THE DEVELOPMENT OF A SCHOOL IMPROVEMENT
PROGRAM FOR ERIC G. LAMBERT SCHOOL,
CHURCHILL FALLS, LABRADOR NEWFOUNDLAND

ADRIAN CLARKE

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by

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ADRIAN CLARKE

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ABSTRACT

Eric G. Lambert School has been privately operated by the Churchill Falls (Labrador) Corporation since it opened in September, 1967. As a private school operated by a hydro electric corporation, it has functioned outside the denominational educational system of the province of Newfoundland, and its operation is not subject to the jurisdiction of any school board. However, the school does follow the curriculum prescribed by the provincial Department of Education.

This study was developed to provide parents, teachers, and students the opportunity to express what they liked and/or disliked, and what they wanted to maintain and/or change about their school. The study design was shaped by the literature on school improvement, and included an abridged version of the history of Eric G. Lambert School, the development and administration of three questionnaires: one for each of the groups involved in the study - parents, teachers, and students.

This was the first time such an indepth study was undertaken at Eric G. Lambert School. It was a welcomed experience for parents, teachers, and students to have the opportunity to express their opinions about all aspects of the operation of the school. The history of the school indicated that the involvement of any of the survey groups in school matters was heretofore one of reaction instead of

action. Hence, the main intent was to provide a coherent portrait of the school as perceived by students, teachers and parents of Churchill Falls as of June, 1988 when the questionnaires were completed and administered. An analysis of the data will provide a framework for a three-to-five-year schoolwide improvement plan for Eric G. Lambert School.

The three questionnaires were developed by the researcher, from an exhaustive literature review on school improvement, the history of Eric G. Lambert School, and the experience of the researcher's own tenure at the school. The main survey areas were:

> Expectations
>
> Clear Instructional Goals
>
> Student-Centered Learning Environment
>
> Continuous Humanistic Assessment
>
> Key Instructional Behaviours
>
> Effective Leadership
>
> Shared Vision
>
> Systematic Monitoring and Evaluation
>
> Emphasis on Student Learning and Progress
>
> Well-Coordinated Curriculum
>
> Staff Development
>
> Positive School Climate
>
> Churchill Falls School Committee
>
> Community Counselling and Support Services
>
> Communications
>
> Pressure and Support

Churchill Falls Recreation Department

Incentives

The questionnaires were administered to the population for each group: 27 teachers, 142 parents, and 161 students. Responses were excellent, as 92.9% of parents, 100% of the teachers and 92.5% of the students returned completed questionnaires, for an overall response rate of 93.3%.

The Statistical Package for the Social Services (SPSS:X) was used to generate a summary of the descriptive statistics for each individual item for each group surveyed. The analysis was presented in the form of descriptive statistics, utilizing primarily tabular formats which often required little additional comment in the text of the document.

The three groups expressed a variety of opinions regarding various aspects of the operation of Eric G. Lambert School. There were similarities and differences expressed with each group's identification of perceived strengths and weaknesses of the school, opinions of what the characteristics of a successful student should be, and suggestions for improvement. The data revealed that student discipline, expansion of the curriculum, alcohol and drug programs, staff performance appraisal program, and a greater opportunity for students to be involved in appropriate school decisions and policy development are among the core ingredients of a three-to-five-year improvement plan, currently underway at Eric G. Lambert School.

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CHAPTER 1

INTRODUCTION

"Education is a complex and perplexing undertaking" (McConagly, 1983, p. 3). This has never been more true than when applied to our schools. However, no matter how much agreement there is about the difficult missions given to schools, there is equal disagreement that schools are not achieving up to the public's expectations. Numerous studies have been published over the years indicating dissatisfaction over the effectiveness of public education. (Conant, 1959; Coleman, 1966; Plowden, 1967; Jencks et al., 1972).

Each decade has had its attempts with reform. However, no decade has equalled the eighties in their push to improve schools. "The 1980's can be characterized as a decade in search of excellence in all fields, especially in the fields of business, industry and education" (Fantini, 1986, p. 1). In the field of education there were a number of studies that argued for reform. (Alder, 1983; Boyer, 1983; Education Commission of the States, 1983; Goodlad, 1983; Kozol, 1985; Sizer, 1984; Twentieth Century Fund, 1983).

A "legacy of mediocre education" (Fantini, 1986, p. 2) has permeated the American society. A "legacy of doubt" (Schmuck, 1984, p. 21) has been created about the ability of the school to make a difference in student learning. Yudof (1984) indicates that the public reaction to the documented school

ills is "yes, we've slipped; so let's change our ways" (p. 456).

Since all these studies were done about schooling in the United States, one may indeed question the relevance for Canada. Goodlad (1984a) offers this observation:

> Up to here, at least, this discussion is as relevant for schooling in Canada as it is for schooling in the United States. It would be presumptuous of me to assume that the realities of schooling we encountered and described are paralleled completely in Canadian schools. Still, having taught and served as a principal in Canadian schools and having visited some over the years since leaving my native country, I have not gathered any evidence to suggest that the regularities of schooling in Canada are profoundly different from the regularities of schooling in the United States. (p. 5)

In addition to these major studies of schooling, declining enrollments, financial cut-backs, changing priorities of governments and other educational funding agencies are great problems for educational systems. The "age of slowdown" (Boulding, 1975, p. 8) has become the new reality. " . . . In terms of budget allocations, schools will have difficulty getting priority, although the demands on the school are increasing" (Van Velzen, Miles, Ekholm, Hameyer & Robin, 1985, p. 25). Educators and educational policy makers have "become so accustomed to the belief that schools that are bigger are better that [there is] difficulty imagining how to make schools smaller and better" (Neal, Bailey, & Ross, 1981, p. 9, emphasis in original).

The demand for reform also comes from "the changing world view" (Fantini, 1986, p. 7). The Newtonian model of our world

as a 'fixed state' has gradually been replaced by the Einsteinian view that our world is dynamic and flexible. Such shifts in world views, educational goals and means of delivery are best summarized by Fantini (1986) in Table 1 on page 42. Fantini (1986) argues that "we are moving from a **teaching** position to a **learning** position. This is far more than a neat parallel construction, for it represents a fundamental shift in our view of education and schooling" (p. 39, emphasis in original).

Our changing society, our changing world view, together with the plethora of studies of schooling, all have the "clarion call for change, . . . for action in our schools" (Hall, Hord, Guzman, Huling-Austin, Rutherford and Stiegelbauer, 1984, p. 48). However, Wescott-Dodd (1984) captures the best sentiment for reform with the following commentary:

> We have the knowledge and expertise to redesign our public education system. We also have thousands of talented, dedicated educators to carry out the needed changes. Most important, we have hundreds of thousands of students and their parents who deserve a better system than they have now, one that is stable yet responds to change. Now is the time to implement the new design. (pp. 69-70)

This new design is the school improvement process.

The Problem

Although Eric G. Lambert School is located in an isolated community in the interior of Labrador, it was not 'insulated' against the winds of a changing society, nor against the

'pushes and pulls' that have been the impetus for this educational change. As a private school operated by a large hydroelectric corporation, the Churchill Falls (Labrador) Corporation, Eric G. Lambert School has functioned outside the denominational education system of the province of Newfoundland for the past twenty-two years. The school has had six principals who reported to five corporation presidents and six site operation managers. As the history of the school indicates, the process of growth was not without pain.

Except for a few minor attempts to investigate the 'health' of Eric G. Lambert School, no significant, indepth study of the school and its unique operating environment has been undertaken that involved all three interested groups - students, teachers and parents - having the opportunity to determine what each liked and disliked, what each wanted to maintain and/or change about their school.

This study is to provide this opportunity for students, teachers and parents to indicate their opinions and educational positions in response to selected questions distributed to them in the form of a survey.

The design of the study was determined by the literature on school improvement. This study design was what Wescott-Dodd (1984) referred to as "the new design" (p. 70). "School improvement doesn't happen by itself (Cox, 1983, p. 10). People are involved and they occupy "many different roles" (Leithwood & Montgomery, 1982b, p. 158). In reviewing the roles of the various participants, it is useful to realize

that "school improvement is a complicated process, precisely because it revolves around people and people resist cubby holes and generalizations" (Clark, Lotto, & Astuto, 1984, p. 56).

Despite the difficulties, this study was shaped by the simplicity and idealism of John Goodlad. In conversation with Quinby (1985), he advocated this approach:

> . . . the individual school [can determine] its plans based on its own analysis of that school's problems. The principal, teachers, students, and parents need to think their problems through and determine their priorities, using as much data as possible. Then the principal, representing that school, should sit down with the superintendent and the superintendent's staff, saying "Here's what we would like to do. Here are our plans over a three-to-five year period. Here are our priorities for the coming year." Then the resources of the district should be brought to bear on helping that individual school do what it has defined and received approval to do. (p. 17, emphasis in original)

Purposes of the Study

General Objective

This study provided an opportunity for students, parents and teachers to indicate their opinions and educational perceptions concerning Eric G. Lambert School. The main intent was to provide a coherent portrait of the school as it is perceived by students and teachers within it, and the parents of the community whose children it serves. The general objective was to develop a schoolwide improvement program for Eric G. Lambert School.

Specific Objectives

The following five specific objectives were the focus of this study:

1. To complete a literature review of the concept of school improvement.

2. To document the history of Eric G. Lambert School from the archival data available and from the school experiences of the researcher.

3. To design and administer survey instruments (questionnaires) to determine the attitudes of parents, students, and teachers about the present operation of Eric G. Lambert School.

4. To analyze the findings using the correlates for school improvement as listed in the literature.

5. To formulate a plan, from the data analysis, outlining the strengths of the school that should be maintained, the weaknesses of the school that should be improved, and the areas of school life that should be addressed according to the students, parents and teachers surveyed.

Significance of the Study

Within the context of the private operation of Eric G. Lambert School, a three-to-five-year plan of action for the improvement of the school was formulated for the stakeholders to endorse, the Churchill Falls School Committee to guide and

support and the Churchill Falls (Labrador) Corporation to
consider implementing.

Limitations of the Study

The following limitations are acknowledged as being
inherent within the present study:

1. While the format of the study may have
   transferability to other schools in other
   environments, the findings of the study may only be
   meaningful and useful for the students, parents, and
   teachers of Eric G. Lambert School.

2. Parents and students within the same family unit may
   have unduly influenced each other in completing
   their questionnaires.

3. Administering questionnaires to teachers during the
   last week of a school year may not have been the
   most opportune time to elicit responses.

4. The school experienced involuntary changes of staff
   during the school year 1987-88. This 'environmental
   turbulence' may have unduly biased the questionnaire
   responses, particularly those of the parents.

Delimitations of the Study

The following delimitations were recognized in this study:

1. The student questionnaires were limited to students
   from Grade Six to Senior High graduates during the
   school year 1987-88.

2.   The other survey groups included parents and teachers of those students for the school year 1987-88.

Research Questions

This study was designed to address the following research questions:

1.   What general differences and/or similarities exist among the three study groups - parents, teachers, and students - with respect to the over-all operation of Eric G. Lambert School?

2.   What specific differences and/or similarities exist among parents, teachers, and students with respect to their perceptions of the strengths and weaknesses of Eric G. Lambert School?

3.   How do parents, teachers, and students perceive the overall effectiveness of the present school program?

4.   To what extent are parents, teachers, and students satisfied with the administrative component of Eric G. Lambert School?

5.   What improvements need to be made in the over-all operation of Eric G. Lambert School according to the perceptions and recommendations of the study groups?

Definition of Terms

Community Student Counselling and Support Services Unit

In response to the community's request for a full-time guidance unit as part of the personnel complement of Eric G. Lambert School, the Corporation (CF(L)Co) accepted an alternative endorsed by the Churchill Falls Committee to meet the counselling needs of the students. An effort would be made to coordinate the community and corporate services with the local health care professionals forming the nucleus of this community team. The school would work in close interaction with this team in meeting the expressed need(s) of its students. Figure 11, page 133, gives a diagrammatical representation of this unit.

Communication

There is frequent communication with parents, and various parent groups regarding student progress, student achievement of school goals, school programs and other aspects of school life. Open communication is fostered between, and among, students, teachers and parents to help promote and maintain collegial relations. This communication and interaction between students, teachers and parents can manifest itself in many ways. For example, teacher attendance at Home and School meetings, teacher-parent conferences arranged so that the work schedule does not preclude one of the parents, encouragement of parent-initiated contacts, and no significant delays in responding to parent concerns.

Incentives

These are well thought-out and systematic reward programs for student achievement. Students are honoured for their efforts and performance in academics and their contributions to the school. Rewards are given in a variety of ways, but all rewards are designed to reinforce the school goals and norms. Classroom, school and community reward systems are often interlocking and mutually reinforcing. Display of excellent student work, honour roll, notes sent home to parents, scholarship awards, highlights in the school and/or community newspaper serve to motivate and sustain students' achievement of the school community's high expectation for them. Staff are also recognized for their positive contribution to the life of the school.

CF(L)Co

CF(L)Co is the acronym frequently used for the Churchill Falls (Labrador) Corporation Limited. The Corporation was formed in the mid-sixties as a subsidiary of the British-Newfoundland Corporation Limited (Brinco) to develop the hydroelectric potential of the Upper Churchill River. This project was completed in 1972, and in 1974 the government of Newfoundland and Labrador purchased controlling interest in the Corporation and it became one of the Newfoundland and Labrador Hydro Group of Companies. CF(L)Co owns, maintains and operates one of the largest underground hydroelectric plants in the world, selling more than 90% of its power to

Hydro-Quebec. The Corporation also owns, operates and maintains all the facilities that make up the town of Churchill Falls.

Churchill Falls Recreation Department

This is a department of CF(L)Co with a director and staff who assist the school staff with the delivery of various school programs; e.g. Physical Education and Drama Programs. Its facilities are also shared with the school.

High Expectations

Effective schools hold high academic and social behaviour expectations for their students. There appears to be a consensus in the research literature that this variable is consistently related to school effectiveness. Murphy et al. (1985) states that

> high expectations refers to a climate where the staff expects all students to do well, believes that all students have the capacity to do well, believes in its ability to influence student achievement, accepts responsibility for student achievement, and is held accountable for student learning. (p. 367)

This norm is translated into specific school and classroom policies, practices, and behaviors. According to Joyce et al. (1983), a high-expectation environment carries powerful messages that positively influence goal achievement.

Churchill Falls School Committee

As an alternative to the transfer of operation of Eric G. Lambert School to one of the Labrador school boards, the Churchill Falls (Labrador) Corporation set up this Committee in 1982 to provide community input into the school's operation and to assist the principal and the Corporation in fulfilling the responsibilities as outlined in the licence to operate the school. The Committee consists of eight members - four from the community and four from the Corporation with the principal and a Department of Education representative as ex-officio members. The Committee meets at least four times each year with a prearranged agenda, and functions within specific terms of reference.

Emphasis on Student Learning and Progress

Permeating the climate in effective schools is "a specific emphasis on high academic performance" (Murphy & Hallinger, 1985, p. 19). There is a prevailing norm that can be best described as "academic press". All activities combine to create an atmosphere that fosters student growth ensuring that continuous progress is maintained.

Pressure and Support

This involves the amount of pressure, both subtle and overt, parents exert on the school (teachers and students) for it to meet their expectations and the amount and type of support parents are willing to give the school to help it

achieve those expectations. There is a consensus of agreement in the literature that the extent to which teachers and parents support each other to promote student learning has been shown to be related to increased school effectiveness. Murphy et al. (1985) state that this pressure and support is a function of the following four activities and processes:

> First, there is frequent communication from the school about what parents can do to help the school reach its goals. Second, there is structured parent input into school goals and decisions. Third, there are opportunities for parents to participate in school functions and activities, including classroom instruction. Fourth, there are opportunities for parents to learn about school programs, develop parenting skills, and learn how they can work with their children at home on academic subjects. (p. 368)

Effective Leadership

Rutter et al. (1979) concluded from their study that good schools invariably have good administrators. Several key leadership qualities appear to share a consensus of opinion among researchers. They include personal vision, translation of that vision, high standards, resourcefulness, assertive administration, expertise and force of character. An effective school leader provides active support to teachers, plans for school improvement, monitors formally and informally teacher and student performance and progress, and uses the essential technical administrative skills. (Cawelti, 1984; Edmonds, 1979; Joyce, Hersh & McKibben, 1983; Murphy & Hallinger, 1985; Rutherford, 1985). Manasse (1982) states that, above all, a principal cannot execute effective

leadership without a personal vision of where the school is going, and an image of the school as it should be.

Coordinated Curriculum

Joyce, Hersh and McKibbin (1983) indicate that such "a curriculum [is] closely related to both schoolwide and individual objectives" (p. 29). There is a schoolwide plan for the school programs so students progress in a sequential manner. Subject matter, resource materials, and instructional procedures are coordinated between and among teachers, between and among grades. Such a curriculum has a tight, purposeful link among objectives, content, teaching strategies and evaluation methods and devices. Murphy, Weil, Hallinger and Mitman (1985) use the phrase tightly coupled curriculum which they define as "one in which the curricular materials employed, the instructional approaches used, and the assessment instruments selected are all tightly aligned with the basic learning objectives for the students" (p. 364).

Staff Development

Griffin (1983, p. 2) defines staff development as "any systematic attempt to alter the professional practices, beliefs and understandings of school persons toward an articulated end." This implies that it is much more than inservice education. Dillon-Peterson (1981) presented staff development as the gestalt for school improvement which in turn would lead to maximum personal growth and a better

atmosphere for effective school change. Purkey and Smith (1983) state that "staff development should be based on expressed needs of teachers as revealed in the process of analyzing school weaknesses (and strengths) and planning schoolwide correctional strategies. The focus should be on issues relevant to the organization as a whole, not on 'fixing' individual teachers or administrators" (p. 381). Griffin (1987) gives eight features that characterize successful staff development. It should be context sensitive, knowledge-based, participative, collaborative, continuous, developmental, reflective, and analytic.

Positive School Climate

This is referred to alternatively as school environment, learning environment, learning climate, and social climate. Rutter et al. (1979) uses the term, 'ethos'. Despite the difficulty in the literature with the nomenclature, and in determining "a firm definition of school climate" (Bossert, Dwyer, Rowan, & Lee, 1982, p. 45), Halpin (1966) explains the idea analogously this way: "personality is to the individual what organizational climate is to the organization" (p. 131). Mullaney (1983) defines school climate as "a certain 'tone' or 'atmosphere' which results from the interaction between teachers, students, and principals and which consist of attitudes, beliefs, and norms" (p. 52). A positive school climate is interchangeably referred to as a 'good', 'healthy', or 'humane' climate and is defined as a climate in which

"problem solving is facilitated by organizational actors' sense of a common purpose and personal satisfaction" (Zigarmi, 1981, p. 93). Some of the characteristics of such a climate include pervasive caring, uniform standards of discipline, safe and orderly environment, high standards and expectations for both student achievement and staff conduct, recognition of student and staff achievement and excellence, and opportunities for students to participate and assume responsibility.

Shared Vision

A successful school has developed a clear vision about its mandate. This vision is shared, and communicated, with students, teachers and parents. This shared vision, a shared image of the ideal school, provides the climate for the development of the school's own mission. Discrepancies between what is envisioned for the school and what exists provide the basis for setting goals and developing procedures to meet those goals.

Systematic Monitoring and Evaluation

Effective schools have systematic procedures and strategies to monitor and evaluate priorities, programs, students and teachers. Data are collected in many ways on a continuous basis and are used for instructional and curricular planning, decision-making and developing school goals. Not only does this systematic monitoring and evaluation provide

a message to students that what is taught is important, it also serves as an important diagnostic function (Joyce et al., 1983), preventing the student from "falling through the cracks" (Murphy et al., 1985). For teachers, they constantly know where students stand and how well their objectives are realized. The result of systematic monitoring and evaluation are openly shared with students and parents.

Student-Centered Learning Environment

This involves an environment where the needs of the students are always considered a priority over most, if not all, other needs of the school environment. A conscious and shared effort is made by both teachers and parents to ensure that every opportunity is provided for students to learn. Obstacles that interfere with the learning process are not ignored. Murphy et al. (1985) state that "in schools where policies and practices maximize and protect instructional time, students achieve more" (p. 364).

Continuous Humanistic Assessment

This involves the monitoring of affective goals of cooperation, mutual concern, self-esteem, and focus of control or how much students believe their outcomes depend on their efforts. Good and Brophy (1986) state that "many affective goals may be achieved without the use of affective curricula" (p. 532). Continuous humanistic assessment is quite similar to systematic monitoring and evaluation. The only difference

is that attention is also given to "prosocial behaviour" (Good & Brophy, 1986, p. 536) while the traditional curriculum is presented.

Key Instructional Behaviors

These are behaviors that are associated with positive student achievement. Such teacher behaviors have become known as interactive teaching or direct instruction. Good and Grouws (1979) indicate that these behaviors include a daily review, a focus on prerequisite skills and concepts, lively explanations, demonstrations, process explanations, process/product questions, seatwork that is uninterruptive, has everyone involved, and includes accountability, and homework assigned on a regular basis that serves as a brief review. Murphy et al. (1985) also list regular feedback coupled with practice phases as students learn, practice, and master the content of a given lesson.

Clear Instructional Goals

Good and Brophy (1986) state that "part of the dilemma that teachers in . . . classrooms face is that . . . their teaching tasks are so numerous . . . that it is impossible for them to meet all demands" (p. 541). However, effective schools have a clear schoolwide set of academic and social behaviour goals that are often framed in a way that they can be measured, and target dates, timelines, and responsibilities are often included in goal statements. Special efforts are

expended to communicate the goals to students, teachers, and parents, as a regular part of school activities. Hence, there is a minimum of ambiguity about these goals.

Organization of the Study

This introductory chapter has provided an introduction to the problem, stated the purpose and significance of the study, recognized the limitations inherent in the study, acknowledged the delimitations, posed some research questions and provided the definition of terms.

Chapter 2 presents a current review of the literature concerning school improvement. In Chapter 3, an abridged version of the history of Eric G. Lambert School is given. A more detailed history of the school has also been completed, motivated in part by this study, but also motivated by the keen interest of the researcher. This more detailed version of the school history was determined to be superfluous for the purpose of this study.

The methodology employed in the study is outlined in Chapter 4. The findings are presented in Chapter 5; while the final chapter draws conclusions, provides a summary of the study, and makes some recommendations for follow-up in the context of school improvement.

CHAPTER 2

A REVIEW OF LITERATURE

Introduction

This review considers the educational and societal climate that has provided the 'push and pull' for educational change efforts. The evolution of the concept of school improvement has been a slow process, and its clarity has been clouded by the terminology itself.

School improvement involves change; it is planned educational change. Important elements of the change process are noted. The focus of improvement is the individual school.

"School improvement doesn't happen by itself" (Cox, 1983, p. 10). People are involved and they occupy "many different roles" (Leithwood & Montgomery, 1982b, p. 158). This review considers the roles of these people deemed critical to the improvement process. Figure 1, page 21, identifies the people who are important participants in school improvement.
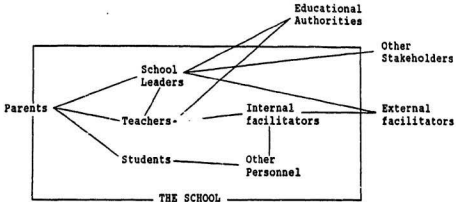
Figure 1. Participants in local school improvement.
"School Improvement At The School Level" by M. B.
Miles & M. Ekholm. In Making School Improvement
Work: A Conceptual Guide To Practice (p. 146) by
W. G. Van Velzen, M. B. Miles, M. Ekholm, U.
Hameyer, & D. Robin, 1985, Leuven, Belgium:
Academic Publishing Company. Copyright 1985 by
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In reviewing the roles of the various participants, it
is useful to realize that "school improvement is a complicated
process, precisely because it revolves around people and
people resist cubby holes and generalizations" (Clark, Lotto
& Astuto, 1984, p. 56).

The review also looks at the major dilemma in any school
improvement plan and the research dealing with improvement
efforts in a high school context. It also surveys the
research identifying the factors favoring success. And the
core ingredients considered necessary for any successful
school improvement strategy.

core ingredients considered necessary for any successful school improvement strategy.

The Need For School Improvement

The Impact of Research

"Education is a complex and perplexing undertaking" (McConagly, 1983, p. 3). This has never been more true than when applied to schools. However, since the days of the 'little red school house' there have been disagreements about the ability of schools to educate children. Such problems with public education existed centuries ago. Aristotle in Politics could have been describing the present educational scene, when he wrote:

> ... [T]here are opposing views about the practice of education. There is no general agreement about what the young should learn either in relation to virtue or in relation to the best life; nor is it clear whether their education ought to be directed more towards the intellect than towards the character of the soul. (Sinclair, 1962, p. 300)

However there is a growing agreement that schools are not achieving their goals. Numerous reports have been published over the years indicating dissatisfaction over the effectiveness of public education. (Conant, 1959; Coleman, 1966; Plowden,1967; Jencks et al., 1972). Each decade has had its attempts with reform. However, no decade has equalled the eighties in their push to improve schools.

"The 1980s can be characterized as a decade in search of excellence in all fields, especially in the fields of business, industry and education" (Fantini, 1986, p. 1). The

most referenced studies in the field of business and industry are <u>In Search of Excellence: Lessons from America's Best-Run Companies</u> by Thomas Peters and Robert Waterman, Jr. published in 1982 and John Naisbitt's <u>Megatrends</u> also published in 1982. Peters and Waterman summarized the lessons learned about excellence from America's most successful corporations. John Naisbitt presented a framework for guiding excellence in the future. In the field of education there were a number of studies that argued for reform. (Alder, 1983; Boyer, 1983; Education Commission of the States, 1983; Goodlad, 1983; Kozol, 1985; Sizer, 1984; Twentieth Century Fund, 1983).

The National Commission on Excellence in Education (1983) noted:

> Each generation of Americans has outstripped its parents in education, in literacy, and in economic attainment. For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents. (p. 11)

It found that the schools were such mediocre institutions that it proclaimed:

> If an unfriendly foreign power had attempted to impose on Americans the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves.... We have, in effect, been committing an act of unthinking, unilateral educational disarmament. (p. 5)

> A year earlier, in 1982, Naisbitt stated that "it is more and more apparent that young high school - even college - graduates cannot write English or even do acceptable arithmetic. For the first time in American history, the generation moving to adulthood is less skilled than its parents".

In 1983, Goodlad published his major study of schooling and he put his concern this way:

> American schools are in trouble. In fact, the problems of schooling are of such crippling proportions that many schools may not survive. It is possible that our entire public education system is nearing collapse. We will continue to have schools, no doubt, but the basis of their support and their relationships to families, communities, and states could be quite different from what we have known. (p. 1)

Thirteen years earlier, in 1970, Goodlad and Klein completed a major study entitled Behind The Classroom Door. Their observations seem to echo similar future research:

> We were struck ... by the sameness of activities within any given room, whether or not designed for enrichment or individual supplementation of the regular program. We rarely saw an abrupt turnabout from the kind of instruction we have described to vigorous, constructive, play acting, or dancing. Independent activities when provided meant more of the same reading (but with different books), writing, and coloring. (p. 91)

Such a "legacy of mediocre education" (Fantini, 1986, P. 2) permeated the American society. A "legacy of doubt" (Schmuck, 1984, p. 21) has been created about the ability of the school to make a difference in student learning. Yudof (1984) indicates that the public reaction to the documented school ills is "yes, we've slipped; so let's change our ways" (p. 456). Toch (1984) concluded that school reform had become a "media event" (p. 1). The impact was foretold by Passow in 1976 when he wrote that such research has sensitized "individuals and groups to changing conditions and forces, and to the urgency for change in institutions and agencies

concerned with the education of youth" (p. 54). Stedman and
Smith (1983) captures this strive for reform:

> Our schools, historically, have failed to educate
> well a majority of our youth, whether this is
> measured by college graduation, the capacity to
> write a cogent essay, mastery of advanced
> mathematical and scientific concepts, training in
> literature and foreign languages, or the acquisition
> of higher-order reasoning and problem solving
> skills.   This in itself should be sufficient
> motivation for change. (p. 94)

Since all of these studies were done about schooling in
the United States, one may indeed question the relevance for
Canada. Goodlad (1984a) offers this observation:

> Up to here, at least, this discussion is as relevant
> for schooling in Canada as it is for schooling in
> the United States. It would be presumptuous of me
> to assume that the realities of schooling we
> encountered and described are paralleled completely
> in Canadian schools.   Still, having taught and
> served as a principal in Canadian schools and having
> visited some over the years since leaving my native
> country, I have not gathered any evidence to suggest
> that the regularities of schooling in Canada are
> profoundly different from the regularities of
> schooling in the United States. (p. 5)

Riffel (1987) is much more to the point:

> There can be little doubt that there is genuine
> public concern about the quality of education in
> Canada. When polled, substantial numbers of people
> -from one-quarter to one-half of those surveyed,
> depending upon the poll (Morrow, 1984) - indicate
> that the educational system as a whole is
> inadequate, as follows: standards are too low,
> teaching is not rigorous and challenging enough,
> schools are not doing their best, or resources are
> allocated unfairly. This kind of information from
> provincial and national opinion polls is reinforced
> at the local level by test results, comments from
> parents and newspaper editors, as well as the
> information and impressions that superintendents
> collect as they visit schools. ... For these
> reasons, there does seem to be a significant
> political need to improve education. (p. 2)

The Change in Society

In addition to these major studies of schooling, declining enrollments, financial cut-backs, changing priorities of governments are great problems for educational systems. The "age of slowdown" (Boulding, 1975, p. 8) has become the new reality. "... In terms of budget allocations, schools will have difficulty getting priority, although the demands on the school are increasing" (Van Velzen, Miles, Ekholm, Hameyer & Robin, 1985, p. 25). Educators and social policy makers have "become so accustomed to the belief that schools that are bigger are better that [there is] difficulty imagining how to make schools smaller and better" (Neale, Bailey, & Ross, 1981, p. 9, emphasis in original).

The Changing World View

The demand for reform also comes from "the changing world view" (Fantini, 1986, p. 7). The Newtonian model of our world as a 'fixed state' has gradually been replaced by the Einsteinian view that our world is dynamic and flexible. Naisbitt (1982) identified ten persuasive directions in which our society appeared to be moving. Such shifts in world views, societal directions, educational goals and means of delivery are best summarized by Fantini (1986) in Table 1.

Table 1

Shifts Emerging In The Second Half of the Twentieth Century

World View

From:	To:
Newtonian world view closed mechanistic static	Einstein's world view open relativistic dynamic
National isolationist independence	Global interdependence
Heredity	Environment
Meritocracy	Democracy — participation and human rights
Cure	Prevention
Privilege	Right
Physical	Psychological-sociological
Close knit community	Network of groups and individuals
Transportation	Communication

Educational Goals

From:	To:
Adjustment	Development and potentiality
Exclusivity	Inclusivity and equal access
Elitism	Universality
Limited literacies: 3 Rs and civic competence	Expanded literacies: technological, medical, legal, global, etc.
Occupational development	Talent development
Individualism and self interests	Cooperation and human caring

Means of Delivery

From:	To:
Uniformity and standardization	Diversity
Chance	Options and choice
Learner failure	Program or institutional failure
Teaching in the classroom	Learning in multiple learning environments: school and community
Teacher as primary deliverer	Teacher as facilitator of self-directed learning in school and non-school settings
Human teachers	Electronic teachers, human educators
Testing as measurement	Testing as diagnosis
Schoolhouse add-ons	Community resources — doing more with what we have
Group norms	Individual norms
Age-based schooling	Lifelong education
Professional control	Public control
Centralized	Decentralized
Standardization	Personalization

Fantini (1986) argues that "we are moving from a **teaching** position to a **learning** position. This is far more than a neat parallel construction, for it represents a fundamental shift in our view of education and schooling" (p. 39, emphasis in original).

Van Velzen et al. (1985) puts the argument for school reform this way:

> We are living in a transitional period between industrial society and the new information society. ... As we move into the information society, the role of education may become even more important as a main prerequisite for realizing the potential of the new society. Therefore it is important to build the school for tomorrow. ... Although the new information society is in the process of development, and we cannot precisely indicate what the school will look like in the year 2000, we can formulate several challenges to the schools in the next decade. ... We expect that the social function and position of education ... will shift; education will face new prime challenges. The special feature, is, however, that the adaption of education will take place in a period of no growth, consisting of demographic, economic and psychological contraction. This combination is a new feature in most western countries (pp. 18-19).

Our changing society, our changing world view, together with the plethora of studies of schooling, all have the "clarion call for change, ... for action in our schools" (Hall, Hord, Guzman, Huling-Austin, Rutherford and Stiegelbauer, 1984 p. 48). However, Wescott-Dodd (1984) captures the best sentiment for reform with the following commentary:

> Despite the recent avalanche of proposals to fix our public schools, none confronts the basic issue: we expect the schools to accomplish so many tasks at once that they cannot do a job very well for very long. Band-Aid solutions proliferate: a longer day and year, more required subjects, more homework, higher pay for teachers. But more of the

same is not necessarily improvement. Nor do the schools need more special programs, layered one on top of the other, each with its requisite administrators, procedures, and paper work.

Because current efforts attempt to patch the present system, they are not likely to bring fundamental reform. Perhaps novelty will account for some initial success, but one need only remember mini courses, new math, values clarification and the emphasis on math and sciences after Sputnik to see that a ride on any such bandwagon is likely to be a short one.

We have the knowledge and expertise to redesign our public education system. We also have thousands of talented, dedicated educators to carry out the needed changes. Most important, we have hundreds of thousands of students and their parents who deserve a better system than they have now, one that is stable yet responds to change. Now is the time to implement the new design. (pp. 69-70).

This new design is school improvement.

The Concept of School Improvement

Difficulties in Understanding

A preview of the literature quickly indicates a difficulty and an uncomfortableness about the term school improvement. This is captured best by Huberman and Miles (1984):

School improvement, like motherhood, has many advocates. Everyone is for it, without having to campaign actively on its behalf. And just as the 100% of people who have had mothers think they know how mothering could be done better, so the (nearly) 100% of people who have been pupils in schools, or have even taught in or managed them, think they know how schools can be improved. ... Furthermore, the issues are not merely technical, but normative and political. The term **improvement** is itself problematic. One person's version of improvement is another's version of wastefulness or even of worsening the school'. Furthermore, the versions that win out in any particular school are not

> necessarily technically "best". **Improvement**
> sometimes turns out to be merely a code word for the
> directives that administrators have successfully put
> into place, or for the agreements that teachers have
> lobbied into being. (p. v; emphasis in original)

The same sentiment is expressed by Lehming and Kane (1981)

when they write that "the term is imbued with valuation" and

"... analytically the phrase is fraught with problems. It

may be a concrete project, or a specific product or

technology" (p. 10). Such are the "ambiguities" encountered

with the term.

The understanding and the definition of the concept may

"... either cause some people to disregard it and to say that

[it] is wonderful [or to consider it as] old change stuff that

... really didn't make any difference in the 1960's. ... The

language and the definition is a little bit of a problem ...

Are we talking about radical changes which are out ... or are

we talking about incremental changes which are in" (Hall,

Hord, Huling, Rutherford, & Stiegelbauer, 1983, p. 169).

Hopkins and Wideen (1984) tell us that "school improvement is

a nebulous term and one that requires clarification" (p. 4).

Hopkins (1984) found the concept "diffuse and slippery" (p.

7). Van Velzen, Miles, Ekholm, Hameyer and Robin (1984) found

that

> "School improvement" is a term many people use, but
> its meaning is ambiguous. Almost anything - in-
> service training, the adoption of an innovation,
> curriculum change, new teacher hiring standards, or
> a national reform - can be called "school
> improvement". Furthermore, even when the nature of
> the change involved is clear, and we know who is
> initiating it, and why, we are often left with
> normative and value conflicts: what a policy-maker

considers "improvement" may be seen by teachers as
no change, or a worsening (p. 34)

Despite such difficulties, Hopkins and Wideen (1984) found
that school improvement is now an established and clearly
etched feature on the landscape of educational reform and
change.

Attempts At Clarification

The many attempts to "define and etch more clearly the
landscape of school improvement" (Hopkins, 1984, p. 16)
indicates its dynamic nature, its complexity and its tendency
to be over simplified. The effort to determine the "territory
of school improvement" (Hopkins, 1984, p. 16) involves many
faces.

The synonyms used in the clarification of this concept
are well-known terms. McKenzie (1986) in his research found
the following phrases used: school-based evaluation, school
review, school-controlled evaluation, co-operative school
appraisal, and institutional self evaluation concentrating on
evaluation that is essentially formative in nature" (p. 3).
Common (1985) argues that 'school improvement is inextricably
linked with innovation and program evaluation" (p. 298).
However, Glatter (1986) sets school improvement apart from
innovation:

> We might ask first what are the distinctive
> resonances of the term 'school improvement' compared
> with those of its elder cousin 'innovation'? The
> tone of 'school improvement' is more comprehensive
> yet more incremental, implying a broader sweep over
> the school's activities but less radical in intent.

> There is also a clear focus on the attempt to achieve an outcome - improvement - rather than just to introduce something new. Thus, 'school improvement' is a term which reflects the current age in ways 'innovation' does not. (p. 88)

Sirotnik and Oakes (1981) uses the phrase "contextual appraisal system for schools" (p. 164), shying "away from the term 'evaluation'... because of its various connotations and ambiguities of meaning among professional educators and the public" (p. 172). Edmonds (1982) states that school improvement "... is a systematic, formal evaluation of the presence or absence, strength or weakness, of each of the correlates of school effectiveness ..." (p. 15). Leithwood (1986) conceptualizes school improvement as "a process of 'gap reduction', that is, reducing the gap between those outcomes, states or dispositions which are valued for students (and presumably by students, at some point) and those outcomes students are presently achieving" (p. 2). This conceptualization is similarly shared by Leithwood and Fullan (1984), Leithwood and Montgomery (1982a) and Neale et al. (1981). Loucks-Horsley and Hergert (1985) also consider the analogy of gap reduction, but do not limit it to student outcomes. They view school improvement quite broadly as reducing the gap between "our school as it is now and our school as we'd like it to be" (p. xii).

School improvement can be considered a modern version of the school survey. This term appeared in the American educational environment during the early decades of this century as the Scientific Principles of Frederick Taylor were

applied to the schools in an attempt to make them more efficient. Callahan (1982) describes the process this way:

> The procedure generally followed was to call in an outside "expert" or experts who studied the schools and made a report to the board of education. These men were usually professors of education from leading universities and most often specialists in administration. ... The length of time spent upon these investigations varied from one week to a year or more.... (p. 112)

He found that although the term survey was "positive in nature and was concerned with constructive criticism", it also could have an "invidious connotation" which implied seeking proof of inefficiency, of putting the school on trial. (p. 114). The survey presented a view of the school from the outside only and its emphasis on efficiency, efficiency ratings and consulting expertise sets it apart from school improvement.

Goodlad (1984a) states that in school improvement the

> ... concern is with such qualitative indicators as distribution of time and teachers to the subject fields, pedagogy going beyond didactics, school climate, class climate, principal-teacher relations, home-school relations, and the like. We are interested in the health of the institution, the factors contributing to this health, and the factors interfering with the well-being and productivity of teachers and students. (p. 9)

Goodlad is not alone in using the notion of establishing, and maintaining, an organization (institution) in optimum health. (Hopkins, 1985; Miles, 1965; Roueche & Baker, III, 1986).

Improvement is inextricably oriented towards change and school improvement towards educational change. Mullaney (1983) adds an extra word to this phrase and defines

educational planned change as "a deliberate attempt to improve existing conditions through the adoption of new products, new technologies, or new ideas" (p. 54). However, this understanding is not without difficulties. Fullan (1982) puts it this way:

> When we ask which aspects of current practice would be altered, if given educational changes were to be implemented, the complexity of defining and accomplishing actual change begins to surface. The difficulty is that educational change is not a single entity. It is to a certain extent multidimensional. (p. 30)

Riffel (1987) explains that "even if we were to learn the main elements of an equation for school improvement, we will always be faced with the complex and never ending human processes that go with their implementation" (p. 2). Parish and Arends (1983) found that the difficulties encountered were attributed to "a lack of understanding of ... the many dilemmas facing those who attempted to facilitate school improvement" (p. 63). Cognizant of the inherent difficulties, a framework of planned educational change has become a way of thinking about school improvement. (Fullan, 1982; Joyce, Hersh, & McKibben, 1983; Leithwood, 1986; Leithwood & Fullan, 1984; Leithwood & Montgomery, 1982b; Mullaney, 1983; Neale et al., 1981).

Serious Efforts Toward Definition

Hopkins (1984) says that the term 'creativity of the school' has the same sense as the phrase 'school improvement'. (p. 10). Nisbet (1973) defines the term 'creativity of the school' as the "capacity to adopt, adapt, generate or reject

innovations ... It implies a flexibility of approach which has three elements: confronting problems, responding to problems and evaluating the response to problems" (pp. 18-19). Looking at school improvement in this light, Hopkins (1984) observes:

> One is used to hearing the Rogerian phrase - the fully functioning person; the autonomous or creative school is the systemic educational equivalent of this humanistic idea. This school is not one that is necessarily progressive, radical or conservative, there are no values implicit in the term; what is implied, is an organization that is self-determining and has the capacity to deal with its environment, as well as responding to the needs of its members. (pp. 10-11)

Fullan (1985) describes school improvement as an interaction between eight organizational variables and four process variables as shown in Figure 2.
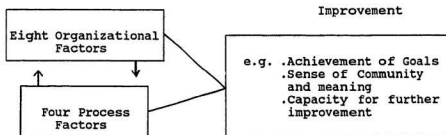
Figure 2: The School Improvement Process

Note: From "Change Processes and Strategies At
         The Local Level" by M. Fullan, 1985, <u>The
         Elementary School Journal</u>, <u>85</u> (3) p.
         400. Copyright 1985 by The University
         of Chicago.

The eight organizational factors are:

1. Instructionally focused leadership at the school level.

2. District support.

3. Emphasis on curriculum and instruction (e.g., maximizing academic learning).

4. Clear goals and high expectations for students.

5. A system for monitoring performance and achievement.

6. Ongoing staff development.

7. Parental involvement and support.

8. Orderly and secure climate.

The four process factors are:

1. A feel for the improvement process on the part of leadership.

2. A guiding value system.

3. Intense interaction and communication.

4. Collaborative planning and implementation.

These "eight organization factors, supported and fueled by the four process variables, produce school improvement" (Fullan, 1985, p. 404). Similar variables in the school improvement process are discussed by Purkey and Smith (1983) and Cohen (1983). Peter and Waterman's (1982) review and description of 'excellent' companies also refer to similar successful change variables. Hopkins (1985) offers the following description:

> If school improvement is used as a generic term, then it can be regarded as constituted by a set of differing activities (e.g., school-based in-service,

SBR [School Based Review], organization development [OD], school based curriculum development, participatory decision making, etc.), each of which are underpinned by a set of assumptions about change.... (p. 13)

He represents this idea of school improvement diagrammatically

as in Figure 3, page 37.

■■ School Improvement

---- Assumptions about change

〰〰 School Ethos/climate

— — Ecology of school

N.B. Inner circles representing SBR, OD and INSET (Inservice Education and Training of Teachers) are only examples of the nexus of activities that comprise school improvement — there are other activities and the combination will vary from school to school.
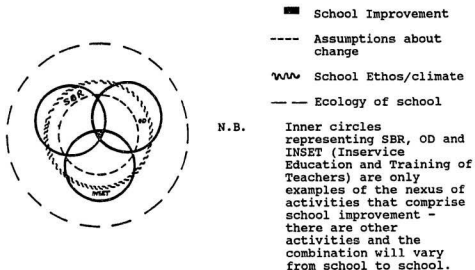
Figure 3:   The Ecology of School Improvement

Note: From <u>School Based Review For School Improvement</u> (p. 13) by D. Hopkins, 1985, Leuven, Belgium: Academic Publishing Company. Copyright 1985 by the Academic Publishing Company.

He further states that

> ... Schools generate an individual culture (Sararon, 1982) and operate within an ecological situation (Dalin, 1978). ... The internal culture ... reflects the internal capacity of the school to change. The external ecology is composed of environmental pressures which are a function of government policy, social climate, local culture, etc. ... Conceptualizing school improvement in this way assists in understanding why SBR activities vary so tremendously from country to country and within national and local boundaries. (p. 14)

Perhaps the best treatment of the concept of school improvement is given by Van Velzen et al. (1985). They define it as "a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively" (p. 48). They go on to clarify different parts of this definition:

> School is the target and the common-sense meaning of the word is understood: an organization of teachers and students, usually found in one physical building. (Depending on the local context, the school may also include principals or school leaders, specialists, parents, counsellors, a board, etc.). In practical terms, there is usually a "boundary" defining the school; the members inside the boundary influence each other more than "outsiders" can.
>
> Systematic, sustained effort - a carefully planned and managed process that takes place over a period of several years. Of course there may be surprises and failures, but the effort is to do things thoughtfully.
>
> Change - simply means any alterations in learning conditions, or related conditions internal to the school. Changes are typically alterations in school structure, school procedures or school climate.
>
> Learning conditions - refer to organized activities of the school, directed by teachers or others, aimed at accomplishing educational goals.

> Related internal conditions - refer to all aspects
> of the school that are connected in any way with
> learning conditions and to intended achievement of
> pupil goals.
>
> Educational goals/outcomes - general speaking, these
> are what a school is "supposed" to accomplish for
> its students and for society.
>
> Effectiveness (at the school level) - all is meant
> here is that a school, to be called "effective"
> within a certain cultural context, is (a)
> accomplishing the best possible pupil outcomes
> (defined in both individual and societal terms); (b)
> with as little wastage of pupil talent as possible;
> and (c) with efficient use of means. (pp. 49-53)

Given all the variations and emphasis in the concept of

school improvement, one may be forgiven for feeling about

school improvement as Fillmore (1984) felt about the concept

of organizational development: "OD: No More Definitions,

Please" (p. 1). Or substituting school improvement for OD,

one may feel as Weisbord (1977):

> Depending upon whom you talk to and what you read
> you will learn that OD works, doesn't work, is
> extremely complex, scientific and mysterious, defies
> description, can be evaluated, should always be
> evaluated, risks becoming professionalized, risks
> not becoming professionalized, doesn't really exist,
> one existed but is becoming extinct, is
> metamorphosing into something else which also works,
> doesn't work, is extremely complex, scientific and
> mysterious, defies description, etc. etc. etc. (p.
> 2).

The Nature of Educational Change

The Meaning of Change

Since school improvement is defined in terms of change,

it is appropriate to consider briefly the literature regarding

educational change. Fullan (1982) found that "one of the most

fundamental problems in education today is that people do not have a clear, coherent sense of meaning about what educational change is for, what it is, and how it proceeds" (p. 4). Hall et al. (1984), Berman (1981) and Deal (1987) share the same experiences. Berman (1981) gives five reasons for this "state of confusion" (p. 255).

Fullan (1982) states that "educational change is a process of coming to grips with the multiple realities of people who are the main participants in implementing change" (p. 892).

Hall and Hord (1984) have extensively developed this human side of change. Fullan (1986) states that "change is an individual and organizational learning process. ... anything we know about how people learn represents a productive resource for generating ideas for change" (p. 75).

Stages in the Change Process

The change process is treated as comprising phases, or subprocesses. Berman (1981) and Miles and Ekholm (1985) use three subprocesses; Hall and Hord (1984) used nine phases; Fullan (1982) uses four phases. The most common are the following: Phase I variously labeled initiation, mobilization or adoption; Phase II referred to as implementation or initial use; and Phase III called continuation, incorporation, routinization or institutionalization. This categorization of the change process is diagrammatically represented in Figure 4.

Time ——————————————————————▶
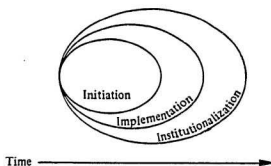
Figure 4: The Relation of Subprocesses of Change.

Note: From Lasting School Improvement: Exploring The Process of Institutionalization (p. 245) by M. B. Miles, M. Ekholm & R. Vanderberghe (Eds.), 1987, Leuven, Belgium: Academic Publishing Company. Copyright 1987 by Academic Publishing Company.

Fullan (1982) lists ten factors associated with Phase I; fifteen factors with Phase II; and five with Phase III. Berman (1981) gives a similar list of factors as outlined in Table 2.

Table 2
Factors Affecting the Educational Change Process--
Illustrative Variables Suggested by the Literature

Factor	Variables
I. Local contextual conditions	District characteristics (such as school board traits, leadership of administration, organizational structure, level of professionalism, organizational health, size, financial status, priorities)
	Characteristics of implementing subsystem (such as elementary or secondary, size, leadership traits, staff attributes, organizational climate)
	Student characteristics
	Community characteristics
II. Primary attributes of change	Core substance of technology
	Certainty of technology
	Complexity of change effort
	Scope of change effort
	Centrality of change effort
	Cost
III. Local policy choices	Participation strategies
	Staff development activities
	Coordination, control, communication procedures
IV. Endogenous variables	Attitude of users over time
	Attitude of key actors over time (for example, administrators, board members)
	Evolution of policy image
	Support for change effort
	Extent and quality of planning
	Degree of conflict over change effort
	Community involvement
	Clarity about innovation
	Change in user behaviour, organizational arrangements, and technology
V. External variables subject to change during implementation	Stability of funding
	Federal and state regulations
	Episodic changes in context (such as new superintendent, new principal, teacher strike, Proposition 13)

Note: From "Educational Change: An Implementation Paradigm," by Paul Berman. In Improving Schools (p. 260) by R. Lehming & M. Kane, 1981, Beverly Hills, California: Sage. Copyright 1981 by Far West Laboratory For Educational Research & Development.

Crandall, Eiseman and Louis (1986) in their research found the following dilemmas about change:

> whether to opt for a pedagogic or an organizational focus; whether to work toward making modest or major changes; whether to develop innovations internally or import those developed elsewhere; whether to rely upon innovations developed by teachers or those developed by non-teachers; and whether to insist that innovations be replicated faithfully or allow implementors to adapt them. (p. 22)

These factors were also found by Fullan (1982, 1986) to be important in the change process.

Assumptions About Change

Researchers dealing with change analysis list a number of assumptions that are important considerations in any educational change effort. (Berman, 1981; David, 1982; Fullan 1982; 1985; 1986; Leithwood & Fullan, 1984). Mullaney (1983) sees them as key issues in the change process. Leithwood and Fullan (1984) state that these assumptions/propositions "... tell us about the organizational conditions that support effective change - conditions that help individuals, in interaction with others, to alter their ways of thinking and doing in order to accomplish a valued educational goal" (p. 7).

Fullan (1982) identifies "ten 'do' and 'don't' assumptions" (p. 91) that he considers basic to a successful approach to educational change:

> 1. Do not assume that your version of what the change should be is the one that should or could be implemented. On the contrary, assume that one of the main purposes of the process

of implementation is to **exchange your reality** of what should be through interaction with implementors and others concerned.

2. Assume that any significant innovation, if it is to result in change, requires individual implementors to work out their own meaning. Significant change involves a certain amount of ambiguity, ambivalence, and uncertainty for the individual about the meaning of the change. Thus, effective implementation is a **process of clarification.**

3. Assume that conflict and disagreement are not only inevitable but fundamental to successful change.

4. Assume that people need pressure to change (even in directions which they desire), but it will only be effective under conditions which allow them to react, to form their own position, to interact with other implementors, to obtain technical assistance, etc. Unless people are going to be replaced with others who have different desired characteristics, resocialization is at the heart of change.

5. Assume that effective change takes time. ... Expect significant change to take a minimum of two or three years.

6. Do not assume that the reason for lack of implementation is outright rejection of the values embodied in the change, or hard-core resistance to all change. Assume that there are a number of possible reasons: value rejection, inadequate resources to support implementation, insufficient time elapsed.

7. Do not expect all or even most people or groups to change. ... Progress occurs when we take steps (e.g. by following the assumptions listed here) which **increase** the number of people affected.

8. Assume that you need a **plan** which is based on the above assumptions and which addresses the factors known to affect implementation.

9. Assume that no amount of knowledge will ever make it totally clear what action should be taken. Action decisions are a combination of

valid knowledge, political considerations, on-the-spot decisions, and intuition.

10. Assume that change is a frustrating, discouraging business. (pp. 91-92, emphasis in original)

The boundary between change and improvement is not clear cut. Ekholm (1984) states that "it is not a research question to judge if a change process is an improvement. It is a political question" (p. 34). Considering the question 'when is a change an improvement?', Van Velzen et al. (1985) indicate that "unless the key stakeholders in and around the school have a reasonably shared idea of the goals to be achieved - at both the individual and the societal level - this question cannot really be answered" (p. 52). Majone and Wildavsky (1978) puts it this way:

Faithful implementation is sometimes undesirable (because the idea is bad), sometimes impossible (because power won't permit), and often unforeseeable (because it depends on what people bring to it as well as what's in it). (p. 25).

The School as the Target for Improvement

The Research Agreement

Goodlad (1985) states that

... the optimal unit for educational change is the single school with its pupils, teachers, principals -those who live there every day - as primary participants. (p. 175)

After many years of study and personal experience with educational change, Goodlad (1984b) reinforces this position:

Significant educational improvement of schooling, not mere tinkering, requires that we focus on entire schools, not just teachers or principals or

curricula or organization or school-community
relations but all of these and more. We might begin
with one or several of these but it is essential to
realize that all are interconnected and that
changing any one element ultimately affects the
others. Consequently, it is advisable to focus on
one place where all of the elements come together.
This is the individual school. (p. xvi)

There is general agreement with this focus for any school

improvement effort. (Bank, 1982; DeRoche, 1981; Edmonds,

1982; Goodlad, 1984a; Kausmeier, 1986; Lezotte & Bancroft,

1985; Neale et al., 1981; Quinby, 1985; Roberts, 1975; Wood,

Freeland & Szabo, 1985). Purkey and Smith (1985) make "the

school ... the focus of change" (p. 362) as the first of four

policy recommendations "designed to instigate effective school

projects" (p. 364). Finn (1984) puts school focus as the

number one commandment in a list of nine commandments for

enhancing school effectiveness. Hopkins (1984) asks the

question:

But why the school? Why focus on that as the unit
of development.... There are a number of reasons,
but three in particular stand out; the failure of
the curriculum reform unit, the failure of post-
industrial societies to maintain sustained growth
in the gross natural product (GNP), and the current
ubiquity of social change. (p. 11)

While these forces are outside the school, Heckman et al.

(1983) suggest why school-level considerations are primary:

Despite the considerable sameness among schools-
what we might call a general schooling culture-each
school has its own particular culture in which
organizational arrangements, patterns of behaviour,
and assumptions have come into being in a unique
way. While it is possible to describe cultural
patterns likely to be found at all schools, these
are abstractions. The local school is where social,
political and historical forces are translated into
practice, and at each school that is likely to

happen in different ways. Change efforts based only on an understanding of a general school culture, and not on its particular form at a local school, will ignore what is most critical: the particular structures, behaviors, meanings, and belief systems that have evolved in that school. (p. 28)

Berman and McLaughlin (1978) contend that projects directed toward significant change cannot be implemented across a whole school system at once. Perry (1981) concurs because he found it important to consider "the organizational and environmental idiosyncracies of the school" (p. 260).

The argument for the school as the focus in school improvement efforts is perhaps best given by Albrecht (1984):

Responsible physicians do not prescribe remedies to an abstraction labeled "patients". Rather, they identify remedies only after carefully assessing the condition of each individual patient, many of whom are in a state of robust good health and require no remedy at all. Clearly individual schools deserve the same sort of individual attention. (p. 102)

The Role of the Principal in School Improvement

The Importance of the Principal

The role of the principal in educational change is a gradual, evolving one. Few significant empirical studies on what the principal does and does not do in relation to educational change have occurred prior to 1980.

Wolcott (1973) did an ethnographical study of one principal (Ed) and his research suggests principals work to manage change introduced from the outside than to lead change: "Principals talk a great deal about change. But I did not see any evidence that Ed actually contributed to this forment" (p.

307). This is similar to the description of the illusion of change given by Berman and McLaughlin (1979), the distinction between espoused theory and theory-in-practice given by Argysis and Schon (1978), and the description given by Miles et al. (1978) of the principal at Westgate who supported open education in general, but not at a specific level. Sarason (1971) found the role of the principal in educational change not very compelling:

> There is little in the nature of the classroom teacher, there is little in the motivation of the teacher to become a principal, there is little in the actual experience of the teacher with principals, and there is even less in the criteria by which a principal is chosen to expect that the role of the principal will be viewed as a vehicle, and in practice used, for educational change and innovation. (p. 232)

There has been an explosion of research during this decade which indeed provides evidence that the principal is viewed as a vehicle for educational change. Barth (1986) proclaims that "the school principal has been rediscovered" (p. 156) in educational change efforts. According to Dwyer (1984) "school principals find themselves in the spotlight, expected to shoulder successfully the awesome responsibility of school reform" (p. 3).

Berman and McLaughlin (1980) studied the effects of several hundred federally supported innovative educational programs over a five year period. One of the key findings was the central role played by the school principal in determining whether a change would succeed or fail: "The principal is the gatekeeper of change. If you have to pick one figure in

the school system who really matters in terms of whether you get change or not, it is the principal" (p. 35). Hall et al. (1980) examined nine schools closely, using a case study methodology, to understand why some schools were more successful than others in implementing a science curriculum. They were very explicit about the implications of their results: "For us, the single most important hypothesis emanating from these data is that the degree of implementation of the innovation is different in different schools because of the actions and concerns of the principal" (p. 26). This importance of the school principal in school improvement efforts is well documented. (Clark & McCarthy, 1983; DeRoche, 1981; Fullan, 1982; 1985; 1986; Hall & Hord, 1984; Hall et al., 1983; Jwaideh, 1984; Lieberman & Miller, 1984; Leithwood & Fullan, 1984; Leithwood & Montgomery, 1982a; Manasse, 1985; Mullaney, 1983; Purkey & Smith, 1983; 1985; Reinhard, Arends, Kutz, Lovell, & Wyant, 1980; Rosenblum & Jastrzabn, 1980; Roueche & Baker, III, 1986; Trump & Georgiades, 1977).

Lieberman and Miller (1981) reinforce the conclusion of this research when they state that "the principal is the critical person in making change happen" (p. 583).

What Do Principals Do?

Research is gradually beginning to concentrate on what principals actually do in the process of school improvement. Reinhard et al. (1980) investigated principal behaviors that supported or hindered change. They divided the change process

into four stages and considered the principal's role in each stage. The first stage, planning and initiation, the investigators found the following behaviors to be crucial: principal's agreement with the project, his input into the project proposal, and the communication of his support and enthusiasm to others. The second stage, building a temporary operation system for the project, successful innovations had principals who took an active, positive role in the project, sold the project to the superintendent and quickly provided all necessary material and personnel resources. The third stage, development and implementation, saw successful principals remain interested and ever ready to solve any problems that might arise. During this stage, principals in successful efforts, began to turn over operation of the project to other personnel. In the fourth stage, the critical behaviors for successful principals were a continuing commitment to the change effort and an ability to provide the resources needed for project continuation. In a series of other comments, Reinhard et al. (1980) state:

> The principal encouraged faculty participation in providing direction for the project, the principal explained to regular faculty how the project benefits them, the principal encouraged participation in in-service events, the principal facilitated staff visits to other schools, the principal selected unit leaders and helped them develop as a team. ... The principal anticipated materials and equipment needs and had them on hand, the principal shortened the school day twice a month and used the time for planning, the principal found non-project funds for teachers to visit other schools. (p. 12, 13)

Persell and Cookson (1982) reviewed more than seventy-five research studies and reports to address why some principals are more effective than others. They identified nine recurrent behaviours that are displayed by principals in successful change efforts:

1. Demonstrating a commitment to academic goals.

2. Creating a climate of high expectations.

3. Functioning as an instructional leader.

4. Being a forceful and dynamic leader.

5. Consulting effectively with others.

6. Creating order and discipline.

7. Marshalling resources.

8. Using time well.

9. Evaluating results (p. 22)

Rosenblum and Jastrazab (1980) studied the role of thirteen principals. Successful change efforts resulted where principals gave "general approval, allowed access to teachers, and took an active role in the project" (p. 32). Although some principals delegated responsibilities, "as long as the principal was actively involved and interested in getting feedback from the assistant, the project did not suffer - all the staff were aware that the principal was committed to the project and to follow up on their participation in it" (p. 39). Other studies reveal similar results. (Blumberg & Greenfield, 1980; Chesler, Schmuch, & Lippitt, 1979; Cotton & Savard, 1980; Edmonds, 1979; Rutter,

Maughan, Mortimore, Ouston, & Smith, 1979; Stallings & Mohlman, 1986).

In attempting to identify what it is that principals do that distinguishes those who are more successful in facilitating school improvement, a number of investigations looked at principal behaviours and grouped the behaviours they found in principal types, traits, styles. (Bauchner & Loucks, 1982; Hall, Hord & Griffin, 1980; Hall, Rutherford & Griffin, 1982; Hall & Rutherford, 1983; Hall, Rutherford, Hord & Huling, 1984; Leithwood & Montgomery, 1982a; Leithwood, Ross, Montgomery, & Maynes, 1978; Thomas, 1978).

Thomas (1978) studied principals from more than sixty schools with alternate school programs and focused on how principals managed diverse educational programs in their schools. From this study, she identified three patterns or classifications of principal behaviour related to the facilitation of the alternative programs: director, administrator and facilitator. Leithwood et al. (1978) studied twenty-seven principals regarding their influence on the curriculum decisions made by teachers. From their investigations they discovered four discrete types of principal behaviour: administrative leaders, interpersonal leaders, formal leaders, and eclectic leaders. Leithwood and Montgomery (1982a) reviewed twenty-nine studies and identified two kinds of principals: effective and typical. Working independent of Thomas, Hall et al. (1982) identified

three change facilitator styles that are very similar to
Thomas' styles: Responder, Manager and Initiator.

These types appear to have similarities. The director
(Thomas, 1978), initiator (Hall et al., 1982) and effective
principal (Leithwood & Montgomery, 1982a) have like
qualities. The administrator (Thomas, 1978) and responder
(Hall et al., 1982) are similar while facilitator (Thomas,
1978) and manager (Hall et al., 1982) are alike in many ways.
Leithwood and Montgomery's (1982a) typical principal appears
to span both of the latter style groupings.

Hall, Hord, Huling, Rutherford and Stiegelbauer (1983)
did an extensive study over an entire school year of the day-
to-day interventions of nine elementary school principals
involved in facilitating specific curriculum innovations. As
part of this research Hall and Rutherford (1983) had these
principals identified by district administrators as
portraying one of the three hypothesized change facilitator
styles as described by Hall, Rutherford and Griffin (1982):
initiators, managers or responders. The study findings made
it possible to redefine and further clarify the definitions
of these change facilitator styles. Hall and Rutherford
(1983) state that "the paragraph definition cannot include
all of the detail and richness of the full data set [from the
study], however they do represent easier to grasp
descriptions of the gestalt of each style. These redefined
paragraph definitions are as follows:

Responders place heavy emphasis on allowing teachers and others the opportunity to take the lead. They believe their primary role is to maintain a smooth running school by focusing on traditional administrative tasks, keeping teachers content and treating students well. Teachers are viewed as strong professionals who are able to carry out their instructional role with little guidance. Responders emphasize the personal side of their relationships with teachers and others. Before they make decisions they often give everyone an opportunity to have input so as to weigh their feelings or to allow others to make the decision. A related characteristic is the tendency toward making decisions in terms of immediate circumstances rather than in terms of longer range instructional or school goals. This seems to be due in part to their desire to please others and in part to their limited vision of how their school and staff should change in the future.

Managers represent a broader range of behaviors. They demonstrate both responsive behaviors in answer to situations or people and they also initiate actions in support of the change effort. The variations in their behaviour seem to be linked to their rapport with teachers and central office staff as well as how well they understand and buy into a particular change effort. Managers work without fanfare to provide basic support to facilitate teachers' use of the innovation. They keep teachers informed about decisions and are sensitive to teacher needs. They will defend their teachers from what are perceived as excessive demands. When they learn that the central office wants something to happen in their school they then become very involved with their teachers in making it happen. Yet, they do not typically initiate attempts to move beyond the basics of what is imposed.

Initiators have clear, decisive long-range policies and goals that transcend but include implementation of the current innovation. They tend to have very strong beliefs about what good schools and teaching should be like and work intensely to attain this vision. Decisions are made in relation to their goals for the school and in terms of what they believe to be best for students which is based on current knowledge of classroom practice. Initiators have strong expectations for students, through frequent contacts with teachers and clear explication of how the school is to operate and how teachers are to teach. When they feel it is in the

best interest of their school, particularly the students, Initiators will seek changes in district programs or policies or they will reinterpret them to suit the needs of the school. Initiators will be adamant but not unkind, they solicit input from staff and then decisions are made in terms of the goal of the school even if some are ruffled by their directness and high expectations. (pp. 77, 84)

Hall & Rutherford (1983) summarize these three styles: "Initiators make it happen; Managers help it happen; Responders let it happen" (p. 76).

Hall et al. (1984) state that the picture of school improvement

... is rich enough to allow for many styles and combination of people. The key appears to be in the blending, matching, and sequencing, rather than striving to maintain a particular snapshot. ... the role of the principal in the school improvement process must be viewed in terms of the many factors that affect it rather than naively assuming that a quick cure can be made simply by changing one variable, such as the change facilitator style of the principal. (pp. 28-29).

Jwaideh (1984) offers the following suggestions to principals which may help their efforts to become more effective in the school improvement process:

1. Goal-Setting

(i) Require teachers to work together to establish clear goals for the school and its subunits.

2. Data Gathering

(i) Gather information about relationships within the school through the diagnostic use of discussions, questionnaires, or instruments specifically designed to assess the school's climate.

(ii) Use survey feedback methods periodically to obtain data from organizational members about their feelings,

perceptions, and attitudes toward their teaching, their students, and school organization and policies.

3. Improving Communications

(i) Encourage the sharing of information among teachers.

(ii) Monitor the quality of communication with staff members.

4. Managing Motivation

(i) Take an active role in managing motivational processes in the school.

5. Stimulating Creativity

(i) Encourage teachers to experiment and try out new approaches and techniques.

(ii) Arrange for teachers to visit other schools where innovative programs or practices have been effectively implemented.

(iii) Help ease time pressures on teachers that interfere with the adoption or implementation of innovative practices.

(iv) Encourage teachers to attend professional meetings sponsored by national, regional and state organizations.

(v) Facilitate staff communication about new practices.

6. Providing Information and Training

(i) Locate or develop effective inservice programs to provide teachers with skills needed to improve their teaching.

(ii) Participate in training activities whenever possible to demonstrate interest and support.

7. Involving Teachers in Decision Making

(i) Arrange for teachers' participation in decision making including policy making.

8.   Increase Interdependency Among Staff Members

(i)   Arrange for teachers to collaborate in group problem solving.

(ii) Consider the formation of interdependent teams with interlocking responsibilities to perform certain tasks.

9.   Creating Linkages

(i)   Share resources with other schools on a regional basis.

(ii) Develop linkages with the environment.

(iii) Involve the community in important educational decisions.

10.   Implementing Innovations

(i)   If a change has been mandated by federal, state, or district authorities, involve teachers to the maximum extent possible in planning its implementation.

(ii) Provide the necessary materials and other resources that are required for innovative teaching.

(iii) Make necessary changes in organizational arrangements if existing ones are incompatible with the innovation - student grouping, space, time organization, grading practices.

(iv) Keep parents and the community fully informed about the purposes, nature and consequences of innovations that have been adopted.

(v)   Hold regular meetings with teachers who are involved in the innovation.

(vi) Help teachers realize that the project is "theirs".

(vii) Involve them in evaluating the innovation.

(viii) Provide teachers with feedback concerning the effects of the innovation.

(ix)   Encourage participants to express their
       doubts and negative feelings.

(x)   Kill a project when it has outlived its
       usefulness. (pp. 11, 13)

Similar guidelines are suggested by Fullan (1982), and
Common (1985) for principals involved in school improvement
efforts.

The Principal Is Not Alone

The literature on school improvement tends to make the
school principal a 'super' person.   However, there is
suspicion of this 'great principal' theory.   Fullan (1982)
gives   some   advice   that   appears   to   contradict   the
'conventional wisdom' about the role of the principal in
school improvement: "... none of this research says that
change is impossible without the principal, or the principal
is always the most important person" (p. 140).

Loucks-Horsley and Hergert (1985) put it this way: "The
principal is not the key to school improvement.   Although the
principal is important, so are many other people.   (p. ix,
emphasis in original).

Despite the enormous importance of the principal's role,
the principal does not do it alone.   The source of leadership
seems to be a shared one. (Clark & McCarthy, 1983; Common,
1985; Fullan, 1986; Hall & Hord, 1987; Hord, Hall, &
Stiegelbauer, 1983; Hord, Huling & Stiegelbauer, 1983; Purkey
& Smith, 1983; 1985).

Hord, Hall and Stiegelbauer (1983) found "a new actor and leader, the consigliere, who is an important source of facilitator interventions at the sites of school improvement efforts. ... This individual is a Second Change Facilitator whose role and impact on the implementation process could not be ignored" (pp. 132-133). The key findings about the role of the consigliere, the second change facilitator, are given by Hord, Hall and Stiegelbauer (1983):

1. The second change facilitator (CF) is not always the assistant principal. In several sites the second CF was a teacher and in other sites the second CF was a curriculum consultant from the central office.

2. There is a division of the change facilitating tasks between the principal and the second CF. ... Principals provided overall guidance ... and the second CF did the day-to-day individualized coaching.

3. A larger percentage of the principal's interventions are of the simple type (briefer and less involved substantively). By contrast the second CF's interventions are more likely to be complex, chain or repeated ...

4. ... [T]he second CF interventions are more frequently of an interactive nature ...

5. There does appear to be some systematic relationships between principal's change facilitator style and the second CF role. In manager led schools the second CF's did one half as many interventions as did the principal, in responder led schools they did more and in initiator led schools they did approximately equal numbers.

6. The location of the second CF also seems to be related to the change facilitator style of the principal. In schools with principals who used the initiator or Manager CF style, the second CF was located in the school. In schools that had principals using the

responder style, the second CF was often
located in the central office.

7. A promising additional finding is that
regardless of the location of the second CF,
there appears to be a teacher representative
acting as a third CF and member of the
facilitation "team". This person is
sometimes appointed by the principal and is
at other times the 'obvious choice'. (p.
159)

Although leadership is not considered to be fully
concentrated in the position of the principal, the importance
of the principal is best captured by Fullan (1986):

It is certainly possible for change to occur without
the principal ..., but it would not be difficult to
assemble 100 research studies that show that when
the principal is an active supporter of a change
effort it is much more likely to succeed. (p. 76).

The Role of the Teacher

The Teacher's World

An understanding of the world of teachers will help
generate ideas for those in whatever role deal with them.
Fullan (1982) cautions everyone outside the role under review:
"Understand the subjective world - the phenomenology - of the
role incumbents as a necessary precondition for engaging in
any change effort with them" (p. 120). Lieberman and Miller
(1984) describe the world of the teacher this way:

The rule of privacy governs peer interactions in a
school. It is alright to talk about the news, the
weather, sports, and sex. It is all right to
complain in general about the school and the
students. However, it is not acceptable to discuss
instruction and what happens in classrooms as
colleagues. For most teachers in most schools,
teaching is indeed a lonely enterprise. With so
many people engaged in so common a mission in so

compact a space and time, it is perhaps the greatest irony - and the greatest tragedy - that so much is carried on in self-imposed and professionally sanctioned isolation. (p. 11)

This lack of interaction among teachers about what they are doing has been corroborated by other studies. (House & Lapan, 1978; Huberman, 1981; Leithwood & MacDonald, 1981; Lortie, 1975; Rutter et al., 1979). Hence, teachers are more likely to find themselves on the receiving end of change. (Fullan, 1982).

Since little thought is given to the teachers' world, "strategies commonly used ... to promote changes ... frequently do not work because they are derived from a world or from premises different from that of teachers" (Fullan, 1982, p. 115). Those who introduce school improvement projects treat teachers the same way as they criticize teachers for treating the students. In short, "those who want change do exactly that for which they criticize teachers" (Sarason, 1971, p. 193). Lieberman and Miller (1986) found that teachers cannot be overlooked: "whether we looked at local problem solving, research transformed into practice, action research, or networking, we were drawn to the teachers, their world, and their work as the starting points for improving schools" (p. 108).

How Teachers View Change

Four criteria used by teachers in assessing any given change are described by Fullan (1982):

1. Does the change potentially address a need? Will students be interested? Will they learn?

2. How clear is the change in terms of what the teacher will have to do?

3. How will it affect the teacher personally in terms of time, energy, new skill, sense of excitement and competence, and interference with existing priorities?

4. How intellectually rewarding will the experience be in terms of interaction with peers or others? (p. 113).

Clark, Lotto and Astuto (1984), Doyle and Ponder (1977-78) and House (1974) found parallel concerns.

House (1974) summarizes teachers' views of most innovations as follows: "personal costs are high, procedural clarity low, and benefits unpredictable" (p. 73). Thus the first step for change facilitators is to understand the practices of teachers, their needs and their concerns about changing because the best way to improve schools is through improving teacher instructional performance. (Hall & Hord, 1987; Lieberman & Miller, 1981).

What Works For Teachers

School improvement "... will not take place without the support and commitment of teachers ..." (Purkey & Smith, 1982, p. 68). Crandall et al. (1986) support the same conclusion. Some studies have found that the development of commitment was achieved 'up front' by involving teachers in problem solving and decision-making (Bentzen, 1974) and in developing new materials and strategies (Berman and

McLaughlin, 1975). Such involvement allowed teachers to have a feeling of 'ownership' of the new techniques and educational idealogy (McLaughlin, 1978), as well as a sense of collegiality (Finn, 1984), and efficacy (Clark et al., 1984). Thus, teachers are allowed to shape the improvement efforts. However, cooptation and mutual adaptation may result. (Berman, 1981).

There is other research which demonstrates an alternate image for the development of teacher commitment. It can develop after implementation, after teachers are actively engaged in using a new practice. Crandall (1983) reports that in their Study of Dissemination Efforts Supporting School Improvement they

> found that with clear, direct leadership from building and central office administrators, training by a credible person in the use of a practice that was known to be effective, and continued support and assistance, teachers tried the new practice, mastered it, saw results with their students, and developed a strong sense of ownership. And this with little or no early involvement in problem solving, selection, or decision making. (p. 7)

Crandall (1983) also found that there are two more factors operative in the development of commitment: "exemplary practices and credible conveyors of those practices" (p. 8). The innovation must be one that really works. In addition, if the presenter of the new practice is another teacher, then together they are powerful forces for successful improvement efforts. (House & Lapan, 1978; Aoki, 1977; Kormos & Enns, 1979). In addition to individual commitment, Lieberman and Miller (1981) found that "without

organizational commitment to and engagement in improvements, efforts by teachers in isolated classrooms do not hold much promise for sustained success" (p. 583). Clark et al. (1984) list the ingredients for this sustained success:

> Teachers are willing to and do implement school improvement programs when they are provided on-going training, assistance, and the time for mastery of a new practice. Teachers are also willing to and do use new materials that pass a practicality ethic, i.e., are judged to be of high quality, possible to implement, significantly different from current practice, and balanced in terms of personal and professional benefits and costs. To continue the use of a new practice, teachers must perceive direct and concrete benefits - both to students and to themselves. (pp. 54, 55)

Little's (1982) in-depth research of work practices in six urban schools provides much detail about what works for teachers. She found school improvement to be most surely and thoroughly achieved when:

> Teachers engage in frequent, continuous and increasingly concrete and precise talk about teaching practice (as distinct from teacher characteristics and failings, the social lives of teachers, the foibles and failures of students and their families, and the unfortunate demands of society on the school). By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtue from another, and capable of integrating large bodies of practice into distinct and sensible perspectives on the business of teaching.

> Teachers are frequently observed and provided with useful (if potentially frightening) critiques of their teaching. Such observation and feedback provide shared referents for the shared language of teaching, at a level of precision and concreteness which makes the talk about teaching useful.

> Teachers plan, design, research, evaluate and prepare teaching materials together. The most astute observations remain academic ("just theory")

without the machinery to act on them. By joint work on materials, teachers share the considerable burden of development required by long-term improvement, confirm their emerging understanding of their approach and make rising standards for their work attainable by them and by their students.

Teachers teach each other the practice of teaching. In the most adaptable schools, most staff, at one time or another, on some topic or task, are permitted and encouraged to play the role of instructors for others. In this way, the school makes maximum use of its own resources. (p. 331)

The Role of Students

Students Not Considered

In most school improvement efforts, little attention is given to the role of students. Fullan (1982) found that "there is little evidence" (p. 8) regarding what students feel about their role in such school activity "because no one ever asks them" (p. 154). Goodlad (1984) fully agrees. He found that "in almost all efforts to improve schools, students are the most neglected human resource" (p. 7). This lack of student consideration has also been noted by other studies. (Hord, 1987; Miles, 1981; Neale et al., 1981; Ruddock, 1984; Ryan, 1976; Van Velzen et al., 1985). "For elementary school students this omission may be of little consequence, since young children are relatively malleable. Secondary school reform efforts that discount student perceptions of school life, while certainly not doomed, are raising the odds against their success" (Purkey & Smith, 1985, p. 369).

Some Insight Why Students Are Not Involved

Neale et al. (1981) offers three reasons why students are not permitted to be involved:

1. There is a concern that adults will 'give away the store'.

2. Students will make wrong or improper decisions.

3. Students are often considered too young, too inexperience, or irresponsible. (pp. 34, 35).

Fullan (1982) states that students are only considered as "potential beneficiaries" rather than as "participants" (p. 8) in any school improvement effort. Van Velzen (1985) agrees, but puts it this way:

> ... in most countries, the traditional pattern is that planning and development for the school is done by adults for children. It seems to be against the unwritten law of the school to mobilize students in criticism of the education they are receiving, or invite their inventive capacities. (p. 147)

Student Involvement Can Make A Difference

Furtwengler (1985) reports a school improvement project involving fourteen schools where students were asked to be involved. Student leaders joined forces with teachers to form a school leadership team. Student involvement was concentrated in two areas: they participated in training that was designed to help them understand leadership and organization; and they identified school problems from their perspective and proposed solutions. He found the success of the program depended "heavily on the involvement of student leaders" (p. 263).

Bailey (1975) records that in a large Delaware suburban high school students were given the opportunity to be involved in the selection of new teachers. Even though the student body thought this was a good idea, only twenty students actually showed specific interest in the project, and eventually only a dozen served. The other students were not interested but respected the offer. The gesture gave a boost to student morale, which prepared the climate for several changes in the school. In the teacher selection process the students exhibited poise, sincerity and remarkable perception.

Dorman, Lipsitz and Verner (1985) describe their involvement in a Middle Grade Assessment Program. Students were consulted and this form of participation "produced school pride" (p. 48) which enormously contributed to the program's success. "Measuring the perceptions of students about the strengths and weaknesses of their schools is a necessary step in improving the environments of schools for both teachers and students" (Bulcock, 1982, p. 139). Purkey and Smith (1985) are not as fully supportive. They conclude that "student participation can be a powerful contributing factor in most situations, though perhaps not absolutely necessary for [school improvement] to work" (p. 370). However, Ruddock (1984) argues that "where innovations fail to take root in schools and classrooms" (P. 55), it may be that student participation is overlooked as a significant feature of the school improvement process.

Suggestions For Student Involvement

Farley (1981) recommends a process of student interviews as a means of involving and listening to students. Selection can be made on a formal prearranged basis or by a simple random selection within classrooms with trained interviewers. Purkey and Smith (1985) advocate a district policy to include students on school improvement committees or to require schools to form ancillary structures for students. Seeley (1984) advocates an educational partnership approach that would focus on improving relationships between school services and the students. However, Neale et al. (1981) recommend the following ways to involve students:

1.   Student screening committees for hiring new teachers.

2.   Student representatives on the school board.

3.   Student representatives at faculty meetings.

4.   Student representatives on all curriculum committees.

5.   Student judiciary groups.

6.   Student newspapers.

7.   Student participation on school improvement task forces.

8.   Peer counselors.

9.   Peer tutors.

10.   Student aides in offices.

11.   Student representatives on PTA councils.

12.   Student representatives on citizen advisory groups.

13. Student forums after school for those who would like to express concerns about the school - on a regular basis.

14. Student surveys of morale, teacher/student relationships, evaluation of program, evaluation of special services, etc. (p. 35)

For administrators, teachers and others who contemplate involving students in school improvement projects Farley (1981) found that "students are an indisputable source of expertise (p. 185) ... and can be brutally honest" (p. 186).

The Role of Parents

Parents Generally Not Involved

As comforting as it may be to consider parents as vital links in school change efforts, the research on school improvement seem to suggest otherwise. Fullan (1982) found that "... by far the most prevalent case is that school boards and communities do not initiate or have any major role in deciding about innovative programs" (p. 194).

Berman (1981) also concluded that "the evidence is overwhelming that parents and community members are seldom involved in innovative efforts" (p. 270). Lortie (1977), in his research, suggests that "... educators ... are ambivalent about...public participation. ... Most ... seem to want parents ... to be 'distant assistants' who help outside the school setting ..." (p. 11).

Parent involvement has also been hampered by phenomenological and logistical barriers. Phenomenological

barriers relate to the lack of understanding and knowledge that school personnel and parents have of each other's world. And logistical or technical barriers concern lack of time, opportunity, or understanding of which activities or forms of parental involvement would be most effective. (Fullan, 1982; Shoop, 1984).

Despite the difficulties, "... to ignore [the community] is to ignore an important potential for a successful change effort" (Neale et al., 1981, p. 187). A similar conclusion has been reached by other researchers. (Fullan, 1982; Goodlad, 1984b; Gross, Giacquinta, & Bernstein, 1971; Purkey & Smith, 1983; 1985; Seeley, 1984; Smith & Keith, 1971; Willower, 1984).

Suggestions For Parental Involvement

The literature is not rich in specific suggestions for parental involvement. Seeley (1984) puts it this way:

> In an 11-page summary of the recommendations and proposals of three of the major reports (prepared by Phi Delta Kappa), all that is said about the importance of parents boils down to a single sentence: "The Commission calls upon educators, parents, and public officials at all levels to assist in bringing about the reforms proposed in this report." (p. 387)

Neale et al. (1981) suggests that each school must work out the details of parental participation that would be applicable to its own situation, "but 'work' is the key. ... The total process of community involvement is a sensitive administrative issue which takes a great deal of time and

effort to ensure efficacy" (p. 187). This strategy will avoid the community acting in, what Fullan (1982) describes as, the "crap detector" capacity of those on the receiving end of change. (p. 195)

Some suggestions have been offered regarding the role of parents in any school improvement effort. Neale et al. (1981) make the following observations:

1. Parents should participate in the political process at all levels and continually lobby all elements in the educational system - teachers' unions, - universities, colleges and departments of education - to "work together, not against one another, for school improvement at the local level" (p. 33).

2. "Once the goals for [school improvement] have been set using community involvement" (p. 185), the school must retain the responsibility of implementing these goals in the manner it considers most effective.

3. "Parent-Teacher Association, Home School Council, and citizen advisory groups are often disappointing as vehicles for school improvement". (p. 33)

4. Increased parent participation may have a negative impact on the school improvement efforts "unless some controls and guidelines are established" (p. 186)

Glatthorn and Spenser (1986) offer similar advice. Davies (1987) notes that "in citizen participation as in education in general, more is not necessarily better" (p. 603). He offers six criteria as guidance in determining under what conditions parent and community involvement is most beneficial. However, the work of Bridge (1976) is referenced quite frequently when discussing parental involvement in school improvement activities. He offers the following

guidelines for school administrators who wish to involve parents in school improvement efforts:

1. Parents are not a homogeneous group; they cluster into clienteles which are characterized by a lack of formal leadership and often do not emerge until parents feel threatened by an innovation.

2. Leaders at every level of the school hierarchy ought to have clearly articulated, publicly stated policies with regard to the kinds of decisions parents will be asked to make.

3. Parents seem to be most concerned about curriculum innovations, where curriculum is broadly defined to include the emphasis which are placed on different skills (i.e., **what** is taught) as well as the instructional methods which are used (i.e. **how** it is taught).

4. Parent involvement in school innovations will be most productive when parents know what is demanded of them; hence schools should set clear objectives for parent participation.

5. Parents are not equally well informed about schooling matters, and this means that some are more competent than others to participate in school decisions, especially in those situations where the quality of the decision depends upon parents' information.

6. Remember that the time frame is important. ... It takes considerable time to involve parents ... in constructive innovations. (pp. 379–384, emphasis in original).

Bridge (1976) advises that "parents can make or break school innovations, and unfortunately they are most often cast in the role of spoilers, since it is easier to organize parents for resistance than assistance' (p. 384).

However, "the messages of research on the appropriate role of parents in innovation are not clear" (Fullan, 1985, p. 409). "Deciding whether, when, and how to approach

parents in educational reform represents a major dilemma"
(Fullan, 1982, p. 196). Gold and Miles (1981) refer to this
as the problem in "environmental contact versus withdrawal"
(p. 30). School leaders cannot afford to ignore Fullan's
(1985) advice:

> The best advice for ... schools seems to be that,
> at a minimum, they should be wary that parents and
> the community are not opposed to an innovation. At
> a maximum, they should involve parents in planning
> and in instructionally supportive roles in relation
> to an innovation. (p. 409)

The Role Of The External Facilitator

The Importance Of External Help

Louis (1981) cautions that it is not very "practical to
bolster a 'do-it-yourself' approach to school improvement" (p.
206). Fullan (1982) advises that "not to seek any outside
help is to be more self-sufficient than the demands of
educational change [will] allow" (p. 190). Good and Brophy
(1986) found that "school staff may not be able to identify
certain problems and issues" and that external help can allow
"schools to analyze their current strengths and weaknesses"
(p. 585). Loucks-Horsley and Hergert (1985) put their
argument this way:

> An outside consultant will treat the job of planning
> and facilitating the effort as a job.
> ... An outsider can also be especially important in
> balancing power groups and neutralizing factions.
> An outsider ... has no alliances, and will not have
> to "live" with people over the long haul. Outside
> consultants have the best chance of being, and being
> perceived as, neutral and fair to all parties and
> perspectives. In addition they have no power to

gain or lose within the school ... (p. 5, emphasis in original).

The importance of an external helping role in local school improvement activities has also been documented by other research. (Berman & McLaughlin, 1977; Clark et al., 1984; Cox, 1983; Cox & Havelock, 1982; Eltis, Braithewaite, Deer, & Kensell, 1984; Fullan, 1982; 1985; Glaser, Abelson, & Garrison, 1983; Louis & Van Velzen, 1985; Quinby, 1985).

The Labels Used For External Assistance

The literature abounds with different labels describing this external help: change agent, linking agent, external consultant, external assister, outsider, external initiator, school liaison, OD consultant. "This plethora of titles suggests the wide variety of definitions which are applied to the role of the external agent" (Louis, 1981, p. 170). However, the label that is beginning to appear more frequently is external facilitator. (Cox, 1983; Fullan, 1982; Miles & Ekholm, 1985). However, Louis et al. (1985) have developed the phrase, external support system [ESS], in their work with the International School Improvement Project [ISIP]. They define external to mean "outside the school building" (p. 185); support to mean "the process of aiding or helping school improvement, and may take the form of training, consultation, provision of information or materials" (p. 186); and system to "mean an interacting set of two or more people and

processes with a common mission that serves more than one school" (p. 186).

The Activities of the External Facilitator

The term, facilitator, suggests a role. Fullan (1982) states that "the facilitator ... helps clients identify and select (or develop) their own solutions - or, if a program has already been adopted, works in a facilitative way to adapt the program during implementation" (p. 190). Neale et al. (1981) found that the external facilitator played one, or a combination of, "three basic roles: (1) researcher, (2) trainer, or (3) facilitator" (p. 150). In the Dissemination Efforts Supporting School Improvement [DESSI] study, the external facilitator gave the following types of help:

1. Made school people aware of the existence of new practices.

2. Helped school people choose among a range of new practices, matching local needs with an appropriate resource.

3. Sometimes helped arrange funding for the new practice.

4. Worked with local administrators, teachers, and school boards to develop commitment to the new practice and arrange for it to be installed.

5. Arranged and conducted training in how to do the new practice.

6. Worked with a local contact person on the new practice.

7. Provided materials for the new practice.

8. Worked through the details of the practice with teachers, planning implementation

        schedules and paying attention to the
        specifics of actually using the practice in
        the classroom.

9.   Evaluated the new practice and analyzed data.

10.   Provided follow-up help as implementation
       progressed.

11.   Helped develop plans for continuation and
       institutionalization, for example,
       securing additional funds and developing
       new users at the school. (Cox, 1983, pp.
       11-12)

The role emphasizes shared decision making resulting in
the establishing of a climate of change. (Cox, 1983; Fullan,
Miles, & Taylor, 1980; Hopkins, 1985). An image used by
Langmeyer (1975) puts it rather descriptively:

        Interventions into a school system are like putting
        your hand into a bowl of jello. While your hand is
        in the jello it moves the jello away but once your
        hand is removed the jello flows back again. It is
        helpful to the survival of schools that they are so
        resilient and surprisingly flexible, but it does not
        help in producing worthwhile lasting changes. (p.
        456).

By the establishment of this climate for change, together with
the development of well embedded skills of diagnosis, and an
entrenched problem-solving capacity, the external facilitator
gives the school the ability to "'[place] its own finger in
its own jello' and really never has to pull it out.... The
chances of interventions leading to lasting change are
definitely increased" (Neale et al., 1981, p. 155).

    Fullan (1982) acknowledges that the role of an external
facilitator is varied and the skills required are wide-
ranging and complex. "Some do primarily emphasize program
expertise, while others are established essentially to provide

general facilitation and capacity-building" (p. 192).
"However, their power as experts means that they can be very
useful as visionaries, inventors, pushers - and sometimes
resistors" (Miles & Ekholm, 1985, p. 147).

Consideration in the Selection of an External Facilitator

Even though the role of an external facilitator is
carried out "largely by university professors ... in their
spare time" (Louis, 1981, p. 203), the external facilitator
should have/possess the following skills/behaviours:

1. Provide some continuous contact with school
   people. (Fullam, 1982).

2. Offer assistance that is personal and
   practical. (Clark et al., 1984; Fullan,
   1982).

3. Possess not only some technical expertise but
   also be knowledgeable about the process of
   change. (Fullan, 1982; Louis, 1981; Zaltman
   & Duncan, 1977).

4. If a team, members must possess not only
   complimentary strengths, but also
   complimentary working styles. (Crandall et
   al., 1986).

5. Have the appropriate skills should choice
   reflect "front-end" (e.g. inspirational) or
   "back-end" (e.g. operational and political)
   strengths. (Crandall et al., 1986; Louis,
   1981; Louis, Van Velzen, Loucks-Horsley, &
   Crandall, 1985).

6. Have the personality characteristics to meet
   the needs of the school. (Louis, 1981;
   Zaltman & Duncan, 1977).

7. Have the operating choices identified. These
   choices are working with a single school or
   multiple schools; serving the most ready or
   the most needy schools; gaining high or low
   involvement from teachers and administrators;

changing people or changing practice; emphasizing product or process; using external or internal initiative; and maintaining fidelity to new practices or supporting adaptation of them. (Louis et al., 1985; Louis, 1981)

8. Have the skills and characteristics that match closely with different organizational levels and/or different task requirements during the adaptation, implementation and institutionalization stages. (Huberman & Crandall, 1982).

The Problem of the High School

Research Has Given Little Attention

Most school improvement research has been "grounded in elementary school" (Purkey & Smith, 1985, p. 367). Lieberman and Miller (1986) proclaim that "scant attention has been paid to the high school except to say that it is more complex than, and clearly different from, the elementary school" (p. 102). Huling-Austin (1984) states that "the high school is indeed 'a horse of a different color'" (p. 9).

Differences that Influence the School Improvement Effort

The major difference has to do with leadership. The secondary schools are politically more complicated because of their organizational complexity. There are several administrative layers; for example, the principal, vice-principals, guidance counselors, department heads. (Fullan, 1985; Purkey & Smith, 1985). Firestone and Herriott (1982) found that under such an organizational arrangement high school principals have less of an "opportunity to be

instructional leaders" (p. 52) and that leaders of "different kinds of schools have different jobs to perform" (p. 53). They found that a diversity of goals, departmentalization, subject teacher specialists, and staff-size were all factors in undermining the principal's influence. Berman, Gjelten & Izu (1982) concluded that "principals are important to improvement; but whereas principals may play the central role in elementary schools, others (such as department heads) may lead in secondary schools" (p. 22, emphasis in original). Hall and Guzman (1984), in their study of the change process in high schools, state:

> We cannot simply look at the change facilitator role of the principal, department head ... without understanding more about the persons in those roles and the context within which they are working. These contextual factors appear to be especially critical to high schools where there are more administrative levels and organizational subunits. (p. 103)

Administration, faculty, district and community were indicated by Stiegelbauer (1984) as the 'contextual factors' "having the most influence" in the change process. "Facility, co-curriculum, students, department heads were not seen by researchers as having as great an influence on change in the school" (p. 90). In responding to the question, when the high school principal is not the primary source, impetus or implementary facilitator, who does these things?, Hall & Guzman (1984) found that

> 1. Department heads in most instances are not prime movers for change and do not typically facilitate implementation. (p. 109). The primary key ... to being effective change

facilitators appears to be related to how the principal defines their role. (p. 111).

2. The picture is mixed regarding assistant principals. In some cases they took the lead unilaterally to facilitate change. There also were instances where a close working team was formed with his/her principal, sharing responsibilities for change leadership. (p. 114).

3. Examples of teachers as change facilitators were few. It appears that teachers respond to suggestions for change that are initiated by department heads, principals and central office personnel. There appear to be few opportunities for teachers to initiate change themselves. (p. 118, 119)

Their overall conclusion is that " the importance of the principal is still there, but the under utilization of the other actors is glaring"(p. 120). Hall and Hord (1987) also seriously questions the often-heard theme that high school principals do not have time to serve as instructional leaders:

In our research studies in high schools, we have found an impressive array of high school principals who do find time to serve as instructional leaders and to be effective change facilitators. ... They are not apt to have detailed and technical knowledge of all the innovations entering their high schools, but their role of change facilitator appears to be expressed in significant ways. (p. 255)

Another major difference is students. High school students "differ from elementary students in ways that go beyond their being chronologically older, developmentally more advanced, or having more diverse educational and occupational objectives" (Purkey & Smith, 1985, p. 367). In addition, the peer relationship is stronger and the culture of their peer group may or may not be the same as that of the school. In

such an environment, students may not be as willing as elementary students to accept change. Another difference is noted by Neufeld, Farrar, & Miles (1987). High school students change teachers "every 50 minutes or so, and entire schedules may change two or three times a year depending on the length of a school term. These structural differences ... seem relevant to any consideration of the development of both school and classroom climate" (p. 862). The involvement of elementary students is usually not considered in any school improvement effort. However, such efforts "that discount [high school] student perception of school life, while certainly not doomed, are raising the odds against their success" (Purkey & Smith, 1985, p. 369).

Hord (1984) found "effective interventions ... that challenge several of the current myths" (p. 136) about high school change:

1. High schools can't make significant change because they are constrained by bureaucratic district policies - or - a case for creative insubordination. (p. 136).

2. High school is a complex, complicated, loosely joined system which cannot be integrated into a comprehensive change effort - or - pulling and pushing it all together. (p. 138).

3. Departmental change can't be implemented because department heads have no real leadership base or influence - or - the power of persuasion or the power of a worthy program, or the combination thereof. (p. 140).

The Approach to High School Improvement

Purkey and Smith (1985) offer the following suggestions for change facilitation at the high school:

1. The design of the improvement project must be sensitive to the differences between elementary and high schools.

2. Because the high school has more administrative layers, a high school improvement design should seek to identify, develop and support leadership from a variety of sources or from whomever it comes.

3. The design should maximize school site responsibility and should offer real incentives to staff such as release time for planning, staff development, technical and coaching assistance.

4. An incremental approach through the departmental structure or via staff interest groups should be the focus of the design.

5. There is a better chance of success if the design involves the participation of students. (pp. 378-369)

Similar recommendations have been given by Fullan (1985) and Farrar, Neufeld and Miles (1983). However, Lieberman and Miller (1984) take as their framework the categories of social context, teachers, substance and interpersonal relations and developing questions for each category. Their strategy is "more concerned ... about raising the right questions than ... about formulating the right answers" (p. 50). Sizer (1985) recommends a strategy which is opposite to most. He advocates that "partial efforts yield little fruit in high school improvement efforts.

... Serious efforts ... are necessarily exercises of wide scope - taking all of importance into account ..." (p. 22).

Despite the complexities of the high school, and the inability of research to provide clear improvement designs, Neufeld et al. (1987) has some comforting findings:

> ... research from elementary schools is [not] without significance for, or goes un-noted by, those concerned with secondary schools. On the contrary, research findings from elementary schools seem to be 1) shaping the design of a number of incipient secondary improvement efforts, 2) influencing the content of such programs, and 3) guiding the process of implementation. (p. 843)

With that understanding, the high school need not be 'a horse of a different colour', but just another 'horse'.

The Strategy Dilemma

The Different Terminology

The same implementation strategies have different labels in the literature. Whether it be Berman's (1981), managerial-learning-bargaining approach, Cuban's (1987) top-down bottom-up approach, Crandal et al.'s (1986) carrot stick approach, Fullan's (1985) voluntary or mandated approach, or Purkey and Smith's (1985) incentive-based mandated approach, "there is some argument about [which approach] should be used [to ensure successful implementation]" (Fullan, 1985, p. 415). The resolution of this argument is not yet finalized "because few researchers have investigated the connections between strategies and outcomes" (Cuban, 1987, p. 1007). However, regardless of what evidence does exist, Cuban (1987) found that "... the issue of choice or mandate may hinge less on evidence than on local contextual conditions and on policy

makers beliefs about which implementation approach works" (p. 1009).

What the Top-Down And Bottom-Up Strategies Entail

The best clarification of top-down and bottom-up strategies is given by Cuban (1987). By the top-down strategy is meant

> ... a strategy founded upon the belief that a chain of command stretching tautly from the board of education through the superintendent, directs principals to lead teachers who, in turn, will raise student academic performance. ... Central office administrators, viewing themselves as having the largest and most accurate picture of district needs, often see top-down implementation as efficient and swift. (p. 1005)

In contrast, a bottom-up approach would "... concentrate on each school's determining its own agenda, monitoring and evaluating itself, and using district funds in the manner that staff and parents choose. In short, each school would decide for itself how best to reach district goals" (p. 1006).

The Experience From School Improvement Projects

Levine (1985) argues that "reform cannot be imposed from the top down. The people responsible for the school outcomes must be responsible for enacting change" (p. 61). This perspective is reinforced by many studies. (Boyer, 1983; 1985; Cohen, 1983; Goodlad, 1984b; Purkey & Smith, 1982; Quinby, 1985; Sizer, 1984).

On the other hand, "there is clear evidence that change efforts initiated either centrally or externally to the school can work well and may indeed be essential in many situations if anything is to happen" (Fullan, 1985, p. 403). As a result of their DESSI field study, Huberman and Miles (1987) found that pressure and support is a powerful combination: "Administrative decisiveness bordering on the coercion, but intelligently and supportively exercised, may be the surest path to significant school improvement" (p. 977). In response to this finding, Crandall and Loucks (1983)

> ... stress that we are **not** advocating a knee-jerk authoritarianism as the royal road to school improvement. ... [we found that] when a central office administrator or an influential principal is involved closely with the project ... and when that involvement is enlightened, forceful, resourceful, and long-lasting, highly significant changes are carried out and institutionalized. (pp. 10, 11; emphasis in original)

There appears to be, then, some degree of direction and top-down implementation necessary in launching a school improvement program. (Frymier, 1986; Huberman, 1983; Loucks-Horsley & Hergert, 1985; McCormack-Larkin & Kritek, 1982; Miles & Ekholm, 1985). However, Cuban (1987) cautions that, in a top-down approach, "too often ... those who believe their only tool is a hammer begin to treat everything like a nail" (p. 1022).

However, "by directing from the top a process to occur at each school without prescribing the content of the decisions, a variation of the familiar bottom-up approach emerges" (Cuban, 1987, p. 1007). Such a strategy mix

"increases the probability that reform will be attempted where it is needed and that staffs will cooperate" (Purkey & Smith, 1985, p. 366). This combination is diagrammatically shown in Figure 5.
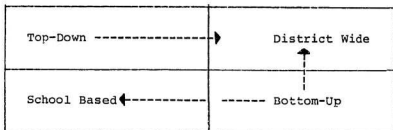
Figure 5: Implementation Strategies

Note: From "Transforming The Frog Into A Prince:
         Effective Schools Research, Policy, and
         Practice At The District Level" by L.
         Cuban. In School Improvement-Theory and
         Practice: A book of Readings (p. 1007)
         by R. V. Carlson & E. R. Ducharme (Eds.),
         1987, Lanham, MD: University Press of
         America. Copyright 1987 by the University
         Press of America.

Eubanks and Levine (1983) describe this combination in their study:

Our examination of the effective school approaches described in this paper indicates that they tend to include both a top-down and a bottom-up emphasis in planning and implementation. In each of the projects, for example, central management has delineated some of the elements that must be addressed in individual school plans, has acted (or tried to act) to make sure that adequate assistance

is provided for participating schools, has closely monitored project development in the schools, and has been or is in the process of formulating plans to intervene at less successful sites. On the other hand, each project also places heavy emphasis on planning and adaptation at the individual school level, on providing process assistance to support bottom-up planning and decision making, and on helping participating schools address problems that are particularly [sic] salient to them. (p. 42)

Lieberman and Miller (1984) also conclude that "top-down, bottom-up: not either-or, but both" (p. 92). Such a mix is also suggested by the experience of other school improvement projects. (Clark & McCarthy, 1983; Crandall & Loucks, 1983; Lieberman & Miller, 1986; Sackney, 1986).

In an extensive literature search for an implementation paradigm, Berman (1981) found that "the best research and evaluation, whether qualitative or quantative, suggest that how an innovation is implemented may be as important to outcomes as its initial technology" (p. 262). He concludes that implementation is determined by so many factors and circumstances that it is idiosyncratic.

Criteria For Successful School Improvement

Conceptual Difficulties

The term, success, in school improvement has a "problematic nature" (Huberman & Miles, 1984, p. 252). "It has been problematic to 1) agree on what is meant by the term ... 'success' and to find tools to assess ... success, 2) compare ... success across sites or across innovations ..." (Huling, Hall, Hord and Rutherford, 1983, p. 120). However,

the often quoted and best description of the difficulties with this term is given by Berman (1981):

> ... the notion of what constitutes a "successful" innovation requires - and is undergoing - drastic revision. It makes sense in a technologically dominant process ... to consider the innovation to be successful if the installed innovation replicates the originally conceived innovation with a high degree of fidelity. The same logic does not apply for an implementation - dominant process. In this situation, the attempt to obtain high fidelity may **create** implementation problems, not overcome them.... Instead of measuring success in terms of fidelity per se, alternative definitions based on the expectation that adaptation will - and ought to - take place are appropriate. At the present time, there is no commonly accepted measures of successful innovation based on an adaptation perspective. The adaptation perspective may imply that different definitions of success are necessary under different circumstances. (p. 264, emphasis in original)

Definitions

Whether one uses institutionalization (Miles, 1983; Odden & Anderson, 1986), integration (Neale et al., 1981) or continuation (Fullan, 1982), the same concept is being addressed. Huberman and Miles (1984) define success this way: "Broadly speaking, we use 'success' to mean stable, built-in, widespread use of a well-designed innovation that had a positive impact on students and teachers" (p. 253).

Miles (1983) speaks of a successful innovation or change as one that becomes institutionalized, gets "'built in' to the life of the school" (p. 14). Odden and Anderson (1986) refer to an institutionalized change as one that "becomes part of the standard operating procedures of the school" (p. 585). Fullan (1982) says that successful school improvement has

occurred "where a setting has been **deliberately transformed**
from a previous state to a new one which represents clear
improvement on some **criteria**. (p. 86, emphasis in original).
As Huling et al. (1903) have found, this designation of
success "seems to be based more on who is making the judgement
than on any characteristics of the ... effort, user practice
or change process effects" (p. 100). Their basic model for
implementation success [IS] is given as: "IS = f (LCU, IC,
SoC) where LoU is Levels of Use of the innovation, IC is
Innovation Configurations and SoC is Stages of Concern about
the Innovation" (p. 103). However, because there are several
ways to succeed in improving schools, it is more reasonably
to use the notion of scenarios. (Huberman, 1983; Loucks &
Zacchei, 1983).

Ingredients For Success

Despite the difficulties with the concept, there has been
consensus regarding the factors necessary for success. As
Fullan (1982) says:

> Remarkably, it is only in the last twelve years
> (since about 1970) that we have come to understand
> how educational change works in practice. In the
> 1960s educators were busy developing and introducing
> reforms. In the 1970s they were busy failing at
> putting them into practice. Out of this rather
> costly endeavor (psychologically and financially)
> has come a strong base of evidence about how and why
> educational reform fails or succeeds. (p. 5)

However, it is a complex process "in teasing out the
factors that will let us make a confident prediction" about
institutionalization scenarios. (Miles, 1983, p. 17).

Crandall and Loucks (1983) in their executive summary to the DESSI field study refer to the achievement of improvement in the schools as

> ... similar to a journey to a distant place. There are many ways to get there -- highways, farm roads, jeep paths, cross-country -- and at every turn the opportunity to change the route. ... The first -- our interstate highway -- requires clear direction, strong commitment, a moderate level of resources, and a definite role for every level in the education system. This is the route we consider optimal.... (p. 16)

A more detailed map of this 'optimal route' is given by Wood et al. (1985). They list the following as essential to a successful school-based improvement program:

1. Schools should have a systematic improvement process that involves students, parents, teachers, administrators, and community leaders in selecting goals, planning programs for improvement, and implementing staff training and on-the-job assistance.

2. Schools should have trained local facilitators to guide school staff members through the improvement process, and the assistance of an external consultant to train and assist local personnel.

3. The principal, as a key leadership person in school improvement, must learn how to facilitate improvement in the school, particularly in the areas of instruction, shared decision making, and managing change.

4. If school improvement is to have any real effect on student achievement, it must include provisions for increasing the effectiveness of classroom instruction.

5. The school board and superintendent must understand and be committed to school-by-school improvement. They need to demonstrate their commitment by allocating resources for personnel, time, materials, and training, and by developing policies, procedures, and public statements that support improvement efforts.

6. The central office administrators must understand and support school-based improvement. This includes learning the roles necessary to support decision making at the school level, rather than at the district level. (p. 66)

Purkey and Smith (1985) outline four policy statements that serve as corner stones for successful change; Leithwood and Fullan (1984) suggest six factors that increase the chances of successful change; Corbett, Dawson and Firestone (1984) found eight local conditions related to success; Renihan and Rehihan (1984) give four barriers to any improvement effort; Mullaney (1983) identified eight obstacles to success and eleven conditions that tend to be associated with successful change efforts; Finn (1984) gives "nine commandments" for improving schools. Such a listing is by no means complete. Fullan (1986) found that the research literature has "much overlap and consistency ... across recommendations" (p. 79). The most comprehensive set of factors that must be addressed for any school improvement project to be successful, be it pedagogically or organizationally oriented, is given by Van Velzen et al. (1985) These factors are given in Figure 6, page 153. "It does no good to take each of [these factors] and attempt to deal with them one at a time. They must be **continually** borne in mind and attended to when need be. It's like the balancing act of a juggler, but not so predictable and systematic" (Fullan, 1982, p. 77, emphasis in original).
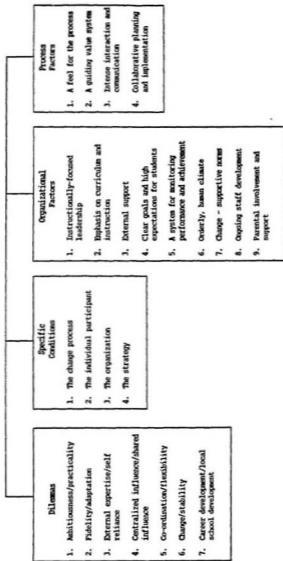
Figure 6: Factors Contributing to Successful School Improvement

The figure contains the following four columns:

Dilemmas
1. Ambitiousness/practicality
2. Fidelity/adaptation
3. External expertise/self reliance
4. Centralized influence/shared influence
5. Co-ordination/flexibility
6. Change/stability
7. Career development/local school development

Specific Conditions
1. The change process
2. The individual participant
3. The organization
4. The strategy

Organizational Factors
1. Instructionally-focused leadership
2. Emphasis on curriculum and instruction
3. External support
4. Clear goals and high expectations for students
5. A system for monitoring performance and achievement
6. Orderly, humane climate
7. Change - supportive norms
8. Ongoing staff development
9. Parental involvement and support

Process Factors
1. A feel for the process
2. A guiding value system
3. Intense interaction and communication
4. Collaborative planning and implementation

The most detailed scenario outlining the interdependence and interaction of the ingredients leading to successful school improvement comes from the Study of Dissemination Efforts Supporting School Improvement (Crandall and Associates, 1982). An intensive study of twelve elementary schools involved in various improvement projects allowed the investigators to extract a list of seventeen variables that seemed to be high predictors of success. Miles (1983) describes:

> when we completed this model, we applied it to each of our 12 sites, based on all the data available, and made a specific prediction about the degree of institutionalization that would be present **one year later.** After waiting a year we fed the predictions, together with our explanations, back to each site, and asked what had happened. ... There were **no** reversals or downright failures of prediction. ... This finding reassures us that the model represents a good understanding of institution- alization dynamics.... (p. 19, emphasis in original)

This model is shown in Figure 7, page 94.
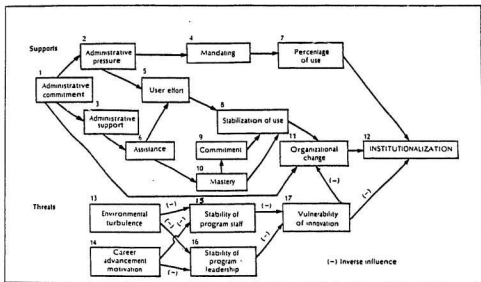
Figure 7: A Data-Grounded Model of Institutionalization.

Note: From "Unraveling The Mystery of Institutionalization"
by M. B. Miles, 1983, _Educational Leadership_. _41_ (3).
p. 18. Copyright 1983 by the Association For Supervision
and Curriculum Development.

Miles (1983) explains the workings of this model:

> The story begins in the upper left corner with
> **administrative commitment** (1). That's a necessary
> but ... insufficient condition for high
> institutionalization. ... High administrative
> commitment tends to lead to both **administrative**
> **pressure** (2) on users to implement the innovation,
> along with **administrative support** (3), which often
> shows up in the form of *resistance* (6) to users.
> Both the pressure and the assistance tend to lead
> to increased **user effort** (5). We repeatedly found
> that the harder people worked at an innovation, the
> more **committed** (9) they grew; that commitment was
> also fueled by increasing technical **mastery** of the
> innovation (10). Commitment and mastery both lead
> toward increasing **stabilization of use** (8); that
> innovation has "settled down" in the system. That
> stabilization is also aided if administrators decide
> to **mandate** (4) the innovation, which also naturally
> increases the **percentage of use** (7) to something
> approaching 100 percent of eligible users; that in
> itself decisively encourages **institutionalization**
> (12). But here is one more critical factor. Where
> administrators were **committed** (1), they also took
> direct action to bring about **organizational change**
> (11) - changes beyond those the stabilized
> innovation had already brought.

> All these ... positive supports are not enough.
> It's necessary to ward off threats to the durability
> of the innovation. ... These threats arose from
> two sources. First, there were **environmental**
> **turbulence** (13), usually in the form of funding cuts
> or losses, but sometimes in the form of shifting or
> shrinking student populations. Second, we saw
> **career advancement motivation** (14), the genuine
> desire of professionals to move on to new
> challenges. Both served as threats to
> institutionalization, because they destabilized both
> **program staff** (5) and **leadership** (16). ... So job
> mobility, whether driven by advancement motivation
> or by funding cuts, is a threat to
> institutionalization. The innovation must be
> buffered, protected against these threats, or it
> will be highly **vulnerable** (17). Once again, as our
> model shows, organizational change (11) is crucial.
> If structural and procedural changes have occurred,
> vulnerability is reduced. (pp. 18-19, emphasis in
> original)

The factors involved in successful school improvement efforts are well documented by the research literature. However, as Huberman and Miles (1987) state:

> Getting all [these factors] in place, however, is difficult. ... A good deal of school improvement has to do with careerism, interpersonal conflicts, politics, posturing, bungling, arbitrary power plays, temporary and opportunistic coalitions, and the like.... The conditions for attaining school improvement are stringent -- and sometimes undesirable for one or more of the parties involved. Perhaps that is why there is less school improvement going on than we would like. If it were easy we could simply follow the craft and old [sic] our concepts around it. As it is the craft of school improvement is unevenly successful.... (pp. 967, 989)

Towards A Strategy For School Improvement

No Set Formula

"The search for effective strategies for bringing about school improvements is a tantalizing affair" (Fullan, 1985, p. 391). While valuable ideas may emanate elsewhere, "the strategy to be used to bring ... about [improvement] in a particular school ... needs to [be developed] locally. ...[it needs] to be tailor-made for the particular community in question" (Kent, 1987, p. 1092). A definite formula for such local school and community activity remains elusive. However, "we are getting a progressively better fix on school improvement processes ..., though it is a far more differentiated and multilayered fix than we expected and might have preferred. We may not have a technology, but we do have

a series of very promising cottage industries" (Huberman & Miles, 1987, p. 966).

Characteristics of a Successful Strategy

Hameyer and Loucks-Horsley (1985) advocate that the development of a sound school improvement strategy is centered around the following five basic questions:

1. What is the aim of the improvement?

2. Who will be involved?

3. How will it be implemented?

4. When will implementation occur?

5. With what resources will implementation be supported? (p. 118)

Other researchers generously provide "wise pieces of advice" (Fullan, 1986, p. 79) in formulating a strategy. Joyce, Hersh and McKibben (1983) give five principles to follow "in creating a homeostasis of change" (p. 86). McDonnell (1985) provides five basic elements for a "comprehensive" strategy. (p. 425). Loucks-Horsley and Hergert (1985) state six premises and insist "all activities that involve planning and supporting school improvement must be based on a combination of these premises" (p. ix). Klausmeier (1986) advises that six "basic principles [be] kept in mind" (p. 84) when developing a strategy. Purkey and Smith (1985) have formulated four general policy recommendations that "can be viewed as guidelines for a coordinated and more comprehensive [strategy] designed to

instigate effective schools projects" (p. 364). However, the work of Miles and Ekholm (1985) provide the most comprehensive list of specific conditions that should be considered in the development of a research validated, successful strategy:

1. More-effective strategies tend to emphasize educationally central targets (the curriculum, student experience in the classroom, teaching behaviour, student achievement), while also attending to associated organizational conditions that support a classroom focus.

2. Strategies that aim for more will get more.

3. Any significant change will require some form of assistance, both technical and social-emotional.

4. Most successful strategies involve some degree of pressure: active efforts to get people to do things.

5. Success is more likely when teachers are actively involved in the process of diagnosing problems, making plans, and carrying them out.

6. Additional funds can help project success if used with care.

7. Remember that the main costs of school improvement show up in people's time. (p. 161, emphasis in original)

Types of Strategies

As Crandall and Loucks (1983) have found, "there are always many ways" (p. 16) to improve schools. Purkey and Smith (1983) advocate a direction that has a "cultural perspective" (p. 440), a "political approach" (p. 448). Heckman et al. (1983), and Purkey and Smith (1982) favor the same direction. A similar approach is given by Kelley (1981)

who uses the concept of school climate. Wideen and Andrews (1987) observes that "the emphasis in school improvement appears to be shifting to the people most centrally involved in that process, teachers" (p. vii). Sparks (1983) proclaims that "staff development offers one of the most promising roads to ... improvement...." (p. 65). Leithwood and Fullan (1984) offer six strategies which are by "no means independent.... Each offers a promising way of approaching" planned educational change. (p. 8). With an international flavour, Hameyer and Loucks-Horsley (1985) have classified the various strategies into the following six general types:

1. Capacity-building. These strategies emphasize an organizational perspective in which self-renewal constitutes the pattern of strategic choices.

2. Utilizing knowledge. Strategic choices that focus on knowledge utilization are based on two assumptions. First, ideas, concepts, approaches, and practices exist that are effective in achieving the desired outcomes of schooling. Second, knowledge about these, when understood and used by schools and school people, can be a rich resource for school improvement efforts.

3. Developing competencies. These approaches have their focus on human resources, giving emphasis to staff development and to the creation of individual professional capacity.

4. Facilitating naturalistic efforts. Such strategies give support to local improvement efforts that come from a school itself.

5. Mandating initiatives. These strategic types use the force of authority to launch and sustain school improvement.

6. Networking. This emphasizes the development of links within and between educational institutions. The linkages may be formal or

informal, fully or partly visible to participants, and may be pre-planned or emergent. (pp. 112-118)

Specific Components

There is much overlap and consistency in the research literature regarding the specific components of any strategy. Loucks-Horsley and Hergert (1985) give the following seven steps:

1. Establishing the school improvement project.

2. Assessment and goal setting.

3. Identifying an ideal solution.

4. Preparing for implementation.

5. Implementing.

6. Review.

7. Maintenance and Institutionalization.
   (p. xii).

Fullan (1985) provides a detailed set of components for both an innovation-focused strategy and a schoolwide strategy. These components are listed and compared in Figure 8, page 101.

Components For An Innovation-focused Strategy	Components For A Schoolwide Strategy
1. Develop a plan.	1. Develop a plan.
2. Clarify and develop the role of central staff.	2. Invest in local facilitators.
3. Select innovations and schools.	3. Allocate resources.
4. Clarify and develop the role of principals and the criteria for school-based processes.	4. Select schools and decide scope of projects.
	5. Concentrate on developing the principal's leadership role.
	6. Focus on instruction and the link to organization conditions.
5. Stress ongoing staff development and technical assistance.	7. Stress ongoing staff development and technical assistance.
6. Ensure information gathering and use.	8. Ensure information gathering and use.
7. Plan for continuation and spread.	9. Plan for continuation and spread.
8. Review capacity for future change.	10. Review capacity for future change.

Figure 8: Comparison of Components of Two Strategies

Note: Adapted from "Change Processes and Strategies at the Local Level" by M. Fullan, 1985, The Elementary School Journal, 84 (3), pp. 405-416. Copyright 1985 by The University of Chicago.

Figure 8, page 101, is an example of the overlap and consistency there is across recommended components for various strategies. Everard and Morris (1985), Joyce et al. (1983), Purkey and Smith (1985), and Corbett et al. (1984) provide a comprehensive range of techniques and suggestions for developing strategies paralleling Fullan's (1985) research.

This literature search for the components of a strategy that would give it a high probability of success remains incomplete without the idealism of John Goodlad. In a conversation with Quinby (1985), he advocates this approach:

> ... the individual school [can determine] its plans based on its own analysis of that school's problems. The principal, teachers, students, and parents need to think their problems through and determine their priorities, using as much data as possible. Then the principal, representing that school, should sit down with the superintendent and the superintendent's staff, saying "Here's what we would like to do. Here are our plans over a three-to-five year period. Here are our priorities for the coming year." Then the resources of the district should be brought to bear on helping that individual school do what it has defined and received approval to do. (p. 17, emphasis in original)

Although this is simplistic in approach, it does add to the rich field of advice, allowing school improvement strategists to focus on what they feel will locally produce results.

A Consensus

There is plenty of sound advice for developing strategies for school improvement efforts. As has been noted, a number of specific guidelines have been formulated by many

researchers. Fullan (1986) states that although these guidelines differ in detail, they have some commonality:

> first, many of the underlying principles are the same - improvement is a process of developing new skills, behaviour and beliefs, requiring active leadership at the school level, and ongoing technical and social support under organizational conditions that promote interaction and the pursuit of common goals collaboratively agreed upon at some point in the process (Fullan, 1985); second, all the authors stress that change cannot be planned in a step-by-step manner, because it is not linear and the process is fraught with difficulties and subtleties. (p. 81)

Conclusion

There is no "comprehensive and convincing theory" for school improvement yet available. (Purkey & Smith, 1985, p. 382). Success is highly contextual. While the conditions for success "are not 'wholly programmable' ... they are 'promotable', and 'trainable'" (Miles & Ekholm, 1985, p. 162).

School improvement does open the door to the "black box" image of effective schools. (Bossert, Dwyer, Rowan & Lee, 1982, p. 36). And all school improvement research echoes the sentiments of Miles and Ekholm (1985): "We believe that, ultimately, school improvement efforts stand or fall on the quality of what actually takes place as teachers, school leaders, students, parents and others work together to make their own situation a better one" (p. 162).

However, the cautionary advice given by McCoy and Allred (1985) should be heeded:

For those who are reading the latest information on
[school improvement], don't jump on the bandwagon
and assume a panacea without knowing exactly where
it is headed. ...If, however, there is a demand
and/or desire for change, the application of [school
improvement principles] should definitely result in
a more meaningful relationship between purposes and
processes. (pp. 4-5)

Finally, the literature captures well the philosophy of

Deal (1987): "School improvement ought to emphasize building

from within. Those of us who claim to be wizards ought to

make sure that our primary role is to help people see the

power that they themselves have to make things better" (p.

1210).

CHAPTER 3

AN ABRIDGED VERSION OF
THE HISTORY OF ERIC G. LAMBERT SCHOOL
CHURCHILL FALLS, LABRADOR
NEWFOUNDLAND

Abstract

Harnessing the mighty Churchill Falls for a huge hydro development in the interior of Labrador in the 1960's created the need for a new community, Churchill Falls, and within that community, a new school.

The community of Churchill Falls defies comparison to any other community in the province. Many of its services and facilities are enclosed in a complex designed to protect residents from the harsh elements of its climate. Paradoxically, the 'company town' syndrome also provides a sort of abstract, protective cocoon that shelters its residents, and particularly, their children, from the 'real world' outside.

The history of the genesis of Eric G. Lambert School may read as dry stuff. However, its attempts to cope with the educational needs of the families at Churchill Falls, while working within the complex human interplay that a hierarchial management, multicultural workforce, "pecking order", and social interaction can affect, demanded firm commitment, quiet diplomacy and strong leadership on the part of the educational leaders. A healthy resource base, both human and financial, greatly assisted in working toward the nourished ideal of offering what was considered 'the best' in educational

services. For some, the commonly held belief of what was 'the best' was only a perception, one rooted in an environment endowed with the 'best' material resources which did not necessarily translate into the 'best results' by whatever the standard of measurement employed.

The chronological developments from its trailer roots in 1967 to the modern complex of the 1980's attempt to retrace the path that educational leaders trod to ensure that the quality of education would remain a positive force in the life of the community.

It is interesting to see that while public, secular education is viewed by many of today's educators as the way to go, the people of Churchill Falls, as affluent, educated and cosmopolitan as any, pushed to have Religious Education introduced as an integral part of their school's curriculum.

The people of Churchill Falls do not react much to provincial affairs, mainly because of the 'security blanket' of working for 'the company'. However, they did react when an attempt was made to have the operation of the school placed under the jurisdiction of one of the Labrador's school boards. They stood firm in their opposition to such a move. It was an issue that brought the people together, regardless of their 'position' within the corporate structure.

The school's attempts to deal with issues such as bilingual education, family life, special education, NTA affiliation, and guidance services has little comparison with other provincial educational institutions. The decision

making on these issues were much less impersonal, a factor that may not necessarily be as good as it seems, and one that makes the operation of the school much more demanding than others.

The Churchill Falls Home and School Association had a rocky beginning. A determined effort for a collective voice in the education of their children finally gave parents the organization they wanted in November, 1977. However, in a private-status school environment, the newly formed organization found itself seriously questioning its role. Its struggle for maturity has not been unlike that of an adolescent's.

The events that gave rise to the formation of the Churchill Falls School Committee reveal political 'jockeying' at its best. All participants appeared to know what was at risk, each for one's own interest, and planned their moves with great finesse. The early 80's definitely proved to be the school's 'teenage years'.

As the many workers helped to build the huge power development by each giving their best talents, so too did the people of Churchill Falls help to develop a system for the delivery of educational services that puts a different connotation of the term 'private school'. It is the story of a community 'giving birth' to a school; a school interacting with the community in such a manner so as to develop a climate of interdependence.

The Town of Churchill Falls

To the Labrador Montagnais Indians it was known as 'Pichitawno', meaning 'it steams'. To the first whitemen, it was referred to as the 'Grand Falls'. Such were the names given to the mighty waterfall in the interior of Labrador.

Perhaps to avoid confusion with Grand Falls, Newfoundland, the falls were renamed Hamilton Falls. Because Winston Churchill had shown such a great interest in the hydroelectric development project at the site, the government of Newfoundland changed the name to Churchill Falls after his death in 1965.

The billion-dollar project saw power delivery on a regular basis made to Hydro-Quebec on December 6, 1971, five months and three weeks before the date required by contract. The power development was officially opened on June 16, 1972, by the Prime Minister of Canada, Pierre Trudeau. In his speech he stated that the accomplishment of all those involved "begs comparison with the pyramids but with a usefulness which promises the benefits of a Nile" (Smith, 1975, p. vii).

In 1988, the Churchill Falls (Labrador) Corporation generated

> . . . 34 billion kilowatt hours . . . . This was
> 93.9% of an average production year . . . .
> Under the terms of the power contract with Hydro-
> Quebec, virtually all of the electricity generated
> by CF(L)Co is sold to Hydro-Quebec; the balance is
> allocated to customers in Labrador . . . . Sales
> to Hydro-Quebec were 30.7 billion kilowatt hours,
> . . . while sales to Labrador customers were 2.6
> billion kilowatt hours. . . . Net income for 1988
> amounted to $31.6 million. (Newfoundland and
> Labrador Hydro 1988 Annual Report, pp. 11, 17)

> Working at about 75% capacity, enough
> electricity can be produced to meet all the
> electrical needs--domestic, commercial, industrial,
> and agricultural--of 3,500,000 Canadians. (Cote,
> 1972, p. 220)

The Corporation operates one of the largest underground hydroelectric plants in the world, with a capacity of 5,428,000 kilowatts.

The town of Churchill Falls is located approximately 24 kilometers east of the site of the falls. It was originally one of several campsites for the many thousands of unaccompanied workers that came to work on the hydro-electric development project. Because it was closest to the power plant, it was developed into a permanent town. This permanent town site is only ". . . a few hundred yards from Portage Creek where trappers and the occasional explorer used to haul their canoes and supplies up the Labrador plateau from the Lower Churchill River" (Cote, 1972, p. 35).

In August of 1967 the first families moved to Churchill Falls. These families were those of construction staff who moved earlier to begin work on the development. During the next few years more families arrived as more permanent houses and community facilities were made available. By 1973 the townsite population was over 1200. The population gradually declined as the power development moved from the construction phase to the operations phase. The 1981 census gives the population as 936, while the 1986 census gives it as 864, a

7.7 percent decline over the five year period (Statistics Canada, p. 193).

With a paved 5500-foot airstrip and passenger terminal 6.5 kilometers west, Churchill Falls has a 737 Boeing jetliner commercial service provided by Canadian Airlines International twice weekly. Most freight travels by surface route from Montreal and Sept-Iles on the north shore of the St. Lawrence River, 460 kilometers north on the Quebec North Shore and Labrador Railway, to Esker and from there 180 kilometers east on an all-weather road to Churchill Falls. From June to October, residents can travel the 300-kilometre gravel road to Goose Bay to make connections with the roll-on roll-off car ferry for travel to the island via Lewisporte. Or they can travel the 180 kilometers to Esker and have their vehicle shipped via rail to Labrador City or Sept-Iles any time during the year.

The houses and apartments at Churchill Falls are grouped in a horseshoe arrangement around the Donald Gordon Centre. The houses are built on only one side of the street to facilitate snow clearing. Electricity is used throughout for heating.

The Donald Gordon Centre, locally referred to as the Town Centre, acts as an equivalent shopping mall by providing under one roof a grocery store, department store, gift shop, liquor store, post office, bank (Nova Scotia), 18-room hotel, gymnasium, swimming pool, weight room, three-ice curling rink, three-lane five-pin bowling alley, 176-seat theatre, community

library, town service offices, and the primary and elementary sections of E.G. Lambert School.

The community has an inter-denominational church and its use, coordinated by a local Church Board, is shared by St. Mark's Congregation (joint Anglican/United Church Ministry), St. Peter's Catholic Community, and the Pentecostal Assembly of Churchill Falls. Both St. Mark's Congregation and the Pentecostal Assembly have resident clergy. As well, a priest from Labrador City visits St. Peter's Catholic Community every six weeks. Churchill Falls is policed by two members of the Royal Newfoundland Constabulary. It has a twelve-bed fully-equipped hospital staffed by a doctor, several nurses and nursing assistants. The hospital serves as an out-patient clinic with residents having to travel at company expense to Labrador City, Goose Bay or St. John's for special health services, including childbirth. A dentist from the Grenfell Health Services at Goose Bay visits every six weeks and a veterinarian from Moncton, New Brunswick, visits twice a year.

The town is served by two radio stations, CBC Radio Station, CFGB at Happy Valley-Goose Bay, and a privately operated station, CFLW, at Corner Brook. Television programs include those provided by CBC North and those provided by the Churchill Falls Television Association. This association provides cable service for a number of American television channels beamed in by several large satellite dishes for an annual fee.

The community has a stadium equipped with artificial ice-making equipment and a modern Samboni machine. There is a strong Minor Hockey League, Figure Skating Club, and Fun Hockey League. A ski slope, equipped with a T-bar, provides alpine skiing facilities. As well, a double-tracked, 6 km cross-country trail is also available. These facilities are operated by the local ski club, the Northern Lights Ski Club. A curling club operates the curling facilities, and the Recreation Department operates all other recreation facilities.

The School's Early Years

School officially began at Churchill Falls in September, 1967, with an enrollment of sixteen anglophone students and a staff of four full-time teachers, including the principal and one part-time teacher. The following is a description of the first day of school by one of its students:

> Churchill Falls School opened one week behind schedule. On school opening there were only 16 pupils and four teachers. The teachers were Mrs. Doyle, Mrs. Lush, Mr. Lush, and our principal, Mr. Wright . . . only two Duforts, one Tegda, four Steeles, two Jennings, three Prices, two LaFontaines, one Wright, and one Strain were here when school opened.

> Around the doorway there was a lot of activity as everyone was rushing about just to see who had come and what their names were, if they hadn't met before. A number of parents came along to see the school and meet the teachers.

> When school began, books and writing materials were given out. One thing that was in short supply was the essential exercise books. However, there was enough to go around. Every student was given

pens, pencils, and a ruler and the required
textbooks. It was the first time for many people
to be in a school like this. There are very few
trailer schools in Canada. In most schools the
enrollment is rarely as low as sixteen. We have a
further distinction of being one of the few private
schools in Newfoundland. (Churchill Falls School,
1967).

The low enrollment would quickly grow for the Churchill

Falls School. At year end the number would not only be more

than triple, but almost a quarter would be francophone.

The physical school consisted of a six trailer complex

arranged to provide four regular classrooms, a small

principal's office, and washrooms. This arrangement provided

the spacial needs until January, 1968, at which time the

student enrollment had more than doubled. Additional trailers

were then added to accommodate this increase. Space was also

provided by the addition of these extra trailer units for a

community library and a larger principal's office. However

this space, because of an ever-increasing student population,

soon proved inadequate . For the School Year 1968-69, more

accommodations were provided in what was locally referred to

as the Green Contractors Building. The physical plant then

consisted of two physically separate complexes. This

arrangement was not without problems. Poor ventilation, small

classrooms, poor insulation (which made it difficult to keep

warm during the winter and to keep from getting too warm in

spring) and unsatisfactory floor conditions were some of the

limitations of these temporary school facilities.

However, plans for a new school building had already begun in 1967. Churchill Falls (Labrador) Corporation [CF(L)Co] secured the consulting services of Dr. P. J. Warren, a Professor in the Faculty of Education at Memorial University of Newfoundland, to advise the corporation in all aspects of its efforts in developing an educational system at Churchill Falls. Together with the principal, Dr. Warren was involved in the development of the plans for the new school. From the very beginning, there were differences of opinion as to the type of facility to provide. Regarding the layout for the permanent school, the Manager of Services for CF(L)Co indicated that

> . . . the present concept is that we will only provide facilities for kindergarten through [to] grade VIII. However, everyone recognizes that there will be pressure to provide [a] high school in due course, and the problem that has to be resolved is mainly one of timing. Ideally, if we can put this off until operations start sometime after 1972, this would be preferable. Nevertheless, something may have to be done sooner than that. (D. M. Grenville, personal communication, October 6, 1967)

The permanent school was physically joined to a larger Town Centre Complex which included, among other things, a Recreation Department complete with a gymnasium, swimming pool, weight room, a 176-seat theatre, three-line, five-pin bowling alley, and a three-ice curling rink. These facilities were to be shared with the school. The construction was completed in time for the school opening in September, 1970. It contained a modern language laboratory, carpeted floors, folding walls between a number of classrooms a large resource

centre which became the school/ community library, and space for specialist areas such as guidance and remediation. It was originally built for an enrollment of about 200.

School Licence

In the province of Newfoundland, a private school cannot operate without permission from the Department of Education. Such permission was requested by ⌐. T. Manning, Vice-President of CF(L)Co on January 27, 1967, and on February 3, 1967, the Minister wrote that "authority is hereby given Churchill Falls (Labrador) Corporation Limited to operate a private school in the vicinity of Churchill Falls, Labrador, for the School Year 1967-68" (H. R. V. Earle, personal communication, February 3, 1967).

For the next three years, the Corporation annually requested renewal of this licence. However, in 1970, the corporation was informed that

> . . . under the legislation, there is no need to reapply each year for permission to operate a private school. However, the Minister has the authority under section 70 to revoke or suspend permission granted to operate a private school if in his opinion the standards of the school are unsatisfactory or the school is not complying with the Act. It seems to me that your school was established under the provisions of the Education Act (1960) and further permission is not required under the existing one, although its actual operation now comes under the new one.
> (C. Roebothan, personal communication, March 4, 1970).

School Name

The first few years the school was referred to as the Churchill Falls School. In January of 1970 it was decided to name the school Eric. G. Lambert School.

Eric G. Lambert was a chartered accountant with CF(L)CO. He was born in Scotland in 1923 and came to Canada in 1957. He helped significantly to arrange and manage the financing of several major Canadian natural resource projects, including the Elliot Lake uranium deposits. His crowning achievement was the key role he played in the financing of the great Churchill Falls hydroelectric development which will remain as a memorial to him and to his associates who died with him when the Company's DH-125 jet aircraft crashed near Wabush, Labrador, on the evening of November 11, 1969.

Administrative Arrangement

Since the school is part of the corporate structure of CF(L)Co, the principal, in addition to being principal of a school, is also a type of superintendent within that structure. This means that the principal has added responsibilities and duties that a school principal in other parts of the province would not be expected to carry.

A principal was appointed during the Spring of 1967 and a vice-principal was named that fall. This Principal, Vice-Principal arrangement remained until the end of the School Year 1973. At that time, the school program was extended to include high school taught in a separate building.

Alternative administrative arrangements were considered. During the School Year 1983-84 the administration consisted of a supervising principal, principal, a vice-principal, and a 'senior' teacher position, all assigned administrative bonuses. However, this arrangement lasted for only one year.

At the time the school was first planned, consideration was given to whom, and through which corporate route, the school administration would report. Suggestions were made that "a board . . . be established consisting of the principal, site manager, and at least one other party" (R. J. Lavislette, personal communication, August 7, 1967). During the first year of operation, considerable discussion occurred on the subject of community representation in the operation of the school. The school principal stated his position on the topic when he wrote:

> . . . Should there be a school board or a committee with some of the powers of a school board? An answer can only be given when we ask ourselves what function such a body can perform. What powers could it be given? All financial matters are handled by the corporation. Adequate parent-teacher contact is provided through Parents Nights, interviews, etc. Responsibilities of the teachers and principal are stated in the handbook.
>
> Many educators are questioning the desirability of having school boards, even when they are elected and the parents are paying the cost of education. In fact, the Canadian Teacher's Federation is presently conducting a study to look into the possibility of abolishing school boards.
>
> In my opinion, only problems would be created by establishing a school committee at this time. It is felt that the present arrangement has worked . . . quite well so far and should be kept that way. (Wright, 1968).

CF(L)Co accepted this position and the principal continued to report directly to the site manager until the School Year 1982-83. At that time, the corporation underwent a major rearrangement of local responsibilities at the managerial level. The operation of the school system was assigned to the Town Manager and the principal reported to this managerial position. Such a position is part of the local site Management Committee. This corporate reporting system remains in effect at the time of this writing. The following figures indicate the changes in organization.

```
              ┌─────────────┐
              │ Manager of  │
              │ Operations  │
              └─────────────┘
    ┌───────┬───────┬────┴────┬────────┬─────────┐
┌────────┐┌────────┐┌────────┐┌────────┐┌────────┐
│Commer- ││  Air   ││ School ││Hospital││  Town  │
│cial    ││Services││        ││        ││Services│
│Services││        ││        ││        ││        │
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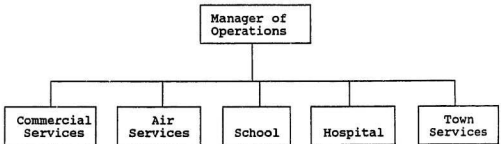
<u>Figure 9.</u>   Organizational chart prior to September, 1982.
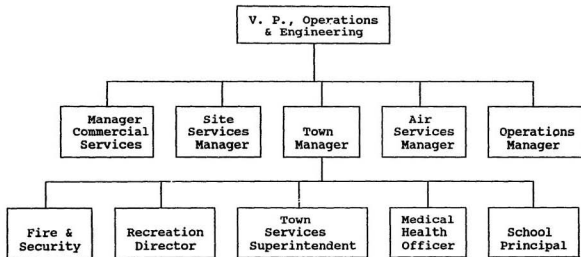
Figure 10. Organizational chart in effect from September, 1982, to the present.

Student Body Characteristics

During the first few years, the group of students attending Churchill Falls School was very cosmopolitan. At the end of the second year of operation the enrollment showed that ". . . 89 percent of the students come from within Canada, representing eight Canadian provinces and the Yukon Territory. Of these, 51 percent came from Quebec, 22 percent from Ontario, and 15 percent from Newfoundland" (Wright, 1969). There were also students from the United States, England, South Africa, New Zealand, and France.

The first employees permitted to bring their families to Churchill Falls were professional, managerial type workers. For the most part, their children had previously attended good schools and both parents stressed the need for good education. Consequently, the students were well advanced academically and socially. "The reading level throughout the school is approximately one year above the national norm" (Wright 1971).

However, as more family accommodation were made available, the status of the employees who were permitted to relocate their families became varied. In many cases, fathers had been away from the family for a number of years. More and more of the children enrolled were "weak academically and poorly disciplined" (Wright, 1969). As "families of a lower socio-economic level move to Churchill Falls, we can expect a higher percentage of weaker students" (Wright, 1972a).

The early years also saw a high rate of student turnover. Many students either came after school opened and/or left

before school closed for the year. The school was arranged to meet as many of the needs of such a student body as possible. The corporation remained committed to providing whatever was deemed necessary by the school administration to meet those needs.

The francophone population of the school continued to increase until September, 1971, when it began to decline.

The school discontinued reporting francophone students separately as of June, 1974. At this time instruction given fully in French was discontinued because of numbers of students. More is mentioned about this matter in the section, Second Language Instruction, page 208.

The student body at Eric G. Lambert School today would be typical of any school. A few francophone families still remain. The student enrollment has continued to decline, although the rate of decline was somewhat slowed by the extension of the school program to include Grades X and XI in September of 1974 and by the additional year of high school introduced in September of 1983.

As in any school, the decline in birth rate has affected the enrollment of the Eric G. Lambert School as well as it has at other schools. The greatest effect was experienced in September, 1982, when the Kindergarten enrollment dropped thirty-five percent from the previous year.

Parent-Teacher Communication

From the very beginning, the school has recognized the importance of close co-operation and good communication between the home and school. Principals have always made extra efforts to maintain and foster this objective. However, various principals had different styles. The traditional parent-teacher meetings to discuss individual student progress, or some other individual concern were always part of school life. However, parent-teacher meetings to discuss school matters of general concern were not a part of the early years of the school.

Because of the importance home and school interaction has always played in the school life, it is important to look at the history of the development and life of the Churchill Falls Home and School Association.

The First Attempt

The idea of a formal organization between the home and the school was, from the very beginning of the school operation, like attempts at growing grass within the community. The seed had to be planted many times before germinating!

The subject of parent involvement in an advisor role in the operation of the school was frequently discussed among teachers and parents during the school's first year of operation. However, such discussions did not result in any action being taken at that time.

In March, 1972, a Parent Problem Seminar was held by the Canadian Mental Health Association at Churchill Falls. Close to one hundred parents took part in the seminar. One of the topics raised was the possibility of forming a parent-teacher organization. In a memo to parents on April 13, 1972, the principal invited them to a meeting on April 19, 1972. One of the items on the agenda was the possibility of forming a parent-teacher association. However, at this meeting it was decided to set up a committee to examine the formation of such an organization. Regarding the formation of some type of parent-teacher organization, the principal stated that

> . . . the school will do all it can to foster the development of a successful organization. It is understood that this association will **in no way be a policy making body and it should not be thought of as a school board or its equivalent.** (Wright, 1972a, emphasis added).

A draft constitution dated October 2, 1972, named the organized group the Churchill Falls Parent-Teacher Organization. It is interesting to note that any amendments to this constitution would have to be approved by the CF(L)Co representative responsible for the operation of the school.

On Wednesday, November 8, 1972, a meeting was arranged to discuss this draft constitution. However, only thirty-five parents attended. There was no consensus of agreement at this meeting regarding the formation of an association. This prompted the principal to send a questionnaire to parents on Tuesday, November 14, asking them how they felt about a formal parent-teacher association.

A total of sixty replies were returned. Twenty-seven (45 percent) were in favour of the Home and School Association and thirty-three (55 percent) were not. This prompted the principal to report that

> . . . it is difficult to decide what should be done at this stage. My fear is that if we go ahead and organize such an association with such small numbers, the attendance will be extremely small, and it might adversely affect the turnout of parents at other meetings and interviews called to discuss their children. (Wright, 1972b)

No further attempt was made regarding such an organization. Later that year, the principal wrote to parents:

> . . . although I would have been pleased to have had a Home and School Association, I have to agree with the **great** majority of parents that there was really no need for such an organization. Communication with parents was adequate as they had been conducted in the past. (Wright, 1973, emphasis added).

Five years would pass before another attempt was made to establish such an organization.

In June, 1977, the principal recommended to parents that a parent-teacher organization be created. By the end of September, 1977, no definite action had taken place. "It is essential that the organization come from the parent population of our community and not the school. Hopefully, in the near future, some parents will undertake this project". (Humby, 1977). The parents accepted this challenge. On Tuesday, November 1, 1977, a public meeting was called to formally organize a better liaison between the Eric G. Lambert School and the parents. This meeting was planned by an ad hoc committee consisting of Mary Bruss, Doris Clarke, Derek

Hillier, and Terry Waters. The organization was named the Churchill Falls Home and School Association. Once a constitution was developed, the association quickly became active in the life of the school.

Major Issues

The association was involved in a number of school matters that involved more than one meeting or a series of meetings. Such issues included the discussions regarding the feasibility of including an industrial arts programme in the school's curriculum. The announced intention of CF(L)Co in November, 1980, to transfer the operation of the school to one of the local school boards was an issue that dominated the Home And School Association agendas for one complete year. A discussion of extra-curricular activities led to the association meeting with all the sports groups in the area to develop a community calendar of events to avoid conflicts with school activities. The intent was, as well, to co-ordinate the activities of the various groups for better use of facilities, and to co-operate with each other in making travel plans. Religious Education was an item that also appeared on the agenda many times. In addressing this issue, the executive met with various church leaders and local church groups, the school administration, and CF(L)Co management. Various concerns regarding this matter still find themselves on the association's agenda today. A request for an extra salary unit for the school staff for a guidance counsellor

initiated plans for a major forum on counselling services for the whole community in which the association played a major role. Guidance services still surface as an item on the agenda from time to time.

Conclusion

Since its formation, the Churchill Falls Home and School Association has been a very supportive partner with the school in helping deliver the best possible educational programs to the children of Churchill Falls. The topics that are listed herein in which the association has been active will easily attest to this fact. The association has been quite active and effective in its mission.

It is also noteworthy that many times throughout its history, the association seriously questioned its role and was seemingly "at a loss" regarding its mandate. During 1981-1984, the role of the association was an item on various agenda. At an executive meeting on May 13, 1982, it was decided to invite a member of the provincial executive of the Newfoundland and Labrador Federation of Home and School and Parent-Teachers Organizations to a meeting in the fall of 1982 to speak on the topic: "The Role of the Home and School". Such a request to the federation was made and accepted, but the actual visit never materialized.

After so much activity in its early years, it would only be natural for the association to question its role. This time of questioning was also a time of little activity. After

having CF(L)Co reverse its decision to change the private status of the school, the association was so relieved that it was not unpredictable it would go through a period of 'rest'.

However, in recent years the association has reasserted itself and once again demonstrated its vitality. Its history does not demand evaluation of its role. The activities it has chosen to involve itself in have more than demonstrated that it fully realizes what its role is. Both the school and the community can feel very proud of those who served as executive members of this association. They have charted it in a very effective direction.

The Churchill Falls Home and School Association has had twelve very productive years; years it can be proud of. There is no doubt that its future remains full of promise.

Curriculum

Non-Graded Curriculum

The school was established with the intent that it would be a non-graded school. It was the intention "within a year or two . . . to completely eliminate any mention of a grade in the primary division of the school" (Wright, 1968). Teachers accepted positions at the school with this understanding.

During the first year of operation, several series of textbooks were used so that most students could continue with the same texts previously used before arriving at Churchill

Falls. This could easily be managed because the numbers were small.

In September, 1969, continuous progress was introduced in Language Arts for the primary grades. The curriculum was divided into levels, and students were assigned to levels where their teachers thought they belonged. The concept of grades was dropped and students could move through more than one level in a given year. A new policy of reporting, recording, and evaluation was adopted. Students received their progress reports when they completed a level.

This system of continuous progress was so well accepted by both teachers and parents during its first year of implementation that it was extended to Grade 7 in September of 1970. However, grade labels were still retained because of the difficulty involved in dividing the curriculum for these grades into levels.

The school staff developed curriculum guides for such areas of the curriculum as primary and elementary mathematics and elementary social studies. Preparing curriculum guides required a tremendous amount of work for teachers. Nevertheless, they were willing to put the work into this task.

This non-graded continuous progress concept gradually fell into disfavour with a change in the school's administrative personnel, and had disappeared by September, 1975.

Music Education

Music did not become part of the school program until September, 1969. From the beginning there were difficulties. Teachers worried where students would get the time to do music. In addition the school did not have adequate facilities for such a program. So, when the teacher left the staff in December, 1969, the teaching position was not filled and the program was discontinued. Several years would slip by before this aspect of the school's program would be addressed. The principal's position was that "a music teacher should not be hired until adequate facilities are provided" (Wright, 1971). However, the concern among parents increased over the lack of such a program and consequently the music program was re-established for the school year 1972-73. Space was provided in an adjoining trailer annex. This temporary facility remained until June, 19, 1977, when a music room was provided in the school building.

All students up to Grade 6 received music instruction. It was optional for students in Grades 7-9. However, beginning with the school year 1981-82, the option was removed for the intermediate students. So music became compulsory for students up to Grade 9. However, the school has had little success with fostering student interest after the intermediate grade levels.

Curriculum for Francophone Students

The francophone student population was never very large, although during the early years the percentage of French speaking students was in the twenty-percent range.

The school was totally committed to providing instruction for such students in their mother tongue. A French Curriculum from Quebec was provided along with French-speaking teachers. In addition, these students were also provided with the opportunity to take instruction in English.

During the School Year 1970-71, there were three full-time teachers delivering the French curriculum in Grades 1 to 8. However, the number of students began to decline the following year, and such instruction was offered up to and including Grade 6. By 1973 the numbers had further declined and such curriculum was offered exclusively in Grades 1 to 4. During the School Year 1973-74 there was only one francophone teacher offering the curriculum to Grades 3 and 4 only.

Because of a further decline in numbers, this aspect of the school's curriculum was discontinued at the end of the 1973-74 School Year. This decision was of great concern to the parents of the students involved. They wanted the curriculum reinstated.

However, no need existed during the school year 1974-75 to have this curriculum reinstated. Most of the parents who had serious concerns had left site by the beginning of that school year.

Second Language Instruction

From the time the school was first opened, much emphasis was placed on the teaching of French (and English) as a second language. During the first year, daily periods of instruction in both languages was offered to all grade levels beginning with Grade 2. The following year, Grades 1 and 2 were "permitted to spend up to one-quarter time receiving instruction in the alternate language, using the same textbooks as the students in that language" (Wright, 1968).

During the first few years, the emphasis on the teaching of French as a second language was directed totally towards developing oral French skills. However, beginning with the School Year 1972-73, emphasis was also given to the writing of that language.

The school has had a full-time French Specialist position since September of 1968. The following year the school added another teacher to teach French as a second language. Except for the school years 1972-73, 1980-81, and 1981-82, the school has maintained two full-time bilingual French Teaching Units. The program is offered every day on a compulsory basis for Grades Kindergarten to Nine. However, the Senior High French Program is optional.

Guidance Program

A full-time Guidance Counsellor joined the school staff in September, 1968. A guidance counsellor position remained part of the staff until June, 1976, when the principal dropped

the unit from the school staff. From September, 1977, to the present time, the school has been without the services of a guidance counsellor. However, that is not to say that the school has been without guidance services. Over the years the school has accessed special services from both inside and outside the community to meet particular needs that have been identified by teachers and/or parents which the school staff are unable to provide. An attempt is being made to meet the counselling needs of the school as outlined in Figure 11, page 133.

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┌─────────────────────┐              ┌─────────────────────┐
│   GUIDANCE TEAM     │              │  GUIDANCE ADVISORY  │
│                     │              │     COMMITTEE       │
└─────────────────────┘              └─────────────────────┘
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STUDENTS

INTERNAL / EXTERNAL

COMMUNITY RESOURCES
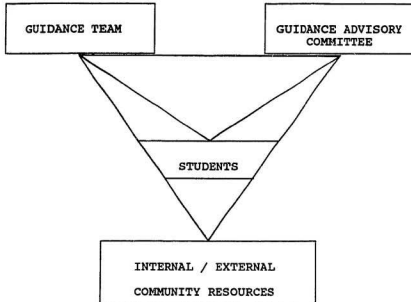
Figure 11.   Members of the School Staff, resource people from both inside and outside the Community collectively act as a team to meet student counselling needs.

Religious Education

Religious Education was not a part of the school curriculum when it opened, nor was the spiritual dimension of students' development mentioned in any of the statements of the school's philosophy.

During the latter part of the 1969-70 School Year, forty minutes per week were provided in the timetable for religious education. The two resident clergy were involved in the teaching of this subject.

The next few years saw the involvement of volunteers assisting the clergy in the delivery of a Religious Education Program. Students were divided as to Protestant and Catholic and the school provided time during the school day and assisted with the acquisition of materials. However, teachers were not required to teach in this area.

The school's policy on the teaching of Religious Education was outlined at a general meeting of the Churchill Falls Home and School Association in February, 1979. The principal stated that since it is

> . . . a private school operating under the Department of Education . . . the policy is dictated by the Education Act. As this is not specific on Religious Education in private schools, our school uses the guidelines laid down by the Catholic Education Committee (C.E.C.) and the Integrated Education Committee (I.E.C.). . . . it is not mandatory that the staff members teach . . . and time for religious instruction during school hours is provided on request by the individual church group (Churchill Falls Home and School Association, 1978).

Parents made many representations to the school principal and the Corporation to have this policy changed. However, their efforts were never well co-ordinated. Hence, not much satisfaction was achieved. Community pressure continued and consequently the school administration re-evaluated their previous position and agreed to change it. In September, 1978, Integrated and Roman Catholic Religious Education Programs became an integral part of the curriculum. Classes were conducted by teachers rather than by volunteers.

During the last few years, the school, in cooperation with the Home and School Association, has been striving for parental approval to offer one Religious Education Program to each class without separating them along denominational lines. Although this has not been easy, much success has been achieved. Grades Kindergarten, 1, 4, 5, 6, 7, and 9 have a Religious Education Program that is delivered without separating students denominationally.

Special Education

The inclusion of a Special Education Program into the school's curriculum has been one of the troublesome areas for a number of the school's principals. However, each dealt with the system according to their own philosophy and the conventions of the time.

Accordingly, a position was put forward regarding the admission of children who were mentally handicapped. In

addressing the needs of such students, the school
administration advised the corporation

> . . . [the school] does not have the staff and
> facilities to accommodate retarded children or those
> having serious mental or physical problems. As a
> result, such children would not benefit from
> attending school and they would interfere with the
> work of the other students in the particular class.

> It is recommended that this type of child be
> refused admission to the school. It is further
> recommended that the financial assistance presently
> given parents with children in Grades 9 to 11 be
> extended to include this type of child. (A. W.
> Wright, personal communication, March 26, 1971)

The corporation did not adopt this position as their
official policy. It did, however, shape the direction of such
programs for a number of years. Parents did arrive with
mentally handicapped children, but did not stay because of the
lack of services available. Such parents wanted much more for
their particular child than to be just 'taken care of'.

It was not until September 1983 that a Special Education
Unit was added to the school staff. With the assistance of
the Canadian Association for the Mentally Retarded (now the
Association For Community Living, Newfoundland Branch, and
the Department of Social Services, the school was able to
acquire a number of teacher aides. By September, 1985, the
Special Education Unit consisted of two full-time teacher
aids. However, both the circumstances relating to teacher aid
program and the needs of the school would change. In
September, 1987 two of the teacher aids would not be
reinstated, and in June, 1989 the school administration
discontinued one Special Education Teaching Unit. The Special

Education Unit received a name change during the school year 1988-89. It now is referred to as the Special Services Unit, and it is staffed by two full-time teachers and a full-time teacher aid.

Library Program

The library at Eric G. Lambert School combines a school/community library. There has been a full time teacher/librarian unit at the school since September, 1968. However, in May 1983, the full time school librarian unit was questioned. CF(L)Co. was involved in a restraint program, and at the same time Special Education staff was being requested. In defense of this unit, the principal felt

> . . . akin to convincing someone not to remove a healthy, functional and vital organ from the body!

> The Library program is an integral part of the curriculum, and the accompanying school librarian is as essential to that curriculum as any other member of the school staff. It is not considered an 'extra' or 'window dressing'. On the contrary, it is the 'powerhouse' (excuse the pun) of any learning activity. (A. Clarke, personal communication, May 24, 1983)

The corporation granted approval to maintain the unit as part of the school staff.

During the School Year 1985-86, the school began to develop a Co-operative Teaching Approach to its library program. The purpose was to move away from the concept of a school library to a Library Resource Centre. This involved major changes in teacher attitudes, individual teaching strategies, and the traditional role of the 'school

librarian'. The traditional scheduled library periods disappeared and the teacher-librarian now worked cooperatively with individual teachers and their classes with a particular aspect of the curriculum, and/or specific projects. This Co-Operative Teaching Approach has experienced a rough beginning.

The library has approximately 14 thousand holdings, including a wide assortment of magazines and newspapers. At one time, the library carried a wide range of daily newspapers, but since mail is delivered only twice a week, only weekend editions are now carried. The books and magazines purchased by the school and those provided by the public libraries board are intershelved to form an integrated collection. With the introduction of the microfiche system by the Newfoundland Public Library Services, it became necessary to have all library holdings on this system.

Family Life Program

For a number of years, a sex education program was offered to only the girls of the Grade 6 class. This was conducted after regular school hours with the support of the parents. It is intriguing why girls were singled out for such a program!

During the School Year 1981-82, the school administration decided to introduce a Family Life Program into the curriculum for the following year. Materials approved by the Catholic Education Committee and the Integrated Education Committee

were acquired and the content studied. In addition, the school sought the advice of Jim McGettigan, Family Life Education Consultant with the St. John's Roman Catholic School Board and Dr. Tom Pope, the executive officer with the Integrated Education Committee. Both Mr. McGettigan and Dr. Pope conducted a full-day inservice with the school staff on an appropriate family life program for the school Both local clergy, Captain George Westgate from St. Mark's Congregation and Pastor Sidney Bixby of the Pentecostal Assembly, joined the teachers for the full day of workshop activities. A Home and School Association meeting was held later that night, and family life education was the main item of agenda. Mr. McGettigan and Dr. Pope were the guest speakers.

As a result of these activities, it was agreed that the school would do one family life program rather than divide the school along denominational lines, and also move slowly with the content of the curriculum keeping parents well-informed as the implementation of the program takes place.

During the remainder of the school year, various meetings were held with teachers and it was agreed that for Grades Kindergarten to 4, all family life topics would be taught by the classroom teacher. For Grades 5 and beyond, the program would be studied on a grade by grade basis, and topics would be discussed in more detail in the Religious Education program. Highlighted topics would be taught by the Religious Education teacher, otherwise they would be taught by the

classroom teacher. Cooperation was essential in the delivery of the program in this manner.

The family life program was discussed in detail at a meeting of the Churchill Falls School Committee on January 23, 1984. The efforts of the school were fully supported.

Formation of the Local Branch of the NTA

Newfoundland teachers joining the staff of the Eric. G. Lambert School were encouraged from the beginning years to remain members of the Newfoundland Teachers Association, and teachers recruited from outside the province were encouraged to join. Teachers were given the option of joining the NTA health insurance plan (options A or B) with CF(L)Co paying fifty percent of the premiums of joining the CF(L)Co insurance program. When this option was removed, the teachers were required to participate in the CF(L)Co insurance program, and few joined or maintained affiliation with the NTA.

In May, 1978, the NTA President, Tom LaFosse, visited Churchill Falls to discuss with teachers the possibility of becoming members of the association. It was not until February, 1979, that teachers agreed that "for professional reasons, they had no choice but to join the NTA" (Smit, 1979).

Tom LaFosse was informed of the teacher intentions. In October, 1979, the vice-principal held discussions with the new NTA President, Brian Shortall, at the NTA Building in St. John's. Plans were made for Mr. Shortall to visit Churchill Falls. On November 7, 1979, Mr. Shortall, together with

Herbert Walters, the NTA Field Service Officer, arrived at Churchill Falls. At a meeting on November 8, a local branch of the NTA was formed. The branch was named the Churchill Falls Branch and its first president was Paul Kelley. At an Executive Meeting of the Newfoundland Teachers' Association on December 1, 1979, the President informed "Table Officers that an NTA Branch had been established in Churchill Falls". (Newfoundland Teacher's Association, 1979). At this same meeting, the following motion was made by Duncan Ford and seconded by Tom LaFosse:

> That NTA dues and emergency fund levy be collected from the teachers in Churchill Falls.

> The motion was carried.

In forming this local branch, the teachers agreed that they would join as a group, and that the association with the NTA was "for professional reasons only at present; therefore the teachers . . . are not part of the NTA Collective Bargaining Unit." (Humby, 1979). Individual members could sign themselves out of the association, but their fees would still be deducted.

In January, 1980, the teachers began to pay their NTA fees. CF(L)Co agreed to implement a payroll deduction plan and have the fees passed over to the NTA with a current list of contributors. As well, CF(L)Co agreed that members could travel for NTA business provided the time away from their teaching duties was deemed reasonable by the principal and

that such classroom absence did not result in extra costs to the corporation.

However, teachers began to have concerns about the status of their contracts with CF(L)Co. There was a growing feeling that perhaps it was time for full participation with the NTA. This of course, would mean participation with the NTA bargaining unit. By November, 1982, the executive of the local branch, supported by the majority of the membership, decided to begin discussions to determine what would be involved in having the branch change its present association with the parent body to include a bargaining unit. The director of Industrial Relations with CF(L)Co agreed to talk to the school staff about this change with the understanding that it would be " . . . an intellectual exercise, and that no concrete moves [had] been made towards this goal". (Clarke, 1982). In his assessment of this situation, the principal reported to CF(L)Co management that

> . . . I feel that a change in the status of our present NTA membership would not be in our best interests and . . . that this view is shared by many of our staff members. However, some of our teachers feel very uncertain, insecure and have very strong negative feelings toward CF(L)Co as an employer, and naively believe that their perceived fears could be rectified by forming a local bargaining unit. I believe that good judgement and reason will prevail among our staff. (Clarke, 1982).

This discussion regarding the formation of a bargaining unit within the NTA continued with varying degrees of intensity for the next year and a half. On May 29 of 1984, the local executive wanted the teachers to decide whether or

not they wanted such discussions to continue.   Fifty-eight
percent of the teachers indicated that they wanted their local
executive to consider full bargaining status.   However, the
outgoing president of the branch felt that this new mandate
by the branch members really meant looking at the possibility
of "getting a better arrangement then now exists and did not
mean forming a bargaining unit, but something short of it."
(Clarke, 1984).

After many meetings and discussions with both the CF(L)Co
management and the staff of the NTA St. John's Office, the
teachers held a formal vote on February 5, 1985 to decide
whether to request collective bargaining status with the
parent body.   The result was eleven in favour andtwelve
against.   The topic of full collective bargaining status has
not been formally raised since the outcome of this vote.   .

The School Transfer Debate

Most company operated schools within the province of
Newfoundland have received the same fate.   They have, at some
point in their history, been incorporated into the public
system of education with the province.   Although this has not
yet happened to the Eric. G. Lambert School, there have been
various discussions over the years towards that end.   Such
discussions would eventually result in a full-fledged,
explosive community debate.

Early Attempts to Change Private Status

In April, 1974, the province of Newfoundland acquired controlling interest in the Labrador Properties of the British Newfoundland Corporation Limited [BRINCO]. This move made the Churchill Falls (Labrador) Corporation one of the Newfoundland Hydro Group of Companies rather than one of BRINCO's.

On July 4, 1974, the Denominational Educational Committees jointly made the following inquiry to the Minister of Education:

> As a result of this transfer, discussions will undoubtedly take place relative to the future status of the school system and such discussions will of necessity involve both the Denominational Education Committees and the School Boards of the area.
>
> We are naturally anxious to see the satisfactory transfer of the school system from private to school board status and we would be pleased to discuss this matter with you at a mutually convenient time. (C. C. Hatcher, J. K. Tracey, G. Shaw, personal communication, July 4, 1974)

This interest to change the private status of Eric G. Lambert School was not shared by the province's educational authorities. In his reply to the executive secretaries of the Denominational Education Committees, the Minister of Education noted that

> . . . although the Government has obtained the controlling interest of the Churchill Falls Labrador Corporation, this company will continue to operate as a Crown Corporation. I, therefore, do not foresee any immediate change in the operation of Company policy regarding the organization and operation of the school system. (G. Ottenheimer, personal communication, July 16, 1974)

However, this position regarding the continued privatization of the Churchill Falls School system was somewhat of a surprise to the Denominational Education Committees.

The Catholic Education Committee again made an inquiry about the school at Churchill Falls. In a reply to Dr. J. K. Tracey, Executive Secretary of the CEC, the Department of Education stated that it

> . . . does not foresee any immediate change in the Company policy regarding the organization and operation at Churchill Falls. It is my understanding that the minister has already indicated this to all the Denominational Education Committees last July. Churchill Falls Power Corporation [SIC] is still considered a private company, although there has been an exchange of shares making the provincial government the major shareholder in the company, but not the only one. I see no reason, at the present time to assume that the status of the school system at Churchill Falls would be affected by such transactions. (C. J. McCormick, personal communication, November 7, 1974)

The Denominational Education Committees finally accepted this official position of the Department of Education regarding the Churchill Falls School System.

Four years would pass before the subject was raised again at the Department of Education. When it did occur, it came from a different direction. In a letter dated November 7, 1978, to the Honorable H. W. House, Minister of Education, Vic Young, Chairman and Chief Executive officer of CF(L)Co stated that the

> . . . Churchill Falls (Labrador) Corporation . . . provides many services which in a less remote community, would be the responsibility of various government departments . . . but now that the

community population has stabilized, there are and will be increasing opportunities to relinquish company domination by opening up the town . . . We would now like to address . . . the pros and cons of integrating the school into the regular school programmes of your Department.

A copy of this correspondence was addressed to the Honorable Brian Peckford, Minister of Mines and Energy.

In his reply on November 14, 1978, the Minister of Education, H. W. House, indicated that he intended "to discuss the future status of the school at Churchill Falls with the Denominational Authorities as soon as possible. As you know the Denominations must be involved if the school is to become integrated in the regular public school systems of the Province".

Discussions were held with the Denominational Policy Commission. However, no clear directions ever materialized from the DEC's. Such talks gradually filtered down to CF(L)Co Site Management, and discussions regarding the future status of the school occurred during the Fall of 1979 with the DEC's and CF(L)C Site Management. At this time, such discussions remained at an exploratory level.

Debate Moves to the Community

In January 1980, the principal of the school was requested by the local CF(L)Co Management to write a position paper on an intended change in the private status of the school. This report (Humby, 1980, p. 4) indicated the

following alternatives for the Department of Education to follow in assuming responsibility for the school:

1. The formation of a corporate joint school board at Churchill Falls.

2. Control to be delegated to the Labrador East Integrated School Board.

3. Control to be delegated to the Labrador West Integrated School Board.

4. Control to be delegated to the Roman Catholic Labrador School Board.

The report discounted the first two alternatives. Of the other two, control by the Labrador West Integrated School Board seemed to be the more advantageous, although a number of problems were highlighted. This report also stated that

. . . parents, teachers, and all organizations concerned with the educational facilities must be consulted so that their input will provide a basis for decisions that will best serve the educational needs of this community. . . . the level and quality of services already provided [should be maintained]. (Humby, 1980, pp. 7,8)

The principal informed site management that the process of having the private status of the school system change is a complex one. It will require detailed study and time to resolve as many problems as possible so that the transition will occur smoothly and without conflict within the community.

However, such advice was not well taken. On Wednesday, November 19, 1980, the Manager of Operations, Garland Jennings, announced to both the Executive of the local Home and School Association and the school staff of the Company's intention to explore the feasibility of putting the operations of the school under the operations of an existing school

board. This finally confirmed the many rumors that circulated within the community.

The local Home and School Association took the initiative in dealing with such an announcement. It arranged a public meeting for Friday, November 28, 1980, to give an opportunity for the community to receive more details and give some initial reaction. Appropriately, two hundred and fifty people attended this meeting, which was chaired by the President of the local Home and School Association, Ron Bowles.

The Site Manager of Operations, Garland Jennings, again stated that

> . . . the Company has been considering the school and the part the Company plays in its operation and maybe they (company) shouldn't play a part.

> . . . It is the Government's business to operate schools. The Company thinks this is how the Eric. G. Lambert School should be operated. (CFH&SA, 1980).

The atmosphere at this meeting was charged with emotion. The chairman described the tone of the meeting as follows:

> . . . there seems to be nothing positive for the Company's proposal. All comments and questions are negative.

> One thing positive, however, the community of Churchill Falls does not want the Department of Education to take over the Eric G. Lambert School. (CFH&SA, 1980)

It was agreed that letters and briefs regarding the proposed change in school status be channeled through the Churchill Falls Home and School Association, who in turn would forward them to the company management. It was also agreed

that the Home and School Association would write a brief outlining the reasons for its opposition to this proposed change.

The community was given the impression that the company had already made its decision and that it would implement the proposed changes regardless of the community's feelings. Sensing this to be the case, the President of CF(L)Co, in a letter dated December, 1980, to both the school staff and the Home and School Association clarified the company position. Mr. McGrath stated that

> . . . Several meetings have been held over the last year and a half with the Denominational Education Committees to discuss the subject. These were only exploratory meetings to assess the merits of such an action and at no time has any decision been made to proceed or were any commitments made. It is a very involved subject and the Board of Education requested the Company to outline in writing its proposal for their consideration.

> This has not been done as yet for several reasons. The company did not want to start a process in motion until it was able to assess without any doubt what the end result would be. When such a proposal is placed in writing it has to be without commitment and solely for assessment. It is not the company's intent to decrease the quality of education presently available in our community. We are proud of the achievements of our school and want to see them continue.

> With this background, we are very concerned as to what we perceive to be the reaction of the school staff and the community. We wish your constructive input to ensure that the whole subject is fully researched before a final decision is made. It is only after this research has been completed that a decision will be finalized. This will be on a basis of full understanding of the role of the Boards of Education and an assurance that the high level of our present system will be maintained. (B. McGrath, personal communication, December 9, 1980)

In late January, 1981, Mr. McGrath met with the school staff and separately with the executive of the local Home and School Association. Again, he personally explained that the company's intention of a change of status for the school was purely exploratory.

In early February, two major briefs were presented to the Churchill Falls (Labrador) Corporation regarding the existing school board takeover of the school. These briefs, presented by the Churchill Falls Home and School Association and the Churchill Falls branch of the NTA, explained in detail why this proposal by CF(L)Co would not be in the best interest of both the school and community.

For the next few months, the community waited patiently for further developments. In April, the school board issue reached the floor of the House of Assembly. On April 4, 1981, the Weekend Edition of the Evening Telegram carried an article with the headline **Churchill Falls School Won't be Transferred to School Board**. This article carried statements that Education Minister, the Honourable Lynn Verge, had made in the House of Assembly earlier in the week. Among other things she stated that she had no intention of changing the status of the school at Churchill Falls.

The community was ecstatic with this information. They felt that arguments against the company's proposal were reasonable and accepted by the management. A sense of real victory pervaded the community. However, the Minister made these comments without first consulting CF(L)Co management.

Such action was received as a political interference and personally upset some members of CF(L)Co management.

As far as the community was concerned, the school board issue was now a dead issue, and it had been resolved in their favour. Elation was the order of the day!

The Formation of the Churchill Falls School Committee

Although CF(L)Co had not formally responded to the various briefs presented by community groups regarding the proposed change of status for the Eric. G. Lambert School during the Spring of 1982, senior management were deciding on a response.

The management had decided, in the wake of so much community opposition, against discussions regarding giving the operation of the school over to an existing school board in the area. However, before this could be announced by the corporation, the Minister of Education had already made the announcement referred to earlier.

On March 29, 1982, the President of CF(L)Co informed the Minister of Education that a committee would be formed, and it would consist of two members of senior management, one who would act as chairman, and three members form the community at large. On Thursday, June 10, 1982 R. Andrew Grant (Vice-President of Finance, the Hydro Group of Companies and the appointed chairman of the committee) announced the formation of a School Committee to the school staff and the Churchill Falls Home and School Association. He stated that

. . . Our intention in forming this committee is to provide a means by which we may solicit direct involvement in the community through the various organizations represented on the committee and direct involvement of the Department of Education in providing technical assistance to the school principal who is the administration of the school program. The corporation will retain budgeting and financial control of the school operation and will ensure that adequate funds are available to continue the school program on a level at least equal to that which exists at the present. (R. A. Grant, personal communication, June 10, 1982).

The formation of such a committee was well received by the school staff and the parents.

The members of the School Committee have given freely, generously, and co-operatively of their time, interest, and support to the principal in the operation of the school during the past five years. In such an environment, decisions concerning the school can only be of the highest calibre.

Conclusion

From its modest beginning with 16 students in a group of trailers, to a permanent two-building complex with one of the most developed high school programs in Newfoundland and Labrador, the school in Churchill Falls has unquestionably become one of the best in the province. Much can still be done towards improvement of the school, but the fact remains that the Eric G. Lambert School has come a long way in its twenty years of operation. Many obstacles stood in the way of the school. The problems of physical space and accessability, curriculum introduction and development, and the difficulties encountered in developing a school system

that is the best possible under the somewhat unusual circumstances a company town creates have been, for the most part, solved by the solid financial support of CF(L)Co.

Other problems require more than a 'bankbook solution'. The development of an integral link between school and community in the form of the Home and School Association was a long time in the offing, but is now securely in place. The school transfer debate was an emotional issue, as was Religious Education. These issues affect parents, teachers, and students very personally, and it is these types of difficulties that are hardest to improve upon. Often, years of effort seem to only scratch the surface. Perhaps it is because Churchill Falls (Labrador) Corporation has encouraged continuous improvement in employee efficiency and production that everyone concerned feels that the Eric G. Lambert School can continue to improve as a quality educational institution.

It is not without its problems, yet it is not without a sense of pride as a good place for young minds to grow and learn. This learning is not limited to education in the conventional context at the school. Rather, it attempts through integration with the community as a whole to prepare young people to meet the changes and challenges provided in their school, their community, and their world.

CHAPTER 4

DESIGN OF THE STUDY

Introduction

The main intent of this study was to develop a schoolwide improvement program for Eric G. Lambert School. Toward this end, the literature indicates that it is important to involve the school stakeholders in the development of such a plan. Although Van Velzen et al. (1985) have identified the participants in local school improvement as outlined in Figure 1, page 31, the researcher limited the involvement to parents, teachers and students for practical reasons. The literature also identified those groups as being among the principal participants in any successful school improvement effort.

The first step in this involvement was to ask these respondent groups to participate in a school survey. This survey took the form of closed and open form questionnaires which allowed the researcher to be engaged in "what is known as 'time-bound association'" data analysis (Borg & Gall, 1983, p. 408). That is, the researcher studied the relationships between, and among, questionnaire items that refer to the same point in time. The information that the students, teachers, and parents have provided helped develop for each group a school composite which had been formed by their school experiences as of June, 1988.

General Design of the Study

The general design of the study is outlined in Figure 12, page 244. As this figure shows the first part of the study involved a literature review. This indepth review determined the final design. A history of the school was undertaken and completed from the archival data available and from the experiences of the researcher. Since the study involved that of a local school in rather unique environment, the researcher decided it would be more appropriate to design his own survey instruments. This was followed by an orientation to the study for the respondent groups. This set the stage for the administration of the survey instruments. The last section of the study involves the data analysis and synthesis, resulting in a plan of action for the continuation of the school improvement process for Eric G. Lambert School.

The History of Eric G. Lambert School

The archival data for the school permitted a detailed history to be documented. In addition, the fact that the researcher was part of the school staff for eleven of the school's twenty-two year history helped to make this aspect of the study much more detailed than was considered necessary. Therefore, only an abridged version is given in Chapter 3.

1. REVIEW OF LITERATURE

2. ARCHIVAL DATA COLLECTION
   - History of the School

3. DESIGN OF SURVEY INSTRUMENTS
   - Parents Survey
   - Students Survey
   - Teachers Survey

4. ORIENTATION
   - Churchill Falls School Committee
   - Churchill Lambert School staff
   - Churchill Falls Home and School Association
   - Students (Grades 6 Through to Senior High Graduates)

5. ADMINISTRATION OF QUESTIONNAIRES
   - School Staff
   - Students (Grade 6 Through to Senior High Graduates)
   - Parents

6. SURVEY DATA ANALYSIS

7. DATA SYNTHESIS
   - Areas of School Life in Need of Improvement

7. PLAN FOR ACTION
   - Recommendations Regarding Areas of School Life For
   - Inclusion in the School Improvement Process
   - Review of Revellent Literature (Seminar Presentation)

Figure 12: The design in the development of a School Improvement Plan for Eric G. Lambert School, Churchill Falls, NF. Adapted from Quality Collaborative Schools (p. 89) by J. Chrispeels & J. Meaney, San Diego, CA: San Diego County Office of Education. Copyright 1985 by the Board of Education, San Diego County.

The Survey Instrument

A questionnaire was developed for each of the respondent groups in this school improvement program. This route was chosen after a preview of the commercial instruments failed to produce questionnaires that were considered completely satisfactory to the researcher. All of the commercial products contained items that covered situations completely irrelevant to local conditions. As well, there were a number of unique local situations that needed to be addressed in such a survey instrument.

The Type of Instrument

The survey instrument used was a combination of a closed form and open form questionnaire. The bulk of the instrument utilizes a Likert format, wherein a number of statements are given and the participants are requested to circle the one response which most clearly represents their reaction to a particular statement. Except for a small number of items, the response format for the closed form sections of the questionnaire consisted of two styles. It was either Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD or Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD.

Description of the Instrument

A separate questionnaire was designed for the students, teachers and parents. The development of the items contained in each questionnaire were governed by the correlates of school effectiveness as indicated in the literature. A number of questions were related to a single characteristic of school effectiveness giving a cluster format. Figure 13, page 250, shows the arrangement of the effectiveness correlates, indicating the three interrelated dimensions of classroom, school and community with the successful student as the focus or center for all improvement efforts. Figure 13 indicates that the classroom, school and community constitute the school system of Churchill Falls, with this local system operating within, but not directly controlled by, the larger provincial system.

The questionnaire design made provision for responses to be as close to total anonymity as the circumstances would permit. This involved the inclusion of the following statement on each of the parent, and teacher questionnaires:

> Please feel free to comment further on any of the items in this survey, or any area of school life that has not been mentioned but you think should be addressed if we are to improve our school.

The following instructions accompanied this invitation:

> This question is given to you on a separate sheet. When you have made the comment you wish to make in response to this question, please put it in the self-addressed envelope provided. Seal it and put it in the larger envelope with the completed questionnaire.

To ensure your anonymity and to guard against sensitivity to any statements you may make (or want to make), your response to this question will be analyzed by a researcher at the Institute for Educational Research and Development [IERD] at Memorial University of Newfoundland. At no time will I have access to your hand written responses.

With the same instructions, the students were asked to respond to the following statement:

If I were a teacher I would make sure that all the students have a chance to . . .

The student questionnaire consists of 83 closed form items, and 6 open form items. The teacher questionnaire consists of 131 closed form items, and 8 open form items. The parent questionnaire consists of 106 closed form items, and 6 open form items. Most of the closed form items carried the likert format. A copy of each of the questionnaires is included in the appendices.

Many items in the student questionnaire are similar to items in the teacher and parent questionnaires. In some instances the items are worded essentially the same and assess identical opinions. In other instances items are worded differently but assess related opinions. The purpose of these common items is to determine the degree of divergence of opinion among and between the three groups. The following tables identify the items in the parent, teacher and student questionnaires that are associated with the categories. The item numbers with the same letter index indicate common items.
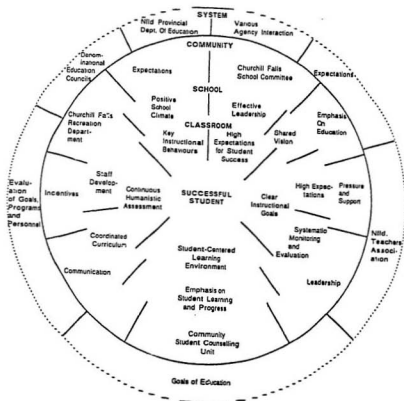
Figure 13. The Context of School Improvement For Eric G. Lambert School, Churchill Falls, Newfoundland, showing the Correlates Used to Determine Areas of Improvement. Adapted from *A Provincial Approcah To School Improvement* by B. Keirnes-Young, October, 1986, Regina, Saskatchewan: Saskatchewan Education.

Table 3

Item Numbers in the Parent, Teacher and Student Questionnaires

that are associated with the five correlates of School

Effectiveness within the classroom dimension.

	Item Number On The Questionnaire		
	Parent	Teacher	Student
High Expectation For Student Success	33ᶜ, 65, 80ᵈ 99ᵇ	46ᵃ, 48, 51ᵃ 82ᵈ, 113, 129ᶜ	8ᵇ, 16ᵇ, 28 30ᵃ, 53, 78ᶜ
Clear Instructional Goals	68ᵃ, 100ᵇ	14ᶜ, 32ᵇ, 91ᵃ 105	9ᶜ, 44ᵃ, 79ᵇ
Student-Centered Learning Environment	24ᵃ, 33ᶠ, 77ᶜ 78ᵈ, 81ᵇ	73, 85ᵇ, 96ᶜ, 108ᵈ, 115ᵃ, 118, 129ᶠ	1ᵃ, 35ᶜ, 70ᵃ, 77, 78ᶠ
Continuous Humanistic Assessment	13ᵃ, 18ᵇ, 43, 45ᶜ	21, 29ᵃ, 35ᶜ, 40ᵇ, 59, 112, 122	55, 58, 59, 72
Key Instructional Behaviours	61ᵃ, 62ᵃ, 66ᵈ, 72ᵇ, 86	12, 30, 31, 36, 42, 58, 80ᶜ, 83ᶜ, 89ᵇ	12ᶜ, 31ᵃ, 32ᵃ, 37ᶜ, 39ᵇ, 54, 56ᵈ, 57, 60, 61, 63

Note: Item numbers with the same letter index identify identical items.

Table 4

Item Numbers in the Parent, Teacher, and Student Questionnaires that are associated with the Eight Correlates of School Effectiveness within the School Dimension.

	Item Number On The Questionnaire		
	Parent	Teacher	Student
Effective Leadership	37, 87[a]	2, 10, 33, 34, 49, 60, 75, 92, 93, 98, 101, 116, 119, 127, 128	47[a]
Shared Vision	9, 14, 19[c], 23, 26[a], 30, 31, 39, 42[f], 64[d], 69[e], 82[e], 91[b], 102[d], 103[i], 110[d], 111[e], 112[j]	13[f], 16[a], 77[d], 84[d], 83, 94, 100[e], 120[b], 130[g], 131, 133, 138[i], 139[j]	5[a], 22[c], 38[a], 52[d], 66[h], 67, 68, 69[k], 80, 81[g], 82[h], 83, 84[i], 85[j], 89[j]
High Expectations	3[f], 20[g], 46[e], 53[f], 57[i], 58[e], 69[i], 74[k], 88[b], 89[h], 99[d], 109[h], 110[c]	15[a], 66[e], 69[j], 72[d], 100[i], 102[k], 103[h], 110[h], 114[j], 138[c], 19[m], 57[e]	2[f], 8[d], 10[g], 15[a], 16[d], 20, 33, 34[i], 50[b], 62[e], 65, 74[e]
Systematic Monitoring And Evaluation	12[a], 15[b], 32[e], 35[e], 83[d], 106[c]	28[a], 38[b], 97, 121, 136[c]	4[a], 49[d], 88[c]
Emphasis on Student Learning and Progress	17[d], 45[a], 47[b], 49, 50, 61[b], 62[e], 74, 80[e], 84[c], 109[m]	35[a], 41[d], 55[e], 62[b], 82[e], 102[d], 134[m]	14[f], 29[f], 31[h], 32[h], 43[c]
Well-Coordinated Curriculum	1, 2[a], 4[b], 7[e], 8[d], 25[i], 29[a], 38[e], 40, 51[k], 60, 68[f], 69[d], 76[k], 100[i], 101, 104[b]	1[a], 5[b], 17[c], 16[d], 22[j], 32[i], 56[e], 55[f], 76, 91[i], 100[m], 111, 114, 132	3[b], 7[e], 13[j], 23[c], 24[d], 25[a], 27[f], 44[i], 48[k], 79, 83, 86[b]
Staff Development		4, 19, 23, 54, 87, 106, 117, 124, 135	
Positive School Climate	3[d], 10[a], 16[b], 27[f], 41[k], 46[c], 53[c], 63[i], 70[e], 75[f], 77[j], 79[k], 92	1, 7, 8, 9, 11, 20, 24, 26[a], 39[m], 43[h], 52, 57[e], 66[c], 72[i], 74[i], 79[e], 78, 80[j], 81, 83[f], 86[g], 95[j], 96[i], 99	2[d], 11, 12[i], 21[b], 35[j], 37[i], 40[e], 41[b], 42, 45[i], 46, 51[f], 62[c], 64, 71[i], 73[k], 74[c], 75[e]

Note: Item numbers with the same letter index identify identical items.

Table 5

Item Numbers in the Parent, Teacher, and Student Questionnaires
that are associated with the None Correlates of School
Effectiveness within the Community Dimension.

| | Item On The Questionnaire | | |
	Parent	Teacher	Student
Leadership	11[a]	27[a]	
Churchill Falls School Committee	52[a], 71[d], 96[b], 98[c]	45[a], 107[d], 123[b], 125[c]	
Emphasis on Education	6[a], 59[b], 94[c], 97[c], 105[a]	25[a], 70[b], 71[d], 126[d], 137[a]	76[c], 87[a]
Community Counselling and Support Services Unit	28[a], 36[b]	50[a], 68[b]	6[a]
Communications	21[a], 22[d], 49 54[a], 67[b], 95[c], 107[c], 197[d]	61[a], 90[b]	
Pressure and Support	34[a], 55[b], 56[c], 85[d], 90[a]	53[a], 63[b], 64[c], 109[d]	17[b], 18[c], 36[a]
Churchill Falls Recreation Department	44[a]	6[a]	26[a]
Incentives	5, 48[a]	67[a], 104	
Expectations	50[c], 57[b], 73, 93[a]	47[a], 69[b]	14[c], 19, 29[c], 34[b]

Note: Item numbers with the same letter index identify identical items.

Table 6

Open Form Item Numbers in the Parent, Teacher and Student

Questionnaires.

| | Item Number On The Questionnaire | | |
	Parent	Teacher	Student
Open-ended questions	101, 102[b] 109[c], 110[c], 111[a], 112[d]	110[a], 131[b], 133, 134[a], 135. 138[c], 139[d]	80, 81[a], 82[b], 83, 84[c], 89[d]

Note: Item numbers with the same letter index identify identical items.

The Development of the Survey Instrument

The development of the survey instrument was an important and difficult part of this study. The literature, the history of Eric G. Lambert School, and the experience of the researcher's own tenure at the school provided the knowledge base for the questionnaire items. This part of the study was completed with numerous revisions which in some instances involved deletions, additions and modifications to single items, while on other occasions involved complete questionnaire format.

The questionnaires were piloted with a small number of parents, teachers and students to determine if any item(s) required modification and/or deletion due to their ambiguity or inappropriateness. This provided another excellent source for further refinement of the questionnaires.

Population and Sample

Since the number of teachers to be surveyed was relatively small, it was decided to ask all twenty-seven to respond to the questionnaire. However, there existed a dilemma in determining a sample of students and parents. After much deliberation, discussion and advice, it was decided to survey the population for the following reasons: firstly, this would be the first occasion for these groups to be involved in such a way; secondly, the researcher sensed that all members of these two groups wanted to be invited to participate; and thirdly, despite explanations of sampling

procedures, the researcher did not want involvement perceived in any way to be biased, particularly among parents. In a community where interactions are much more than social, the perception of bias sampling has to be taken very seriously.

Collection of Data

After the orientation had taken place as outlined in Figure 12, page 244, the questionnaires were distributed during the second week of June, 1988. The administration of the student questionnaires was completed during regular class time with the assistance of a trained parent volunteer. No teachers or administrators were present while the students completed their questionnaires. The only exception to this procedure was that involving graduating students. Because they had begun their public exams, some of these students returned during non-examination periods and completed the questionnaire on an individual basis. The parent questionnaire was delivered to each house by the researcher and picked up after a few days.

One hundred forty-two (142) parent questionnaires were distributed and one hundred thirty-two (132) were returned, giving a response rate of 92.9%. There were one hundred sixty-one (161) potential student respondents. However, one hundred forty-nine (149) participated, making a student response rate of 92.5%. All twenty-seven (27) teachers returned the questionnaire completed, giving a 100% return rate.

In a small community the principal usually knows most parents well. This familarity might prevent some respondents from 'telling it as they actually see it'. In addition, during the orientation session with parents and teachers, the researcher sensed that these groups would welcome a provision in the questionnaires that would lessen their inhibitions to express 'certain opinions' about 'certain aspects' of their school. For these reasons, the final statement on each of the questionnaires carried special instructions, as described on page 247, to ensure greater anonymity for the respondent. The response rate for this item was 30.3% for parents, 37% for teachers and 95.3% for students.

Analysis of Data

The Statistical Package for the Social Sciences (SPSS:X) was used to generate a summary of the descriptive statistics for each individual item for each group surveyed. The data are presented in the form of descriptive statistics, utilizing primarily tabular formats which often require little additional comment in the text of the document.

Each questionnaire was a combination of a closed-form and open-form format. A major part of each survey instrument utilized a likert format, wherein a number of statements were given and the participants were requested to circle the one response which most clearly represented their reaction to a particular statement. Except for a small number of items, the response format for the closed-form sections of each

questionnaire consisted of two styles. The SPSS:X Package
generated the percent response in each category as follows:

Strongly Agree	Agree	Disagree	Strongly Disagree
%	%	%	%

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
%	%	%	%

The researcher combined the data for the categories **Strongly
Agree,** and **Agree,** into a single statistic, labeled **percentage
of agreement**. The data for the categories of **Disagree,** and
Strongly Disagree were also combined into a single statistic,
labeled **percentage of disagreement**. Similarly, combinations
were arranged for the other response style, giving a
percentage of satisfaction, and **percentage of dissatisfaction**.
An item with a statistic of 75% or higher for each respondent
group was deemed to have received the agreement of the group,
or the group was satisfied with the particular condition the
item described. Otherwise, the categories, **Disagree** or
Dissatisfied, was used. The 75% statistic was arbitrarily
chosen by the researcher.

Results of the open-form items for each of the groups
were analyzed. An attempt was made to identify which comments
occurred most frequently, or which comments seem to be
confined to a particular group. The quoted responses are
presented as originally written.

CHAPTER 5

ANALYSIS OF DATA

Introduction

This chapter contains an analysis of the data collected from three survey groups: parents, teachers and students. The data-gathering instrument used was a combination of a closed-form and open-form questionnaire for each survey group. These questionnaires were constructed by the researcher, especially for teachers and students at Eric G. Lambert School and parents who had children attending that school in Churchill Falls, Labrador during the school year 1987-88. In constructing the instruments, cognizance was taken of the uniqueness of the context of the school in Churchill Falls, Labrador, as referred to in Chapter 3. Therefore, while the instruments reflect a comprehensive overview of the basic tenets inherent in the school improvement literature, it must be borne in mind that a number of the questions were formulated with a specific awareness of the Churchill Falls community and may not be generalizable beyond that context.

A summary of the study population is shown in Table 7.

Table 7

The Study Population

Respondent Group	Number Surveyed	Number of Returns	Percentage of Returns
Parents	142	132	92.9
Teachers	27	27	100.0
Students	161	149	92.5
TOTAL	330	308	93.3

Responses to the questionnaires were excellent, as 92.9% of the parents, 100% of the teachers and 92.5% of the students returned completed questionnaires, for an overall response rate of 93.3%. The parents were asked to state who completed the questionnaire. As Table 8 shows, approximately 60% were completed by both parents, whereas one-quarter were completed by the mother.

Table 8

Who Completed the Parent Questionnaires

Completed By	Percentage
The Mother	25.8%
The Father	13.7%
Both Parents	58.9%
The Guardian	1.6%

The compositions of the teacher and student populations are given in Tables 9 and 10.

Table 9

The Composition of the Teacher Population

Primary	14.8%
Elementary	11.1%
Intermediate	11.1%
High School	29.7%
Specialists	33.3%

Table 10

The Composition of the Student Population

Intermediate	52.8%
High School	47.2%

The data collected from these three survey groups are presented in the form of descriptive statistics, utilizing primarily tabular formats which often require little additional comment in the text of the document.

The major sections of the survey instruments reflect content areas which formed the basis for the study. They are as follows:

> Expectations
>> Expectation for Student Success
>> School Expectations
>> Community Expectations
>
> Clear Instructional Goals
> Student-Centered Learning Environment
> Continuous Humanistic Assessment
> Key Instructional Behaviours
> Effective Leadership
> Shared Vision
> Systematic Monitoring and Evaluation
> Emphasis on Student Learning and Progress

Well-Coordinated Curriculum

Staff Development

Positive School Climate

Churchill Falls School Committee

Community Counselling and Support Services

Communications

Pressure and Support

Churchill Falls Recreation Department

Incentives

Results of data gathered on each of the above content areas are presented in the remainder of this chapter. A copy of each questionnaire is included in the appendices.

Expectations

Expectation For Student Success

A number of questions attempted to determine the expectations of survey groups for student success at Eric G. Lambert School. Table 11 shows expectations of parents, teachers and students are high.

Table 11

**Expectations for Student Success as shown by Parents, Teachers
and Students.**

	Parents	Teachers	Students
Parents	-----	-----	97.7%
Teachers	-----	-----	85.2%
Students	85.0%	83.8%	91.8%

Approximately 98% of parents reported they let their
children know that they expect them to be successful in
school, and 85% of the students re-affirmed this assertion.
Similarly, 85.2% of teachers at Eric G. Lambert School had
high expectations of students and this expectation was
confirmed by 83.8% of the students. At the same time, 91.8%
of students stated that the expectations they had for
themselves will help them succeed in school. While 70.5% of
the students felt that their school courses were challenging,
45.9% contended that teachers expected them to do too much
work in school. Despite this, 93.2% of the students felt it
important to be successful in school. Approximately 72% of
teachers expressed satisfaction with the quality of students'
work. Having children receive high grades in school was also
deemed important by 86.8% of the parent respondents.

With respect to attendance, 59.9% of the student respondents indicated that they should be recognized at the School Closing Assembly if they achieved 100% attendance. However, only 29.6% agreed that if parents can get to work on stormy days, they should be able to get to school.

School Expectations

The three survey groups were asked to agree or disagree with the statement that **"students are learning the knowledge and skills that our school should teach"**. Figure 14 shows that while the highest agreement was among parents and teachers, over 70% of the students also concurred.
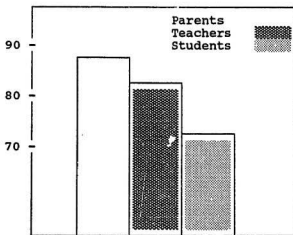

Figure 14. Agreement that students are learning what the school should teach.

Parents and teachers were asked to express their degree of satisfaction with the effort the school is making to prepare students to continue their education beyond high school. Figure 15 shows a somewhat higher degree of satisfaction in this regard by teachers than parents.
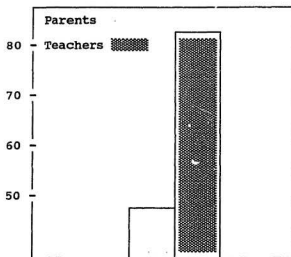

Figure 15. Satisfaction with preparation for post-secondary studies.

Some graduates who attend university, technical or community college do not achieve very highly during their first year. Parents and teachers were asked their views as to the extent that low achievement is due to inadequate preparation by the school.

Figure 16 shows that slightly more than 20% of the teachers would place the blame on the school, while about 55% of parents attribute low achievement to the school.
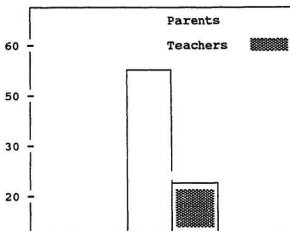

Figure 16. Agreement that first year post secondary poor performance due to inadequate school preparation.

Parents who agreed that the school shares some responsibility for low achievement were also asked to suggest how the school could improve its efforts to help more students succeed academically during their first year at post-secondary levels. Approximately 41% of the parents offered suggestions for improvement, and a sample follows to give the reader an indication of what parents were saying.

Offer advance math courses that students need for first year university.

Have university students [come back and] express their views and experiences to the high school students [about the realities of university].

Bring professionals from university to explain to students exactly what might be in store for them in the first year and [offer] some solutions [for] coping with them.

A set-up forum for the undergraduate as well as graduates to help them voice their anxieties about going away to university.

... Because of our unique situation, children are too protected and they are not prepared for the separation from their families. Some emphasis should be stressed in this area during the course of their education by the parents and the school.

Improve communication between these colleges and the local school and find out the requirements or level of achievements necessary in various courses taught in the local school that would make the transition easier.

... our children are not independent and are spoiled in school and at home. I do not think children realize how important their education is. They need more exposure as to what is entailed in furthering their education - professors should come in and talk to them. Also, people in the trades here in Churchill Falls could give a better understanding of what life is all about. I don't think the trips to St. John's did much good, because they provided a party time for the students rather than productive learning.

In Level III, students should be given more independent assignments - as in university. Teachers should not nag, remind and cajole them as to completion of assignments. Assignments not passed in should be given a zero. Students must learn that the responsibility lies with them. Throughout the last year there should be continuous dialogue about the changes to expect, the lack of personal attention to students after high school, the need to be responsible and self reliant. Students should be told of the many changes to expect, the feelings of strangeness and loneliness and learn ways to cope with these. Our students

must learn not to quit or give up so easily. Mom and Dad must learn too not to let them come running back home the first time things get tough.

... our students are spoon fed for too long; by this I mean that the teachers are willing to do too much for our children to help get them through their grade and when they enter university they don't know how to work on their own.

The work load of Level II appears to be heavier than Level III. This seems to make our students slack off with studies. An effort should be made to assure that all our students have good study techniques.

I think students should be better informed about what courses are required for different degrees and trades so they can better choose a course of study more suited to their abilities.

The best way to improve this would be to give the senior students more responsibilities and more information on the institution they will be attending.

Teachers were also asked to share their ideas about how the school could improve its efforts to ensure a more successful transition to a post-secondary learning environment. Approximately 74% of the teachers offered suggestions, and a sample is provided to give the reader an indication of their perceptions.

From what I can gather the main area of difficulty lies in math and sciences. Are our students being realistic in their choices? If so, then our math and science programs and teaching methods need an in-depth evaluation to identify problems and concerns. If our students are not being realistic in choices, then we must develop more and better career counselling.

I think that we are responsible in that we almost spoon feed our students - this is probably a result of the relationships we form with them - we really push them to get through. Sometimes it seems as if we want them to do well even more than they do themselves. We could start making them more

responsible for their work. If one or two teachers at the high school were given some time in the schedule to work on an individual basis with Level II's - obtaining information and application forms, etc. helping them apply to the institutions which interest them etc, I believe that students would leave Churchill Falls having made _wiser_ choices than some of them have.

... there is no experience like the experience of being on their own, responsible for their own behaviour, study, etc. We can't simulate that experience for them. Maybe we have to look closer at how we can teach our students to discipline themselves.

The problem is that there is no gradual shift from one institution to the other. ... Perhaps the transition from child - adult status could occur in the last year of high school where the student would be given more responsibility for his actions and treated generally in a similar fashion as he will experience outside. Of course, this could result in a higher failure rate in high school. However, if the students (and parents!) were prepared for this change, it might be successful to some degree.

More classroom and extra-curricular time given to Level III students re informing them of the academic and social realities of post-secondary life. Parents and guest speakers as well as a school team effort could help here.

Have successful and unsuccessful (responsible) students give presentations concerning the academic, social and financial situations at the various colleges.

The major problem students (not just ours) have is with math. Honors math should be offered.

... instill in the students more of a sense of independence. Encourage education rather than a job at CF(L)Co. Parent education is needed regarding this problem.

... Churchill Falls somewhat retards the social abilities and skills of it's youth and thus the end result appears to be, not academic, but a socialization (factor) process which results in their poor performance.

All three survey groups were asked to list at least four characteristics of successful students at our school. Approximately 66% of the parent respondents, 89% of both the teacher and student respondents offered characteristics and these are given in rank order in Table 12. It was obvious that students' perceptions of what constitutes success were at variance with the perceptions of parents and teachers. Whereas, both parents and teachers ranked **respect** as being the most important characteristic, students regarded the possession of **good study habits** as most important. The researcher listed five characteristics of a successful student as identified by the survey groups and it is noteworthy to also observe that both parents and students list **good behaviour** to be one of those five characteristics, and all three groups included **good study habits**. Parents and teachers did not list **good grades** per se, but described the **successful student** to possess those characteristics that would ensure **good grades**. Good behaviour, caring and friendly were listed by the same number of students.

Table 12

Rank Order of Characteristics of Successful Students as Perceived by All Respondent Groups

Parents	Teachers	Students
Respect: for oneself and others	Respect: for oneself and others	Good study habits
Cooperate: Ability to work with others	Desire to succeed	Good grades (marks)
Good study habits	Good study habits	Hard worker
Good behaviour (conduct)	Concern for others (caring)	Do ones best
Ability to communicate	Honesty	Good behaviour/ caring/friendly

Community Expectations

Both teachers and parents expressed satisfaction with teacher involvement in the Churchill Falls Home and School Association [CFH&SA] as shown in Figure 17. Whereas both teachers and parents were concerned with the lack of teacher involvement in the local Home and School Association, parents were by far the least satisfied group.
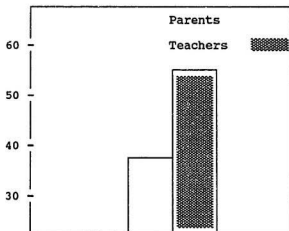

Figure 17. Satisfaction with teacher involvement in CFH&SA.

All teachers, and 92.1% of parents, felt that teachers should be positive role models for students. However, only 59.3% of students stated that teachers positively influence their behaviours by what they say and do. Conversely, 52.7% of parent respondents stated that they were satisfied with the standard of behaviours exhibited by teachers outside of school

hours. When asked if teacher life style should be a concern of parents, both teachers and parents were in general agreement, as Figure 18 indicates. However, specific aspects of perceived desirable/undesirable lifestyle were not examined in this study.
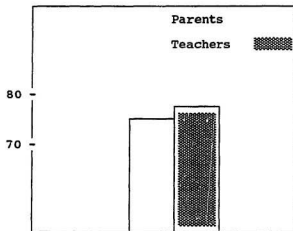

Figure 18. Agreement that teacher life style should be a concern of parents.

Parents and teachers indicated their opinions regarding homework. Table 13 shows that 96.2% of the parent respondents felt that it is important that their children complete their homework, and 94% of the students were aware of this parental expectations. While 79.5% of the student respondents agreed that homework completion is important, only 52.3% reported that "few or none at all" teachers regularly check homework.

Approximately 90% of parents stated that there was a place at
home where homework can be completed without interruption.
However, confirmation of this situation came from only 65.1%
of the students.

Table 13

Importance of Homework as Indicated by Parents and Students

	Parents	Students
Parents	------	96.2%
Students	94%	79.5%

Clear Instructional Goals

The three survey groups expressed satisfaction regarding
efforts the school is making to teach students to be
responsible, with the lowest percentage reported by the
student themselves. This is shown in Figure 19.
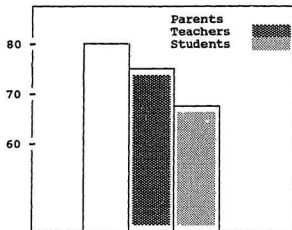
Figure 19. Satisfaction with the efforts to teach students to be responsible citizens.

The importance the school was seen to give to the emotional and social development of students, as compared to academic achievement, is shown in Figure 20.
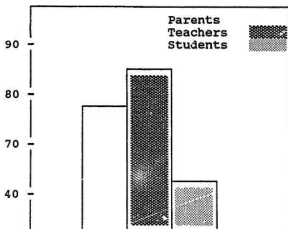
Figure 20. Agreement that the school considers emotional and social development as important as academic achievement.

The data showed that 74.1% of teachers and 77.6% of the students agreed that instructional time provided was sufficient to cover all the required course material by the end of the school year. Approximately 93% of the teachers indicated satisfaction with the amount of time given to activities such as assemblies, concerts, winter carnival preparation, and other co-curricular activities.

Student-Centered Learning Environment

Parents and students were asked to indicate the extent of their agreement about personal attention given by teachers when help with school work is required. Figure 21 reflects their response, and it is evident that their perceptions vary widely.
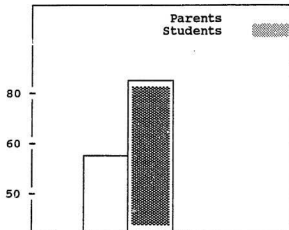

Figure 21. Agreement with the personal attention given by teachers when help with school work is required.

Students require personal attention from teachers in the selection of their high school courses. Figure 22 shows that approximately one-third of the student respondents and one-quarter of the parents felt they were not provided the attention needed in the selection of these courses.
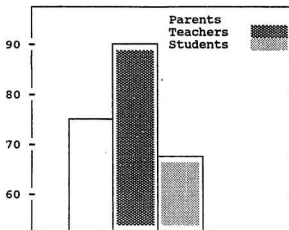
<u>Figure 22</u>. Agreement with the
personal attention given
to students by teachers
in the selection of high
school courses.

However, both parents and teachers indicated their
satisfaction with the opportunity provided by the school to
maximize student achievement as shown in Figure 23, but
teachers were less positive than parents in this regard.
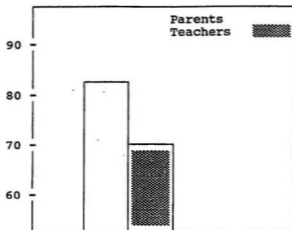
Figure 23. Satisfaction with the opportunity to maximize achievement.

Approximately 92% of parents and 85.2% of teachers indicated satisfaction with the provision of programs for children with learning disabilities.

Approximately one-third of the teachers expressed dissatisfaction with the number of class interruptions over which they felt they had little control. These interruptions usually take the form of impromptu class visits by certain people visiting the community and unscheduled assemblies.

Continuous Humanistic Assessment

As a matter of routine, teachers periodically inform parents of students' progress, in addition to the regular report cards, and both parents and teachers indicated that this is a strong expectation, as shown in Figure 24.
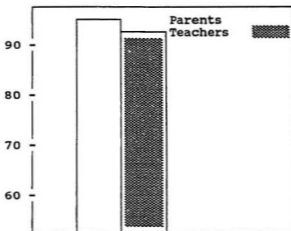
**Figure 24.** Agreement that parents should be periodically informed of their children's progress - in addition to the regular report times.

The school has an established practice of sending home children's tests for parents to sign and 96.1% of the parents indicated this arrangement should be continued. Regarding parent-teacher interviews, 92.3% of teachers indicated that they schedule such interviews for times that are convenient

for <u>both</u> parents to attend, and approximately 94% of the parents agreed that this indeed is the case.

All students do not meet with immediate success with various aspects of the school program. Figure 25 shows how teachers are perceived by parents in providing meaningful information about areas that students need to work on, if achievement levels are unacceptable to the school.
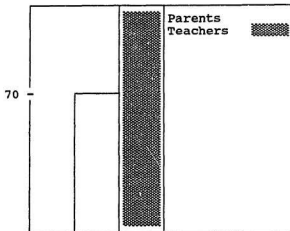
Figure 25. Agreement that teachers provide information about students' weak areas.

Students were asked how many teachers explained the criteria used for their evaluation. Their reaction, shown in Figure 26, indicates that less than one-third of the teachers took the time to explain to students how their final course mark would be calculated, and who periodically reminded them

of the criteria for success in their course. According to
students, approximately 40% of the teachers explained at the
beginning of the school year what students are expected to do
in order to achieve well in their particular course. However,
96% of teachers reported that students did know the criteria
they use to evaluate their progress. In response to the
frequency of having too many tests, almost two-thirds of
students indicated that this occurs on a regular basis.
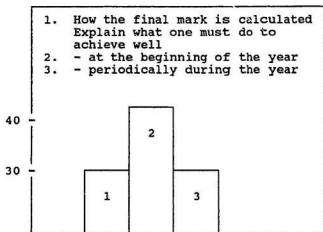
Figure 26. The percentage of teachers
who explain to students the
criteria they use for
evaluation.

Key Instructional Behaviours

With respect to assigned homework, Table 14 indicates that both parents and students perceived this aspect of teacher activity differently. Approximately 60% of the students reported that they have too much homework, whereas only about one-third of the parents agreed that this was the case.

Table 14

Parents' and Students' Agreement on Frequency of Homework

Teachers Assign	Parents	Students
too much homework	31.4%	59.9%
too little homework	19.3%	8.9%

All three groups were also asked to indicate their degree of satisfaction with the practice of having homework assigned every school night. Figure 27 shows that parents were the most satisfied group with the practice, while students showed the greatest dissatisfaction.
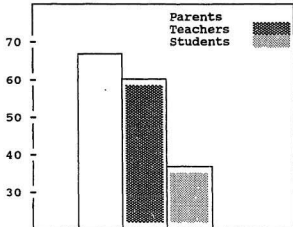
Figure 27. Satisfaction with the practice of having homework every school night.

Students responded to a number of statements about various instructional behaviours exhibited by teachers. Figure 28 describes these instructional behaviours, and shows that student responses were not positive in the majority of classroom teacher behaviours questioned. It is noteworthy that less than 20% of the students reported that teachers check homework on a regular basis. Slightly more than 60% of the students were satisfied with the personal encouragement given by teachers.

1. Most teachers regularly check homework.

2. Teachers always satisfactorily explain requirements of assigned work.

3. Most teachers know _how_ to teach _what_ they teach.

4. Most teachers return assignments and tests within five school days.

5. Most teachers have their lessons planned when they teach.

6. Most teachers use class discussion.

7. Teachers help me with the work I missed after a legitimate absence.

8. Satisfaction with personal encouragement teachers give me.

9. Most times teachers schedule too many tests.

Figure 28. Student response to teacher instructional behaviour.

Teachers responded to a number of generally agreed tenets
about desirable/undesirable instructional behaviours. Figure
29 describes these behaviours and indicates their response.
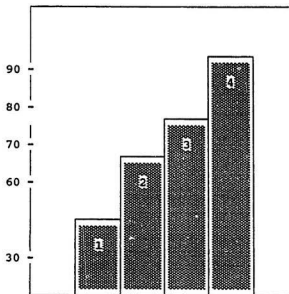
Figure 29. Teacher response to
various instructional
behaviours.

1. I subject all my students to the same course material
   regardless of their academic ability.

2. I agree that effective teaching depends on the use of
   instructional time.

3. I am satisfied with the time to help students with school
   work.

4. I am satisfied with the individual help other teachers
    are willing to give students with their school work
    outside of classtime.

    Although parents have little or no opportunity to observe
teachers in the classroom, they did have opinions regarding
this activity. Approximately 76% expressed satisfaction with
the way teachers teach, and 55.6% expressed satisfaction with
the methods used by teachers to develop and maintain an
orderly and controlled classroom learning environment.

Effective Leadership

    Parents and students were requested to indicate their
satisfaction with the work of the school principal - with how
he "runs" the school, and Figure 30 shows a generally high
level of satisfaction in this regard. All parents indicated
that the principal is available for consultation within a
convenient time frame.
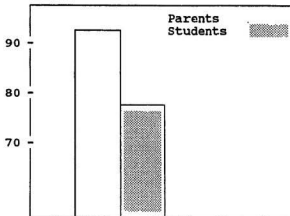
Figure 30. Satisfaction with the
work of the principal.

Teachers were asked to indicate their perceptions
regarding various aspects of staff meetings and Figure 31
indicates that over 70% of the staff agreed that the number,
length, and opportunity for input are satisfactory.

1. Too many staff meetings.
2. Too few staff meetings.
3. Satisfied with the length.
4. Satisfied with agenda input.
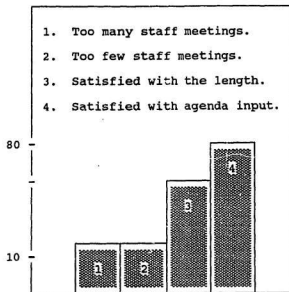
Figure 31. Teachers' opinions re
various aspects of staff
meetings.

Teachers were also asked to rate their principal on a
number of behaviours. Figure 32 shows the behaviours surveyed
and their corresponding teacher response rating. Over 85% of
teachers reported satisfaction with the help provided with
solving school related problems, with opportunity for input
in the acquisition of curriculum resources, and with the
relative ease with which they can communicate with the
principal. However, most teachers felt that the principal
should be more involved in seeking ways to improve student
learning, and to express more acknowledgement when teachers
do aspects of their work particularly well.

1. Discusses with me ways to improve student learning.

2. Is aware when I have done some aspect of my work particularly well.

3. Lets me know when I have done my work well.

4. Allows my input to be considered in school decisions.

5. *Encourages cooperative planning among teachers.*

6. Is satisfied with the importance given to my classroom work.

7. Is satisfied with the professional relationship with the principal.

8. Is satisfied with efforts to minimize obstacles that impede my teaching performance.

9. Helps me seek a solution with school related problems.

10. Can talk with principal with relative ease.

11. Provides opportunity to recommend, and make judgement about, the resources needed to teach my courses.

Figure 32. Teachers' view of various principal's behaviours.

Shared Vision

All three survey groups indicated opinions about nutrition and Figure 33 shows some dissatisfaction with the school's efforts. However, neither parents, teachers nor students strongly agreed to discontinue selling such canteen items as bars, chips and soft drinks. Their agreement on this aspect of nutritional education is shown in Figure 34.
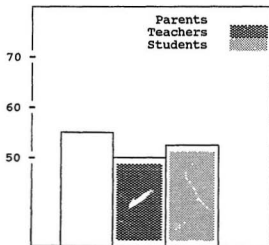
Figure 33. Satisfaction with the school's efforts to promote good nutritional habits among students.
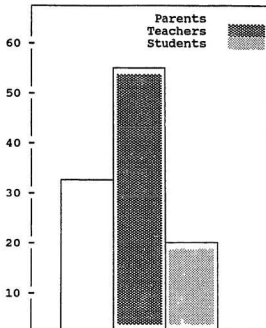
Figure 34. Agreement to discontinue selling such canteen items as bars, chips and soft drinks.

The school is interdenominational, but operated within the provincial denominational system. The school history, outlined in Chapter 3 of this study, documented the difficulty experienced with the implementation and delivery of Religious Education Programs. Approximately 83% of parents agreed that the school should continue to offer Religious Education Programs on an interdenominational basis to more classes. However, about one-third of the parents indicated that

children should be grouped along denominational lines for Family Life Programs. All three groups expressed opinions regarding prayer as part of each day's opening exercises, and Figure 35 shows their respective positions. It is noteworthy that while approximately 73% of parents showed a desire to have opening morning prayers, only 37% of teachers and 22% of students agreed with such a practice.
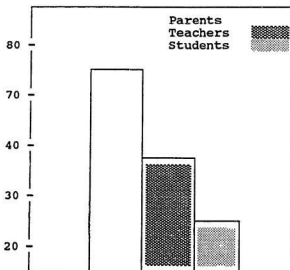
Figure 35. Agreement for prayer to be part of each day's opening exercises.

Both parents and students were asked to consider the concept of having input into choosing their children's teacher. Assuming that teachers all had the same experience

and training, these two survey groups were asked to rank a given list of personal qualities that they would like this teacher to possess. All the students, and 77% of the parents, responded to this question and the overall results are given in Table 15. It is interesting to observe both the differences and similarities of both groups.

Table 15

Students (S) and Parents (P) Rank Personal Qualities of Teachers

	S	P
Friendliness: good personality and sense of humour	1	7
Ability to communicate: to understand and to relate	2	1
Patience	3	3
Good Character	3	6
Caring about students	5	3
Ability to discipline firmly and fairly	7	6
Dedication to the teaching profession	8	1
Innovative, industrious and enthusiastic	8	8
Willingness to be involved in community activities	9	9

Students felt that friendliness is the most important quality for a teacher, whereas parents placed it near the bottom of the list. However, both students and parents identified the

ability to communicate and patience as highly value personal
qualities that they would like teachers to possess.
Willingness of the teacher to be involved in community
activities received the lowest ranking of the nine qualities
identified.

Parents and teachers were asked to what extent they
agreed that co-curricular activities should be compulsory for
teachers, and Figure 36 shows that more parents agreed with
this method of co-curricular assignment than teachers, while
neither group endorsed the arrangement.
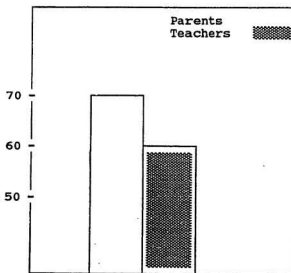
Figure 36.   Agreement that co-
curricular responsibilities
for teachers should be
compulsory.

Forty-eight percent of parents expressed their opinions as to the type of problems which existed at the school. Their perceptions of problems, identified in rank order, were as follows:

1.   Personnel

2.   Student discipline / behaviour

3.   Alcohol among students

4.   Peer Pressure

The vast majority of negative comments were targeted at teachers. Some of the perceived problems with teachers were: lack of morality, favoritism, paying too much attention to above average students, interference in students' lives after school, lack of encouragement, no arrangements for students to acquire the material missed due to illness. A sample of the parents' comments which follow is included to give a stronger sense of perceptions in this regard:

Teachers not involved enough in PTA meetings.

The same exams are being given year after year. A number of students get high marks because they have copies of old exams.

Some students held back because of slower learning pace of other students.

Some teachers do seem to show favoritism.

Lack of teacher morality. I realize that teachers are entitled to a private life. When you live in a community the size of ours it is difficult for anyone to have a private life. Because the students know how some of the teachers live it is difficult for them to respect them and look up to them as role models, which the kids do, especially high school kids.

... some of the problems exist because of the nature of the community. ... We are a little too sheltered, teachers need more professional development, more contact with teachers on the "outside". The company treats the school like another production area. Teachers should be respected more in the community.

There seems to be a large percentage of irresponsible students in our school.

Too little respect, among students, for the property of others. Too little respect, among students, for people in authority.

... alcohol use among our students is a real problem. Of course this happens after school hours, but should still be addressed during school hours.

The number of students is so small at each level that the difficulty arises of students being able to choose friends with similar interests. They either belong to the group or they are "out". Very difficult pressure for most children to withstand.

Students frequently travel for school-related activities. Parents, teachers and students were generally satisfied with the teacher supervision provided during such travel, as shown in Figure 37.
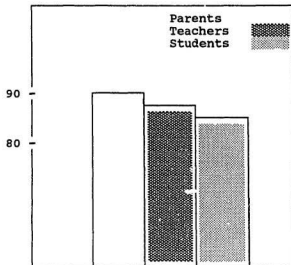
Figure 37. Agreement with the
supervision provided
students when travel is
involved for school-related
activities.

Approximately 85% of the parent respondents generally agreed that the overall educational services provided in Churchill Falls meet the needs of their children. About 66% of parents reported that the school staff gives them encouragement to take an active role in the education of their children, while 71% indicated that teachers appear to consider their concerns when decisions are made about aspects of their children's school life. The majority of parents, approximately 86%, also agreed that the Churchill Falls Home and School Association provided them with an opportunity to be a cooperating partner with the school in the education of

their children. About 78% of teachers expressed satisfaction
with the way parents respected their professional judgement
when dealing with students.

Both parents and teachers expressed the extent of their
satisfaction with the efforts the school is making to help
students understand their moral and ethical responsibilities.
Figure 38 shows that 75% of the parents, and 69% of the
teachers, were satisfied with efforts in this area.
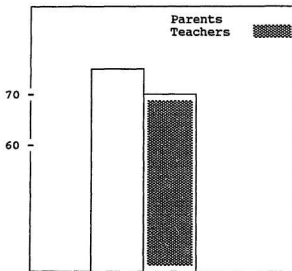
Figure 38. Satisfaction with efforts
to have students understand
their moral and ethical
responsibilities.

Approximately 64% of the parents expressed what they
liked best about the school. The following five

characteristics were stated most frequently and are rank-ordered in terms of frequency of occurrence:

1. Student-teacher ratio

2. Dedication of teachers

3. Physical facilities

4. Programs

5. Material resources

The following is a sample of their comments:

> The student - teacher ratio and the willingness of most of the teachers to help any student who asks for help.

> The programs and funds available for them here as opposed to programs and facilities available to other small towns throughout Newfoundland and Labrador.

> The best thing I like about this school is that most of the teachers are interested in their pupils and would like for them to get ahead.

> Institutional flaws and problems do develop and I feel this school has done well to solve them.

> Because the school is small it tends to be more like a family. Students get to know their teachers well. It is a comfortable building and not overcrowded. The school in some ways tends to be an important area of life for all the community. In such a new community there is little long standing tradition and the school fills in for some of this that is lacking.

All teachers also expressed what they best liked about the school, and the characteristics they identified to be the most favorable were: teacher autonomy, school size, availability of resources, supportive administration and school climate. The following is an example of teachers' comments:

As a teacher I like the fact that we seem to have more autonomy in our classrooms than many schools seem to have. There seems to be more room and tolerance to try new ideas. We don't have the financial problems other schools have.

Generally new ideas are supported by Administration.

Approximately 95% of the students reported what they liked best about the school, and identified the following, in order of priority:

1. Good student-teacher ratio

2. Closeness among students

3. Dedication of teachers.

All three groups were unanimous in their selection of the student-teacher ratio as a highly valued characteristic of the school. Both parents and students also identified teacher dedication to be among their best liked qualities, while parents and teachers placed a high value on the availability of school resources.

Approximately 70% of teachers also indicated what they liked least about the school. The following areas, given in rank-order, were identified as their major dislikes:

1. Workload inequity

2. Negative student attitude

3. Professional isolation

4. Neglect of gifted students

5. Two separate buildings

Approximately 93% of the students also reported what they liked least about the school. Of their responses, 45%

indicated that student-teacher interaction caused them the most concern - teachers being too nosey and having 'pets'. The other least appealing aspects were varied and included: courses of little or no challenge, locker rooms are too small, doors opened late, no privacy, little choice of sports, too many tests and not enough input in class routines and rules.

Approximately 52% of the teachers suggested organizational changes they would like to see implemented, but there was no single organizational change highlighted. The suggestions offered were varied and included the following: clear definition of administrators' roles, more genuine effort at teacher evaluation, more decisions in policy development, more effective use of teachers' time, shorten Closing School Assembly, more advance notice to teachers should classes be cancelled, formation of department heads, and changes to allow "... the principal to try to become more involved if possible with the overall day to day operations of the school instead of being too confined with the business management aspect of the school".

Behaviours related to student lifestyle are listed in Figure 39, together with the student ratings of those behaviours.

1. Always come to school feeling tired.

2. Always get sufficient sleep during school nights.

3. Always come to school without breakfast.

4. Television always on in the area where homework is being done.
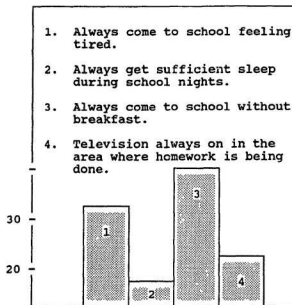
Figure 39. Student response regarding indicated aspects of their behaviour.

Over 30% of the students reported that they always come to school feeling tired, and close to 40% always arrive at school without breakfast. Slightly over 20% indicated that television was always on in the area where homework was being done.

Students were asked to list any subjects, knowledge, or skill areas that they thought the school should be teaching but presently are omitted. Approximately 58% of the students

responded and the following rank-ordered list indicates their responses as to areas needing attention.

1. Home Economics

2. Advanced Mathematics

3. Art

4. Woodworking

Other areas were mentioned with less frequency, for example, safe driving, drug seminars, computer skills in the intermediate grades, and the need for a course on the development and operation of th ̣ ̖wer plant, as indicated by the following student comment:

> I think our school should teach us about the Hydro here in Churchill Falls. I've been living here for 10 years and I have no idea what goes on.

Students were also asked to indicate the kind(s) of extra help they need in school and approximately 73% responded. Of those respondents, 47% attempted to identify the nature of the help needed, while 26% indicated they did not need any additional assistance. However, the two main types of help by the 47% who did respond, in rank order, were:

1. Extra help with course work.

2. Help with personal problems.

Students also indicated concerns about the need for:

1. More attention for average students.

2. Clearer lesson presentations.

3. More examples when new concepts are introduced.

4. More reasonable pace for course progress.

5. Greater emphasis on effective study techniques.

6. More willingness of teachers to meet them after school.

7. Less assumed student familiarity with certain subjects.

The personal problems involved difficulty with drugs, alcohol, family and sex. Students strongly expressed the feeling that a trusted person should be around with whom they could discuss such items.

Systematic Monitoring and Evaluation

All three groups were asked about the idea of having students in Grades 7 - 12 attend the traditional parent-teacher conference.

Figure 40 reflects their opinions, and shows that, whereas 80% of the teachers favoured such a practice, only about 69% of parents and 59% of the students concurred.
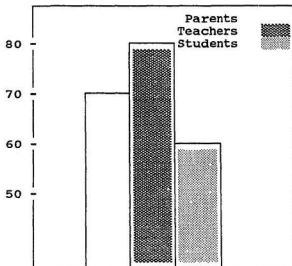
Figure 40. Agreement that students beyond Grade 6 should accompany parents to parent-teacher conferences.

Our school year is divided into three semesters for the primary/elementary section of the school. Approximately 91% of the parents agreed that this arrangement provided sufficient formal reports about their children's progress at school. However, only 55.8% of the parents agreed with the practice in the intermediate and senior high section of having two-semester reports.

Figure 41 indicates a high degree of satisfaction with the school's promotional guidelines from the perspective of parents and students.
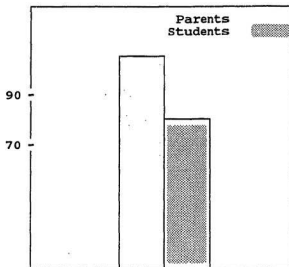
Figure 41. Satisfaction with promotional guidelines.

Students are often given grades of A, B, C, D and Fail to denote the quality of their work. In the event that the school were to be graded in the same manner, parents, teachers and students were asked to indicate the grade they would give. Figure 42 shows that although the majority of respondents would award the school a grade of "B", a grade of "C" was awarded by approximately 21% of parents and 28% of students.
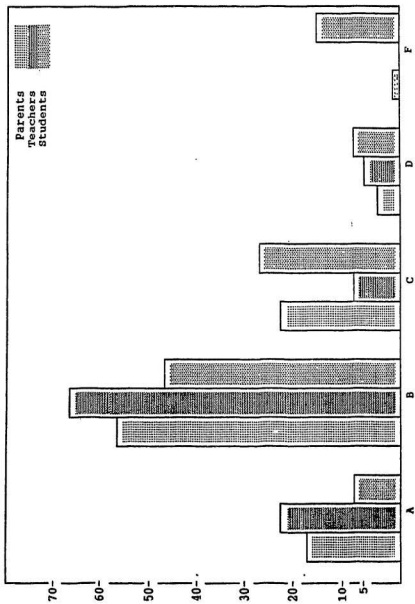
Figure 42. Grades awarded to the school by the three survey groups.

220

Emphasis on Student Learning and Progress

Parents routinely make inquiries about various aspects of their children's school life, and 88.9% of this survey group agreed that teachers respond promptly to such inquiries. However, when asked whether the school provides opportunity for parents to learn techniques which help them improve their children's academic achievement, both parents and teachers thought otherwise. These opinions are reflected in Figure 43.

Parents
Teachers ▨▨▨

50 —

40 —

30 —
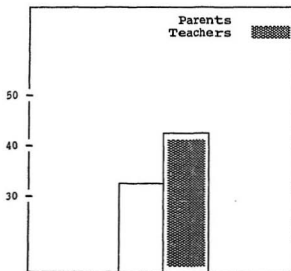
Figure 43. Agreement that the school provides parents with techniques to improve their children's academic achievement.

The closing assembly for each school year acknowledges student achievement with the presentation of a variety of awards. All three survey groups were asked to indicate their satisfaction with those awards. As shown in Figure 44, 65% of the parents, and 59% of students were satisfied. However, only 15% of the teachers expressed satisfaction.
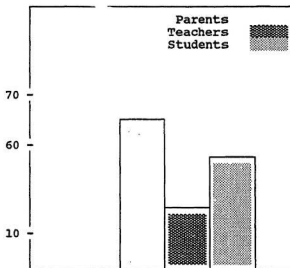
Figure 44. Satisfaction with the achievement awards given at the school's closing Assembly.

Well-Coordinated Curriculum

The school has two full-time bilingual teaching units and the students are provided daily instruction in the Core French Program. The three survey groups were asked to express agreement with incorporating the extended core concept of French Language Instruction in the Curriculum. As shown in Figure 45, approximately 60% of parents, teachers and students expressed approval for such an arrangement.
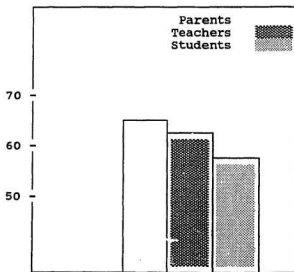
Figure 45. Agreement to incorporate the extended core concept in French Language Instruction.

In order to incorporate the extended core concept of
French Language Instruction into the curriculum, it was
suggested that one of the Library, Music or Physical Education
teaching units be made bilingual.   Parents, teachers and
students expressed their opinions regarding this suggestion
and, as Figure 46 reveals, the teachers were the least
supportive with less than 40% indicating agreement.
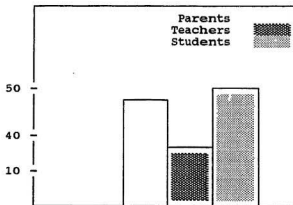
Figure 46. Agreement to have one of
the Library, Music, or
Physical Education
positions bilingual.

The survey groups also indicated agreement with Music Education remaining compulsory for students in Grades K-9. As shown in Figure 47, over 70% of the parents and approximately 90% of the teachers agreed with retaining the status quo, whereas half the students indicated agreement.
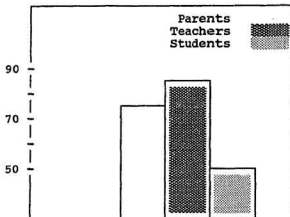
Figure 47. Agreement that Music Education remain compulsory for Grades K-9.

Programs for the above average and gifted are not included in the curriculum. Both parents and teachers strongly indicated, however, that such programs should be provided, as reflected in Figure 48.
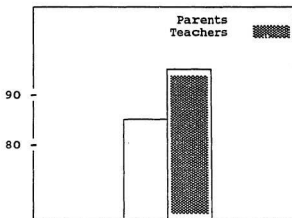
Figure 48. Agreement that enrichment programs be provided in the school program.

Students of Eric G. Lambert School are accommodated in two buildings; Grades K-7 in the primary/elementary, and Grades 8-12 in the High School. However, our school program is often described as a 4-3-3-3 program. That is, Primary includes K-3; Elementary includes Grades 4-6; Intermediate includes Grades 7-9; and Senior High includes Years 1-3. Each of these groups has specific programs that are best delivered when these groups are accommodated in the same building. With this rationale, the survey groups were asked if they agreed

with Grade 7 students being at the high school section of Eric
G. Lambert School. The response of each group is given in
Figure 49, and it can be seen that 81.5% of teachers indicated
approval for the arrangement compared with only 48% for
parents and 42.6% for students.
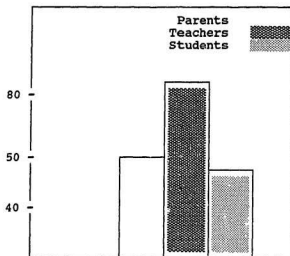
Figure 49. Agreement with the Grade
7 students being
accommodated at the
High School.

The School's Resource Centre serves as both a community
and school library. The full-time school librarian takes a
cooperative approach to the delivery of library services, and
yet only 38.4% of the teachers expressed satisfaction with
this approach. Approximately 89% of parents were satisfied

with the use their children made of library services, and
72.5% of the students echoed this response.

   Although the school curriculum is determined by the
provincial Department of Education, flexibility exists for the
development and implementation of local courses to enhance the
relevancy of school programs for students. Parents, teachers,
and students were asked their opinions about the need to have
a local course involving all aspects of the Churchill Falls
Development and Operation. The results, given in Figure 50,
show that teachers were the least enthusiastic among the three
groups, with only 48% indicating approval.
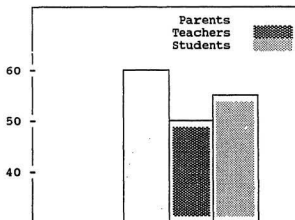
Figure 50. Agreement with a local
course about CF Hydro
Development and Operation.

Health Education is an integral part of the curriculum. However, as students progress through the grades, the programs compete for student time. With the introduction of the Senior High School Program, an approved nutrition course was made available to students. To provide the "last" opportunity to acquire nutritional information before graduation, the three survey groups were asked to indicate their agreement with having all students take this course. Figure 51 represents the position of each group. Two-thirds of the parent respondents gave approval, while approximately one-third of teachers and students approved.
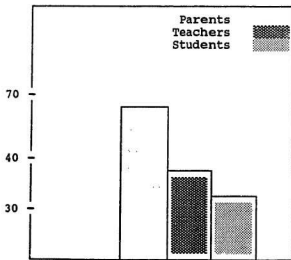
Figure 51. Agreement that all students should include the Nutrition Course in their Senior Program.

Parents and students were provided with a list of
subjects and asked if they were in a position to decide, which
subject(s) would they require all students to take? The
subjects are provided in Table 16 in rank order, as determined
by the responses of the two survey groups. There was a high
degree of similarity with the ranking of the subjects by both
the parents and students. Both respondent groups identified
the same subjects in the first three rank positions - Family
Life, Career Education and Alcohol/Drug Abuse Education.
Parents and students were also in general agreement about the
subjects that they considered least important - Music,
Religious Education, Nutrition and Health.

Table 16

Courses Parents and Students Would Require Every Student to Take

	Students	Parents
Family Life / Sex Education / Family Living	1	1
Career Education	2	2
Seminar on Alcohol/Drug Abuse	3	3
Safe Driving Course	4	8
Physical Education	5	5
First Aid Course	6	7
French	7	4
Health Education	8	6
Nutrition	9	9
Religious Education	10	8
Music	11	10

Teachers indicated their degree of satisfaction with the emphasis given to each specific area of the complete school program. The researcher identified those curriculum areas that were below an abitrarily 75% respondent satisfaction level and they are given in Figure 52. Teachers reported that little attention has been given for the provision of 'gifted' education and art programs.
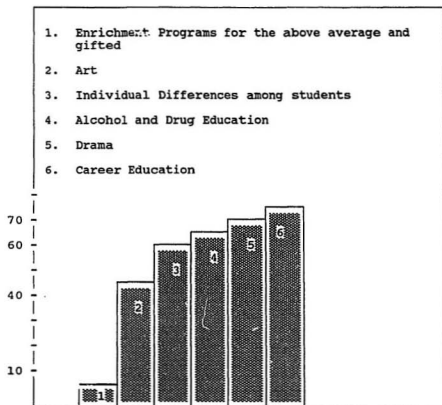
<u>Figure 52.</u> **Areas of the curriculum teachers expressed a satisfaction level of less than 75%.**

Parents and students indicated strong approval (over 90%) for the Family Life Programs. The swimming program for Grades K-6 received the approval of 97.7% of parents. However, only 63.6% of teacher respondents expressed satisfaction with the planning involved with the Science Fair.

Both parents and teachers were asked to indicate changes they would like to have occur in the school program. The teacher response rate for this question was 85 percent. They were quite varied in their curriculum change suggestions. A few items were suggested with greater frequency and they were: inclusion of Advanced Mathematics in the Senior High School Program, and Art Program for intermediate grades, and a program for the gifted. Other areas mentioned included the following:

1. Some slots in the high school schedule are too heavily weighted in favor of the more academically inclined student.

2. No awards for the best in any competition at the primary level.

3. Physical Education for senior High School - not for credit but for fitness.

4. Non compulsory general music program for the intermediate grades.

5. More resource-based instruction.

6. A general science course in the Senior High School Program.

The parent response rate for this question was 37%. Although the advice given was quite varied, there were some commonalities, and these included the following:

1. More time for mathematics as well as the inclusion of Advanced Mathematics.

2. An art program, especially for the Intermediate Grades.

3. More emphasis on Career Education.

4. The inclusion of Home Economics.

5. The inclusion of a course on budgeting - what it takes to run a family.

6. Religious Education - while some called for its deletion, others wanted it to remain and improved.

Staff Development

During each school year, conferences and inservice activities are sponsored by various educational agencies and are held at various locations in the province. The school administrators select which of these conferences and inservice activities teachers should attend. Approximately 78% of the teachers agreed that this method of selection should continue. However, only 48.2% of teachers expressed satisfaction with the opportunity provided for inservice for their particular grade or subject area(s).

The administration occasionally has given primary and elementary teachers different grade assignments, and approximately 96% of the teachers agreed with this practice.

Recommendations for paid educational leave are made by the School Committee. All teachers indicated that they would like the School Committee to deal with this matter, but no later than the end of January each year.

The primary purpose of teacher evaluation should be the improvement of instruction. This statement was approved by 96.2% of the teachers, whereas 79.2% felt this was the objective of teacher evaluation at Eric G. Lambert School. However, only 61.5% indicated satisfaction with the present Teacher Evaluation Program at the school.

Teachers were asked to list the things that need to happen at school to make their work more effective. Responses were given by 63% of the teachers, and more inservice opportunities received the greatest attention of most respondents. Teachers gave a variety of other suggestions, and they included the following:

1. More frequent classroom visits by the administrators to acknowledge student and teacher effort.

2. Telephone contact with teacher(s) in the same subject area(s) or grade to minimize professional isolation.

3. Improve the resource-based/cooperative teaching library program.

4. Greater opportunity to discuss student problems, e.g. academic, motivational, and discipline problems.

5. Equal teacher workload.

6. Equal program emphasis not just special education.

7. More flexibility in granting sabbaticals.

Positive School Climate

Student behaviour was an area addressed by all three survey groups. Their responses, given in Figure 53, show that parents, teachers and students shared similar opinions, with only approximately 50% of each group indicating satisfaction with the behaviour of students in school.
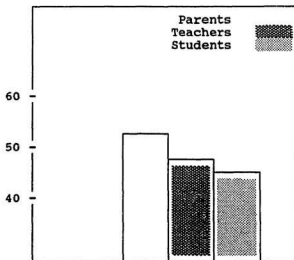
Figure 53. Satisfaction with student behaviour in school.

The degree of satisfaction of the survey groups with student rules is given in Figure 54, and it shows that students and teachers were less satisfied than parents.
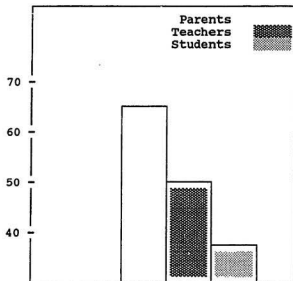
Figure 54 Satisfaction with school rules.

All groups were asked to express their extent of satisfaction with teacher consistency in handling student discipline. Their responses, given in Figure 55, show that while approximately 50% of the parents and teachers were satisfied, only 32.5% of the students expressed satisfaction with this school attribute.
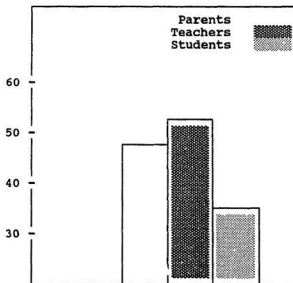
Figure 55   Satisfaction with teacher consistency in handling student discipline.

Teachers and students were asked to indicate whether they agreed that teachers involve students in deciding classroom rules, and Figure 56 shows the response. Although 65.4% of the teachers agreed that students were involved in these classroom decisions, however, students felt otherwise, with only 19.4% confirming the teachers' opinion.
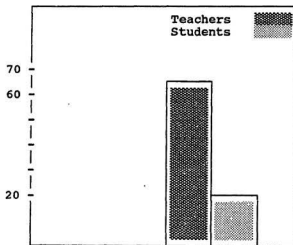
Figure 56. Agreement that students are involved with teachers in deciding school rules.

Parents, teachers and students were asked whether drug abuse is a problem among students, and Figure 57 reflects that all three groups had varying opinions. Thirty-seven percent of the parents and 48% of teachers indicated that there was a problem and this was confirmed by 29% of student respondents.
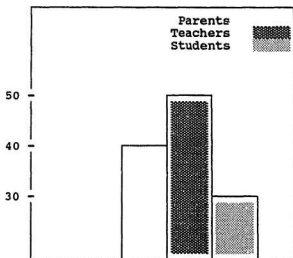
Figure 57. Agreement that drug abuse is a problem among students.

The three survey goups were asked to express an opinion as to whether they agreed that, **alcohol is a problem among students,** and Figure 58 portrays the response of each group. It is noteworthy that while 79.6% of parents and 94.6% of teachers agreed, 59.9% of the students also confirmed the assertion. In addition, approximately 10.2% of parents indicated that alcohol consumption is a problem with their children.
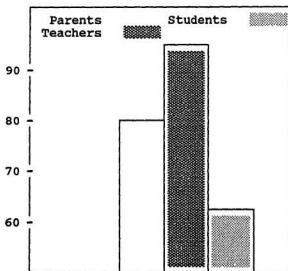
Figure 58. Agreement that alcohol is a problem among students.

The level of school spirit was also addressed by the survey groups, and Figure 59 shows that approximately one-half of the parents and students indicated satisfaction with this school attribute, whereas teachers were much less satisfied. However, greater satisfaction was expressed with the working relationship students have developed with their teachers. Figure 60 reflects this degree of satisfaction.
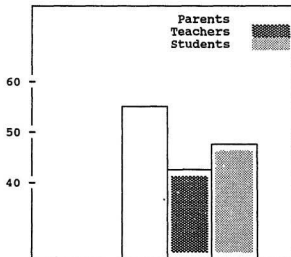
Figure 59. Satisfaction with the level of school spirit.
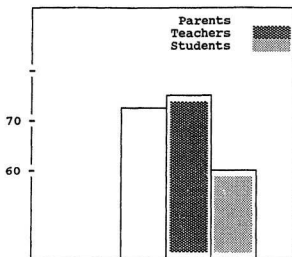
Figure 60. Satisfaction with student-teacher relationship.

Parents, teachers, and students were asked their opinions as to whether **teachers consider student happiness to be important**. Responses to this statement are reflected in Figure 61, which shows that while all teachers agreed, only 58.2% of parents and 49.3% of students concurred.
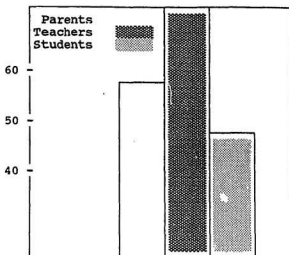
Figure 61. Agreement that teachers
consider students'
happiness important.

Parents expressed their opinions on a number of aspects
of school life.   Figure 62 identifies those areas and
indicates parents' response.   Approximately 55% of parents
expressed satisfaction with how their children respect
teachers, while 96.2% of parents felt welcomed when visiting
the school.

1. I am satisfied with how my children respect their teacher.

2. I am satisfied with the emphasis the school places on the achievement of my children.

3. When I visit the school, the teachers make me feel that I am an important partner in the education of my children.

4. My children like working with their teachers.

5. Teachers promptly respond to my inquiries about aspects of my children's school life.

6. I support the Home & School Association.

7. I am made welcome when I visit the school.

Figure 62. Parents' response on various aspects of school life.

Students expressed their opinion regarding a number of characteristics of school life. Figure 63 lists those school climate attributes and shows the students' response to each of them. Their responses demonstrated a concern about such things as: the work of the student council, teacher interest in student success, availability of teachers to discuss a personal problem, teachers' awareness of the difficulties students experience with work, and the amount of time involved in waiting for the school doors to open.

1. I am satisfied with the time I have to wait for the school doors to open.

2. Most teachers are genuinely interested in my success.

3. If I have a personal problem, there is a teacher with whom I can discuss it.

4. I sometimes consume too much alcohol.

5. I 'rarely or not at all' enjoy working with my teachers.

6. I am satisfied with the operation of the student council'.

7. From what my teachers say and do in class, I know they are proud to be teachers.

8. My teachers know the problems I have with my work.

9. I 'rarely or not at all' have the opportunity to have a personal discussion with my teacher.

10. My teachers are 'rarely or not at all' late for class.

Figure 63. Student response on various aspects of school life.

Teachers also responded to a number of statements that collectively described the climate of the school. Figures 64 and 65 list those statements and show teachers' responses. It is noteworthy that teachers were concerned with workload inequity, lack of time to help students, lack of coordination with homework, negativity of staff room conversations about students, availability of assistance for students with personal problems, and uncertainity in dealing with unfair treatment by the principal. Also, while 88.9% of the teachers expressed satisfaction with the number of instrucitonal periods assigned per cycle, only 56% shared the same feeling about the number of instructional periods assigned to other teachers. Most teachers contended that the school provides an environment for students to be enthusiastic about learning.

1. Often I have the feeling as expressed by the statement, "No one seems to care whether or not I do my best as a teacher".

2. Responsibilities for co-curricular activities are equitably distributed among teachers.

3. Our school has a plan to coordinate assigned homework.

4. The teaching workload is shared equitably.

5. I am satisfied with the help available for students who try to solve their personal problems.

6. I am satisfied with the number of instructional periods per cycle other teachers have.

7. If I really try hard, I can get through to even the most difficult or unmotivated students.

8. Our school should develop an in-school final examination policy.

9. I know the legal aspects involved in student supervision

Figure 64. Teacher response to various aspects of school life.

1. I can seek further consultation if I think I am unfairly treated by my principal.

2. I am satisfied with the time I have to help students.

3. I have the responsibility to ensure that students learn what I teach.

4. I enjoy working at this school.

5. Negative discussions concerning students pervade staff room conversations.

6. I am satisfied with the number of instructional periods I have per cycle.

7. I am satisfied with the individual help other teachers are willing to give students with their work outside of class time.

8. The school provides an enthusiastic learning environment.

Figure 65. Teacher response to various aspects of school life.

Churchill Falls School Committee

The formation and role of the Churchill Falls School Committee [CFSC] is described in Chapter 3 of this study. Parents and teachers were asked their opinions about having the Churchill Falls Home and School Association [CFH&SA] invite this Committee to one of its general meetings at least once a year to give the Committee a greater community profile. Both parents and teachers approved of this suggestion, as depicted in Figure 66.
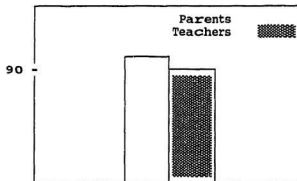
Figure 66. Agreement with the invitation of the CFH&SA to CFSC to annually attend one of its public meetings.

Parents and teachers indicated satisfaction with the work of this committee. Figure 67 shows that teachers were less satisfied than parents, with 46.6% of parents indicating satisfaction, while 36% of teachers expressed the same sentiment.
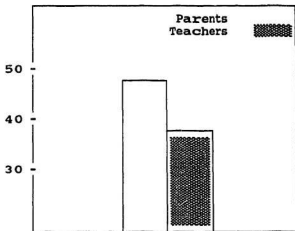
Figure 67. Satisfaction with the work of the School Committee.

The same two survey groups were also asked about their knowledge of the role of the School Committee. As Figure 68 indicates, the two groups showed a wide variance in their responses. While 63% of teachers stated they know the committee's role, however, only 42.6% of parents echoed this sentiment.
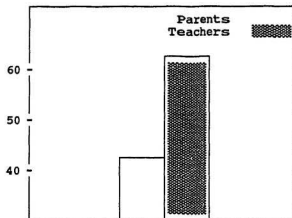
Figure 68. Percentage knowledgable about the School Committee's role.

Both parents and teachers were asked if they knew all the community representatives on the School Committee. Their responses, depicted in Figure 69, indicate that only two-thirds of the teachers and one-third of the parents have this knowledge.
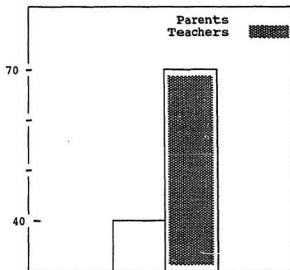
Figure 69. Percentage indicated knowledgeable about community representatives on the School Committee.

Emphasis On Education

Parents and teachers were asked to express their
perceptions about having a Winter Break in the School
Calendar, in addition to Christmas and Easter Holidays.
Figure 70 shows that approximately 80% of both groups
indicated agreement.
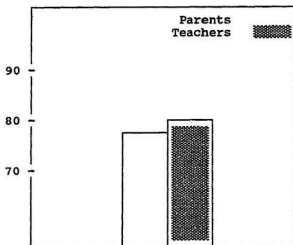
Figure 70. Agreement with a Winter
Break in the School
Calendar.

The survey groups were also asked to indicate steps the school
might take to ensure a Winter Break, if they agreed there
should be one. Table 17 shows the options and the responses
of each group. While all three groups favoured beginning the
school year earlier, this route was the most appealing to
students.

Table 17

Routes the School Might Take to Ensure a Winter Break In Its
Calendar

	Parents	Teachers	Students
Seek permission to open earlier in September	32.2%	33.5%	52.8%
Shorten the School Break at Christmas	11.3%	17.5%	7.1%
Shorten the School Break at Easter	31.3%	31.5%	21.9%
Shorten both the Christmas and Easter Breaks	25.2%	17.5%	18.2%

The other option receiving general agreement was one of having
less holidays during the Easter period.

There is a high level of fundraising activities community
from a variety of community groups. Parents and teachers were
asked whether the fundraising for the Senior High Graduation
interferes with the fundraising of other community groups.
Although 73.1% of teachers inclcated that there should not be
any interference, 61.5% of them stated that such interference
does occur, whereas only 28.2% of parents concurred.

One of the questionnaire items addressed was that the so-
called 'security blanket environment' of Churchill Falls has
a negative effect on the social development of students and
this needs to be addressed by the school program.   The
response of parents and teachers to this item is refelcted in

Figure 71, and it shows that approximately three-quarters of each group agreed that the school should address the negative social effects of such a protective environment. This study did not attempt to identify those negative effects.
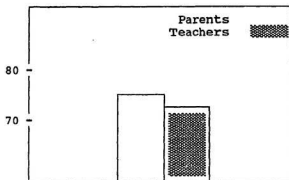
Figure 71. Agreement with the negative social effect of the so-called 'security blanket environment' of Churchill Falls.

Community Counselling And Support Services

In the absence of a full-time counselling unit, the school has solicited the support of various community agencies and out-of-town organizations to provide student counselling services. The three survey groups indicated whether this arrangement met the students' needs. Their response is given in Figure 72. Although all groups were not very supportive

of such arrangement, teachers indicated greatest disagreement, with only 22.2% giving approval.
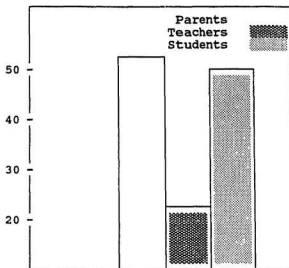
<u>Figure 72</u>. Agreement with the counselling services meeting student needs.

The school provides special services for students such as speech pathology, psychological assessments, and learning disabilities diagnosis. Parents and teachers indicated whether they agreed that such services met student needs. Figure 73 depicts their response and shows that again the teachers differ from parents in their assessment of these services. While 78.4% of parents agreed that such an arrangement met student needs, only 51.9% of the teachers approved.
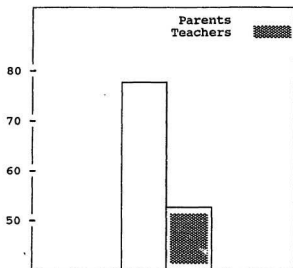
Figure 73. Agreement with the special
services meeting student
needs.

Communications

Approximately 89% of parents agreed that a letter from the principal is the best way to keep them informed about school activities, but were less decisive in their views as to how letters should be sent. Their responses are given in Table 18, and it can be seen that parents' first choice is Canada Post. Only one-third of the parents favored sending home letters via their children, although this is the method used by the school.

Table 18

The Best Way to Reach Parents With Information About School

	Parents
Letter from the principal	
Sent home via one of your children	33.7%
Sent to you via Canada Post	52.4%
Sent to you at work via inter-office mail	13.9%

Parents and teachers were asked whether they agreed with informing parents if their children have detentions. The opinions of these two groups differed widely on this matter with approval from 88.5% of parents, whereas only 55.5% of the teachers approved, as shown in Figure 74.
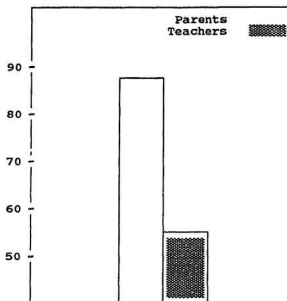
Figure 74. Agreement with informing
parents if their children
have detentions.

Approximately 85% of parents expressed satisfaction with the existing communication between home and the school, whereas 92.6% of teachers were satisfied. However, in the case of cancellation of classes because of weather conditions, only about two-thirds of parents indicated they knew the guidelines.

Pressure and Support

There was overwhelming approval by parents and teachers for the continuation of SafeGrad promotion as shown in Figure 75.
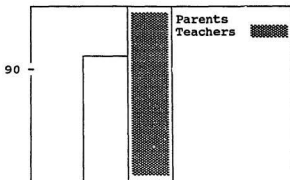
Figure 75. Agreement with continuing to promote SafeGrad.

Parents, teachers, and students were asked opinions regarding the times during the school year when the bus begins and ends its regular services. Their responses are reflected in Figure 76 and Figure 77. Students were not as supportive as parents and teachers for the bus to begin its regular schedule in mid-October and finish in mid-May.
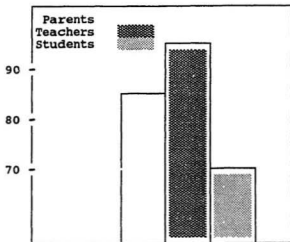
Figure 76. Agreement with the bus beginning its regular service in mid-October.
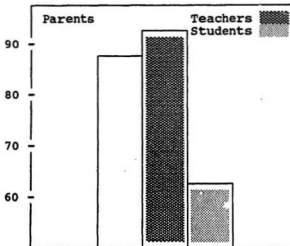
Figure 77. Agreement with the bus discontinuing its regular service in mid-May.

Students differed with parents in their overall assessment of
the services provided by the school bus, with 81.6% of parents
and 61.2% of students indicating satisfaction. This is shown
in Figure 78.
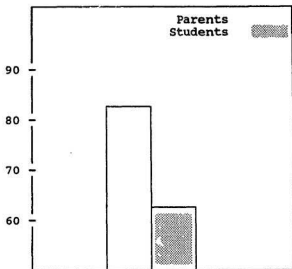
Figure 78. Agreement with the school
bus services.

Churchill Falls Recreation Department

The survey groups were asked to indicate whether they agreed with various community and sports organizations not beginning programs that involve students until after 4:30 p.m. to avoid conflict with school activities. Their responses are given in Figure 79, and show that students are less supportive than parents and teachers. While 89.2% of parents and 77.4% of teachers agreed with this idea, only 55.1% of students approved.
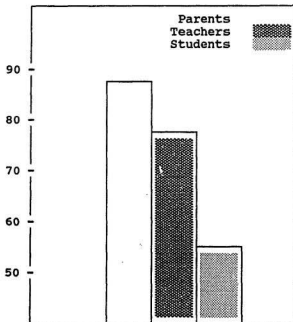
Figure 79. Agreement with starting sports programs after 4:30 p.m.

Incentives

Approximately 86% of parents agreed that the educational services provided are part of the benefit package the Churchill Falls (Labrador) Corporation offers its employees for working at Churchill Falls.

If teacher involvement in the co-curricular activities were to remain voluntary, then the time teachers devote to such activities should be recognized. Approximately 85% of parents and 92.6% of teachers expressed agreement with this position on co-curricular involvement.

The students were asked to complete the following statement by giving specific suggestions as to what teachers can do to improve the school:

> If I were a teacher, I would make sure that all the **students have a chance to ... .**

Since the researcher was also the principal, it was felt the students would be more inclined to respond to this statement if their anonymity could be ensured. Hence the reason for the following instructions for this question:

> To ensure your anonymity and to guard against sensitivity to any statements you may make (or want to make), your response to this question will be analyzed by a researcher at the Institute for Education Research and Development [IERD] at Memorial University of Newfoundland. At no time will I have access to your hand written responses.

Approximately 95% of the student respondents addressed this statement. They would ensure that all students have a chance to (given in rank order):

1. Voice their opinions freely about what they like or dislike about school and their classes; "a fair say in what happens at school".

2. Experience fair treatment.

3. Try their best and be praised for it.

4. Talk with teachers confidentially about any problem.

5. Be proud of the school.

6. Have extra help.

Parents were provided a similar arrangement to comment further on any of the items in the survey, or any area of school life that had not been mentioned, but should have been addressed, if school improvement is to be accomplished. Approximately 30% took this route to provide further comments. Teachers was the major topic of concern for most of those parent respondents, as indicated by the comment, "any school program is only as good as the teachers who are teaching it". The teacher behaviours identified as concerns were:

1. treating students unfairly

2. providing improper instruction in certain subjects.

3. showing no interest in sports that are not organized by the school.

4. providing insufficient supervision to eliminate cheating.

5. creating an environment that does not foster a good
   working relationship with students.

6. permitting too much student disrespect.

Parents also felt that the school should provide programs
for the gifted, put more emphasis on improving student
attitude, behaviour, and motivation, create a greater
awareness among parents of counselling services available for
students and develop a policy on teachers lifestyle. Although
both points of view were expressed regarding teacher lifestyle
as indicated by the following comments, the latter type of
opinion occurred more frequently:

> Why should we be worried about teachers behaviour.
> They have a life as well as we do. As long as
> school performance is satisfactory and effective,
> that's all is required.

> Teacher lifestyles ... are more important here than
> in larger centres. It is very difficult to tell
> children or young adults to listen to and respect
> their teachers but then on the other hand tell them
> not to do as they do. We learn by example. ...
> Teachers say they have rights - so have parents.

Slightly more than one-third of the teachers took the
opportunity to forward additional comments to the 'outside
agent' at IERD. They expressed the following concerns:

1. Some teachers receive more attention than others for
   accomplishments.

2. Some teachers' personal problems may be affecting
   their work.

3. There should be more contact with administration to
   ensure teachers' best efforts are maintained.

4. Insufficient recognition given for cocurricular involvement.

5. Some students have legitimate complaints about unfair treatment by some high school teachers.

6. Teachers should have more contact with consultants at the Department of Education.

7. The school should maintain its distinctiveness as an interdenominational private school "as opposed to, sometimes, a visual perception that Catholicism is the preferred religion".

8. More care should be taken in hiring practices so that lifestyles, and willingness to be involved in the community, are given greater emphasis.

9. Evaluation in some of the "less important' courses in Junior and Senior High School should be more scrutinized by administration.

10. Inequity in teacher workload. The number of teaching periods is not the only factor that should be considered.

11. School evaluation should be an on-going process. "When this evaluation is completed, will goals be decided on, and improvements started?"

This chapter has presented the perceptions of parents, teachers and students about identified aspects of life at Eric G. Lambert School, Churchill Falls, as of June, 1988, when the data was obtained. In the final chapter, the researcher presents conclusions drawn from participants' perceptions

about the school, including expressed desires to maintain and/or change certain aspects. Recommendations are also made to form the core ingredients of a follow-up schoolwide improvement program. These conclusions and recommendations, together with a summary of the study, form the content of the following chapter.

CHAPTER 6

SUMMARY AND CONCLUSION

Introduction

This chapter provides a synopsis of the study, reports the conclusions reached from the data analysis, and offers recommendations designed to form the core ingredients of a three-to-five-year schoolwide improvement plan for Eric G. Lambert School.

Summary

Schools always have had difficulty meeting public expectations. Many studies have documented this dissatisfaction with the effectiveness of public education. In addition to these studies of schooling, declining enrollments, financial cut-backs, changing priorities of governments and other educational funding agencies have increased the problems for schools. "... In terms of budget allocations, schools have difficulty getting priority, although the demands on the school are increasing". (Van Velzen et al., 1985, p.25). In addition, our changing society, our changing world view, together with the plethora of studies of schooling, have the "clarion call for change, ... for action in our schools" (Hall, Hord, Guzman et al., 1984, p.48). This action has been one of reform and the design of such reform has been the school improvement process. Goodlad (1984a) has stated that in school improvement "we are

interested in the health of the institution, the factors contributing to this health, and the factors interfering with the well-being and productivity of teachers and students" (p.9).

Although Eric G. Lambert School is located in an isolated community in the interior of Labrador, it was not 'insulated' against the winds of a changing society, nor against the 'pushes and pulls' that have been the impetus for this educational change. As a private school operated by a large hydroelectric corporation, the Churchill Falls (Labrador) Corporation, Eric G. Lambert School has functioned outside the denominational education system of the province of Newfoundland for the past twenty-two years.

Except for a few minor attempts to investigate the 'health' of Eric G. Lambert School, this was the first indepth study of its kind to be undertaken. It involved all three interested groups - students, teachers and parents - wherein each had the opportunity to express what it liked and/or disliked, and what each wanted to maintain and/or change about their school.

This study provided an opportunity for parents, teachers, and students to indicate their opinions and educational positions in response to selected statements presented to them in the form of a questionnaire to each group. The questionnaires were developed from an exhausted literature review on school improvement, from the history of Eric G.

Lambert School, and from the experience of the researcher's
own tenure at the school. The main survey areas were:

Expectations

Clear Instructional Goals

Student-Centered Learning Environment

Continuous Humanistic Assessment

Key Instructional Behaviours

Effective Leadership

Shared Vision

Systematic Monitoring and Evaluation

Emphasis on Student Learning and Progress

Well-Coordinated Curriculum

Staff Development

Positive School Climate

Churchill Falls School Committee

Community Counselling and Support Services

Communications

Pressure and Support

Churchill Falls Recreation Department

Incentives

The main intent of the study was to provide a coherent
portrait of the school as it was perceived by teachers, and
students within it, and the parents of the community whose
children it served as of June, 1988, when the questionnaires
were completed and administered.

Three questionnaires were developed by the researcher,
one for each of the respondent groups: parents, teachers, and

students. Each questionnaire was a combination of a closed-form and open-form format. A major part of each survey instrument utilized a likert format, wherein a number of statements were given and the participants were requested to circle the one response which most clearly represented their reaction to a particular statement. Except for a small number of items, the response format for the closed-form sections of each questionnaire consisted of the following styles: Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD, or Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD. A number of questions in each questionnaire were related to a single characteristic of school effectiveness, giving a cluster format. Figure 13, page 250, outlines this design in detail. Tables 3, 4, 5 and 6, pages 251, 252, 253 and 254, outline the item numbers which are similar for each questionnaire.

The general design of the study is outlined in Figure 12, page 244, and it indicates the following components: reciew of literature, an abridged history of Eric G. Lambert School, design of the survey instruments, orientation of the participants, the administration of the questionnaires, data analysis, and the identification of the core ingredients for a follow-up schoolwide improvement plan.

The population for each group was used for the survey. Since the number of teachers to be surveyed was relatively small, it was decided to involved all twenty-seven. The population for the other survey groups was used for the

following reasons: firstly, this would be the first occasion for these groups to be involved in such a way; secondly, the researcher sensed that all members wanted to be invited to participate; and thirdly, despite explanations of sampling procedures, the researcher did not want involvement perceived in any way to be biased, particularly among parents. In a community were interactions are much more than social, the perception of bias sampling had to be taken seriously.

This study was considered significant for the following reasons:

1. It was the first opportunity provided parents, teachers, and students to present their views about various aspects of the operation of Eric G. Lambert School, and to identify those areas which, in their view, needed improvement.

2. In an environment where the operation of the community's only school was not subject to any school board jurisdiction, involvement was highly valued because it also provided a format for views to be recorded, particularly those of parents.

3. Aspects of the school operation which needed improvement, as perceived by the three participant groups, provided the core ingredients for a three-to-five-year schoolwide improvement plan for Eric G. Lambert School.

Conclusion

In this section, conclusions are drawn from the data analysis relevant to each of the research questions outlined in Chapter 1. The first of these questions was concerned with the general differences and/or similarities that existed among the three study groups - parents, teachers, and students - with respect to the overall operation of Eric G. Lambert School. There was general agreement, or satisfaction, among the study groups with the following aspects of the school:

1. There is high expectation for student success.
2. Teacher life-style should be a concern.
3. Homework completion is important.
4. Programs should continue to be available for children with learning disabilities.
5. The practice of having parents sign tests should continue.
6. Parent-teacher conferences are conveniently scheduled.
7. Promotional guidelines for students are fair and reasonable.
8. Students are well supervised when traveling for school-related activities.
9. There should be a winter break in the school calendar.
10. The so-called 'security blanket environment' of Churchill Falls has a negative social effect on student development.
11. The promotion of SafeGrad should continue.

12. The Churchill Falls Home and School Association should invite the Churchill Falls School Committee to annually attend one of its public meetings.

13. Three formal progress reports are sufficient for students in Grades K-6. However, for students in Grades 7-12, there should be progress reports in addition to the two term reports.

Dissatisfaction/disagreement was expressed among the survey groups about the following aspects of the school:

1. the adequacy of student preparation for first-year post-secondary studies.

2. the extent of teacher involvement in the Churchill Falls Home and School Association.

3. lack of student knowledge of the criteria teachers use to evaluate student progress.

4. the inclusion of an Extended Core Program in French Language Instruction.

5. the efforts to promote good nutritional habits among students.

6. the achievement awards presented at the school's closing assembly.

7. compulsory music for Grades K-9.

8. the Grade 7 students located in the high school.

9. the student use of library services.

10. the inclusion of prayer as part of each day's opening exercises.

11. the compulsory arrangement for co-curricular assignments.

12. the personal attention given to students when help with school work is required and when high school courses are being selected.

13. the students are learning the knowledge and acquiring the skills that the school should teach.

14. the school considers the emotional and social development of students as important as academic achievement.

15. the counselling services provided meet student needs.

16. there is sufficient instructional time to cover required course material.

17. the role and work of the Churchill Falls School Committee.

18. knowledge of the community's representatives on the Churchill Falls School Committee.

19. the tendency not to inform parents if their child(ren) have detentions.

20. overall student behaviour and discipline.

21. the degree of school spirit.

22. student-teacher relationships.

23. the effectiveness of school rules and regulations.

24. inconsistency in handling school discipline.

25. drug/alcohol abuse among students.

26. the inclusion of students beyond Grade 6 in the traditional parent-teacher conferences.

27. the operation of the school bus.

28. certain teacher instructional behaviours.

Responses to the second research question provided data on the strengths and weaknesses of Eric G. Lambert School as perceived by the parents, teachers and students. All three groups were unanimous in their selection of the student-teacher ratio as a highly valued characteristic of the school. Both parents and students also identified teacher dedication to be among their best liked qualities, while parents and teachers placed a high value on the availability of school resources. It was rather ironic that while parents valued highly the dedication of teachers, they also identified personnel problems as one of the weak areas of Eric G. Lambert School. Student discipline/behaviour was ranked second by both teachers and parents as a weak area of the school, with students identifying it as an area of concern. The students placed student-teacher interaction at the top of their list while teaches were most concerned about workload inequity. Parents also identified alcohol abuse among students, and peer pressure as weak areas of the school, while teachers added professional isolation, the neglect of gifted students and the difficulties of operating within two separate buildings. Students perceived the following to be the least appealing aspects of school life: courses with little or no challenge, little choice of sports, locker rooms too small, doors opened

late, too many tests and not enough input in class routines and rules.

The third research question addressed the survey groups' perceptions of the over-all effectiveness of the present school program. All three groups indicated that Advanced Mathematics and Home Economic Courses should be included in the school program. Both parents and teachers also advocated the inclusion of programs for gifted students. However, all three groups did not endorse the inclusion of a local course about the Churchill Falls Hydro Development and Operation. Nor did they agree that a course in Nutrition should be completed by all students during their senior high school years. However, when asked which courses from a given list they would require all students to take, both parents and students identified the same three courses in the same rank order: Family Life / Sex Education / Family Living, Career Education, and Seminar on Alcohol/Drug Abuse. By ranking Religious Education and Music at the bottom of the list, parents and students seem to have little interest in such courses.

Teachers expressed satisfaction with the overall school programs, with the exception of programs for the gifted, Art, Alcohol and Drug Education, Drama, and Career Education. The data also showed that a high level of dissatisfaction existed among teachers with the cooperative approach to the delivery of library services. All three groups rejected the inclusion of the concept of Extended Core French in the French Language

Programs. However, parents agreed that the school should continue to offer Religious Education programs on an interdenominational basis to more classes.

All three groups were asked to give the school a grade of "A","B", "C", "D" or "Fail". Both parents and teachers were generally satisfied with the effectiveness of the school; 55.6% of the parents awarded the school a grade of "B" and 19.0% an "A"; 66.7% of teachers gave a grade of "B" and 22% gave a grade of "A". However, students were not so enthusiastic about the school's overall performance; 45.9% of the students gave it a "B" while only 6.1% awarded an "A".

The fourth research question attempted to determine the satisfaction level of the three survey groups with the administrative component of Eric G. Lambert School. The data showed a high level of satisfaction among parents and students with the work of the school principal. Teachers reported satisfaction with assistance provided by the principal with solving related problems, the opportunity for input in the acquisition of curriculum resources, the relative ease of communication, the opportunity for agenda input for staff meetings, the efforts to minimize obstacles that impede teaching performance and with the professional relationship. However, teachers felt that the principal should be more involved in seeking ways to improve student learning, should express specific acknowledgement when teachers perform aspects of their work particularly well, and shorten the length of staff meetings. As well, their perceptions was that the

principal should be more involved with the overall day to day curriculum component of the school program instead of being too involved with business management aspects. The data also showed that teachers want a clear definition of administrators' roles, more involvement in policy development and a more genuine effort with performance appraisals.

The fifth research question attempted to identify areas of the overall operation of Eric G. Lambert School that need improvements, according to the perceptions and recommendations of the study groups. The data showed the following should be the core ingredients of a three-to-five-year school improvement plan:

1. The development of a School Discipline Code so as to achieve consistency with handling student discipline.

2. The expansion of the school curriculum to include Advanced Mathematics, Home Economics, Art, programs for gifted students.

3. More involvement with Alcohol and Drug Programs and Seminars to raise awareness of a student and community problem.

4. The development of a Staff Performance Appraisal Policy and Program.

5. The formation of a Staff Development Policy and Program that addresses the professional isolation expressed by teachers and meets the identified needs of the school

6. The development of role descriptions for each of the administrative positions.

7. A greater administrative effort to address teacher workload inequity.

8. Greater opportunities for student involvement in school decisions and the development of school policies.

9. The development of a plan to involve parents, teachers, and students in fostering a more positive school climate.

The history of Eric G. Lambert School has indicated that the involvement of parents, teachers, and students in school matters was heretofore one of reaction instead of action. This study has provided a framework for parents, teachers and students to change such an reactionary school environment by cooperatively working with a three-to-five-year school improvement plan.

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APPENDICES

Appendix A

Parent Questionnaire

Parent Questionnaire

School Improvement Program

Eric G. Lambert School

Churchill Falls, Labrador

Newfoundland

June 1988

Dear Parents:

While I was attending Memorial University during the School Year 1986-87, I chose **School Improvement** as a major area of study. To complete my research on this topic, I request you complete this questionnaire. In addition to helping me complete my university program, the information you provide will be of vital importance in helping our school determine ways in which it can improve its work.

Your opinions about school-related matters are important. Therefore, I request that you do not discuss this questionnaire with your friends and/or neighbors until you have completed it. There are no right or wrong answers. Your responses will be treated anonymously.

If you wish to express your opinions more fully about particular items in this survey, or about areas of our school that are not addressed but which you think should be addressed, please give me a call and I will arrange to meet with you either on an individual or group basis.

I would appreciate it if this questionnaire could be completed within the next three days. Please hold the completed questionnaire until it is picked up.

Thank you for your cooperation.

Sincerely yours,

Adrian Clarke

Adrian Clarke

The following information is required for the analysis of some of the data. Please indicate the appropriate response by checking the appropriate block.

Religious Affiliation	Husband/ Male Guardian	Wife/ Female Guardian
1. Pentecostal	☐	☐
2. Protestant	☐	☐
3. Roman Catholic	☐	☐
4. Other	☐	☐

IBEW Local 1256 Affiliation

	Husband/ Male Guardian	Wife/ Female Guardian
1. Non Union Member	☐	☐
2. Union Member	☐	☐

Grade Level(s) in which you have (have had) children at our school.

1. Primary (K-3)   ☐
2. Elementary (4-6)   ☐
3. Intermediate (7-9   ☐
4. Senior High (Years 1-3) ☐

Please disregard any items that are directed toward grades in which your children are not (or have not been) in.

Both parents are requested to read the entire list of questions in all sections of this survey before beginning to answer each item.

If you and your spouse should have different opinions regarding the response to particular items, please note these items as you work through this questionnaire and list each item number in the space provided on the last page of this survey.

Throughout this survey, our school will mean Eric G. Lambert school; teachers will mean teachers at Eric G. Lambert School; students will mean students at Eric G. Lambert School; and school staff will include teachers, principal, vice-principals, and secretary at Eric G. Lambert School.

When answering questions regarding teachers, think collectively of the teachers at Eric G. Lambert School, and as far as it is possible, try not to have your opinion reflect your knowledge of, and/or experience with, only one teacher.

PART I

DIRECTIONS

Please read each item carefully. You are requested to circle the response which most clearly represents your opinion.

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

Example

1. Eric G. Lambert School
    buildings are well maintained.   (SA)   A   D   SD

2. Students at Eric G. Lambert
    School should wear school
    uniforms.   SA   A   D   (SD)

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

1. Our school staff should continue to work with parents to provide Religious Education Programs to more classes without separating students along denominational lines.　　　　　　　　　　SA　A　D　SD

2. Enrichment programs for students designated as above average and gifted should be provided in our school program.　　　　　　SA　A　D　SD

3. Drug abuse is a problem among our students.　　　　　　SA　A　D　SD

4. Music Education should remain compulsory for Grades Kindergarten through to Grade 9.　　SA　A　D　SD

5. I consider the educational services provided for the education of my children at our school part of the benefit package CF(L)Co offers its employees for working at Churchill Falls.　　　　　SA　A　D　SD

6. In addition to the Christmas and Easter Holidays, our school should continue to schedule a Winter Break in its calendar.　　SA　A　D　SD

7. The extended core concept in French Language Instruction involves offering course(s) in another subject with French as the language of instruction in addition to the usual French courses. Our school should incorporate this concept in its curriculum.　　　　　SA　A　D　SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

8. To incorporate this **extended core concept** of French Language Instruction in our school's curriculum, the teaching position in Library, Music, or Physical Education should be classified as bilingual. The teacher in one of those positions interacts with most students.   SA   A   D   SD

9. The courses offered in our school curriculum meet the educational needs of my children.   SA   A   D   SD

10. Our school should continue with the annual production of its yearbook.   SA   A   D   SD

11. There is a need for increased teacher involvement in community activities.   SA   A   D   SD

12. Beginning with Grade 7, students should accompany their parents at report (traditional parent-teacher) conferences.   SA   A   D   SD

13. In addition to the regular report times, teachers should periodically inform me of my children's progress in school.   SA   A   D   SD

14. Our school staff encourages me to take an active role in the education of my children.   SA   A   D   SD

15. An effective system for monitoring the safety of my children is in place at our school.   SA   A   D   SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

16. Teachers consider my children's
    happiness to be important.   SA   A   D   SD

17. Our   school   provides
    opportunities for me to learn
    techniques which help improve my   SA   A   D   SD
    children's academic achievement.

18. Teachers   provide   me   with
    meaningful   information   about
    areas of the School Program my
    children need to work on should   SA   A   D   SD
    their achievement level in those
    areas be unacceptable to the
    school.

19. The canteen operating at the
    High School should discontinue
    selling such items as bars,   SA   A   D   SD
    chips, and soft drinks.

20. My children are learning at
    school the knowledge and skills   SA   A   D   SD
    that the school should teach.

21. I support the Churchill Falls
    Home and School Association.   SA   A   D   SD

22. The way to reach me with
    information about the activities
    of the school is through a   SA   A   D   SD
    letter from the principal.

23. The Churchill Falls Home and
    School Association provides me
    with an opportunity to be a
    cooperating partner with the   SA   A   D   SD
    school in the education of my
    children.

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

24. My children receive the personal attention they need from their teachers when help with their school work is required.   SA   A   D   SD

25. Our School Program is often described as a 4-3-3-3 program; that is, Primary includes Grades K-3; Elementary includes Grades 4-6; Intermediate includes Grades 7-9; and Senior High includes Years 1-3. Each of these groups has specific programs that are best delivered when these groups are accommodated in the same building. With this rationale, our Grade 7 students should be at the High School.   SA   A   D   SD

26. Prayer should be part of each school day's opening exercises for each class at our school.   SA   A   D   SD

27. When I visit the school, the teachers I meet make me feel that I am an important partner in the education of my children.   SA   A   D   SD

28. The counselling services that the school provides, in conjunction with various community agencies and out-o   f   -town organizations, meet the needs of my children.   SA   A   D   SD

29. There is an approved nutrition course in the Senior High School Program. The school should require all students to take this course before they graduate.   SA   A   D   SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

30. The educational services provided by the school meet the needs of my children who attend school.   SA   A   D   SD

31. Teachers' decisions regarding my children appear to take into account the concerns I express about various aspects of my children's school life.   SA   A   D   SD

32. For report card purposes, the school year is divided into three semesters for Grades K-6. This provides sufficient formal reports to keep me informed about the progress of my children with their school work.   SA   A   D   SD

33. My children receive the personal attention needed from their teachers in the selection of their high school courses.   SA   A   D   SD

34. Our school should continue to promote the Safegrad Program with graduating students and their parents.   SA   A   D   SD

35. For report card purposes, the school year is divided into two semesters for Grades 7 through to Senior High School. This provides sufficient formal reports to keep me informed about the progress of my children with their school work.   SA   A   D   SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

36. The special services (speech pathology, psychological assessments, learning difficulty diagnosis, etc.) that the school provides, in conjunction with various community agencies and out-of-town organizations, meet the special needs of my children.   SA   A   D   SD

37. When I want to see the principal about a school matter, an appointment can be made within a time frame that is convenient for me.   SA   A   D   SD

38. Family Life (including Sex Education) Programs should be an essential part of our school's curriculum.   SA   A   D   SD

39. My children should be grouped along denominational lines for Family Life (including Sex Education) Programs.   SA   A   D   SD

40. The swimming program that is now a part of our Physical Education Program for Grades K-6 should continue.   SA   A   D   SD

41. My children like working with their teachers.   SA   A   D   SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

42. The Co-curriculum Program at school includes Science Fair Activities, Yearbook Production, various sport programs, school clubs, etc. Teacher acceptance of such responsibilities is voluntary at present. The assignment of these co-curriculum responsibilities for our teachers should be compulsory.   SA   A   D   SD

43. The practice of sending home my children's tests for me to sign should continue.   SA   A   D   SD

44. Various community and sports organizations should not begin programs that involve students until after 4:30 p.m. on Mondays through to Thursdays to avoid conflict with school activities.   SA   A   D   SD

45. Parent-teacher interviews are scheduled by my child(ren)'s teacher(s) for times that are convenient for both parents to attend.   SA   A   D   SD

46. Alcohol abuse is a problem among our students.   SA   A   D   SD

47. Some of our graduates who attend university, technical, or community college do not do very well during their first year. Such poor performance is due in part to inadequate preparation by our school.   SA   A   D   SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

48. If teacher involvement in the co-curricular activities of our school is to remain voluntary, then the time teachers devote to such activities should be recognized.   SA   A   D   SD

49. Teachers promptly respond to my inquiries about aspects of my children's school life.   SA   A   D   SD

50. Completion of my children's homework is important to their success at school.   SA   A   D   SD

51. There should be a local course in our school curriculum that would deal with all aspects of the Churchill Falls Hydro Development and Operation.   SA   A   D   SD

52. For the Churchill Falls School Committee to have a greater community profile, the Home and School Association should invite them to one of its general meetings at least once a year.   SA   A   D   SD

53. Alcohol consumption is a problem with my children.   SA   A   D   SD

54. I should be informed if my children have a detention after school.   SA   A   D   SD

55. The start of the regular school bus service should continue to be mid October.   SA   A   D   SD

56. The date for the school bus to stop its regular service should remain mid May.   SA   A   D   SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

57.	Teachers should be positive role models for my children.	SA	A	D	SD
58.	It is important to me that my children receive high grades in school.	SA	A	D	SD
59.	The so-called 'security blanket environment' of Churchill Falls has a negative effect on the social development of my children which needs to be addressed by our school program.	SA	A	D	SD
60.	The school should continue to expect the Music Teacher to offer private music lessons should parents request them.	SA	A	D	SD
61.	Teachers assign too much homework for my children.	SA	A	D	SD
62.	Teachers assign too little homework for my children.	SA	A	D	SD

PART II

Please indicate the extent to which you are satisfied or dissatisfied with the following areas of school life by circling the response which more clearly represents your opinion.

(Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD).

Example

1. With the school's sports. VS (S) D VD

2. With the use of the library facilities by our High School students. VS S (D) VD

As was mentioned earlier, **our school** will mean **Eric G. Lambert School; teachers** will mean **teachers at Eric G. Lambert School;** and **students** will mean **students at Eric G. Lambert School.**

When answering questions regarding teachers, **think collectively** of the teachers at Eric G. Lambert School, and as far as it is possible, try not to have your opinion reflect your knowledge of, and/or experience with, **only one** teacher.

Please indicate the extent to which you are satisfied or dissatisfied with the following areas of school life by circling the appropriate response which most clearly represents your opinion.

Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD)

63. With the consistency used in handling student discipline.   VS   S   D   VD

34. With the efforts the school is making to promote good nutritional habits among students.   VS   S   D   VD

65. With how your children respect their teachers.   VS   S   D   VD

66. With the way teachers teach your children.   VS   S   D   VD

67. With the existing communication between your home and the school.   VS   S   D   VD

68. With the efforts the school is making to teach your children to be responsible citizens.   VS   S   D   VD

69. With the efforts school is making to help you have your children understand their moral and ethical responsibilities.   VS   S   D   VD

70. With the rules and regulations that govern your children at school.   VS   S   D   VD

71. With the work of the Churchill Falls School Committee.   VS   S   D   VD

72. With the practice of having homework assigned to your children every school night.   VS   S   D   VD

73. With the standard of behaviour exhibited by teachers outside of school hours.   VS   S   D   VD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

74. With the effort school is making to prepare students to continue their education beyond high school.　　VS　S　D　VD

75. With the level of school spirit.　　VS　S　D　VD

76. With the use your children make of library services.　　VS　S　D　VD

77. With the working relationship your children have developed with their teachers.　　VS　S　D　VD

78. With the effort school is making to provide programs for children with learning difficulties.　　VS　S　D　VD

79. With the supervision provided for your children during school time when they are not in their regular classroom. For example, before classes begin each morning, during recess, and before classes begin each afternoon.　　VS　S　D　VD

80. With the emphasis school places on the achievement of your children.　　VS　S　D　VD

81. With the opportunities provided by the school to maximize the achievement of your children.　　VS　S　D　VD

82. With the supervision provided for your children when they travel for school-related activities.　　VS　S　D　VD

83. With the guidelines used for promoting students from grade to grade.　　VS　S　D　VD

84. With the achievement awards given to students at the school closing assembly.　　VS　S　D　VD

85. With the activities of our Home and School Association.　　VS　S　D　VD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

86. With the method in which your children's teachers conduct their classes.   VS   S   D   VD

87. With the work of the school principal.   VS   S   D   VD

88. With student behaviour in school.   VS   S   D   VD

89. With teacher involvement in the Churchill Falls Home and School Association.   VS   S   D   VD

90. With the school bus service.   VS   S   D   VD

PART III

DIRECTIONS

Please circle the response which most clearly represents your opinion.

Example

1. Each school day begins too early for
    my children to be there on time.   Yes   (No)

2. My children's school books are too
    expensive.   (Yes)   No

91. I know the goals of the school.   Yes   No

92. I am made welcome by the staff
    I meet when I visit the school.   Yes   No

93. I am concerned about teachers'
    life style.   Yes   No

94. Fund raising for our Senior High
    Graduation does not interfere
    with the fund raising activities
    of other community groups.   .   Yes   No

95. I know the guidelines used at
    school to cancel classes because
    of weather conditions.   Yes   No

96. I know the role that the
    Churchill Falls School Committee
    has in the operation of the   Yes   No
    school.

97. My children do their homework at
    home in a place where there is   Yes   No
    no interruption.

98. I know all the community
    representatives who are on the
    Churchill Falls School   Yes   No
    Committee.

99. I let my children know that I
    expect them to be successful in   Yes   No
    school.

100. Our school considers the
     emotional and social development
     of my children as important as   Yes   No
     their academic achievement.

PART IV

The following questions provide you with the opportunity to respond in your own words. If additional space is needed, you can add extra paper.

101. If you could change what is being taught at our school, what would you change?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

102. List the problems which in your opinion exist at our school.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

103. Suppose you could choose your children's teachers. Assuming they all had about the same experience and training, would you rank, from the following list, the personal qualities you would look for? [Rank means to put in order of importance. For example, putting 1 after a personal quality indicates that you consider it the most important; putting 2 after a personal quality indicates that you consider it second in importance, and so on.]

Caring about students ___
Good character ___
Patience ___
Ability to discipline firmly and fairly ___
Friendliness, good personality and sense of humor ___
Ability to communicate: to understand and to relate ___
Innovative, Industrious, and Enthusiastic ___
Dedication to the teaching profession ___
Willingness to be involved in community activities ___

104. If you were the one to decide, what subject(s) from the following list would you require every student to take:

Career Education

Family Life/Sex Education/Family Living ___
First Aid Course ___
French ___
Health Education ___
Music ___
Nutrition ___
Physical Education ___
Religious Education ___
Safe Driving Course ___
Seminar on Alcohol/Drug Abuse ___
Other ___

105. If you **agree** that our school should continue to have a Winter Break in its calendar, in addition to the traditional Christmas and Easter holidays, indicate which one of the following routes you think the school administration might take to accomplish such a break. [The Minister of Education decides the school opening and closing dates each year. The School Attendance Act requires teachers to teach 187 days between those dates.]

Seek permission to open school earlier in September __
Shorten the School Break at Christmas __
Shorten the School Break at Easter __
Shorten both the Christmas and Easter School Breaks __
Other (explain) _____ __

_____

106. Students are often given grades A,B,C,D and Fail to denote the quality of their work. Suppose our school was graded in the same way. What grade would you give our school - A,B,C,D or Fail? [Make a check (✓) in the appropriate space.]

```
          A    ☐
          B    ☐
          C    ☐
          D    ☐
        Fail   ☐
```

107. When classes are cancelled due to weather conditions, at what time would you prefer such an announcement be made?

Between 7 A.M. and 7:30 A.M. __
Between 7:30 A.M. and 8:00 A.M. __
Other _____ __

108. **What is the best way to reach you with information about school?**

       Letter from School Principal   __
            sent home via one of your children   __
            sent you via Canada Post   __
            sent to you at work via inter-office mail __
       Other (explain) _____ __

       _____

109. **If you _agree_ that the school shares some responsibility for students who do not do well during their first year at university, technical or community college, how would you suggest the school improve its efforts in this area?**

_____

_____

_____

_____

_____

_____

_____

_____

_____

110. List at least **four** characteristics you think a successful
     student at school should have.

_____

_____

_____

_____

_____

_____

_____

_____

_____

111. What do you like best about our school?

_____

_____

_____

_____

_____

_____

_____

_____

112. Please be free to comment further on any of the items in this survey, or any area of school life that has not been mentioned but you think should be addressed if we are to improve our school.

Special Instructions for this Question

This question is given to you on a separate sheet. When you have made the comments you wish to make in response to this question, please put it in the self-addressed envelope provided. Seal it and put it in the larger envelope with the completed questionnaire.

To ensure your anonymity and to guard against sensitivity to any statements you may make (or want to make), your response to this question will be analyzed by a researcher at the Institute for Educational Research and Development [IERD] at Memorial University of Newfoundland. At no time will I have access to your hand written answer to this question.

Please indicate who completed this questionnaire

1. Mother ☐
2. Father ☐
3. Guardian ☐
4. Both Parents ☐

If both parents or guardians completed this survey, and if there were responses to items that did not receive agreement from both of you, please list below these item numbers.

THE END

Thank you for your time, interest, and cooperation.

Appendix B

Student Questionnaire

Student Questionnaire

School Improvement Program

Eric G. Lambert School

Churchill Falls, Labrador

Newfoundland

June, 1988

June, 1988

Dear Student:

     While I was attending Memorial University during the School Year 1986-87, I chose **School Improvement** as a major area of study. To complete my research on this topic, I request you complete this questionnaire. In addition to helping me complete my university program, the information you provide will be of vital importance in helping our school determine ways in which it can improve its work. There are no right or wrong answers. The answers you give will be treated anonymously.

     If you wish to express your opinions more fully about particular items in this questionnaire, or about areas of school life not addressed but which you think should be addressed, please feel free to talk to me about them.

     Thank you for your support.

Sincerely yours,

Adrian Clarke

Adrian Clarke

The following information is required for the analysis of some of the data.

Please indicate your religious affiliation by checking the appropriate space.

1. Pentecostal   ☐
2. Protestant   ☐
3. Roman Catholic   ☐
4. Other   ☐

Please indicate your grade level:

1. Intermediate (Grade 7, 8 or 9)   ☐
2. Senior High (Year 1, 2 or 3)   ☐

Throughout this questionnaire our school will mean **Eric G. Lambert School**; **teachers** will mean **teachers** at **Eric G. Lambert School**; and **students** will mean **students** at **Eric G. Lambert School**.

When answering questions regarding teachers, **think collectively** of the teachers at Eric G. Lambert School, and as far as it is possible, try not to have your opinion reflect your knowledge of, and/or experience with, **only one** teacher.

PART 1

DIRECTIONS

Please read each question carefully. You are requested to circle the response which most clearly represents your opinion.

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD).

Examples

1. Students need the services of our school bus.   (SA) A   D   SD

2. Students should wear uniforms.   SA   A   D   (SD)

(Strongly Agree SA,   Agree A,   Disagree D,   Strongly Disagree SD)

1. My teachers provide me with personal attention when I need help with my school work.

    SA   A   D   SD

2. Drug abuse is a problem among students.

    SA   A   D   SD

3. Music Education should remain compulsory for Grades Kindergarten through to Grade 9.

    SA   A   D   SD

4. I should be present with my parents at report (traditional parent-teacher) conferences.

    SA   A   D   SD

5. Prayer should be part of each school day's opening exercises for each class at our school.

    SA   A   D   SD

6. The counselling services that our school provides, in conjunction with various community agencies and out-of-town organizations, meet my needs.

    SA   A   D   SD

7. Family Life (including Sex Education) Programs should be an essential part of our school's curriculum.

    SA   A   D   SD

8. My parents' expectations of me make me want to work hard to be successful at school.

    SA   A   D   SD

9. The class time provided is sufficient to complete all the work I am required to cover in my courses (with the exception of homework).

    SA   A   D   SD

10. It is important to be successful in school.

    SA   A   D   SD

11. From what my teachers say and do in class, I know they are proud to be teachers.

    SA   A   D   SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

12. When I return to school from a legitimate absence, my teachers help me with the work I missed.   SA A D SD

13. Our school program is often described as a 4-3-3-3 program; that is, Primary includes Grades K-3; Elementary includes Grades 4-6; Intermediate includes Grades 7-9; and Senior High includes Years 1-3. Each of these groups has specific programs that are best delivered when these groups are accommodated in the same building. With this rationale, Grade 7 students should be at the High School.   SA A D SD

14. Completing homework is essential to school success.   SA A D SD

15. I am learning the knowledge and skills at our school that I believe our school should teach.   SA A D SD

16. The expectations I have for myself will help me succeed in school.   SA A D SD

17. The start of the regular school bus service should continue to be mid October.   SA A D SD

18. The date for the school bus to stop its regular service should remain mid May.   SA A D SD

19. If my parent(s) can get to work on stormy days, then I should be able to get to school.   SA A D SD

20. If I achieve 100% attendance at school, I would like to have this achievement recognized at our school closing assembly.   SA A D SD

21. My teachers consider my happiness important.   SA A D SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

22. The canteen operating at the High School should discontinue selling such items as bars, chips and soft drinks.   SA A D SD

23. The **extended core concept** in French Language Instruction involves offering courses in another subject with French as the language of instruction in addition to the usual French courses. Our school should incorporate this concept in its curriculum.   SA A D SD

24. To incorporate this **extended core concept** in French Language Instruction in our school's curriculum, the teaching position in Library, Music or Physical Education should be classified as bilingual. The teacher in one of those positions interacts with most students.   SA A D SD

25. There is an approved nutrition course in the Senior High School Program. Our school should require all students to take this course before they graduate.   SA A D SD

26. Various community and sports organizations should not begin programs that involve students until after 4:30 P.M. on Mondays through to Thursdays to avoid conflict with school activities.   SA A D SD

27. There should be a local course in our school curriculum that would deal with all aspects of the Churchill Falls Hydro Development and Operation.   SA A D SD

28. I find my school courses challenging.   SA A D SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

29. My parents consider it important
    that I complete my homework.   SA A D SD

30. My teachers expect me to always do
    my best in school.   SA A D SD

31. My teachers assign too much
    homework.   SA A D SD

32. My teachers assign too little
    homework.   SA A D SD

33. The work that my teachers expect
    me to do in school is too much.   SA A D SD

34. Teachers positively influence my
    behaviour by what they say and do.   SA A D SD

PART II

DIRECTIONS

Please read each item carefully and indicate the extent to which you are satisfied or dissatisfied with the following areas of school life by circling the appropriate response.

(Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD).

Examples

1. With our school sport's program.

   VS (S) D VD

2. With our participation in the Community Winter Carnival.

   VS S (D) VD

35. with the working relationship you
have developed with your teachers.
VS S D VD

36. with the school bus service.
VS S D VD

37. with the personal encouragement
your teachers give you with your
school work.
VS S D VD

38. with the supervision provided
students when travelling for
school related activities.
VS S D VD

39. with the practice of having
assigned homework every school
night.
VS S D VD

40. with the school rules you have to
follow.
VS S D VD

41. with the supervision teachers
provide when you are not in their
class. For example, before
classes begin each morning, during
recess, and before classes begin
each afternoon.
VS S D VD

42. with the time you have to wait
outside the school in the mornings
before the school entrance is
opened, especially during the
winter and wet weather.
VS S D VD

43. with the achievement awards
presented at the School Closing
Assembly.
VS S D VD

44. with the efforts the school is
making in teaching you to become
responsible citizens.
VS S D VD

45. with the way your teachers
discipline other students.
VS S D VD

46. with the operation of your student
council.
VS S D VD

(Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD)

47. with how the principal runs the school.   VS S D VD

48. with the use you make of library services.   VS S D VD

49. with the guidelines used for promoting students from grade to grade.   VS S D VD

50. with student behaviour in the school.   VS S D VD

51. with the level of school spirit.   VS S D VD

52. with the efforts the school is making to promote good nutritional habits among students.
                                                                     VS S D VD

PART III

DIRECTIONS

Please circle your response to each of the following questions.

(Most M, Some S, Few F, None N)

Example

1. How many of your school books are second-hand?　　　M　S　Ⓕ　N

2. How many of your teachers are male?　　　Ⓜ　S　F　N

(Most M, Some S, Few F, None N)

53. How many of your teachers do you think are genuinely interested in your success as a student? M S F N

54. How many of your teachers use class discussion as a teaching method? M S F N

55. How many teachers explain to you how your **final** school mark in their subject is calculated? M S F N

56. In your opinion, how many of your teachers know how to teach what they teach? M S F N

57. How many of your teachers regularly check the homework they assign to you? M S F N

58. How many of your teachers explain to you at the beginning of each school year what you must do in terms of home assignments, chapter and unit tests, and semester exams to achieve well in their course? M S F N

59. How many of your teachers remind you periodically during the school year what you must do in terms of home assignments, chapter and unit tests, and semester exams to achieve well in their course? M S F N

60. How many of your teachers appear to have their lessons planned when they teach you? For example, they do not have to go looking for material inside or outside the classroom when the lesson has begun, or they do not go to the Xerox Room to copy material. M S F N

61. How many of your teachers return your assignments and tests corrected within five school days? M S F N

62. How many students you know have a problem with alcohol? M S F N

PART IV

DIRECTIONS

Please circle your response to each of the following questions:

(Always A, Sometimes S, Rarely R, Never N)

Examples

1. How often do you walk to school?

   A Ⓢ R N

2. How often are you absent from school for no legitimate reason?

   A S R Ⓝ

(Always A, Sometimes S, Rarely R, Never N)

63. How often do your teachers satisfactorily explain what you are required to do on assigned work?   A S R N

64. How often do you have the opportunity to have a personal discussion with your teacher?   A S R N

65. How often are your teachers late for class?   A S R N

66. How often do you come to school feeling tired?   A S R N

67. How often do you come to school without breakfast?   A S R N

68. How often is the television on in the area where you are doing your homework?   A S R N

69. How often do you get sufficient sleep from Sunday night through to Thursday night of each school week?   A S R N

70. How often are you involved with your teachers in deciding the rules governing your behaviour in their class?   A S R N

71. How often do your teachers discipline you unfairly?   A S R N

72. How often do your teachers schedule too many tests?   A S R N

73. How often do you enjoy working with your teachers?   A S R N

PART V

DIRECTIONS

Please circle the response which most clearly represents your opinion.

Example

1. Our student council executive is made up of an elected representative from each class. (Yes) No

2. Our school is closed often because of weather conditions. Yes (No)

74. I sometimes consume too much alcohol.   Yes   No

75. If I have a personal problem, there is
    a teacher with whom I can discuss it.
                                               Yes   No

76. I have a place at home to do my
    homework without interruption.   Yes   No

77. My teachers know the problems I have
    with my school work.   Yes   No

78. I receive the personal attention I
    need from my teachers in the selection
    of my high school courses.   Yes   No

79. My teachers consider my emotional and
    social development as important as my
    academic achievement.   Yes   No

PART VI

DIRECTIONS

The following questions provide you with an opportunity to use your words in responding. Use the lined space provided in writing you answer to each question.

The responses you provide will be treated anonymously.

80. If you think you need more help at school, what kind
    of help do you need that you are not now getting?

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

81. What do you like best about our school?

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

82. What do you like least about our school?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

83. List any subjects, knowledge or skill areas that you think our school should be teaching that it is not already teaching.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

84. List at least **four** characteristics you think a successful student at our school should have.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

85. Suppose you could choose your teachers. Assuming they all had about the same experience and training, would you rank, from the following list, the personal qualities you would look for? [Rank means to put them in order of importance. For example, putting 1 after a personal quality indicates that you consider it the most important; putting 2 after a personal quality indicates that you consider it second in importance, and so on.]

Caring about students   ____
Good character   ____
Patience   ____
Ability to discipline firmly and fairly   ____
Friendliness: good personality and sense
 of humour   ____
Ability to communicate: to understand and
 to relate   ____
Innovative, Industrious and Enthusiastic   ____
Dedication to the teaching profession   ____
Willingness to be involved in community
 activities   ____

86. If you were the one to decide, what subjects from the following list would you require everyone to take? [Make a check ( ) after your choice(s)]

Career Education ____
Family Life/Sex Education/Family Living ____
First Aid Course ____
French ____
Health ____
Music ____
Nutrition ____
Physical Education ____
Religious Education ____
Safe Driving Course ____
Seminar on Alcohol/Drug Abuse ____
Other _____ ____

87. If you **agree** that our school should continue to have a Winter Break in its calendar, in addition to the traditional Christmas and Easter holidays, indicate which one of the following routes the school might take to maintain such a break. [The Minister of Education decides the school opening and closing dates each year. The School Attendance Act Requires teachers to teach 187 days between those dates.]

Seek permission to open school earlier in September ____
Shorten the school break at Christmas ____
Shorten the school break at Easter ____
Shorten both the christmas and Easter school breaks ____
Other (Explain) _____ ____

88. You are often given grades A, B, C, D and Fail to denote the quality of your work. Suppose our school was graded in the same way. What grade would you give our school - A, B, C, D or Fail? [Make a check (✓) in the appropriate space]

A □
B □
C □
D □

Fail □

89. Complete the following statement by giving specific suggestions as to what teachers can do to improve our school:

If I were a teacher I would make sure that   a l l the students have a chance to...

Special Instructions for This Question.

This question is given to you on a separate sheet. When you have made the comments you wish to make in response to this question, please put it in the self-addressed envelope provided. Seal it and put it in the larger envelope with the completed questionnaire.

To ensure your anonymity and to guard against sensitivity to any statements you may make (or want to make), your response to this question will be analyzed by a researcher at the Institute for Educational Research and Development [IERD] at Memorial University of Newfoundland. At no time will I have access to your hand written answer to this question.

THE END

Thank you for your time, interest and cooperation.

Adrian Clarke

Appendix C

Teacher Questionnaire

Teacher Questionnaire

School Improvement Program

Eric G. Lambert School

Churchill Falls, Labrador

Newfoundland

June, 1988

June, 1988

Dear Colleague:

While I was attending Memorial University during the School Year 1986-87, I chose **School Improvement** as a major area of study. To complete my research on this topic, I request you complete this questionnaire. In addition to helping me complete my university program, the information you provide will be of vital importance in helping our school determine ways in which it can improve its work.

Your opinions about school-related matters are important. Therefore, I request that you do not discuss this questionnaire with another teacher until **you** have completed it. There are no right or wrong answers. Your responses will be treated anonymously.

If you wish to express your opinions more fully about particular items in this questionnaire, or about areas of our school that are not addressed but which you think should be addressed, please feel free to talk to me about them.

Thank you for your cooperation.

Sincerely yours,

Adrian

PART I

DIRECTIONS

Please read each item carefully. You are requested to circle the response which most clearly represents your opinion.

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

Examples

1. There should be a dress code
   for teachers at our school.   SA A D (SD)

2. Our school buildings are well
   maintained.   (SA) A D SD

Throughout this questionnaire, **our school** will mean **Eric G. Lambert School; teachers** will mean **teachers at Eric G. Lambert School; students** will mean **students at Eric G. Lambert School; school administrators** will mean **principal and vice-principals at Eric G. Lambert School;** and **parents** will mean **parents of Churchill Falls.**

(Strongly Agree   SA,   Agree A,   Disagree D, Strongly
Disagree SD)

1. The teaching workload in our
    school is shared equitably.   SA   A   D   SD

2. When I need to talk to the
    principal, I can do so with
    relative ease.   SA   A   D   SD

3. Enrichment programs for students
    designated as above average and
    gifted should be provided in our
    school program.   SA   A   D   SD

4. During each school year a number
    of conferences and inservice
    activities are sponsored by
    various educational agencies and
    are held at various locations in
    the province.   Our school
    administrators select which of
    these conferences and inservice
    activities teachers should attend.
    This method of selection should
    continue.   SA   A   D   SD

5. Music Education should remain
    compulsory for Grades Kindergarten
    through to Grade 9.   SA   A   D   SD

6. Various community and sports
    organizations should not begin
    programs that involve students
    until after 4:30 P.M. on Mondays
    through to Thursdays to avoid
    conflict with school activities.   SA   A   D   SD

7. Responsibilities for co-
    curricular activities are
    equitably distributed among
    teachers.   SA   A   D   SD

8. Our school provides an environment
    for students to be enthusiastic
    about learning.   SA   A   D   SD

9. I enjoy working at this school.   SA   A   D   SD

(Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD)

10. My input is considered in the decisions of our school administrators.   SA A D SD

11. I often have the feeling as expressed by the following statement: "No one seems to care whether or not I do my best as a teacher".   SA A D SD

12. When one teaching strategy does not seem to be working for my students, I try another.   SA A D SD

13. Teacher involvement in co-curricular activities should be compulsory at our school.   SA A D SD

14. The instructional time I have available to teach my courses allows me to cover all the required material by the end of the school year.   SA A D SD

15. Our students are learning at our school the knowledge and skills that our school should teach.   SA A D SD

16. Prayer should be part of each school day's opening exercises for each class at our school.   SA A D SD

17. The **extended core concept** in French Language Instruction involves offering courses in another subject with French as the language of instruction in addition to the usual French courses. Our school should incorporate this concept in its curriculum.   SA A D SD

(Strongly Agree   SA,   Agree A,   Disagree D, Strongly Disagree SD)

18. To incorporate this **extended core concept** of French Language Instruction in our school's curriculum, the teaching position in Library, Music, or Physical Education should be classified as bilingual. The teacher in one of those positions interacts with most students.

SA A D SD

19. The primary purpose of our Teacher Evaluation Program should be the improvement of instruction.

SA A D SD

20. The opportunity is available for further consultation with Employee Relations Personnel if I think I am unfairly treated by my principal.

SA A D SD

21. Student evaluation is more valid if I use a variety of evaluative methods.

SA A D SD

22. Our school program is often described as a 4-3-3-3 program; that is, Primary includes Grades K-3; Elementary includes Grades 4-6; Intermediate includes Grades 7-9; and Senior High includes Years 1-3. Each of these groups has specific programs that are best delivered when these groups are accommodated in the same building. With this rationale, our Grade 7 students should be at the High School.

SA A D SD

23. The practice of giving primary and elementary teachers different grade assignments every few years should continue.

SA A D SD

(Strongly Agree   SA,   Agree A,   Disagree D,   Strongly Disagree SD)

24. Casual discussions held by teachers while at school frequently involve negative behaviour and poor academic performance of students.　　　SA A D SD

25. In addition to the Christmas and Easter Holidays, our school should continue to schedule a Winter Break in its calendar.　　　SA A D SD

26. The annual production of our school yearbook should continue.　　　SA A D SD

27. There is a need for increased teacher involvement in community activities.　　　SA A D SD

28. Beginning with Grade 7, the school should encourage both students and their parents to attend report (traditional parent-teacher) conferences.　　　SA A D SD

29. In addition to the regular report times, I should periodically inform the parents of their children's school progress.　　　SA A D SD

30. Effective teaching depends on the teacher's engaging the student in learning tasks for all the instructional time available.　　　SA A D SD

31. Teaching effectiveness is increased when there is a classroom policy of greater emphasis on praise than punishment.　　　SA A D SD

32. Our school considers the emotional and social development of each student as important as his/her academic achievement.　　　SA A D SD

33. Our principal encourages cooperative planing among teachers.　　　SA A D SD

(Strongly Agree SA, Agree A, Disagree D, Strongly
Disagree SD)

34. Our school administrators discuss
    with me ways to improve students'
    academic learning.   SA A D SD

35. I schedule (administrators
    schedule) parent-teacher
    interviews for times that are
    convenient for both parents to
    attend.   SA A D SD

36. Following curriculum objectives
    enhance effective teaching.   SA A D SD

37. Teachers at our school cooperate
    in the sharing of learning
    resources.   SA A D SD

38. An effective system for monitoring
    the safety of students is in place
    at our school.   SA A D SD

39. Ultimately, a teacher really can't
    do much because most of a
    student's motivation and
    performance depends on his or her
    home environment.   SA A D SD

40. I provide parents with meaningful
    information about areas of the
    school program their children need
    to work on should their
    achievement level in those areas
    be unacceptable to me.   SA A D SD

41. Our school provides opportunities
    for parents to learn techniques
    which improve their children's
    academic achievement.   SA A D SD

42. I subject all my students to the
    same course material regardless of
    their academic ability.   SA A D SD

43. I consider my students' happiness
    to be important.   SA A D SD

(Strongly Agree   SA,   Agree A,   Disagree D, Strongly Disagree SD)

44. The canteen operating at the High School should discontinue selling such items as bars, chips and soft drinks.   SA A D SD

45. For our School Committee to have a greater community profile, the Home and School Association should invite them to one of its general meetings at least once a year.   SA A D SD

46. The expectations teachers have of their students is related to student achievement.   SA A D SD

47. Teacher life style should be a concern to the parents of our students.   SA A D SD

48. I have the responsibility to ensure that all my students learn what I teach them.   SA A D SD

49. I have the opportunity to recommend, and make judgments about, the resources I need in the teaching of my courses.   SA A D SD

50. The counselling services that our school provides, in conjunction with various community agencies and out-of-town organizations, meet the needs of our students.   SA A D SD

51. The expectations I have for each of my students remain **constant** during the year.   SA A D SD

52. Our Senior Graduation should reflect more a graduation from our school as a whole rather than from just the Senior High School.   SA A D SD

53. Our school should continue to promote the Safegrad Program with graduating students and their parents.   SA A D SD

(Strongly Agree   SA,   Agree A,   Disagree D, Strongly Disagree SD)

54. The Educational Leave Committee should make its decision no later than the end of January each year.

SA   A   D   SD

55. We should review the system for designating awards which are presented for student achievement at our School Closing Assembly.

SA   A   D   SD

56. There is an approved nutrition course in the Senior High School Program. Our school should require all students to take this course before they graduate.

SA   A   D   SD

57. If I really try hard, I can get through to even the most difficult or unmotivated students.

SA   A   D   SD

58. Student understanding is enhanced when a variety of instructional strategies is used in lesson presentation.

SA   A   D   SD

59. Our school should develop an exemption policy for in-school final examinations.

SA   A   D   SD

60. If I have a school related problem, I can count on my principal to help me find a solution.

SA   A   D   SD

61. Parents should be informed if their children have a detention after school.

SA   A   D   SD

62. Some of our graduates who attend university, technical or community college do not do very well during their first year. Such poor performance is due in part to inadequate preparation by our school.

SA   A   D   SD

(Strongly Agree SA., Agree A, Disagree D, Strongly Disagree SD)

63. The start of the regular school bus service should continue to be mid October.   SA A D SD

64. The date for the school bus to stop its regular service should remain mid May.   SA A D SD

65. There should be a local course in our school curriculum that would deal with all aspects of the Churchill Falls Hydro Development and Operation.   SA A D SD

66. Alcohol abuse is a problem among our students.   SA A D SD

67. If teacher involvement in co-curricular activities is to remain voluntary, then the time teachers devote to such activities should be recognized.   SA A D SD

68. The special services (speech pathology, psychological assessments, learning difficulty diagnosis, etc.) that our school provides, in conjunction with various communit_ agencies and out-of-town organizations, meet the special needs of students.   SA A D SD

69. Teachers should be positive role models for students at our school.   SA A D SD

70. The so called "security blanket environment" of Churchill Falls has a negative effect on student social development which needs to be addressed by our school program.   SA A D SD

71. Fundraising for our Senior Graduation should not interfere with the fundraising activities of other community groups.   SA A D SD

(Strongly Agree   SA,   Agree A,   Disagree D, Strongly
Disagree SD)

72. Drug abuse is a problem among our
     students.   SA   A   D   SD

PART II

DIRECTIONS

Please indicate the extent to which you are satisfied or dissatisfied with the following areas of school life by circling the response which most clearly represents your opinion.

(Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD)

Examples:

1. with our school's sports program.

   VS S (D) VD

2. with the choice of the Mathematics program for Grades K-VI.

   VS S D (VD)

As was mentioned earlier, **our school** means **Eric G. Lambert School; teachers** mean **teachers** at Eric G. Lambert School; and **students** mean **students** at Eric G. Lambert School.

(Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD)

73. with the number of class interruptions over which you presently have little control.   VS S D VD

74. with the consistency used in handling student discipline.   VS S D VD

75. with the professional relationship you have with your principal.   VS S D VD

76. with the school's cooperative library program.   VS S D VD

77. with the effort the school is making to promote good nutritional habits among our students.   VS S D VD

78. with the number of instructional periods you have in our six-day cycle.   VS S D VD

79. with the rules and regulations that govern our students at our school.   VS S D VD

80. with the time you have to help your students with their school work.   VS S D VD

81. with the number of instructional periods other teachers have in our six-day cycle.   VS S D VD

82. with the emphasis the school places on the achievement of our students.   VS S D VD

83. with the individual help other teachers are willing to give students with their school work outside of class time.   VS S D VD

84. with the supervision provided students when they travel for school-related activities.   VS S D VD

(Very Satisfied VS, Satisfied S, Dissatisfied D, Very
Dissatisfied VD)

85. with the opportunities provided by
    our school to maximize student
    achievement.   VS S D VD

86. with the help available from our
    school for students who try to
    solve their personal problems.   VS S D VD

87. with the school's Teacher
    Evaluation Program.   VS S D VD

88. with the way students are treated
    by other teachers.   VS S D VD

89. with the practice of assigning
    homework every school night.   VS S D VD

90. with the communication you have
    with the parents of your students.
                                           VS S D VD

91. with the efforts the school is
    making to teach students to be
    responsible citizens.   VS S D VD

92. with the length of staff
    meetings.   VS S D VD

93. with the input you are permitted
    in planning the agenda for staff
    meetings.   VS S D VD

94. with the way parents respect your
    professional judgement when
    dealing with their children.   VS S D VD

95. with the level of school spirit.   VS S D VD

96. with the working relationships
    teachers have developed with their
    students.   VS S D VD

97. with the method of assigning
    corridor duty.   VS S D VD

98. with the effort our administrators
    make to minimize the obstacles
    that impede your teaching
    performance.   VS S D VD

(Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD)

99. with the work area you have available during your preparation periods.   VS S D VD

100. with the help the school gives students to understand their moral and ethical responsibilities.   VS S D VD

101. with the importance your principal gives to the work you do in your classroom.   VS S D VD

102. with the efforts the school is making to prepare students to continue their education beyond high school graduation.   VS S D VD

103. with student behavior in our school.   VS S D VD

104. with your living accommodations.   VS S D VD

105. with the amount of time given to activities such as assemblies, concerts, Winter Carnival preparation, etc.   VS S D VD

106. with the opportunity provided for inservice activity for your particular grade or subject area(s).   VS S D VD

107. with the work of the Churchill Falls School Committee.   VS S D VD

108. with the effort the school is making to provide programs for children with learning difficulties.   VS S D VD

109. with the activities of our Home and School Association.   VS S D VD

110. with teacher involvement in the Churchill Falls Home and School Association.   VS S D VD

(**Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD**)

111. with the planning of Science Fair Activities.   VS   S   D   VD

112. with the quality of your students' school work.   VS   S   D   VD

113. with the level of student achievement in your courses (grade).   VS   S   D   VD

114. with the emphasis given to the following areas of the school curriculum:

     a.   Alcohol and Drug Education   VS   S   D   VD

     b.   Art   VS   S   D   VD

     c.   Career Education   VS   S   D   VD

     d.   Drama   VS   S   D   VD

     e.   Enrichment Programs for the above average and gifted.   VS   S   D   VD

     f.   Family Life/Sex Education/ Family Living Courses.   VS   S   D   VD

     g.   French Language Instruction   VS   S   D   VD

     h.   Health Education   VS   S   D   VD

     i.   Individual differences among students.   VS   S   D   VD

     j.   Language Arts.   VS   S   D   VD

     k.   Mathematics   VS   S   D   VD

     l.   Music Education   VS   S   D   VD

     m.   Nutrition   VS   S   D   VD

(Very Satisfied VS, Satisfied S, Dissatisfied D, Very Dissatisfied VD)

n.	Physical Education	VS	S	D	VD
o.	Programs for the Mentally and Physically handicapped.	VS	S	D	VD
p.	Religious Education Primary	VS	S	D	VD
	Elementary	VS	S	D	VD
	Intermediate	VS	S	D	VD
	Senior High	VS	S	D	VD
q.	Remediation	VS	S	D	VD
r.	Science	VS	S	D	VD
s.	Social Studies	VS	S	D	VD

PART III

DIRECTIONS

Please circle the response which most clearly represents your opinion.

Examples:

1. Our teachers are professionally affiliated with the Newfoundland Teachers'Association. (Yes) No

2. Teachers want a dress code. Yes (No)

115. My students and I decide rules governing behavior in my class.   Yes   No

116. My principal is aware when I have done some aspect of my school work particularly well.   Yes   No

117. The primary purpose of our Teacher Evaluation Program is the improvement of instruction.   Yes   No

118. Our school has a plan to coordinate assigned homework.   Yes   No

119. My principal lets me know when I have done some specific school activity particularly well.   Yes   No

120. I know the goals of our school.   Yes   No

121. Student curmlative records are kept up to date.   Yes   No

122. Students know the criteria I use to evaluate their progress in the courses (grade) I teach.   Yes   No

123. I know the role that the Churchill Falls School Committee has in the operation of our school.   Yes   No

124. I know the legalities involved in the supervision of the students for whom I am responsible.   Yes   No

125. I know all the community representatives who are on the Churchill Falls School Committee.   Yes   No

126. Fundraising for our Senior Graduation does not interfere with the fundraising activities of other community groups.   Yes   No

127. My principal schedules too many staff meetings.   Yes   No

128. My principal schedules too few staff meetings.   Yes   No

129. I give students the personal attention they need in the selection of their high school courses.   Yes   No

PART IV

DIRECTIONS

The following questions provide you with the opportunity to respond in your own words. Use the lined space to write your own replies to each question. If additional space is needed, you can add another sheet.

130. What do you like best about our school?

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_____
_____
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131. What do you like least about our school?

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132. What curriculum changes would you like to see implemented in our school?

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133. What organizational changes would you like to see implemented in our school?

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134. If you **agree** that our school shares some responsibility for students who do not do well during their first year at university, technical or community college, how would you suggest our school improve its effort in this area?

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135. List the things that need to happen at our school to make your work as a teacher more effective.

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136. Students are often given grades A, B, C, D and Fail to denote the quality of their work. Suppose our school was graded in the same way. What grade would you give our school - A, B, C, D or Fail? [Make a check (✓) in the appropriate space]

A ☐
B ☐
C ☐
D ☐
Fail ☐

137. If you **agree** that our school should continue to have a Winter Break in its calendar, in addition to the traditional Christmas and Easter holidays, indicate which **one** of the following routes we might take to maintain such a break.

Seek permission to open school earlier in September ____
Shorten the school break at Christmas ____
Shorten the school break at Easter ____
Shorten both the Christmas and Easter School Break ____
Other (Explain) _____ ____

138. List at least **four** characteristics you think a successful student at our school should have.

_____

_____

_____

_____

_____

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_____

139. Please feel free to comment further on any of the items in this survey, or any area of school life that has not been mentioned but you think should be addressed if we are to improve our school.

SPECIAL INSTRUCTION FOR THIS QUESTION

This question is given to you on a separate sheet. When you have made the comment you wish to make in response to this question, please put it in the self-addressed envelope provided. Seal it and put it in the larger envelope with the completed questionnaire.

To ensure your anonymity and to guard against sensitivity to any statements you may make (or want to make), your response to this question will be analyzed by a researcher at the Institute for Educational Research and Development [IERD] at Memorial University of Newfoundland. At no time will I have access to your hand written responses.

THE END

Thank you for your time, interest and cooperation.