THE ROLE OF THE NEWFOUNDLAND TEACHERS' ASSOCIATION IN CURRICULUM DEVELOPMENT DURING THE PERIOD 1965 TO 1977

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THE ROLE OF THE NEWFOUNDLAND TEACHERS' ASSOCIATION IN CURRICULUM DEVELOPMENT DURING THE PERIOD 1965 TO 1977

An Internship Report

presented to

the Faculty of Education

Memorial University of Newfoundland

In partial fulfillment

of the requirements for the degree

Master of Education

by

William George Coffin.

©

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ABSTRACT

This report attempts to describe the role of the Newfoundland Teachers' Association in curriculum development during the period 1965 to 1977.

To accomplish this objective a number of curriculum development strategies employed by the NTA were examined. These included curriculum committees, summer short courses, regional seminars and subject area councils.

The Taba model for curriculum development was used to provide an orderly framework for considering these curriculum development strategies.

A questionnaire was developed measuring the degree to which the NTA's curriculum development process adhered to the seven steps in the Taba model. It was sent to 157 district school supervisors in the province of Newfoundland and Labrador.

The results of data collected from the questionnaires revealed that on the whole supervisors saw the NTA curriculum development strategies as not devoting sufficient attention to each of the seven steps in Taba's curriculum development model.

The report concludes that provincially the NTA, during the period under investigation, has been an influential

body. However, from the standpoint of the Taba model for curriculum development, the curriculum strategies employed by the NTA have been found inadequate.

A major recommendation of the report is that the NTA give much thought and consideration to curriculum theory with a view to providing order to any curriculum development strategies it may employ. Naturally this recommendation must be considered within the limitations of the report.

ACKNOWLEDGEMENTS

The writer wishes to express sincerest thanks to:

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TABLE OF CONTENTS

	Page
Abstract	ii
Acknowledgements	iv
List of Tables	vii
CHAPTER	
I. INTRODUCTION	1
Purpose of the Report	3
Definitions	3
Limitations of the Report	4
Organization of the Report	6
II. REVIEW OF THE LITERATURE	7
Provincial Developments Prior to and During the Sixties	7
Decentralization Trend	12
Involvement of Provincial Teachers' Associations in Curriculum Development	15
III. THE ROLE OF THE NTA IN CURRICULUM DEVELOPMENT	22
Support for NTA Involvement in Curriculum Development	23
NTA Curriculum Seminar	23

CHAPTER Page

Curriculum Short Courses 25

Regional Seminars 28

Regional Short Courses 30

Provincial Curriculum Project 31

Special Interest Councils 34

The Biology Committee of the NTA Science Council 35

IV. PRESENTATION AND ANALYSIS OF QUESTIONNAIRE DATA 39

Sample 39

The Questionnaire 39

Collection of Data 40

Method of Data Analysis 41

V. SUMMARY, MAJOR FINDINGS AND RECOMMENDATIONS 47

BIBLIOGRAPHY 50

APPENDIX A 54

APPENDIX B 58

APPENDIX C 60

LIST OF TABLES

TABLE		Page
1.	Diagnosis of Needs	42
2.	Formulation of Objectives	42
3.	Selection of Content	43
4.	Organization of Content	43
5.	Selection of Learning Experiences	44
6.	Organization of Learning Experiences	44
7.	Evaluation	45
8.	Mean Scores of Adherence to Steps in the Curriculum Process According to Degree of Attention	46

CHAPTER I

INTRODUCTION

The Newfoundland Teachers' Association (NTA), like other teacher associations, has two basic functions. The first of these is to support and protect teacher interests, in the form of salaries, pensions, medical insurance, tenure, and hours of work. The second is to promote the cause of education in the province by: (1) affording to educational authorities, teachers and the public in general, the benefits of the collective experience and advice of teachers on practical educational matters; (2) circulating information regarding educational and teaching methodologies; and (3) organizing and supporting professional groups for improving the knowledge and skills of teachers.[1]

From the standpoint of the NTA's involvement in curriculum development, the year 1965 was a milestone. It was in that year that the Convention Planning Committee recommended that the NTA become more formally involved in curriculum development. In response to this recommendation, the committee on the future of the NTA was established. Its

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[1] The Newfoundland Teachers' Association, Handbook, 1974, p. 65. Newfoundland Teachers' Association, St. John's, Newfoundland.

purpose was to chart the direction of the Association so that it might provide leadership as expansion in the field of education occurred.

A second response to this recommendation resulted in the Association acquiring the services of an officer from the Manitoba Teachers' Federation to study and report upon the future direction of the NTA. The report which followed made certain recommendations:

1. That the NTA give time, thought and money to matters of curriculum and instruction.
2. That the NTA set up a central curriculum committee.
3. That the NTA set up specialist councils or subject-area groups to provide advice to the curriculum committee.
4. That the NTA sponsor curriculum seminars on the provincial level.
5. That the NTA involve the classroom teacher actively and creatively in curriculum and instruction.[2]

The 1966 Annual Convention of the NTA instructed the Executive Council to establish a standing committee on curriculum and voted funds to enable this committee to embark on a new approach to curriculum development.

In the same year, branch support increased for greater curriculum involvement on the part of the NTA.[3]

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[2] E.L. Arnett, "Appraisal of the Newfoundland Teachers' Association," January, 1965, pp. 12-13 (Report of the Executive of the NTA).

[3] Specific resolutions from branches to that effect are recorded in the Executive Minutes of the NTA, December, 1966.

In 1972, the Association further recognized its responsibility in curriculum by creating a Division of Professional Development with its own director. The director was to act as a resource person to the Association's eight professional development committees and provide background research for curriculum projects.

The focus of this report is on the role of the NTA in curriculum development during the period 1965 to 1977.

Purpose of the Report

The purpose of the report is to describe those NTA sponsored activities which relate to one or more of the seven elements of curriculum development listed by Hilda Taba and to report the opinions of school supervisors with reference to those activities during the period 1965 to 1977.

Definitions

Curriculum: Hilda Taba discussed a number of definitions of curriculum and concluded that, "a curriculum is a plan for learning." That definition is used in this report.[4]

Curriculum Development: "If one conceives of curriculum development as a task

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[4]Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962), p. 11.

requiring orderly thinking, one needs to examine both the order in which decisions are made and the way in which they are made to make sure that all relevant considerations are brought to bear on these decisions. This book is based on an assumption that there is such an order and that pursuing it will result in a more thoughtfully planned and a more dynamically conceived curriculum. This order might be as follows:

Step 1: Diagnosis of needs
Step 2: Formulation of objectives
Step 3: Selection of content
Step 4: Organization of content
Step 5: Selection of learning experiences
Step 6: Organization of learning experiences
Step 7: Determination of what to evaluate and the ways and means of doing it."[5]

Taba notes that Tyler proposed a similar sequence.[6]

Limitations of the Report

In a descriptive internship report of this nature, there are limitations. The major limitations are as follows:

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[5] Ibid., pp. 11-12.

[6] Ibid., p. 12.

1. The concepts "curriculum" and "curriculum development" are not defined in the same way by all authors. There are many definitions. The definitions used in this report are those of one author, Hilda Taba. Other definitions could be used and other conclusions might be reported.
2. The NTA is not the only group which influences curriculum in this province. While the legal authority for curriculum development rests with the Provincial Department of Education, other groups such as school boards, denominational bodies, and Memorial University have varying degrees of input.
3. The questionnaire was developed by using Taba's seven steps for curriculum development. The questionnaire does not relate specifically to the various activities of the NTA but to the generally perceived contribution of such activities to curriculum in this province.
4. The sample used in this report consisted of the 157 school supervisors in the province. No other populations were used. No statistically valid conclusions can be made on the basis of the data obtained. However, the opinions of school supervisors who are familiar with NTA activities are worth reporting.

5. This is not a study to evaluate the NTA's curriculum activities. As an internship report, it is intended to describe the curriculum activities of the NTA and the opinions of school supervisors on the perceived relationships of these activities to the steps for curriculum development suggested by Taba.

Organization of the Report

Chapter I is concerned with the purpose of the report, definition of terms, and a statement on the limitations.

Chapter II provides a review of the literature related to the Canadian Teachers' Associations and curriculum development.

Chapter III describes selected activities sponsored or supported by the NTA during the period 1965 to 1977.

Chapter IV discusses the nature of the sample of school supervisors, the questionnaire, and the method of treating the data.

Chapter V includes a summary of opinions, conclusions and recommendations for research.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter will provide: (1) a short review of developments relative to curriculum in the province of Newfoundland prior to and during the sixties; (2) a brief resume of the trend towards the decentralization of curriculum decision-making; and (3) a summary of the involvement in curriculum development of provincial teacher associations, other than the NTA.

Provincial Developments Prior to and During the Sixties

Traditionally in Canada, decisions concerning the schools' curriculum have been the prerogative of the provincial departments of education. The numerous curriculum outlines and accompanying authorized texts attest to the existence of the prerogative.

During the late fifties and throughout the sixties, however, a number of significant events occurred in the province of Newfoundland, generally, and in the field of curriculum, specifically, which resulted in a more decentralized approach to curriculum development.

As early as 1909, the then new industrial town of Grand Falls set up the first amalgamated school board.

Other towns such as Corner Brook followed the example of Grand Falls. The result of these events was that by 1964, 10 per cent of all the students in Newfoundland attended amalgamated schools. These schools were larger, better equipped and staffed by highly qualified teachers, who generally perceived themselves as having a greater role in curriculum development than had been the case with teachers prior to this.[1]

During the 1950's two of the major developments affecting education in this province were: (1) the establishment of regional and central high schools, and (2) the consolidation of smaller schools into larger units on the part of some denominational school boards, particularly in St. John's.

These events were followed in the 1960's by the consolidation of the numerous small school boards across the province into larger units. In 1962, the Roman Catholic Church had eighty boards across the province. In April and May, 1962, the Roman Catholic Superintendent of Education was requested by the respective Chairmen to dissolve thirty-two school boards in the Archdiocese of St. John's and the Diocese of Harbour Grace-Grand Falls. These were replaced by seven consolidated school boards to come into effect immediately after

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[1]Frederick W. Rowe, Education and Culture in Newfoundland (Toronto: McGraw-Hill Ryerson Limited, 1976), p. 156.

July 1, 1962.[2] At present this denomination has twelve boards.

In 1964, the non-Roman Catholic denominations had 229 boards. However, on March 27, 1969, the Anglican Church, the United Church and the Salvation Army signed a "Document of Integration," whereby each church relinquished its right to operate its own schools, in favor of a system integrated at all levels. Shortly afterwards, the Presbyterian Church requested to be admitted and was accepted into the integration. As a result of the integration, the 229 boards were reduced to 22. The Pentecostal and Seventh Day Adventist churches did not integrate with the others and each adopted one school district for the whole province.

The legislation giving effect to the consolidation of school districts and boards outlined above was introduced into the Legislature in the spring of 1969 and became law on July 10, 1969.[3]

These changes resulted in a more complete range of administrative and professional services being offered to the school district offices. These offices were staffed by professional people. Some of these district office personnel were curriculum specialists whose chief duty was to assist

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[2] A Brief presented to The Royal Commission on Education and Youth, Province of Newfoundland and Labrador 1967, by the Roman Catholic Hierarchy of Newfoundland and Labrador, p. 3.

[3] Rowe, op. cit., pp. 153-159.

teachers at the classroom level.

The changes noted above necessitated additions to the educational program offered by Memorial University.

In 1966, in response to the needs of the regional and central high schools, a graduate program leading to the degree of Master of Education in Educational Administration was introduced. In the same year an Arts-Education building became available. This gave the Faculty of Education the space, special rooms, laboratories, audio-visual center, and other facilities required for a modern teacher-training program.

During the period 1968 to 1975, the Faculty of Education responded to the needs of consolidated schools, both high and elementary, by adopting new courses and new measures. Thus in 1968 a graduate diploma in Educational Administration was introduced and followed by similar programs in Curriculum and Instruction, Educational Psychology, Guidance and Counselling, and Educational Foundations. In 1973-1974 a diploma program in the field of Special Education was instituted. In 1974-1975 a diploma program and a degree program were introduced in Vocational Education.[4]

One of the most important developments was the establishment within the Faculty of Education of the Department of Curriculum and Instruction. Concurrently, programs

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[4] Ibid., pp. 141-142.

leading to the Master of Education degree in Curriculum and Instruction were instituted. The setting up of this new department of curriculum was a clear indication of the increased emphasis which was being placed on curriculum development in this province during the period 1965-1977.

Simultaneously, significant events had occurred in the Department of Education. One result of this was the establishment of the Division of Instruction. Thus for the first time, Newfoundland had a provincial director of curriculum whose duty included the development and approval of curriculum for the province's schools. The process of each development followed a highly decentralized pattern, involving Department of Education officials, teachers, administrators, and district supervisors as members of curriculum planning committees. These committees in turn advised the Director of Curriculum and his Division on curriculum matters in the province.

Some teachers served on these curriculum planning committees, others on subject area committees. Many teachers, however, were concerned that too much in the area of curriculum was being done on an ad hoc basis and that not enough thought and study was being devoted to the principles of curriculum development.[5]

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[5] NTA Bulletin, Vol. X (September, 1966), Newfoundland Teachers' Association, St. John's, Newfoundland, p. 6.

Decentralization Trend

Curriculum has been a subject of study and innovation since the beginning of organized education. In the United States the emergence of the curriculum as a distinct field of study and concern occurred during the 1920's. It was during these years following the publication in 1918 of Bobbitt's The Curriculum, that curriculum writings began to appear. These were written by educational theorists and practitioners who were considered curriculum specialists.

During the late twenties a number of school systems in the United States inaugurated programs of curriculum revision. This growing interest in curriculum further manifested itself with the establishment of university curriculum laboratories.

The 1930's brought further developments that established curriculum as a field of study. State departments of education became interested in curriculum revisions and improvement and began programs of curriculum implementation. Colleges and schools of education, recognizing the significance of curriculum study for education, founded departments of curriculum. Finally, a growth of the Association for Supervision and Curriculum Development as the nationally recognized organization for curriculum workers secured for curriculum specialization the status of an acknowledged field of study.[6]

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[6]Robert S. Zais, Curriculum Principles and Foundations (New York: Thomas Y. Crowell Company, 1967), pp. 46-47.

These developments resulted in curriculum being viewed as a larger enterprise rather than simply outlining courses of study in various subjects. The emerging knowledge of the learning process resulted in efforts to define educational objectives and develop a concept of a more comprehensive curriculum.[7]

The Eight-Year Study,[8] from 1933 to 1941, had significant implications for curriculum. Prior to this study the curriculum had been dominated by state departments of education and the textbook publishers. During the Eight-Year Study teachers from thirty schools in the United States worked out their own curricula during summer workshops and taught them during the following school year. It appears that the most significant result of this was that it was possible to make radical changes in the prescribed curriculum of both the state and textbook publishers without hindering the success of high school graduates in their college work. This fact did much to help decentralize curriculum decision-making.[9]

During the 1940's classroom teachers in the United States were participating actively in determining the

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[7] Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962), p. 447.

[8] W.M. Aiken, The Story of the Eight-Year Study, Adventures in American Education Series (New York: Harper, 1942), p. 28.

[9] J. Minor Gwynn and John B. Chase, Jr., Curriculum Principles and Social Trends (fourth edition; Toronto: The MacMillan Company, 1969), pp. 309-312.

purpose, content and scope of the curriculum. Committees of teachers assisted by specialists in content and methods were developing curriculum guides and resource units in the various curriculum areas, and, in some school systems, teachers were writing textual material for pupil use.[10]

The late 1950's was a period of great concern over the intellectual aimlessness of the schools. The prevailing notion was that if the structure of knowledge was clearly understood, the student could extrapolate regarding particulars. This resulted in having the theorists in various fields such as physics, chemistry, mathematics, and social sciences work with teachers to produce new curricula. It was this point of view that emerged from the Woods Hole Conference.[11]

The process of decentralization in curriculum decision-making continued throughout the 1960's and 1970's. During this era the student, for the first time, became actively involved in planning his own curriculum. He was supported by teachers, resource specialists, and community educators.[12]

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[10]William B. Ragan and Gene D. Shepherd, Modern Elementary Curriculum (fourth edition; New York: Holt, Rinehart and Winston, Inc., 1971), pp. 28-34.

[11]Jerome S. Bruner, "The Process of Education Revisited," Phi Delta Kappan (September, 1971), p. 18.

[12]J. Galen Saylor and William M. Alexander, Planning Curriculum for Schools (New York: Holt, Rinehart and Winston, Inc., 1971), pp. 42-43.

In Canada, decentralization of the curriculum has been influenced greatly by similar developments in the United States. Throughout the 1960's and 1970's the trend in all provinces has been towards greater decentralization of curriculum decision-making. Associated with the movement towards decentralization is the involvement of administrators, teachers, students, and organizations in the decision-making process.[13]

It appears from the literature that two major points emerge during this era. The first was that curricula were the result of the cooperative efforts of academicians, professional educators, and students. The second was that the curriculum process also involved people outside the educational establishment.[14]

Involvement of Provincial Teachers' Associations in Curriculum Development

The policy statement of the British Columbia Teachers' Federation (BCTF) regarding curriculum development shows that the major concerns of the Federation are:

1. The Ministry of Education, through school boards, ensure the teaching profession and other interested parties, opportunities to explain and to discuss educational goals and programs.
2. The process of selection of goals and programs should be flexible to ensure that adjustments can be made in levels of decision-making.

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[13] Henry Janzen, Curriculum Change in a Canadian Context (Toronto: W.J. Gage Limited, 1970), pp. 22-23.

[14] Ragan and Shepherd, op. cit., p. 38.

3. The consultation and joint decision-making should involve parents, teachers and school boards.[15]

The Yukon Department of Education has developed a similar policy position to that of British Columbia.

To date the Yukon Teachers' Association has no formal input into the development of that policy position. Local adaptations of the British Columbia policy position are possible only with the permission of school principals who refer proposed modifications to the local school committees. These proposed modifications are given final approval by the Superintendent for the Yukon.[16]

The Alberta Teachers' Association (ATA) has several curricular thrusts including:

1. Liaison and representation on the provincial Curriculum Policies Board and other curriculum committees. The function is to deal with policies relating to curriculum for Grades I-XII. Policy recommendations are made to the Minister of Education concerning procedures and programming.

2. The encouragement and support for subject area councils.

3. A Provincial Curriculum Committee composed entirely of ATA members.

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[15]Information received in correspondence from John S. Church, Director of Professional Development, British Columbia Teachers' Federation, June 29, 1977.

[16]Information received in correspondence from Margaret Healy, Vice-President, Yukon Teachers' Association, September 29, 1977.

There is no formal structure at the local district level for ensuring teacher input into curriculum development.[17]

The Saskatchewan Teachers' Federation (STF) regards curriculum development as a major responsibility.[18] The Federation nominates teacher representatives to serve in an advisory capacity on Department of Education committees. These committees are established from time to time to review and revise school programs in each of the subject areas.[19]

The Manitoba Teachers' Society (MTS) acts in an advisory capacity to the Minister of Education through its representation on the Program Review Committees. These bodies are responsible for identifying program needs. The committees, after analyzing needs, make appropriate recommendations to the Program Development and Articulation Council. The MTS has two representatives on this Council which is the main advisory body on curriculum in the province.[20]

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[17] Information received in correspondence from W.M. Brooks, Executive Assistant Professional Development, Alberta Teachers' Association, July, 1977.

[18] Statement of Policy and Bylaws of the Saskatchewan Teachers' Federation, Saskatoon, Saskatchewan, May, 1977, p. 27.

[19] Information obtained in correspondence from M.M. Lofstrom, Executive Assistant, The Saskatchewan Teachers' Federation, August 9, 1977.

[20] Education Manitoba, Vol. 3, No. 10 (June, 1977), pp. 12-15. Manitoba Teachers' Society, Winnipeg, Manitoba.

The involvement of the Ontario Teachers' Federation (OTF) in curriculum development at the provincial and school board levels prior to 1976 was informal. Although many teachers were appointed to local and provincial curriculum committees, they were seldom appointed directly by OTF or one of its affiliates. In 1976 the Minister of Education agreed that OTF would have the opportunity to nominate a substantial number of its members to each provincial curriculum committee. This agreement resulted in the establishment of a provincial curriculum revision project that has involved hundreds of teachers.

In addition, the OTF has a number of curriculum committees, many of which have produced curriculum documents in outdoor education, social sciences, junior kindergarten, and language arts. These documents have had a substantial influence on teaching practices throughout the province.[21]

In Quebec the two English-speaking teacher associations, the Provincial Association of Catholic Teachers (PACT) and the Provincial Association of Protestant Teachers (PAPT) have a joint Curriculum Council which allows for curriculum input from subject associations and teacher syndicates. This Council makes available to subject associations grants to assist in the setting up of seminars, conferences, and workshops. The joint Curriculum Council consults with the

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[21] Information obtained in correspondence from Helen I. Dunlop, Executive Assistant, Ontario Teachers' Federation, June 28, 1977.

Ministry of Education in curriculum matters.[22]

New Brunswick has both English and French Teacher Associations. The input of the Association des enseignants francophones du Nouveau-Brunswick (NEFNT) in curriculum development is through (1) membership in the Minister of Education's advisory council; (2) study programs; (3) pedagogical councils. As a result of this involvement the Association has input into recommendations to the Minister concerning curriculum.[23] The English-speaking teachers of New Brunswick have direct input into curriculum matters through the New Brunswick Teachers' Association (NBTA). The NBTA is represented on the Provincial Curriculum Committee.

New curriculum in New Brunswick originates with the various sub-committees of the Provincial Curriculum Committee. Teachers who serve on these committees are usually named by the Department of Education Consultants.[24]

The Prince Edward Island Teachers' Federation (PEIFT) has no formal structure for involvement in provincial curriculum matters. Members of the Federation, however, sit

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[22] Information obtained in correspondence from Douglas C. Noon-Ward, Executive Assistant, Provincial Association of Catholic Teachers, Quebec, August 23, 1977.

[23] Information obtained in correspondence from Jean-Marie Long, Chef des Services Pedagogiques, Association des enseignants francophones du Nouveau-Brunswick, July 5, 1977.

[24] Information received in correspondence from Rod Campbell, Director of Professional Development, The New Brunswick Teachers' Association, June 27, 1977.

on curriculum advisory committees. The PEIFT does not have any policy on curriculum development although resolutions dealing with curriculum are passed at all annual meetings.[25]

The Nova Scotia Teachers' Union (NSTU) is involved in curriculum at both the organizational and the provincial level. At the organizational level, the Union supports a curriculum committee made up of representatives from each of fourteen special interest councils. The purpose of this committee is to study proposed changes in the curriculum and report its findings and recommendations to the provincial executive. At the provincial level there is a curriculum advisory committee. As well, there are five program review committees. The NSTU is represented in an advisory capacity on each of these committees. The Union is also invited to nominate personnel to serve on task forces which are set up by the Minister to deal with specific curriculum areas.[26]

From a survey of the involvement of provincial teacher associations the following is clear:

1. The involvement of teacher associations in curriculum varies from province to province.

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[25]Information obtained in correspondence from James W. MacKay, Executive Assistant, Professional Development, The Prince Edward Island Teachers' Federation, August 2, 1977.

[26]Information obtained in correspondence from Florence Wall, Executive Assistant, Nova Scotia Teachers' Union, August 5, 1977.

2. Regardless of the degree of involvement each teacher association regards it as a right and a responsibility for the association to become fully involved in provincial curriculum development.
3. No association is complacent regarding its involvement in the curriculum development process. Indeed, all associations are striving for maximum input into matters pertaining to curriculum.

CHAPTER III

THE ROLE OF THE NTA IN CURRICULUM DEVELOPMENT

This chapter will examine the NTA's role in curriculum development. Specifically, the chapter will: (1) provide support for NTA involvement in curriculum development, and (2) analyze the following NTA curriculum strategies:

1. Curriculum seminars
2. Summer short courses
3. Regional seminars
4. Subject area councils

In examining these strategies, this study used the following model for curriculum development as outlined by Taba:

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning experiences
7. Determining what to evaluate and ways and means of doing it.[1]

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[1] Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962), p. 12.

Support for NTA Involvement in Curriculum Development

Support for the involvement of the NTA in curriculum development came from bodies outside the Association, in particular Newfoundland's Royal Commission on Education and Youth.[2] Specifically, the Royal Commission recommended that the NTA assist the Department of Education, Memorial University, and school boards with conferences, workshops, summer courses, and evening courses so that teachers could be kept informed of all subject areas of the curriculum.[3] It also recommended that the NTA be represented on the policy-making body for Public Examinations.[4]

Further support came from the Department of Curriculum and Instruction at Memorial University. This department stated that teachers must become involved both individually and collectively, through their professional association, in the curriculum decision-making process.[5]

NTA Curriculum Seminar

The first recorded major curriculum strategy developed by the NTA was a two-day Curriculum Seminar in 1966. The major purpose of this seminar was to develop an

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[2] Report of the Royal Commission on Education and Youth, Province of Newfoundland and Labrador, Vol. I, 1967.

[3] Ibid., Recommendation 138, p. 171.

[4] Ibid., Recommendation 174, p. 190.

[5] B. Brett and G. Murphy. Brief prepared for the Provincial Curriculum Conference, March, 1975, p. 6.

awareness of the curriculum process among Association members.

The specific aims of this seminar were:

1. To define the term curriculum development and to establish a rationale for action.
2. To establish the agencies responsible for curriculum development and to determine the particular role of a teacher organization in the field of curriculum.
3. To suggest the basic professional development necessary to participate effectively in curriculum development.[6]

The topics explored were:

1. "A Definition of the Curriculum Process and the Formulation of a Rationale for Effective Action."[7]
2. "The Role of the Teacher Organization in the Curriculum Process."[8]
3. "Teacher Proficiencies and Curriculum Planning."[9]

This seminar attempted to provide a comprehensive basis for understanding the curriculum, a necessary step before engaging in the process of curriculum development.

The seminar stressed the importance of providing for the needs of the students when courses of study were

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[6] NTA Bulletin, Vol. X (September, 1966), p. 3. Newfoundland Teachers' Association, St. John's, Newfoundland.

[7] The Curriculum Process: A Basis for Action (St. John's: The Newfoundland Teachers' Association). An Address by Dr. K. Prueter, pp. 13-23.

[8] Ibid. An Address by J.S. Church, pp. 25-44.

[9] Ibid. An Address by E.G. Humphreys, PP. 45-55.

introduced. In this connection, delegates were told by a panel of high school students that high schools in the province were concerned little with meeting the needs of the students.

Major ideas resulting from this seminar were:

1. That the NTA should take an active role in curriculum development.
2. That the NTA institute long-term curriculum planning.
3. That the curriculum in schools will improve only as the professional competence of teachers improves.[10]

Curriculum Short Courses

The NTA, following the Curriculum Development Seminar, instituted a number of curriculum strategies. These strategies included five summer short courses beginning in 1967. The first of these seminars was a Science Short Course. Approximately eighty-five teachers along with other interested persons participated. The specific objectives of this course were:

1. To demonstrate the curriculum process in a particular subject area.
2. To determine the aims and objectives of a science program and to show how these may be implemented.
3. To set guidelines for choosing a science program and to show how these may be implemented.

[10] Ibid., pp. 64-68.

4. To test in practice the productivity of cooperative action.[11]

The science seminar concentrated on determining what the aims and objectives of the science curricula for the province's elementary and secondary schools should be. It also attempted to identify the needs of students with respect to the science curricula in the elementary and secondary schools.

The seminar was concerned with the kinds of learning experiences the science program provided the students and with the types of facilities and teaching techniques necessary to meet these needs and provide such experiences. Finally, the conference discussed the kinds of teacher education necessary to enable science teachers to assume an active role in developing science curricula.

The second short course dealt with the social studies. Approximately sixty teachers attended. An added feature of this particular short course was the involvement of students. The course attempted to determine what the aims and objectives of the social studies should be. It had pupils discuss what they perceived to be the major deficiencies in social studies programs.

The delegates sought ways to make the social studies programs relevant to the needs of the students. They also

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[11] S.G. McCurdy, "Role for the Teacher Organization in Curriculum Development" (Paper presented at the Meeting of the Atlantic Conference of Teachers' Organization, Halifax, N.S., May, 1968), p. 10. Newfoundland Teachers' Association, St. John's, Newfoundland.

discussed techniques that teachers could use in the social studies to provide students with meaningful learning experiences.

The third short course dealt with English. Some major questions discussed at this course were:

1. Why English?
2. What should be taught in English?
3. Is the present English program meeting the needs of the students?
4. How effective is the system of evaluation?
5. Do the public examinations effectively evaluate what the student has acquired from an English program?[12]

The fifty delegates dealt with these questions in a series of informal presentations, panels, question periods, and general discussions.

The fourth short course was devoted to the creative arts. The course consultants stressed the need for flexibility on the part of teachers and administrators if the creative process were to function in the classroom.

The fifth short course was concerned with environmental education. The course discussed ways in which environmental education could be integrated into the existing curriculum.

Approximately fifteen teachers and administrators, together with an equal number of University, NTA, and

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[12] NTA Bulletin, Vol. XII (May-June, 1969), p. 8. Newfoundland Teachers' Association, St. John's, Newfoundland.

Department of Education representatives were in attendance.

With regard to the model developed by Taba the five short courses did not progress beyond step two. There was, however, some attention given at these short courses to a diagnosis of needs and a formulation of specific objectives. As for the other steps in Taba's plan for curriculum development it would appear that these short courses were inadequate.

Regional Seminars

A third type of strategy developed by the NTA was the holding of regional seminars in certain central locations throughout the province. This approach enabled the Association to involve more teachers than had been possible through the short courses.

The first of these seminars was held on the Burin Peninsula in 1969. The initiative for this seminar came from the NTA, Curriculum Committee. The purpose of the first phase was to make teachers more aware of their role in the curriculum process.

The second phase of this seminar was held in 1970. The aims were as follows:

1. To have teachers analyze the curriculum by studying the content in the individual subject areas.
2. To create discussion that would help teachers improve their instructional strategies.
3. To find the instructional materials that would best motivate student learning.

4. To make the learning experiences more relevant and meaningful to the student.

5. To develop a more agreeable working relationship between teachers and students.[13]

Teachers attending the first two phases of the seminar reported on a number of strategies which they had employed to improve curriculum in their schools. Teachers circulated a questionnaire to determine the needs of the students and to develop a basis for decisions related to teaching strategies.

The third stage in this seminar was a two-day conference. The sixty delegates who were involved in the first two phases were also involved in the third. The aim of the third phase was to evaluate those changes made in the curriculum as a result of the seminars and to offer direction for the future.

It appears that in designing the Burin Peninsula Curriculum Project the planners followed closely the Taba model for curriculum development. An examination of the sources revealed that in practice the project fell short of adequately following the Taba model in all areas except that of the diagnosis of needs.

The Bonavista Peninsula was chosen as the site for the second NTA-sponsored curriculum project. A seminar based on the Burin Peninsula experience was held in Catalina

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[13] Burin Peninsula Curriculum Report, A Conference Report (March, 1970), p. 34. Newfoundland Teachers' Association, St. John's, Newfoundland.

in 1970. The delegates attending the seminar agreed to implement ideas similar to those of the Burin Peninsula Curriculum Project. However, the follow-up procedures were weak and the project was discontinued.

Regional Short Courses

The regional seminars were followed in 1972 by a number of regional short courses. These were co-sponsored by the Joint Committee of the NTA, Denominational Education Committees, Memorial University, and the Department of Education; this Committee had the cooperation of the Federation of School Boards.

The purpose of these courses were:

1. To make curriculum information available to more teachers than was possible through the summer curriculum short courses and regional seminars.
2. To involve district supervisors and teachers.
3. To deal with a particular subject annually.
4. To choose topics of concern to administrators and teachers.[14]

In 1972-1974 the committee sponsored seven short courses on the topic: "Curriculum and the Newfoundland Culture." These were held in St. John's, Clarenville, Marystown, Grand Falls, Plum Point, Goose Bay, and Curling.

The primary objective of this project was to discuss the Newfoundland culture and to ascertain anything of value

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[14] "The Future of the Summer Curriculum Projects" (A report presented to the Joint Committee by the sub-committee on the Summer Curriculum Project, March, 1972), pp. 1-2. Newfoundland Teachers' Association, St. John's, Newfoundland.

which should be integrated into the curriculum. The topics discussed are presented in Appendix B.

The major recommendations resulting from these short courses were:

1. That curriculum planners at the provincial level give careful attention to Newfoundland studies in a wide variety of school programs.
2. That agencies such as the NTA, the Faculty of Education at MUN should also play a leadership role in fostering an awareness of Newfoundland and Labrador among students and teachers.[15]

The regional short courses were continued in 1975-1976 and in 1976-1977. The general theme for the short course during the period 1975-1976 was, "Religious Education: Approach, Methods and Practical Aspects." In 1976-1977, the topic was "The Teachers' Role in Curriculum Development."

It seems that the regional short courses gave much attention to at least three steps of the Taba model, namely, the diagnosis of needs, the formulation of objectives, and the selection of content.

Provincial Curriculum Project

The Provincial Curriculum project grew out of the concerns of the Division of Instruction of the Department of Education. The NTA at its 1972 Annual General Meeting supported the concerns of the Department of Education in this area.

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[15] O.G. Tucker, "Flankers" (A report presented to the Joint Committee on Education, St. John's, August, 1973), p. 8. Newfoundland Teachers' Association, St. John's, Newfoundland.

The aim of the project was to produce, through study and discussion, school programs which would more adequately meet the educational needs of the youth of the province.

The first phase, 1973-1974, was designed to elicit response from the public on the question, "What should our schools teach?" In order to accomplish this objective a series of public meetings were held in thirty-eight communities across the province. At these meetings citizens were invited to express their ideas and concerns. These were organized under the following headings:

1. Vocational Education
2. Family Living
3. Studying Ourselves (Canada and Newfoundland)
4. Curriculum Organization
5. Practical School Program
6. The Individual and Society
7. Personal Development.[16]

In February, 1974, 109 delegates representing communities, students, educators, institutions, and organizations met in a conference to discuss and formalize statements regarding the secondary school program.

The second phase, 1974-1975, involved educators whose task was to decide on the most effective method of

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[16] Provincial Curriculum Project: Report of the Educators' Conference, March 6-8, 1975, pp. 4-6. Newfoundland Teachers' Association, St. John's, Newfoundland.

implementing the desired curriculum. During this phase briefs from a number of educational bodies in the province were received. Also, through NTA branches, teachers were asked to study the report of phase one and to make recommendations on appropriate directions for high school curriculum.

Phase two ended in 1975 with a three-day Educators' Conference at which resolutions stressed the need for:

1. A broadening and restructuring of the curriculum.
2. The decentralizing of curriculum decision-making and allowing teachers greater input.
3. The provision of more "practical" education.[17]

The third phase of the project took place during 1975-1976 and focused attention on the primary school curriculum. Delegates met for a two-day conference in 1976 to identify problems at the primary level. Delegates at this conference made the following major recommendations:

1. That a primary curriculum committee be established at the provincial level to study all aspects of primary education.
2. That the Teacher Education Program at Memorial University include practical experience with student teaching every year of the program culminating in a full semester practicum in the final year.
3. That the Reading Institute be established at various centers across the province in addition to the one held annually in St. John's.

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[17] Provincial Curriculum Project: Report of the Educators' Conference, March 6-8, 1975, p. 11. Newfoundland Teachers' Association, St. John's, Newfoundland.

4. That efforts be made to unite functional and creative writing in the primary grades.[18]

The fourth (and final) phase of this project is scheduled for 1977-1978 and will center on problems at the elementary level.

This project, like the others before it, will be concerned with identifying needs and determining the aims and objectives for the curriculum. It will deal with the question of curriculum content and teaching strategies.

It appears that the Provincial Curriculum Project gave and will continue to give attention to four steps of Taba's model, namely, diagnosis of needs, selection of objectives, selection of content and teaching strategies. It should be noted that this project has not been completed, and that the NTA's role has been one of supporting a project initiated by the Provincial Department of Education.

Special Interest Councils

Another strategy employed by the NTA in curriculum development has been the special interest councils. Presently there are twenty of these councils in operation. These are listed in Appendix B.

The special interest councils have the following objectives:

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[18] Provincial Curriculum Project: Report on the Primary Education Conference, April 8-9, 1976, pp. 7-10. Newfoundland Teachers' Association, St. John's, Newfoundland.

1. To help teachers improve their understanding of curriculum.
2. To modify curriculum in specific areas.
3. To make recommendations through regular NTA channels for curriculum change.[19]

In an attempt to realize these objectives, the councils have organized numerous workshops, seminars and conferences involving thousands of teachers.

These councils have had strong professional links with the Provincial Division of Instruction and the Faculty of Education at Memorial University.

Teachers who are members of special interest councils have some input into curriculum modification through:

1. Serving on departmental committees.
2. Participating on the NTA Curriculum Committee.
3. Submitting resolutions through the NTA branch for approval of the Annual General Meeting.[20]

A unique illustration of the curriculum function of these special interest councils is found in the Biology Committee of the NTA Science Special Interest Council which began work on a new program in 1974. The work began with five teacher-volunteers. They were all high school biology

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[19] A Discussion Paper on the Future Development of Special Interest Councils. Dated March 23, 1974. Newfoundland Teachers' Association, St. John's, Newfoundland.

[20] Future Development of Special Interest Councils: A Discussion Paper. Newfoundland Teachers' Association, St. John's, Newfoundland.

teachers who were interested in changing the biology course which used as a core text, Exploring Biology.

The Committee set out to create a program in biology for "average" Newfoundland students. The committee emphasized the formulation of a biology program. This formulation of a program preceded the selection of a textbook and other materials.

The Committee was concerned not only with creating a program and selecting a core text but also with the task of determining appropriate laboratory activities for the program.

In 1974, the Provincial Science Curriculum Council (PSCC) and the Director of Instruction of the Department of Education recognized the importance of the work of the Biology Committee. They began to give financial support, encouragement and direction to the efforts of the Committee. An attempt was made to determine the validity of the developing program in relation to the emerging kindergarten to grade eleven philosophy of the Department of Education. Throughout 1974 the work of writing and rewriting the program continued.

In 1975, the PSCC asked science educators, research scientists and teachers, who had no previous contact with the program, to evaluate the proposed biology program in the light of certain criteria. These people wrote a constructively critical report and their findings, together

with those of the PSCC, were given to the working group for modification. These included:

1. Revising certain explanations throughout the course.
2. Restating behavioral objectives using professional terminology.
3. Answering the question, "Where is the Newfoundland material?" if the course was to be a Biology course for Newfoundland students.
4. Correlating the program with a preferred student text and laboratory manual.
5. Giving attention to technical points such as grammar, punctuation and organization.[21]

In 1976, a two-week extended work session was provided and new sections were added including correlation guides between the program and the chief reference text and laboratory manual.

Six teachers were chosen to pilot the program in grade ten. Class sets of texts and laboratory manuals were provided with several copies of recommended references. Schools were selected to provide as wide and diverse a range of laboratory facilities as was possible.

The remarks from the piloting teachers stressed the need for some modifications in the program together with the need for periodic reviews.[22]

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[21] Information obtained in correspondence from Don Downer, member of the Biology Committee of the NTA Science Council, November 2, 1978.

[22] Science News, Vol. II (February, 1977), pp. 2-3. Newfoundland Teachers' Association, St. John's, Newfoundland.

The Biology Project followed closely all the steps in curriculum development as outlined by Taba. Unlike the other NTA curriculum activities, much attention was paid to the organization and selection of content, the organization of learning experiences and the evaluation of the total biology program.

CHAPTER IV

PRESENTATION AND ANALYSIS OF QUESTIONNAIRE DATA

This chapter includes a description of the questionnaire used in the report, a brief description of the sample, also a presentation and an analysis of the data.

Sample

The sample of the study consisted of all 157 district school supervisors in the province of Newfoundland and Labrador.

The supervisors were selected because they were perceived to have a high degree of familiarity with the NTA's curriculum development activities during the period investigated. All supervisors had been classroom teachers and many were active teachers during the period under discussion.

In addition, their supervisory role involved familiarity with and work experience in the area of curriculum. Thus, it was felt that supervisors had a broad understanding of curriculum in general and of the NTA's role in curriculum development in particular.

The Questionnaire

The questionnaire (Appendix A) was constructed by the writer to measure the degree to which the NTA's

curriculum development strategies adhered to the seven steps of the Taba Curriculum Development model.

The questionnaire consisted of seven items based upon that model.

A five-point Likert type scale was used to measure the degree to which the NTA adhered to the steps outlined by Taba. In describing this adherence district supervisors had five possible responses: superior degree, high degree, average degree, fair degree, and low degree. The letters A, B, C, D, and E represented respectively each of these responses. Supervisors were asked to circle the letter indicating the responses that they felt best described the degree to which NTA curriculum development activities corresponded to the steps of Taba's model.

The questionnaire was scored by assigning a value of five to "superior degree," and decreasing this value until the "low degree" was assigned a value of one.

Collection of Data

The questionnaire was mailed to all district school supervisors in Newfoundland and Labrador. This group numbered 157 and were representative of thirty-five educational districts in the province.

Returns were received from 113 respondents. Four of these returns were not usable. Thus, the percentage usable response was 69.4.

Method of Data Analysis

The data collected was discussed with reference to the questions asked. Each of the questions asked corresponded to the steps in Taba's curriculum development model.

The responses to each question were analyzed independently. The relative data took the form of numerical and percentage as well as mean scores for each question.

In describing the analysis of data the following will be accepted:

A mean score of 4.5-5 equals superior involvement.

A mean score of 3.5-4.4 equals high involvement.

A mean score of 2.5-3.4 equals average involvement.

A mean score of 1.5-2.4 equals fair involvement.

A mean score of 0-1.4 equals low involvement.

Analysis of Data

A study of the data in Table 1 shows the supervisors did not perceive the NTA's curriculum development process as adhering to the question of needs. Table 1 reveals a mean score of 2.48 which shows that supervisors as a group assessed the NTA's attention to the diagnosis of needs as average. Table 1 shows that 77 per cent of the supervisors rated the adherence to needs as average or low.

TABLE 1

DIAGNOSIS OF NEEDS

	RANK					Mean	
	Superior	High	Average	Fair	Low	Score	Total
%	2	20	31	23	23	2.48	100
#	2	22	34	25	26		109

The data in Table 2 revealed that 82 per cent of the respondents saw the NTA's attention to a formulation of objectives to be average or below. The mean score of 2.56 indicates that the formulation of objectives received only average attention by the NTA's curriculum development process.

TABLE 2

FORMULATION OF OBJECTIVES

	RANK					Mean	
	Superior	High	Average	Fair	Low	Score	Total
%	1	17	38	26	18	2.56	100
#	1	19	41	28	20		109

Table 3 shows that 73 per cent of the reference group perceived the NTA's adherence to the selection of content as average or below. The mean score of 2.78 supports the average degree of attention to the step of content selection.

TABLE 3

SELECTION OF CONTENT

	RANK					Mean	
	Superior	High	Average	Fair	Low	Score	Total
%	1	26	39	18	16	2.78	100
#	1	28	42	20	18		109

The data presented in Table 4 reveals that 75 per cent of the supervisors saw the NTA's attention to the organization of content as being average or below. The mean score of 2.61 is indicative of the average degree of attention attached to the organization of content.

TABLE 4

ORGANIZATION OF CONTENT

	RANK					Mean	
	Superior	High	Average	Fair	Low	Score	Total
%	1	24	33	23	19	2.61	100
#	1	27	25	25	21		109

Table 5 shows that 85 per cent of the respondents perceived that the NTA's attention to the selection of learning experiences to be average and below. The mean score of 2.48 shows average attention on the part of the NTA's curriculum development process to the selection of learning experiences.

TABLE 5

SELECTION OF LEARNING EXPERIENCES

	RANK					Mean	
	Superior	High	Average	Fair	Low	Score	Total
%	1	14	31	35	19	2.48	100
#	1	16	34	37	21		109

The data presented in Table 6 reveals that 86 per cent of the response group observed the NTA's curriculum process as paying average or below average attention to the organization of learning experiences. The mean score of the supervisory group was 2.41 which indicates that only fair attention was given to this step in the curriculum process by the NTA.

TABLE 6

ORGANIZATION OF LEARNING EXPERIENCES

	RANK					Mean	
	Superior	High	Average	Fair	Low	Score	Total
%	1	13	35	29	22	2.41	100
#	1	14	38	32	24		109

The data in Table 7 shows that 90 per cent of the supervisors perceived the adherence of the NTA's curriculum

development process to evaluation as being average or below. The mean score of 2.15 supports the fact that only fair attention was paid by the NTA to this step in the curriculum model.

TABLE 7

EVALUATION

	RANK					Mean	
	Superior	High	Average	Fair	Low	Score	Total
%	3	7	31	23	36	2.15	100
#	3	8	34	25	39		109

Table 8 reveals that the supervisory group did not perceive adherence by the NTA to any step in the Taba model for curriculum development to be superior or high. Specifically, the supervisors rated the NTA's curriculum development process as giving average attention to the first five steps. The respondents saw the NTA's attention to the last two steps in the Taba model as being fair.

TABLE 8

MEAN SCORES OF ADHERENCE TO STEPS IN THE CURRICULUM PROCESS ACCORDING TO DEGREE OF ATTENTION

Curriculum Development Stages	Mean Score	RANK				
		Superior	High	Average	Fair	Low
3. Selection of Content	2.78			x		
4. Organization of Content	2.61			x		
2. Formulation of Objectives	2.56			x		
1. Diagnosis of Needs	2.49			x		
5. Selection of Learning Experiences	2.48					
6. Organization of Learning Experiences	2.41				x	
7. Evaluation	2.15				x	

CHAPTER V

SUMMARY, MAJOR FINDINGS AND RECOMMENDATIONS

This report describes the role of the NTA in curriculum development during the period 1965 to 1977.

The writer selected the Taba model for curriculum development to provide an orderly framework for considering the curriculum development strategies undertaken by the NTA.

In the period 1965 to 1977 the NTA provided many curriculum development opportunities. These opportunities took the form of curriculum committees, summer short courses, regional seminars and subject area councils.

This report found that provincially the NTA has been an influential body with respect to curriculum development. Generally, however, in terms of the Taba model for curriculum development, the curriculum strategies employed by the NTA have been found wanting.

Specifically with respect to the diagnosis of needs, formulation of objectives, organization of learning experiences, as well as that of evaluation, this report found that the efforts of the NTA's curriculum development process was less than adequate. This finding was also supported by the district school supervisors who served as the reference group for the report.

The report found, however, that the Biology Project followed closely all the steps in curriculum development as defined by Taba. Unlike the other curriculum activities of the NTA, this project paid much attention to the organization and selection of content, the organization of learning experiences, and the evaluation of the program, as well as to the other steps in the curriculum development process.

The theoretical framework of this study was limited; thus it is important that the conclusions be viewed with caution. They are, strictly speaking, valid only within the specific conditions of this report: the use of the Taba model, the limited sample, the questionnaire and procedures used for obtaining data.

This report makes the following recommendations:

1. That the NTA give much thought and consideration to curriculum theory with a view to providing order to any curriculum development strategies it might employ.
2. That the NTA set up immediately a special committee to study and report on the future role of the Association in curriculum development.
3. That the Assocation encourage others to research and report on other aspects of the NTA's curriculum involvement such as a study with respect to the financial expenditure involved in curriculum development.

4. That an evaluation of the role of the NTA in curriculum development should be undertaken using samples from other groups which have input into curriculum development; also, that evaluation of specific activities sponsored by the NTA should be made upon the completion of each activity.

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APPENDIX A

Robinsons
Newfoundland
A0N 1V0

_____1978

Dear Sir:

During the past year I have been studying the NTA's involvement in curriculum development in this province from 1965-1977.

Taba (1962) states that curriculum development follows a well defined pattern.

(I am attempting to analyze the NTA's activities in terms of Taba's model for curriculum development.

I am seeking your cooperation in completing this study by having you answer the enclosed questionnaire.

As a supervisor you have perception of the NTA's involvement in curriculum development. At the same time you may be mainly familiar with only one or two curriculum activities (e.g., curriculum short course, special interest council, etc.). For purposes of this study it is important to have your perception of the NTA's activities in curriculum as a whole.

Your cooperation is of paramount importance for the completion of this study.

I would remind you that I am interested in your overall perceptions of the NTA's activity in curriculum development. Since I am seeking your perceptions, the fact that you may be new to the field of supervision should not in any way deter you from responding to the questionnaire.

I have enclosed a stamped, self-addressed envelope for your response.

Thank you for your cooperation.

Yours sincerely,

George Coffin,
E.A. Butler High School.

Encl.

On the following pages is a list of items associated with orderly curriculum development.

Please indicate the degree to which you perceive that the NTA has considered each step in its curriculum development process.

In asking you to respond to this questionnaire, I realize that you may not be familiar with all of the NTA's curriculum activities. If, however, you are not familiar with all of the activities please respond on the basis of what you perceive of the NTA's activities in general.

Please do not evaluate the items as "good" or "bad" but read each item carefully and decide to what degree the NTA's curriculum development process has paid attention to that item. Each item should be considered separately. This is not a test of ability or consistency in answering; the only purpose is to make it possible for you to give your perception of the NTA's curriculum development process.

It is important that your answers be independent. Please do not discuss them with other colleagues.

Please do not place your name or any type of identification upon the questionnaire.

Please respond to each item.

Directions:

a. Read each item carefully.

b. Decide to what degree you perceive the NTA has considered each item in its curriculum development process.

c. Circle the letter which corresponds to your answer (one letter only for each item).

A = Superior Degree
B = High Degree
C = Average Degree
D = Fair Degree
E = Low Degree

1. To what degree to you perceive that there was a diagnosis of needs? A B C D E

2. To what degree do you perceive that there was a formulation of objectives? A B C D E

3. To what degree do you perceive attention was paid to the selection of content? A B C D E

4. To what degree do you perceive attention was paid to the organization of content? A B C D E

5. To what degree do you perceive attention was paid to the selection of learning experiences? A B C D E

6. To what degree do you perceive attention was paid to the organization of learning experiences? A B C D E

7. To what degree do you perceive attention was paid to the determination of what to evaluate and of the ways and means of doing it? A B C D E

APPENDIX B

Special Interest Councils of the NTA

Art Council
Educational Drama and Spoken English Council
Educational Media Council
English Council
Driver Education Council (TODE)
History and Social Studies Council
Home Economics Council
Mathematics Council
Modern and Classical Languages Council
Music Council
Physical Education Council
Primary Teachers' Council
Reading Council
Religious Education Council
Retired Teachers' Association
School Administrators' Council
School Counsellors' Association (SCAN)
Science Council
Special Education Council
Supervisors' Council

APPENDIX C

Curriculum and the Newfoundland Culture

Location	Topic of Discussion
Clarenville	"The Elementary Language Curriculum and the Newfoundland Culture."
Northern Peninsula (Plum Point)	"Pre-Vocational Fisheries and Marine Courses for High School Pupils of the Great Northern Peninsula of Newfoundland."
West Coast (Curling)	"The Newfoundland Culture and the School Curriculum."
Burin Peninsula (Marystown)	"Creative Writing and the Newfoundland Culture."
The Avalon Peninsula (St. John's)	"Social Studies and the Newfoundland Culture."
Central Newfoundland (Grand Falls)	"Physical Education, Drama, Arts, Crafts and Music and the Newfoundland Culture."
Labrador (Happy Valley-Goose Bay)	"English and Social Studies and the Newfoundland Culture."