

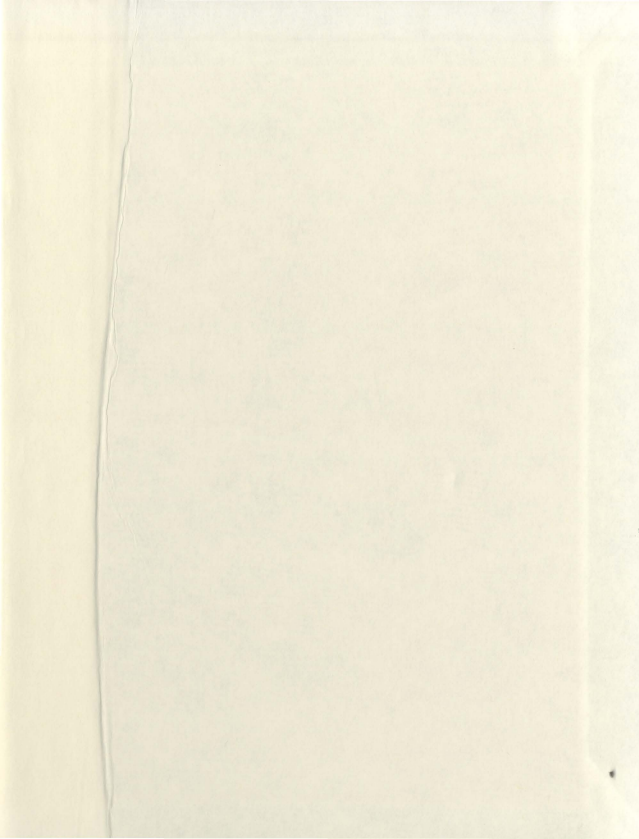
A REPORT ON AN INTERNSHIP IN ADMINISTRATION
AND SUPERVISION OF PHYSICAL EDUCATION WITHIN
A NEWFOUNDLAND AND ENGLISH SCHOOL DISTRICT

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A REPORT ON AN INTERNSHIP IN ADMINISTRATION AND
SUPERVISION OF PHYSICAL EDUCATION WITHIN A
NEWFOUNDLAND AND ENGLISH SCHOOL DISTRICT

by

(c) Claire Christine Parsons

An Internship Report submitted to
the School of Graduate Studies
in partial fulfillment of the requirements
for the degree of Master of Physical Education

School of Physical Education and Athletics
Memorial University of Newfoundland

April, 1989

St. John's

Newfoundland

Abstract

The dimensions of this internship report reflect experiences that were made available to the candidate in both the Newfoundland and English educational systems. The candidate had the opportunity to work in the Newfoundland educational system as an assistant to a Physical Education Co-ordinator with a School Board (three weeks); to work in an administrative capacity at a Centre dealing with 'special needs' children (two weeks); and to work as an evaluator in student teaching for Physical Education 311B course (one week).

In England, the candidate worked under the auspices of an Area Education Authority. The areas of practical experience in which the candidate worked were administrative/teaching in physical education (two weeks); a general teaching practice at the infant, junior and secondary schools (two weeks); and in a supervisory capacity dealing with handicapped students.

The insights gained in these educational environments helped the candidate apply administrative concepts to the tasks that were given within the internship. Part I of this report deals with those tasks. The candidate, acting in the position of Physical Education Co-ordinator of the fictitious Utopian School Board, had to deal with some of the administrative responsibilities that are common to this role. Each task was unique in itself, with no causal connection to the others. Task Ia required the candidate to provide details of a method that could be used in the evaluation of physical education teachers.

Task Ib involved the development of a preliminary selection process that could be used for future appointments of physical education teachers. Task II concerned itself with problems arising from the district's school sports programme and the responsibility of the physical education co-ordinator to implement a specific school board policy as a solution to these problems. Task III dealt with the decision-making process of mainstreaming 'exceptional children' into the school system with emphasis on the physical education programme. Some administrative responsibilities such as teacher inservice in dealing with mainstreaming and proper access to pertinent information about 'exceptional children' were also a concern.

Part II of this report is a review and personal analysis of the internship which involved the candidate in a practical experience in two independent educational systems. The candidate studied and analyzed professional concepts and topics in relation to the Newfoundland and English educational systems. A daily journal of these experiences is found in Part II, Appendix A of this report.

Acknowledgements

The candidate wishes to express sincere appreciation to those individuals who worked with her during this internship.

Gratitude is extended to all supervisors and faculty members who helped make the internship a success. The candidate is especially indebted to Dr. Colin Higgs, Mr. Keith Taylor and Dr. Alan Ross for their advice and expert knowledge.

Format of Internship Report

Due to the nature of the internship, and the independent nature of the assigned tasks, the candidate felt that it was necessary to complete each task separately. Thus, immediately after each individual task follows the references and appendices pertaining to that task. If all appendices and references were placed at the end of the report, it may have resulted in confusion and incoherence for the reader.

The Internship Report has been divided into two sections. Section I deals with the assigned tasks, Ia, Ib, II, and III. Within Section I, the candidate felt that it was necessary to give some background information combined with a review of literature on the particular subject of the task before applying the administrative concepts in dealing with each task. Section II contains a review and personal analysis of the internship process. A daily journal of the internship experiences is an appendix to Section II.

Foreword

Under the 1988 regulations for Physical Education Graduate Students, a new programme option was approved by the School of Graduate Studies which enabled students to study administration and supervision of physical education in different cultures. The new option was to complete an internship and it opened many new avenues to graduate students. The option's major strength was greater practical experience than was provided by any of the other programme options. With the internship, students could learn in a "hands-on" environment, thus making it a valued experience.

The writer was the first candidate to select this internship option. The candidate had the practical experience of working with the Newfoundland and English educational systems in an administrative and supervisory capacity. The candidate selected three areas of study, administrative work as a Physical Education Co-ordinator, Special Education with an emphasis on mainstreaming 'special needs' children into physical education and general teaching practice. The candidate was also given the experience of evaluating university physical education students completing their two-week teaching block for the undergraduate course P.E. 311B. These areas of study were chosen because the candidate did not have any expertise in these areas, and wanted to gain experience and insight. However, the number and diversity of selected study areas made it difficult to spend adequate time on any one area. Thus, the candidate did not fulfill all of the objectives that had been set. The candidate also felt that because of

the lack of expertise in these areas, a lot of background research was needed before the set tasks could be attempted.

As with many new programmes, rules and regulations were modified in light of the experiences gained. Many obstacles were faced within this programme, and at the onset, few guidelines were available. The major obstacle to successful completion of the internship was that the internship experiences had little or no relationship to the tasks that had been set by the Internship Supervisor. The candidate was placed in various administrative positions, and had to deal with tasks other than those of the internship. This situation was unavoidable, due to the fact that these administrative positions had job responsibilities which needed to be completed and because of this, the internship tasks became secondary. However, the candidate did experience many of the responsibilities that these administrative positions hold, and this gave great insight into some of the administrative concepts needed for such positions.

When dealing with the tasks set for the internship, the candidate approached these tasks as theoretical papers, because the practical experiences in these specific areas were not applicable or substantive enough to be helpful. The candidate felt that many different approaches could have been taken in the writing of these tasks, and that each task was sufficiently complex that the candidate had to make a large number of assumptions about the administrative techniques of the fictitious Utopian School Board upon which the tasks were based.

The candidate approached the assigned tasks of the internship as research based papers. The candidate followed the guidelines given in

each task. Task Ia, and Ib guidelines stated, "Respond to his request in writing after the appropriate research and preparation". Thus the candidate felt that it was necessary to give some background information and a review of literature on the particular subject of the task before applying administrative concepts of dealing with each task.

In dealing with Task Ia, the candidate assumed that the Utopian School Board was under the Newfoundland educational system, and thus, the Newfoundland Teachers' Collective Agreement was used as framework. The candidate also assumed that the Utopian School Board already had a policy on evaluation in place, but the superintendent wanted a specific policy for physical education teachers, because of the nature of physical education courses. The Internship Co-ordinator suggested to the candidate that she should construct questionnaires that could be used to evaluate the previous evaluation process and to devise criteria for implementing a new evaluation process. After constructing these questionnaires, the candidate felt that distributing them was not possible because the target groups were fictitious. It was therefore felt that this part of the task served no useful purpose.

In task Ib, the candidate focused on a teacher selection process. The candidate tried to link Task I with Task Ib through using a cause and effect relationship to have effective teachers in our schools. Both the evaluation process and the teacher selection process deals with this theme. Five phases of the selection process were devised and criteria for each phase were suggested.

Task II dealt with the problems arising from the district's schools sports programme, and the responsibility of the Physical

Education Co-ordinator to implement a School Board Sports Programme for elementary children as a solution to these problems. The candidate felt that the parameters of this task were too broad. Again, the candidate treated the task as a research based paper giving both a review of literature and some background information on children in sports competitions. The administrative concepts applied to this task, were based on the candidate's philosophy about children in sports and her experiences with elementary sports programmes. The Internship Co-ordinator suggested that the candidate devise questionnaires that could be used to provide feedback from coaches, parents, officials, and athletes. Again, these questionnaires were not actually completed by any of the above.

Task III dealt with the decision-making process involved in integrating "special needs" children into physical education. This portion of the internship report was totally research oriented. The candidate spent time with both the Newfoundland and English administrators who dealt with "special needs" children, but the information gained was more of a technical nature and did not provide a knowledge base upon which policies could be developed.

The candidate felt that the internship option can be a great asset to any graduate candidate. Graduate students on this option will receive the practical experience of being an administrator which will increase their awareness of the many obstacles they will face in the administrative and curricular decision making processes.

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SECTION I

TASK Ia
EVALUATION

Task Ia

To: Mrs. C. Parsons, Physical Education Co-ordinator

From: I.C. Hall, Superintendent

At the last meeting of the school board, it was decided to implement the new clause on "teacher assessment" which as you know is now part of the collective bargaining agreement. Would you please provide details of the method you intend to use to evaluate Physical Education teachers within our jurisdiction.

Respond to this request in writing after the appropriate research and preparation.

The candidate was given this task to complete after the internship placement. However, the candidate felt that the internship experience was not of sufficient magnitude to fulfill this requirement. The candidate researched the topic and felt it was necessary to give some background information about previous evaluation procedures. A review of literature concerning the proper procedures to follow in conducting teacher evaluation was also included.

Based on the candidate's personal experiences in administration and the resource materials available, the candidate outlined the steps to follow in devising an evaluation policy specific to physical education for the Utopian School Board.

It is one of life's ironies that those experiences which can be most rewarding also have the potential to be most frustrating. Teacher evaluation is like that. Done well, teacher evaluation can lead to improved performance, personal growth and professional esteem. Done poorly, it can produce anxiety or ennui and drive talented teachers from the profession. (p. 9).

(Duke & Stiggins, 1986)

Introduction

Teacher evaluation in our educational system today is universally regarded by teachers with distaste, hostility, and resigned frustration. Teachers perceive teacher evaluation in negative and demeaning terms. Today, administrators often have feelings of ambivalence. Both teachers and administrators tend to feel that teacher evaluation is time-wasting and has little or no effect on the important goals of education. Being realistic, teacher evaluation is seen by most, as an ordeal to be endured, a necessary but essentially useless exercise in which the teacher must role play his or her assigned part. In essence, when little is expected of the exercise, little is achieved.

There are several reasons for these misgivings about teacher evaluation: a) teachers and administrators are not always clear as to the purpose of the evaluation; b) teachers are naturally mistrustful of the ability of administrators to judge their performance accurately; c) administrators are reluctant to put in writing, things that might affect a teacher's career or jeopardize their own relationships with their teachers; and d) administrators are often not committed to the process, either because they feel they lack the necessary skill, or because they feel that the process is not useful or effective for them. However, evaluation is of utmost importance in the teaching profession. Both administrators and teachers believe evaluation can be an asset to teaching effectiveness, if properly conducted.

Teacher evaluation is a professional yet highly personal undertaking for both teachers and administrators. The way evaluation is

conducted and its results reflect the judgment and expertise of both parties. No teacher evaluation experience can be successful without a clear sense of the goal or purpose of the evaluation. Teacher evaluation systems focus on two goals, which are accountability and improving teacher effectiveness. Teachers are accountable for demonstrating minimum levels of competence. School boards are also accountable for protecting the due process rights of teachers and providing adequate teacher evaluation and management. The second goal for teacher evaluation is the improvement of instruction by promoting the professional development of teachers. Observations and evaluations of teacher performance are conducted to stimulate the professional growth of individual teachers and to promote overall school improvement through the collective development of teachers as a whole.

Definition of Evaluation

Evaluation can be defined as the process of collecting and analyzing information about past activities and events in order to plan and control future activities and events. Thus, evaluation becomes part of a decision-making process which helps educators make better informed decisions through the systematic, logical acquisition and appraisal of information. Teacher evaluation is also a means of determining the extent to which educational objectives are being accomplished. Many individuals and institutions have defined evaluation to meet their own specific needs and abilities.

Thorndike and Hagein (1961) defined evaluation as:

The term "evaluation" as we use it is closely related to measurement. It is in some respects more inclusive, including informal and intuitive judgments... and ... the aspect of valuing-of saying what is desirable and good. Good measurement techniques provide the solid foundation for sound evaluation... (p. 27).

Another definition by Ebel (1965) also related evaluation to measurement.

... a judgement of merit, sometimes based solely on measurements such as those provided by test scores, but more frequently involving the synthesis of various measurements, critical incidents, subjective impressions, and other kinds of evidence. (p. 450).

In a recent edition of Psychology Today, this definition of evaluation was given,

Educational evaluation: crucial to the improvement of the learning process. A well-organized coordinated testing programme can provide a lot of answers for a lot of people. People like school administrators and curriculum supervisors, who need answers about student abilities to help them do a better job of education planning. People like guidance personnel and teacher, who need answers about each individual student in order to help him take full advantage of his abilities, and to do a better job of leading him. People like parents. They want and need to know about their children, their achievement, and their ability. And finally, a good testing programme provides answers to students about themselves. (p. 10). (Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman, & Provus, 1971)

Some educators believe that evaluation is a process by which one determines the degree of success achieved in arriving at specific goals. It also included the means by which they were achieved. Evaluation goes beyond statistical measurements, encompassing expert knowledge and value judgments.

Parsons (1972) defined evaluation as:

A broad continuous programme of seeking, valuing, and sharing, involving all professional members in a carefully ordered, ongoing inquiry to determine (through a cooperative effort) the effectiveness of educational content, process and outcomes in light of clearly defined goals. (p. 9).

Parsons (1985) also believed that the evaluator or supervisor must be aware of his duty to the person being evaluated. He defined this role as:

the efforts to stimulate, coordinate and guide the continued growth of people both individually and collectively, in better understanding and more effective performance of all the functions of instruction, so that they will be better able to stimulate and direct each individual's continued growth towards rich and intelligent participation in society. (p. 3).

Historical Background

Evaluation is not a new phenomenon in the field of education, but its meaning has continuously evolved. At the turn of the century, teacher evaluation systems "were often thinly disguised weapons for getting rid of militant or nonconformist teachers, for slashing budgets, or for enforcing authoritarianism in the schools" (Parsons, 1974). Teacher evaluation was intended to assist and justify critical administrative decisions affecting teachers, such as renewal of contracts, tenure promotion and dismissal. Only recently have clinical supervision or formative evaluation approaches been attached to teacher evaluation processes. Mitchell (1961) believed that the demand for teacher evaluation appeared to be attuned to the business cycle. In periods of prosperity, very few questioned the expenditure of monies for education. However, when the pressure was placed on lowering budgets, and at the same time providing quality education in the schools, the public attention shifted to the astronomical expenditures for schools, and particularly teacher salaries. Supervisory concepts and practices have differed significantly because of variations in

organizational structures, prevailing social and economic conditions and differing value systems (Parsons, 1984). The 'institutional control' phase of supervision concerned itself with decision-making at the top, transmitting orders to the workers (teachers) who followed directions or were evaluated as inadequate by their supervisors.

The first supervisory concept associated with 'institutional control' was that of inspection. The function of inspection was more judicial than supervisory in that the role did not exist primarily to help the teacher. It had little or nothing to do with improving the teacher's methods or the pupils' learning. It was concerned with value judgments about the teacher. Since there was an abundant supply of teachers, when teachers were judged inadequate, they were merely replaced. There was little effort devoted to improving the aims, processes and outcomes of the teacher's work. As Eye and Netzer (1965, p. 5) have stated, the definitions of inspection itself indicated "a rather stern and forbidding relationship between the supervisor and the supervised, or the inspector and the inspected".

The next phase of supervision was associated with the beginning of programme regulation at all levels. 'Programme definition' became the second supervisory phase. The enforcement of the first minimum standards was an attempt to professionalize the schools (Wilson and Byar, 1969, p. 2). Its purpose was to define the objectives, substance, and methods considered by those in authority as most appropriate for learning. Teachers were expected to follow courses of study and curriculum with nothing added, nothing deleted. Both the method used and the product achieved could be used by supervisors as criteria for

evaluating the efforts of the teacher to follow the prescribed curriculum design. Then, measuring devices of many types had to be designed to ensure that the course of study was followed. The 'programme definition' phase of supervision had moved from curriculum design to development of teaching materials and then towards testing and evaluation (Wilson and Byar, 1969, p. 28).

After the 'institutional control' phase, the 'scientific management' phase began to dominate the school scene. The philosophy of the 'scientific management' phase stressed the achievement of the highest possible rate of production at the lowest possible cost. The best or most efficient method of producing a product was found and applied unvaryingly to all similar tasks. The feelings and needs of workers were ignored. Prominent educators, such as John Franklin Bobbitt and Frank E. Spalding, followed the organizational designs of Frederick W. Taylor, the efficiency expert for business. They encouraged schools to adopt efficiency principles of business management in their planning and operation (Callahan and Button, 1964). Spalding introduced a merit programme in the schools of Newton, Massachusetts, where he worked in the capacity of superintendent for ten years (Mitchell, 1961). Merriam made the initial effort to measure teacher competence by "scientifically" studying the concept of teacher efficiency and attempting to take it out of the realm of opinion (Callahan, 1962, p. 99). John F. Bobbitt even advocated that, "... the business and industrial world should enter the schools and set up standards...it was their civic duty" (Callahan, 1962, p. 101). It was not uncommon for school systems to have efficiency experts who demanded

stopwatch accuracy and elaborate record keeping. Rating scales were devised to rate teachers, superintendents, and even janitors (Callahan, 1962, p. 106). Rating became so popular that by 1915 about sixty percent of the cities of the United States were reporting some type of formal evaluation of their teachers.

Teachers under the 'cult of efficiency' management were regarded as instruments of production. It was felt that teachers should be closely supervised to ensure that they dutifully and without divergence used the methods and procedures determined by administrators to achieve the highest possible rate of production at the lowest possible cost. Supervision was seen as a necessary aspect of administration, specifically concerned with raising teachers' work to a certain standard of performance using set methods in an organization where children were perceived as the raw materials and where teachers were treated as the means of production. This phase was concerned more with costs and efficiency than with human value. However, supervisors found it difficult to discover the best methods for the performance of educational tasks and even when some 'best' methods were decided upon it was not easy to demonstrate their effectiveness to teachers.

Scientific management's disregard for the feelings and needs of human beings resulted in the formation of the human relations theory which stressed feelings, motives, and wants of the individual almost to the point of exclusion of other factors. However, the human relations phase endowed teachers as workers 'with feelings and motives, but often gave less attention to their properties as reasoning beings' (Lucio and MacNeil, 1962, p. 3). The new human relations philosophy encouraged

participation through group dynamics. Instead of having central administrators or supervisors develop purposes and methods, the formulation of policy was developed by the staff, committees, and general group meetings. The function of supervision then became that of establishing 'good' interpersonal and social relationships in a relaxed setting, which was suppose to improve instruction. In spite of the movement towards participation and group dynamics, "the standards for teaching procedures were still determined at higher levels and transmitted to teachers as supervisors gave commendations and condemnations following visits to classrooms and demonstrations" (Lucio and MacNeil, 1962, p. 10).

Concepts and practices of supervision in the fifties utilized a taxonomy which began with the three kinds of supervision - the autocratic, laissez faire, and democratic (Neagley and Evans, 1964). Research on supervision dealt with duties of supervisors, rating procedures of supervisors, and desirable supervisory practices. However, there was no assurance that if certain supervisory practices were followed, the result would be improved learning.

In the sixties, there was a shift towards the use of conceptual models. The new approach to the function of supervision was planning an enabling environment for the improvement of instruction or what might be termed the 'institutional growth phase of supervision'. The functions of supervision were defined as consulting, motivating, staffing, planning, and developing. Yet, there were few guides or theories on how to execute these functions.

The stage that the educational system is now addressing is the 'personal and institutional growth' phase of supervision. The chief element is in the planning of an enabling environment for teaching and learning. This can be accomplished by examining, analyzing and changing 'what is' to 'what ought to be' to achieve the goals of the schools.

Parsons (1984) alluded to the fact that throughout the years, the process of teacher supervision and evaluation has changed dramatically in response to varying methods of evaluation. Parsons (1974) believed that several stages in the evaluation of educational supervision have changed over time. Evaluation processes may have changed because of society's opposing philosophies regarding the nature of man and his relationship with others in organizations.

Teachers are professionals and the process of planning is concerned with removing structural impediments to professionalism by restructuring the teacher roles and by a reconstruction of the administrative role so that teachers may be able to acquire the authority needed for them to function as professionals. The process of determining purposes, planning programmes and restructuring roles, the needs of pupils, teachers and administrators must be continuously examined. These processes will be the responsibility of the organizational work team, the change agents, the supervisor or whatever groups or individuals the organization considers necessary for its continual growth. Crucial to this type of supervision is "the acceptance of a value orientation which views the human organization not as a static system but as a continually innovating and self-renewing organic-adaptive model" (Winn, 1968, p. 29).

With reference to the popularity of teacher evaluation as a topic for educational research, there has been little or no success in obtaining criteria which are most effective. The evolution of and increasing complexity of educational organizations resulting in programme diversification, specialization and new demands on teachers, have resulted in making the evaluation criteria difficult to measure. Biddle (1964) found that few facts had been established concerning teacher effectiveness; no approved method of measuring competence had been accepted, and no methods of prompting teacher adequacy had been widely adopted. Even though the definitive list of criteria of teaching effectiveness still eludes educators, the evaluation process is becoming a means for personal and professional growth. Thus, evaluation will never die, despite the lack of scientific knowledge about effectiveness and despite the failure of researchers to devise reliable methods of teacher evaluation.

In the last decade, conditions have begun to change in several respects. Educational administration programmes have begun to make important distinctions in their training programmes between teacher evaluation for dismissal/certification purposes and teacher evaluation for the improvement of instruction. Research and experimentation have brought forth scholarly frameworks for re-examining the process of teaching and learning.

Types of Evaluation

At present, there exist two types of evaluation under Article 14, of the Newfoundland Teachers' Collective Agreement. These evaluations

are known as formative and summative. Formative evaluation is a process which uses its results to improve the professional performance of the teacher. This type of evaluation does not restrict itself to those areas of the teacher's performance requiring improvement, rather it also considers those areas wherein the teacher excels. Formative evaluation should be diagnostic rather than judgmental. This type of evaluation should encourage teachers to experiment with new ideas and methods both in teaching and administrative roles.

Summative evaluation is used to make decisions in the area of employment (such as tenure, transfers, and terminations) and in the area of certification (such as permanent certification, suspension, and de-certification). This type of evaluation programme provides an opportunity for the teacher to discuss the results of the evaluation with the evaluators.

Although the need for both types is recognized by the Newfoundland Teachers' Association and the Collective Bargaining Agreement (1988), the Association maintains that the formative evaluation is the more important of the two. Formative evaluation is a cooperative process, including the person who is being evaluated as well as other teachers and appropriate personnel. Formative evaluation may be used with both tenured and non-tenured teachers. However, in the case of the probationary and/or non-tenured teacher, it may be necessary to have formative and summative evaluation in progress during the same time frame. If such is the case, the process, personnel, and purposes of both evaluations must be made distinct and clearly separate from each other at all times.

If a tenured teacher has been placed on summative evaluation, then a new and separate process must be implemented. No information, data, opinions, etc., that may have emerged during the formative process should be used in the summative evaluation. The initiative for summative evaluation should come from outside the formative evaluation team unit and, preferably, should not involve personnel from the formative evaluation team.

In the event of an unfavorable report, the teacher must be given the opportunity to correct any weaknesses or deficiencies. If the teacher feels it is necessary to respond to the evaluator's report, then the opportunity shall be provided and the written response would be included in the evaluator's report. In addition, an evaluation programme must provide for an established method of appeal. The Association also feels that after the initial evaluation is conducted for purposes of hiring, summative evaluation should only be used again to facilitate decisions related to advancement and terminations. (Newfoundland Teachers' Handbook, 1987)

Darling-Hammond et al. (1983) suggested that the public's demand for summative evaluation is associated with a teacher's job status, particularly selection, as promotion and dismissal makes formative evaluation difficult. When negative findings are documented, anxiety is generated among teachers. Teachers want an evaluation system that encourages self-improvement, but at the same time protects them. Principals want a system of evaluation that promotes staff morale, but yet is accountable to the public. They want an evaluation system that is objective, not overly time consuming and feasible. The public

desires an evaluation system that relates teacher performance to teacher effectiveness and that guarantees appropriate treatment of children in classrooms. These differing views make choices about teacher evaluation processes difficult (Darling-Hammond, 1983).

The teachers' collective bargaining agreement (NTA, 1988) recognizes the necessity and importance of evaluation within our educational system. The Teachers' Association believes that for evaluation to be effective and meet the needs of all aspects of the educational system, it must involve evaluation of programmes, teaching methods, facilities, administrators, coordinators, assistant superintendents, and superintendents (NTA Handbook, 1987).

Evaluation Guidelines

Comprehensive and systematic teacher evaluation procedures help to improve learning conditions for children and to facilitate administrative decisions. Evaluation procedures may be more effective when they are planned cooperatively by teachers and administrators with assistance from specialists, consultants, parents, and students. All personnel involved should understand the purposes of evaluation, the procedures, and the roles of the various people.

Evaluators should be well trained to participate in the stages of the process; goal-setting conferences, observation and information collection, post-observation conferences and communication, decision-making, and assessment of the evaluation process. Problems arise when teacher evaluation emphasizes fault-finding rather than helping. When prejudice or poor judgment are used in collecting and analyzing

information, or communication is lacking, evaluation creates difficulties. The most effective evaluation plan is one that contributes to higher teacher morale while improving learning effectiveness.

Every teacher is evaluated informally by students, parents, other teachers, administrators, supervisors, and the public. This cannot be avoided. However, the key to evaluation is how systematic it should be in order to be most effective. Effectiveness must be judged in terms of the purposes desired by the school district. The evaluation system should include some way to collect and process information, to communicate with the people concerned, to make decisions, and to assess how well the system is working.

Bolton (1973) believes that good evaluation is preceded by: a) a determination of what is important (the criteria); b) measurement; c) analysis; and d) interpretation. If the criteria are appropriate and the data sound, the judgments will be useful. In evaluating teachers, judgments should be made in relation to the objectives. The evaluation should be analytic rather than comparative in establishing whether the teacher reaches various standards, and the emphasis should be on helping an individual to improve his/her contribution to the learning of school children.

Planning teacher evaluation procedures consists of determining: a) objectives; b) people who will participate; c) activities that should occur and d) time sequence of events. The decisions made predetermine much of the effectiveness and acceptability of the eventual procedures.

The first step to be taken in planning a revised teacher evaluation programme is to determine how the present evaluation system is functioning and to determine what is considered important in teaching in the field of physical education. Bolton (1973) believes that teachers should participate in this decision and in the total design of the evaluation process. When they do, a better plan develops, and teachers become more committed to the procedures. They know what they should do and they know what will be evaluated. School districts which have involved teachers in planning have found that teacher output and procedural goals are better understood and attained when they are developed cooperatively and written in precise terms than when they are determined unilaterally or written in very general language. There is more commitment to goals and procedures when goals are specific and attainable, and when people who are to accomplish these goals participated in their establishment.

Administrators should also be involved in planning the teacher evaluation procedures. The design of an evaluation procedure should begin with a critique of how principals and supervisors are presently evaluating teachers. The insights gained from this experience can form a firm basis for cooperation in developing a plan for future teacher evaluation.

Anyone can have input into evaluation as long as that person has knowledge in the area, and understands the goals and objectives of the evaluation process. Teacher behaviour as perceived by students, other teachers, and paraprofessionals such as teacher aides, may provide

input into evaluation. Even parents could help in teacher evaluation through observing student attitudes and outcomes.

Another step in establishing or revising a programme of teacher evaluation is to determine the purposes of the programme. These purposes must be identified, discussed and agreed on by all involved in the process. Evaluation programmes must have clear, precise written statements in order for all involved to be able to communicate openly and cooperatively. If the school district has a well organized programme of evaluation, it should be of assistance to the teacher in his/her self-assessment and improvement. Teacher evaluation programmes should not ignore other aspects of the school programme. A function of evaluation is to facilitate the accomplishment of goals; therefore, the purposes of evaluation should be established following a complete review of the goals of the school district. Goal setting conferences should emphasize desired behaviours and desired consequences from these behaviours. However, most school districts expect different results from different teachers, because of grade level and subject-matter differences. Yet, they use uniform evaluation forms and observation guides for all teachers. It seems reasonable for a school system to expect certain behaviors from all teachers in the system, however, there should be some allowances for the evaluation of different groups of teachers, varying according to the objectives set for each group.

In setting objectives, the classroom situation and each individual child must be taken into account. A teacher with less than ideal conditions must adjust the situation so that the activity is beneficial to the students. Even though some teacher behaviours are beneficial for

one group of children, they may not produce the same results with another group. There are some teacher behaviours that precipitate desirable pupil outcomes in a variety of situations. Students seem to profit from a teacher who accepts and uses their ideas and opinions; who is flexible and adjusts his behaviour and strategies to varying situations and students; who views teaching as a complex task that requires goal setting, individual student assessment and decision making; and who provides students with a framework for interpreting information. These behaviours should be kept in mind when determining teaching objectives.

Precision is crucial to the person being evaluated, the evaluator, the principal, and even the school board. There are many different measurement techniques in evaluation, some being more accurate than others. Devices and procedures should be chosen according to the precision desired. Measurement is often used synonymously with assessment and is related to the quantified behaviour or outcome. Teacher evaluation has to do with judgments about the 'goodness' of teacher behaviour and/or the results of that behaviour in achieving the agreed objectives. These objectives usually are approved by a particular school and the school board.

The tools and techniques used to collect information for evaluating teachers must be related to the purposes of evaluation. Since teacher evaluation depends on systematic gathering of information, care should be taken to develop procedures and train people so that appropriate instruments (checklists, rating scales, questionnaires) are chosen and used effectively. The choice of

instrument used should be relevant to the district's goals, its acceptability to the evaluation participants, the accessibility of the information it gathers, the time it requires to gather the information and its effectiveness.

In order to evaluate teachers effectively, the information available must be reduced from its 'raw' form to a form that can be analyzed and interpreted. Raw data regarding teacher behaviour might be either the behaviour itself or an audio/video tape recording of classes' activities. When 'reduced' the information might take the form of a graph or comments by an observer. The procedure used for reducing data from its raw form influences the final interpretation of the information collected.

The range of classroom observation techniques has been increased significantly by the number and type of observation tools available to evaluators. Simon and Boyer (1967-70) describe seventy-nine different observation schedules; some measure very specific aspects of classroom behaviour (eg. verbal interactions), whereas others are broader in scope. Classroom interaction analysis procedures have been used mainly to help the teacher develop and control his teaching behaviour and to discover explanations for the sequence of events that occur in his teaching methods (Bolton, 1973).

Rating scales and checklists are used more commonly for measuring classroom behaviour than systematic observation procedures. The major advantage of rating scales and checklists is that the observer is able to consider clues from a variety of sources before making any judgments. Rating scales also make it easy to identify the very poor

and the very good, but it is hard to differentiate in the middle range. In order for rating scales or checklists to be valuable in teacher evaluation, they must reflect the goals of the evaluation, and in addition, the school board must provide adequate training for evaluators.

Bolton (1973, p. 37) believes that pupil outcomes are usually assessed by the traditional measures which include: a) knowledge and ability; b) skill performance; c) attitude; and d) interest measures. Schools are established to facilitate pupil learning and the ultimate criterion for teacher success is the amount of learning pupils have achieved. Student achievements have usually been avoided as a means of evaluating teachers, primarily because of other intervening variables upon student success. However, with teacher accountability on the increase, student productivity, and student measurement may have a significant impact on how teachers are evaluated.

Measuring 'out of classroom behaviour' of a teacher may result in sources of conflict between teachers and the community. The reliability of the information is difficult to check and it is also difficult to score or interpret. However, if this type of measurement is used, it should be discussed with the teacher being evaluated.

Self-evaluation of teachers gives the teacher an opportunity for improvement without external pressure from evaluators. This type of evaluation can help a teacher to become more creative. However, a teacher must be aware that the standards used may not meet the goals and objectives of the school. Thus, self-evaluation may not serve any purpose. However, if a school district is to implement self-evaluation

programmes, teachers should be trained to understand their goals in measurement terms. They must be able to analyze and interpret their goals and have the technical competence needed for operating various new media for recording their behaviour (Bolton, 1973).

Training teachers and supervisors in the use of an information collection system will help provide a common language for examining and discussing the teaching-learning process. Before every classroom observation a pre-conference meeting should be held. Before collecting information, the evaluator and teacher should have a clear, precise understanding of mutual goals or objectives. The evaluator should be aware of the situation to be observed and the teacher should understand how the evaluation is to be conducted. After the observation period both parties should hold a post-conference meeting. This discussion should take place as soon after the observations as possible. There should be open communication about what will be reported to the central office, and written copies of any reports should be given to the teacher.

Pre- and post-observation conferences should be planned carefully. A written guide should be provided to aid teachers, principals, and supervisors in conducting the conferences. The primary problem that occurs in conferences is conflict between the evaluator and the teacher being evaluated. The teacher and the evaluator may not agree on roles and responsibilities, the teacher may not have been given any assistance in goal setting, or have been given a poor evaluation report. If both the supervisor and the teacher establish open,

Evaluation of teachers is an evolving process, and school boards must periodically review their existing evaluation programme. To analyze the difficulties in the total evaluation process, schools must examine whether the goals of the process are realistic, the training procedures are effective, and the procedures decided on are adequately implemented. This can be done by interviewing teachers, principals and administrators. Questionnaires can also be utilized by the same professionals. Training or in-services in evaluation processes for these professionals may also be held to help in the attainment of the goals of the school district.

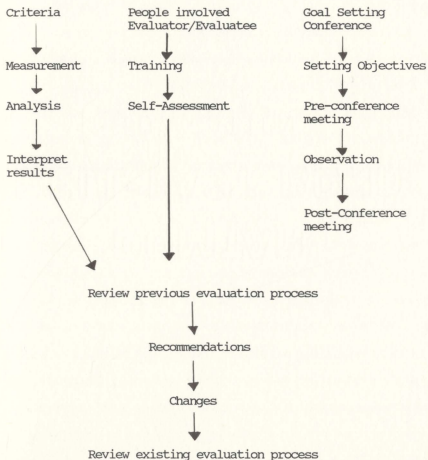
One task of the physical education co-ordinator is to promote professional growth within the realm of physical education. Professional growth involves maintaining a good collegial climate in which the physical education teacher can work and grow successfully in obtaining the desired goals of the school. In order for any evaluation process to be effective, teachers must perceive evaluation as beneficial. If teachers view evaluation as a positive aspect of education, it can motivate them towards the organization's goals, set directions by increasing the repertory of options available to them in any given situation, which in turn would improve their effectiveness in the classroom.

In developing a new evaluation policy for physical education, it would be necessary for all physical education teachers and administrators to have input into the development of the policy. With this input, educators would be able to determine the weaknesses in the present evaluation process and refine the evaluation procedure if

this input, educators would be able to determine the weaknesses in the present evaluation process and refine the evaluation procedure if necessary. When educators get involved, they become committed to the process. Thus, the evaluation process would, in effect, become self-sufficient.

A graphic representation of the evaluation criteria is shown on page 27.

Evaluation Criteria Used in
Teacher Evaluation



Evaluation Procedure

The process that the Physical Education Co-ordinator would use would be to engage physical educators and administrators within the district to form a committee to study the present evaluation system and devise criteria that should be used in future evaluation. This will be done by administering a questionnaire to the concerned parties and evaluating the feedback. Also, a study of evaluation techniques used by other school boards may provide insight into the revision of the Utopian School District evaluation procedures.

Through the use of questionnaires, given to all physical education teachers and administrators within the Utopian School District, an investigation of the effectiveness of the present evaluation system could be conducted. A fifteen item questionnaire (Appendix A) pertaining to the present physical education evaluation practices would be distributed and administered along with a twenty-three item questionnaire (Appendix B) asking for feedback in devising the criteria for implementing a new evaluation process. These two instruments contain sections on observation (frequency, persons conducting the observation, and length of observation), purpose of the evaluation process, criteria for teacher evaluation, development of evaluation procedures, and open-ended sections on how the evaluation process could be improved. Thus, guidance received from educators for developing a new evaluation policy may, in effect, develop a more positive attitude towards such a vital process. Also, the insights gained by such introspection can serve as a basis for co-operation in developing a plan for teacher evaluation.

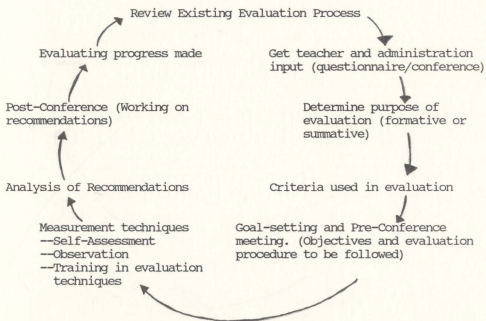
Once the questionnaires were returned, the next step for the Physical Education Co-ordinator would be to set up a two day workshop for all physical educators and administrators involved in the evaluation process. In order for an evaluation system to work, everyone involved in the process must have an opportunity to give feedback before changing the policy. The feedback received from this in-service would help in the development of a mandate and terms of reference which would then be sent to the Superintendent for Board approval (Appendix C). A balanced position between the teachers and administrators must exist in order for support and implementation to result.

This evaluation inservice would be used to analyze and interpret the data received from the questionnaires and to develop guidelines for the criteria to be used in evaluation. From this inservice, a committee would be formed to analyze the recommendations that had been derived from the evaluation inservice. The committee would also study other boards' policies which may give insight into the evaluation processes that may be feasible for the Utopian District.

The Physical Education Co-ordinator and the Evaluation Committee would complete the task of providing details for the procedures to be used in evaluating physical education teachers. The proposed evaluation process was devised.

A graphic representation of the proposed evaluation process is shown on page 30.

Proposed Evaluation Process



As a result of the research completed on teacher evaluation by the Physical Education Co-ordinator and the Evaluation Committee, and with reference to the feedback received from the evaluation inservice, the following evaluation policy and procedures for physical education teachers have been adopted by the Utopian School District.

Evaluation Policy and Procedures

(Utopian School District)

Philosophy of Evaluation

Evaluation is a process whereby a person's strengths should be identified, commended, and recorded; and weaknesses should also be identified, improved upon, and recorded. The emphasis of evaluation should be on professional growth and continuous improvement of a person's performance. Evaluation should be perceived as a positive experience aimed at improving a person's performance which in turn enhances the teaching/learning process.

Purpose of Evaluation

The ultimate purposes of teacher evaluation are to:

- a) clarify educational aims and objectives;
- b) promote professional growth and improved performance in school programmes;
- c) increase competence of staff personnel;
- d) improve co-ordination of total staff efforts;
- e) promote better utilization of facilities, equipment and resource people.

- f) help in decision-making for employment purposes, promotions, transferrals, and dismissals.
- g) ensure correct procedures in promoting teacher effectiveness...(Due Process).

The degree to which these purposes are accomplished will determine the extent of improvement of the educational opportunities offered by the school.

Personnel to be Evaluated

- a) First and second year probationary physical education personnel
- b) Tenured physical education personnel
- c) Promoted physical education personnel

Evaluation Committee

The Evaluation Committee should be adequately trained in the area of evaluation. It is of vital importance that a common language exists between the evaluator and the teacher being evaluated so that the process of examination and discussion of the teaching-learning environment can occur.

The evaluation team shall consist of the Physical Education Coordinator and a minimum of two of the following educators: Superintendent/Assistant Superintendent or School Board employee in charge of Evaluation; Principal (Supervisory capacity only); Physical Education teacher within Utopian School District; and when possible, a consultant in the appropriate field (not an employee of the School Board). A number of combinations may be arranged to assist in the evaluation process. Since observing and judging teacher performance are

vital factors in teacher evaluation, feedback from students may also be looked upon as a valuable asset in the evaluation process. This tool may be used by the evaluation team as a supplement to their evaluation or by the individual teacher as a device for personal improvement.

The evaluation team will also involve teachers in a self-appraisal of their work through completion of a questionnaire. This self-appraisal form is to be used for the teacher's personal benefit. The team members will be available upon request by the teacher being evaluated, to discuss improvement goals. Appendix D gives an example of an self-appraisal form.

Types of Evaluation

Formative evaluation is a process which uses its results to improve the professional performance of the teacher. This type of evaluation does not restrict itself to those areas of the teacher's performance requiring improvement, rather it also considers those areas wherein the teacher excels.

Formative evaluation should:

- be diagnostic rather than judgmental
- encourage teachers to experiment with new ideas and methods both in teaching and administrative roles
- place emphasis on professional growth and development

Summative evaluation is used to make decisions in the area of employment (such as tenure, transfers, and terminations) and in the

area of certification (such as permanent certification, suspension, and de-certification).

Summative evaluation should:

- facilitate decision-making for employment purposes.
- place an emphasis on collection and analysis of data, diagnosis, performance appraisal, and procedural and substantive due process.

Time-frame for Evaluation

- a. As determined by evaluators re adequate professional growth and improvement.
- b. As determined by evaluators re adequate due process.

Frequency of Evaluation

- a. Probationary physical education teachers - once every year
- b. Tenured physical education teachers - at least once every five years

Procedure for Formative Evaluation

- a. The evaluator must explain to the teacher who is to be evaluated, the type and reason for the evaluation.
- b. An orientation meeting must be held with the principal, teacher, and the evaluation team to outline the procedures to be followed and the criteria to be used. Also the teacher should be made aware of when the evaluation is to take place.
- c. A goal setting conference must be held with the teacher to be evaluated and the evaluating team. At this meeting, the goals and objectives for the evaluation should be clearly defined and some guidelines given on behaviours that are desired.
- d. Teachers participate in self-assessment procedures.
- e. A series of pre-conferences, data collection (observations/questionnaires); data analysis and post conferences must be conducted.

- f. Teachers must be given a programme of assistance and counselling to help improve teacher effectiveness.
- g. The evaluation process must be concluded, and a recommendation made to either continue with formative evaluation or recommend summative evaluation.

Procedure for Summative Evaluation - Level One

(Probationary teacher and tenured teacher who have not made sufficient progress during a formative evaluation.)

- a. The evaluator must explain to the teacher who is to be evaluated, the type and reason for the evaluation.
- b. An orientation meeting must be held with the principal, teacher, and the evaluation team to outline the procedures to be followed and the criteria to be used. Also the teacher should be made aware of when the evaluation is to take place.
- c. Teachers participate in self-assessment procedures.
- d. A conference must be held with the teacher to be evaluated and the evaluating team. At this meeting, the evaluation team must clarify the goals and expectations of the school and school board.
- e. Diagnosing performance of teacher (pre-conference, data collection, analysis of data, post-conference). More emphasis will be placed on documentation and judgment-making than is the case for formative evaluation.
- f. Goal setting conferences identifying desired results, how and when achieved, counselling and assistance, feedback, who will provide feedback, and time to achieve goals must be given.
- g. Action plan for improving performance (pre-conferences, counselling, data collection, data analysis, and post-conferences.) must be completed.
- h. Documentation, recording, data collection and analysis, etc. should be exchanged between teacher and evaluator openly.
- i. Concluding conference should involve a summary of all available data, analysis, etc., upon which a decision is to be based.
- j. Decision-making procedure must be followed.

Summative Evaluation - Level Two

(Tenured teachers who have not satisfactorily met the achievement of their objectives during summative evaluation - level one) (Contract is in jeopardy.)

- a. The procedure is essentially the same as summative evaluation - level one with the following additions.
- b. The teacher is informed in writing that his/her contract is in jeopardy, the difference between acceptable performance and his/her performance, the programme of counselling or assistance to be provided, the time frame during which improvement is to be expected, and to contact his/her professional organization.
- c. A written report (summary of evaluation) must be submitted to Superintendent.
- d. The evaluation team must refer to Schools Act and Collective Agreement re: right of teacher, and follow the proper guidelines.
- e. The evaluation team must ensure "due process".
- f. Teachers must be given time for improvement prior to and during this level of evaluation.
- g. Teachers have a right to select an appointee on the evaluation team.
- h. If a decision on evaluation is positive, the teacher is placed on formative evaluation for one school year; if it is negative, the teacher is advised of the recommendation to the School Board via the Superintendent to terminate his/her contract.

(Identified by Avalon Consolidated School Board, 1988. Some of the process has been modified by the author.)

UTOPIAN SCHOOL BOARD

Criteria for Formative Evaluation of Physical Educators

<u>Personal Elements</u>	Yes	No
Appearance:		
Teacher is well-groomed.	___	___
Teacher wears proper clothing.	___	___
Teacher has good posture.	___	___
Teacher is a good role model for physical fitness.	___	___
Voice:		
Teacher projects his/her voice well.	___	___
Teacher speaks firmly.	___	___
Teacher's voice is well modulated and of good quality.	___	___
Subject Competency:		
Teacher exhibits knowledge and understanding of basic concepts.	___	___
Teacher indicates competence in subject area.	___	___
Teacher uses current curriculum materials for planning the lesson.	___	___
Teacher sets and succeeds in accomplishing objectives.	___	___
Mannerisms:		
Teacher displays some humour in his/her teaching.	___	___
Teacher displays confidence when presenting new material.	___	___
Teacher shows enthusiasm about the teaching/learning process.	___	___
Teacher displays leadership qualities.	___	___
Teacher is courteous to both students and co-workers.	___	___
Teacher has a sincere interest in his/her students.	___	___
Teacher is punctual.	___	___
Teacher promotes a good atmosphere that fosters learning.	___	___
Teacher has a good rapport with students.	___	___
Teacher uses fair and consistent methods of discipline.	___	___
Teacher encourages self-discipline.	___	___
Teacher encourages students through praise and positive reinforcement.	___	___
Teacher reacts positively to constructive criticism.	___	___
Teacher has the ability to communicate with each student at his/her level.	___	___

Planning

Yes

No

When planning for the physical education class, the physical education teacher considers:

- a) the child's needs
- b) the school's needs
- c) the community's needs

The physical education programme reflects a balance in the development of:

- a) physical skills
- b) physical fitness
- c) knowledge and understanding
- d) social skills
- e) attitudes and appreciation
- f) enjoyment

Skill development must also be well planned.

The physical education teacher through the teaching of skills implements the following:

- a) simple to complex skill development
- b) sufficient practice time
- c) plans a safe and organized routine for students

The physical education teacher considers the 'individual differences' that exist within the class when planning lessons:

- a) physical fitness levels
- b) skill background
- c) talent
- d) body build
- e) physical maturity
- f) emotional maturity

In the physical education class, the teacher includes:

- a) introductory activity section
- b) skill development section
- c) a culminating activity section

The physical education teacher provides for the involvement of students who are unable to participate in the physical education class.

The physical education teacher provides opportunities for observation and demonstrations.

The physical education teacher uses class formations adequately.

The physical education teacher has a well-planned, but flexible course of study.

Methodology and Organization

Yes No

To ensure maximum participation of all students, the physical education teacher:

- | | | |
|--|-----|-----|
| a) starts class on time | ___ | ___ |
| b) uses introductory activities for students upon entering the gymnasium | ___ | ___ |
| c) restricts the length of explanations | ___ | ___ |
| d) utilizes small groups | ___ | ___ |
| e) utilizes adequate equipment | ___ | ___ |
| f) has many activity stations | ___ | ___ |
| g) avoids long lines to eliminate waiting time | ___ | ___ |
| h) modifies rules to maximize involvement | ___ | ___ |
| i) modifies court size | ___ | ___ |
| j) provides for remedial instruction | ___ | ___ |

The physical education teacher provides for various approaches to the teaching/learning situation. These teaching methods may extend from the direct (command) method to the indirect (discovery) method:

- | | | |
|------------------|-----|-----|
| a) experiment | ___ | ___ |
| b) selection | ___ | ___ |
| c) repetition | ___ | ___ |
| d) consolidation | ___ | ___ |

Motivational aids such as posters and displays to promote the physical education programme are well displayed.

Bulletin boards are utilized as a means of communication.

The physical condition of the gymnasium reflects organization on behalf of the teacher.

The physical education teacher shows concern for the safety of students:

- | | | |
|--|-----|-----|
| a) safety procedures are well known by teacher and pupils | ___ | ___ |
| b) first aid kit is readily available | ___ | ___ |
| c) safety hazards are eliminated or minimized | ___ | ___ |
| d) students are encouraged to wear proper clothing for the activity | ___ | ___ |
| e) students are encouraged to warm-up before attempting strenuous activity | ___ | ___ |
| f) teacher inspects equipment periodically to ensure that it is safe | ___ | ___ |
| g) teacher has an efficient system for recording and reporting accidents | ___ | ___ |

The physical education teacher reviews the skills and concepts to be taught during the lesson.

The physical education class encourages students to:

	Yes	No
a) help develop a positive learning environment	___	___
b) acknowledge good play	___	___
c) show concern for others	___	___
d) display sportsmanship at all times	___	___
e) develop co-operation through teamwork	___	___
f) develop responsibility for equipment and facility	___	___
g) develop self-control	___	___
h) show creativity	___	___
i) use leisure time wisely	___	___
j) develop a sense of fair play	___	___
k) give input and feedback about the programme to the teacher	___	___
l) demonstrate quality effort	___	___
m) display a good attitude	___	___
n) enjoy the activity	___	___
o) show concern for safety	___	___
p) participate in all activities	___	___

Curriculum

Yes No

The physical education teacher offers a variety of physical activities in class instruction:

- | | | |
|-----------------------|---|---|
| a) gymnastics | — | — |
| b) dance | — | — |
| c) track and field | — | — |
| d) outdoor activities | — | — |
| e) leadership | — | — |
| f) team games | — | — |
| g) individual sports | — | — |

The physical education teacher is concerned with:

- | | | |
|--|---|---|
| a) the intramural activities of the school | — | — |
| b) the inter-school activities | — | — |
| c) the competency of other coaches within the school | — | — |
| d) involvement of parent/teacher association of the school | — | — |
| e) community activities | — | — |
| f) other school relations | — | — |

Student Evaluation

Yes No

Students are informed about criteria used for evaluation.

Teacher allows for student input in the evaluation process.

The evaluation programme makes provisions for testing:

- a) reasoning ability
- b) skills
- c) concepts and understanding
- d) application
- e) knowledge of content
- f) generalization
- g) attitudes and appreciations

Programme evaluation has consideration of pupil levels of:

- a) physical skills
- b) physical fitness
- c) knowledge and understanding
- d) social skills
- e) personal skills
- f) personal values

Evaluation is used to:

- a) analyze effective teaching
- b) plan instruction and reviews
- c) discover individual strengths and weaknesses
- d) plan individual instruction where necessary
- e) seek appropriate groupings for instruction

(Through researching a number of questionnaires, the writer has devised this evaluation form.)

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APPENDICES

APPENDIX A

EVALUATION PROCESSES

QUESTIONNAIRE

AGE: _____

SEX: _____

NUMBER OF TEACHERS ON STAFF: _____

NUMBER OF YEARS OF TEACHING EXPERIENCE: _____

NUMBER OF YEARS OF UNIVERSITY TRAINING: _____

GRADE AREA IN WHICH YOU TEACH: _____

NUMBER OF TIMES EVALUATED: _____

WHO WAS (WERE) THE EVALUATOR(S)? _____
(TITLE ONLY) _____

1. Did you feel uncomfortable being evaluated?

_____ YES

_____ NO

WHY? _____

2. Did you feel that the evaluator(s) was/were qualified to evaluate you?

_____ YES

_____ NO

WHY? _____

3. Did you feel that the number of times evaluated was adequate?

_____ YES

_____ NO

NUMBER OF FORMAL VISITS _____ NUMBER OF INFORMAL VISITS _____

4. Did you feel that the observation time was adequate?

_____ YES

_____ NO

5. Did you feel the time of year was appropriate to carry out the evaluation?

_____ YES

_____ NO

6. Did you receive any positive or negative feedback from the evaluator?

_____ YES

_____ NO

WAS IT HELPFUL? _____

7. What type of evaluation process was used? (e.g. observation, measurement of student achievement, examination of records).

8. Was the purpose of the evaluation clearly stated?

_____ YES

_____ NO

9. Did you feel that you were being evaluated against the evaluator's concept of the 'ideal' teacher?

_____ YES

_____ NO

IF YES, WHY? _____

10. Did you feel that you altered your teaching strategies to accommodate the evaluator?

_____ YES

_____ NO

IF YES, HOW? _____

11. Did the evaluator hold a pre-conference meeting with you?

_____ YES

_____ NO

12. Were you informed as to which type of evaluation (formative or summative) was being used?

_____ YES

_____ NO

13. Did the evaluator make any judgments about your teaching style?

_____ YES

_____ NO

14. Did you feel the evaluation was a 'waste of time and money'?

_____ YES

_____ NO

IF YES, WHY?

15. Do you perceive teacher evaluation to be an integral part of the professional growth of teachers?

_____ YES

_____ NO

WHY?

ADDITIONAL COMMENTS:

APPENDIX B

EVALUATION CRITERIA QUESTIONNAIRE

1. As an educator, rank order those whom you feel are in the best position to adequately evaluate your work as a teacher?

a) Superintendent
 b) Physical Education Co-ordinator
 c) Principal
 d) Other teachers
 e) Students
 f) Yourself

2. Do you feel that the pre - observation conferences should be part of the evaluation process for:

Probationary teachers? YES NO

Tenured teachers? YES NO

3. Do you feel that the post - observation conferences should be part of the evaluation process for:

Probationary teachers? YES NO

Tenured teachers? YES NO

4. How many observation periods during the school year, should be adequate for teacher evaluation?

1-2 3-4 5-7 8-9 10 or more.

5. How long do you feel that an observation period should last for:

Probationary teachers? hours minutes

Tenured teachers? hours minutes

6. How often do you feel tenured teachers need to be evaluated?

Tenured teachers _____ yearly _____ every 2-3 years _____ every 5 years

7. To what extent has the present evaluation improved your own teaching performance? Circle your answer.

- a. Resulted in much improvement.
- b. Resulted in some improvement.
- c. Remained the same
- e. Was never evaluated.

8. Listed below are four possible types of teacher evaluation. Please rank them in terms of the likelihood that they would help to improve teacher efficiency. (Please check answers)

- Ranking: 1 - most likely to improve instruction;
 2 - more likely to improve instruction;
 3 - less likely to improve instruction;
 4 - least likely to improve instruction.

Likelihood of improving instruction

	1	2	3	4
TEACHER SELF-EVALUATION				
ADMINISTRATOR EVALUATION OF TEACHER				
STUDENT EVALUATION OF TEACHERS				
PEER EVALUATION				

9. Which of the evaluation types do you perceive to be a valid judge of teacher performance?

TEACHER SELF-EVALUATION	_____ YES	_____ NO
ADMINISTRATOR EVALUATION OF TEACHER	_____ YES	_____ NO
STUDENT EVALUATION OF TEACHERS	_____ YES	_____ NO
PEER EVALUATION	_____ YES	_____ NO
OTHER COMBINATIONS	_____	

10. Do you feel that the teacher being evaluated should receive a written report at the end of each classroom observation?
- _____ YES _____ NO
11. Do you feel that the teacher being evaluated should receive a written report at the end of the evaluation period.
- _____ YES _____ NO
12. Do you feel that the teacher being evaluated should be informed when his/her performance is to be evaluated?
- _____ YES _____ NO
13. Do you feel that the observation time should be scheduled by the teacher and not the evaluator?
- _____ YES _____ NO
14. The teacher being evaluated should have an established rapport with the evaluator before the evaluation process begins.
- _____ AGREE _____ DISAGREE
15. Feedback from the evaluator should be received by the teacher as a helping tool to improve instruction, whether it be formative or summative evaluation.
- _____ AGREE _____ DISAGREE
16. Do you feel that there should be more than one person responsible for evaluating the teacher?
- _____ YES _____ NO
17. If team evaluation were in place, teachers should be able to choose at least one of their evaluators.
- _____ YES _____ NO
18. Which evaluator would you choose?
-

19. Please rank the following statements in relation to the purposes of teacher evaluation.

Rank: 1 - Very important
 2 - Important
 3 - Of little importance
 4 - Of no importance
 5 - Undecided

- ___ To improve a person's performance if necessary and to commend performance when appropriate.
- ___ To assist the teacher in identifying areas which need improvement.
- ___ To improve teacher effectiveness.
- ___ To improve student learning and achievement.
- ___ To encourage self-evaluation.
- ___ To improve school curriculum.
- ___ To make recommendations for promotions and retentions.
- ___ To make recommendations for permanent certificate and tenure.
- ___ To identify in-service education needs.
- ___ To recognize strengths in teaching and share with other colleagues.
- ___ To portray accountability to the public.
- ___ To comply with central office policy and/or the Collective Agreement with respect to evaluation.
- ___ To establish evidence where teacher dismissal is or could become an issue.
- ___ To stimulate improvement in the teacher's overall performance.
- ___ To improve communication between educators.
- ___ To promote professional growth.
- ___ To achieve school objectives.

20. Do you feel that the evaluation process for 'effectiveness' and the evaluation process for 'promotion' should be based on the same evaluation criteria?

___ YES

___ NO

21. The following are several innovative sources that an evaluator could use in teacher evaluation. These are sources of information that could be used in addition to classroom observation. Which sources do you feel should be involved in the evaluation process. (Place YES or NO next to each of the options).

- _____ A standard form (checklist) is used to record data from classroom observations.
- _____ Results from teacher made tests.
- _____ Results from standardized tests.
- _____ Use of video-taped lessons.
- _____ Teacher's daily plan book.
- _____ Student achievement.
- _____ Student attendance records.
- _____ Number of complaints (Parents and/or Students)
- _____ Number of compliments (Parents and/or Students)
- _____ Speed in task completion.
- _____ Parent interviews.
- _____ Library checkout records.
- _____ Student notebooks and work samples.
- _____ Student attitude surveys.
- _____ Teacher's goals and objectives.

22. Whom do you think should have the power to establish criteria for evaluation?

- _____ School Board
- _____ Dept. of Education
- _____ Newfoundland Teachers' Association
- _____ Individual teachers
- _____ Select committee of School Board personnel and teachers.

23. The following statements reflect some criteria that could be used in teacher evaluation. Please check (✓) the statements that you feel should be used in teacher evaluation.

- ☐ Voice
- ☐ Quality of grammar used
- ☐ Sense of humour
- ☐ Leadership qualities
- ☐ Dress and appearance
- ☐ Personality of teacher
- ☐ Loyalty
- ☐ Dependable
- ☐ The energy, force and enthusiasm displayed in teaching
- ☐ The degree of co-operation of the teacher with other staff members
- ☐ Teacher punctuality in carrying out duties
- ☐ Willingness to take part in extra-curricular activities
- ☐ Teacher attitude toward suggestions
- ☐ Teacher's flexibility in his/her approach to teaching
- ☐ Creativity
- ☐ Ability to make decisions and accept responsibility for decisions made
- ☐ Objectivity and applied diplomacy
- ☐ Pupil attitude of courtesy, industry and self-reliance
- ☐ Attitude towards authority
- ☐ Concern with student character development
- ☐ Pupil's appreciation of moral and ethical standards
- ☐ Pupil's can work well without supervision
- ☐ Pupil participation in lesson
- ☐ Examination results
- ☐ Teacher-pupil relationships
- ☐ Learning of the pupils in self-expression
- ☐ Concern for all-round development of pupils
- ☐ Rapport with pupils
- ☐ Creates student attention, interest and response
- ☐ Academic qualifications and knowledge of curriculum
- ☐ Class control
- ☐ Methods of lesson presentation used
- ☐ Teacher's level of intelligence
- ☐ Lesson preparation and planning
- ☐ Use of teaching aids
- ☐ Keeping up with modern teaching methodology
- ☐ Ability to communicate
- ☐ Organizational ability
- ☐ Use of feedback
- ☐ Appropriateness of lesson content for age or skill level
- ☐ Use of demonstrations
- ☐ Motivational techniques
- ☐ Class participation
- ☐ Concern for safety
- ☐ Achievement of objectives

- _____ Provision should be made for individual differences and group needs
- _____ Degree of self evaluation of processes employed
- _____ Knowledge of objectives of school and class
- _____ Attitude towards suggestions and criticisms
- _____ Professional co-operation with associates
- _____ Teacher participation and standing in the community
- _____ Supervision and checking of written work
- _____ Professional activities of the teacher
- _____ Teacher's standing with pupils
- _____ Teacher's lifestyle outside school activities
- _____ Physical conditions of classrooms utilized by a teacher
- _____ Dedication to teaching (enjoyment)
- _____ Devotion to professional responsibilities
- _____ Teacher experience
- _____ Ability to get to core of problems effectively and efficiently
- _____ Ability to teach in several subject areas
- _____ Renders voluntary professional service
- _____ Continually sells the professional areas
- _____ Broad appreciation of culture
- _____ Follows the Code of Ethics
- _____ Serves willingly on committees
- _____ Performs in a spirit and manner of objective fairness
- _____ Open-minded and unbiased in analyzing problems

APPENDIX C

MANDATE

Reflecting the philosophy, values, principles and objectives of the Utopian School Board, and the teachers' Collective Agreement, the goal of the planning committee is to develop and implement an evaluation policy that would improve the climate of the evaluation process, promote teacher morale and, as its main goal, help improve teacher effectiveness.

TERMS OF REFERENCE

1. To set a goal-oriented approach to teacher evaluation.
2. To follow the guidelines of evaluation as outlined in the collective agreement and Utopian School Board.
3. To develop co-operatively, an evaluation program that acknowledges good teaching practices and promotes professional growth .
4. To keep at the forefront, the primary purpose of evaluation which is to increase teacher/learning effectiveness.
5. To assist the school district to prepare for and conduct inservice on evaluations by establishing a fiscal support system.

APPENDIX D

TEACHER SELF-EVALUATION

A. PLANNING AND PREPARATION

I AM WELL PREPARED AND ORGANIZED FOR THE LESSONS I TEACH.

- I have all materials for the lesson ready before the lesson begins.
- I use long range planning to specify content areas to be covered and times of expected completion.
- I use short term planning and plan lessons on a daily basis.
- I integrate with other subject areas where appropriate.
- My timetable is planned to provide a balance within and among all subjects.

SATISFACTORY

NEEDS ATTENTION

MY GOALS FOR SELF-IMPROVEMENT

[illegible]

B. TECHNIQUES OF INSTRUCTION

I USE VARIED AND EFFECTIVE METHODS OF PRESENTATION APPROPRIATE TO THE LESSON CONTENT.

- | | SATISFACTORY | NEEDS ATTENTION |
|--|--------------|-----------------|
| - I provide a variety of learning experiences to motivate students; such as, lectures, demonstrations, role playing, discussions, questioning, panels, debates, stimulation games and independent study. | _____ | _____ |
| - I provide for differences in ability and experience. | _____ | _____ |
| - I adjust my vocabulary to the level of my class. | _____ | _____ |
| - I provide for appropriate mix between teacher-talk and student participation. | _____ | _____ |
| - I accept answers in such a way as to encourage further student participation. | _____ | _____ |
| - I guide my students to enable them to discover principles, generalizations and concepts. | _____ | _____ |
| - I relate new topics to previous learning experiences. | _____ | _____ |
| - I ensure that an adequate summary is made at the end of each class or unit of work. | _____ | _____ |

I UTILIZE RESOURCES TO ENRICH THE CLASSROOM PROGRAM.

- | | | |
|--|-------|-------|
| - I use audio-visual aids and illustrative materials where available. | _____ | _____ |
| - I utilize community people who have expertise and/or special experience. | _____ | _____ |
| - I make use of the environment of the school area for meaningful field trips. | _____ | _____ |

I PROVIDE GOALS AND WRITTEN ASSIGNMENTS REQUIRING ANALYTICAL AND CRITICAL THINKING.

- | | | |
|---|-------|-------|
| - I use questions to elicit student responses aimed at developing interpretative, analytical and evaluation skills. | _____ | _____ |
|---|-------|-------|

- I provide for thinking time after posing a question. _____
- I give assignments when and where appropriate. _____
- The assignments I give require students to use a variety of cognitive processes in answering. _____

I EVALUATE EFFECTIVELY, THEREBY IMPROVING BOTH TEACHING AND LEARNING.

- I evaluate students on a regular basis in all subject areas. _____
- I use student achievement as one measure of my teaching effectiveness. _____
- My tests are used for both diagnosis of student problems and evaluation of their progress. _____
- I use the results of evaluation to determine the suitability of my objectives in planning further instruction. _____
- I correct tests promptly. _____
- My testing procedures are constantly modified and improved. _____
- I use a variety of questioning techniques in designing teacher-made tests. _____
- I maintain an accurate record of student progress. _____
- The evaluation methods I use are appropriate to the students I teach. _____

MY GOALS FOR SELF-IMPROVEMENT

C. CLASSROOM MANAGEMENT AND DISCIPLINE

I AM ATTENTIVE TO THE PHYSICAL CONDITIONS OF MY CLASSROOM

- My classroom is maintained at all times to ensure the physical well being of each student. _____
- I try to make provision to accommodate the special needs of any student. _____
- The physical condition of my classroom reflects organization. _____
- The appearance of my classroom is designed to provide the best possible learning atmosphere. _____

I HAVE DEVELOPED CONSISTENT CLASSROOM ROUTINES

- I keep accurate records. _____
- I have developed effective methods of dealing with attendance, lateness and excusing students from the classroom. _____
- I make provisions for substitute teachers by supplying lesson plans, class lists and seating plans. _____
- I see that my class observes all appropriate safety procedures. _____

MY DISCIPLINARY PROCEDURES ARE DESIGNED TO DEVELOP A POSITIVE LEARNING EXPERIENCE.

- Each student is aware of the standards of behaviour I expect to be followed in my classroom. _____
- I use firm but fair and consistent methods of discipline. _____
- My disciplinary procedures are based on respect for the rights of others. _____

- I make every effort to resolve my own classroom discipline problems wherever possible. ___
- I avoid destructive criticism, ridicule and sarcasm, and control my use of emotional outbursts. ___
- I set and maintain a high standard of decent and courteous language. ___

MY GOALS FOR SELF-IMPROVEMENT

D. TEACHER-PUPIL RELATIONS

I AM CONSISTENTLY FAIR AND IMPARTIAL WITH STUDENTS.

- I criticize in a discreet and private manner, concentrating on correcting the improper behaviour. ___
- I respect the student's point of view even though I may disagree with it. ___
- I ensure that any rewards and punishments used are appropriate to the situation. ___

I RECOGNIZE MY RESPONSIBILITIES IN HELPING STUDENTS TO
MATURE SOCIALLY AND TO ACHIEVE SELF-REALIZATION.

- I use praise to build self-confidence in each student. _____
- I strive to understand the special needs and interests
of each student. _____
- I am available to help and advise when necessary. _____
- I try to establish a good rapport with all my students. _____

MY GOALS FOR SELF-IMPROVEMENT

E. CLASSROOM ATMOSPHERE

I PROVIDE A MOTIVATIONAL ENVIRONMENT FOR MY STUDENTS.

- I approach my lessons and the class with enthusiasm. _____
- I am conscious that certain aspects of teacher performance such as mannerisms and tonality of voice affect student motivation. _____
- I endeavour to involve every pupil in the activity of each class. _____
- I make use of desirable digressions and discussions on topics of student interest and current events. _____

- I encourage a reasonable measure of humour in my classes. ___
- I encourage student creativity, exploration and individuality. ___

MY GOALS FOR SELF-IMPROVEMENT

F. PUNCTUALITY AND SUPERVISION

I HAVE AN EFFECTIVE METHOD FOR DEALING WITH CLERICAL MATTERS.

- I keep accurate records of administrative matters and am prompt in replying to office requests. ___
- I return equipment promptly and report any damages. ___

I RECOGNIZE THE IMPORTANCE OF ADHERING TO ALL TIME SCHEDULES WHICH APPLY TO MY SCHOOL.

- I arrive at school on time. ___
- I start classes on time. ___
- I avoid early dismissals. ___
- I avoid leaving unnecessarily before the designated time. ___
- I conscientiously avoid action which could inconvenience others, such as detaining students at the conclusion of a class. ___

I UNDERSTAND THAT SUPERVISION DUTY IS NECESSARY TO CHILD WELFARE.

- I start supervision duty promptly. _____
- I remain in my designated area for the duration of the supervision period. _____
- I consistently enforce the school rules. _____

MY GOALS FOR SELF-IMPROVEMENT

G. PROFESSIONAL GROWTH

I TAKE ADVANTAGE OF OPPORTUNITIES TO IMPROVE MYSELF PROFESSIONALLY.

- I am interested in planning, attending and participating in inservice educational activities. _____
- I read professional materials. _____
- I enhance my academic development through continued formal education. _____
- I am a member of and participate in professional organizations. _____
- I endeavour to improve my instruction as well as the curriculum. _____

I TAKE AN ACTIVE PART IN CURRICULUM DEVELOPMENT

- I discuss and share with fellow teachers and subject co-ordinators ideas and activities designed to improve myself and the curriculum I teach. _____
- I recognize the major objectives to be achieved in my subject areas. _____
- I make use of self-evaluation to improve instruction. _____
- I make efforts to maintain an awareness of new methodologies in my subject areas. _____
- I evaluate the effectiveness of the courses of study that I teach with a sensitivity for student interest and relevance to the modern scene. _____
- I contribute to grade level meetings. _____

MY GOALS FOR SELF-IMPROVEMENT

H. INTERPERSONAL RELATIONSI AIM TO FOSTER GOOD TEACHER-PARENT RELATIONS

- I communicate with parents to keep them informed of their child's progress and development. _____

- I notify parents as early as possible concerning a problem - academic or otherwise. ___
- I create an atmosphere in which parents feel at ease in discussing a concern they may have. ___
- When possible, I give parents ample notice of extra-curricular activities, field trips, etc. ___
- I refrain from discussing with children private and personal matters which do not affect their emotional or academic well being. ___

I RECOGNIZE THE NEED FOR PROFESSIONAL TEACHER-ADMINISTRATOR RELATIONS.

- I discourage harmful gossip and chronic complaining in the staff room. ___
- I support school policies and ensure that my students are aware of and understand these policies. ___
- When I have a complaint or concern, I deal with it through the proper channels. ___

I SHOW RESPECT FOR OTHER STAFF MEMBERS AND THE TEACHING PROFESSION AS A WHOLE.

- I attempt to be enthusiastic, friendly and to promote harmony in the school. ___
- I am ready to accept my fair share of responsibilities. ___
- I treat each staff member with respect and dignity. ___
- I welcome new teachers and offer my support and assistance. ___
- I accept fair and constructive criticism, listen openly to suggestions for improvement and show initiative in any new ideas. ___

- I follow the Teacher Code of Ethics and refrain from criticizing the school or individual teachers in public.
- I am considerate of the workload and feelings of support staff.
- I am willing to express my opinion in staff meetings.
- I demonstrate a neat clean appearance and acceptable habit of dress.
- I become involved in district-wide committees and activities when requested.

MY GOALS FOR SELF-IMPROVEMENT

TASK 1b
TEACHER SELECTION PROCESS

Task Ib

To: Mrs. C. Parsons, Physical Education Co-ordinator

From: I.C. Hall, Superintendent

As you are aware from our recent meeting, there have been a few Physical Education teacher appointments that have turned out to be less than satisfactory. In one case, the teacher in question perhaps would have been more suited to secondary rather than elementary physical education placement. In another case, the appointment was just found to be unsatisfactory. I would be grateful if you would give some thought to further appointments and develop some criteria which Mr. Jones might refer to when a) selecting candidates for shortlisting and b) interviewing candidates for future appointments.

c.c. Mr. T. Jones, Assistant Superintendent, Staffing

Respond to his request in writing after the appropriate research and preparation.

In this task, the candidate felt that a new approach to the teacher selection process was a necessity. The candidate believed that Task Ia was directly related to Task Ib in its goal of having effective teachers in our schools. Both the evaluation process and the teacher selection process deals with this theme. Five phases of the selection process were devised and criteria for each phase were suggested.

TEACHER SELECTION PROCESS

Introduction

Teacher effectiveness not only plays a vital role in evaluation, but also becomes the major focus in the preliminary selection process. The quality of education is dependent upon the quality of teachers employed in the schools. Thus, the evaluation of the preliminary selection process should, in introspect, result in having effective teachers in the classroom setting. When there is a surplus of teachers, the selection process must be adequate to ensure that the candidate selected for the position is the most suitable. In contrast, when there is a shortage of teachers, the selection process may not be as effective.

School Boards have been given the responsibility of selecting teachers for employment in section 12 (c) of the Schools' Act. How this process is completed, depends on the quality of the preliminary selection process used. The main purpose for the selection process should be to obtain the person best qualified and best suited for the particular teaching position.

When considering an applicant for future employment, the selection committee must always bear in mind the laws against discrimination. Both Federal and Provincial governments have passed laws which make it illegal to discriminate because of an applicant's race, religion, national origin, age, sex, or physical and mental disabilities. However, Denominational Education in Newfoundland has been protected by Section 93 of the Canadian Constitution. Denominational school authorities have the legal right to treat teachers differently from

teachers in a non-religious setting. This was Canada's attempt to accomodate various denominations in the hiring of teachers with similar goals and objectives to transmit these values to their children through the educational system. The Human Rights Code of Newfoundland and Labrador confirms the right of school boards to discriminate on the basis of denomination for employment of teachers.

The Utopian School Board should stress the need to have a clear idea of what qualities to look for in the person to be appointed, as well as the duties to be performed. It is also essential that the selection process prepared for the candidates should be designed to identify the most suitable candidate. The School Board must show that the criteria for a specific job are actually related to that job and are uniformly required of all who are hired in that particular position. Thus, the recommendation is that the following preliminary selection process be followed in future hiring of Physical Education teachers.

The preliminary selection process has five phases. They are as follows:

PHASE I	Job Description
PHASE II	Longlisting
PHASE III	Shortlisting
PHASE IV	Interview
PHASE V	Ongoing Evaluation of the Selection Process

PHASE I: JOB DESCRIPTION

A definition of job description is a formal management document that gives a description of the duties to be undertaken. However, it may not specify all job requirements, frequency, and amount of time to be spent on each duty. A job description should contain sufficient information to enable the person to understand what is expected of that particular position. However, it should be sufficiently flexible to allow for natural development and individual growth, while meeting the aims and objectives of the organization. Another function of this document would be to assist staff in performing their contract of employment. It is also a statement that the staff can rely on as to what is reasonably required of them in their teaching position. The legal status of the job description is to give a description of management's expectations and requirements, against which a staff may be judged or appraised for accountability. Any job description may be amended to a reasonable degree by management. The duties of a teaching position may vary to meet the changing demands of the school. However, 'reasonable degree' should imply meaningful consultation with the teacher; reasonable time allotment for the change; reasonable circumstances, and the opportunity for both parties to obtain advice.

The Principal, in consultation with the School Board should be responsible for designing the job description. However, the initial draft for the job description should be in meaningful consultation with the staff. The Principal and staff personnel should take into account the needs of the school, the organizational structure of the school and the qualities and abilities needed by the applicant to work within its

structure. The initial draft should identify the particular duties of the teaching position, and any other assets that may be required. Once the initial draft is completed, the job description can then be forwarded to the School Board for approval. There, the specific labour laws pertaining to advertising for jobs can be complied with. Article 8.01 of the Newfoundland teachers' Collective Agreement states that:

Subject to 9.09 and 9.10, all vacant teaching positions, except substitute and replacement positions, shall be advertised at least once in the weekend edition of a daily newspaper on the east and west coasts of the province. Except during the period of summer vacation, a copy of the advertisement shall be forwarded to each school in the district concerned for posting on the bulletin board at least two (2) weeks prior to the closing date for accepting applications.

The government felt that job advertising should be the responsibility of the School Board and that the Board may advertise wherever they felt the need. Hence, the Newfoundland teachers' Collective Agreement believed that the province's East and West Coast papers would be available in most districts in Newfoundland and Labrador.

PHASE II: LONGLISTING

This is a process whereby the Principal is able to consider applications so that he/she can identify which candidates seem most compatible in relation to the needs of the school in both a professional and humanistic capacity. Being one of the major designers of the job description, the Principal, in his role as manager, would have a clear idea of the qualities necessary, as well as the duties to be performed. Even though the Principal may not be an expert in each subject area that the job description covers, he/she may be able to

obtain expert advice from either the department heads, co-ordinators at central office, or outside professional experts or agencies. This input from other professionals will help in the satisfactory selection of potential candidates.

A perusal of the resumé will help in determining the strengths and weaknesses of each applicant. It would be wrong not to take into account, the nature of the school, the needs of students, the community, and the staff personalities. Strengths and weaknesses of the school should be kept in mind, along with the direction the school must take in accomplishing the aims and objectives of the school and school board. The Principal must also be satisfied that the applicant has enough of the background and experience for the particular teaching position, and that the candidate is suitable to the school, staff and students. Therefore, the Principal may focus on the personality traits of applicants which may lead to conflict with students, and/or staff. Any conflicts arising from an unsuitable employee can lead to problems in both the management and the organizational flow of the school.

The Principal may be the important link in the preliminary selection process. He/she is responsible for the day to day interaction of the successful candidate within the school, and therefore, becomes the authority figure within that particular school. Thus, the Principal will usually have a lot of input in the decision-making process of future teacher selection.

PHASE III: SHORTLISTING

Once the Principal has completed the task of longlisting, the successful candidates may then go through the next phase of the selection process - shortlisting. It is recommended that a selection committee be formed, and that the committee members be selected from at least three of the following educators: the Principal or Vice-Principal; School Board Co-ordinator for Physical Education; Department Head (if applicable); the Superintendent; an outside expert in the field. However, if the position is a replacement position, the Principal may wish to get some input from the present physical education teacher. Thus, the Principal may ask the present physical education teacher to assist in the selection process.

Once the Selection Committee is in place, the next step is to ensure that the panel know and agree upon, the nature of the post to be filled. A job description should be available to each member and the school's interests and needs be known by all. A list of applicable or desired traits should also be given to the Committee as guidelines in selecting appropriate candidates. The value of such a perspective is fundamental to the role of the Selection Committee.

Since the Principal has recommended these candidates for further assessment, quite probably, there will be several candidates who, in strictly professional terms, could fulfill the job requirements. However, the team's judgement is to narrow in on spheres beyond that of professional abilities. Other dimensions that may be looked at are the ability to teach other subject areas, professional or managerial skills, and personal qualities. There may be a missing link in the

school; of general skills such as administrative, pastoral, public relations, curriculum planning or extra-curricular activities. Obviously, if a school lacks a staff member with concern for sport, music, or special needs work, expertise or experience in this area will help make a strong case for any candidate. The Selection Committee must try to find the most suitable candidate for that position, for that school, and for that community.

In reading the application letter and attached resumé, the team must keep in mind that the 'paper application' cannot possibly describe completely the applicant it represents. The resumé is just a one-dimensional sketch of a multi-dimensional individual. Yet, many important decisions are often made upon this written application form. Perhaps, the best possible candidates may be lost, if the team determines not to give the applicant an interview because of what is written on the 'paper application'. To avoid this happening, the Selection Committee must consider what status the references hold in relation to the applicant, receive feedback from the references, and thoroughly check the application for any inconsistencies in dates, job experiences, or professional training.

Before receiving the necessary information from the references and the job application, an agreement on the number of candidates for interviews should be determined. Thus, a ranking may be conducted by each individual committee member on the applicant's professional and personal qualities. If the committee's top rankings are similar to the number of agreed interviews, then these candidates will enter into the next phase of the selection process. If there is disparity in the

rankings, then the Committee must discuss the reasons for and against the specific rankings, and come to some type of compromise. The professionals on this Committee should be in agreement as to which candidates receive an interview. If a consensus cannot be reached, the Principal, as manager, should make the final decision. It is the Principal who will have daily contact with the successful candidate.

It may be easy to discard some resumé's. However, before placing the application in the reject file, the following questions should be answered:

1. Is the reason for rejection based on the applicant's lack of--
 qualifications?
 information?
 concise and clear writing?
 job experiences?
2. Is there any indication that the applicant's experience has been too narrow? (e.g. large school vs. small school, number of subjects taught in school) Is the applicant too specialized?
3. Has the experience or training been acquired in a setting comparable to that of the school organization?

If the applicant has many of the qualifications that are needed, but a key qualification is missing, it may be wise to check if there was an error on the resumé. Time must be taken to ensure the best person is selected for the teaching position.

Before checking the references, the Selection Committee should prepare a plan of action. In order for the reference to give pertinent information about the applicant, specific questions relating to the qualifications and attributes for this particular job should be checked.

Feedback from references may be conducted through the use of a specific questionnaire used by the Selection Committee. However, the telephone may be a more direct and effective tool for this purpose. The purpose for contacting the referees is to verify the information obtained in the job application and to learn as much as possible about the applicant from people with whom he/she was associated in previous jobs. A thorough background investigation will give the committee an idea about what the prospective employee can reasonably accomplish in the future.

PHASE IV: INTERVIEW

The purpose of Phase IV of the selection process is to conduct a smooth, effective, legal, fact-gathering, employment interview. The interviewer should be able to draw a wide range of responses (attitudes, values, ideas, methodology, etc.) from the applicant. However, the panel should have had some preliminary discussion of the school's objectives, so that the school may develop as a result of this appointment. The Committee should appoint a chairperson to control the interview, and also settle their method of working, including any sharing of 'territory' for questioning, and the order of questions. The way in which individual questions are framed, is vital in using the

time profitably and in getting deep into the candidate's philosophy of education and attitude. A proportion of questions should be fairly specific, concentrating on relevant facts and discouraging irrelevant information. The questions should give the candidate an opportunity to develop an approach to some aspect of the job without too rigid a frame. More information can be obtained if the candidate is not restricted in his/her answers.

Generally, most applicants are very nervous at the interview. Putting the candidate at ease, and establishing a collegial climate may help the committee draw better responses from the applicant. In interviewing an applicant, the Committee must always bear in mind the laws against discrimination. The interviewing process must be based on the criteria specific to the job description.

Once a good rapport is established, the Chairman of the Selection Committee should control the interview. Each Committee member may ask questions dealing with a specific area such as: background information, job-related information, and personality information (motivation, stability, resourcefulness, discipline, attitude, etc.). A skilled interview committee should have the ability to understand the requirements for the job position, and to look at the candidate as a whole person. Too often, candidates are dissected into discreet components and thus discarded. The skilled interview committee recognizes that the whole person should be evaluated. Candidates should also be given a chance to ask questions about the school or the teaching position. Once the necessary information is obtained, the chairman should close the interview. This may be done by letting the

applicant know when the selection will be made. If further information is required, then the Committee may set up another interview.

It is impossible to remember every person that the Selection Committee has interviewed. Therefore, it is essential that some method be devised to record the highlights of the interview. Each applicant should have been duly noted during the interview so that the Committee may remember who each applicant is, what makes one different from another and how each applicant measures up to the job specifications. Keeping good records may also help in the decision making process. By comparing notes instead of making mental comparisons, the Committee will be able to make a more in-depth analysis of the candidates. Thus, a consistent system of recording information should be adopted. One system that may be successful in recording information is that of rating each of the answers given by the candidates. After the interviews are over, the team may rank order the applicants. At this point, the decision making process begins. The Chairman must be skillful to ensure that an ordered discussion leads to the maximum degree of unity in making a firm decision, and that nobody feels aggrieved at the end. A brief recap on the nature of the job and the priorities is helpful. Some of the team members may modify their opinions by the statements colleagues have made or reminders that may have been over-looked. At this stage, it may be useful to see whether there are any candidates who should be eliminated. Thus, the Committee may then make comparisons on the rankings of the applicants, and if necessary, a compromise may be necessary to select the candidate best suited for the teaching position. The most difficult part is always

steering a discussion to a firm conclusion when there is not clear unanimity. If a committee member is less than fully satisfied, bear in mind that there will often be more than one candidate who could do the job, and that in any case, the confidence and support of the group will be a great strength to the successful candidate.

A notification letter should be sent to all applicants, advising them of the Committee's decision of acceptance or rejection. For unsuccessful candidates, it is not necessary or desirable to detail why they were not offered the job. Rejections should be made diplomatically. The letter should also thank all applicants for their interest in working with the school board.

PHASE V: EVALUATION

The evaluation process is very important in determining how effective the selection procedure was at accomplishing its main objective of obtaining the best candidate for the teaching position. Developing a planned strategy for the selection of candidates is of no benefit if the effectiveness of the process is not assessed.

One simple device for validating selection procedures that has been used, requires the collection of two kinds of data: 1) estimates of success for each person at the time of employment, and 2) ratings of performance on the job. At the time of employment, the interviewer and others responsible for the selection procedure, would categorize candidates who were hired into 'promising' and 'minimum acceptable' groups. Performance ratings (poor to exceptional performance) accumulated over a period of time would then be compared with original

estimates. The data gathered would then be placed on an ellipse (Appendix A). A person's position on the grid would be determined by marking the point where the selection estimate and performance rating coordinates intersect.

Appendix (B) shows how the grids can be used in the selection process. In diagram A, the dots which represent intersected coordinates for each of the teachers in a given school, form an ellipse pattern which tilts from the lower left quadrant to the upper right. Such an ellipse indicates that selection procedures are effective indeed. Diagram B shows an ellipse pattern with characteristics opposite to that of the ellipse which appears in diagram A. Here the inverse of what is predicted at selection occurs in performance. The teachers judged to be most promising performed poorly and vice-versa. Diagram C illustrates the kind of chance pattern which can be expected if teachers are hired on a random basis or on interviewer or administrative intuition (Sergiovanni & Carver, 1973).

This system could be modified to include specific areas of competence of the successful candidate. The Selection Committee would estimate the success of the candidate in the following areas: curriculum planning and development, classroom management, discipline, techniques of instruction, subject competency, overall contribution to the school, teacher/pupil relations, personal characteristics and student evaluation. The competence of the successful applicant in each of these specific areas would help categorize the candidate into 'promising' and 'minimum acceptable' groups. This will also encourage

the principal to assist the new teacher in the areas that may need improvement.

At the end of the year, the evaluation of the teacher's performance rating (poor to exceptional performance) in each of these specific areas could then be compared with the original estimates. Thus, any change in competency will determine if the selection procedure was successful in obtaining an effective teacher.

The relationship that exists between teacher selection and teacher evaluation is a crucial one. Both processes try to accomplish one specific goal which is to have effective teachers in the school system. If one of the processes fails, the other process cannot be effective. The selection process is a means of choosing the best candidate for a teaching position. The teacher evaluation process is a means of keeping effective teachers in our schools.

General Overview of Selection Procedure

A. Advertisement

Must be advertised at least once in the weekend edition of the daily newspapers on the East and West Coast of the Province.

Time Allotment: Two weeks

B. Receipt of Applications

Received by Superintendent postmarked before the closing date of application.

Acknowledgement of applications.

Applications passed to Principal for longlisting.

Time Allotment: Three days after closing date of application

C. Longlisting

Principal reviews applicants and selects possible candidates based upon their qualifications and suitability for the particular job description.

Time Allotment: Two days

D. Shortlisting by Committee

Committee members read applications that have been longlisted by principal.

Intensive screening of candidates

1. credentials
2. references
3. personal qualities

Individual members reduce candidate list individually and then collectively.

Shortlist determined.

Applications screened out are notified.

Time Allotment: Three days

E. Interview

Selection Committee compiles possible questions to ask candidates.

Establishes a warm climate towards candidates during interviews.

Recording information on each candidate.

Selection Committee appraises and ranks each candidate individually and then collectively.

Decision-making for selection of successful candidate.

Screened candidates notified.

Appointment of prime candidate.

Time Allotment: Two days

F. On-going Evaluation of Teacher Selection

Selection Committee predict the successful candidate's attributes on a graph.

After a set period of time, a performance rating should be conducted.

Performance rating should then be compared with original estimates.

Feedback will determine if teacher selection was successful.

Time Allotment: Ongoing to one year

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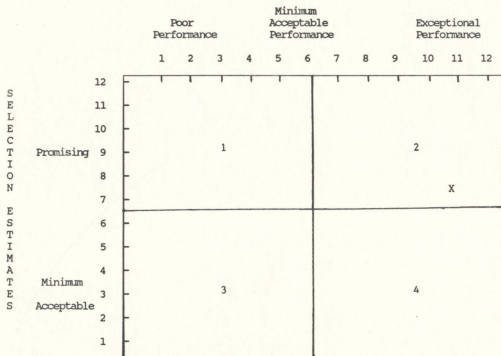
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APPENDICES

APPENDIX A

ON THE JOB



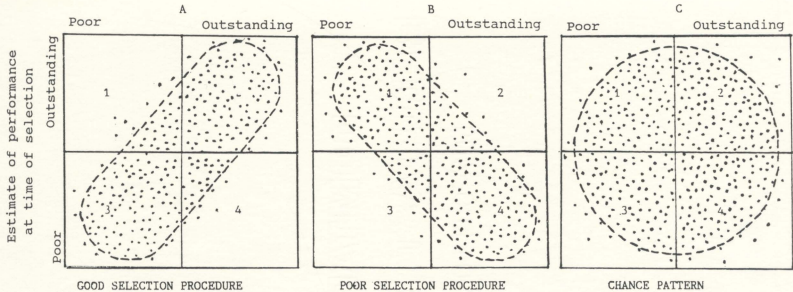
NOTE: A person's position (X) on the grid is determined by marking the point where the coordinates of his selection estimate and subsequent performance rating intersect.

GRID FOR VALIDATING SELECTION DECISIONS

(Redrawn from Sergiovanni & Carver, 1983)

APPENDIX B

On the job performance



EVALUATING SELECTION DECISIONS

(Redrawn from Sergiovanni & Carver, 1983)

NOTE: Outcomes based on large numbers of observations

TASK II
SCHOOL SPORTS PROGRAMME

Task II

To: Mrs. C. Parsons

From: I. Basham (Principal, Utopia Elementary School)

I am becoming increasingly aware of the excessive attention being given to competitive and elite sport at the elementary school level, within our school system. Only last week I observed three cases where school games had to be stopped because of fights between participants. In another game, I noticed an overly enthusiastic parent trying to interfere with the referee concerning one of his decisions.

After discussing this problem with Mr. Black at St. Joseph's, and Mr. White at Crosby Road, it is clear to me that these type (sic) of incidents have become a threat to the effectiveness of our inter-school sports program. I would respectfully request that you investigate the matter with a view to implementing a specific policy concerning inter-school sports within our school board.

c.c. I.C. Hall, Superintendent
All Elementary Principals

TASK:

Describe the actions and steps that you would follow, in your role as a Physical Education Co-ordinator, from the receipt of the above letter to the implementation of a specific school board policy concerning the above. This assumes, of course, that the complaint as outlined by Mr. Basham, actually was of sufficient magnitude to justify such action.

The candidate looked at various definitions of competitive sports and the emergence of children's organized sports programs. This background information and review of literature provides the reader with insight into how competitive sport is perceived by society. The candidate then applied the administrative concepts needed for devising a School Board Policy for inter-school sports.

Introduction

There is nothing wrong with competition. What matters is the way competitors behave and the way they compete.

Prince Phillip (British Institute of Management)

Since the beginning of time, man has been faced with the reality of competition which will remain ingrained in man's nature for as long as man exists. It has been suggested that competition and the desire to win is only present in the adult world, and not in that of the child. However, one must realize that as soon as a child is born, he is subjected to a very competitive world. He begins by competing for the attention of his parents over other siblings. As soon as he enters school, he is faced with the elements of competing for grades, promotion, approval, or rewards. This form of competition seems to be accepted by society. However, as soon as a child enters competition in the sporting world, he or she may come under scrutiny from society. Sporting competitions are not inherently bad for the child. It is the system and delivery of programmes which is at fault if there is a negative competitive environment.

Learning to compete successfully is an integral part of human ego-development, and many children who fail to learn how to compete early in life develop serious emotional problems later on. A sense of self-respect and esteem is central to healthy emotional development and the way children gain that essential self-respect is by competing successfully with peers. For the unfortunate child who cannot compete well, competition becomes a terrible hurdle, an obstacle which elicits nothing but unhealthy, self-destructive urges and desires. The

successful competitor can often feel like a winner even when he loses. Thus, in terms of mental health, it is more important to learn how to compete than how to win. Ruben (1980) believes that since nobody can possibly win all the time, it is far more crucial psychologically to learn how to play competitive sports well, than to simply add up a string of victories.

Sport is viewed by society as a social organization. Thus, sport reflects the values of the society in which it appears. Piaget (1951) has made it clear that it is primarily through physical activity that a child learns how the world works and how to function within that world. When one takes part in sports, the individual's behaviour is influenced by the specific codes or rules of the game. The values to be derived from such competition is dependent upon the needs and expectations of the participants.

Havighurst (1976) has also pointed out that sports are essential in learning human morals. Havighurst's model "Developmental Levels of Play" (Appendix A) could be helpful in organizing and supervising competitive situations for youth. In the following quote, Havighurst describes some of the problems of competition for youth in our society.

Playing to win, in a competition, enhances both skills and strategy. The competition provides motivation to practice and improve skills, and it also encourages careful planning of strategy to win. Although some people decry competition, this writer sees it as a highly valuable and desirable experience in the lives of growing youth, as long as it is regulated and spread out over enough activities so that practically every youth can achieve some degree of success in some area or areas of competition.

Therefore, the activities in which competition takes place should be planned and administered so as to maximize opportunities for success in some areas. This suggests the importance of a wide variety of activities in which competition functions...not only in dramatics, music, scientific experience, debates, sports, etc (p. 24).

Competitive sports reflect the faith that society believes would be beneficial to the overall development of their children. The joy, freeness and innocence of the youthful competitors are seen as desirable characteristics of sport itself. Society also believes that young children would carry their interest and desires with them into adult life, which would be subsequently passed along to their own children. Snyder and Spreitzer (1978) believed that:

the general achievement of sport has been its ability to mold the life style of children and adolescents towards such desirable values with a strong carry-over in the adult years. (p. 47).

Definition of Competitive Sports

The word competition comes from the Latin words 'com' and 'petere' which means "to seek together" (Dubois, 1980). However, many definitions have become prominent within the world of sports. Berryman (1978) used the definition that the National Recreation Congress committee composed.

Highly organized competitive sports have been defined as any athletic activity which involves a considerable amount of the leisure time of the youngster in formalized practice, which encourages extensive attendance by adult spectators, which is limited to the outstanding players and which involves the selection of winners on a state, regional, or national basis. (p. 1).

Sherif (1976) believed that:

competition consists of activities directed more or less consistently towards meeting a standard or achieving a goal in which performance by a person or by his group is compared and evaluated, relative to that of selected other persons or groups. (p. 82)

Competition has also been defined by Slusher (1978) as:

a 'contention of interests', that is, it is a rivalry between opposing forces (man, animal, or nature) in which the interests of both are not mutually obtainable. (p. 98)

However Rarick, (1978) believes:

competition extends beyond the world of play and games... for most children recognize at an early age that competition is a significant force in our social order. (p. 114).

Emergence of Children's Organized Sports Programme

The rise of highly competitive sports programmes for boys below the age of twelve was a phenomenon of the first half of the twentieth century and was indicative of the fact that sport had finally penetrated all levels of the American population (Berryman, 1978).

Organized competitions were part of the American school system as early as 1900, and through this competition, the child began to accept and promote sport. The major responsibility for organized sport was provided by professional physical educators, recreation people and athletic directors.

By the middle 1930's, sports programmes that were in the schools came under attack because they were not in line with educational objectives. There was an increased emphasis on winning which resulted in physical educators questioning the validity of the programmes that were being offered. This over-emphasis being placed on winning resulted

in undue emotional strain being placed on the participants. Eventually physical educators began denouncing the very sports programmes they had created, advocating replacement by a broad-based physical education programme for all children. Their philosophy was to have maximum participation and involvement rather than high level competition in an organized setting. As a result of this change in philosophy by the physical educators, society looked towards community agencies to fill the void left by the schools' lack of involvement in organized competition.

Berryman (1978) believed that:

It was an unfortunate misjudgment for educators to assume that limited physical education programmes in the school would satisfy the recreational needs of children. As more elementary and junior high schools curtailed interschool sports programmes, community agencies developed increasingly larger and more diverse programmes for sport. (p. 4)

The movement that was founded by educators was no longer being run by trained professionals. Instead, the sports programmes of children were being administered by well meaning, but untrained volunteer agencies. This trend continued from the late 1930's through the 1960's. During this time, when educators were most critical of children's sports programmes, all the major children's sports organizations were born. Little League baseball was introduced in 1939 and grew to one-half million participants by 1952. Today, there are over forty national minor sports organizations in the United States with 30.4 million participants, aged 6-16 years of age.

Radical changes occurred in the sponsorship of boys' sports programmes. By the 1960's, the most prominent sponsors of the sports programmes were: sports bodies, youth serving organizations, YMCA,

youth sport development organizations, quasi-commercial organizations, and individual or community sports programmes. Each sponsor claimed to support children's sports for many reasons: physical fitness, citizenship, character, sportsmanship, leadership, fair play, good health, democratic living, and teamwork. It was evident that some sponsors took advantage of the 'two-way street' concept. Boys' sports were beginning to be a means of training for future athletes and preventing juvenile delinquency. They also acted as proselytizing agents, as attractions for new members, as methods of advertisement, as means of identification and glory and as methods for financial gain.

Parents also began to get deeply involved with children's sports programmes. Berryman (1978) believed that the major cause for parents increased interest was: a) their awareness of the athlete as a viable professional endeavour; b) parents being overly competitive; and, c) the desire to ensure 'victory' for their children.

Past Policies and Current Practices

Parents and lay groups have, in general, tended to respond favorably to varsity sports programmes (Scott, 1953), while educational and medical organizations have been conservative in their viewpoint. The policy statement of the Joint Committee of the American Association for Health, Physical Education and Recreation and the Society of State Directors of Health, Physical Education and Recreation (1952) disapproved of interschool or interagency competition of the varsity type for children below the ninth grade. The statement was based on the results of a questionnaire seeking the opinions of cardiologists,

orthopedic surgeons, psychiatrists, psychologists, and child development specialists regarding the hazards and benefits of children's sports. While the vast majority of the responding physicians recognized the potential values of a well-supervised sports programme in the schools, the possibility that the activity might be continued to the point of exhaustion was a concern. The orthopedists rated the vulnerability of the joints and the danger of damaging epiphyseal structures as primary hazards.

The opinions of the psychiatrists and the child development specialists were oriented to the 'high pressure aspects of the sports scene which they deemed undesirable for children'. The concern of these groups was that competition which involved championship play with the accompanying media publicity not only put undue psychological stress on the participants, but also tended to distort the participants' sense of values.

Educators assume the responsibility for the intellectual, spiritual, emotional, and physical well-being of the child. At times, practices associated with competitive athletics have conflicted with the overall aims of the total education of the child. Educators also stressed the danger that the total educational experience of the children might be jeopardized by the pressures of community groups to provide programmes of interschool competition for the athletically talented few, at the expense of a broad programme of physical education for all (Rarick, 1978).

The Educational Policies Commission (1954) published a document on school athletics stating that athletics do serve a valuable function in

the schools, but the Commission pointed out that much of the educational potential in these programmes was not being used. The importance of serving the physical activity needs of all children was stressed, emphasizing that such programmes should be under the supervision of qualified teachers who worked directly under school administrative authority.

A report by the American Academy of Pediatrics Committee on School Health (1966) stressed the susceptibility of children and early adolescents to bone and joint injury, which might lead to faulty bone growth. Concern was expressed that since a child's threshold of chronic fatigue is not high, the threshold could easily be passed with an attending interference of bodily functions and a predisposition to illness. The report also raised serious questions about leadership, pointing out that in many instances, there was undue stress on winning, unhealthy adulation of skilled performers, and coercion placed on some children to perform beyond their interest and ability.

In 1968, the American Association for Health, Physical Education and Recreation, the American Academy of Pediatrics, the American Medical Association Committee on the Medical Aspects of Sports, and the Society of State Directors of Health, Physical Education and Recreation had a more liberal attitude toward organized athletic competitions for children than they had sixteen years before. The statement they gave emphasized that supervision should be provided for participants in each athletic activity by persons competent to provide instruction in the sport. Equipment, facilities and rules should also be appropriate to the age and maturity of the participants and commensurate with the

hazards of the sport. The authority and responsibility of school administrators, parents, physicians, and coaches must be clearly defined. The guidelines stated in this report stressed the importance of the following:

- a) proper physical conditioning of all those entering competition;
- b) proper grouping of the young athletes according to body size, skill and maturation;
- c) good protective equipment; and,
- d) availability of medical help during games and practices.

Throughout the report, emphasis was placed on the need for exemplary supervision, both educational and medical. The report stressed that unless this could be assured, schools and communities should neither initiate nor continue sports programmes for children.

The trend in Canada has followed a pattern similar to that of the American school system. The role of organized sport was left mainly in the hands of volunteers and minor sports governing bodies. In Canada today, there are still a number of sports governing bodies who are responsible for the development of competition in their area. However, the role of the school system has changed to meet the ever-increasing need for competitive organized competition.

The School Physical Activity Programme Committee of CAHPER (1976) reported that over seventy percent of the elementary schools across Canada have interscholastic programmes of some form. This has resulted in a tremendous impact on participants, parents, and upon those segments of society responsible for the education and health of youth.

Effects of Competition

The aim of competition is to provide the youth of today with a competitive environment aimed at developing physical, physiological, mental, social and emotional growth in that child. It serves as a medium for the total development of the child, who, through those experiences becomes a well-adjusted person who is able to cope with the competitive realities of the real world.

Today, there is little doubt in the minds of the medical profession that physical activity has a positive effect on growth and development of children (Rarick, 1973). It is clear that physical activity is essential for the normal growth and development of bones, muscle tissue, heart, lungs and other internal organs. It has also been stressed that rigorous exercise of the fundamental trunk and limb muscles was absolutely necessary for the normal growth and development of the entire body (Zeigler, 1987). This is made clear by studies that have identified the abnormal growth and development of subjects who have been bedridden for extended periods of time, or have had body parts immobilized for long periods of time (Stewart, 1981). It is also obvious that intense physical activity is vital to the development of such important concepts as bodily control, strength, endurance, motor skills, and most of all, total physical fitness.

The effects of vigorous physical activity on the heart of the youth sports participant was of major concern at the turn of the century. Until 1937, it was believed that the young child was in danger if the heart was overloaded. However, Karpovich (1937) demonstrated this statement to be a fallacy. Fortunately, damage to

the heart of a child through exercise is typically avoided because the skeletal muscles fatigue first.

Research has shown that children are capable of working at extremely high intensities without showing any negative effects as related to the function of the heart (Hanson, 1967). Jokl, (1957) believed that exercise never caused death in a normal heart and exercise is, in fact, desirable to maintain a healthy one.

Endurance type training for children has been shown to improve their physical working capacity (Ekblom, 1969). Also, studies done by Adams, Linde, and Miyake, (1961a, 1961b) showed that children were capable of reaching and maintaining high heart rates without signs of negative effects.

Despite the fact that these studies have shown that rigorous training regimens do produce substantial fitness gains in children, one must be careful not to overgeneralize the results. Astrand, et al. (1963) found that children under the age of nine years often quit during vigorous testing before they were physically exhausted. Children do not seem to understand the importance of working to the point of exhaustion. The intrinsic value of training, or participating with physical pain is not present in young children. Thus, there is little value in getting children to do vigorous exercise if the net result is a decrease in future willingness to participate in exercise and/or activity.

The sporting arena offers a child many opportunities to engage in a variety of social encounters. Not only will a young athlete meet and learn to co-operate and compete with other athletes and adults, he/she

will learn what is acceptable and unacceptable in terms of behaviour and how those behaviors must conform to the rules and regulations of the game. According to McPherson, Guppy, and McKay (1976), children learn to interact within a number of social systems, each of which has values and norms which dictate what roles they will play, with whom he/she will interact, and how they will interact.

Youth sports programmes act as an agent for developing socialization skills. Children may learn to be co-operative with their coach and teammates, to be persistent in achieving their goals and if necessary, to be assertive to attain their goals. The world of competition allows children to learn to deal and cope with the competitive reality of the world in which they will have to live in their adult years.

Children through the medium of competitive sport learns to develop close friendships with their teammates, opponents and coaches. The positive aspects of sportsmanship may also be generated through competition. Children have the opportunity to learn responsibility and upon handling that responsibility, develop confidence and self-worth. When children are competing, they are developing character that will hopefully, help them build a positive self-image that will benefit society. Other factors that may affect their self-concept are how they regard themselves, and how other people evaluate each child's performance. Also, another area of concern is their experience of success or failure. To many young people, the concept of losing, automatically refers to failing, while winning leads to success. However, when children know that their worth as a person is not

dependent on performance, they feel confident to risk failure in pursuit of the benefits of sport participation. Personal experiences will be a determining factor in the extent to which the athlete experiences confidence and contentment.

The intrinsic rewards that can be obtained from competing in sports should be the driving force that encourages children to participate. They may experience fun, excitement and enjoyment through competitive sports. Children may unknowingly increase their fitness level, gain confidence, learn self-control, but most of all, develop a positive self-esteem. These characteristics are hidden within the dimensions of competition and an experienced coach can help instill these attributes in young athletes.

The process of competition should be emphasized more so than the product of competition. The process emphasizes the importance of participation. Competitive sports can become meaningful and valuable simply by the act of engaging in sport with the proper spirit. This intrinsic value of active participation develops other intrinsic values.

When one strives for personal excellence, the child develops his skill level and cognitive ability to think of strategies to be used. A process-oriented competitor is satisfied not by winning but by performing as well as he can (Weiss, 1969). Aesthetic sensitivity is also a quality that emerges out of the competition process. Competitors develop an appreciation of their artistry and the aesthetic nature of the sport. Harmony, rhythm, balance, non-verbal communication and emotional peaks can be discovered through the process of competition.

The development of a rapport between competitors is a must. Competitors work towards a mutually attainable goal which is high quality athletic performance.

It is interesting to note the factors that affect a child's initial interest in joining a sports programme. "While having fun is a primary reason for many to participate in sports (Alderman and Wood, 1976; Gould and Horn, 1984; Orlick and Botterill, 1978), research indicated that the encouragement from parents and peers is also an important motivator for athletes under age eleven" (Gould and Horn, 1984). In addition, peer groups and school personnel have also been reported to be agents that are responsible for arousing an initial interest (McPherson, Guppy, & McKay, 1976).

North American society has traditionally held the view that sports participation makes an important contribution to the character and psychological make-up of the competitor. Society expects sports to develop motor skills and physical fitness in children. Sports should promote and convey the value of our society by teaching children how to compete and co-operate. Through sport, moral behaviour, leadership and initiative is fostered. Most importantly, sports programmes will help children develop healthy, strong identities so that they may have an opportunity to fully realize their potentialities. Sports and games may also help children learn how to deal with the problems in adult life. Through sports participation, children are given the opportunity to resolve the psychological conflicts they encounter by exposing them to the emotional and cognitive polarities of these conflicts (Martens, 1978).

The increased emphasis on competition may also have tremendous negative effects on the child athlete's emotional, psychological and moral development. Orlick and Botterill believe that:

...when winning becomes too important, the child learns that he has a better chance of emerging victorious if a talented opponent is hurt or frightened of injury. Likewise, kids may learn to trip or interfere with an opponent rather than try to catch him or allow an opportunity to score. (Is there really such a thing as a good penalty?) Youngsters may learn to lose respect for others, (officials, opponents, fans or coaches), enroute to victory. A child may learn that bending the rules is more effective than trying one's best...(p. 34).

This statement by Orlick and Botterill (1978) summarized some of the problem areas associated with competition for young children. The idea originally behind competition for the young child was not designed to be devastating or detrimental to the well-being of the young athlete. The philosophy of competitive sports for young children should not be, "survival of the fittest".

Competition itself, is not the problem. The outlook and emphasis our society has on competition has cast a gray shadow over it. When a team emphasizes 'winning at all costs', then the most important aspect of the game is lost; that being 'fun'. Many people in our society portray the attitude of "win at all costs", which then filters down into children's sports because some of these adults are the influencing factor within our sporting society. The children are being treated like miniature adults. Children also become labelled as winners or losers and as a result they realize that it does not matter if you play well, as long as you win. In this regard, sport is being exploited since the game becomes more important than the participants and, therefore, such competition has a destructive impact. When this occurs,

elements or characteristics of dishonesty, cheating and fighting sneak into children's sports.

When competition is over-emphasized, the safety, health, and well-being of every participant is jeopardized because of the strong desire to win. Competitive sports should be a healthy way to develop. However, with pressure from society for the child to be a winner, the child may use unsportsmanlike tactics in order to become victorious.

One of the most critical problems that exists in children's sports today is the elimination of participants or drop-outs. Adults sometimes lose their perspective and treat children like miniature adults. Unrealistic expectations, chastising athletes, a win-at-all cost philosophy, lack of playing time, long hours of practice and constant punishment will eventually cause children to drop out.

Orlick (1974) revealed that hockey statistics over a five year period indicate that only about ten percent of the players continue participation in organized hockey beyond their fifteenth birthday, and similar trends exist in other organized sports like little league baseball and minor soccer.

A study by Orlick and Botterill (1975) interviewed sixty athletic drop-outs who were at one time members of a swimming, hockey, soccer, baseball, basketball or ski competitive team. Results indicated that sixty-seven percent dropped out of sports for over-emphasis on competition and thirty-one percent quit due to development of other interests. Included in this area were such things as the seriousness of the programme, the lack of enjoyment, over-emphasis on winning and being the best. Seventeen percent mentioned the coach as the primary

reason for leaving. The coach was said to leave people out, criticize too much and push too hard. Fifty percent blamed the programme. They perceived the programme as being too serious and having too much emphasis on winning. They had also experienced a sense of failure. For those who reported conflict of interest as their reasons for quitting, twenty-one percent dropped out because the sport conflicted with other pursuits (job, social life) while ten percent indicated they developed a greater interest in other sports.

In another study, Orlick (1973) found that the reasons children dropped out of sport differed by age. For example, between ages 12 and 16 years, sixty percent dropped out due to emphasis on competition and thirty-nine percent dropped out due to a conflict of interest, whereas at the elementary school level, all children discontinued participation because of the over-emphasis on competition. In personal interviews, elementary school children indicated that the stress on winning "led to a feeling of unworthiness, unacceptance, and unfun, which in turn, led to a rejection of sport as a viable alternative" (Orlick, 1973).

The reward system which now exists in organized sports does not appear to be consistent with what is in the best interest of the majority of children. An over-emphasis on winning at the expense of fun and involvement gives rise to an elitist atmosphere wherein many children eliminate themselves before they start, while others begin to withdraw at seven or eight years of age (Orlick and Botterill, 1975).

The findings of a study by Orlick (1972) indicated that a major change in emphasis is needed in children's sports in order to operate in the child's best interest with regards to motivation, programme and

personnel. Extensive interviews conducted with eight and nine year-old organized sport participants, non-participants and drop-outs showed that children strongly felt that they had to be good either to make the team or to play regularly. Seventy-five percent of the non-participants, all of whom thought they were not good enough to make the team, indicated that they would go out for a team if they thought they would surely make it. Fear of failure or the psychological stress of disapproval, appeared to influence certain children to the extent that they were afraid to participate.

Another major problem area is that of social pressure placed on a young athlete by peers, parents, and coaches. Too often, fans, parents, and coaches become so involved in the sport, that they fail to realize that the people competing are children with very special feelings. The possibility of exploiting children through highly organized sports programmes is an ever present danger. Overly ambitious parents, coaches and community boosters may unintentionally precipitate this problem. Michener (1976) pleaded with fathers and mothers, volunteer coaches and others to listen to knowledgeable professionals in physical education and recreation.

...They are not against rugged games for boys; they want their sons to engage in rough and tumble of childhood sports...BUT THEY ARE AGAINST HIGHLY STRUCTURED LEAGUES RUN BY HYPERTENSIVE ADULTS, URGED ON BY OVER-ENTHUSIASTIC FATHERS AND MOTHERS. (sic) (p. 27).

A case before the Ontario Human Rights Commission (Globe and Mail, 1988) reinstated a banned thirteen year-old soccer player on condition that her parents stop abusing game officials. In another incident in

Atlantic Canada, the parents of two hockey players were barred from the arena because their sons were unmanageable with the adults present.

If sports programmes are developed to satisfy the whims of parents and community groups, the legitimate purpose of such a programme may be lost. Programmes oriented to this purpose often require long and arduous training sessions, and frequently lead to sports specialization at too early an age (Rarick, 1973). They may also give the child a distorted sense of values, for the child's interpretation of the importance of the event may in no way reflect its true value.

The relationship between coach and player is a primary determinant of the ways in which children are ultimately affected by their participation in organized sport (Martens, 1978). Coaches not only occupy a central and critical role in the athletic setting, but their influence can extend into other areas of the child's life. During a developmental period in which children are seeking varying degrees of independence from parental influences, the child's relationship with the coach may become highly significant and influential. The results on psycho-social development are highly variable (Ash, 1978) and depend upon a number of factors, including the manner in which programmes are structured and supervised. The manner in which coaches structure the athletic situation, the goal priorities they establish explicitly and implicitly, and the ways in which they relate to their players, can markedly influence the likelihood that the outcome of participation will be favorable to the child.

The existence of extrinsic rewards (trophies, medals, jackets, and trips) often promote negative characteristics of competition. If a

child can win the championship, then he/she may receive some of these rewards. Some children will push themselves to the limit to obtain victory, even if it means playing unfairly. In certain competitions, there is too much emphasis placed on obtaining something tangible and the end result is destroying the basic objective of the game.

Coaches must realize that winning is not the only objective of children's sports programmes. In fact, Orlick and Botterill (1975) have indicated that over ninety percent of young athletes reported that they would rather be on a losing team and play than sit on the bench for a winning team. School sports programmes should put winning in perspective and emphasize fun, participation and effort. These variables are under the coach's control. Coaches should use the Bill of Rights for Young Athletes (Thomas, 1977) when preparing objectives for inter-school competition.

1. Right of the opportunity to participate in sports regardless of ability level.
2. Right to participate at a level that is commensurate with each child's developmental level.
3. Right to have qualified adult leadership.
4. Right to participate in safe and healthy environments.
5. Right of each child to share in the leadership and decision-making of their sport participation.
6. Right to play as a child and not as an adult.
7. Right to proper preparation for participation in the sport.
8. Right to an equal opportunity to strive for success.
9. Right to be treated with dignity by all involved.
10. Right to have fun through sport.

Based on this review of research information on early competition and feedback from questionnaires (students, teachers, coaches, officials and spectators), the following procedures were followed to implement a School Board Sports Policy.

Utopian School Board

Inter-School Competition

It has been brought to the Board's attention that there have been increased amounts of aggressive behaviour and other unsportsmanlike conduct in the inter-school league. Through observations, interviews, questionnaires and careful study of the results, problems have been identified within the inter-school programme.

From the research completed by the Physical Education Co-ordinator, the effects of competition have been outlined. However, the Board hopes to maintain the positive effects of competition but also to eliminate or minimize the negative effects. The Board realizes that the feedback from students, teachers, coaches, officials and spectators can be an asset in acknowledging and alleviating the negativity that has been displayed within our sports programme. It is the School Board's philosophy that the welfare of the child, on and off the field, should be the main concern within our community.

Study of the Problem

- a) A notice of the situation in question was submitted to the Physical Education Co-ordinator from a concerned principal.

- b) The Physical Education Co-ordinator visited the playing field and observed and identified some of the problem areas.
- c) Research was completed by the Physical Education Co-ordinator into the effects of competition on elementary school sports programme. A review of other school board policies concerning sports programmes for children was also conducted.
- d) The Physical Education Co-ordinator designed and distributed a questionnaire to parents, students, officials, and coaches involved in the inter-school sports programme. Feedback from the questionnaire was tabulated and analyzed.
- e) A Sports Committee was set up by the Co-ordinator to study, access and develop a sports policy dealing with the present problems.
- f) The Sports Committee drafted a policy for inter-school sports competitions which was submitted to the Superintendent for approval.
- g) The Committee received School Board approval for the Sports Policy.
- h) An evaluation of the inter-school sports programme would be conducted after the Sports Policy was adopted.

The implementation of an inter-school sports programme policy came about as a direct result of the interest, response and concern shown by teachers, administrators, coaches, parents, and athletes in the school district. The procedure used to gain this support was initiated as a result of a formal complaint letter received by the Physical Education Co-ordinator concerning over-competitiveness in the elementary school sports programme. As a result of this letter, further investigation into this problem was conducted by the Co-ordinator. Observation of the inter-school sports programme, interviews, and questionnaires designed and randomly distributed to parents, coaches, officials and athletes,

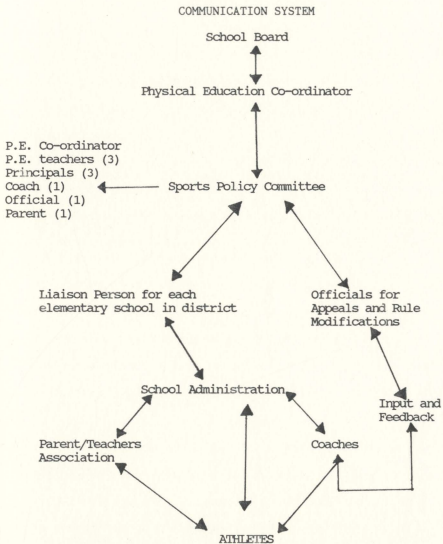
were the tools used in the investigation of this problem (Appendix B). After receiving all the information from the interviews, observations and questionnaires, the data were tabulated and analyzed. Statistics were compiled and problem areas were identified. It was evident that the philosophy of the school sports programme had been altered in regards to the educational objectives of the school district.

The Physical Education Co-ordinator organized a Sports Policy Committee to study, access, and develop a draft policy that would solve the immediate and any future problems concerning over-competitiveness. This Committee consisted of: the Physical Education Co-ordinator, three physical education teachers, three principals, one official, one coach, and one parent representative. This Committee was selected on the basis of the following criteria: experience with school board sports programme, expert knowledge in sports programme, active involvement with the school sports programme, and concern for the child athlete.

The Physical Education Co-ordinator researched the positive and negative effects of competition on elementary sports programmes. The Co-ordinator also studied other school boards' sports policies concerning inter-school sports programmes for children (Appendix C). The findings were then presented to the Sports Committee.

With this research information at hand, the Committee discussed the educational objectives of the school district, objectives for the school sports programme, the needs of the students, and the immediate problems. The Committee's aim was to promote a positive educational experience which would meet the needs of the students and promote public interest. With this goal in mind, the Sports Committee drafted a

school sports policy that would eliminate or minimize the negative effect of over-competitiveness within the school sports programmes. With this structure, communication between all levels of authority would have input into the sports programme. With support and acceptance by the Superintendent, the draft policy was accepted immediately for the inter-school sports programme. The following diagram illustrates the communication system to be used.



Draft Policy for Inter-School Sports

The Utopian School Board feels that inter-school sports programmes are an integral part of a school's curriculum. Sports are viewed as a logical sequel to regular instruction designed to meet educational objectives. Sports programmes contribute to the educational process during the participant's formative years. Thus, the goals of the athletic programmes must be in balance with the educational philosophy of the school district.

The educational experience provided through sport is strong justification for its inclusion within the academic system. Those responsible for the athletic programme must therefore be ever vigilant that the philosophy and practices of sport remain within the educational framework. Student-athletes deserve the full benefit of their education. Helping athletes become students increases the credibility of education through sport (Renwick, 1984, p. 1).

At present, there is evidence of a conflict of philosophies in regards to the inter-school sports programme at the elementary level. Coaches, parents, administrators and local governing bodies must share the same philosophy of school sports programmes if these programmes are to be beneficial to the growth and development of the child to his/her fullest potential. Many times, the people involved in the programme tend to temporarily lose sight of other important objectives and values of their programme by placing an over-emphasis on winning. There is no place in our schools for the concept of 'winning at all costs'.

To create the most valuable experience for young athletes, adults should help children understand that there is more to get out of sports than just a win-loss record. If young athletes enjoy relating to the coach and their teammates, feel better about themselves, improve their skills and look forward to future sports participation, then the

programme has accomplished something far more important than a winning record or league championship.

Sports can also help the child value vigorous activity and develop positive values and attitudes that will be carried into adult life. It is the wish of this Board that children in our schools learn that the true value of athletic endeavour is two-fold: the joy of being a well exercised and disciplined individual and the satisfaction of competing successfully with peers.

It is admirable to see the concentration, the self-discipline, the hours of practice and the total involvement of a student involved in a school's sports programme. Such physical prowess is only admirable when it is accompanied by an equally determined moral conviction to play the game fairly, honestly and with respect for other players.

The evaluation of the school's sports programme can be measured by the number of students actively participating in our programmes. It is incumbent on teachers and coaches to show good sportsmanship so that parents and spectators will also take pride in the sports programmes. Every child within the school system should have an opportunity to participate in some type of sports activity. Intramural programmes must also be accessible to meet the needs of the individual students.

The Utopian School Board recognizes the need for, and the desirability of, exposing all children within the jurisdiction to the benefits of physical education and recreational activities. Thus, the Board actively encourages the development of a strong co-curricular activities programme.

The future of inter-school sports is inextricably linked to the commitment, dedication and expertise of those individuals functioning in a volunteer capacity as administrators, coaches, and officials.

Even the athlete and spectators have an important responsibility to the sports programme.

The administration, in reality, has the ultimate responsibility for all aspects of the athletic programme. The administration must:

- a) ensure that the athletic programme is compatible with the goals and purposes of the elementary (Grades 4-6) school policy;
- b) involve other school personnel in decision-making regarding the inter-school sports programme (policy, personnel, budgets, etc.);
- c) support the athletic programme and recognize the educational value of the athletic programme by defending programmes against internal/external pressures;
- d) ensure that communication is open to all people involved in the programme (league, governing bodies, coaches, officials, etc.);
- e) actively participate in the policy making affairs of the athletic programme;
- f) become a visible and active supervisor at athletic events, and;
- g) provide recognition for athletic programmes and participants.

The coach's responsibilities are unique and all important. To the members of his team, he must:

- a) offer inspiration and sound judgement as well as teach skills and techniques;
- b) be an exemplary model for young children;
- c) be knowledgeable in the sport;
- d) demand and receive respect from all concerned;
- e) teach skills and techniques and inspire excellence in performance, and;

- f) make decisions involving team members' behaviour in a fair and impartial manner, regardless of the probable effects on the winning or losing of contests.

If the coach neglects any of these standards, it could result in a negative effect on the values inherent in athletic programmes.

The student athlete is representing the school in the athletic programme, and therefore has responsibilities placed upon him/her. The student athlete has the responsibility to:

- a) represent the school and abide by the regulations set by that school;
- b) represent the school in relation to itself and the community, and;
- c) represent themselves as individuals. They must act in a way that will not discredit themselves, the school or the community. This includes personal as well as group activities.

Spectators also have a responsibility to the school and to the participants in the school sports programmes.

- a) Spectators are not to be disrespectful to their opponents, coaches or officials;
- b) Their conduct and actions are to be in line with the acceptable conduct of the school, and;
- c) Spectators can lend vocal and emotional support to athletes and are also able to receive vicarious benefits from sporting activities. They can learn an appreciation for the skills involved in an activity and relate them to their own experiences.

Aims and Objectives of Inter-School Sports Programmes

1. To provide an opportunity for all students to participate in a variety of sporting activities.
2. To provide an avenue where personal skills and fitness levels can be increased.
3. To ensure that the sports programme encourages participants to have fun and enjoyment.
4. To allow all participants the experience of success and leadership.
5. To help children practice safety in a healthy environment.
6. To develop an interest for children which may carry-over to their adult life.

Recommendations for Inter-School Sports Programme

The following recommendations have been devised by the School Sports Committee for the implementation of an effective school sports programme.

1. All students who express an interest in playing sports, should be given an equal opportunity to participate. Levels of competition should be divisionalized to include children of different levels of skill, experience and physical maturity. No cutting of children from teams.
2. Sports and games programmes should be based upon the development level of children.
3. Sports programmes should provide a variety of activities throughout the school year.
4. Adaptation should be made to the rules and equipment to suit the maturation and skill level of the participants. The programme should benefit the growth and development of the total child.
5. Adequate competitive programmes organized by the school should meet the needs of children. Regional tournaments are not recommended for children under twelve.

6. Inter-school competitions should be in the form of play days or sports days where social values are the primary purpose of the event.
7. The practice of providing a reward for each child, regardless of the quality of performance is an acceptable method to motivate children to continue as participants, if the organizers feel that such motivation is necessary.
8. All coaches, parents, administrators and officials should be well-versed and, in agreement with, the Board's philosophy concerning the school sports programme.
9. All parents should be educated to the benefits of the sports programme so they may instill in their children the importance of respect and cooperation when dealing with officials, other team members, opponents and coach.
10. Education and recreation authorities have the responsibility to develop the school's sports programmes and to provide competent leadership for the participants.
11. Professional supervision and instruction must involve accredited coaches and administrators. No teachers or parents should be permitted to coach a youth team unless a minimum Level I Coaches' Certificate (National Coaching Certificate Programme), has been received in that particular area or sport.
12. An evaluation of the sports programme should be carried out annually. However, every team's performance should be appraised during and after the athletic contest.

Coaches, parents and officials must employ the competitive sports experience for children and ensure that the inherent values are accentuated. The inter-school activities must be structured to have a positive effect upon the lives of children. It must be remembered, that a love of competition must never be degraded by a passion for winning the game at all costs.

The School Board is not against competition for youth, as long as children receive the positive benefits of competition. The school, coaches, officials, and spectators must work to achieve the available

positive values through a properly led, adequately equipped and housed, school sports programme. Sport is only worthwhile if it serves youth and all society as a socially useful servant (Zeigler, 1987).

Policy for Dealing with Unsportsmanlike Conduct

Note: Due to the unnecessary increase in rough play and unsportsmanlike conduct, it has been determined that a strict set of guidelines must be adhered to. The following is the Board's policy on the inter-school sports programme:

1. Each participating school team must have a teacher sponsor or representative working with the team at all times. An outside coach is permitted providing there is a teacher sponsor.
2. The teacher sponsor must ensure that all board and school policies are followed.
3. The teacher/coach must see that the philosophy of 'win at all cost' is not present, and that a higher emphasis is placed on participation and sportsmanship.
4. No team is permitted to select a Most Valuable Player. However, if an award is given, it should be for good sportsmanship.
5. The following guidelines will come into effect immediately:
 - a) Any player exhibiting rough or unsportsmanlike conduct will be sent from the game immediately.
 - b) If the unsportsmanlike conduct occurs in the last ten minutes of the game, the player will be sent off for the remainder of that game and also the next.
 - c) A second offense of fighting will result in removal from the game and a two game suspension.
 - d) A third offense of fighting will mean suspension until the case has been reviewed by the discipline committee and a decision made on the duration of the suspension by this committee.
 - e) Any gross misconduct as deemed by the referee will be assessed by the discipline committee.

- f) A referee is responsible for the control of the game. It is his duty to ensure the safety of all players. Officials must hold a Level I Official's Certificate in that particular sport.
- g) Any coach who is involved in a verbal or physical altercation with any official, player, or coach, will be suspended until the case is dealt with by the Discipline Committee.
- h) The Discipline Committee will consist of an odd number of people (five maximum):
 - 1. Physical Education Co-ordinator;
 - 2. One principal involved in the district's elementary school programmes;
 - 3. Two physical education teachers involved in the district's elementary school programmes but not involved in the dispute, and;
 - 4. A representative of the officials to be elected by the referees.

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APPENDICES

APPENDIX A

This model relates key developmental concerns across age levels. Recreation and school professionals in physical education and coaching should work with volunteer groups in understanding developmental concerns in organizing and supervising youth sports programmes.

FIGURE 1

Age	Forms and Functions of Play	
Birth to 5	Self-initiated. Exploration of body and immediate surroundings. Sensory basis for building concepts of physical reality.	
5 to 14	Social Play	Individual Play
	Getting along with peers Social maturation	Reading for pleasure Playing with musical instruments Developing skills in physical games and activities
12 to 20	Team Games	Games of Skill and Strategy Beginning of competition Development of strategy
		Acquiring more mature moral judgement through working out rules for games
Complex strategy	Danger from over-developed competition	Reading contributes to intellectual and social maturity

(Redrawn from Havighurst (1976)).

APPENDIX B

Utopian School District
Reality Lane
Deadman's Bay, Newfoundland

Parents and Coaches within
the Utopian School Board District
Newfoundland

Dear Parents/Coaches:

An increasing amount of violence and unsportsmanlike conduct in our inter-school sports programme has been brought to the School Board's attention. As Physical Education Co-ordinator, I have had occasion to witness such acts as rough and violent play, abuse to officials, and the increase in parent abuse to officials, players, and coaches.

This is not the intent of our inter-school programme and after careful examination of the situation, I have found it necessary to institute a strict board policy in relation to conduct of players/coaches, both on and off the playing field.

The intent of such a policy is to make sport for your child enjoyable, competitive and yet safe for all involved. I hope that you will support the implementation of this policy. If this policy does not alleviate the current problems, then serious consideration of disbanding the sports programme may be inevitable.

Yours truly,

Christine Parsons
Physical Education Co-ordinator

Questionnaire for Parents

Please answer the following by placing an (X) next to the appropriate response.

	Yes	No
1. Do you feel your son/daughter is playing at a too competitive level for his/her ability?	_____	_____
2. Do you attend every game that your son/daughter participates in?	_____	_____
3. Do you feel that the games are too rough?	_____	_____
4. Does your son/daughter complain of the competitiveness or over-emphasis on winning?	_____	_____
5. Do you feel the coaches are too serious?	_____	_____
6. Does your son/daughter become upset if he/she loses?	_____	_____
7. Do you feel that the games that you have seen have an orientation toward 'win at all costs'?	_____	_____
8. Would you rather see your son/daughter play in an intramural programme over the varsity programme?	_____	_____
9. Do you think the officials are competent?	_____	_____
10. Should a player be suspended for any rough play?	_____	_____
11. Should players be suspended if they constantly persist in rough play?	_____	_____
12. Do you feel it is the coach's fault if children display unsportsmanlike conduct?	_____	_____
13. Do you feel that all children should have equal playing time?	_____	_____
14. Has your son/daughter ever complained of not being 'good enough' for the coach?	_____	_____
15. Has your child ever been injured or complained of injuries suffered during a school game?	_____	_____

Questionnaire for Coaches

Please answer the following by placing an (X) next to the appropriate response.

1. Do you feel there is an over-emphasis on winning? _____
2. Do you feel that every player on the team should have equal playing time? _____
3. Have you ever shouted at or abused officials, coaches or players? _____
4. Do you feel the officials are competent? _____
5. Have fans or parents ever complained to you about unfair practices to their players? _____
6. Do you feel that games are fun-oriented? _____
7. Do you feel that some players will try to win, no matter what the cost? _____
8. Do you feel that peer/fan pressure makes the game more competitive? _____
9. Do you feel that the games are too rough in nature? _____
10. Should the School Board adopt a policy on rough or violent play? _____
11. Do all children who try-out for your team make it? _____

Questionnaire for Referees

Please answer the following by placing an (X) next to the appropriate response.

	Yes	No
1. Are you a certified official?	_____	_____
2. Have you witnessed an increase in rough and violent play?	_____	_____
3. Do you feel there is too much emphasis on winning?	_____	_____
4. Have you received abuse from any of the following:		
a) fans	_____	_____
b) players	_____	_____
c) coaches	_____	_____
d) all of the above	_____	_____
e) none of the above	_____	_____
5. Do you feel that players could be seriously injured if the rough play continues?	_____	_____
6. Do you think there should be strict rules introduced for unsportsmanlike conduct?	_____	_____
7. If the game or rules were modified, do you feel the game could improve?	_____	_____
8. Do you feel that coaches place too much emphasis on winning?	_____	_____
9. Have you had to give out severe penalties for gross infractions of the game?		

Questionnaire for Athletes

Please answer the following by placing an (X) next to the appropriate response.

- | | Yes | No |
|--|-------|-------|
| 1. Do you prefer the inter-school competition over the intramural programme? | _____ | _____ |
| 2. Do you feel some players are too rough? | _____ | _____ |
| 3. Do you think that you may, at times, be rough? | _____ | _____ |
| 4. Have you ever received more than one penalty during a game? | _____ | _____ |
| 5. Do you like to win? | _____ | _____ |
| 6. Do you get an equal opportunity to play in the game? | _____ | _____ |
| 7. Have you ever sat on the bench for most of the game? | _____ | _____ |
| 8. Do you feel that your coach is a good coach? | _____ | _____ |
| 9. Do you feel that you have to win to please your parents, friends, or coach? | _____ | _____ |
| 10. Do you have fun and enjoyment playing against other schools? | _____ | _____ |

APPENDIX C

AVALON CONSOLIDATED SCHOOL BOARD
SPORTS POLICY
STATEMENT

Sports play a vital role in our educational system. Not only are we teaching young people about the value of a virorous body; we are also teaching them about societal attitudes that they will take with them into adult life. It is the wish of this Board that children in our schools learn that the true value of athletic endeavour is two-fold: the joy of a well exercised and disciplined body and the satisfaction of a game well played.

It is admirable to see the concentration, the self-discipline, the hours of practice, and the total involvement of a student in learning the skills of a particular sport. Such physical prowess, however, is only admirable when it is accompanied by an equally determined moral conviction to play the game fairly, honestly, and with respect for other players.

There is no place in our schools for the concept of "winning at any price". Winning has many connotations, the least important of which may be the public honour of receiving awards. The individual who has passed the ball to a team mate in a moment of judgement is a winner, even though someone else scored the winning basket. The pupil who could not throw a ball at the beginning of the term and yet masters the skill in succeeding months is a winner. The lonely student who could not make friends until being a part of a team is a winner. And the person who is able to incorporate the athletic experience from the playing field or gymnasium into his or her own lifestyle is a winner. These are the sorts of accomplishments which we hope our sports programs in the schools will achieve.

Boys and girls in our system must have the opportunity to participate in as many sports as possible. Intra-mural programs must be strengthened so that all of our schools offer like advantages. Success will be measured not by trophies alone but by the number of children actively participating in sports programs. It is incumbent on teachers and coaches to show, by example, regard and respect for the quality of good sportsmanship so that parents and spectators will also take pride in this accomplishment as well as in the physical skill itself. In this way we will be able to demonstrate to our children, clearly that every child can be a winner.

The Avalon Consolidated School Board recognizes the need for, and the desirability of, exposing all children within the jurisdiction to the benefits of Physical Education and Recreation.

The Board will endeavour, as far as its resources will permit, to fulfill all of the requirements of this subject area as outlined in existing legislation and regulations within the present Schools Act, 1970, Article 12(F) and Article 13(S).

In addition to providing a quality core program in Physical Education in all schools throughout the District, the Board actively encourages the development of a strong program of co-curricular activities.

The voluntary nature of the involvement of teachers and other personnel in the co-curricular program is hereby recognized and gratefully acknowledged. Further, the co-curricular program should not be seen as being the responsibility of one or two persons but rather as part of the total school program which requires the co-operation and support of the entire staff. It is the principal's responsibility to see that the necessary personnel are in place to carry out the best possible program the school can deliver.

The prime purposes of the co-curricular program are:

1. To provide for a broad range of participation among all students.
2. To provide fun and enjoyment for all participants.
3. To promote skill development in, and physical fitness through, the various activities.
4. To promote sportsmanship and other positive social attributes.

To this end all schools should:

- a) provide as broad an intra-mural program as possible. A wide range of activities should be offered throughout the year and participation of all students should be actively encouraged.

The following activities are recommended (among others) for the seasons indicated:

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Soccer	Basketball	Softball
Volleyball	Floor Hockey	Track & Field
	Badminton	Swimming
	Gymnastics	
	Fitness Clubs	
	Dance Clubs	

- 1) Equal emphasis should be placed on girls' and boys' programs and where appropriate co-ed activities should be offered.

- ii) All activities should be monitored and properly managed.

To this end schools should seek the assistance of a volunteer teacher(s) whose responsibility it will be to administer and supervise intra-mural programs.

- b) Provide a broad inter-school program. The inter-school program should grow out of the intra-mural program and provide opportunities for the more talented athletes to develop their skills in their particular area of interest to a higher level.

It should be borne in mind that the prime purpose for offering competition in a wide variety of activities is not to benefit the few but who may be talented in a number of sports but to involve as many different students as possible and to cater to a broad range of interests.

The following activities may be included in the inter-school program in the season indicated:

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Soccer	Basketball	Softball
Volleyball	Wrestling	Track & Field
	Indoor Soccer	Swimming
	Water Polo	
	Hockey	
	Ringette & other arena activities	

- i) All schools should participate in all the major sports leagues or tournaments (i.e. basketball, volleyball, soccer, track and field). Other areas will depend on the interest of students and availability of coaches.

- ii) All teams should wear school colours.

- iii) All teams must be adequately and properly monitored and managed.

- iv) Equal emphasis should be placed on girls' and boys' activities.

League Divisions/Age Requirements

1. Where possible there should be a separate division for each grade level (7, 8, and 9).

Generally speaking, age limits should permit the oldest student to have repeated at least one year. Thus the age requirements should be as follows:

- i) Grade VII 13 & under as of Dec. 31
 - ii) Grade VIII 14 & under as of Dec. 31
 - iii) Grade IX 15 & under as of Dec. 31
- 2. Where separate divisions for each grade level are not feasible there should otherwise be a junior and senior division for all sports.
 - a) In order to ensure that younger students are given an opportunity to play, teams should be made up as follows:
 - i) Senior teams made up of grade eight and nine students with a minimum of 5 grade eights.
 - ii) Junior teams made up of grade seven and eight students, at least 50% of the team should be grade seven students. Grade nine students may not play on the junior teams. Once a player is registered with and plays for one team he/she may not transfer to another team.
 - b) Age requirements will be
 - Junior Division 14 & under as of Dec. 31
 - Senior Division 15 & under as of Dec. 31
- 3. All schools should enter a minimum of two teams - (Junior and Senior) in each sport. Schools wishing to enter additional teams will be accommodated if at all possible. Participation in outside leagues is permitted, provided such participation does not interfere with commitments to the Avalon Consolidated School league. When conflicts in scheduling occur, a team's first loyalty must be to the Board operated league.

Registration Fees

- 1. Registration forms for each division of each sport should be completed and returned to the convenor at least one week prior to the starting date of each league or tournament.
- 2. Fees will be assessed for each student (or school). The fee for each sport will be stated as a certain amount per team. Each school is responsible for payment of these fees and may either charge students on a per capita basis or absorb the cost out of school funds.

In any event the total fee assessment for each sport should be sufficient to cover at least 50% of the operational costs of the sports for that year. The balance will be paid by the School Board.

All fees together with a copy of the team registration form should

be forwarded to the Co-ordinator of Physical Education prior to the start of league play. Disbursement for all league expenses will be made through the Board Office.

Convenors

The operation of each league or tournament will be run by a convenor. The duties of convenors are detailed on page 7. Where necessary a separate convenor will be appointed for each division of the sport. The responsibility for convening the various sports should be shared equally among representatives from the various schools.

Coaches

All teams should be under the direction of adult coaches. It is preferable to have all teams coached by teachers. Where this is not possible qualified responsible adults may be engaged for this purpose. Such coaches should be well appraised of the school's and Board's philosophy toward sport and be advised of all pertinent rule modifications and requirements for his/her particular sport. In all cases where outside coaches are assigned, a teacher sponsor must also be assigned responsibility for that team. Depending on the circumstances, the principal may specify duties for the teacher sponsor ranging from contact person for the team to attendance at all games and practices.

Officials

It will be the convenor's responsibility to provide and schedule competent officials for all league and/or tournament games. Home schools will be responsible for all minor officials.

Qualified officials may be arranged through the various local referee associations or through the Board's own officials' program where applicable. Convenors should submit payment requests for officials to the Program Co-ordinator and all payment of officials should be done through the Board Office.

Roles and Responsibilities

The following guidelines are listed to indicate the role and responsibilities of personnel who volunteer to fill the positions as indicated below:

a) Teacher Sponsors

All teams under the direction of an outside coach must also be assigned a teacher sponsor. Depending on the competency of the coach, the principal in consultation with the P.E. teacher may assign any or all of the following responsibilities:

1. To act as the school contact person for that particular team.

2. To be responsible for advising students of practice and game schedules.
3. To register players and collect fees.
4. To supervise team practices.
5. To attend all team games.

b) Coaches

1. To prepare their teams to the best of their ability and to this end to arrange, plan and attend ample practice sessions prior to and after the commencement of league operation.
2. To be knowledgeable of all rules pertaining to the particular sports and to be familiar with all rule modifications adopted by the league.
3. To attend and be on time for all scheduled games and practices.
4. To act as a role model for his/her players.
5. To instill his/her players with the concepts of sportsmanship and fair play.

c) Convenors

1. In conjunction with the program co-ordinator to call a meeting of Physical Education teachers and coaches at the beginning of the season.
2. To be responsible for scheduling all league or tournament games, arranging venues, and obtaining and scheduling qualified officials for all games.
3. To submit payment requests for officials and other league expenses to the Program Co-ordinator.
4. To act as and/or to appoint a site convenor for all tournament and play-off games.
5. To provide a written report on league operations to the Program Co-ordinator at the end of the season.

d) Athletic Director

The Athletic Director will be responsible for the initiation and general supervision of all athletic activities under his/her jurisdiction. These responsibilities include:

1. Acting as liaison or contact person for the school for all sports; and as such to attend all league organizational meetings.
2. In conjunction with the principal, the selection, appointment, and supervision of all coaches.
3. Where necessary coaching various school teams.
4. To ensure that teams are registered with league convenors and that all fees are paid.
5. Scheduling and assigning practice and game time for all teams.
6. When necessary acting as site convenor for events held at his/her school.
7. Acting as convenor for at least one league/tournament per year.

Awards

While it is the policy of the Board not to give elaborate recognition to winning teams or individuals, the following awards will be provided for various sports:

- (i) Gold and silver medalions presented to the members of the league championship team and the runners up respectively.
- (ii) For track and field school plaques will be presented for each division as well 1st, 2nd and 3rd place ribbons will be awarded to individuals in each event.

Rule Modifications

During the past few years a number of rule modifications and adaptations have been made for the various sport leagues operated by the Avalon Consolidated School system. No doubt changes and modifications will continue to be made and updated each year. It is important that all coaches be made aware of current rule modifications.

One rule adaptation that has implications for all sports is the one that reflexes the Board's desire to provide for equal playing time for all members of a particular team. Players should not be forced to sit on the bench in order for a school to win a championship.

The idea of having a fifth "quarter" appears to have a great deal of merit in certain sports and should be instituted where applicable and appropriate. In other sports other measures to achieve the same end should be adopted.

Below are listed the current rule modifications for the sports indicated;

Girls' Basketball

1. Defense:

- a) Teams shall not be permitted to play a zone defense. Offending teams will be given one warning by the official, further infringements of this rule will result in technical fouls being called against that team.
- b) There shall be no press allowed after a basket is scored. The team which has just scored must retreat back past the centre line. This rule shall apply to junior division throughout the game. In senior it will come into effect whenever there is a spread of 20 points or more between the two scores.

Teams shall dress a minimum of 10 players per game, and a maximum of 15. Teams which dress more than the minimum

number should ensure that all players get equal playing time.

2. Duration of Game:

- a) Each game shall consist of 5 eight-minute quarters. The last minute of each period will be stop time. The fifth period will have stop time throughout.
 - b) Players who play in the first period must play in the third. Those who play in the second period must play in the fourth. During the fifth period coaches may use any combination of players they wish.
 - c) The first half of the game will be considered to be the first three periods. The second half shall be last two periods.
3. Bonus shots (one and one) will be awarded on the ninth foul of each half. There shall be stop-time for all free throws.
4. No more than a 20 point spread will be shown on the score clock. All points scored will be kept in the score book which will reflect the official score but one-sided scores with a differential of more than 20 will not be shown on the clock.

5. Time Out

Each team will be permitted one time out per half. Unused time-outs may not be carried over from one half to the next.

6. Ties

- a) In the event that the score is tied at the end of the game each team will be awarded one point.
- b) In the event of teams being tied in points when positions are being determined for playoff purposes the following procedure will be applied to break the tie.

- 1) In the case of two-way ties the result of the previous match(es) between the teams concerned
- ii) Most wins
- iii) Points spread (total points for minus total points against)
- iv) Points for
- v) Points against

7. Cancelled Games

Teams are asked to avoid cancelling games if at all possible. If a game has to be cancelled, however, the team which caused the cancellation will be responsible for re-scheduling.

- 8. In order to speed up the game there will be no jump balls except at the beginning of each period. In cases where there normally would be a jump ball, the ball will be awarded out of bounds to the defending team, i.e. the one that caused the tie-up. In all other instances the regular (F.I.B.A.) rules of basketball shall apply.

Boys Basketball

The above rule modifications shall apply to all junior division or Grade VII and VIII games.

For the senior division the regular (F.I.B.A.) rules shall apply with the following modifications:

- 1. No press permitted by Team holding a 20 point or greater level.

Volleyball (Boys & Girls)

Regular rules of the Canadian Volleyball Association will apply in all cases.

All matches shall consist of 2 games.

Each team may register a maximum of 15 players.

Soccer (Outdoor) Boys & Girls

1. Teams may play with any number up to and including eleven. A team may register a maximum of 17 players.

2. There shall be unlimited substitutes.

3. Games will consist of 2 thirty-minute halves with 5 minutes at half time.

4. a) Round Robin play will formulate each division with two points awarded for a WIN, one point for a TIE, and 0 for a LOSS.

In the event of a tie at the end of the game overtime will not be played and each team will be awarded one point each.

- b) Should teams tie in standing at the end of the round(s), the result of their previous meeting(s) will determine their final placing for playoff purposes.

If a tie still exists or in the case of a three-way tie, the following priorities will be used to determine positions:

- i) Most wins

- ii) Goal spread (total goals for minus total goals against)

- iii) Goals for

- iv) Goals against

- v) Draw name out of a hat

5. A seven goal lead will terminate a game and result in automatic victory for the leading team.

6. The two top teams at the end of round robin play will play-off of the league championship.

AVALON CONSOLIDATED SCHOOL BOARD
TRACK & FIELD MEET

Instructions to Coaches

1. Athletes must report to the Chief Judge of his/her Field event, or the Starter's Assistant at the starting line 10 minutes before the event is scheduled. Athletes are asked to remain in the competition area until the event commences.
2. If an athlete is to compete in a Track event and a Field event at the same time, the Track event takes precedence. However, athletes should report to the Chief Field Judge, to explain the conflict, and then report to the Starter's Assistant. At the end of the Track event, the athlete can then resume his/her Field event.
3. Numbers are to be worn on the back of the jersey for Field events, the 100 metres, 400 metres and the relay. In the 800 and 1500 metres, numbers are to be worn on the front of the jersey. Numbers must be worn by all competitors and fastened securely at each corner with the safety pins provided. (Remember to bring extra pins).
4. While it is preferred that all athletes should arrive changed, facilities for changing are available for boys and girls at the POOL LEVEL in the Aquarena. Under no circumstances are athletes or coaches permitted into the pool area or the weight training room at any time.
5. The infield area must be left vacant by athletes. The High/Long Jump area is of course available for the competition, but when the event is over, competitors must leave the area.

The Shot Put circle and surrounding area may be used during the competition. Athletes must leave the area when their event is over. Under no circumstances should any athlete use the infield for warming up or jogging.

6. Any protests concerning the announced results should be made verbally to the Referee within 30 minutes of the posting or announcement of the results.

TRACK AND FIELD1. Date and Site:

Tuesday or Wednesday of the last week of school in June at the Canada Games Park.

2. Age Division:

Junior Division - 13 years and under as of Dec. 31
Senior Division - 15 years and under as of Dec. 31

3. Events:

<u>Track</u>	<u>Field</u>
100m (spring start)	High Jump
400m	Long Jump
800m	Shot Put
1500m (senior only)	Discus (Standing throw)
4 x 100 Relay	(Senior only)

4. Entry Restrictions:

Each school may enter a maximum of 2 competitors (i.e. 2 boys and 2 girls) in each event.

Each student may enter a maximum of 3 events (2 Track and 1 Field or vice-versa) plus the relay race.

5. Heats and Finals:

Heats will be run in all events except the 1500m. The final in each event will be made up of the first three finishers in each of two heats plus the two next best times (total of 8).

6. Registration:

The registration deadline is one week prior to the meet.

N.B. On that date a meeting of all Junior High Physical Education teachers will be held at the Board Room, 87 LeMarchant Road, at 3:15 p.m. Each teacher will submit his/her registration at that meeting as follows:

7. Results will be posted near the entrance to the equipment area, at track level.
8. Coaches must supervise their athletes when they are not competing.
9. A copy of the official Time Schedule is shown on the next page.
10. The top 3 finishers of each heat are guaranteed a place in the Final. Other positions will be given to those who record the next fastest times.
11. The Starting height for junior boys and girls, and senior girls in the high jump will be 1.10 metres. Starting height for senior boys is 1.25 metres. The bar will be raised either 5 centimetres or 3 centimetres, at the discretion of the judges.
12. In the 800 metres, the staggered start will be used (blue line), and runners may cut towards the inside lane only when they reach the blue line on the backstretch, and have two full strides' advantage.
13. Weight of shot will be 4 kilograms for boys and 6 lbs. for girls in junior and 4 kilograms for boys and girls in the senior division.
14. Points will be awarded first to eighth place finishers as follows: 10, 8, 6, 5, 4, 3, 2, 1.

- a) A master sheet listing the names of all competitors in alphabetical order; girls and boys on separate sheets.
- b) Individual file cards listing the names of the 2 competitors entered in each event.

7. Points and Awards:

Points will be awarded to participants finishing 1 to 8 in each event as follows: 10, 8, 6, 5, 4, 3, 2, 1, respectively.

Award ribbons will be presented to First, Second, and Third place finishers in each event and a perpetual plaque will be awarded to the school accumulating the highest total points.

- 8. Each school should designate 2 interested teachers (or 4 teachers for a half-day each) who can be assigned such responsibilities on the day of the Meet.
- 9. Students not participating in the Meet, will attend as spectators. It should be made clear, however, that the Physical Education teachers' responsibilities (and that of officials from 8 above) will lie with the competitors. Other teachers will have to be assigned to supervise the (student) spectators from each school.

Part of this supervision will include the lobby of the Aquarena where the restrooms are located.

(Permission given by Avalon Consolidated School Board)

TASK III
MAINSTREAMING - PHYSICAL EDUCATION

Task III

Newfoundland law now states that the education of all children is the responsibility of school boards in whose jurisdiction the students reside. "All children" in this context refers not only to normal children, but also to those children previously referred to as special populations who, until recently, have been outside the jurisdiction and control of school boards.

As a consequence of this legislation, children of special populations are being integrated into the schools of this province, and the modern physical education teacher is now being presented with the task of physically educating these students.

In order to accommodate this change in societal mood towards a more humane approach to special populations, the problems of the physical education teacher are, to some degree, being overlooked. The decision making process involved in integrating "special needs" children into physical education classes is in need of some over-haul and one task within the internship will be concerned with addressing this problem.

Prepare a programme that will concern itself with the following:

- a) A policy statement concerning the integration of special population children into the educational process under the jurisdiction of a school board.
 - b) A policy statement concerning the integration of children, formally referred to as special populations, into regular physical education classes under the jurisdiction of the school board.
 - c) A process for collecting and evaluating all relevant information before children can commence physical education activities during the normal school day.
 - d) A process whereby all relevant and necessary information can be gathered and accessed by teachers directly involved in decision making in physical education activities for all children within their school jurisdiction.
 - e) An inservice type programme concerned with providing teachers, involved in the teaching of physical education in schools, with a means of increasing their knowledge and expertise in the area of educating children with special needs.
-

The candidate researched the concepts of mainstreaming and integration in relation to the Newfoundland educational system. A review of literature was completed to provide some background information into the realities of mainstreaming. The candidate placed emphasis on integrating exceptional children into the physical education environment. The present Newfoundland Special Education Policy Manual was used by the candidate as a guideline for devising the policy statements.

To possess a handicap is to be different from the majority. There is a deep need in human beings to be one with and of the community, and anything which prevents one from doing the things which others do, tends to isolate one...it affects their relationships with other people...it affects other people's relationship with them.

(McMichael, 1971, p. 15)

Note on Terminology

Mainstreaming, integration and normalization are three inter-related terms that may be used interchangeably to refer to the same phenomenon, the social trend of bringing exceptional people into the world of nonexceptional people. Mainstreaming is the more popular word, but there has been some concern that children may be placed in the mainstream and never really become part of it. Integration is becoming part of the mainstream and implies joint efforts on behalf of special and general educators to assist in meaningful integration. Normalization is the "utilization of means which are as culturally normative as possible, in order to establish, enable or support behaviours, appearances, experiences and interpretations which are as culturally normative as possible" (Wolfenberger, 1972). However, because of the frequent use of these words, and the necessity of their use when quoting others who use it repetitively, these inter-related terms are used interchangeably throughout this text, and should be construed to mean the same process.

The terms impaired, disabled, and handicapped are often used synonymously and interchangeably. The term exceptional student is also used to describe children with 'special needs'. Society categorizes and stereotypes. It imposes labels, particularly upon individuals with various physical, mental, emotional, and social conditions. The definition of exceptional children given in the Special Education Policy Handbook (1987) will be used as reference to this paper, to include all exceptional children. The definition states:

A student whose behavioral, communicative, intellectual, physical, or multiple exceptionalities are such that she/he is considered by the programme planning team of a school to need a special education programme. The term exceptional refers to both handicapped and gifted students.

Introduction

Until recent times, the fate of the handicapped was one of social indifference and neglect. Today, there are substantial, if not dramatic changes in social attitudes toward the handicapped. These changes may be credited to the advance in medicine and psychology, to broader humanitarianism, increased litigation, and to changes in federal and provincial laws.

The past thirty years have witnessed an increasing interest and involvement in the education of exceptional children in all stages of development. Generally the creation of societies in which handicapped persons can enjoy productive and fulfilling lifestyles is now seen as an imperative, rather than a dream (Ward, 1980).

At the turn of the century, when the first special classes were established, segregated special classroom environments were the most favored pattern for the delivery of education to exceptional children (Chaffom, 1974; Kavale, 1979). In recent years, there has been increasing doubt concerning the validity of segregated special classes (Kavale, 1979; Iano, 1972; Christopolas & Renz, 1969; Dunn, 1968). Thus, there has been a movement away from special schools for exceptional children, and even partial integration is now being overshadowed by a move to "normalize" the educational environment of these children into the regular classrooms as much as possible (Weins, 1974; Doll, 1973). The self-contained special classes are no longer the primary form of education for exceptional children (Gickling & Theobald, 1975).

Definition of Mainstreaming

Mainstreaming as officially defined and approved by the Council for Exceptional Children's Delegate Assembly (1976) is as follows:

An educational placement procedure for exceptional children based on the conviction that each child should be educated in the least restrictive environment in which his or her educational and related needs can be satisfactorily addressed. This concept recognizes that exceptional children have a wide range of special educational needs, vary greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate, for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with non-exceptional children and that special classes, separate schooling, or other removal of an exceptional child from education with nonexceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including nonexceptional children, even with the provision of supplementary aids and services. (p. 8).

Kaufman, et al. (1975) gives a definition of mainstreaming as:

The temporal, instructional and social integration of eligible, exceptional children with normal peers. It is based on an ongoing, individually determined educational needs assessment requiring clarification of responsibility for co-ordinated planning and programming by regular and special education, administrative, instructional and support personnel. (p. 3).

The definition Kaufman uses provides a vision of how mainstreaming should operate and suggests a number of assumptions and beliefs that shape our understanding of mainstreaming. It points toward an operational philosophy of mainstreaming in which:

1. Every child, regardless of handicap, should be educated on the basis of individual learning needs.
2. It is preferable for an exceptional child to be educated with nonexceptional peers where possible.
3. Integration occurs in all areas of school experience--temporal, instructional and social.

4. Appropriate programmes can be provided for all children in a mainstreamed classroom.
5. Regular classroom teachers can learn to educate exceptional children with the right supports.
6. Support services will be provided to mainstreamed children and their teachers.
7. Special programmes will be set up to meet the special educational needs of exceptional children in the regular classroom.
8. Education is strengthened by uniting the skills of general and special education.

Thus, integration strives to provide the most appropriate education for each child in the least restrictive environment. It consists of educating exceptional and nonexceptional children in the same classroom but provides special educational services based on specific needs rather than on one category of handicap. Integration is not a return of all exceptional children to the regular classroom, but a process which creates alternatives to help educators serve exceptional children in the regular setting with the supportive services they require.

Development of Mainstreaming

Integration began to gain prominence after the passing of Public Law 94-142, (Education for all Handicapped Children), in the United States in 1975. This legislation mandated that all children in the country between the ages of three and seventeen, have the right to an education in the "least restrictive environment", wherein their learning and related needs can be satisfactorily met. Both state and individual school districts are required by law to make it possible for

children with special needs to receive most, if not all, of their education in regular classrooms with their "normal" peers (Wang, 1981).

It should be noted, however, that while the impetus for mainstreaming in the United States came from the courts, and state governmental policies (Reynolds, 1974; Yoffe, 1979; Hasazi et al., 1979; Kaufman, 1975), it became popularized in Canada as a result of the changing attitude in the North American educational community about educating the special needs student.

Evidence of the extent to which a mainstreaming philosophy has been accepted by Canadian educational authorities is apparent from an examination of a number of major reports published by several agencies, provincial governments, and teacher organizations.

A 1971 report, published by the Canadian Council for Exceptional Children declared that "the current emphasis on universal education and the right of every child to be educated to the maximum of his ability means that every teacher will frequently, and may continuously, have exceptional children as members of his class" (Council for Exceptional Children, 1971).

The findings and conclusions of a joint Atlantic provinces report (1973), to the Ministers of Education reflected the same philosophy. The first recommendation of the report was:

That the government of the Atlantic Provinces recognize and endorse the right of all handicapped persons to be educated to the maximum of their potential and develop a comprehensive range of services and programmes sufficient to meet the educational needs of all handicapped persons. (p. 135).

The report goes on to recommend that, "wherever possible and practical,

handicapped persons be educated in regular school programmes" (Crocker & Riggs, 1979).

The author of a white paper entitled "Opportunities for the Handicapped" (1974) Government of New Brunswick, observed that while special classes may be required for a few educable mentally handicapped children, the majority should be helped in the regular classroom.

The Government of Saskatchewan in 1977, in its Special Education: A Manual of Legislation, Regulations, Policies, and Guidelines stated that:

When integration in a regular class setting is possible and profitable, it should be the predominant mode of education.
(p. 9).

The Montreal Teachers' Association Task Force on Special Education (1978) recommended that "Integration should be a goal at every level of the educable mentally handicapped programme".

A 1980 report commissioned by the British Columbia Teachers' Federation revealed that sixty-five percent of British Columbia teachers anticipated the placement of special needs children in their classrooms in the following two years. The report pointed out, however, that anticipation does not imply readiness for or acceptance of mainstreaming.

In the province of Ontario, legislation exists which makes the provision of special education a specific responsibility of school boards and requires that special education form part of the normal school programme. Handicapped children must be integrated wherever

possible, into the regular school environment rather than segregated in separate buildings (Perry, 1985).

The 1982 Annual General Meeting of the Newfoundland Teachers' Association strongly supported the notion of mainstreaming. "We feel that under the right conditions, it would not only be possible, but educationally desirable."

In 1984, the Department of Education put together a Task Force to examine the issue of Integration and Education. The purpose of the study was to develop policies, procedures, resources, personnel, places, and educational practices which would ensure that exceptional children would receive an appropriate education. One major intention of this task force was to design an education that would comply with their strengths and needs as individuals placed in the least restrictive or most enhancing environment (Newfoundland Teachers Association, 1988).

Until recently, mainstreaming has been advanced in Canada without the direct aid of legislation. In 1985, Section 15 of the Canadian Charter of Rights and Freedoms became law. Section 15 (1) clearly states that:

Every individual is equal before the law and has a right to the equal protection and equal benefit of the law without discrimination and in particular without discrimination based on race and national or ethnic origin, color, religion, sex, age or mental or physical disability.

Section 15 (2) states:

Subsection (1) does not preclude any law, programme, or activity that has as its objective the amelioration of conditions of disadvantaged because of race and national or ethnic origin, color, religion, sex, age or mental or physical disability.

As implied in this legislation, persons with physical or mental disabilities cannot be denied the right to an education. Thus, in Canada, the integration of exceptional children into the regular educational milieu is now policy. Currently, six Provinces have some form of mandatory legislation regarding exceptional children. The other Provinces and the two Territories have permissive legislation, implying that they may provide services, but are under no legal obligation to do so (Goguen, 1980).

Mainstreaming is the most prevalent pattern of instructional organization for Special Education programming. Nearly seventy-seven percent of Canadian exceptional children are placed in integrated classroom settings (Council of Ministers of Education, 1983). Approximately fifteen percent require special educational service at some point during their school career.

The Newfoundland and Labrador Perspective

In the past, the education of exceptional children was the responsibility of several Provincial departments (Education, Health, and Community and Social Services) and Associations dealing with specific disabilities. This responsibility has been shifted to the Department of Education and in recent years, the education of exceptional children has been turned over to the local school boards through Provincial statutes.

In Newfoundland and Labrador, the basic statutes which express the rights of the handicapped student, include the Schools' Act, the Department of Education Act, and The Buildings Accessibility Act.

In 1979, the Province of Newfoundland and Labrador enacted the following amendment to the Schools' Act (R.S.N.) 1970 in which S. 12(a)(1) stated:

Every School Board shall...organize the means of instructing children who for any physical or mental cause require special classes either by the establishment of special classes in its schools or by making arrangements with another school board or with any educational body or authority within Canada for the education of such children.

The Department of Education Act, Section 50(1) states:

The Minister may, if he considers it necessary, cause a school to be established in any hospital or similar institution operated by or for the Department of Health and in any prison or similar institution operated by the Department of Justice.

The Buildings Accessibility Act, (1981), has several provisions that further eliminate the obstacles that once stood in the way of the handicapped person's right to equality and, in particular, education:

Section 4 states:

Every public building be accessible to physically disabled persons and shall comply with the requirements for building standards for physically disabled persons contained in the National Building Code of Canada, 1980 and with the Building Standards for the Handicapped, 1980.

Administrative law includes the formal rules and regulations developed by the Department of Education, or School Boards in compliance with federal and provincial statutory law. The Aims of Public Education for Newfoundland and Labrador state:

Education is the process by which human beings are enabled to achieve their fullest and best development both as private individuals and as members of human society.

Every school board under the auspices of the Newfoundland government, must provide opportunities for all children, including exceptional children, to develop to their fullest potential.

In 1986, the Department of Education released a draft edition of a Special Education Policy Manual. With the release of this draft, they actively sought reaction from the educational field. On the basis of this reaction some changes were made, and the finalized edition of the Special Education Policy Manual was released in June, 1987. This policy provides a model for the development of school district policies and procedures for special education services. Specific guidelines dealing with the responsibility of school districts for special education services and the process of screening, identification, referral, assessment, and programme implementation are outlined in this policy handbook. The intent of this policy is to move the special needs student into the integrated environment whenever appropriate.

The plan for integration as developed by the Department of Education recommends that once a student with special needs has been identified and assessed, a detailed Individual Programme Plan (IPP) will be developed for that child. As a result of this plan (IPP), team members would decide on the appropriate educational environment which is best suited to the student's needs. Team members must then evaluate the extent and quality of integration resulting from the implementation of the student's programme in the most "enhancing environment". The policy clearly states that "when an exceptional student is integrated into a regular class, the individual programme planning team is responsible for ensuring that the placement is appropriate and that support services are provided" (Special Education Policy Manual, 1987).

Mainstreaming Concerns

Mainstreaming is a very complex concept at both the theoretical and the practical levels. Mainstreaming involves changing the policies, structures, administrative behaviours, teaching practices, languages and classification system, and referral and placement procedures of the entire public school system (Paul, Turnbull, and Cruikshank, 1977).

Mainstreaming must never be the placing of handicapped children into classrooms without support. However, in many school systems, mainstreaming has been implemented by the wholesale return of 'special needs' students from special to regular classes and with limited planning and training, no monitoring and a total lack of alternatives for teachers and students. This process can best be described as dumping rather than mainstreaming (Paul, Turnbull & Cruikshank, 1977). It is this type of procedure that causes teacher concern.

Cruikshank (1977) has commented that many educators have leaped on the bandwagon of mainstreaming without thoroughly examining the underlying educational issue. According to Kaufman et al. (1975), the organizational, administrative and instructional components of mainstreaming programmes have not been given adequate attention because of the emphasis placed on the legal, philosophical and social concerns of mainstreaming. Thus, the burden of mainstreaming is hoisted on the shoulders of regular classroom teachers to make integration a success, without changing the current structure of the schools. Bogdan (1983) concluded:

For the most part, mainstreaming is implemented by integrating students without changing the schools. With a few notable exceptions, mainstreaming in the schools we studied, meant the piecemeal addition of children defined as disabled

to classes of their nonhandicapped peers. The children were add-ons to existing arrangements. New programmes were appendages to the school system without alterations to its structure and values. Criteria for successful programmes included fitting into the existing arrangements. (p. 428).

Unfortunately, unless fundamental changes occur in regular education, there is little likelihood that students being returned to the mainstream will be any more successful than they were before the advent of special classes. Many special educators have implemented a number of programmes to assist in the mainstreaming movement, (individualized programming, cooperative activities, adapted environments), preparing regular classroom teachers and providing consultative help. However, if mainstreaming is going to work, a concerted effort by the school district and teachers must be made to explore ways of making the underlying organizational structure of the schools more flexible and accommodating. The objectives inherent in the mainstreaming movement may never be fully realized until special and regular educators become willing to pool their expertise and resources to develop a strong, flexible regular education structure that accommodates for individual differences. As Gilhool (1976) has noted:

Mainstreaming should not imply an integration of students defined as special into the mutual sameness of traditional regular education, but rather the mainstream itself should be designed to appreciate differences, celebrate differences and accommodate for differences. (p. 10)

Misconceptions and negative attitudes on the part of any of the people involved in the mainstreaming process may jeopardize the success of the exceptional child in the mainstream. Educators must take into account "that too often the disabled are more handicapped by the

attitudes and misbeliefs of the nonhandicapped than they are by their own condition" (Stewart, 1983). Also, when people are faced with more work, time demands and more challenges, in an already filled occupation, one easily develops a negative attitude. In a study of Calgary mainstreaming, the most mentioned factor that would cause difficulty in promoting successful integration was a negative teacher attitude (Canadian Institute for Research, 1978). Thus, the administration must assure the teacher of adequate support and assistance. It must offer alternatives in cases of unsuccessful placements. The administration must provide for teachers' aides, relief time (for planning and attending conferences), inservice training and other pre-requisites deemed necessary by the teachers involved. Only if the administration guarantees its support in these ways, can it hope to foster a positive teacher attitude (Keesmaat, 1985).

Another consideration essential to the implementation of mainstreaming is the need for classroom modifications. There is a need for a lowered pupil-teacher ratio. This is desirable at any time in education, but it is absolutely crucial in mainstreaming. The Hamilton Board of Education (1981) believes that the pupil-teacher ratio must be adjusted so that the handicap of the integrated student must be taken into account or there will be a programme breakdown and the integration will fail. Also, there should be guidelines for a limit on the number of disabled children in one class. Howarth (1982) believes, "it is unfair to all the children in the classroom to place more than three exceptional children in the classroom."

One problem facing school boards is the financial burden of mainstreaming. In times of budget restraints and multiple cutbacks, school boards may find it difficult to properly fulfill the budgetary requirement for mainstreaming.

Research has not yet produced conclusive evidence about the merits of mainstreaming, but it has demonstrated that there are many variables determining the success or failure of a mainstreaming programme. All too frequently important variables are being neglected when schools begin to mainstream. As a result, there are many reports of exceptional children not being able to handle education in the regular classroom, because the programmes set up for them failed to take into account one or more of the complexities of the mainstreaming process. Very few researchers are willing to conclude from these failures that mainstreaming is not worthwhile. While some professionals have questioned the workability and success of current mainstreaming practices (Johnson, 1983; Gottlieb; and Heller, 1983), few question the underlying philosophical value inherent in the mainstreaming movement. As pointed out by one prominent researcher, Bogdan (1983) believes mainstreaming as a concept is positive and a worthwhile goal. The difficulty of mainstreaming successfully is the commitment schools must make to ensure that integration programmes are allotted the time, resources, and attention that they need to work well.

Clearly the message that emerges is that a philosophical commitment to the concepts of mainstreaming on the part of educators must be sufficient enough to assure success. Efforts must be made to identify key issues or obstacles before any attempt at mainstreaming.

If not, failure to do so may subject many teachers and children to a painful educational experience.

Integrating into Physical Education

If the premise 'that education is for all' is correct, and educators believe that it is, it should follow that we must give everyone the opportunity to develop skills (Wiseman, 1982). Education should not only strive for the academic development of a child, but for the physical development as well. The aim of physical education must have its base in the framework of general education. Williams (1964) has described the classic aim of physical education as:

Physical Education should aim to provide skilled leadership and adequate facilities which will afford an opportunity for the individual or group to act in situations which are physically wholesome, mentally stimulating and satisfying and socially sound.

'Adaptive Physical Education' is a phrase used to describe the participation of individuals who require support to engage in culturally normative physical activity. According to Simard and Wall (1980), the domain of adapted physical activity extends to the work done by medical professionals, rehabilitation specialists, psychologists, educators and social workers, by providing opportunities for the disabled to benefit from participation in physical activities.

A large body of research exists stating that physical education is not only extremely important to a child's physical development, but may also be instrumental in a child's cognitive development (Carlson, 1982; Stein, 1973; Pangraze, 1982; Hauabenstricker, 1982). This evidence should indicate that adaptive physical education must become a part of

the mainstreaming movement, if physical educators are to fulfill responsibilities and achieve goals to help all children reach their full potential of self-sufficiency. This would make it possible for 'special needs children' to enter into and become productive members of society, as happy self-confident people.

Physical education, as a discipline, is not limited to the physical aspects of human development. It is concerned with the total development, utilizing unique opportunities through a medium of movement. The development of an individual takes place through three learning domains: cognitive, affective, and psychomotor. These domains include four traditional development objectives in physical education: intellectual, emotional, neuromuscular, and organic.

The cognitive domain involves development in intellectual capabilities, thinking, gaining knowledge, forming ideas, making judgments, forming concepts, solving problems, analyzing and synthesizing. The affective domain involves the development of emotions, expression of attitude, values, interest, ideals, and appreciation of movement. The psychomotor domain involves neuromuscular and organic development of skill, strength and endurance. A person who engages in physical activity involves all three domains. These domains of learning and development may help to reaffirm physical education goals and philosophy, establish specific objectives, select appropriate programmes and evaluate outcomes.

Physical fitness is vital to all aspects of every child's development. Kirchner (1981) describes physical fitness as:

sufficient energy to carry out daily tasks with enough energy left over for extra curricular activities, and to meet emergencies. (p. 81).

Researchers have also revealed the importance of regular exercise in the development of a child's bones, muscles, and all other bodily systems and organs (Carlson, 1982). Physical educators need to take ownership for the physical education of handicapped students. It is their responsibility to work in conjunction with the rehabilitation professionals to expand programme offerings beyond therapeutic exercise (Winnick, 1986). In addition, bone width and mineralization are increased by exercise; whereas, inactivity decreases mineralization and functional growth. Adult health problems may also be linked to sedentary childhood activity patterns.

Bailey (1983), published a paper on the necessity for young children to engage in physical activity. This paper which was based on extensive research concluded that:

- a) physical activity is necessary to support normal growth in children;
- b) inactivity as a child can have a bearing on the functional capacity of a mature adult, and may be directly related to a number of adult health problems;
- c) motivation towards activity should be developed at an early age to ensure future adult participation in physical activity, and;
- d) learning in the classroom may be enhanced and supported by participation in activities outside the classroom.

Activity and vigorous participation in physical education, recreation and sport also helps individuals develop socially, emotionally and psychologically (Carlson, 1982). The gymnasium-playground site is perhaps the most efficient social learning

laboratory at the teacher's disposal. Meaningful experiences may be designed in the areas of ethical conduct, self-discipline, and group interaction. Dickenson and Perkins (1985) believe that the school plays a significant role in encouraging handicapped students to be involved in physical activity. The physical education programme offers the opportunity to experience the inherent pleasure of being physically active. It is this inherent quality that provides the intrinsic motivation to continue involvement in physical activities.

Integration will help provide the exceptional child with access to a broader range of experiences. In non-segregated settings, expectations are assumed to be higher and instructors and coaches are assumed to be more knowledgeable about their sport or activity (Watkinson & Titus, 1986). The opportunity for the handicapped student to observe and interact with skilled peers is believed to lead to higher levels of achievement in the cognitive, social, emotional and motor domains. Also, exposure to handicapped children may reduce the unfavorable attitudes and impressions held by nonhandicapped peers, parents, and teachers. Favorable attitudes, nourished by contact with the handicapped student, will be reflected in the increased sensitivity to a wide range of individual differences. Social acceptance, tolerance and understanding are presumed to lead, in turn, to enhanced self-concept of the handicapped child (Watkinson & Titus, 1986). These self-concept ingredients are largely based on social interaction experiences, and no other area of the curriculum deals with these experiences more than physical education.

The adjustments which are necessary for the handicapped students are similar to changes a physical educator would make intuitively for the differing needs of individuals in any physical education class. Adaptations for the handicapped differ only in degree. However, the physical educator must understand the nature of the disability before attempting to adjust to it. A good communication between the teacher, administration, pupil, parents, and other community agencies is vital.

The potential benefits to be gained by the exceptional child through physical education are diversified. Physical education can provide educators with an excellent avenue for the development of the total child. By becoming informed and making use of sound teaching techniques, educators need not fear the mainstreaming of exceptional children into the physical education classroom. Instead, educators can look toward the contributions available to these children.

Mizen and Liton (1980, p. 63-65) have suggested some ideas useful in designing a healthy physical education programme for exceptional children in a mainstreaming programme.

- a) Prepare an environment in which individual differences are respected. Differences must not be ignored or prejudiced, or misunderstandings and fear will prevail. Confront differences by encouraging students to ask questions in behaviorally stated terms. Simulate handicapping conditions to help students understand what their disabled peers experience. Discuss why people mock others. Help children understand why the disabled child has limitations and to see that he is more like other children than different from them.

- b) Eliminate established practices which unwittingly contribute to embarrassment and failure. Physical activities should be flexible enough to allow students to perform at their own level. Avoid having students select their own teams in front of the class. Elimination games, in which unskilled children are frequently sidelined, must also be avoided.
- c) Build self-esteem or ego strength. It is important to help a child develop self-esteem within a realistic framework of abilities. Help disabled children build self-acceptance by making them aware of their personal effectiveness. Teach the child not to fear mistakes but to see them as an opportunity to learn. Help the child see and believe in personal strengths. Assist the child in making an assessment of personal traits and abilities in physical education class. Provide as many opportunities for success as possible by teaching at the child's level of performance. Set realistic expectations for the exceptional child. Use positive reinforcement.
- d) Provide individual assistance and keep children active. Peer tutoring through the use of the buddy system, can help develop both children. Provide supplementary services when possible by breaking down motor skills in a developmental, sequential, problem-solving manner. Use fitness and motor ability stations to keep all children active while providing individual assistance.
- e) Group the children according to ability to allow for mastery teaching. It is essential to provide time for the handicapped child and other with similar abilities to successfully perform a

skill before moving on to the next. Allow the more able students to participate in more advanced drills or to begin the actual game while less-abled students improve at their own pace. Sound teaching techniques in any physical education programme imply adapting the curriculum to meet the needs of all children.

- f) Alter and adapt. Modify the rules and equipment. If an atmosphere of respect for individual differences has been established, students will accept modifications for handicapped peers. Encourage class members to discuss the best, fairest way to alter activities and equipment. Mainstreaming children with handicapped conditions is complex. The teacher must attempt to explore ways to overcome obstacles. Help students accept their handicapped peers. Assist the child with a handicap in building self-acceptance and greater confidence. Incorporate teaching techniques which help meet the individual needs of the handicapped child.

Guidelines for Policy on Integration

In the Special Education Policy Manual published by the Government of Newfoundland and Labrador, Section 2.A.1. states:

Each school board should assign direct responsibility for the support and delivery of Special Education services at the superintendency level.

The co-ordinator of special services and the superintendent (assistant) responsible for Special Services are responsible for the preparation of a policy manual. The school board is responsible for approving the policy. Any changes to the policy manual should be approved by the board not later than March 31st. of each year. Once

approved, each school in the district should receive at least one copy. A copy of each board's policy manual should be sent to the Division of Special Education Services by April 15th. of each year. Section 2.A.2 in the Special Education Policy Manual states:

Each school district should prepare a manual of policies and procedures which...a) states the current philosophy and policies of the board regarding the education of exceptional children; b) outlines the nature and extent of existing programmes; and c) clearly defines a projected commitment of the provision of services to exceptional students, in keeping with the intent of provincial policies. This manual should be revised annually.

Policy Statement on Integration

Utopian School Board

The Utopian School Board supports fully the concept of mainstreaming and integrating students into the regular avenues of the school whenever such integration is to the benefit of the student's intellectual, psycho-social, physical and emotional development.

The philosophy of this School Board is that all children are equal. Thus, every abled or disabled child, should have an equal opportunity in receiving a quality education in the most enhancing environment.

The Board believes that a team approach is vital in the assessment, programming and placement of children with special needs. The Board feels that the special education team, including school system and Board personnel, should direct attention to providing individualized personal plans for each child being assessed as having 'special needs'. This should involve: proper referrals, assessments, development of individual programme plan, pre and post testing for diagnostic and master purposes, a variety of teaching techniques, and adequate record-keeping.

The Board believes that the emphasis in the primary grades should be put on the diagnostic and preventive aspects of learning problems in the academic, social, cultural, and emotional areas.

The Board believes that teachers appointed to teach special needs children, should not only be adequately trained in academics, but display a deep understanding and desire to work with these children.

The Board believes that all teachers should make every attempt to keep abreast of current trends, programmes, and recommended teaching techniques in dealing with special needs children, to ensure that the needs of these students are being met.

The Board believes that a valuable communication system must exist between the school, the special needs team, the parents, students and other community agencies, for all to provide the "most enhanced" educational environment for the special needs child.

The Board feels that it is their duty to provide 'in-service' to teachers assigned to special needs children. Topics covered will reflect teachers' needs in dealing with these children.

Physical Education Policy Statement

Section 12 (f) of the Schools' Act (1970), states:

All school boards must...organize and carry out a properly supervised programme of Physical Education.

Thus, the Province legislates the authority and responsibility for carrying out physical education to all school boards. The General Aims of Education encompass the development of the child's physical and recreational needs. These two specific aims state:

We believe that one who has achieved his fullest and best development as an individual, is one who, to the best of his ability:

- (f) has learned to occupy his leisure hours in keeping with his personal interests and capacities, and in a manner which is consistent with his moral and social duties;
- (g) is possessed of physical health, and a knowledge of, and respect for, his physical body; as well as a desire and a knowledge of how to take care of it and its functions.

Higgs, Anderson, Shelley, Quick, Noseworthy, Churchill, Lundrigan, Tobin, and Drover (1987) reported that seventy percent of schools at the primary, elementary and junior high levels of the province, fully integrate their 'special needs' students. At the senior high level, there is more of a move towards having these students in separate classes for physical education (Appendix A).

The School Board believes physical education is an integral part of a student's total educational programme. It is a body of knowledge which encompasses development in the social, emotional, physical and fitness domains of each and every child.

The School Board believes that ALL children should have the opportunity to experiment with and discover new movements within an environment that recognizes individual differences. The physical education programme should mirror the same goals and objectives of the normal physical education programme, but yet remain flexible in performance expectations, methodology, and evaluative techniques.

The School Board believes that when the exceptional child is integrated into the mainstreamed physical education programme, it will help fulfill the individual needs of the child to the greatest possible extent.

The School Board believes that because of the increased number of exceptional children in our schools, physical educators must modify or adapt programmes so that every child has the opportunity to become educated in Physical Education.

Goals of Integration into Physical Education

The involvement of 'special needs' students in physical education classes will provide opportunities for:

- 1) The development and maintenance of physical fitness.

Through regular exercise, children can develop and maintain bodies that resist illness and carry out daily activities without fatigue. An understanding of the balance between exercise and dietary intake is particularly important for a disabled student, who may be more prone to a sedentary lifestyle.

- 2) The development of motor skills and their application in a variety of physical activities.

'Special needs' students require practice in learning how their bodies move in space and what compensatory techniques may be needed to accomplish certain tasks. For example, students who have lost the functional use of their legs and use crutches need to learn how to move in different directions, at different levels, and at varying speeds. They also need to experience losing their balance and recovering. The physical education programme should provide an opportunity for students to learn and understand their movement limitation and to work within them.

- 3) The development of knowledge and understanding related to physical activity.

'Special needs' students need to understand rules, strategies, movement principles, training techniques, and the level of skill and practice required to become a proficient performer in relation to their special needs.

- 4) The development of social skills.

The physical education setting provides an opportunity for students to interact spontaneously with one another, an opportunity that may not be as prevalent in other subject areas. 'Special needs' students who feel comfortable in a physical activity setting will develop social skills that will facilitate their entry into many other social activities with peers.

- 5) Develop positive attitudes and appreciation

The 'special needs' student should recognize the importance of fitness and physical activity for a healthy lifestyle. Disability need not dictate a sedentary lifestyle. Students need to have successful experiences in physical education in order to develop positive attitudes towards activity. (Alberta Education, 1985).

Assessment Procedures

Successful mainstreaming of disabled students into the regular physical education programme will not occur automatically. The 'special needs' student who is involved in the mainstreaming process must be successfully integrated rather than merely included in physical education (Winnick, 1978). However, too much emphasis has been placed on the concept and not enough on the process. Too often, mainstreaming

is unsuccessful because of the inadequate planning by all professionals who should be involved. Many professionals believe that physical education is the most obvious and appropriate arena to host initial student mainstreaming attempts (Lavay and DePaepe, 1987). Teaching children in a mainstreamed physical education programme requires a great deal of planning, co-operation, and communication. Several factors need to be considered before placing a 'special needs' child in the regular school setting. An assessment of the individual's abilities is paramount before a decision can be justly administered. The considerations for appropriate placement in physical education may outweigh the considerations in any other discipline. The student, not only has to display a minimal competency level and appropriate affective behaviour, but also has to display some psychomotor ability. Motor ability, motor fitness, physical fitness, and perceptual-motor development are all additional factors which complicate the placement decision in physical education.

A quality educational programme should be based on an assessment of the student's abilities and potential rather than upon a diagnostic label or a listing of deficiencies. Labelling may lead to the conclusion that all students who have a particular disability have similar needs. Each child is unique and the learning needs and potential of that child must be assessed on an individual basis. The goal of the assessment is to establish an educational plan compatible with the needs, interests and abilities of that person.

Assessment should include self-concept, confidence, social relationships as well as the creative, affective, cognitive and

physical development of the student. A variety of formal and informal methods and sources can be used to collect information concerning the child. These tools would include informal and standardized tests, interviews, home visits, checklists, cumulative records, vision and hearing tests, formal individual psychological tests, physical examinations by medical specialists, observations, etc. These assessments may be completed within the school and with other professionals in outside organizations. However, specially trained individuals should carry out this assessment.

A team approach to mainstreaming students in physical education is crucial in determining the educational needs of an exceptional child. This "physical education decision-making team" can analyze the assessment report and decide the best course of action to take concerning the child. Each school's physical education decision-making team should consist of: the principal, the physical education co-ordinator (chairperson), the school co-ordinator responsible for assessment, the physical education teacher, resource specialists, any special education teachers specifically concerned with the student, the parent, student (where appropriate), and any other professionals whose expertise is deemed necessary. The exact composition of the team is flexible and will vary according to the child whose needs are being considered.

Interpretation of the assessment results will assist the teacher in establishing goals for the student's programme. The information gathered from an assessment should include:

- 1) proficiency in using assistive devices (wheelchair, crutches);

- 2) hesitancy to participate (fears, dislike of physical activity);
- 3) degree of body control (extra time needed to initiate a movement, muscle tone, balance, reaction time, efficiency of movement);
- 4) fatigue factors (fitness level);
- 5) maneuverability (ability to change direction, speed of mobility);
- 6) past involvement in physical activity;
- 7) level of fundamental motor skills;
- 8) medical restrictions placed on physical activity;
- 9) social interaction with peers, and;
- 10) communication skills.

To guarantee mainstreaming success in physical education, the team must act as a manager for setting the stage long before the handicapped student enters physical education. Proper psychomotor assessment of students to be mainstreamed is paramount. Without it, systematic individualized programming is lost. Student strengths and needs must be determined first before a decision can be made regarding placement in the least restrictive environment. Without a proper physical education assessment, the team will be unaware of the student's present level of functioning and unable to convey a realistic profile of the student.

The committee should consider every factor related to placement such as age, interest, capacity, peer acceptability, available resources, contra-indicated exercises, and the physical constraints of the school. The placement of a student should reflect his/her academic, vocational, psychosocial, emotional and physical needs, and be

cognizant of individual interests and special talents that the child has.

The intent of the annual assessment programme is to help in designing an individual programme plan (IPP) for every exceptional child. The information gained from the assessment of the student's performance is used to:

- a) establish objectives for the student;
- b) establish expectations for performance based on the disabling condition;
- c) select appropriate activities for integration;
- d) modify the environment and equipment;
- e) select criteria for monitoring progress; and
- f) establish teaching style(s) that would be effective.

In making the decision on the programme for a particular child, a number of options in terms of operation can be considered. The Cascade Model may be used (Appendix B). This Cascade Model can be placed in a hierarchy of levels. The options are regular class with support services, regular class with additional instructional services, part-time special class, full-time special class, special schools, instruction at home, and instruction in an institutional setting.

Whichever method of mainstreaming is chosen, emphasis must be upon the principle of individualized learning. Each child's individual programme plan must be carefully planned and monitored continuously, for without this the most well-intended integration can become nothing more than educational window-dressing (Nesbit and Karagianis, 1982). This means individual assessment, individual goal-setting, individual

programmes and continual appraisal and adjustment must be made according to individual progress.

The information collected and the outcome of the assessment must be confidential to the Physical Education Decision-making Team, school administrators and teachers. Record-keeping should be organized so that the information is accessible at both the school (child's cumulative records), and also at the School Board office. Only school personnel directly concerned with the child should have access to this information. The confidentiality of these records is of utmost importance.

A data base can be effectively used for collecting and assessing files on these exceptional children, but in times of fiscal restraint, limited resources and geographical location, this may not be feasible. Many teachers would rather see money used in the practical setting than to have a data base that may only be utilized a few times a year. Updating the data bank will use up a lot of co-ordinator's time in writing up the appraisal and then duplicating the appraisal into the computer. The Physical Education Co-ordinator would also have to compete with other subject co-ordinators in using the data base.

A data base also tends to label children into classification, which educators are trying to de-emphasize. There are so many variables affecting each child's disability, that to label the child, may not, in effect, help the child to reach his/her full potential.

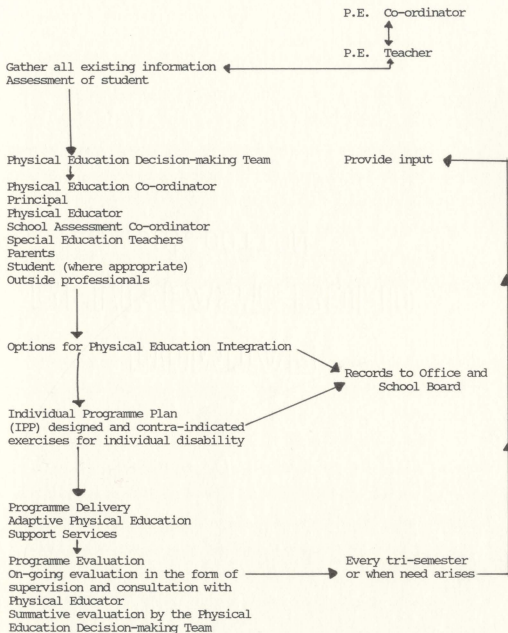
Thus, the administrative process used within the Utopian School District utilizes the experts in the field of physical education and special education. The Physical Education Co-ordinator would act as an

information expert through direct individual contact, report writing and inservicing. The Physical Education Co-ordinator can add authority to decisions of funding, resource allocations and programming. Co-ordination of services is a key role as many people from within and outside the school system may share a common interest in the student's progress (parents, health professionals, special education teacher, consultant for a particular disability, etc.). The Co-ordinator must evaluate both the student's programme and teacher's performance to ensure effectiveness. In consultation with the Special Education Co-ordinator, the Physical Education Co-ordinator can help in the assessment of the exceptional child in physical education. Both co-ordinators would be responsible for collecting all relevant and necessary information of exceptional children mainstreamed into physical education. The information received from the physical education decision-making team and the assessment would be accessible in both the school and school board office. The record file kept on each child would consist of testing, reports relating to progress, contra-indicated exercises, medical records, individual programme plan, periodic evaluation of programme, and review of placement in school system. Caution must be taken in compiling each child's report to ensure that educators do not assume that all students who have a particular disability have similar needs. Each child will have specific needs and abilities that must be distinguished. The Physical Education Co-ordinator or the Special Education Co-ordinator would be able to assist teachers in planning the educational path the child will take. The Physical Education Co-ordinator should participate directly and

actively in designing the diagnostic-prescriptive approach to the child's physical education programme. As chairperson of the Physical Education Decision-making Team, the Co-ordinator may be the contact person for arranging meetings whenever the need arises. Also the Physical Education Co-ordinator may act as a liaison between the Physical Education Teacher and outside professionals working with the exceptional child. Many times, the Physical Educator may need to obtain a health history of the child to assure accurate knowledge of the child's illnesses, dysfunctions and disabilities. Using the liaison person, the information may be gathered effectively and efficiently. Awareness of the services available and the teacher's willingness to ask for assistance are prerequisites to the success of the Physical Education Co-ordinator's role.

The following page exhibits a flow chart of the systematic procedures for integrating exceptional children into the physical education programme. Appendix C shows a decision model for diagnostic teaching.

Systematic Procedures for Integrating Exceptional Children into Physical Education



Inservice for Physical Education Teachers

The Department of Education Special Education Policy Manual, section 2.C.6 states:

Each school district is responsible for the continuing inservice education of its special education personnel and support personnel.

Educating students with exceptional needs has become the focus of much concern within the Newfoundland school system. The climate setting, positive attitudes and professional skills of the teacher, all play an important role in meeting the needs of the special learner. Research indicates that practicing teachers generally do not feel adequately prepared to implement a mainstreamed physical education programme (Marston and Leslie, 1983). Professional physical educators may lack both the competence and the confidence to adequately meet the needs of exceptional children placed into the mainstream physical education programme.

When exceptional children are placed in physical education, the physical educators become lost in the anxiety and frustration of not knowing how to adjust. Many teachers raise questions regarding the nature of the handicapping condition, restrictions on participation, expectations of performance, benefits of involvement, preparation time, equipment need, curriculum resources and available support services. Unfortunately, direct and practical answers are often not available from within the resources of the school district.

The perceived degree of preparedness of teachers also appears to be related to the nature of the student they will be teaching. As a student moves along the continuum toward inclusion in the regular

physical education programme, the need for a trained generalist in physical education with some background in adaptive physical education increases (Evans, 1986). Higgs, et al. (1987) reported that 76.5 percent of Newfoundland teachers surveyed, did not believe that they were adequately prepared in practical ways, to integrate children with special needs.

Physical educators require competencies in adaptive physical education including assessment, prescriptive programme planning, instructional techniques, curriculum knowledge and disability awareness that are difficult to obtain through traditional teacher training. A cross-Canada study completed by Walkinson and Bentz (1985) found that of educators who taught physical education to the physically disabled students, only two percent felt they were well prepared to do so. Sixty percent felt they were inadequately prepared. Higgs, et al. (1987) reported that 65 percent of physical education teachers surveyed in Newfoundland, believed that their training in university courses dealing with integration, were inadequate. Training received as a volunteer or through community groups was perceived as inadequate by 46.1 percent and 33.3 percent respectively. A study by Larrivee (1981) of inservice training supports the importance of increased experience and contact with exceptional children in conjunction with the knowledge attainment and specific skill acquisition in formation of more positive attitudes. Higgs et al. (1987), found that 94.3 percent of physical education teachers surveyed in Newfoundland, perceived a need for inservice for integrating students with special needs.

Poor teacher training is often named as the number one negative aspect of mainstreaming. University courses dealing with mainstreaming should be part of the Physical Education Degree Programme. These courses should be designed to provide more direct contact with exceptional children and help potential teachers work with a variety of disabilities and with the available educational resources.

Inservice training provides the best results when presented on an on-going basis to keep physical education teachers abreast of the latest developments. This training may be in the form of a workshop, course, lecture or clinic. Reinforcement of these inservice sessions is vital to the implementation of integration. All professional staff must share the same philosophy if integration is to be successful. This training should include teachers, teacher aides, volunteers from outside agencies, experts in the field, and administrators so that a co-ordinated effort among those concerned with the educational process will yield optimal results. These inservice sessions should be held in conjunction with several other agencies dealing with special needs children. Topics for such inservice training might be class organization, teaching methods, physical fitness activities, sports skills, evaluation of motor skill, posture programmes, swimming instruction and water safety, coping with individual differences among class members, seasonal activities, music and rhythms, perceptual-motor training, psychological adjustment of the exceptional child, and rehabilitation. Teacher input into the inservice may stimulate other areas of concern that may need to be dealt with. Staff bulletins and audiovisual materials dealing with information on special events,

reading references, and news, may also be quite informative and valuable to the physical educator. Teachers should also be encouraged to associate with professional associations such as the Canadian Association for Health, Physical Education and Recreation (CAHPER) and the Physical Education Special Interest Council (PESIC). Encouragement of staff to individually and collectively visit and observe similar programmes in other schools, residential facilities, day care centers and playgrounds may benefit both the physical educator and the exceptional child.

Conclusion

Physical education is and should be an essential ingredient to successful integration. To achieve this, a good communication system must exist between parents, teachers, school board personnel, doctors and all other support staff. The information about a child should be readily accessible and adequate facilities and equipment must also be made available to educators. A lower pupil-teacher ratio must be considered when integrating special needs students into the physical education programme. Teacher training and inservicing must be developed to meet the new demands of educational services to the handicapped. Integration cannot work without adequate resources. However, through all of the integration processes, caution must be taken to ensure that the progress of the nonhandicapped child is not being neglected or hindered in any way.

An effective support system is critical to the successful implementation of all mainstreamed programmes. Effective mainstreaming

depends upon acceptance and cooperation among teachers, administrators, parents, and children, as well as the availability of organizational and resource supports (Appendix D) for implementation of the programme (Wendel, 1977). The success of integration, can only be determined by administrators and teachers dealing with the exceptional child. Continued and expanded efforts need to occur within the Province's educational system so that teachers may become more effective in the classroom setting, thus striving to create a more humanizing environment for all.

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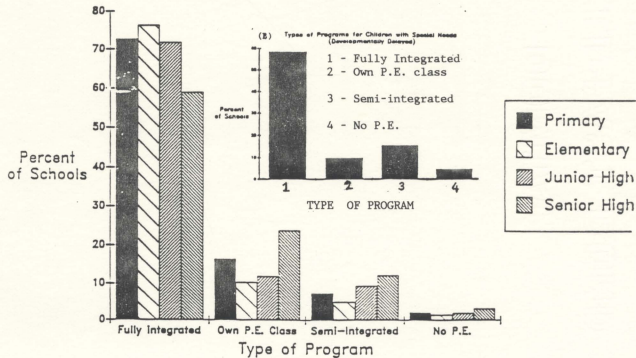
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APPENDICES

APPENDIX A

Types of Programs for Children with Special Needs



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APPENDIX B

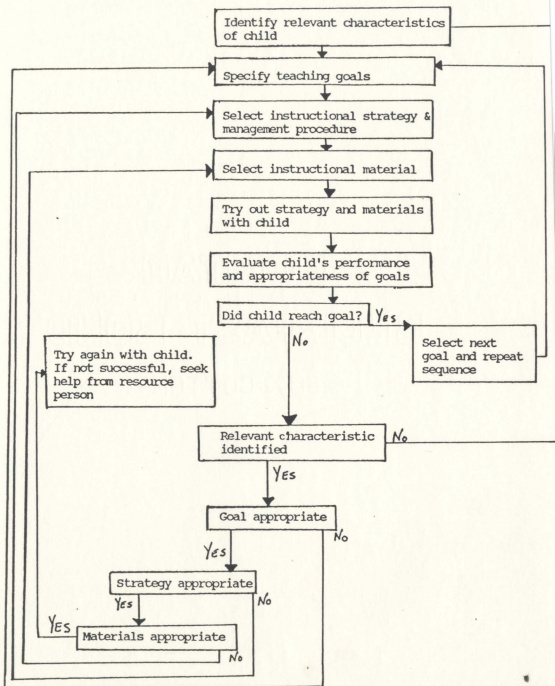
CASCADE MODEL

EDUCATIONAL OPTIONS

LEVEL I	REGULAR CLASS WITH OR WITHOUT SUPPORT SERVICES
LEVEL II	REGULAR CLASS WITH ADDITIONAL INSTRUCTIONAL SERVICES
LEVEL III	PART-TIME SPECIAL CLASSES
LEVEL IV	FULL-TIME SPECIAL CLASS
LEVEL V	SPECIAL SCHOOLS
LEVEL VI	HOMEBOUND
LEVEL VII	INSTITUTIONAL CARE

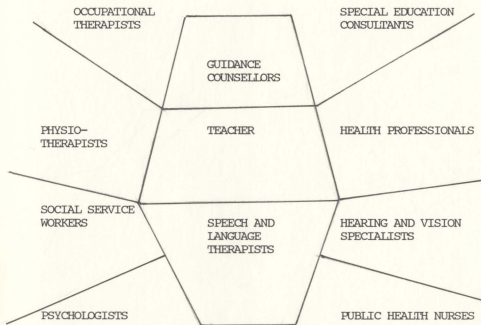
APPENDIX C

Procedure for ascertaining learner characteristics



APPENDIX D

PERSONAL RESOURCES



SECTION II

REVIEW AND PERSONAL ANALYSIS

Review and Personal Analysis
of Internship Process

A new internship option for the Graduate Studies Programme in the School of Physical Education and Athletics at Memorial University was implemented in 1988. This Programme offered Physical Education Graduate Students the opportunity to study and gain selected practical experience in both the Newfoundland and English school systems. The candidate accepted this challenge and focused on the areas of: a) administration with regards to the responsibilities of a Physical Education Co-ordinator; b) special needs children with regards to the integration process; c) teacher evaluation processes, and d) general teaching practice. Within this internship programme, the candidate completed four tasks which dealt with administrative decision-making in respect to evaluation, teacher selection procedure, inter-school sports programmes, and integration of 'special needs students' into physical education.

With an opportunity to view both school systems, the candidate was receptive to new ideas, and thus became more resourceful and wiser as a result of this experience. The English experience has allowed the candidate the experience of seeing education and life in a culture somewhat different from her own. Both educational experiences gave insight into other approaches of teaching and an understanding of administrative responsibilities and strategies.

Within the areas of concentration, the candidate felt that many of the Newfoundland experiences were different from the English

experiences. This may be due to the different cultures and the system used in each country. Some background to the control of education for each of the countries may in fact, explain the difference in approaches. The Secretary of State for Education and Science is responsible for all aspects of education in England. Built into the Education Act 1944, was a carefully balanced system involving the Secretary of State, the Local Education Authorities (LEA), the managing and governing bodies of the school, head teachers, teachers and parents. Through this flexible system, schools are accountable to the elected representatives of the community and parents. The governing body of each school is subordinate to the Local Education Authority because its existence and status are controlled by the Local Education Authority. The formal function of school governing bodies is specified by the LEA in the Articles of Government. The LEA can amend these functions if the Department of Education and Science approves them. Each publicly maintained school has a governing body which includes governors appointed by the local education authority. There is statutory provision for the representation of parents and teachers on school governing bodies; it is intended that all schools should have at least two parent and two teacher governors normally elected by parents and teachers.

Schools supported from public funds are of two main kinds in England and Wales: county schools and voluntary schools. County schools are provided and maintained by local education authorities wholly out of public funds. Voluntary schools, mostly established by religious denominations, are wholly maintained from public funds but the

governors of some categories of voluntary schools contribute to capital costs.

In England and Wales, the secular curriculum in maintained schools is the responsibility of the local education authority, and of the schools' governors. In practice, responsibility is largely devolved upon head teachers and their staff because England does not have a national curriculum. However, a national curriculum is soon to become a reality.

The Canadian Constitution gives the provinces of Canada the responsibility for educating their people. The structure of the educational system in Newfoundland begins with the Department of Education which gives guidance to the School Boards in running the schools. All Newfoundland schools fall under the jurisdiction of one of the thirty-five school boards. However, all school boards receive the same directives from the Department of Education in the Newfoundland Schools' Act, 1970. Each school board is responsible for maintaining and implementing a province-wide approved curriculum from the Department of Education.

Denominational schools are prevalent in the Newfoundland school system. The Schools' Act defines a Denomination as:

a religious denomination or one of a group of religious denominations for which educational districts are established by or under, or are continued by, this act and for which School Boards are appointed by or under, or are continued by, this Act.

These schools are protected by the Canadian Constitution, and are financed by the Government of Newfoundland. There are three Denominational Education Committees in this province: Integrated, Roman

Catholic, and Pentecostal. The thirty-five school districts are composed of twenty-one Integrated Districts (for a group composed of Anglican Church of Canada, United Church and Salvation Army religious denominations), twelve Roman Catholic Districts, one Pentecostal Assemblies of Newfoundland District, one Seventh Day Adventists District, and one Presbyterian District.

Every school board in the province of Newfoundland has elected community members within the school board's jurisdiction acting as a governing body to that school board. However, there are no teacher representatives allowed to be elected to this School Board committee. The duties of this committee are also outlined in the Schools' Act, which is too comprehensive to discuss in this report.

The teaching styles in both countries are different because of the differences within the educational domains. In England, the candidate experienced teaching methods which were directed towards a self-discovery approach. This approach trains students to think for themselves, learn personal and self-evaluation, be able to make independent and valid decisions and be autonomous of their teachers. In doing so, they learn how to study, evaluate and assess, move into new areas of experience and how to take advantage of the natural forces for change and development in their classes and social situations. This self-discovery approach demonstrates how freedom of mind and spirit can be obtained and how people can become truly responsible for their own learning and more able to help others in their learning environment. The objective of this approach was to sensitize students to the dynamic

process of the class (the learning situation) and provide them with the skill to facilitate the discovery and completion of work.

Newfoundland is more structured in terms of teaching practice than England. England's school system allows for the use of a student discovery approach, while this style is rarely used in Newfoundland. The Newfoundland system is more didactic in its instructional objectives, even though the objectives of education are similar. The Department of Education allows for some flexibility in teaching style, however, the course content and the time allotment does not. Newfoundland's educational system seems to be caught up on achievement of marks, while England uses a pass/fail grading system.

Within both the English and Newfoundland school system, physical education is a vital part of the child's educational growth and development. There exists a distinction between these two countries in the delivery of physical education. First of all, the variation of sporting activities that make up the curriculum are culturally different. Another key element in choosing these activities, may be the result of the physical education teacher's own sports preference. Most physical education programmes in England include organized games (rounders), outdoor activities (soccer, cricket, field hockey), gymnastics, swimming, and movement. In Newfoundland, the basic sports taught in the schools are organized games, team sports (softball, volleyball, basketball), and individual sports (badminton, archery cross-country skiing).

In England, infant and junior schools' physical education programmes become the responsibility of the homeroom teacher. There are

no physical education specialists hired in these schools. These schools do have access to a physical education specialist at the Local Education Area office, who may be used as a resource person. The candidate had the opportunity to work with this resource person. His main objective was to help teachers, in the infant and junior schools, become more confident in teaching in the physical education environment. One of the teaching objectives in physical education in England is to help children explore and interpret the best personal ways of movement in relation to oneself and his/her environment. Children are not taught a specific skill such as how to kick a soccer ball. Through the self discovery approach, the child learns a variety of ways to move the soccer ball in relation to his/her body, and selects his/her own personal way of moving the soccer ball. Thus, the skills learned may not pertain to one specific sport, but can be used over a variety of sporting activities.

The secondary schools (high school) in England do employ physical education specialists. The candidate felt more confident at this level, because the physical education curriculum was more structured. Even though some of the sporting activities were culturally different, the teaching strategies were similar. Most secondary school physical education programmes had segregated classes. Physical education teachers felt that participation by both groups (boys and girls) improved because of these segregated classes. Also, the sporting activities offered to boys were different than those offered to the girls.

In Newfoundland, most schools employ physical education specialists. The Department of Education has devised a programme guide in physical education for each grade level, which gives structure to the physical education programme. However, the programme must be flexible because some Newfoundland schools do not have the facilities or the equipment to teach specific sports. Thus, in this situation, physical education teachers must adapt their programmes to the equipment that is available. Also, because of the increase in litigation in the area of physical education, most physical educators will avoid doing sporting activities in which they have no expertise. Usually, gymnastic programmes are the first to be dropped from the curriculum.

In Newfoundland, litigation has become a threat to Newfoundland teachers. Teachers are acting 'in loco parentis' when dealing with children in the school setting. This means teachers must act in place of parents. Increased pressure is placed on teachers when dealing with supervision, handicapped children, and even sexual abuse charges. Since each teaching situation has so many extraneous variables, teachers may find it difficult to define what a 'reasonable and prudent person' would do in the same situation. Only the courts may decide if the teacher acted as a 'reasonable and prudent parent' would. In England, this activist position is not a threat to teachers; however, they are becoming aware of the increase in teacher litigation.

There are 10.4 million children who attend Britain's 35,000 schools. There are more than 500,000 teachers in publicly maintained and assisted schools in Britain. These astronomical numbers are a far

cry from Newfoundland's 136,288 students who attend 566 public schools. There are only 8,013 teachers employed in the Newfoundland schools. The differences in populations of these two islands, appear to be at opposite ends of the spectrum. England and Newfoundland have about the same geographical area. However, England is over-crowded and Newfoundland is sparsely populated. Both extremes place added strain on school boards and local education authorities in providing adequate educational opportunities for all students.

Presently, the West Essex district is experiencing difficulty in being able to fill all the teacher allocations needed for each school. This may be due to the fact that housing costs in this area of England are very high, while teacher salaries are very low. However, there is an abundance of qualified teachers in Newfoundland, who are unable to find employment within the educational system.

Teacher evaluation has become known as a very useful tool in dealing with teacher effectiveness. However, evaluation procedures are still in the infancy stages in England, while in Newfoundland, evaluation has become very prominent within each school district. One marked difference that was found in dealing with evaluation was that the English system did not place an emphasis on appraisal of teachers. Another marked difference from the Newfoundland system was that probationary teachers were not being evaluated. In Newfoundland, there are two forms of evaluation, summative and formative. However, in England, only formative evaluation has been piloted in two of the schools in the West Essex district. For obvious reasons, summative evaluation has not become an issue within the West Essex district.

In the last decade, Special Education has become an integral part of ordinary education and has begun its move away from being defined as a separate service for a small minority of children. The Education Act in Newfoundland and England have addressed the need for all children to be educated in the 'most enhanced environment'. In Newfoundland, most special needs children have a right to receive their education in an ordinary school, providing the child's needs can be met. This under-lying theme also applies to the English school system.

Most exceptional children are integrated into the Newfoundland schools in some capacity, depending on the child's needs. School boards were given the responsibility to ensure that the schools were accessible to these children. England's 1981 Education Act encourages integration of disabled children in ordinary schools wherever possible. The Local Education Authorities believe integration should be an objective of the school district. However, to meet this objective, certain conditions must be met. These conditions are: that an account has been taken of the views of the child's parents; that educating the child in an ordinary school is compatible with his receiving the special education he requires; that there is the provision of efficient education of the children with whom he will be educated; and most importantly, that there is the availability and efficient use of resources. Because of the financial strain of adapting schools to meet the needs of exceptional children, the LEA is leaning towards adapting certain schools to house these exceptional children. Presently, special schools for exceptional children are still prominent in the West Essex area.

Both educational systems have been given duties to arrange professional assessment of special needs children. This assessment should include educational, psychological, medical and any further information or advice that may be relevant to the child's needs. A formal assessment of the child's needs as well as the provision to meet those needs (sufficient resources) becomes a duty of the school district. The difference in the assessment procedure lies within the organizational structure of both systems. The LEA's responsibility rests with the Education Officer. That position has the authority to decide whether a child should be assessed or not, based on the psychologist's report about the child. In Newfoundland, the assessment procedure is mandated by the Department of Education and the Department of Health. These departments, in corroboration with outside organizations, help in the placement of the child into the school system. The process of change in Special Education will go on for some years. Developments may be slow, but given a positive attitude, there is considerable flexibility in both educational systems.

England's Education Junior Minister has called on all local education authorities to ensure that a greater use of school sports facilities provide benefits both for pupils and the wider community. Government feels that 'dual use' of school facilities can serve three purposes: a) the community has access to good sports facilities that would lie fallow for long parts of the day and for most of the school holidays; b) it would help reduce the overcrowded sports facilities now in use; and c) it would bring opportunities for tuition and practice to many youngsters. 'Dual use of school facilities' must be managed

properly in order for both parties to benefit. If management techniques are absent, then the dual use of facilities will fail. School boards in Newfoundland do not believe that the dual use of school facilities is viable. However, on occasion, community groups are able to rent the sports facilities at a pre-determined cost. School Boards realize the problems that can arise from community use, and if possible, it is avoided.

Each individual country has its own system of achieving objectives. Even though differences exist within the educational systems of Newfoundland and England, both systems accomplish similar goals. The culture and its influences on the educational system is what makes each system unique. The management techniques may be altered from country to country, but the basic concepts of management must be present. Through the experiences of a different culture, people are exposed to new practices and procedures that may be adapted in their own culture.

The experiences that the candidate was exposed to during this internship helped develop self-confidence. It has also given the candidate the opportunity to become more familiar with a different culture. These experiences not only enhanced personal development for the candidate, but also for those people who had the opportunity to work along with the Newfoundland student. The candidate had the opportunity to view, study and analyze the English school system and its use of management strategies and administrative techniques. The transplanting of educational techniques and practices from one cultural setting to another has helped in the professional development of the

candidate. The individualization of the school systems has led to the adoption of this technique in the candidate's own teaching methods. The experiences gained during this internship could not have been obtained through studying a prescribed text. First hand experience helped develop an understanding and knowledge of the different cultures, in relation to the specific areas of concentration of the internship.

As the first candidate to avail of this option in the graduate programme, many rules and regulations needed to be finalized. The 'set' tasks given to the candidate should directly relate to the field experience. The candidate felt that an injustice was done to the 'on-site experiences' because of the lack of time devoted to each. The candidate realizes that the time factor is one of the major weaknesses of this programme. One solution to this problem would be to limit the on-site experience to one specific area instead of three. Thus, six weeks would help get the maximum benefit out of the exchange. The candidate also realizes that limiting oneself to one area, can in itself, end up being an injustice. Probably the answer to this may be to lengthen the time to a full semester in an organizational structure different from the Newfoundland system.

The candidate felt that a lot of time was lost on learning necessary, but trivial, information about the English school system instead of getting into the educational theories and practices of the system. This problem could be solved by having classroom sessions to review how the English education system is organized and the basic structure of the school system, before the students leave for England.

This background about the school system would enhance the experiences and save embarrassment.

A correspondent working in England for the School of Physical Education and Athletics could enhance the learning experiences of the internship candidates. This resource person would act as a liaison between the university and the English school system in organizing the specific content areas and also supplying information about particular aspects of the educational system before the internship begins. Once the candidates arrive in England, the correspondent could help the candidates adjust to the new culture. Educational tours or field trips could be arranged by this resource person so that the candidates may be able to widen their educational experiences.

The candidate felt that the amount of written work required for the internship report was extensive. The 'set tasks' within the internship should have a major underlying theme. The candidate felt that each task required a different mode of thinking, which disrupted the continuity or flow of thinking. Also the tasks were very broad, and much had to be assumed by the candidate, which created frustration because of the variations in the interpretations of the tasks. Supplying guidelines for each of the tasks would help the candidate get a clear understanding of what is expected. The candidate has opted to write this report in the third person, instead of the first, which resulted in the extensive use of the word 'candidate'.

The practical experience should play an equal role in the assessment of the internship, as does the internship report. However, the candidate felt that the internship report would be weighed more

heavily than the practical experience, even though both required a grade mark...pass or fail. The candidate also suggests that the amount of work (both practical and written) required for the internship takes more time and effort than that required for the other options in the Master's programme.

The candidate felt that this internship option was effective in dealing with administrative concepts. It may be hard to coordinate the assigned tasks with the intern placements because of the time period. The candidate felt that completing the intern placement at the end of the school year was not as effective as it would be in the middle of the school year. The candidate found that the School Board was preparing for the following school year. The schools the candidate visited were also gearing down and many of the programmes had been completed.

The candidate does feel that the internship option can be beneficial to graduate students. However, the candidate does recommend that the internship concentrate on one specific area. This would help strengthen the link between the practical experiences and the theory component of the internship.

The candidate was also required to submit a daily journal of her practical experiences in the Newfoundland and English educational systems. However, the candidate felt that this journal did not have any relevance to the Internship Report or assigned tasks. The candidate felt that the journal should not have been considered as an integral component of the report (see Appendix A).

The candidate felt that guidelines dealing with the new programme option and the evaluation procedures for assessing both the Report and the internship experiences should be fully understood by candidates and examiners.

The following recommendations are put forward to improve the internship process for future candidates.

1. Basic information on the organizational structure of the educational system should be made available before the candidate enters into the alternate culture.
2. Candidates should select only one basic option if the time allotment is six-weeks. This will give the candidate a better understanding and analysis of the concepts used in both educational systems.
3. Guidelines should be given to internship candidates so that they will know what is expected of them during their internship placement and the evaluation procedures for the report.
4. The Internship Report should have one underlying theme so that candidates will be able to focus on and become more knowledgeable in, one specific area.
5. Field trips should be available to the candidates on a bi-weekly basis. A communication system between other departments in arranging field trips may help in budget costs.
6. Transportation costs should be subsidized by the School of Physical Education and the School of Graduate Studies for the internship co-ordinator and the internship candidates.

APPENDIX A

INTERNSHIPDAILY JOURNAL

WEEK I: Monday, May 2, 1988 to Thursday, May 5, 1988

- OBJECTIVES:
- a) To outline the course of study for the internship and special topics courses 6612 and 6613.
 - b) To give input into the student teaching evaluation of Physical Education 311B students.
 - c) To understand how teacher evaluation can increase teacher effectiveness.

Meeting with Dr. Ross

A meeting was held on Monday, May 2 concerning the programme that the graduate candidate had selected for the coming term. The Internship Supervisor outlined the course of study. A discussion was held on how the evaluation process would be conducted by the graduate student in evaluating Physical Education 311B students during their two-week block.

Teacher evaluation comes under attack by many educators. However, no 'ideal' set of criteria has yet been found for effectively evaluating teachers. There has been a profusion of studies completed in this area, but the teaching profession is influenced by too many extraneous variables for a single system to adequately fit all teaching situations. A presentation on perceptions of Teacher Evaluation was to be completed one week from today's date.

Tuesday, May 3, 1988 to Thursday, May 5, 1988

- Objectives:
- a) To analyze different styles of teaching.
 - b) To give feedback to student teachers and offer guidance in the various approaches to methodology.

- c) To become familiar with various types of evaluation criteria used in teacher evaluation.

The candidate evaluated student teachers in relation to their personal qualifications, their teaching effectiveness and their professional qualifications. The School of Physical Education and Athletics had a student teacher rating scale which was used to evaluate Physical Education 311B students. After the observation period was over, the evaluator spoke briefly with each of the student teachers. The objective of the discussion was to help promote professional growth of these student teachers by helping them to feel comfortable and to offer solutions to their problems or variations to their teaching methods. Good teaching methods were also reinforced. Formative evaluation was used, hence there were no judgments made by the evaluator.

The candidate had the opportunity to evaluate the following student teachers:

Time	Name	Grade
Tuesday, May 3	Student teacher 1	1, 5
Tuesday, May 3	Student teacher 2	4, 5
Tuesday, May 3	Student teacher 3	3, 3
Wednesday, May 4	Student teacher 4	1, 6, 6
Wednesday, May 4	Student teacher 5	4
Wednesday, May 4	Student teacher 6	4, 5
Wednesday, May 4	Student teacher 7	IEP programme
Thursday, May 5	Student teacher 7	3

WEEK II: Monday, May 9, 1988 to Thursday, May 12, 1988

- Objectives:
- a) To become familiar with the operation of a school board in Newfoundland.
 - b) To provide "on-site" opportunities for 'hands on' experience with a Newfoundland school board.
 - c) To become aware of and sensitive to the many variables present in the administrative and curricular decision-making process.
 - d) To understand and experience the role of the Physical Education Co-ordinator.
 - e) To become aware of the evaluation processes that a school board should follow in accordance with the Newfoundland Teachers' Collective Agreement.
 - f) To become familiar with a school board's hiring practices.

Monday, May 9, 1988

The candidate and the internship supervisor visited the Newfoundland school board office to introduce the candidate to her on-site co-ordinator and to ensure that preparations for the internship had been made with that School Board.

The candidate was introduced to the staff at the Newfoundland school board. The on-site co-ordinator had assigned three weeks of his time to help the candidate learn the duties of the Physical Education Co-ordinator. Other resource persons were also available to the candidate during this three week block.

Tuesday, May 10, 1988

The candidate began the task of learning how to prepare budgets for a school board's physical activities (hockey and skating). The process of having to predict the amount of money needed to run the programs, to balance the revenues and expenditures, and to estimate the

cost for the following year, is not as simple as it may seem. When this task is completed, the budget must then be approved by the Hockey and Skating Committee. This gave the candidate the opportunity to experience the bureaucracy of such a vocal committee and their influences upon the School Board decisions.

Another fruitful experience for the candidate was attending a principals' meeting. This included all principals within the school district. Many basic problems were addressed such as: school staffing, budgets, and fund raising. The Business Manager gave his annual report which included the budget for the following school year. These meetings give the principals an opportunity to discuss any problems their schools may have and to get some feedback on how other schools may approach specific problems.

Wednesday, May 11, 1988

The candidate worked with the on-site co-ordinator in redrafting the School Board's Nutrition Policy. The implementation of this policy should encourage students to eat good nutritious food. Many schools may find this Nutrition Policy difficult to accept because many schools (especially high schools) sell 'junk food' for fund-raising drives. These fund-raising drives help finance school activities. If such items are not allowed to be sold by the schools, many school programs may be curtailed.

The candidate and the on-site co-ordinator delivered some of the drafted nutrition policies to the Nutrition Committee members. This committee consists of teachers and administrators from various schools under this School Board's jurisdiction. This gave the candidate the

experience of seeing how the schools operate. A collegial climate was evident in all schools and a receptive welcome was received by the candidate and the on-site supervisor. When School Board personnel are active in the various schools, a better relationship exists between the board office and the teaching staff.

Thursday, May 12, 1988

The candidate and the on-site co-ordinator received feedback from the Nutrition Committee and once again, the policy was revised. The next phase, before implementing this draft policy, was to receive feedback from the principals of the various schools. This may lead to many repercussions in regards to financial cuts in school programs and extra-curricular activities.

The candidate attended a School Safety Committee meeting with the on-site co-ordinator. The committee was set up by the School Board to find out what safety problems exist in schools within the district. Once this was done (questionnaire), the committee wanted to know what other steps were to be taken when they gave their recommendations to the Board. At this time, there were no future plans for this committee or for the recommendations that were in place. The committee felt that they should disband if no action resulted from their recommendations. The on-site co-ordinator stated that he would find out what this committee's function was and that the recommendations would be adopted by the Board.

Monday, May 16, 1988

The candidate and the on-site co-ordinator visited one of the district's schools to receive feedback from one of the Smoking

Committee members regarding the newly drafted policy which resulted from the discussion at Thursday's meeting. The on-site co-ordinator also checked to see if it was possible to have the school's skipping team perform for the Superintendent and Assistant Superintendent on Wednesday. The on-site co-ordinator felt that some aspect of physical education should be promoted during this dinner meeting. However, the Principal of the school did not want this performance to take place in this particular time frame.

The candidate reviewed the School Board's Junior Sports Policy and made corrections where necessary. This policy had to be sent to all junior high schools under the School Board's jurisdiction. Thus a lot of paper work had to be completed to put this Policy together.

The afternoon was spent in meetings with the School Board Co-ordinators. They each reported on what was happening in their respective areas. In this meeting, many policies were brought forward for comment which helped the co-ordinators stay abreast of the input into the specific subject areas within the school system.

Tuesday, May 17, 1988

The candidate worked with an Assistant Superintendent in his administrative field of teacher evaluation. This Assistant Superintendent helped the candidate understand the components of teacher evaluation and its relationship to the Newfoundland Teachers' Collective Agreement. He reviewed a few cases that had been to arbitration, and which he, as administrator, had experienced. He explained the problems that could arise because of various interpretations of some articles in the Collective Agreement. These

problems could lead to a harsh court battle. This Newfoundland School Board presently does not have any policy on evaluation.

Wednesday, May 18, 1988

The School Nutrition Policy was revised by the candidate and the on-site co-ordinator. The policy had gone to the Superintendent before it received feedback from the principals. However, this was duly noted and the Superintendent asked that it be sent to the principals for approval. This was done immediately because this policy is to be implemented by the beginning of the school year for September, 1988. Due to the fact that there was not much time left in this present school year and that the policy committee wanted feedback from the principals before the school year ended, the policy needed to be sent out immediately.

The candidate met with an Assistant Superintendent in charge of staffing for this Newfoundland school board district. He spoke about his duties and responsibilities to schools to ensure that they are informed about the teacher allocations for the following school year. He also spoke about the job of relocating any teachers who had become redundant in their school district. He briefly spoke on hiring practices within the school district. At this point, an invitation was given to the candidate to attend some of the physical education job interviews.

Thursday, May 19, 1988

Today, the candidate was to visit Bell Island. However, the ferry crossing was delayed for two hours which made the time allotment inadequate to successfully visit the schools on Bell Island. A lot of

time was lost because of this delay; however, the on-site co-ordinator decided to make the best use of time by visiting schools in the Portugal Cove area. Problems concerning the sharing of a physical education teacher with two schools arose during this visit, and the on-site co-ordinator was approached to help solve these problems.

In the afternoon, the Assistant Superintendent for Evaluation and the internship candidate reviewed some evaluation procedures. The candidate was also given the opportunity to view some of the evaluation processes that were utilized by the board. Some problems arising at the Board office regarding the probationary teachers also had to be given consideration. The School Board was very concerned about due process (the rights of teachers) and the process that a school board must follow when dismissing a teacher. Problems must be very well documented, time must be given for teachers to improve, and help must be given to these teachers so they may improve. The Assistant Superintendent for Evaluation also reviewed formative and summative evaluation and the when, why and how of each type of evaluation.

Tuesday, May 24, 1988

The candidate reviewed some evaluation files and proof-read the evaluations that had been completed. The Assistant Superintendent for Evaluation explained the importance of documentation when trying to dismiss a teacher who has displayed incompetence. Trying to prove incompetence is a very difficult task, especially for a tenured teacher (teacher who has taught with the same school board for more than two years). A probationary teacher (teacher who has taught less than two years with the same school board) has little protection if deemed

incompetent. The tenured/probationary teacher's behaviour should be documented when there is concern about the teacher being incompetent. The Collective Agreement must also be followed when giving notice of dismissal for the probationary and tenured teachers.

The candidate attended a meeting of the School Smoking Committee. Every school under the jurisdiction of this Newfoundland school board has become a smoke-free school. One question left unanswered was in relation to whether the boundary of this smoke-free school included the school grounds. Bigger problems may arise for neighboring businesses and homeowners, if students and teachers have to go outside the school grounds to smoke.

Wednesday, May 25, 1988

The candidate and the on-site co-ordinator visited the Bell Island schools. The on-site co-ordinator felt that because of the distance and time required to visit the schools on Bell Island, co-ordinators find it difficult to visit Bell Island schools as often as they do the city schools. Thus geographic location of the schools is a deterrent especially during the winter months. Also the school day timetable presents a problem for co-ordinators because of the time taken for the ferry crossing. When we arrived on Bell Island, we only had twenty minutes left to the morning session. This created problems because the on-site co-ordinator had made commitments to visit other schools in the city before the end of the school day.

Thursday, May 26, 1988

The candidate discussed with the on-site co-ordinator and the Physical Education Co-ordinator from a second Newfoundland school

board, how they shortlist applicants for interviews. The discussion led to specific questions that may be asked during interviews and the answers that co-ordinators look for when doing the interview. The Physical Education Co-ordinator for the second Newfoundland school board is responsible for selecting and interviewing applicants for physical education positions with that board. One of the co-ordinators felt that this should not be included as one of the responsibilities of this position. There should be another school board person hired for evaluation and staffing for the district. The on-site co-ordinator felt that his school board had a very adequate organizational structure for dealing with interviewing and hiring practices.

The candidate reviewed and proof-read evaluation reports with the Assistant Superintendent in charge of evaluation. He updated the candidate on the problems arising from different evaluations that had been completed.

The Assistant Superintendent in charge of staffing invited the candidate to actively participate in interviews for physical education positions on Monday and Tuesday of the following week. He asked if the candidate would devise some questions that could be asked at these interviews.

The interview team consisted of Assistant Superintendent in charge of staffing (chairman), Physical Education Co-ordinator, two principals for whom the successful applicant would work, and the internship candidate. Each of the team members was given the opportunity to ask questions in various aspects of physical education. When the interviews were over, a discussion was held on how each candidate

performed in the interview. A brief recap on the nature of the job was given, and all team members gave feedback to the chairman. This feedback may be used to help other team members modify their opinions. A final decision was reached within the hour.

Monday, May 30, 1988 to Thursday, June 9, 1988

The candidate set the following objectives to be accomplished during the two-week internship at a Centre for 'special needs' children.

1. To understand the organizational structure of the Rehabilitation Centre in relation to special needs children.
2. To experience, along with a special needs child, the process the child must go through for assessment of the disability.
3. To understand the positive and negative effects of integrating special needs children into the regular school setting.
4. To become aware of the specific needs of these special children.
5. To understand the importance of individualized educational programs for children with special needs.
6. To become aware of the many areas of expertise that the Children's Rehabilitation Centre offers schools that have mainstreamed special needs children into the regular school setting.
7. To become aware of the important services that the Children's Rehabilitation Centre can offer physical education teachers so they can better understand the necessity of physical activity to meet the needs of children with disabilities.

Monday, May 30, 1988

The candidate was introduced to the on-site co-ordinator at the Centre for 'special needs' children, who was the contact person for the two-week internship at the Centre. The basic procedures followed at this Centre were explained. Although physical education is not part of

the programme at this Centre, it is perceived as an important aspect in the psycho-social development of the 'special' child. A good rapport with schools is essential for mainstreaming to work in our Newfoundland schools.

Tuesday, May 31, 1988

The candidate met with one of her Supervisors to discuss the Centre's organizational structure. A tour was also conducted through the Centre, and introductions to the different departments was appropriate. An introductory film about the facility and its different responsibilities and functions was viewed by the candidate. This helped explain the necessity for each department.

A film on the different degrees of cerebral palsy was also viewed. This gave a perspective on the specific physical and mental abilities of children with this type of disability. Society tends to categorize children with this type of disability, as one and the same, but there exists a vast difference in abilities. Physical education teachers should be made aware of these differences, so that an appropriate Individualized Educational Programme (IEP) can be designed for the specific needs and abilities of each child.

The Supervisor in consultation with the candidate, compiled an itinerary for the two-week stay at the Centre. The direction of the itinerary was towards the objectives that had been set by the candidate before this two-week internship.

The Centre for 'special needs' children was in the process of being evaluated, and the candidate did not have access to any of the departments for the afternoon session. Plans were made for the

candidate to attend the physical education interview sessions held at the Newfoundland school board.

Wednesday, June 1, 1988

The candidate was given the opportunity to work with another supervisor whose job at the Centre was to work with the integration of special needs children into a Newfoundland school. This Supervisor introduced the candidate to all the special needs children and explained the variety of disabilities that these children have. A discussion was held about the specific physical needs of each child and the objectives of the physical education programme in addressing these specific physical needs was of major interest. Some children were mainstreamed into the regular physical education class while others had to be segregated into a special physical education class. The candidate also had the opportunity to discuss the viability of mainstreaming with each of the teachers responsible for physical education. It gave the candidate many insights into both the positive and negative aspects of mainstreaming in physical education.

In the afternoon, the candidate spent time learning the process that is used in the assessment of special needs children. Any person concerned about a child may recommend that the child be assessed by the Centre. Depending on the severity of the child's disability, the child may need to visit the clinic every six months. Usually most children are assessed annually. The process involves the child being assessed by a number of professionals. At the Centre for 'special needs' children, a child will be assessed by the following:

Social Worker	Medical Authority	Neurologist
Physiotherapist	Occupational Therapist	Pediatrician
Psychologist	Orthopedic Surgeon	E d u c a t i o n a l Authority

Thursday, June 2, 1988

The candidate completed the clinic session by observing the procedure that children being assessed had to go through. The process was completed over a two-day period which involved Wednesday and Thursday. Once all the professionals had assessed the child, a conference was held with all authorities involved in the assessment procedure. The committee discussed the assessment records and recommended possible solutions for the child. When some decisions have been reached, the panel reviews the results of the assessment with the parents. The child's immediate future is planned with utmost consideration of all necessary information given by the panel and parents.

On Thursday afternoon, the candidate interviewed another department in the Centre. This person was hired as an Educational Consultant for a Newfoundland hospital and the Centre. The interviewer raised questions about such concepts as integration and mainstreaming in relation to physical education. The Educational Consultant was only able to give his personal opinion about these concepts in relation to his work experience with 'special needs' children. Both the candidate and the Consultant agreed that mainstreaming could be a positive move, if the school structure and curriculum are appropriate and if the right approach is taken by teachers, and 'normal' children.

Physical education can play an important role in developing the 'special child'. However, the physical education teacher should be given the opportunity for inservice training in this area, before teaching 'special needs' children. The lack of knowledge in dealing with 'special needs' children is why many physical educators do not wish to have these children thrust upon them. The 'special needs' of the child, the legal liability factors, the lack of university courses completed in this area, the general lack of knowledge, all add up to poor administration and management in the process of mainstreaming. The degree of mainstreaming must be optimal for the child's special needs, and specific objectives and curriculum (Individualized Educational Programme (IEP)) should be devised before the 'special needs' child enters the world of physical activity.

Tuesday, June 7, 1988

An interview was held with the candidate's on-site co-ordinator at the Centre for 'special needs' children. The candidate inquired about the type of relationship that exists between the Centre and the Newfoundland school system. It was found that the Centre for 'special needs' children does have a mandate from the Department of Health to assist any schools in the St. John's area in providing the best programs for 'special needs' children. However, the Centre does not have a mandate for schools outside the St. John's area. That is not to say that 'special needs' children in other parts of the province are not taken care of by the Centre. The Centre will try to accommodate any requests for help, but because of limited budgets and staffing problems, this task has become almost impossible.

The on-site co-ordinator also set up a meeting with the Assessment Committee so that the candidate could become more aware of the process the child goes through with each professional. The Committee's input gave the candidate the opportunity to understand the importance and the responsibilities of every specialist.

The rest of the morning was spent with a teacher at the Centre, and two of his inpatient pupils. The candidate discussed with these children such areas as school work, attitudes toward mainstreaming, physical education, and their outside interests. From this discussion, the candidate was made aware of the special needs for each child's disability. The children felt that physical education was very important to them; however, they spent a lot of time doing very little during this class. They also felt that they should participate in a variety of ways during the physical education class, whether it be participating in the activity or being a scorekeeper. Too often, physical educators do not realize that the 'special needs' child should be given the opportunity to interact with others. The child's psychosocial development is the main purpose of mainstreaming and this can be accomplished through interaction with other children. Lack of understanding and training in this area can defeat the purpose of mainstreaming.

In the afternoon, the candidate discussed with the Educational Consultant, the importance of Individualized Educational Programs (IEP's) for 'special needs' children. Individualized Educational Programs take time and effort to compile, and the long process that teachers and the school boards must follow, is overwhelming. Because of

these problems, very few IEP's exist in Newfoundland at the present time.

Individualized Educational Programs are designed by all teachers and administrators who have contact with the 'special needs' child. The programme should be designed with professional input into each program. Each child's programme must pertain to the 'special needs' of that child. An IEP should include the following eight steps:

1. A statement of the child's present levels of educational performance.
2. A statement of long-term educational performance goals to be achieved by the child at year end.
3. A statement of short-term instructional objectives for each monthly goal, which represents measurable intermediate steps between the child's present level of performance and the desired level.
4. A statement of special education and related services to be provided, including the type of physical education programme in which the child will participate and any special media or materials required to implement the child's IEP.
5. Initiation date and anticipated duration of special education and related services.
6. Descriptions of the extent to which the child will participate in regular educational programs.
7. Justification for the child's educational placement.
8. Objective criteria, evaluation procedures, and schedules for determining on an annual basis whether short-term instructional objectives have been achieved.

Wednesday, June 8, 1988

The candidate visited with a Supervisor from the Recreation Department. This Department integrates many recreational activities with emphasis on the scope of the child's special needs. If a child is lacking perceptual skills, this Department helps the child become more

aware of shapes and sizes. Thus, work in this area can lead to better development of the child.

The candidate also visited with a Supervisor from the Social Work Department. This Department's view of integration is a positive one. However, the Department realizes both the positive and negative effects of having mainstreamed children in the schools. Integration into physical education will take hard work from all groups. The physical education teacher must be prepared and adequate inservice supplied; the class must be able to accept a child's 'special needs'; and the 'special needs' child must accept responsibility of his involvement with other students. If these three adjustments cannot be made, then mainstreaming will fail. At present, mainstreaming is failing many children. Many physical education teachers regard themselves as having been 'dumped upon' with these 'special needs' children.

In the afternoon, the candidate visited the Medical Records Department, to find out how easy it was to access the information on a 'special needs' child. Any school may request information from the Centre, if and only if permission is granted by the parents/guardians. However, only 'relevant' material is sent to those schools that request it. At present, there have not been any inquiries by physical educators to this Department. However, a new recording system is now being tested, which may allow other professionals who deal with the 'special needs' child to access necessary information.

The rest of the afternoon was spent in the Centre's educational system. Many problems were alluded to pertaining to integration. One of the main reasons for integrating 'special needs' children is to develop

socialization skills. Educators must not become narrow-minded when dealing with 'special needs' children. Pity is not what they need.

Thursday, June 9, 1988

The candidate visited with the Occupational Therapy Department. It was here that the candidate began realizing the importance of the Centre. Physical education teachers did make contact with this Department requesting information and guidance in dealing with 'special needs' children. Occupational therapists are not only needed in organizations such as the Centre, but also in schools that house 'special needs' children. A good rapport between the occupational therapist and the physical education teacher is vital when a child with 'special needs' is 'dumped' in the mainstreamed physical education class. The information that can be supplied by the occupational therapist and the physiotherapist to the physical educator can help relieve the tension that physical education teachers are feeling.

Movement of the child by innovative means or mechanical apparatus can also help in the physical development of the child. Simple adjustments such as back and seat supports in a wheelchair can help improve the child's ability to take part in a physical education class. Motor skill development can be enhanced by knowledge of the child's special abilities or adaptations of the equipment being used.

The afternoon was spent with the Centre's Physiotherapy Department. Physiotherapy is a necessary link for the physical education teacher to relate to the 'special needs' child. The physiotherapist can help the teacher to understand what the child can and cannot do. Physiotherapists can assist the teacher in selecting

specific activities or exercise that will enhance the child's physical abilities. The importance of avoiding contra-indicated exercises should be discussed with physical education teachers. The physiotherapist can also help teachers understand the limited range of motion that may be associated with various physical disabilities.

The Centre for 'special needs' children plays an important part in the development of these children. Any person can refer a child to the Centre for assessment. Hopefully, the outcome of the assessment will benefit the Newfoundland school system in helping it to deal with the special needs of mentally or physically disabled children. Section 12 (a) (1) of the Newfoundland Schools' Act states that:

Every School Board shall...organize the means of instructing children who for any physical or mental cause require special classes either by the establishment of special classes in its school or by making arrangements with another school board or with any educational body or authority within Canada for the education of such children.

Thus, such expertise is a must in order to develop the 'special needs' child to his/her potential, which is one of the aims of education in the Province of Newfoundland.

Harlow, England

Monday, June 13, 1988

The candidate arrived in Harlow, England to complete the second phase of the Internship. Here, the candidate's experience will be enhanced by learning how the English educational system works in relation to administration and supervision. The areas to be explored will be the organizational structure and administration of a County Council Educational Office, an Area Educational Office, and the school system. The educational development of 'special needs' children in the English system will also be studied.

The objectives that the candidate set forth were as follows:

1. To become aware of the similarities and differences that exist within the English educational system and the Newfoundland educational system.
2. To experience the different styles of teaching used in physical education classes within the English system.
3. To understand the function and organizational structure of the Area Education Office, and the County Council Educational Office.
4. To become familiar with the role and responsibilities of the Physical Education Inspector for the County Council Education Office.
5. To become familiar with the curriculum and facilities used within the English educational system.
6. To understand the system used for the integration of 'special needs' children into the English school system.
7. To gain knowledge and understanding of the English system by using a 'hands on' approach to management, administration and authority within the English school system.

Tuesday, June 14, 1988

A brief overview of the English educational system was given to the candidate by the School of Physical Education and Athletics Co-

ordinating Supervisor. The organizational structure of the British schools has several differences when compared to the Newfoundland system. These differences will become evident as the candidate explores the English school system in relation to its managerial, administrative and organizational structure.

In the afternoon, the candidate visited one of England's Educational Offices to meet with a Supervisor for Physical Education. His major responsibility was to help primary teachers teach physical education. The candidate met with the on-site co-ordinator in the English educational system and also an Inspector in the County Council Educational Office, in which the Area Education Office is one of its six educational branches. The purpose of this visit was to discuss the candidate's main focal points and to set up a schedule for the following six weeks.

Wednesday, June 15, 1988

The candidate had little knowledge about the English school system, so most of the morning was devoted to the task of understanding some basic concepts of how the system was organized, and the educational processes that were the focus in most schools. The English system holds many idiosyncracies such as the different programs offered in the schools (no national curriculum); the delegation of authority to headteachers; and the selection process of integrating children with special needs.

The afternoon was spent in the Area Educational Office with an Administration Officer for one of England's Area Education Offices. The candidate tried to understand the administrative structure of the

Educational office. However, this Area Education Office is only a subsidiary of a County Council Educational Office. A brief introduction and delegation of authority for each department within the administrative structure was given by the Administration Officer.

The candidate attended a Physical Education Workshop at one of the schools in Harlow. The objective of the workshop was to explain the game of rounders to infant and junior teachers (primary and elementary), and how it could be modified so that it would meet the needs of the children in the lower grades. Rounders is an English game which is similar to softball played in Newfoundland.

Thursday, June 16, and Friday, June 17, 1988

The Supervisor for Physical Education and the candidate visited some schools in the Essex County area on Thursday morning and all day Friday. Most of the schools had an open area concept. The main focus in the schools dealt with the children's artistic and environmental expression about nature. There is no national curriculum used in these schools. Teachers and administrators of the school are responsible for making up the curriculum. Thus, each school's curriculum may vary.

There are no physical education specialists in the infant or junior schools. The only physical education training that most of the primary teachers have received is one Education course dealing with physical education in the primary grades. The role of the Supervisor for Physical Education at the Area Education Office is to help teachers in the infant and junior schools discover various methods of teaching physical education. The physical education classes are designed to bring out the artistic expression of movement through the teaching of

gymnastics. The main objective is to have the child gain a good sense of spacial awareness and body awareness. Using movement education in the primary grades (infant and junior) can help develop (stimulate) the child's cognitive domain as well as the affective and psychomotor domains. The children also receive a games period where they learn to develop skills through a range of activities. There is little emphasis on structured teaching. However, there is a lot of emphasis on cognitive stimulation of the child to explore and discover for oneself, the best method of catching, throwing, etc. The teachers use a subjective assessment of the children's development in physical education. There is no grading system like that used in Newfoundland schools. The teacher only states what the child can do, not what he should be able to do at a certain age level.

The candidate visited a public secondary school in Loughton which was known for its allegiance to Christianity. This school had excellent facilities and its administrative process within physical education seemed to be well structured. A short meeting with the physical education mistress was held, and a one week teaching block was made available to the candidate during the internship.

In the afternoon, the candidate attended a Workshop on Teacher Appraisal. The Workshop was held for the West Essex area primary headteachers (principals). The purpose of this seminar was to raise awareness of teacher appraisal and consider the issues in preparation for the development of a scheme for implementing the process. There has been very little teacher assessment in the English system, even for probationary (one year) teachers. The points being discussed at this

seminar were very basic, thus displaying that teacher evaluation processes are in the infancy stage.

Many of the headteachers were opposed to the idea of having another responsibility placed on their shoulders. Headteachers have been given a lot of power for the running of their schools. Many of the policies and regulations within each school may vary because headmasters can implement what they feel are in the best interests of the school.

Tuesday, June 21, 1988

The candidate visited a primary school and observed another physical education class. In this school, they have a system called vertical grouping. This means that in each class, there may be an age range of three and one-half years between the oldest and youngest children. The reasoning behind this is that the older students will in effect help the younger students in all aspects of school life. The older students are perceived as big brothers and sisters to the younger students. This vertical grouping is sometimes a necessity for accommodating small numbers of children into a school. Vertical grouping can work very well. It can help build relationships between students, thus leading to considerable social advantages. A wide range of physical and mental ability exists in every classroom whether the age is the same or not. Thus, teachers do not perceive this variety of ability as a major problem.

In the afternoon, the candidate visited another primary school. The Supervisor for Physical Education demonstrated how to accomplish specific skills, without having to structure the skill itself. He

believes that basic physical skills should have a carry-over effect. By guiding the students through movement activities that will help develop skills, children should be able to use these skills over a wide spectrum of activities. His main emphasis is to get the children to think for themselves, and be able to perform skills with others by using all three domains to encourage learning.

Wednesday, June 22, 1988

The candidate was introduced to a headmaster of an infant and junior school. A tour of the school was given and the candidate had time to interact with the children. A schedule was drawn up for the candidate to attend the school for the following week. Physical education will be the main focal point; however, the candidate will also be given the opportunity to attend classes in other specific subject areas. The candidate was interested in understanding the organizational structure of the school, and also the managerial duties of the headmaster.

In the afternoon, the candidate visited a primary school in Epping. The basic aim of this school was to provide a broad curriculum through the use of integrated studies and where possible "learning by doing". This integrated approach included the child's first hand experiences, backed by books, television and other resource materials. This way of working encourages children to be more efficient in the organization of their own work.

The candidate had an opportunity to teach some physical education classes at this school in Epping. Within the class, a wide range of ability was apparent. However, the teaching methods used catered to

each child's individual ability, needs and interest. A child learns by 'doing' and physical activity should consist of interaction of the child with his/her environment.

Thursday, June 23, 1988

The candidate visited a comprehensive school. This school received its money from the state and through a private trustee's foundation. Even though it is classified as a state school, the school governors have control over student admissions. It is known as a five form entry school. This means that each year, only one hundred and fifty students enter each of the levels. At age 11, the student would enter Year I, and would advance by age to Year V. At age 16, students would have completed the legal requirements of schooling. However, if students are intelligent, they may enter higher education by completing Lower Sixth, and the following year, Upper Sixth.

This Foundation School, because of its religious affiliation, was very formal in its discipline and uniformed students. Four physical education teachers were employed at the school. The candidate was given the opportunity to tour the school and its facilities. The candidate had the opportunity to spend a week at this school with the physical education teachers as part of the internship.

The afternoon was spent at an infant school in Waltham Abbey. The Supervisor for Physical Education had arranged some instructional physical education classes for the primary teachers. Movement education is utilized quite heavily in Essex County, and the Supervisor for Physical Education provides an inservice to these primary teachers.

Friday, June 24, 1988

The candidate attended a Workshop on Student Assessment. The County Educational Council of Essex had expressed the hope of implementing a policy on student assessment by the year 1995. A Record of Achievement would provide a framework of principles for bringing together a wide range of student achievements and successes, in and out of school. This workshop outlined guidelines on how to set up the process of recording progress and activities based upon regular dialogue between pupils and their teachers.

The purpose of the Record of Achievement should be:

1. To recognize and give credit to students for what they have achieved.
2. To give encouragement to students and develop personal qualities and skills.
3. To help the schools review the effectiveness of their curriculum, teaching and organization.
4. To provide a student record of achievements upon leaving school or college which would give a rounded picture of abilities and strengths.

Each school and college would have a distinctive starting point for development. The Record of Achievement system will be unique to each institution. However, there was concern about implementing this Record of Assessment because of the following factors: time allotment, quality of process, children's capabilities for producing good assessment, expense of implementing process, and specific objectives for each subject area. A follow-up workshop will be held on July 7, 1988.

Monday, June 27, 1988

The candidate visited one of England's well known Universities to become familiar with the organizational structure of teacher certification. The candidate was met by two senior lecturers in the Physical Education Department of the University.

The organizational structure of the Physical Education Department in this University was outlined, and the administrative processes used in teacher certification were explained. With a view of the physical education facilities, the candidate realized that good managerial and administrative skills are required to adequately run such a facility.

Tuesday, June 28, to Thursday June 30, 1988

The candidate was able to spend a week's internship at a junior school. The objective of the stay was to explore the organizational structure of the school, and try to understand how the curriculum was being administered. There were no physical education specialists in the junior schools. The classroom teachers were responsible for physical education and all other subject areas. The only training that the classroom teacher received in physical education was an Education course which touched on the basics of physical education.

This school's emphasis was on the artistic development of the child throughout the curriculum. Development of the whole child is stressed, such that physical education has become a necessary part of the child's lifestyle. There is a lot of time devoted to physical education. The children receive at least three periods of physical activity per week. These activities focus on movement education, games, and swimming. There are sporting activities before and after school,

such as dance clubs, country dancing clubs, gymnastics, and school teams which compete in football, netball, athletics, etc. The Primary Schools' Sporting Association organizes the school competitions, and each sporting activity has its own secretary. Hence, the extra-curricular activities in the primary schools are very strong.

The organizational structure of this junior school begins with the Governors. These Governors can be elected, nominated, or appointed to this position. They work in an advisory capacity to the school. Each school has its own Board of Governors. The headmaster has the control over the administrative and managerial tasks within his/her own school. Guidelines on policy making are given as directives, but the interpretations of these guidelines may vary, to suit the needs of each school, as perceived by the headmaster and staff personnel. The headmaster of this junior school has divided his organizational structure into two tiers: management and administration. The management tier is composed of the Headmaster, the Deputy Head, and one Assistant Teacher (given financial allowance). This committee meets every week to determine short and long term policies, (e.g. record-keeping). The administrative tier included both the management tier and the staff. This committee would meet every month to discuss and devise school policies. Here, the staff may have input into the policy making procedures and the development of curriculum matters. Inservice is also an important function within this school. If there are any inservice sessions, a few teachers would attend and then report back to the school for further inservice for all teachers.

The financial support given to this school was obtained from different sources. The main source of money was from capitation grants. The Local Education Authority gives an annual school budget of £14/pupil. Other sources of income were from personal contributions, fund-raising drives and community relations (Parent-Teacher Associations). The headmaster is accountable for all the money being spent. The other source may come from the promotion of a new curriculum idea which would be covered by the Local Education Authority. Some schools are chosen as pilot projects, and some financial assistance may be given to these pilot schools.

The candidate had the privilege of teaching some physical education classes at this junior school. The school promotes self-discipline concepts which, to the observer, worked very well.

Monday, July 4, 1988 to Thursday, July 7, 1988

Due to the scheduling of various activities in schools during the last two weeks of classes, the candidate's scheduled time was altered during this week. Monday, Wednesday and Thursday was spent at a comprehensive school. However, this school is not a typical comprehensive school in England. At this school, parents must apply for their children to be accepted. In considering applications from parents seeking admission for their children, specific criteria must be met before admission is granted. The major criteria is parental involvement in the work and worship of any Christian congregation served by the school.

The aims of this school are to offer children an education based on Christian principles in accordance with the Trust Deeds of the

school. To promote the cause of Christian unity by giving preference to the admission of pupils whose parents are committed to the ideals of a Christian Ecumenical School. To offer children an orderly and structured framework in which they may develop as members of a community, and to seek the active encouragement and support of parents in maintaining these ends.

In this comprehensive school there were 930 students, with a teaching staff of 55 full-time teachers. These teachers must also be an active member of a Christian community. The organizational structure of this school is similar to other schools, but on a larger scale. There are thirty-eight teachers who receive an allowance bonus because of additional administrative or managerial duties. The amount of increment the teacher receives depends on how the headmaster designates the duties. Even the headmaster is confined to a specific number of special allowances. On his staff, he may only have two deputy head allowances, two senior teachers on Allowance E, eight on Allowance D, eight on Allowance C, eight on Allowance B, and nine on Allowance A. The other teachers are paid depending on their professional grade.

The candidate spent some time with the physical education teachers and had the opportunity to teach some classes. In the comprehensive schools, the curriculum is more structured than in the infant or junior schools. All physical education classes are scheduled for double periods, thus, each class receives seventy minutes. The physical education classes are heterogeneous. The teachers feel that this type of classification works much better. All pupils are required to participate in physical education.

The sports facilities in this school include an indoor heated swimming pool, a good gymnasium, a dance hall, spacious playing fields, four hard tennis courts and two netball pitches. With four physical education teachers and good sports facilities, a variety of activities can be offered during the school year. The school year is broken down into three terms. The first term is September to December, second term is January to March and the third term is from April to July. For the first, second, and third year students, gymnastics and swimming are offered for two terms, tennis and swimming are offered for one term, games such as hockey, netball, dance (for female) and rugby, football, and cricket are offered for two terms. Athletics and rounders are also offered for one term. Students may choose the activities that are offered during a particular term, however, they must do one term of games. Students may specialize in one or two activities during the school year.

In year four, and up, the physical education activities that are offered during one term are trampolining, badminton, basketball, and volleyball. During a second term hockey, netball, tennis, and longball are offered. In a third term, the concentration is on health related fitness which includes working in the weightroom, aerobics, yoga, circuit training, and a theory section dealing with diet and exercise.

Intramurals were offered as an Inter-form competition, involving substantial numbers of pupils in competitive sports. In the Essex area, school teams also competed with each other in all the major sports. If the pupils achieved Area or County recognition in their sport, they would then compete at the national level.

On Wednesday, the candidate attended the West Essex Schools District Athletic Championships. It was held at Ashton Playing Fields, which is considered to be one of England's best athletic grounds. However, due to inclement weather, the championships were cancelled in the afternoon. The candidate was surprised that the championships would not be scheduled for another day which may have been due to the inability to get the athletic fields. In order to use Ashton Playing Fields, the school must book a year in advance. The students also surprised the candidate because there did not seem to be any displeasure shown in the cancellation of the championships. The discipline of the students involved was exceptional.

Tuesday afternoon was spent at a junior school. Because of the candidate's personal interest in country dancing, Tuesday afternoon had been set aside for the school club to display its dancing talents. The candidate also helped in the preparation of awards for Sports Day. After the regular school day was over, the dance (drama) club participated in creative movement to music. Guided by the teacher's creative thought and the intensity of the music, the end result was a dramatized storytale.

Monday, July 11, 1988

The candidate met with two advisory teachers for physically impaired children. A brief outline of their responsibilities and relationship to the schools was given to the candidate. Their duties were: a) to help foster positive attitudes towards schools and communities; b) to give inservice to teachers who deal with special

needs children; c) to act as a consultation service to the Essex Area, and, d) to give courses in dealing with impaired children.

The advisory teachers' main emphasis was on mainstreaming children in the Essex area. However, these advisors also dealt with mentally handicapped children, even though it was not in their job description. Neither of these advisory teachers had received any formal training in special education. Most appointments are determined by the teacher's interest in this particular area. To a certain degree, experience becomes more valuable than course work.

Elizabeth II Education Act 1981, makes educational provisions for children with special educational needs. It is the duty of the educational authority to identify, determine, and provide for any child that has special educational needs. The Area Education Officer will determine if the child will be assessed. The assessment or statementing procedure may involve the following professionals: Social Worker, Psychologist, Pediatrician, Speech Therapist, Occupational Therapist, Physical Therapist, Health Visitor, and Education Officer. Once the assessment has been completed, the outcome is discussed with the parents.

The educational assessment of a child begins at two years of age (Section 10 of England's Education Act). Section 5 of the Education Act states that the child should be reassessed at school age, and then, annually. However, it is the Area Education Officer in consultation with a psychologist who will determine if the child has special educational needs. Medical personnel are not allowed to recommend educational provisions for a child who is, or is in the process of

being statemented. There are also voluntary support groups such as the 0-2-5 Service and the Children's Development Centre which helps the family deal with the special needs of the child.

Even though 'statementing' a child (assessing a child's special needs) is a national policy, the resources that each county has will determine the type of statementing for a 'special needs' child. Thus, if a child moves to another county that does not have the same resources to fit that child with special needs, then that child may be restatemented to fit the resources of the new county.

Education for special populations in England is handled differently than in Newfoundland. England has special schools for special needs children and if the child is statemented (assessed) to need special help, then the child will usually attend a special school. They do have some integration of special needs children into the regular stream, but there are very few. There are ninety-three statemented children in mainstreamed schools in the Essex County area.

The candidate had the opportunity to visit a special comprehensive school and watch how one boy with spina bifida interacted with the other children in physical education class. It was enlightening to see how well the boy was active within the class. His handicap did not prevent him from having full participation in the class. He did not use his wheelchair as a mobile. The boy has superb upper body strength, and this strength enhanced his movement.

The candidate believes that the personality of a 'child with special needs' has a lot to do with how successful that child will be in the approach to living to his/her potential. At this comprehensive

school, the boy did not feel that his handicap should prevent him from growing up as a 'normal' child does. The acceptance of the handicap, helps develop positive self-esteem and future growth of the individual.

In the afternoon, the candidate visited an infant school to observe a boy who was diagnosed as having muscular dystrophy. The candidate was able to interview the mother of the child so as to understand the process that the parent had undertaken to get her child statemented. To get a child statemented at an early age, is a very difficult task, especially if there is no physical defect at birth. In this particular case, the parent felt that if it had not been for her constant contact with officials, her child would not have been statemented. It is very difficult for the parent to know that a child is not developing normally, and then it is possible that the diagnosis of the physician may be that some environmental factors are causing the child's development to be delayed.

This particular child has been statemented as having muscular dystrophy. He is only five years of age, and his disability has not yet reached the crucial point at which the child will need to be placed in a special school. The child's educational needs are being met through the integration of the child into regular classes.

Tuesday, July 12, 1988

The candidate had the opportunity to visit two 'special needs' schools in the West Essex area. In the morning, a comprehensive school was the candidate's first stop. At this school, there were ten teachers employed for sixty-three students. There were also two full-time and two part-time welfare assistants. Other professionals that dealt with

this school were: a speech therapist, a part-time physiotherapist, and a psychologist. The school had a wide range of children with difficulties such as epilepsy, cerebral palsy, learning problems, behavioral problems, and speech problems.

The philosophy of this school was to meet the needs of students who could not cope with the normal educational system. The school believed mainstreaming could be beneficial to a point, but that the 'special needs' of some children could only be met through the use of special schools.

A physical education specialist at the school gave the candidate a tour of the school. There did not seem to be any severely physically handicapped children at this school. However, the physical education teacher explained that every child did have some type of brain dysfunction. The candidate arranged to spend some time with the physical education specialist on Friday, July 22, 1988.

The afternoon was spent in a primary special school. This school was the feeder school for a comprehensive special school. This school housed nine teachers and fifty children. Most of these children had moderate learning difficulties. Each child that attended this school was either statemented or in the process of being statemented.

The candidate had a tour through the school and met with many of the teachers and students. Arrangements were made for the candidate to visit the school on Thursday, July 14, 1988.

Wednesday, July 13, 1988

The candidate visited an infant school. Even though the government is not responsible for the education of children younger than five

years of age, this school housed a nursery. Sixty children attended this nursery. The nursery had twenty-five children in the morning group and twenty-five children in the afternoon, and in addition, the nursery has a special unit that accommodated ten physically handicapped children. An amalgamation of the handicapped unit with the nursery unit helped children develop positive attitudes towards children with 'special needs'. The criteria used for selecting children for this nursery school were: a) oldest on waiting list; b) special problems; c) and emphasis on health input. The school tried to get a balance from their criteria so that children could develop positive attitudes towards each other.

A brief visit to the nursery showed how teachers integrated handicapped children with 'normal' children and how all children benefited from this positive climate. The candidate arranged to return to the school and speak with the headmistress on Friday afternoon, July 15, 1988.

Thursday, July 14, 1988

The candidate visited a primary special school which catered to children with moderate learning difficulties. This school served the special needs of children in Harlow and surrounding districts. It was the only primary school in Essex for children with moderate learning difficulties. All children who attend this school are either in the process of being statemented or have been statemented.

The candidate had the opportunity to peruse the multi-disciplinary statement of a child who had been assessed. Every statement contained the child's information relating to the following

areas: learning difficulties, special educational provisions, appropriate educational arrangements, and additional non-educational provisions. The statement also contained parental feedback about the development of the child. Advice from the Educational Department, the Medical Team, and Psychological Services was also given in the statement. Input was received from the Social Services Department, Health Authority, Speech Therapist, Director of Nursing, Physiotherapist, and Occupational Therapist.

The school was divided into three areas: Assessment Unit, Infant School and Junior School. The Assessment Unit catered to pupils of pre-school age, up to about six years old. The Infant School had two class groups and was staffed and organized to meet the needs of younger children. The Junior School had two classes which helped meet the needs of the older children. There were children in both the Infant and Junior School who require both a developmental and modified curriculum.

The curriculum within this school was very open in regards to physical education, music, and arts and craft. However, an Individualized Educational Programme (IEP) for language and numeracy was completed every tri-semester. At this point, there was a midterm-report to parents and changes were made if necessary. Every IEP and statement of each child must be reviewed annually with parental input.

The Headmaster explained that the 1981 Education Act gives parents the decision of whether the 'special child' should attend a mainstreamed school or a special school. The Headmaster believed that mainstreaming 'special needs' children into regular schools is the ideal. For this to work well, resources must be readily available;

there must be plenty of inservice for teachers and welfare assistants; and there must be expert knowledge in the field. He also believed that all special schools should be used as a resource base (outreach program) for mainstreamed children who have special educational needs.

In the afternoon, the candidate had the opportunity to watch a display of gymnastics that involved students at this special school. This display was part of a gymnastics competition that involved many infant and junior schools in the Essex area. Even though these children had 'special needs', they like to compete with 'normal' children. The physical education teacher felt that this competition enhanced the psycho-social development of all children involved.

Friday, July 15, 1988

The candidate spent the morning at a secondary 'special needs' school. The physical education specialist showed the candidate through the school. The candidate also had the opportunity to watch a co-educational physical education class. This class demonstrated the variety of different needs that these 'special needs' children have. Many of the children lacked co-ordination and balance which resulted in a very modified, yet diversified curriculum. The climate within the class was very pleasant and the students were able to communicate well with each other. The students were aware of their physical limitations and respected the capabilities of the other students. The encouragement that these children displayed to each other was very heart-warming. It was an enjoyable experience.

In the afternoon, the candidate returned to the primary school that housed a nursery. The Headmaster discussed why this school was

given the nursery unit. As stated before, the government does not have an educational responsibility for children who are not of school age. However, this school was given a nursery unit because of its low enrollment. If the nursery unit was not available, the school would have had to close its doors. The environment dictates a lot of what happens to a school. The school depends on the number of children in a particular catchment area, and the space available for students in the school.

A discussion on the assessment of a child was also conducted. When a child needs to be assessed, the headmaster has to contact the psychological department within the Area Education Office. The psychologist will then determine if the child has any special needs. If so, the Educational Officer will be notified and will make a decision whether or not the child shall be further assessed or statemented. The Warnock Report published in 1978, estimated that approximately twenty percent of the country's school population had special educational needs at some stage during their education. It was also estimated that only two percent are actually statemented.

At this school, any child being statemented was allotted two and one-half hours of extra help per week, which in reality did not fulfill the special educational needs of that child. The school received help from two physiotherapists and a speech therapist, but only on a part-time basis. However, the Headmistress felt that some changes must occur in order for mainstreaming to work. The most important was that resources be readily available to the schools. If these resources were not available, then mainstreaming would not be attainable.

Monday, July 18, 1988

The candidate met with the Administrative Assistant for Special Education. This was the person who helped put the information that the candidate had gathered into perspective. At this meeting, various sections of the 1981 Education Act were discussed. Each section had its own implications and considerations in relation to the various organizations and groups involved with special education. However, the ultimate responsibility for assessing what provision was required to meet a child's educational needs rests with the Local Education Authority.

The Special Needs Information Package (SNIP) had been designed to provide practical advice to teachers of children with special educational needs. This package also provided pertinent information about various disabilities as a means to increase awareness. Teachers were able to use this information as a guide in identifying and dealing with 'special needs' children. It helped schools meet their responsibilities under the Education Act, 1981.

The Area Education Office was planning to adapt one secondary school so that they could send all 'special needs' children to this one school. The County had limited resources, and could not afford to modify every school to enable it to house 'special needs' children. The county did provide an 'Outreach Program' where specialists visit schools and help support 'special needs' children who were mainstreamed. There may be small scale adaptations to schools and their programs, depending on the resources that the school has. Some schools

provided inservice on 'special needs' children related to their particular school situation.

The Special Education Department believed that the attitude of the school and teachers must be positive for mainstreaming to work. Also, integration depends on the needs of the child. Some children may be totally integrated, while others may only be partially integrated. Children with severe physical and mental handicaps were not considered to be candidates for mainstreaming, and were housed in special schools for the severely handicapped.

Each school designates a 'responsible person' on staff to tell other teachers about the 'special needs' of each child. This 'responsible person' must be agreed upon by the school's governing body. However, the head teacher has the responsibility to ensure that every child's needs are met.

The candidate met with the person who heads the Special Educational Needs Support Team. This team helps various schools in the Essex area deal with 'special needs' children. They have also developed an assessment plan for 'special needs' children. This plan helps identify the problem areas for the child. This resulted because the internal assessment that the Educational Psychologist was suppose to complete, took too long before any child was assessed. The 1981 Education Act has allowed for a five stage assessment procedure. This has resulted in a child's special educational needs to be met during the first two school-based stages.

There are many different approaches and styles of implementing educational programs for various societies. The culture, ethnic

backgrounds and the environment often dictate what direction the country's educational system will follow. No matter what direction it takes, there will always be positive and negative factors that will or will not justify the programs. One quote that comes to mind from my experience with this internship is "that the first sign of becoming educated is realizing how ignorant one really is".

