the techniques through professional reading or collegial sharing. For example, Informant 50 stated that this school had developed a:

a clearer focus... on outcomes for each lesson/ activity, (using a) variety of strategies to achieve the outcomes, (providing for) more time/ remediation where possible, and opportunity for extension/ enrichment for those quickly achieving the outcomes.

The ideas of extension and remediation within existing lesson, unit or class planning are ideas incorporated in M.L. approaches to teaching. Some schools were also using student learning styles to inform teaching practices (Respondents 16 and 22). For example, Respondent 22's said:

Our link with teaching is understanding various learning modes and how best to teach children so that we can reach all children. This, coupled with the focus that all children can do quality work, is the key. K.L.A. curriculum outcomes follow this as a natural consequence.

Apparent from the responses given in answer to this question, teaching practices were one area of school operations receiving significant attention, and efforts had been made in most Respondents' schools to modify teaching practices towards a greater focus on student need. This observation, however, needs to be read in conjunction with the questions 2:4 and 2:8. These questions dealt with a student-oriented outcome approach and links that may have been developed between student learning outcomes, student welfare and student discipline. Comparative analysis between these responses occurs in the final chapter of this research.

#### Alignment for Student Benefit

**Question 2:8** asked "**Have links been established between student learning outcomes, student welfare and student discipline?**". The range of responses were similar to those given to question 2:6. Seven respondents answered 2:8 affirmatively "Yes", three were from schools in the process of doing so, with answers of "yes and no or some", seven answered "No" and no response to this question occurred in two cases. Approximately half the schools in which Respondents were located had attempted to develop linkages or "alignment" between state-mandated K.L.A. curriculum outcomes and school-based student welfare and discipline processes

**Question 2:8:1** asked "**Please describe the links established between student outcomes, student welfare and student discipline**". There were no statements made by Respondents 2, 6, 13, 28, 29 and 48, which is interesting in the sense that nine respondents indicated "no" or gave no response to question 2:8. Perhaps this can be explained by looking at the content of some of the answers to 2:8:1. For example, Respondents 40, 46 and 49 gave answers that indicated minimal links had occurred in these areas, through statements such as "some informal cross-referencing" (Respondent

46) and "not really, C.T./R.T. Training and Development (had occurred) for a body of executive" (Respondent 49).

However, most other responses revealed some links between student outcomes, welfare and discipline had occurred. A number of these responses indicated that Glasser's C.T./RT approach had been used in some schools to assist in developing the links (Respondents 8,11,14,21,45 and 49). Respondents 4 and 22's answers also showed some elements of Glasser's approach of considering the needs of students (belonging, power, freedom and fun) as the motivators linking student learning outcomes and student welfare. For example, Respondent 4 stated that "our developmental model links psychological needs with outcomes and student welfare policy flows from this". Similarly, Respondent 22 stated that "This is why we visited welfare first, because we wanted to address the basic needs of all- this is now regarded as a Lighthouse school".

The group of respondents who made specific references to Glasser's C.T./R.T. approach to student welfare claimed significant degrees of linkage or alignment had been established. For example, Respondent 8 said:

Congruent approaches to learning, welfare and discipline are being established currently within a broad range of initiatives at the school (using), for example, Glasser's Reality Therapy.

Responses in this group also indicated varying degrees of implementation of Glasser's ideas about quality school inclusions (Respondents 11, 14 and 45). For example, Respondent 14 reported:

The student welfare policy is based on Glasser's C.T./R.T./Q.M. model, but I am the only teacher certified in C.T./R.T./Q.M., although several members of staff (3) have expressed interest.

Other initiatives reported were a special Time Out room in the school being started, Home links, focus programs, and Restitution being used made possible with a Glasser-style welfare policy (Respondent 21). In addition, Respondent 16 said:

Individual pupil goals are negotiated with parents, teachers and pupils. These feature in the report process, (in which) Year 6 produce a verbal performance report on (their) achievement of exit outcomes in detail. (This is) given to the parents and teacher.

A different, yet "traditional" approach was the use of the D.S.E.'s Fair Discipline Code in the rewriting and negotiation of the pastoral care system developed and implemented in Respondent 47's school. In contrast, In a "transitional" or "transformational" (Spady) manner, Respondent 50's school had worked on exit outcomes, with links to be made in the future between student learning outcomes and student welfare.

#### Findings that Emerged from Questionnaire Data- Research Question 2

A number of important findings emerge from Questionnaire data relating to Research Question 2. These were:

- School missions or visions had become accepted as an essential component of O.B.E. endeavours in some N.S.W. public schools.
- The language used in school mission or vision statements reflected O.B.E.-style quality concepts and student-centred approaches, or "traditional" D.S.E. approaches to excellence and equity.
- The concept of involving "stakeholders" in the collaborative negotiation of school missions or visions at the local level had become established and widely practiced before March 1995.
- The O.B.E. idea of student exit outcomes had been accepted and established in some N.S.W. public schools (6 Respondents), though the majority of educators, with some

form of O.B.E. training, indicated that this had not occurred. Difficulty in changing established beliefs and practices in some schools is suggested by these responses.

-A genuine attempt to involve whole school communities in the development of exit outcome had occurred in some N.S.W. public schools, though the range of groups involved varied between schools.

-The information used to develop exit outcomes for students was gleaned predominantly from O.B.E. literature directly from the U.S.A., and not D.S.E. and National Report sources.

-Some change to management, teaching and learning practices had occurred in schools where exit outcomes had been established. The changes were perceived, by Respondents who mentioned exit outcomes, to be of direct benefit to predominantly student learning.

-Two groups of opinion exist about K.L.A. expectations and a student-oriented outcome approach. One group of educators were using O.B.E. ideas in a "transitional" (Spady) manner, in contrast to the other group of Respondents operating in a more "traditional" (Spady) manner. This latter group were referring more closely to the D.S.E. and Board of Studies "curriculum outcomes" approach to programming, assessing and reporting, whereas the former group were attempting to go beyond state-wide mandates by focusing more directly on student needs as the basis of changing pedagogy.

-O.B.E.-style alignment of school visions with K.L.A. curriculum outcomes had occurred in half of the schools to which Respondents belonged. The alignment of K.L.A. curriculum outcomes with student assessment practices had also begun in some schools, and this reflects the nature of D.S.E. policy before March 1995.



-Alignment of student learning outcomes with student welfare and discipline practices and a modification of teaching practices had occurred in some N.S.W. public schools. Glasser's C.T./R.T./Q.M. ideas were the source of inspiration for alignment efforts in these areas, rather than D.S.E. sources.

### Questionnaire Data Analysis- Research Question 3

The third group of questions hoped to investigate the effects on regions, clusters of school within regions, school managers and teaching staff of O.B.E. policy approaches determined at a state level. **Research Question 3** sought to determine **"What are the Effects on regions, clusters of schools, school managers and teaching staff of O.B.E. policy approaches determined at a state level?"**. Three sub-questions were asked in the questionnaire in order to investigate this question.

#### Influence of Department of School Education.

**Question 3:1** asked, **"What Department of School Education policy changes have had a direct bearing on any O.B.E. developments in your school/ cluster/ region?"**. Two very divergent groups appeared in the responses to this question. Answers ranging from no response (Respondents 2, 14 and 50) to "I don't know" (Respondents 28 and 48), indicate a significant problem. These Respondents were educators employed by the D.S.E., and had been involved in specialist O.B.E. training courses. Respondent 22 indicated that a considerable "image" or policy problem existed between school-based educators involved in O.B.E.-style initiatives and the D.S.E. For example, Respondent 22 stated that policy changes had affected this school in a manner described as "nil- we exist in a vacuum. The only time our work is recognized is when it is in their (D.S.E.)

interest to present innovation". Further critical comments were made, such as "negative impact" (Respondent 46), "none- we were on the way" (Respondent 47) and "D.S.E. support has lacked consistency mostly because of constraints on resources" (Respondent 40).

The second group of responses can be interpreted as educators recognizing some forms of direct relationship between O.B.E. developments in the Respondents' schools and D.S.E. policy changes. For example, Respondent 4 stated that D.S.E. policies had a direct bearing on schools in that "syllabi are now Outcomes(sic)-Based, (and) the region has quality focus of Quality Schools where all students succeed". However, recognition of considerable individual region and cluster initiatives were made by Respondent 4, who mentioned the Al. Rowe (USA) consultancy visit during 1995.

Other statements recognizing the role of the D.S.E. mentioned a range of policies that had assisted O.B.E.-style changes. For example, D.S.E. focuses on literacy, profile reporting and assessment (Respondent 6), the "outcomes and profiles" policy (Respondent 8), and Quality Priorities (Respondent 11) were all perceived by these respondents as being significant. The Enterprise Agreement with the Teachers Federation (Respondent 16), which changed school organizational structure, and a measure of school autonomy with flexible school days (Respondent 21) were also accredited to the D.S.E.

Small numbers of references were also made to curriculum and related assessment policy developments, such as English K-6 (Respondent 13) the use of outcomes in K.L.A. areas (Respondent 13), curriculum learning stages in Primary 1,2 and 3 (Respondent 21), profile reporting (Respondent 21), reporting to parents in terms of outcomes (Respondent 29), the year 7 profile memorandum and directives in regard to parent participation in curriculum and post- compulsory options (Respondent 49).

An apparent dichotomy of opinion can be seen to have existed among N.S.W. public school educators about the role played by the D.S.E. in the development of O.B.E. at the local school level.

### Influence of Board of Studies

**Question 3:2** asked "How has the Board of Studies influenced O.B.E. developments in your school/ cluster/ region?". Three groups of responses to this question were identified. The first group was critical of the Board of Studies, and the manner in which syllabuses inclusive of outcomes were implemented. For example, Respondent 8 felt that "the Board of Studies, in general, has probably impeded such (O.B.E.) developments", and Respondent 11 felt that the Board of Studies had been "no tangible help. (We) have used ODDM fully". Respondent 16 was concerned that "the Board of Studies added to staff confusion by their introduction of syllabus outcomes not being clearly different to the O.B.E. process". Other responses were "negative impact" (Respondent 46), "not really" (Respondent 49), "don't know" (Respondent 28) and no answer (Respondents 14 and 45). No action on the part of the region and cluster of schools was reported by Respondent 22, who stated that "we are still in the traditional mould".

The second group was more positive in tone, with most comments relating to the curriculum dimension that is the exclusive sphere of operation of the Board of Studies. For example, Respondent 4 considered that the introduction of the syllabuses had assisted O.B.E. developments, but "the School Certificate and HSC exams still drive year 9 to year 12 teaching". The external exams associated with these two credentials were still norm-referenced through the use of grading procedures, (A to E) in the case of the School Certificate and through scaling procedures in the Higher School Certificate for Tertiary Entrance Rank (TER) purposes. This approach is diametrically opposed to an O.B.E. approach, which might grade only on the basis of A (mastery of expected outcomes achieved) or I (Incomplete).

Other positive affirmations of the Board of Studies included "the National Profiles and incorporating them into syllabus documents" (Respondent 6), the issue of the "Draft K-10 Mathematics outcomes requiring some action in Year 7 by end of 1995 in terms of teaching and reporting" (Respondent 13), Pathways and the opportunity for student

Accelerated Progression (Respondent 21). Two additional similar responses were that the school had "acted" in terms of the link to "outcomes and profiles" (Respondent 22) and the incorporation of National Profile outcomes into K.L.A. syllabuses (Respondent 29).

The third group made some acknowledgement of the Board of Studies curriculum outcomes role in assisting with O.B.E.- style developments in schools, but with some reservations also being expressed. For example, the Board's documents had started the process at a strategic level according to Respondent 40, but there was concern that "specific follow up has then been patchy at best". Another school wished to pursue a locally-determined curriculum path, with the statement that the Board "haven't (influenced us)- we are liaising with them especially re Accreditation" (Respondent 47). Respondent 48 considers that the Board had helped "only in terms of syllabus statements" and the Board had been responsible for "Outcome-Based syllabuses-incorporating the profiles, when they eventually arrive" ( Respondent 50)

Considerable problems can be seen to have existed in the Board of Studies interpretation of "curriculum outcomes" from the viewpoint of some educators using O.B.E. ideas in some N.S.W. public schools.

### Uniqueness

**Question 3:3** sought to add richer information to the responses in 3:1 and 3:2 by seeking more details about local or individual school initiatives. This question asked, **"In what ways is your school/ cluster/region unique in the interpretation of O.B.E. approaches to management of curriculum, student welfare and strategic planning?"**.

Eight respondents were sure their schools were not unique (Respondent 6), did not know how their schools were unique (Respondent 8, 40 and 48), did not answer (Respondents 13, 21 and 46) or qualified their statements (Respondents 22, 29 and 40). For example, Respondent 29 stated that this school had "no sense of uniqueness (but

was) perhaps a little further advanced than some schools in assessing their own attainment of outcomes". In a similar mode, Respondent 40 stated that "because of lack of awareness of other developments, it is difficult to claim uniqueness". Respondent 22 differentiated between the school and other levels within the D.S.E. by stating that the "region and cluster (are) not unique, but the school (is) very high in (the) strategic and welfare (areas)".

Approximately half of the Respondents were of the opinion that unique qualities did exist in their regions, clusters or schools. For example, Respondent 4 stated:

I think the Region is unique in that it has encouraged involvement by the whole region (schools and communities) to develop consensus statements on Quality Schools. Also, schools associated with one ERC are well down the O.B.E. pathway.

All other responses claimed uniqueness for their schools on the basis of O.B.E. related inclusions in their activities, such as Glasser's C.T./R.T./Q.M., Spady and ODDM-style exit outcomes, or using the ODDM model as a guide to action at a local level. For example, Respondent 11 said that "We are following ODDM exclusively and establishing a Control Theory basis". Respondent 14 had been exercising personal initiative by:

giving (the) Principal and Executive information about (the) ODDM Model and the need for alignment. While they are listening, no action has been taken as yet to make information available for staff.

Collaborative endeavours, community, parent and student involvement, and curriculum endeavours were claimed to be unique by other respondents. Respondent 16 described the gaining of community consensus, in which " All parent meetings apply O.B.E. beliefs to decision- making. This school also provides vacation school tuition/ enrichment program to assist learning processes". A collaborative, across K.L.A. planning group was mentioned by Respondent 50, as well as ODDM training, C.T./RT training, and a perception of uniqueness in the "leading (of) other schools in the area in regards to assessment and reporting". Respondent 22's school had worked dominantly in

the strategic and welfare areas and "started here as these are frameworks for effective teaching and learning. (These are) moving into curriculum. (The) next phase will be to revisit (the) total exit outcomes." Similarly, Respondent 47 reported that "our curriculum is stated in terms of outcomes within a vertically unitized system. Our philosophy is based on Control Theory". In Respondent 49's school there was parent and student involvement in O.B.E. curriculum decision-making. Respondent 49 also reported school staff, parent and feeder school participation in Glasser's C.T./RT training seminars conducted by Maggie Bolton, and staff implementing structures as a result of the training.

A dichotomy of opinion can be seen to have existed about the uniqueness of O.B.E.-related initiatives in some N.S.W. public schools.

### Findings that Emerged from Questionnaire Data- Research Question 3

The following findings, deemed important by this researcher, emerge from the data relating to Research Question 3:

-Considerable dichotomy of opinion was apparent among N.S.W. public school educators about D.S.E. policy changes having had a bearing on O.B.E. developments at the school level. The finding that emerged from the data was a "tension" that had existed between autonomous innovation at the local school level and policies developed and stated at the state level.

-Dichotomy of opinion was apparent among N.S.W. public school educators about the influence the Board of Studies had on O.B.E. developments at the school level. This can be seen to be indicative of problems that existed in the Board of Studies mode of interpretation and implementation of "curriculum outcomes" before March 1995.

-Unique O.B.E. practices, such as the development of exit outcome and alignment of all of the components of planning in schools with expected outcomes, had been found conducive to the creation of "quality schools" by some N.S.W. public school educators.

-Recognition, documentation and communication of O.B.E. innovations that had occurred in N.S.W. public schools before March 1995 were perceived by some Respondents to not having been acknowledged at a state level.

#### Questionnaire Data Analysis- Research Question 4

**Research Question 4 asked "What is the nature of current training provisions for school managers and teachers in being able to effectively deal with the application of O.B.E. ideas within school/ cluster/ regional contexts?".**

#### Sources of Information

**Question 4:1 asked "How did you become aware of Outcome-Based Education?".** For the school-based respondents to the questionnaire, the following sources of information initiated the kinds of O.B.E.-related training pursued by some educators after first contact with O.B.E. ideas (see also responses to question 4:3). Eight educators specifically mentioned Mamary as the source of awareness about O.B.E. ideas (Respondents 4, 8, 13, 16, 21, 29, 40 and 47) and four mentioned Glasser's Control Theory/ Reality Therapy/ Quality Management (C.T./R.T./Q.M.) ideas and training (Respondents 4, 14, 21 and 22). Spady's approach was mentioned twice (Respondents 6 and 40). Research articles (Respondents 4, 8, 45 and 50), university work (Respondent 40), the Australian Curriculum Studies Association. O.B.E. Network Conference workshops (Respondent 13), and a newspaper article (Respondent 48) were the initial

contacts for other respondents D.S.E. sources for initial contact were a conference (Respondent 2), the Board of Studies documents (Respondent 40), an inservice (Respondent 45) and a school colleague (Respondent 49).

The minimal role played by D.S.E. sources in initial contacts the Respondents had to O.B.E. related ideas can be perceived in these responses. O.B.E. innovation occurred in some N.S.W. public schools through educator exposure to American O.B.E. ideas directly through consultancy visits and/or journal articles acquired through personal initiative.

### Initial Reactions to O.B.E.

**Question 4:2** asked "**What were your initial reactions to O.B.E. on a professional level?**". Three groups of responses were discerned in relation to this question. The first group was positive and brief, exemplified by comments such as "At last!" (Respondent 2), "excellent and worthwhile" (Respondent 6), "positive" (Respondent 47) and "excitement" (Respondent 48).

The second group qualified the r answers through more comprehensive comments. Respondent 4 had experienced a very positive initial response, and said :

I believe its (O.B.E.) practice overcomes much mystery learning that can occur in the classroom, it aligns teaching and assessment and lends itself extremely well to co-operative learning techniques. Finally, it helps children maintain a love of learning through success.

Similarly, Respondent 8 was "very impressed with the logical, systemic basis of the model, and with its potential for providing a success-based learning model for all students". Respondent 11 explained that encountering O.B.E. was "like putting on a glove, (and has) always believed that mindlessness wastes kid's time, (and) full participation by staff and parents in schools is necessary". Respondent 13 was "very interested in its stated intent and the process by which they are achieved", while in Respondent 14's experience "I thought this would integrate well with the classroom I



was attempting to establish". "O.B.E. was a logical step in the culture of this school" (Respondent 16) and Respondent 28 was "optimistic, positive and committed to finding ways of implementing O.B.E. in schools". Existing familiarity with Special Education principles, and the individual programming that takes place for students with particular needs, was noted by Respondent 49.

Other statements made by respondents related to the "big picture" or vision educators had for their schools, as revealed by use of the term "see" linked with "vision". Respondent 21 "felt it was good to have a more defined goal rather than Education for Education's sake; that is, it would focus efforts". In a similar manner, Respondent 22 recognized in O.B.E.:

what I wanted, (and that) also means the staff who all did Glasser C.T./R.T. They could all see what we were doing (previously) wasn't what we wanted for our quality school vision.

First contacts with O.B.E. that were expressed by other educators in more reserved terms formed the third group of respondents. Though Respondent 28 "agrees in principle, (perceived are) problems with implementation at secondary level. (There are) clashes with (the) Board of Studies". Respondent 40 was concerned that "There is speculation about the pedagogical implications of the whole "competency" debate, but basically I can live with it (O.B.E.)". Some pedagogical reservations were also expressed by Respondent 46, who stated "I have some concerns, particularly at the 'affective' level. (However, I was) very interested". A note of caution was expressed by Respondent 46, who said O.B.E. was "most useful, but slavish O.B.E. is negative". On a subject that had concerned many teachers in N.S.W. public schools for some years, Respondent 50 commented "no one could explain the difference between O.B.E. and behavioural objectives for a long period of time. When explained by the right people, it all fits the picture".

N.S.W. public school educators participating in this research study can be seen to have experienced intrinsic motivation to pursue O.B.E. innovations through recognition of the convergence of their beliefs about education, student needs and O.B.E. practices.

### Nature of Training Received

**Question 4:3** investigated the nature of training respondents had received, by asking **"Describe training you have received through inservice courses, attendance at conferences, School Development Days or school/ faculty based workshops and meetings"**. Most respondents mentioned Mamary as the dominant source of training, with 7 respondents having attended a 10 Day ODDM training course (Respondents 4, 8, 11, 14, 22, 28 and 47), 3 Respondents having attended a 3 or 4 Day Mamary seminar (Respondents 22, 47 and 49), 3 Respondents having attended a 2 Day Mamary workshop (Respondents 2, 18 and 50), or a 1 day Mamary course (Respondents 21 and 40). Specialised Glasser C.T./R.T./Q.M. training was mentioned by 6 Respondents, two of whom personally funded this training (Respondents 2, 4, 14, 47, 49 and 50). Additional forms of training included Spady's approach (Respondents 40 and 46), Høglund's approach (Respondents 28 and 47), Al. Rowe's 1 Day seminar (Respondents 4 and 28), an ACSA conference (Respondent 13), an O.B.E. conference in the U.S.A. (Respondent 8), and professional reading (Respondents 22 and 46). Some respondents had pursued multiple forms of O.B.E.-related training, predominantly through personal initiative.

D.S.E. forms of training at regional, cluster or school level mentioned by the respondents were much fewer in number. Some School Development Day (S.D.D.) time had been used on O.B.E.-related matters such as exit outcomes (Respondent 4), as a S.D.D. participant or presenter on O.B.E. (Respondents 16, 40 and 46), school workshops, staff or faculty meetings that were O.B.E.-related (Respondents 4, 21, 48 and 50), regional conferences (Respondents 47 and 50) or inservices (Respondents 28

and 40). Only one respondent mentioned no specialised form of training being received (Respondent 6).

Additional comments made by two respondents revealed the extent of personally-pursued O.B.E.-related forms of training reported. For example, Respondent 40 stated that training had occurred in a "limited, sporadic and non co-ordinated fashion". As stated by Respondent 49, educators in N.S.W. public schools are "becoming more aware of principles (of O.B.E.) and confident with (the) knowledge. The 'how to' is a concern and a learning situation for all".

State-wide Training and Development approaches to "outcomes in a standards framework" were seen to have been ineffective in meeting the needs of educators at the school level. O.B.E. training had been experienced by some N.S.W. public school educators largely through the initiative of individuals to access O.B.E. experts or ideas directly from American sources.

#### Accessibility of Knowledge Base

**Question 4:4** asked "How accessible is information and reading on the following (table provided in questionnaire)?" The responses showed that information about Glasser's C.T./R.T./Q.M. ideas and the ODDM model were very accessible. Information about Outcome-Based Instruction (O.B.I.), the High Success Program (H.S.P.- O.B.E.) and Hoglund's approach were also readily available. "Key Actors" had in most cases sought out the information from a variety of sources through personal initiative. As stated by Respondent 40, the accessibility of information "depends on the initiative of the individual... It's there, but you have to work hard and be alert to access it". Table 5 overleaf shows the breakdown of responses to this question.

Table 5

Accessibility of Knowledge Base

	Very Acc.	Accessible	Not Acc.
O.B.E.	7	9	0
ODDM	10	6	0
H.S.P.	1	10	3
OBI	2	10	3
Hoglund	3	9	2
Glasser	11	4	1

Training Provision

**Question 4:5** asked "Please describe your perceived needs in training provisions within your school/ cluster/ region or at a state level in regard to acquiring an effective working knowledge of O.B.E. concepts". The responses to this question were comprehensive, and indicated specific areas where educators in N.S.W. public schools considered that D.S.E. action was needed. The range of issues described included time (8 Respondents) and increased financial resources related to training (6 Respondents). Associated with the financial resources for Training and Development within the school budget was a specific reference by two Respondents to the need to alleviate the considerable personal expense that some teachers have borne in order to undergo O.B.E.-related retraining. Increased re-training of teachers, with assistance to counter minimal understandings and dispel confusion was specifically mentioned (5 Respondents). Similar to the retraining recommendation, follow-up "how to" sessions (3 Respondents), with access to workshops on "transitional" or "transformational" O.B.E.

were suggested. Additional recommendations made were the removal of bureaucratic strictures on schools who had already developed in their own school communities consensus to pursue an O.B.E. or ODDM style vision, and had in place well established processes to do so. One Respondent made specific reference to the need for these kinds of issues to become a priority at a state level. A related issue mentioned by another respondent was the need to solve the disparity between the criterion-referencing of the junior curriculum, which supports an O.B.E. approach to teaching and learning, with the norm-referencing of the H.S.C.

A selection of comments made by the above Respondents is important from a number of points of view. The comments include a record of some N.S.W. public schools efforts and attitudes in the implementation of O.B.E. or ODDM at a certain point of time before the change of government policies began after the March 1995 election. For example, Respondent 4 stated:

Our region (and local ERC) is running Reality Therapy courses. Unfortunately, they are expensive and take staff out of the classroom for 4 days, and not all schools are convinced of the worthwhileness of that commitment of time and money. This will gradually change. There's a real need to get Principals or Executive "on side".(I) would like to see more workshops on transitional or transformational O.B.E.

Respondent 6 typifies the range of issues mentioned by most respondents.

Time and money and a big change in attitude of the Board of Studies. to H.S.C. and senior years. How can you convince staff of its value (criterion-referencing) to Years 7-10, when you revert to norm-referencing with the H.S.C., which is still the main exit criteria.

The issues of time, resources and state-wide policy "strictures" were the dominant concerns of other Respondents. For example, Respondent 8 stated:

Without the folly of bureaucratic and curricular controls exercised by the Department of School Education, our school could more profitably focus on O.B.E. matters and more quickly establish effective educational practices.

Similarly, Respondent 11 stated that the most important consideration was:

Time- how do you get the process to move faster when there are always outside constraints imposed, for example emergency care? (I) have had the whole school staff attend Albert Mamary, but it's like pushing water uphill.

A situation which had existed within the N.S.W. public school system since 1991 was described by Respondent 13. With the release of multiple documents related to "enhanced student learning outcomes" (Boston, 1992c) from the D.S.E. and the Board of Studies, there had been considerable adjustments to the manner in which policy has been interpreted. The rate of change and teacher perceptions of change management appear to have been exacerbated by National Curriculum and the Australian Education Council's (A.E.C.) Curriculum and Assessment Committee (CURASS) developments, in the sense that policy adjustments were continually being made. The Respondents to this research throughout this period of time were attempting, through personal, school-wide or some regional initiatives to make sense of the move towards a "student-oriented outcome" approach by referring directly to the original American O.B.E. models and ideas. In a sense, some educators in schools had been well ahead of any policy changes and developments at a state level. For example, Respondent 13 admitted:

There still seems to be a great deal of confusing information... the exit outcomes approach, needs to be interwoven with K.L.A. Outcome requirements and so forth. The confusion is not helping solve the problem- especially when most schools seem to be unaware of the exit outcomes process.

Similar perceptions underlie Respondent 14's opinion that:

training for staff and executive, for while (there is) some use of the terminology, there appears to be minimal understanding of the philosophy and the structures that need to be developed to support implementation. Access to literature/ personnel (needs to be increased) so that there is not such a huge personal expense.

A disparity had developed between regions, with training and information distribution in some regions clearly inadequate in the implementation of O.B.E. approaches to management, teaching and learning. This perception was held by Respondent 16, who reported:

Various regions showed confusion between O.B.E. and syllabus outcomes at the beginning. This is now starting to clear, but many teaching staff do not have the distinction clear. Staff at this school have been implementing O.B.E. beliefs, knowledge, outcomes in a school restructured form for 18 months.

Access for teaching staff appeared to be a crucial issue, apparent in Respondent 21's statement that there needs to be "more inservice seminars at cluster level (less travelling), (and) at a reasonable cost (so that school can afford to send staff). Retraining of teachers and the provision of increased resources in schools to do so were the issues underlying most comments made by respondents. These had implications for tertiary level teacher training, as well as retraining of existing teaching staff. For example, Respondent 22 stated:

O.B.E. is one aspect of the larger picture which I call the Quality School ( this goes beyond what is usually under the O.B.E. heading). To be trained in this larger picture means there is a need for training in educational philosophy, psychology, sociology, as well as theory (and) practice in teaching.

This perception was supported by Respondent 28 who wanted a practical approach taken towards implementation, and asked:

How to give more time? Teachers need re-training, smaller class sizes (and) more preparation time. Something needs to be done to make retraining mandatory (and) link training and development every 3 years to a pay rise! Teachers are not opting to go to training and development courses. (There is) often insufficient funding at school. "Train-the-Trainer" doesn't work when the trainer has another job- (you) cannot constantly be out of your workplace.

Increased assistance for all teachers in writing outcomes, assessing in terms of outcomes and retraining provisions were a continuing theme in other responses (Respondents 29, 45, 47, 48, 49 and 50). Respondent 40's statement was a typical example.

O.B.E. has to become a priority at State level- local (school) Training and Development funds have to compliment Regional initiative, courses have to be i) of substance, ii) sustained and iii) followed up.

Access to relevant training to successfully implement an "outcomes" approach to curriculum and to understand the implications of O.B.E. for school administrators was perceived need expressed by educators participating in this study.

#### Findings that Emerged from Questionnaire Data- Research Question 4

From questionnaire data analysed in this research, it is apparent that

-Positive initial reactions to O.B.E. had generally been experienced. These ideas had helped clarify the "big picture" about education, and quite often matched the beliefs about teaching and managing students educators had formed through experience.

-A substantial core of educators existed in schools in specific locations with practical experience in the implementation of an O.B.E. and/or ODDM approach to management, teaching, learning and student welfare.

-An extensive knowledge base about O.B.E. existed with educators located in large country centres and rural areas. The great majority of Respondents to the questionnaire were located in country areas and large towns, not the metropolitan areas.

-A "quiet revolution" had occurred, with forms of O.B.E.-related training pursued through personal initiative. Particular individuals with specialist knowledge and activities in two regions provided some of the impetus for this "quiet revolution".

-Extended devolution of school financial and information resources from a state to the local level were seen as crucial by educators participating in this study.



## Conclusion

The educators located in N.S.W. public schools who responded to this study's questionnaire expressed a variety of opinions that were analysed in this chapter. Unfortunately, the returns from Regional level educators and the Directors of Schools were poor, resulting in generalizations from the questionnaire data being cautiously drawn. Findings emerging from the questionnaire data were recorded at the end of each of the four research questions. Nevertheless, a comparative analysis of the findings emerging from interview and questionnaire data occurs in the final chapter. This comparative analysis will form the substance of the recommendations that will be made in the final chapter.

## CHAPTER 6

### COMPARATIVE ANALYSIS and RECOMMENDATIONS

In the concluding chapter, comparative analysis of the findings emerging from interview and questionnaire data in Chapter 4 and Chapter 5 of this research study is undertaken. The four research questions are revisited sequentially, and answers for each are articulated in the light of this study's findings. The key findings that emerged from the interview and questionnaire data in Chapter 4 and 5 are cross-referenced and a comparative analysis of findings are done to inform recommendations made for future practice in relation to the use of Outcome-Based Education (O.B.E.) in the New South Wales Department of School Education (N.S.W. D.S.E. ). Finally, suggestions for further research are made.

The comparative analysis of interviews and questionnaire information is largely based on *school-based* educator responses, as this group formed the larger number of total responses (26). Information given by Regional and Directors of Schools will be used to support certain comments, but it needs to be recognized that this information was available through the interviews only conducted as part of this research study, explained in Chapters 4 and 5.

### Emergent Themes

From the information given by the "key actors" interviewed and surveyed, a number of themes have emerged from the data. **One theme** was the selection and adaptation of a "new" language in relation to O.B.E. in some N.S.W. public schools. A **second theme** was the apparent re-interpretation of original source materials compatible with the particular context for schooling in N.S.W. A **third theme** included the conditions for inclusion and barriers to the use of O.B.E. ideas in the N.S.W. public school system.

### The Use of Language

The first theme which emerged from answers to Question 1 is the apparent selection, adaptation of language, through the influence of O.B.E. articles read by Respondents and Informants through personal initiative. Some language similar to that provided in D.S.E. memorandums and Board of Studies documents was also used. The synthesis or adaptation of O.B.E. terminology appears to have taken place in order reduce the "jargon loaded" nature of the American O.B.E. models, and to make the terms used more closely associated with existing and emergent educational practices in the N.S.W. public school system.

Two "clusters" of responses can be identified when analysing the kind of language used by educators. The first cluster related to O.B.E. language used in teaching, some typical examples being: "writing units according to outcomes", "experimentation with Outcome-Based programming and classroom implementation of units of work", and "teaching programs developed in terms of outcomes". Other statements made included "Outcome-Based teaching and assessment model", "outcomes methods in planning teaching and learning", "reports written partially in outcomes terms", and "outcomes clearly stated and pre-requisites set". These concepts reflect the substance of D.S.E. and Board of Studies policy statements before March 1995. From this data, it is apparent

that some schools had pursued a curriculum focus only, in the "traditional" O.B.E. mode (Rowe, 1994:4).

The second grouping identified relates to language that is more "strategically oriented" in approach to school management. To a certain degree, language used by educators reflected N.S.W. D.S.E. policy before March, 1995. Phrases used included the "need to improve educational outcomes", pursue "community consensus", develop a "learning community" (Senge, 1992), and a "lead- management approach" towards strategic planning (Sergiovanni, 1992).

Various statements show distinct efforts being made by some O.B.E. educators in N.S.W. to incorporate existing D.S.E. approaches with O.B.E. ideas gleaned directly from U.S.A. sources. The influence of O.B.E. source materials in the use of language by some educational practitioners in N.S.W. public schools is closely related to the second theme which emerged from the data.

### Synthesis of Ideas

The influence of O.B.E. source materials in the use of language by some educational practitioners in N.S.W. public schools is followed closely by a second theme which emerged from the data. The synthesis taking place can be seen in the use of O.B.E.-style language such as "beliefs" (Block, 1985), "visions" (Spady, 1990), "future context conditions" (Spady, 1992), "clearly defined exit outcomes" (Spady, 1988), "life-role performance exit outcomes" (Spady, 1992), "desired student exit behaviours" (Mamary 1992), "best available knowledge informing action" (Mamary, 1993), "alignment" (Spady, 1990), "criterion-based unit mastery" and "C.T./R.T./Q.M. approaches to welfare management" (Glasser, 1986, 1990, 1991). The influence of Total Quality Management (T.Q.M.) approaches in industry, with subsequent application in "quality school" (Rowe, 1994) approaches, can also be seen in language used by educators in this research study.

To fulfil the requirements of a state system of education, and the particular needs of the local school context, some synthesis of state- mandated and localized initiatives in O.B.E. can be seen to have taken place. In some locations, considerable re-interpretation of O.B.E. source materials to fit N.S.W. public school contexts and a "quiet revolution" in the use of O.B.E. ideas had occurred. The educators involved in this study were encouraged by D.S.E. policy statements focused on "enhanced student learning outcomes" (Boston, 1992:c). Some educators, however, attribute the rapid implementation of some components of O.B.E., dominantly to individual "key actor" initiative. Individual or group initiative to implement strategic components of O.B.E., such as student exit outcomes or aignment of school management processes, occurred outside the parameters provided in the state system.

#### Conditions Which Facilitated or Hindered O.B.E.

The third theme which emerged from the data related to the conditions supporting O.B.E inclusion and certain barriers to the use of O.B.E. ideas. Some state policies were perceived as being inadequate in fulfilling local needs by some educational practitioners in the N.S.W. public school system. O.B.E. models and ideas gleaned directly from sources in the U.S.A. were seen to be helpful at the local level.

What can be seen, however, in the information collected in this research study, is that the D.S.E. devolution of responsibility of some functions to schools in the late 1980's had supported local "lead-management" approaches and collaborative decision-making to become established practice in some school communities. From this point of view, schools had been encouraged through the Schools' Renewal process to pursue local initiatives, and this development had supported the rapid diffusion of O.B.E. ideas in some locations.

This research study also revealed certain barriers to effective implementation of O.B.E. ideas, as perceived by some N.S.W. public school educators. One such barrier included "traditional" beliefs and practices in the areas of management, teaching,

learning and student welfare. Within the area of management, our educational traditions linking the state system of education to British public school origins, can be seen as a barrier to the rapid inclusion of quality school practices using O.B.E. models as inspiration. Some respondents perceived that most changes in N.S.W. public schools were in line with D.S.E. requirements. However, the "top- down" model was still perceived as being in place, with the State system specifying the outcomes.

The N.S.W. public school educators were also concerned about the manner in which state mandated policy had been presented. Some concerns expressed by respondents and informants, were "check-lists (being) foreshadowed to make sure that teachers were performing", traditional structures having been predominant in a state- based system, and minimal access to O.B.E. information for some educators, particularly at the classroom level of implementation before March 1995.

These broad themes are informed by comparative analysis of the findings identified in Chapter 4 (interview analysis) and Chapter 5 (questionnaire analysis). A comparative analysis of the findings emerging from the data of this research study follows, with recommendations for the use of O.B.E. ideas in the N.S.W. public school system being made with reference to each research question.

### Comparative Analysis: Research Question 1

**Research Question 1** asked "**How are Outcome-Based Education strategies, being implemented in N.S.W. schools?**". To answer Research Question 1, management, teaching, learning and welfare practices were investigated. Comparative analysis of these four areas of educational practice is based on the findings that emerged from the data presented in Chapters 4 and 5.

## School Management

It is clear that O.B.E. ideas and models had an extensive and positive impact on the management approaches of most N.S.W. D.S.E. educators interviewed as part of this research study. Before March 1995, the "climate" or context for inclusion of O.B.E. ideas was perceived as being conducive to innovation, and the structures that had existed within the D.S.E. were seen as providing opportunities for O.B.E. initiatives at regional, cluster of schools and individual school levels within the public school system.

The practice of "alignment" developed within particular regions with an O.B.E. knowledge base, with training initiatives developed in some regions, cluster of schools or individual schools. A disparity seems to have developed between state-mandated Training and Development approaches, and the courses initiated in particular locations to reflect perceived local needs. In some schools and regions, strategies had included working "down" from exit outcomes negotiated with the school community, and the "alignment" of strategic planning functions in a manner similar to that of O.B.E. models originating in the U.S.A.

State policies were sometimes seen by educators to have "over-ridden" locally negotiated agendas. Negotiated visions to suit the local context had been negotiated to varying degrees. Some N.S.W. public school educators had also seen that the development of belief statements, using original O.B.E. source materials reinterpreted and negotiated by the school staff and community at a local level, complemented state policy processes.

The O.B.E. initiatives that had occurred in some N.S.W. public contexts prior to March, 1995 can be called "transitional" (Spady) or "transformational" (Spady et al., 1991; Sergiovanni, 1992) in nature. Regions, clusters of schools or schools using O.B.E. approaches could be seen as different by degree to "traditional" (Rowe, 1994) management approaches occurring in other contexts within the N.S.W. public school system.

## Teaching Practice

Other perceptions of some educators participating in this research study can be grouped around the area of teaching. A significant impact of O.B.E. ideas on teaching pedagogy had begun to occur before the N.S.W. state elections of March 1995 in certain regions, some clusters of schools and individual schools. Apparent from this research data is that teachers were aware of programming in terms of outcomes, but teacher practices in the classroom had not changed significantly in relation to the resources placed in this area through Training and Development programs.

O.B.E. alignment strategies had been found useful in some N.S.W. public schools, but alignment of teaching practices with management, learning and student welfare practices was not general practice.

For significant impact on teaching practices to occur, consideration of incorporating and promoting "transitional" or "transformational" O.B.E. approaches were perceived by some educators as needing incorporation in policy and practice at a state systems level. Some concerns expressed were that "traditional" teachers will not give up the "Sermon on the Mount" approach, that "mystery teaching" compared with "mastery teaching" was still the norm, that a range of enthusiasms to change and a lack of O.B.E. knowledge relating to teaching existed, and a perceived need existed for increased awareness of alignment of teaching practices with assessment. Views expressed support the notion that teachers were aware of programming in terms of outcomes, but had not taken a structured approach at Secondary School level.

The manner in which "curriculum outcomes" were specified by the N.S.W. Board of Studies in syllabus documents was a common concern of educators participating in this research study. Some changes in teaching practices at the classroom level to facilitate the new syllabi were evident, but the methods of teaching were still seen as largely traditional. This perception is further addressed in comparative analysis of the responses to Question 3 of this research study.



Some effects on teaching pedagogy were attributed to the use of curriculum outcomes in the re-drafting of teaching program and units of work. This is similar to a "traditional" approach to O.B.E. (Spady, 1992). Some attempts had been made to integrate locally-derived exit outcomes for student learning with the state-wide syllabus outcomes in Key Learning Areas (K.L.A.'s). This approach was perceived to have had an impact on teaching practice in some schools.

### Student Learning and Welfare Practices

Student learning and school welfare practices emerged as areas in which minimal change had occurred. Little impact of O.B.E. ideas was apparent on the learning outcomes of students before March 1995. Informants perceived that the changes that had occurred were more significant in Primary Schools than in Secondary Schools. However, the inclusion of O.B.E. ideas about student learning in educational contexts was one area in which significant efforts were being made by some N.S.W. public school educators. O.B.E. practices such as Mastery Learning and O.B.I. were seen by some educators participating in this research study to be effective alternatives to "traditional" practices.

In some schools, a start had been made to link Board of Studies "curriculum outcomes" and teaching practices with an outcomes focus to student learning. However, there was a general concern expressed that student learning practices had yet to be significantly modified through the adjustment of teaching programs and practices. This further suggests that the methods of delivery of curriculum had remained "traditional" in their nature.

The interview and questionnaire data also indicated that minimal change only had occurred in student welfare management practices before March 1995. The impact of O.B.E. ideas were perceived as having had more impact on management, teaching and learning practices. The "alignment" that can occur within O.B.E. models linking management, teaching and learning practices directly with student welfare provision

was seen as an area to be addressed from a systems policy level to the school practice level by some N.S.W. public school system educators.

The usefulness of Glasser's Control Theory, Reality Therapy and Quality Management (C.T./R.T/Q.M.) approaches, in effecting change to student welfare practices within the classroom and wider school, were specifically mentioned by numerous educators. Some educators who saw the potential value of this kind of training in changing traditional disciplinary and communication approaches, had incorporated this kind of training as a priority in their Training and Development programs for teachers. However, most training in this area had been pursued on an individual educator basis, either funded personally or supported through partial or total funding from a variety of sources within the N.S.W. D.S.E.

#### Recommendations- Research Question 1

The answers to Research Question 1, derived from the interview and questionnaire data, revealed a strong impact of O.B.E. ideas on the management of some N.S.W. public schools, some effect on teaching practices, but minimal effect in the areas of student learning and school welfare practices. The recommendations which follow are based on the comparative analysis of the findings that emerged from the interview and questionnaire data for this research study.

**Recommendation 1:** That schools should retain the autonomy to pursue O.B.E. initiatives initiated in response to perceived local needs. O.B.E. ideas and models gleaned from a variety of sources had an extensive impact on the management approaches of most of the N.S.W.- D.S.E. personnel participating in this research study before March 1995.

**Recommendation 2:** That the achievements of some educational practitioners in the N.S.W. public school system in effecting O.B.E. changes to management and teaching

practices for direct student benefit need to be recognized, documented and reported on a state-wide basis for the benefit of all public school practitioners.

**Recommendation 3:** That O.B.E. teaching practices need to be more widely reported in the D.S.E. for teacher and student benefit.

**Recommendation 4:** That the considerable effort made by O.B.E. practitioners to prompt changes in student learning practices is more widely reported by the D.S.E. for the benefit of all teachers. Outcome-Based Instructional (O.B.I.) or the ODDM "Mastery Learning Three" (Mamary, 1993) techniques used in some schools for the enhancement of student learning outcomes needs to be reported on a state-wide basis. Greater accessibility to O.B.E. ideas for classroom teachers implies that Tertiary teacher training or the retraining of N.S.W. public school teachers to deal with an O.B.E. approach to curriculum and classroom practice is an area needing attention at a systemic level.

**Recommendation 5:** That State level evaluation occurs of the equity of remedial and extension activities for students, in line with O.B.I. principles or the ODDM practice of full inclusion of all students in all school programs. The current practice of forming separate, permanent groups for remedial forms of education, and or forming exclusive Gifted and Talented groups for enrichment purposes is not compatible with an ODDM approach (Mamary).

**Recommendation 6:** That O.B.E. student welfare management approaches be considered at a systemic level. The funding of teacher access to training programs, such as Glasser's approach to C.T./R.T/Q.M. and the ODDM model, would be important if significant change to existing welfare practice in public schools is desired.

Respondents and informants in this research study felt that the particular nature of the state-based system of education and the level at which policy is constructed tended to hinder effective O.B.E. efforts in schools. The Schools Renewal process begun in the late 1980's in N.S.W. facilitated opportunities for schools to be more autonomous, and some educators had used this increased opportunity to pursue innovations such as O.B.E.

### Comparative Analysis- Research Question 2

Through comparative analysis of responses to Research Question 2, the components of an O.B.E. approach in schools were identified, and opinions about the usefulness of these components evaluated. **Research Question 2** asked "**How does the organization of O.B.E. change processes differ from strategies originally devised in the U.S.A.?**" The organizational components will be analysed in the same order of presentation in this research study's interviews and questionnaire.

Elements of O.B.E. models in the U.S.A., identified in the available literature, include the setting of a vision at the school level, the development of exit outcome for students, alignment or linkages between exit outcomes and curriculum, and alignment of teaching, learning, assessment and welfare practices with whole- school management practices. Some public schools in N.S.W. had attempted to incorporate most of these ideas.

#### Missions and Visions

Comparative analysis of interviews and the questionnaire conducted as part of this research study showed that the concepts of mission or vision setting had been

commonly used in the educational settings studied. The appropriateness of negotiating visions in particular with a range of groups within some N.S.W. public schools, including parents and other members of the local community, had become common practice. The desire to develop a sense of "local ownership" and commitment in the schooling process by involving a range of groups in vision-setting was often expressed by O.B.E. educators participating in this research study.

Substantial variety in the language used to express visions are reflective of genuine desire on the part of educators to accommodate local community aspirations, fulfil the educational needs of students in a particular context or orient the school community to a specific future direction.

Some educators in this study had attempted to use the school mission or vision to align parts of school planning in an O.B.E. or ODDM manner. This was occurring to varying degrees in schools where educators with awareness of "transitional" (Spady) O.B.E. ideas were located. From this point of view, N.S.W. public school initiatives in mission and vision setting were similar to activities in schools in the U.S.A. using O.B.E. ideas. In addition, the groups involved in the process of mission and vision development in some N.S.W. schools were similar to approaches suggested in American O.B.E. models.

### Exit Outcomes

The data emerging from this research study indicated a genuine attempt to involve whole school communities in the process of negotiating exit outcomes for students. Diverse sources of information were used in the formation of exit outcomes, such as the D.S.E. documents "Education 2000" and "Values We Teach", and literature on the future context in which students will work on leaving school. Some schools were using "futures-oriented" or skills-based learner exit outcomes together with management, teaching, learning and school welfare policies, in the manner suggested in American O.B.E. literature or by visiting consultants from the U.S.A. such as Mamary and Spady.

However, curriculum delivery organization in schools in N.S.W. appears to vary considerably. Exit outcomes in N.S.W. schools were linked to modes of curriculum delivery, which varied widely between schools. Some N.S.W. educators reported vertically-integrated curriculum patterns, some mentioned semesterized units of work with specific criteria to be fulfilled by students in each area, and other schools had retained a "traditional" mode of curriculum organization, with discrete years following one year or two year courses. The use of O.B.E.-style exit outcomes derived at the local level is one area deserving of further study.

### Changes in Practice Resulting from Exit Outcomes

Comparative analysis of interview and questionnaire data considered the impact of exit outcomes in some N.S.W. public schools. The effects of negotiated exit outcomes were perceived by most educators to be at an early stage, with a continuum of some changes to no changes in management, teaching and learning practices being reported by participating educators. In some schools, exit outcomes had been used in a manner comparable to American O.B.E. models, with the exit outcomes used as a starting point for the design of management plans integrating teaching, learning, student welfare and discipline practices. This had resulted in a change of focus to a student-oriented outcome approach.

### Expectations of Key Learning Areas

The study data showed that the impact of a Key Learning Area (K.L.A.) approach to learning outcomes had been considerable. Two groups of opinion, however, can be discerned. Group 1 had focused purely on the K.L.A. syllabus outcomes as set by the Board of Studies in the planning of teaching programs and units of work for students. Group 2, located in schools where exit outcomes had been negotiated at the local level, were trying to use K.L.A. syllabus outcomes in a different way. This group saw the need

to interpret K.L.A. syllabus outcomes in broad terms; that is, using the locally negotiated exit outcomes to form links between the two approaches to learning outcomes.

In comparison to the American O.B.E. models, Group 1's approach to deriving curriculum outcomes can be seen as a "traditional" approach. Group 2 can be seen as being "transitional" (Spady) in the r approach. From the data collected in this research study, a "transformational" (Spady) approach to student learning outcomes can be seen to have not occurred in N.S.W. The "transformational" approach, according to Spady and Rowe, involves "culminating life- role performances", in which futures-oriented learner skills are facilitated. The N.S.W. Board of Studies approach, which provides a broad, general education in discrete K.L.A.'s, is different by nature to the American O.B.E. "transformational" curriculum. The establishment of "culminating, life-role performances" in classrooms would require the rearrangement of learning space organization and curriculum, interaction with local community and business in mentor programs on a large scale, and a career focus to learning.

#### Alignment of K.L.A. Outcomes and School Vision

The study found that considerable initiative had been shown by approximately half of the school-based educators in the alignment of K.L.A. outcomes with individual school visions. Within this group, action had occurred facilitating strategic changes in some N.S.W. schools beyond the expectations of the D.S.E. and the Board of Studies. This group of educators had attempted a synthesis of D.S.E. priorities and K.L.A. outcomes with the locally developed vision, exit outcomes or expected learning outcomes for their school. It was also found that informal links only had been established between the K.L.A. outcomes and the school vision, or the area had not been considered as yet.

Once again, two types of action had become typical of practice in some N.S.W. public schools. One type of practice can be called "traditional", in that explicit links between K.L.A. curriculum outcomes and the stated mission or vision had not been

resolved. The other type of practice apparent was "transitional" in nature, with explicit links being made using student exit outcomes as the integrating tool.

Before March 1995, regions, clusters of schools and schools possessed a certain degree of autonomy to reflect localised aspirations and be responsive to individual school management needs, but were also accountable to the D.S.E. for fulfilling an extensive range of expectations. D.S.E. and Board of Studies requirements were sometimes seen as a "barrier" or "impediment" in some regions, clusters of schools or individual schools participating in this research study.

### Student Assessment Alignment

Two distinct groups of opinion can be perceived in the area of assessment and syllabus outcomes. Approximately half of the schools in which participating educators were located had formed close links between student assessment approaches and syllabus outcomes. Educators in some N.S.W. schools had made a genuine effort to develop new assessment and reporting approaches to cater for the criterion-referenced nature of assessment required in curriculum with an outcomes focus. Most participating educators indicated that the change process had been at an early stage of implementation.

Considerable concern was expressed about aspects of criterion-referenced assessment, with some educators concerned with the assessment and reporting of outcome descriptors. The number of outcomes in syllabuses set by the Board of Studies was mentioned as a problem by some educators in response to interviews for Question 1. This can be related to other information collected in this study in response to Questions 2 and 3, where some educators were concerned about a perceived "imposition" of an unmanageable number of syllabus outcomes "tacked on" to existing syllabuses. Some educators could foresee problems with school attempts in assessing and reporting on the basis of how "students meet syllabus -implicit descriptors" (Informant 3).



### Modification of Teaching Practices:

The research data indicated a considerable focus had occurred in the area of teaching practice. N.S.W. public school educators had considerable access to D.S.E. Training and Development courses in this area. However, some divergence of opinion was noted in the difference between the acquisition of knowledge about teaching techniques and actual changes in everyday teaching practice. The data suggested that modification of actual teaching practice in the classroom had been rather minimal, when considering the Training and Development resources that had been focused on this area. A degree of teacher resistance to changes in actual practice was apparent.

### Alignment for Student Benefit

Comparative analysis of interview and questionnaire data revealed two distinct groups in opinion about alignment of student learning outcomes, welfare and discipline procedures that had taken place in schools. Some public schools in N.S.W. reported significant efforts to align or link learning, welfare and discipline measures. The second group of responses described school practices which indicated change to align these planning components was slower, minimal or had not occurred. The schools where significant alignment had occurred used Glasser C.T/R.T./Q.M. techniques for eliciting staff and community consensus about school policies. Considerable efforts had been made in some schools to form a synthesis between Glasser's approach and D.S.E. expectations in mandatory documents.

## Recommendations- Research Question 2

The recommendations made are based on comparative analysis of the findings that emerged from analysis of interview and questionnaire data collected as part of this research study. These deserve the careful attention of the N.S.W. D.S.E. and Board of Studies, as the recommendations are thoroughly "grounded" in the opinions and practical experience of educators who had developed expertise in the area of O.B.E. in the N.S.W. public school system context before March, 1995.

**Recommendation 7:** That the D.S.E. formally evaluate and widely report on the perceived benefits of "vision-setting", and in particular recognize the potential benefits an O.B.E. or ODDM mode of management has for school communities.

**Recommendation 8:** That the D.S.E. formally evaluate and widely report on the perceived benefits of O.B.E.-style exit outcomes derived at the local level as a means of aligning, linking or integrating management, teaching, learning and student welfare practices in N.S.W. public schools.

**Recommendation 9:** That the D.S.E. and Board of Studies investigate a "transformational" approach to curriculum provision in N.S.W. Syllabi specifying content to be taught to students is not necessarily synonymous with an "transformational" O.B.E. approach to curriculum delivery as described in the available literature (Rowe, 1994).

**Recommendation 10:** That barriers to equity of curriculum provision need to be resolved through state policy. If N.S.W. public school policy is inclusive of all students, the disparity of being responsive to individual learner needs and imposition of coverage of set content in a fixed time frame in schools needs to be resolved.

**Recommendation 11:** That learning extension or remediation "built into" classroom practices for all students to fulfil expected curriculum or exit outcomes, or stated equity policies, needs to be addressed in a state system policy by the D.S.E. and Board of Studies.

**Recommendation 12:** That the practice of alignment between school vision and student exit outcomes be emphasized at the state level. D.S.E. policy or Training and Development courses for school managers in the principles of alignment could use O.B.E.-related examples already developed in some N.S.W. public schools.

**Recommendation 13:** That the D.S.E. re-affirm the degree of autonomy schools had to pursue locally-negotiated priorities responsive to perceived local needs. Processes which facilitate school autonomy to focus on broader exit outcome issues for their students are feasible. Suggested here is a systems approach which is more responsive to opinions expressed at school level, where the success and quality of implementation is crucial.

**Recommendation 14:** That teacher accessibility to information about O.B.E. teaching techniques needs to be improved. Some of the approaches mentioned in O.B.E. literature, such as Outcome Based Instruction (O.B.I.), with lessons structured around Mastery Learning (M.L.) strategies (ODDM model) need to be considered in the design of courses for the retraining of teachers.

**Recommendation 15:** That the D.S.E. consider strategies to foster the intrinsic motivation of teachers to change practice. Ways of doing could include the linking of most forms of Training and Development with credit towards higher degrees, and the provision of opportunities for O.B.E. practitioners with experience in implementation to be released from classroom duties for specific periods of times to develop and present courses of direct relevance to schools.

### Comparative Analysis: Research Question 3

**Research Question 3** asked "What are the effects on regions, clusters of schools, school managers and teaching staff of O.B.E. policy approaches determined at a state level?" Three sub-questions were needed to answer this question. The first question investigated the effect of the N.S.W. D.S.E. on O.B.E.-related school practice. The second question investigated the impact of Board of Studies documents on O.B.E.-related school practices. The third question requesting educator views on uniqueness was expected to reveal further O.B.E. initiatives initiated at the local school level.

#### The Department of School Education and O.B.E. Initiatives

Comparative analysis of interview and questionnaire data revealed inherent problems in the manner in which changes within the N.S.W. public school system had been presented by the D.S.E.

Two highly divergent groups of opinion in answers to Question 3a) were identified. One group was supportive of D.S.E. efforts in developing an "outcomes" focus to the public school system, where educators perceived that the D.S.E. was the starting point in encouragement for schools to pursue an O.B.E. approach. These responses did not infer an official mandate by the D.S.E. to use O.B.E. models from the U.S.A. However, the re-orientation of the system towards a focus on "enhanced student learning outcomes" (Boston, 1992c) prompted O.B.E. initiatives in some schools

The second group of educators were highly critical of the D.S.E. Some educators viewed O.B.E. initiatives in N.S.W. public schools as being the province purely of personal initiatives to pursue specific forms of O.B.E. or ODDM training available. A "tension" had developed between O.B.E. innovation at the local level, and policies

developed at a state level which were sometimes perceived to be "barriers" to initiative in pursuing local agendas.

#### The Board of Studies and O.B.E. Initiatives

Comparative analysis of interview and questionnaire responses to Question 3b) revealed three distinct groups of opinion. The first group of N.S.W. public school educators were critical of the Board of Studies and the manner in which learning outcomes were incorporated within syllabi. In the opinion of this group of educators, the Board of Studies had a negative effect on local initiatives to develop an O.B.E. focus in the local school context.

The second group of educators were more positive in tone, with the Board of Studies role in fostering the conditions which stimulated interest in O.B.E. The Board of Studies syllabi incorporating a "curriculum outcomes" focus was seen by some educators as reflecting an O.B.E. approach. However, the focus on curriculum outcomes was viewed as "narrow" by some educators who had pursued the strategic intent of O.B.E. Some N.S.W. educators reported or experienced confusion in the system over the difference between curriculum outcomes and O.B.E. ideas derived from other sources, such as professional reading.

Apparent in the third group of educators were concerns that documents rather than practices had changed, and that specific support with follow-up had been irregular. Related to this view were opinions expressed that outcomes attached to curriculum in the Board of Studies manner were not commensurate with "transitional" or "transformational" O.B.E. curriculum approaches.

### Uniqueness of Individual Schools

Comparative analysis of the findings emerging from the interviews conducted and questionnaires distributed in this research study revealed two groups of opinion. Some educators were sure their schools were not unique in the interpretation of O.B.E. approaches to strategic planning curriculum outcomes and student welfare. The difficulties associated with changing long-term practices in the teaching profession can be associated with some cautious responses to this question.

However, the majority of participating educators laid claim to some form of uniqueness for the region, cluster of schools or individual school in which they were located. Specific examples mentioned were the inclusion of ideas from O.B.E. models originating in the U.S.A., with the ODDM model, Glasser's C.T./R.T./Q.M., and Spady or ODDM-style exit outcomes being most often mentioned. Included in these types of responses were community, parent and student collaboration in decision-making.

The finding apparent in the majority of responses was a degree of autonomy perceived by some N.S.W. public schools to use ideas gleaned from a number of sources. The number of D.S.E. and Board of Studies policies and agendas imposed on schools were perceived to be a problem, in that the associated work-load was at times in conflict with locally-set priorities.

### Recommendations- Research Question 3

The recommendations are based on comparative analysis of the findings that emerged from the interview and questionnaire data collected as part of this research study. These deserve careful attention of the N.S.W. D.S.E. and the Board of Studies, as the recommendations are "thoroughly grounded" in the knowledge, opinions and experience of educators participating in this study.

**Recommendation 16:** That the effectiveness of D.S.E. and Board of Studies "top-down" forms of communication to public school educators are reviewed. A problem to be addressed is "educator dissatisfaction" with local agendas being "over-ridden". Apparent expertise in "bottom-up" interpretation of policy and collaborative decision-making to suit specific needs of the local school community had been developed before March 1995. Inspiration for these endeavours had been gleaned directly from American O.B.E. literature or consultants.

**Recommendation 17:** That the D.S.E. consider retention of a considerable degree of autonomy for schools which satisfy certain criteria for quality inclusion of O.B.E. ideas. Innovation inspired by O.B.E. ideas at the local level included the development of exit outcomes or alignment of school planning components. The D.S.E. needs to be responsive to expressed needs of local school communities, and consider the ways in which system support can foster, recognize and support innovation and expertise in some N.S.W. schools using O.B.E. ideas.

#### Comparative Analysis: Research Question 4

**Research Question 4** asked "What is the nature of current training provision for school managers and teachers in being able to effectively deal with the application of O.B.E. ideas within educational contexts?". To answer this question, five sub-questions were included in the interviews and questionnaire. The comparative analysis of findings, which emerged from the data, is presented in the same order. Recommendations for future practice in the D.S.E. are then made.

### Sources of Information

Comparative analysis of interview and questionnaire responses to Research Question 4a) revealed that the most common initial contacts with O.B.E. ideas occurred through individual initiative. Educators had experienced initial contact dominantly through professional reading in educational journals, local contacts and direct contact with visiting American O.B.E. experts. Apparent in the data gathered is that "mainstream" communications from the D.S.E. or the Board of Studies had not been the catalysts for the use of O.B.E. ideas by some educators in N.S.W. public schools. A very small group of educators made isolated references to educational associations, tertiary studies, the D.S.E., the Board of Studies, a Teachers' Federation article and a newspaper article.

This information is somewhat different to the answers recorded by this researcher in response to Research Question 3. One possible explanation for this circumstance is that the educators participating in this research study considered D.S.E. efforts to develop an "outcomes" focus to the state system to be of less importance than endeavours at the local level to adapt O.B.E. ideas gleaned directly from U.S.A. sources.

A further finding was a perceived lack of use at a state executive level in the D.S.E. of ODDM and Spady O.B.E. ideas to stimulate innovation and rapid, effective change in educational contexts. The implications here complement analysis of Question 1 and 2 data, where management and teaching practices in some regions, clusters of schools and individual schools were found to have been significantly impacted by O.B.E. ideas gleaned directly from the U.S.A.

### Initial Reactions to O.B.E.

Comparative analysis of interview and questionnaire data for Question 4b) revealed that educators initially reacted to O.B.E. ideas in a number of ways. One group of responses were positive in tone, with the larger group of educators recognizing the potential of O.B.E. ideas to integrate, align or change existing practices in N.S.W. public schools.



The second group of responses can be characterised by initial concerns about O.B.E. These kinds of responses included the relationship of O.B.E. ideas with narrow interpretations of competencies in the curriculum of schools, and a concern that business practices were being imposed on the schooling process. However, the larger group of responses found O.B.E. ideas to offer a conceptual framework in which to make sense of separate developments in education in the N.S.W. school system.

### Nature of Training Received

Comparative analysis of interview and questionnaire responses to Question 4c) revealed three distinct groupings of experience with O.B.E. related training reported by participating educators. The larger group of educators mentioned the ODDM model or participation in Mamary's 1992, 1993 and 1994 seminars held in N.S.W. Glasser's C.T./R.T./Q.M. training and attendance at Spady's seminars in 1992 were mentioned by other educators. Some educators in this group had pursued multiple forms of training through personal initiative. The second group of educators had relied on O.B.E. information gleaned directly from overseas sources through the available literature on O.B.E. or sharing of this information collegially. The third and smallest group of educators developed an understanding of O.B.E. through some conferences held at a state or regional level, ERC courses or Principal Council meetings.

A dominant finding from the comparative analysis was a lack of access for classroom practitioners to training courses or seminars by visiting consultants. Some school-based educators specifically "complained" that they had to fund their attendance at O.B.E. and ODDM courses from personal resources. Regional personnel, Directors of Schools and Principals participating in this study did not mention financial restrictions or lack of access to O.B.E. related courses. The implication is that funding had been more accessible to educators occupying executive positions in the D.S.E.

### Access to the O.B.E. Knowledge Base

Comparative analysis of interview and questionnaire responses to Question 4b) revealed that the most accessible forms of information about O.B.E. were materials about ODDM and Glasser's C.T./R.T./Q.M. General articles on O.B.E., Spady's approach or Outcome-Based Instruction were also seen as accessible by a large group of participating educators. Recognition was made by these educators of the degree of importance overseas sources of information had on their knowledge base. Criticism of the N.S.W. D.S.E. centred around a perceived "lack of follow-up" by the D.S.E. after O.B.E.-related policies were introduced. A dominant finding that emerged was the limited accessibility of classroom practitioners to the O.B.E. knowledge base found useful by other educators. The importance of personal initiative to pursue the information was apparent in responses to this research study.

### Training Provision

Comparative analysis of comprehensive answers to Question 4e) given in interviews and questionnaires identified a range of findings considered by some N.S.W. public school educators to be essential in acquiring an effective working knowledge of O.B.E. concepts. Findings included the inadequacy of existing framework elements in the N.S.W. D.S.E. and Board of Studies to incorporate "transformational" approaches to O.B.E. Other findings that emerged from the data were a perceived dichotomy of attitudes towards school autonomy, and the impact O.B.E. ideas have had on leadership practices in some schools.

#### Recommendations- Research Question 4

Substantial recommendations will be made on the basis of comparative analysis of the findings emerging from interviews and the questionnaire for Research Question 4 in this study. The recommendations are "thoroughly grounded" in the knowledge, opinions and experience of educators participating in this research study.

**Recommendation 18:** That the D.S.E. expand the knowledge and training base of state-based educational policy makers to encompass O.B.E. and ODDM practices already found to be of extensive value in some N.S.W. public schools in assisting the provision of "quality education". Some N.S.W. public schools had been able to facilitate extensive change in management and teaching practices using O.B.E. ideas obtained directly from American sources.

**Recommendation 19:** That the D.S.E. re-define O.B.E. as it applies to the N.S.W. public school system. The interpretation that existed before March 1995 was "outcomes in a standards framework". This definition may have been adequate for a state system focusing on general, quality outcomes for students in schools and the Board of Studies focus on curriculum outcomes in a "traditional" manner. However, the existing definition is inadequate, as some N.S.W. schools had already pursued a "transitional" or "transformational" O.B.E. approach

**Recommendation 20:** That the D.S.E. and the vested interest groups in N.S.W. public school education collaboratively resolve the question "What do we actually want out of education for our children?" in an O.B.E. or ODDM mode. One suggestion, reported in educator responses to research questions, is a need to establish student exit outcomes for the whole state system. The usefulness of O.B.E. ideas in assisting educators to develop a conceptual framework about the purpose and direction of education in N.S.W. needs to be recognized by the D.S.E.

**Recommendation 21:** That D.S.E. Training and Development priorities address the perceived lack of access of classroom teachers to O.B.E. forms of training, predominantly through restricted Training and Development funds at the individual school level. Responses to Questions 1, 3 and 4 in this study indicated C.T./R.T./Q.M. training had been accessed by regional, cluster and school managers to a considerable extent. Educators participating in this research study perceived a need for extensive re-training of existent teaching staff to effectively apply Outcome-Based approaches to curriculum, teaching, learning and assessment practices.

**Recommendation 22:** That the D.S.E. addresses the problem of teacher resistance to changed practices at the classroom level by providing increased resources and sustained support. The usefulness of the ODDM approach in effecting quality education and sustained support for classroom practitioners was acknowledged by educators participating in this research study.

**Recommendation 23:** That Tertiary training institutions be responsive to the rapid dissemination of O.B.E. ideas in school management and teaching practice. The review of existing teacher trainee courses content is suggested, to facilitate an awareness of the purposes of O.B.E., Outcome-Based Instruction and ODDM as sources of inspiration for quality school management.

### Concluding Statement

Some people view O.B.E. as a critical social science experiment in educative contexts. O.B.E. educators endeavour to incorporate the most effective practices, from literature on educational research, on a continuous improvement basis. "Quality" would be able to be "built into" the N.S.W. public school system, rather than being "inspected in", if "transformational" O.B.E. ideas were incorporated at the systems level.

The benefits of an ODDM or H.S.P.-O.B.E. mode of management for school communities have been recognized by educators participating in this study. Educational managers could positively motivate teachers to change classroom practices, to achieve enhanced student learning outcomes (Boston, 1992c), by adopting the ODDM approach.

A re-definition of O.B.E. as it applies to the N.S.W. public school system is needed. This study found that considerable use of O.B.E. ideas in some N.S.W. public school management had occurred, and an awareness of the need to change teaching practice to achieve expected curriculum outcomes existed. However, Training and Development courses and resources provided by the D.S.E. were shown to have been inadequate in prompting actual changes to long-term classroom practices. This research study found that student learning and student welfare practices in N.S.W. public schools had not changed substantially.

A willingness by the D.S.E. and Board of Studies to involve a broader range of representative groups in policy development to fulfil collaborative O.B.E. schooling endeavours needs to be demonstrated. A re-affirmation of more autonomy for schools to be responsive to perceived local priorities is also needed. Integration of management, teaching, learning and student welfare practices is important to ensure the expected student outcomes are achieved.

The public school system in N.S.W. needs to consider ways in which system support can foster, recognize and support innovation and expertise in N.S.W. schools using O.B.E. ideas. A range of practices within the N.S.W. public school system need to be reviewed if equity of curriculum provision is a policy expectation. For example, the O.B.E. idea of learning extension or remediation "built into" classroom practices for all students to achieve expected curriculum or exit outcomes, would be needed to fulfil stated equity policies.

Overall, the importance of establishing a relevant O.B.E. knowledge base for school administrators and teachers, before extensive change in educational practice is required, was the maxim of this study. A substantially extended resource base devolved to

schools for Training and Development activities, and accreditation of participating teachers would be essential in establishing this O.B.E. knowledge base.

### Suggestions for Future Research

The long-term effects of O.B.E. on student learning and welfare in some educational contexts, such as the Johnson City Schools District (ODDM model) in New York State in the U.S.A., have been documented (Mamary, 1992 and 1993). Long-term studies "tracking" students who have been through O.B.E. schooling processes need to be undertaken in Australia and the U.S.A. "Transformational" O.B.E. approaches to school management would also be a challenging area of investigation for educational researchers and practitioners in the future.

Future O.B.E. research could also incorporate "belief systems and Mastery Learning" (Block, 1985) and "best available knowledge informing action" (Mamary, 1993). The elements of O.B.E. school planning, such as "vision" (Spady, 1990), "exit outcomes" (Spady, 1988), "alignment" (Spady, 1990) and the effects of "desired student exit behaviours" (Mamary, 1992), could form the basis of documented case studies of individual schools. Research documenting the inclusion of Glasser's C.T./R.T./Q.M. ideas and the ODDM model in N.S.W. public school settings has begun in an uncompleted doctoral thesis. This is an area of considerable worth for additional studies, particularly as increasing numbers of educators undertake Glasser's training courses. Documented O.B.E. action research, in the areas of "real-life role performances", "authentic contexts" for learning and "authentic assessment" (Spady, 1992a; 1992b), and the convergence of a "quality systems" approach with O.B.E. (Rowe, 1994), has yet to occur in Australia.