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## APPENDIX 1

8 August 1994

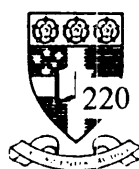
TO WHOM IT MAY CONCERN

This is to confirm that *Ms Di Henshaw* is a candidate in the MEd Admin (honours) programme at this University. She proposes to undertake a thesis entitled *Outcome Based Education: Origins, Development and Impact on the Management of NSW Public Schools*.

This is a timely piece of research on a topic relevant to educational change in NSW schools. I strongly support this research and ask that she be granted permission to access relevant information and people in the NSW Department of School Education,

I believe that this research study will prove to be valuable to both the theory and practice of Outcome Based Education in this state and beyond.

  
Patrick Duignan  
Head of Department





# Department of School Education



## QUALITY ASSURANCE DIRECTORATE

Mrs Dianne Henshaw  
90 Evans Street  
Westdale Tamworth NSW 2340

Level 1, Block B  
3A Smalls Road  
Ryde 2112

Please address all communications to:  
NSW Department of School Education  
Quality Assurance Directorate  
Private Bag 3, Ryde 2112

Telephone: (02) 808 9425  
Fax: (02) 808 9426

QA ref: RA10000.9464

Dear Mrs Henshaw

I refer to your application to conduct a project in Departmental schools entitled:  
*Outcome Based Education: Origins, Development and Impact on the Management of NSW Public Schools.*

I am pleased to inform you that I have approved your application to conduct this research. I ask that you now contact the principals of the nominated schools to seek their participation. In conducting research, you should be aware of the following requirements:

- the principal must approve the methods of gathering information in the school and has the right to withdraw the school from the study at any time;
- the privacy of the school and the students is to be protected.

You are reminded that the participation of teachers and students must be voluntary and must be at the school's convenience. Note that in advising principals that approval has been given for you to seek their support in your study, **you should include a copy of this letter with the documents you send to schools.**

When your study is completed, you are asked to provide this Department with a report of your findings together with an abstract and summary of the study where appropriate. Please forward your report marked to the Attention of (Dr) Don Gordon, Executive Officer, Research Applications, Quality Assurance Directorate, Department of School Education, Private Bag 3, Ryde NSW 2112.

I wish you every success with your project.

Yours sincerely

Barbara Dobinson  
Relieving Director  
Program Evaluation

10. 11. 94

**LETTER PROFORMA**

**OUTCOME-BASED EDUCATION RESEARCH PROJECT- D.V.HENSHAW**

90 Evans St.,  
Westdale. 2340  
ph. 067-615235  
Date

Title  
Position  
Address

Dear.....,

I would like to arrange a mutually convenient time to conduct either a phone interview or personal interview, where I can either phone or visit you during working hours, or after hours at your convenience . A copy of the interview questions is enclosed for your reference. The duration of the interview is 1/2 to 3/4 of an hour.

As a "key actor " involved in the implementation of Outcome-Based Education ideas in a school, cluster or regional setting, your participation in the interview would prove invaluable to add to the body of documented knowledge about the use of OBE approaches within the N.S.W. Department of School Education.

This research project has the approval of the Department of School Education and the University of New England, through which I am working on a thesis for the award of a Masters in Educational Administration under the supervision of Dr. Patrick Duignan. Copies of the approvals to conduct research are enclosed.

Please phone me at the number listed at the top of the page to arrange the most convenient time for an interview to be conducted before the end of November. You will not be personally identified in the final thesis report, as an indication of your position within the D.O.S.E. only will be recorded on the interview transcripts, and the interview recorded by order of number conducted only. These transcripts will not be attached to the thesis, and the only copy will be retained by this researcher. I am able to provide you with a copy of your interview transcript if you require, and happy to make any amendments to the transcript that you request.

Please complete the proforma below , returning it in the addressed envelope provided. The proforma gives your consent to participate and indicates the most convenient phone number and time for me to call you, or meet with you personally.

Yours Faithfully,

Dianne Henshaw

.....  
I agree to participate in the research project on Outcome-Based Education

Most convenient phone number.....Most convenient times.....

I would like a copy of the transcript of my interview, in order to make any necessary amendments .....

Signed

**OUTCOME-BASED EDUCATION RESEARCH PROJECT- D.V.Henshaw**

90 Evans Street,  
Westdale. 2340  
Ph. 067- 615235 (home)- after 5pm until 9pm  
Ph. 067-420155 (work)- 8.30 am-3.30pm

Dear.....,

As a "key actor" involved in the implementation of Outcome Based Education concepts in a school, cluster or regional setting, your participation is requested in the completion of a survey. The survey takes 1/2 to 3/4 of an hour to complete. Your experience and help is needed in order to add to the body of knowledge about the growth of Outcome-Based Education ( O.B.E.) approaches in N.S.W. schools.

This research project, which will invite the involvement of selected regional, cluster or school personnel within the Department of School Education, has been designed to research and document the varied ways in which O.B.E. ideas are being adapted to suit the needs of different contexts.

The research project, has the approval of the Department of School Education and the University of New England, through which I am working on a thesis for the award of a Masters in Educational Administration (Honours) under the supervision of Dr. Patrick Duignan. Copies of the approvals to conduct research are enclosed.

You will not be personally identified in the final thesis report , as an indication of your position within the D.O.S.E. only will be recorded on the survey, with a code to assist me in record keeping . These records will not be attached to the submitted thesis, with the only copy to retained by this researcher.

Please return the survey in the enclosed stamped addressed envelope by March 15, 1995. Your participation is most appreciated and highly valued.

Yours Faithfully,

Dianne Henshaw  
H/T- Art/Music  
Gunnedah High School



22 February 1995

Dear Principal

Your support is being sought for \_\_\_\_\_ to complete and return the enclosed questionnaire. Also enclosed are documents approving this research project on Outcome Based Education, being conducted in public schools that have personnel who have attended Outcome Based Education Conferences held in New South Wales over the last two years.

Please forward the questionnaire and attached envelope to \_\_\_\_\_ . If the staff member has relocated to a different school, please forward the questionnaire and accompanying letters to the Principal of the appropriate school. It is crucial to the successful completion of the research for responses to be received by 15 March 1995, before the State election.

An abstract summary of research findings will be available in your local E. R. C. early next year. I have undertaken to protect the privacy of schools and personnel, who will not be identified at any stage in the thesis or report.

Your assistance is appreciated

Yours faithfully

Dianne Henshaw

## OUTCOME BASED EDUCATION RESEARCH PROJECT

90 Evans St.,  
Westdale. Tamworth.  
2340.  
20 March 1995

Dear Fellow Educator,

Recently, I forwarded to you a questionnaire on Outcome Based Education. If working in a school, the mailing was directed through your Principal, whose approval is required for your participation in the research project. It is customary to provide a second copy of the questionnaire in the event of the first mailing being misplaced.

I value your responses, as only those who have attended some form of training course in O.B.E., either Dr Bill Spady's workshops or Dr. Al Mamary's training courses and workshops, have been invited to participate. I know that as an educator your time is extremely valuable, and that the immediate work demands have priority. If possible, approximately 1/2 hour of your time is requested for the recording of your perceptions and experiences in the questionnaire. Your help is needed to add to the body of knowledge about the use of O.B.E. ideas in N.S.W. educational contexts.

Copies of the approvals to conduct research are enclosed.

If you are working in a school context, please check that your participation had the approval of your Principal, who should have received the initial mailing to you. Complete privacy is guaranteed, as there is no identification of schools or individuals in the final research report. A summary of the research findings will be available in the Education Resource Centres located near participating schools during 1996.

Please return the questionnaire in the enclosed stamped addressed envelope before the end of March. Your participation is most appreciated.

Yours Faithfully,



Mrs Dianne Henshaw  
Gunnedah High School.

Enquiries: ph. 067-615235 (H) 067-420155 (W)

## APPENDIX 2

## INTERVIEW QUESTIONS

### RESEARCH QUESTION 1:

HOW ARE OUTCOME BASED EDUCATION STRATEGIES BEING IMPLEMENTED IN N.S.W. SCHOOLS?

In order to answer this question, the following questions will be asked in the interview:

a)WHAT POSITION DO YOU HOLD WITHIN THE N.S.W. DEPARTMENT OF SCHOOL EDUCATION?

b)HOW HAS YOUR ( school or cluster or region) IMPLEMENTED OUTCOME BASED EDUCATION APPROACHES TO MANAGEMENT, TEACHING, LEARNING AND STUDENT WELFARE?

### RESEARCH QUESTION 2:

HOW DOES THE ORGANIZATION OF OBE CHANGE PROCESSES IN N.S.W. (schools or clusters or regions) DIFFER FROM STRATEGIES DEvised ORIGINALLY IN THE U.S.A.?

In order to answer this question the following information will be sought at interview:

a)Does the (school or cluster or region) possess a mission statement?

b)Does the (school or cluster or region) possess a clearly defined vision?

c)Please state the vision.

d)Which groups were responsible for developing the vision?

e)Has the (school or cluster or region) developed exit outcomes for students?

f)Please describe changes that may have resulted in management, teaching and learning practices as a result of the exit outcomes being implemented.

g)What has the (school or cluster or region) expected of Key Learning Areas in the implementation of a student- oriented outcome approach?

h)How are the expected student outcomes at a Key Learning Area level linked to the stated (school or cluster or region) mission\vision?

i)Has student assessment been linked to K.L.A. syllabus outcomes? If so, please describe how.

j) In what way have teaching practices been modified in order to achieve the expected student outcomes?

k) How have links been established between student learning outcomes, student welfare and student discipline procedures?

#### RESEARCH QUESTION 3:

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?

In order to answer this question, the following questions will be asked at interview:

a) What Dept. of School Education policy changes have had a direct bearing on O.B.E. developments in your (school or cluster or region)?

b) How has the Board of Studies influenced O.B.E. developments in your (school or cluster or region)?

c) In what ways is your (region\cluster\school) unique in the interpretation of O.B.E. approaches to management of curriculum, student welfare and strategic planning?

#### RESEARCH QUESTION 4:

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?

In order to answer this question, the following information will be sought at interview:

a) How did you become aware of Outcome Based Education?

b) What were your initial reactions to O.B.E. on a professional level?

c) Describe O.B.E. training you have received through inservice courses, attendance at conferences, school development days or (school\cluster\region) workshops and meetings?

d) How accessible is information and professional reading on Outcome Based Education, the Outcomes-Driven Developmental Model (Mamary), the High Success Program (Spady) or Outcome Based Instructional techniques?

e) Please describe 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.

# OUTCOME-BASED EDUCATION QUESTIONNAIRE

*The first group of survey questions will seek responses that demonstrate how Outcome Based Education (O.B.E.) strategies are being used by personnel at different levels of responsibility within the Department of School Education, NSW.*

1:1 Please indicate your age group

20 - 29	<input type="checkbox"/>
30 - 39	<input type="checkbox"/>
40 - 49	<input type="checkbox"/>
50 - 59	<input type="checkbox"/>
60 and over	<input type="checkbox"/>



1:2 Please indicate your gender      Male       Female

1:3 Please indicate your position

Teacher - Primary	<input type="checkbox"/>
Teacher - Secondary	<input type="checkbox"/>
Executive Primary	<input type="checkbox"/>
Head Teacher Secondary	<input type="checkbox"/>
Deputy Principal/Leading Teacher Secondary	<input type="checkbox"/>
Principal Primary	<input type="checkbox"/>
Principal Central	<input type="checkbox"/>
Principal Secondary	<input type="checkbox"/>
Director of Schools	<input type="checkbox"/>
Consultant (specify) _____	<input type="checkbox"/>
Regional (specify) _____	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

1:4 Please indicate the length of time you have held this position at your current workplace.

0 - 3 Years	<input type="checkbox"/>
4 - 5 Years	<input type="checkbox"/>
6 or more Years	<input type="checkbox"/>

1:5 Please describe O.B.E approaches to planning in any area of the school/cluster/region prior to your arrival.

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1:6 What O.B.E. approaches have been initiated since your appointment, personally or in collaboration with other staff members?

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*The second group of questions will seek responses that may reveal how the organisation of O.B.E. change processes in N.S.W. schools differ from strategies devised originally in the U.S.A.*

2:1 Does the school/cluster/region possess a mission or vision statement? YES  NO

2:1:1 Please state the mission or vision.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2:1:2 Which groups in the school/cluster/region were responsible for developing the mission/vision statement?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2:2 Has the school/cluster/region developed exit outcomes for students? YES  NO

2:2:1 Which groups in the school/cluster/region assisted in developing the exit outcomes?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2:2:2 What resources/information were used to assist in the development of exit outcomes?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2:2:3 Please describe changes that may have resulted in management, teaching and learning practices as a result of the exit outcomes being implemented.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2:4 What has the school/cluster/region policy expected of Key Learning Areas (KLA) in the implementation of a student oriented outcome approach?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2:5 How are the expected student outcomes at Key Learning Area level linked to the mission/vision of the school/cluster/region?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2:6 Is student assessment linked to KLA syllabus outcomes at this stage? YES  NO

2:6:1 Please describe how this link is made.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2:7 In what ways have teaching practices been modified in order to achieve the expected student outcomes?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2:8 Have links between expected student learning outcomes, student welfare and student discipline procedures or policies been established? YES  NO

2:8:1 Please describe the links established.

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*The third group of questions will investigate the effects on regions, clusters of schools within regions, school managers and teaching staff of O.B.E. policy approaches determined at a state level.*

3:1 What Department of School Education policy changes have had a direct bearing on any O.B.E. developments in your school/cluster/region?

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3:2 How has the Board of Studies influenced O.B.E. developments in your school/cluster/region?

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3:3 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?

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*The fourth group of questions will investigate the nature of current training and development provisions for school managers and teachers in being able to deal effectively with O.B.E. concepts and apply O.B.E. approaches to school contexts.*

4:1 How did you first become aware of Outcome Based Education?

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4:2 What were your initial reactions to O.B.E. on a professional level?

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4:3 Describe O.B.E. training you have received through inservice courses, attendance at conferences, school development days or school/faculty based workshops and meetings.

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4:4 How accessible is information and professional reading on the following:

	Very Accessible	Accessible	Not Accessible
Outcome Based Education			
The Outcomes Driven Developmental Model (Mamary)			
The High Success Program - OBE (Spady)			
Outcome Based Instruction Techniques.			
Hoglund.			
Glasser.			

4:5 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.

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***Thank you for your responses. Your contribution is highly valued and appreciated. Please return the survey in the stamped, addressed envelope by 15 March 1995.***

Dianne Henshaw

## APPENDIX 3





# INTERVIEWS

## INTERVIEWS

Question 1:  
Management

CODE	Region	Cluster	School	Other
1	1			
8	1			
10	1			
11	1			
11	1			
15	1			
2		1		
7		1		
9		1		
9		1		
13		1		
13		1		
3			1	
4			1	
5			1	
12			1	
14			1	
16			1	
16			1	

## APPENDIX 4

## **OUTCOME-BASED EDUCATION TERMINOLOGY :**

*D.V.Henshaw. 1994.*

**Note:-** These definitions are interpretations in which an attempt has been made to use terms that are in more common usage in the N.S.W. educational context.

**OUTCOME-BASED EDUCATION:-** *a STRATEGIC APPROACH TO SYSTEM, SCHOOL AND CURRICULUM PLANNING* that focuses on the desired learning outcomes for students, and implies that the outcomes are the STARTING point for all planning processes. The intention is different to the input-output approach to planning processes, in that outcomes tend to be seen as "outputs" - the end result- and may not necessarily "drive" the planning that is to take place in curriculum or whole- school plans. In a purist approach to Outcome-Based Education, the exit outcomes are the starting point for all school planning processes. This is what is meant when the term "outcomes- driven" is used in school planning processes.

**OUTCOME-BASED INSTRUCTION or O.B.I.:-** curriculum based outcomes that can be the focal point for faculty based teaching and learning programs. A faculty can implement an outcome-based approach in assessment and associated curriculum practices, even if the school has not yet negotiated student exit outcomes to "drive" whole school planning. The N.S.W. Board of Studies K.L.A. syllabus outcomes can be regarded as requiring O.B.I. practices.

**OUTCOMES-DRIVEN DEVELOPMENTAL MODEL or O.D.D.M.:**

developed by the Johnson City Schools in New York State, utilising Deming-style corporate quality approaches to decision-making and the William Glasser "Quality Schools" approach to staff and pupil welfare. The model is continually being expanded and improved, as there is a belief that the BEST AVAILABLE current research should guide all administrative, teaching and learning practices. The model has been in development for a 25 year period, is recognized nationally in the U.S.A. as the pre-eminent form of O.B.E. Training courses are available in Australia once a year, facilitated by Dr. Al Mamary the former School Superintendent for the Johnson City School District. An O.D.D.M. network operates in Australia.

**OUTCOME-BASED EDUCATION- HIGH SUCCESS PROGRAM**

**(O.B.E.-H.S.P.):** developed by Dr. William Spady and his associates, operating on a consultative basis throughout the U.S.A. and having twice run training programs in Australia. The Australian Curriculum Studies Association (A.C.S.A.) has an O.B.E. network through which resources on Spady's approach can be accessed.

**TOTAL QUALITY SCHOOLS MOVEMENT (T.Q.S.M.):**

exemplified by the work of Robert Hoggund (Arizona Centre-Qual.Ed.Inc.)

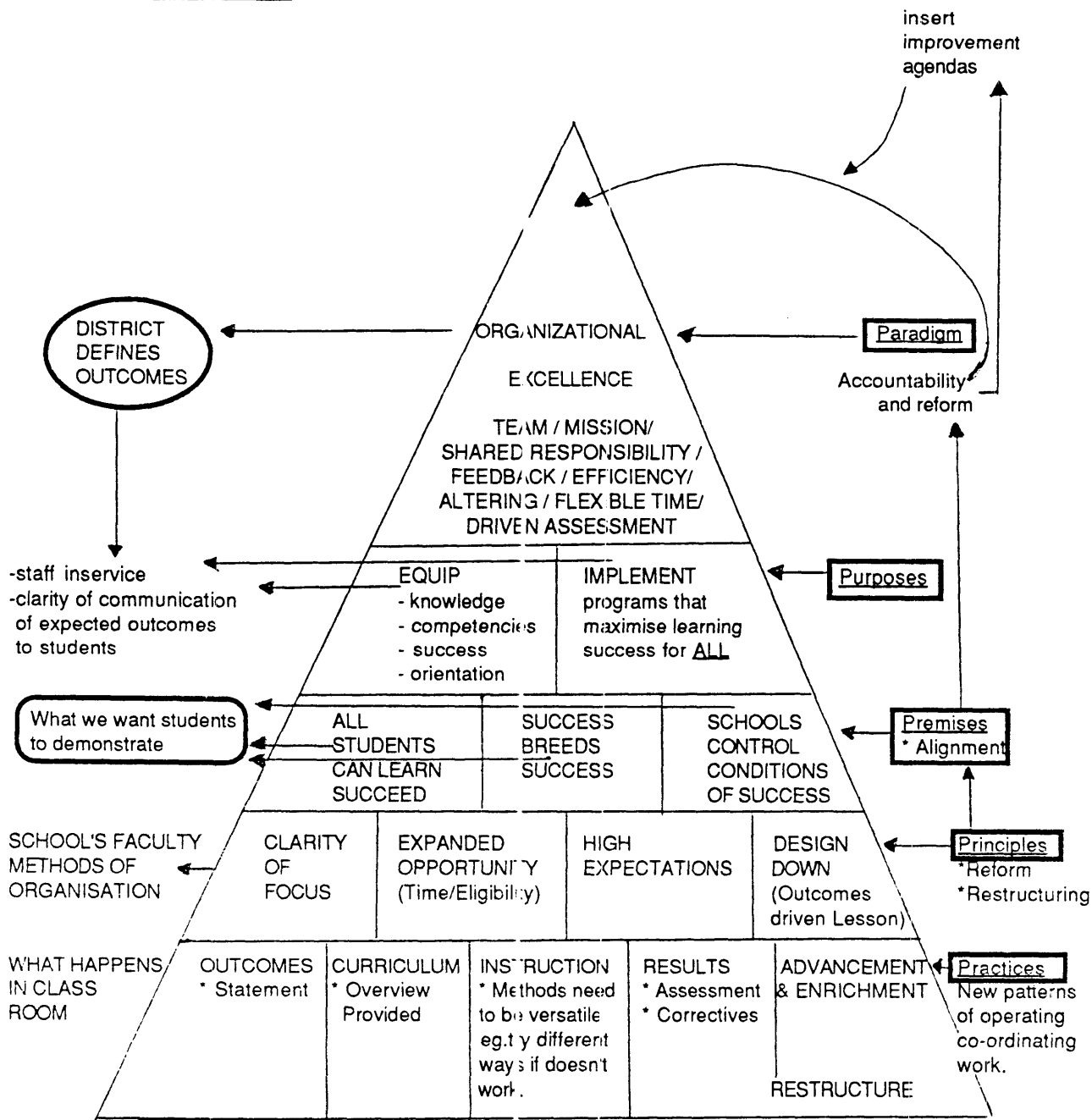
**TOTAL QUALITY EDUCATION (T.Q.E.):**

A corporate approach to assuring quality outcomes in school planning processes, that is based on the original Deming concepts of quality control. This approach is being used in a number of Japanese, American and Australian schools (notably Lisarow High School), but cannot be strictly described as O.B.E. as components of the O.B.E. approach such as negotiated student exit outcomes are not necessarily the dominant focal points of school planning.



## APPENDIX 5

ANALYSIS OF THE OUTCOME BASED EDUCATION PYRAMID



WHAT O.B.E. MEANS

Focusing and organising all of the school's Programs and Instructional efforts around the clearly defined outcomes we want all students to demonstrate when they leave school.

Source of information: High Success Approach to Curriculum Development  
 \* Dr William Spady