

DEFINING THE ROLE OF THE ASSISTING TEACHER
IN IMPLEMENTATION

by

BRENDA DIANNE KRUTOW

B.A., The University of British Columbia, 1974

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

in

THE FACULTY OF GRADUATE STUDIES
(Department of Curriculum and Instructional Studies)

We accept this thesis as conforming
to the required standard.

THE UNIVERSITY OF BRITISH COLUMBIA
September, 1981

© Brenda Dianne Krutow, 1981

In presenting this thesis in partial fulfilment of the requirements for an advanced degree at the University of British Columbia, I agree that the Library shall make it freely available for reference and study. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by the head of my department or by his or her representatives. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Brenda Dianne Krutow

Department of Curriculum and Instructional Studies

The University of British Columbia
2075 Wesbrook Place
Vancouver, Canada
V6T 1W5

Date September, 1981

ABSTRACT

The purpose was to outline how the role of an "assisting teacher" in curriculum implementation can be defined. The role of the "assisting teacher" was defined because it is an implementation strategy used within the British Columbia context.

Four sources were used to define the role of the assisting teacher in this study.

1. Research literature on implementation roles,
2. Evaluation or needs assessment reports,
3. Current and proposed curricula, and
4. A selected school district context.

Because the purpose of this study was to demonstrate how these sources could be used concretely to define a role, the present (1968) and the proposed (1983) secondary social studies curricula in British Columbia, the province-wide social studies assessment (1977), and School District No. 41 (Burnaby) were analyzed selectively.

The following questions guided the research:

1. What is the role of the assisting teacher as implied by selected research literature?
2. What is the role of the assisting teacher as implied by the 1977 British Columbia Social Studies Assessment?
3. What is the role of the teacher and the assisting teacher as implied by the proposed (1983) social studies curriculum for British Columbia?
4. What is the role of the assisting teacher as perceived in the Burnaby School District?
5. What role description do these four sources help define?

Selected research literature, social studies assessment documents, and social studies curricula were analyzed. To determine the actual and/or ideal role of the assisting teacher as perceived in the Burnaby School District, interviews were conducted with five assisting teachers, as well as their supervisor and co-ordinator, and with eight secondary social studies department heads.

The study concluded with generalizations and a process for defining the role of the assisting teacher in curriculum implementation. This process may have generalizability for defining the role of the assisting teacher in curriculum areas other than social studies.

TABLE OF CONTENTS

PAGE

LIST OF TABLES

I	PROBLEM AND METHOD	1
	The Problem	2
	Methodology	4
	The Relevant Questions	4
	Interview Sample	6
	Interview Procedure and Instruments	7
	Data Analysis	9
	Assumptions	10
	Limitations	11
II	RESEARCH AS A SOURCE	13
	Knowledge	14
	Action	21
	Implied Role	25
III	ASSESSMENT AS A SOURCE	28
	Implementation Problem/Needs	28
	Implied Role	34
IV	CURRICULUM AS A SOURCE	39
	Comparison of Curricula	39
	Implied Role	49

V	CONTEXT AS A SOURCE	56
	Assisting Teacher	57
	Role Perception	57
	Differences Between Actual and Ideal	89
	Criteria for Success	97
	Department Heads	102
	View of Full Implementation	103
	Role Perception	105
	Criteria for Success	112
	Job Description	114
	Role Perception	114
	Knowledge and Action	114
	Implied Role	118
VI	CONCLUSION	124
	BIBLIOGRAPHY	127
	APPENDICES	132
	APPENDIX A Letter of Introduction Assisting Teacher	132
	APPENDIX B Letter of Introduction Secondary Social Studies Department Heads	133
	APPENDIX C Individual Interview Schedule	134
	APPENDIX D Written Consent Form	136
	APPENDIX E Group Interview Schedule	137
	APPENDIX F Sample Interview - Transcript A	141
	APPENDIX G Sample Interview - Transcript B	166

LIST OF TABLES

	PAGE
Table 1 Role as Specified by Assisting Teachers...	88
Table 2 Ideal Role as Specified by Department Heads	111
Table 3 Ideal Role as Specified by the Job Description	117

ACKNOWLEDGEMENTS

I wish to thank Professors Peter Moody, Angus Gunn, and George Tomkins for serving on my thesis committee. Their comments and advice have been appreciated.

I especially wish to thank Dr. Walter Werner, my advisor and thesis supervisor. Without Dr. Werner's support, guidance and scrutiny, my study could not have been completed.

I also wish to thank the assisting teachers including their supervisor and co-ordinator, and the secondary social studies department heads who gave their time to share their experiences.

I also wish to thank Robert Ward who provided guidance in the editing of the manuscript.

Finally, I wish to thank Karyn Petrie for her meticulous work in typing the manuscript.

DEDICATED TO

JOYCE SCHULZ

Her professional and personal guidance, support
and dedication have helped me to realize the
meaning of "teacher" and "friend".

CHAPTER I

Problem and Method

Research literature highlights the importance of various roles in implementation. Some of these roles include those of teachers, students, principals, and district support personnel. In particular, district support personnel are an essential part of successful implementation (Daft and Becker: 1978, Rand Study: 1975) ; where school districts have provided this support, the implementation process has been facilitated. There is, however, little research which describes how the role of such personnel is to be defined. (Fullan: 1978)

Within the British Columbia context, various kinds of district support personnel are involved in facilitating the implementation of curricula. These personnel include directors of instruction, superintendents, consultants and assisting teachers. Since implementation of provincial curricula is primarily a district task, school (Administrative Handbook for Elementary and Secondary Schools: 1979: 406) districts may need to develop a strategy for defining implementation roles for these support personnel. For example, the social studies curriculum has been in revision since 1978, and has presented many problems to those people involved. In 1980, reaction to the third draft was provided by district and school staff members, and by various interest groups. Most of the reactions given by classroom teachers indicate a lack of satisfaction with the scope and

sequence of the content, the interrelationship among goals, and the emphasis upon teaching generalizations, issues and skills. This process of curriculum revision and reaction suggests that there may be some difficulty in implementation. This difficulty will be addressed directly by those district personnel who have the role of the assisting teacher in implementing the proposed social studies curriculum.

The Problem

The purpose of the study is to outline a procedure for defining the role of the "assisting teacher" in implementation. The "assisting teacher" role is selected because it is used within school districts in British Columbia. The primary purpose of the assisting teacher in British Columbia is to facilitate teachers when implementing curriculum. Therefore, the process for outlining the role of the assisting teacher is worthy of study.

The major question asked is: How can the role of the assisting teacher in implementation be defined?

The sources selected for defining the role of the assisting teacher in implementation are:

1. Selected research literature on implementation roles; (Chapter II)
2. Evaluation or needs assessment reports; (Chapter III)
3. Proposed curriculum to be implemented; (Chapter IV) and
4. School district context (Chapter V).

Because the purpose of this study is to outline a process by

which these sources can be used concretely to define the role of the assisting teacher in implementation, these sources need to be made very specific for data collection purposes. It is for this reason that the following have been chosen in this study: selected research literature, the present (1968) and the proposed (1983) secondary social studies curricula for British Columbia, the provincial social studies assessment (1977), and School District No. 41 (Burnaby).

Certain terms have been used in the following manner throughout the study:

1. Curriculum - the guide books which are distributed and mandated by the Ministry of Education (Administrative Handbook for Elementary and Secondary Schools: 1979: 406)
2. Innovation - something new, in this case, changes between the old and the new curricula (Fullan and Park: 1981)
3. Implementation - the putting into practice in the classroom of a curriculum (Fullan: 1979)
4. Assisting Teacher role - the knowledge necessary and actions required by a person who is appointed by a school district to help and support classroom teachers in implementing an innovation within the school.
(Fullan and Pomfret: 1977)

According to Fullan and Pomfret, two role components are knowledge and behavior (referred to as "action" in this study); these two components are used in this thesis for defining role.

Methodology

Questions. The study uses four sources to outline the process by which the role of the assisting teacher in implementation can be defined. The following methodological questions guided the research of these four sources:

- 1.0 What is the role of assisting teachers in implementation as concluded in the selected research literature?
(Chapter II)
- 2.0 What is the role of assisting teachers in implementation as implied by the social studies assessment reports?
(Chapter III)
 - 2.1 What implementation problems/needs are identified?
 - 2.2 What generalizations are implied for role (knowledge and action) definition by these needs?
- 3.0 What is the role of the teacher and the assisting teacher in implementation as implied by the social studies curricula? (Chapter IV)
 - 3.1 What changes are there between the current and proposed secondary social studies curricula?
 - 3.2 What generalizations are implied for role (knowledge and action) definition by these changes?
- 4.0 What is the role of the assisting teacher in implementation as perceived in the Burnaby School District?
(Chapter V)
 - 4.1 What perceptions of the actual and ideal role are stated by selected Burnaby School District personnel?

4.2 What generalizations are implied for role (knowledge and action) definition by these perceptions?

5.0 What role description do these sources (1-4) help define? (Chapter VI)

5.1 What is a process for defining a role description that is both curriculum and context specific?

In order to pursue question 1, it was necessary to examine selected research literature. From the research literature, a role definition (including knowledge and action) was suggested. In addition, this role definition provided generalizations and key questions which could be useful for an assisting teacher.

Question 2 was answered by examining the British Columbia Social Studies Assessment (1977). These assessment documents provide information on problems and needs of classroom teachers in relation to implementation. These problems and needs, in turn have been used to describe the implied role of the assisting teacher. Generalizations and key questions are used to focus the knowledge and actions of the assisting teacher.

To answer question 3, it was necessary to define a strategy for clarifying change between curricula. To determine what has been innovative within the proposed social studies curriculum (1983), the researcher defined changes in terms of content, strategies, goals and assumptions between the old and the new curricula. These changes imply changes in roles (knowledge and action) for teachers, which in turn, imply a role for the

assisting teacher.

Question 4 was answered by defining the role of the assisting teacher as perceived within the Burnaby School District. Within this district context three elements were used: interviews with assisting teachers, and their supervisor and co-ordinator; interviews with the secondary social studies department heads; and information derived from the general job description of an assisting teacher. The assisting teachers, their supervisor and co-ordinator provided information on their perceived actual and ideal role in implementation, reasons for the differences between the actual and ideal role, and the criteria used to judge the success of their role. The department heads have been interviewed to determine their view of full implementation, and their criteria used to judge the success of implementation. Finally, the analysis of the job description for the assisting teachers provided the District's perceived role of the assisting teacher in implementation.

Question 5 was answered by outlining the process of analysis which could be used for defining a role description of the assisting teacher in implementation.

The Interview Sample. Five assisting teachers, their supervisor and co-ordinator were interviewed. These seven people represented a total population chosen because they were working at the time of the interviews, either directly or indirectly, as assisting teachers in the Burnaby School District, and had responsibilities either completely or partially at the secondary level. Eight secondary social studies department heads were interviewed.

(There are eleven social studies department heads in Burnaby, but one chose not to participate and two failed to return their completed interview schedules).

All interviewees were selected on the basis of the following criteria:

1. They were willing to participate in the study and to share their perceptions of the role of the assisting teacher;
2. They were working in the area of secondary education;
3. They had responsibility for the implementation of curriculum.

Interview Procedure and Instruments. The researcher contacted the assisting teachers at Schou Education Centre by use of a letter of introduction (Appendix A). Through later phone contact, appointments for interviews were made.

The researcher contacted the secondary department heads in their schools by use of a letter of introduction (Appendix B) and through personal contact. At the time of the personal contact they were given a copy of the Group Interview Schedule (Appendix E) and the researcher discussed the purpose of the study and answered any questions.

An interview (approximately thirty to forty-five minutes) was conducted individually with each of the seven assisting teachers at Schou Education Centre. Each person was asked to sign a written consent form (Appendix D) which allowed the researcher to use data collected. An Individual Interview

Schedule (Appendix C) was provided to each interviewee at that time and was used to guide the responses of each interviewee. Prior to each interview, the purpose of the study was explained and any questions regarding clarity and definition were discussed. Six of the seven interviews were taped and transcribed. One person preferred not to have the information taped, so the researcher wrote those responses. Two samples of the seven transcripts are included in Appendices F and G, the former emphasizes the ideal role, and the latter emphasizes the actual role of the assisting teacher. All names (e.g., teachers, assisting teachers, other personnel, schools) were deleted and were indicated by (.....) in the transcripts. All transcripts were coded to ensure anonymity and numbered I - VII. Utterances in each transcript were numbered sequentially. The researcher (R) and interviewee (I) were designated before each utterance. For example:

III 250 R: So therefore
 251 I: Uh
 252 R: the content area becomes less important
 253 I: I think so. I think that uh I think that
 you have to have to be a change agent in a
 sense.

The nine department heads agreed to meet jointly at a district department head meeting. They asked questions regarding the purpose of the study and the Group Interview Schedule. After approximately forty-five minutes, the department heads individually completed the Group Interview Schedule. Those that wished to complete the schedule at home did so and then mailed their responses to the researcher.

The intent of the interview schedule was to generate discussion concerning perceived actual and/or ideal role of the assisting teacher in implementation. Because of that intent, all the questions were left open-ended. The researcher's role was to facilitate the discussion by focusing on the role of the assisting teacher in implementation.

It was anticipated by the researcher that her personal interpretations about the role of the assisting teacher in implementation could interfere with the perceptions of the interviewee. In order to overcome this, two procedures were followed:

1. The researcher set down her personal beliefs and assumptions about implementation. (These are reported in Assumptions, pages 10 and 11).
2. The researcher used interviewing techniques that would check the interviewees' meaning of statements. During the individual and group interviews, the researcher asked for elaboration of comments which lacked clarity, and re-phrased comments to ensure that the researcher understood the interviewee's meaning inherent in the comment.

Data Analysis. Analysis of data began when the researcher reviewed the seven transcripts and the eight hand-written responses from the interview schedules. These were thoroughly read and re-read to determine commonalities in responses. The researcher categorized the comments from transcripts under the following headings:

1. actual knowledge,
2. actual action,
3. ideal knowledge,
4. ideal action,
5. differences between actual and ideal, and
6. criteria to judge success.

The researcher categorized written responses from the group interview schedule as follows:

1. view of full implementation,
2. ideal knowledge,
3. ideal action, and
4. criteria to judge success of implementation.

The researcher noted the frequency of each comment and thus prioritized the comments by frequency as well as importance placed upon the comments by the interviewees. Frequency has been noted in Chapter V by indicating the number of people who made that particular response (e.g., N=8, N=7). Within each category, the data have been presented in Chapter V by frequency - from that which was mentioned by all respondents to that which was mentioned by the fewest.

Assumptions. The people who participated in the study were experientially close to the researcher. All participants had taught or were teaching. Although none were working with the researcher at that time, they could be considered peers because they had experienced classroom life. The researcher, however, has never held the position of assisting teacher or department

head. Because the researcher's perceptions could influence the responses of the interviewees, she therefore felt that it was necessary to make explicit some of her assumptions regarding implementation. The following assumptions were held by the researcher prior to beginning the interviews:

1. Implementation has to do with "adult learning".
(Bolam: 1980)
2. One of the important strategies to help adults learn is people who can "facilitate" adult learning in terms of the district and curriculum context.
(Fullan and Pomfret: 1977)
3. Implementation should be a co-operative endeavour between teachers, department heads, administrators, and district resource staff.
(Berman and McLaughlin: 1978)
4. The curriculum and teaching strategies will change and be adapted during implementation.
(Fullan and Pomfret: 1977)
5. Implementation is a slow and continuous process.
(Berman and McLaughlin: 1978)
6. Implementation roles can be defined with a curriculum and context specific focus. (Fullan: 1979) To be curriculum specific requires that one look at content, strategies, goals and assumptions. To be context specific, it is necessary to examine expectations, definitions and needs that may have implications for role definition.

Limitations. This study focuses only on the assisting teacher as a school district role. It does not examine the roles of

the student, classroom teacher, other school staff, or the Ministry of Education in implementation, even though the researcher recognizes the importance of these roles for implementation.

The researcher is using the notion of role in a limited sense. This study focuses only on the knowledge and action aspects of role and does not include personality or political aspects.

The application of this thesis to other school districts in British Columbia is limited to assisting teachers with social studies curriculum. Caution should be used in applying the procedure for curricula in other subject areas.

CHAPTER II

Research as a Source

When defining an implementation role for an assisting teacher, one needs to examine the research literature concerning the nature of internal change agents. This literature may provide some description of the knowledge required and the actions necessary for such roles.

An implementation strategy which is accepted is that of using a "change agent to facilitate the implementation process" (Havelock: 1973). The term "change agent" refers to "a person who facilitates planned change..." (Havelock: 1973: 5), and who is "a specialist in the technical processes of facilitating change, a helper to the client system" (Chin: 1976). Many other terms are used to describe this person such as: consultant (Fullan and Parks: 1981; Ferguson: 1969), implementation agent (Common: 1980), curriculum director (Grieve: 1980), resource personnel (McLaughlin and Marsh: 1978), supervisor (Sergiovanni: 1975), helping teacher and instructional assistant (Rauh: 1978), advisor (Manolakes: 1975; Scheinfeld: 1979), linking agent (Lieberman: 1980) and co-ordinator (Porterfield and Porterfield: 1979). Though these terms are not used in the literature as equivalent, they do highlight the importance of individuals who help teachers in the implementation process. For the purpose of this study, the term assisting teacher is used to describe the people who help and support teachers in implementation.

To concretely define the role of the assisting teacher, the literature defines some characteristics in terms of knowledge and action for this person. Berman and McLaughlin discover that:

A central aspect of implementation is the teachers' acquisition of new skills, behavior, and attitudes; this task-specific learning can be greatly facilitated by an effective project director. The director's special skills and knowledge can clarify project goals and operations, minimize the day-to-day difficulties encountered by classroom teachers and furnish the concrete information they need to learn.

(Berman and McLaughlin: 1980: 68)

The knowledge possessed, to a great extent, determines the actions that is carried out by this person; but for the purpose of this study, these two aspects of the role of the assisting teacher are discussed separately.

Knowledge

The knowledge required by the assisting teacher to facilitate implementation appears to be fourfold. This includes knowledge derived from classroom experience, an understanding of human relations, knowledge of the curriculum to be implemented and an understanding of implementation processes.

Knowledge derived from classroom experience may be advantageous for the assisting teachers if some of his/her teaching experience had occurred in the district that they are hired as assisting teachers. As Rauh points out:

... the notion of the helping teacher is consistently characterized as the local district use of experienced teachers as resource people and problem solvers for local district staff-development efforts.

(Rauh: 1978: 159)

The advantages of having assisting teachers who had previously taught within the school district seem to be not only that they know the working of the school district, but also that they know the teachers and vice versa. Havelock summarizes the main advantages of the assignment of the assisting teachers' positions from within the school district when he states:

1. He knows the system; he knows where the power lies, where the strategic leverage points are; he is better able to identify the gatekeepers, the opinion leaders, and the innovators than a newcomer.
2. He speaks the language, literally and figuratively; he knows the special ways in which members discuss things and refer to things; he has the accent, the tone, and the style.
3. He understands the norms (the commonly held beliefs attitudes, behaviors) and, at least in part, he probably follows them and believes them himself.
4. He identifies with the system's needs and aspirations. Because he is a member, the system's need is also his pain. Thus, he has a personal incentive for helping.
5. He is a familiar figure, a known quality. Most of what he does is understandable and predictable as "member" behavior; therefore he doesn't post the threat of "the new" and "the unfamiliar".
(Havelock: 1973: 50)

The reasons why classroom experience is perceived as being useful to assisting teachers are: they may be sensitive to classroom teachers needs, they may have the ability to provide visible and relevant assistance, and they may be accepted more readily by classroom teachers. Also, the suggestions offered by the assisting teacher may be taken more seriously by classroom teachers. Rauh feels that this type of assistance would "... have more legitimacy with the classroom teachers" (Rauh: 1978: 170), while Berman and McLaughlin found that:

Peers are generally the most effective counsellors when it came to advising the implementers-to-be about problems they could expect, suggesting ways to remedy them, and encouraging new project staff that "they can do it too". (Berman and McLaughlin: 1980: 65)

If assisting teachers are working within the school district, but not visibly available to offer assistance, their value is diminished. Assisting teachers need to be visible so that teachers will seek them out and know that the assisting teacher will offer assistance (Leithwood: 1979: 46). They "... must be viewed as interested in helping, and able to help..." (Manolakes: 1975: 55).

The assistance is perceived as relevant if it meets the needs of the teacher. As Leithwood points out:

Teachers will not be loyal to projects unless assistance is perceived as being capable of meeting their needs as they see them. (Leithwood: 1979: 48)

It is suggested that the assisting teacher should be a person to whom staff could turn for support, ideas, and suggestions when trying out something new in the classroom setting. This assistance, however, is considered to be of greater relevance when it is provided upon request by the classroom teacher. As Rauh claims:

The helping teachers were to work with teachers who requested their assistance, responding to the expressed needs of the teachers in terms of curriculum implementation, the development of teaching strategies, and the improvement of teaching skills.

(Rauh: 1978: 161)

In order for the assistance to be relevant, it is suggested that it be available when a problem occurs, on an on-call basis. As Berman and McLaughlin state, if "... local resource personnel

were able to furnish frequent though short, on-the-spot assistance, they were less likely than outside consultants to preclude important learning opportunities for the staff; consequently, projects providing effective classroom assistance were more likely to be continued by teachers" (Berman and McLaughlin: 1980: 65).

Classroom experience is also considered to be useful for the assisting teachers because they may be more readily accepted by classroom teachers and therefore the usefulness of the assisting teachers may be increased. Rauh mentions a reason why classroom experience seems to be an advantage. She states that, "... helping teachers who were experienced, practicing teachers within the district seemed to enjoy the greatest degree of early acceptance" (Rauh: 1978: 163).

The second type of knowledge which may be required by the assisting teachers is an understanding of human relations. The concept of assisting teachers seems to be based on helping and supporting classroom teachers. In order to provide this, it may be beneficial for the assisting teacher to develop positive human relations with classroom teachers so as to facilitate implementation. As Scheinfeld writes:

... the personal relationship between advisor and teacher was an essential ingredient... we found that the most effective method for teacher growth was one in which the teacher-advisor worked side by side with the teacher in the classroom, engaging with the children and sharing in the time-consuming work...
(Scheinfeld: 1979: 118)

If an assisting teacher is to provide the help and support that seems to be required, it may be necessary for this person

to be able to develop a relationship which allows for providing the kind of help-without-threat that is not construed as supervisory. That person should be seen as a peer rather than an administrator. (Havelock: 1973). Rauh also contends that:

A helping teacher is a professional staff member whose primary function is to assist other teachers in a peer-support role.... (Rauh: 1978: 158)

The relationships which develop between the assisting teacher and the classroom teachers are seen as assets in implementation. If teachers are aware that "someone out there really cares" (Havelock: 1973: 134), then they may be "more predisposed to change and innovate than those who are not conscious of such support" (Leithwood: 1979: 48).

The third type of knowledge which seems to be required by the assisting teacher is knowledge of the curriculum to be implemented. This knowledge may entail an understanding of what is innovative between the present and proposed curricula and hence what the classroom teacher may have to learn (Havelock: 1973: 78). Specifically, knowledge of the curriculum entails content expertise of the present curriculum, as well as of the proposed curriculum.

The classroom teachers may also have to know the aims of objectives of the curriculum. This knowledge may heighten their understanding of the philosophy upon which the new curriculum is based. The classroom teachers may then be better equipped to teach the content. As Fullan recognizes:

... implementation concerns the knowledge and understanding which users would have to possess in order to use the change. It relates to the

cognitive aspect of implementation such as the knowledge and understanding about the philosophy, assumptions, goals and means of the innovation necessary in order to utilize it.

(Fullan: 1979: 43)

Havelock and Havelock also point out:

They should have an understanding of the contents of these guidelines and a recognition of the rationale for the programme they are about to enter.

(Havelock and Havelock: 1973: 175)

Assisting teachers may provide assistance to classroom teachers by helping to familiarize and make available the needed materials and resources.

Resources come in many forms: they may be available as print materials, people, or products. Knowing when, where, and how to acquire them are essential skills for the change agent to have ...

(Havelock: 1973: 77)

A new curriculum may also imply changes in teaching strategies. This aspect of the curriculum may be difficult to implement (McLaughlin and Marsh: 1978) but can be facilitated by an assisting teacher who has knowledge of methodology and can help the classroom teacher acquire the skills necessary to teach the curriculum using a specific approach or strategy.

Another aspect of curriculum knowledge involves programme planning and development. Classroom teachers may require assistance with developing programmes which complement the new curriculum and with planning their programmes to facilitate implementation of the innovation. This point is emphasized by Miles and Fullan when they claim:

OD (organizational development) specialists played important roles in overall program planning, development of specific program packages, training of others... as needed.

(Miles and Fullan: 1980: 87)

Even though the assisting teacher may take a leadership role in these activities, it is necessary to remember that their role mainly entails a helping relationship. Therefore, they should be working co-operatively with teachers to acquire the necessary knowledge. As Fullan and Parks state:

Care should be taken to counteract the tendency of a one-way emphasis in the relationship between consultants and school staff in which consultants acquire or produce curriculum for teachers.

(Fullan and Parks: 1981: 44)

Finally, it has been suggested that the assisting teachers could provide assistance to classroom teachers if they have a clear understanding of implementation processes. This knowledge may be as important as curriculum knowledge. It would be advantageous if the assisting teacher has knowledge of both. Fullan and Parks reinforce this point when they state:

We suggest that consultants would have to become knowledgeable about and balance two distinct aspects of implementation, one concerning the curriculum, and the other relating to the change process.

(Fullan and Parks: 1981: 43)

Knowledge of implementation processes consists of having a clear idea of the meaning of implementation such as the definition used by Fullan which is "the actual use or putting into practice of a particular change". (Fullan: 1979: 41). In addition, the assisting teacher may need to know the approaches to implementation which could be used such as "mutual adaptation" or "fidelity" (Fullan: 1979: 44). Finally the factors related to implementation, which Fullan lists as "pre-history, distinction between content and role change, clarity of goals/means, in-service training linked to implementation problems,

meetings, local materials adaptation and availability, administrative support, overload of changes expected to be implemented and time-line for implementation" (Fullan: 1979: 45) are also important.

Lieberman summarizes the types of knowledge required by the assisting teacher when she writes:

Their role is to open school people to fresh ideas, link them to knowledge, and help them use this knowledge. They need to know how to work with individuals and groups, be sensitive to individual differences, and understand the power relations that affect the people involved. They need to move the ideas through a process of awareness to actual use, being always aware of the concerns that stand in the way of movement. (Lieberman: 1980: 238)

Action

In conjunction with the knowledge required, the assisting teacher may also carry out certain actions which are necessary to provide assistance to classroom teachers. Generally, the research indicates that in order for the assisting teacher to be effective, he/she may provide and co-ordinate whatever type of assistance is required. This assistance may be in whatever form is most useful to the specific teacher.

The actions required by the assisting teacher to facilitate implementation can be summarized as those actions which are undertaken within the classroom and those which are based outside the classroom. The classroom-based actions include helping with teacher-identified problems, doing demonstrations, observing classroom activities and providing feedback for teachers. The actions outside the classroom primarily consist of providing

in-service activities; it may also include organizing and attending meetings with teachers.

The major classroom-based action required by the assisting teacher seems to be helping classroom teachers with whatever problems they identified, whenever problems occur (Arends, et al: 1978, Berman and McLaughlin: 1978, Bolam: 1980, Fullan: 1979, Joyce and Showers: 1980). The Berman and McLaughlin summary of the Rand Study finds that implementation is facilitated and sustained when "local resource personnel" provide assistance which is concrete, on-going and teacher specific. They state:

Local resource personnel promoted mutual adaptation by offering relevant, practical advice on an on-call basis. Furthermore, because local resource personnel were able to furnish frequent, though short, on-the-spot assistance, they were less likely than outside consultants to preclude important learning opportunities for the staff; consequently, projects providing effective classroom assistance were more likely to be continued by teachers. (Berman and McLaughlin: 1978: 66)

Doing demonstrations, observing classroom activities and providing feedback to classroom teachers are discussed as being continuous and simultaneous (Berman and McLaughlin: 1978, Bolam: 1980, Joyce and Showers: 1980, and Lawrence: 1974). These authors echo the Rand Study when they emphasize demonstrations, trials, and feedback as more effective than those in which classroom teachers only absorb ideas in a workshop setting and are then expected to apply them at some future time in their classrooms.

Joyce and Showers discuss these components of training which could be partially undertaken outside the classroom (e.g. demonstrations and practice) and partially inside the

classroom (e.g. practice, feedback and coaching):

If the theory of a new approach is well presented, the approach is demonstrated, practice is provided under simulated conditions with careful and consistent feedback, and that practice is followed by application in the classroom with coaching and further feedback, it is likely that the vast majority of teachers will be able to expand their repertoire to the point where they can utilize a wide variety of approaches to teaching and curriculum.

(Joyce and Showers: 1980: 384)

These classroom-based actions of the assisting teacher are as important to facilitate implementation as actions based outside the classroom. However, actions outside the classroom seem to be required as complements and supplements to classroom-based actions. This point is reinforced by Scheinfeld when he notes that:

Workshops provided an excellent entree for working with teachers and for helping teachers to begin collaborative relationships with one another, but were no substitute for an intensive, classroom-based, one-to-one relationship between teacher and advisor. None of the teachers who made significant strides did so primarily through a workshop experience alone. In general, we found that a combination of workshop and one-to-one work with teachers and children in classrooms proved to be the optimal strategy. (Scheinfeld: 1979: 118)

The most commonly mentioned action which is undertaken outside of the classroom is in-service activities or workshops. These words seem to be used interchangeably. In-service activities may be of greater value if they are on-going (McLaughlin and Marsh: 1978). The value of workshops is enhanced if they begin prior to implementation and continue throughout the implementation process (Fullan: 1979). Research shows that the purpose of in-service activities prior to implementation is to introduce the innovation to the classroom teachers and help them define and plan for implementation (Berman and McLaughlin: 1978).

In-service activities which are undertaken during implementation appear to be for the purpose of solving problems which teachers are experiencing in their classroom. As Fullan states:

More important is to work out follow-up in-service, periodic workshops with teachers as they experience implementation problems. These workshops can be more specifically related to what the problems are.

(Fullan: 1979: 47)

Whatever the purpose of in-service activities, it seems to be of greater value to classroom teachers if they are co-operatively involved with the assisting teacher in deciding the content of the workshop in order to satisfy their specific needs. Teacher involvement is emphasized by Bolam when he states:

... the majority of teachers desire more in-service activities, if they can participate in identifying the objectives, and in planning and choosing in-service activities; if the program focus is practical and classroom/school specific; if fellow teachers and local consultants are used as resource people; if the conditions (e.g. time) are conducive to learning; and if there is some direct follow-up and support for facilitating the application of what is learned.

(Bolam: 1980: 47)

Anderson and Sconzo also write:

... in-service programs which teachers are actively involved in planning and carrying on the activities are generally more successful than those conducted by outside personnel without teacher assistance.

(Anderson and Sconzo: 1978: 84)

In conjunction with in-service activities, meetings may be useful. These meetings seem to be less formally structured where teachers can discuss and work on problems as well as share and exchange ideas. These meetings are also considered to be useful in developing interpersonal relations with other teachers who are working toward implementing an innovation. McLaughlin and Marsh emphasize this point when they state:

Frequent project meetings were another support strategy that aided teacher efforts to adapt project precepts to their classrooms and assimilate new strategies. Project meetings provided a forum whereby teachers could learn from one another's experience. Project meetings also supported the affective needs of teachers as they attempted to implement change. As one teacher commented, regular monthly meetings are absolutely critical for reinforcement and building interpersonal relationships for co-workers.

(McLaughlin and Marsh: 1978: 79)

The types of actions discussed are not prioritized. They are all important and necessary for successful implementation. It is, however, vital to the role of the assisting teacher that he/she be able to successfully carry out the actions that may be required by the classroom teacher. Rauh summarizes these actions when she writes:

She visits the classroom observing the children and the teacher at work; she brings new materials, resources, methods and ideas to the attention of the teachers; she confers with the teacher and helps her plan effective ways to improve the educational program; she becomes a trusted co-worker and friend to whom the teacher can go with any problem. All her efforts are aimed at providing conditions which encourage teachers to develop their best potentialities and increase their competency. (Rauh: 1978: 59)

Implied Role

The research emphasizes the importance of individuals who help teachers in the implementation process, and is a useful source for defining the role of the assisting teacher. From the research, specific generalizations concerning the implied role of the assisting teacher can be made. These generalizations are listed below. In addition, key questions accompany the generalizations. These key questions are not knowledge or action

specific, but emphasize the interrelation of both.

Generalization 1. A range of teaching experience within the school district is considered to be useful for assisting teachers because they may then be more sensitive to the needs of the classroom teachers.

- i What are the classroom teachers identified needs in implementation?
- ii How can assisting teachers use their classroom experience to help classroom teachers in planning and implementing classroom programmes?
- iii How can assisting teachers use their classroom experience to provide relevant assistance to teachers when a problem occurs?

Generalization 2. Knowledge of the curriculum to be implemented and of the implementation process also seems to be useful for the assisting teacher to facilitate implementation.

- i What is innovative regarding the curriculum?
- ii What does the innovation imply regarding learning for the classroom teacher?
- iii What approach to implementation seems to prevail within the school district?
- iv How can the assisting teacher use the knowledge of the curriculum and of the implementation process to help classroom teachers with planning and implementing classroom programmes?

- v How can this knowledge be used in planning and conducting in-service activities?

Generalization 3. Assistance to classroom teachers should be based within individual classrooms as well as outside the classroom in order to facilitate implementation.

- i What type of assistance is identified by classroom teachers as most worthwhile in meeting their needs in implementation?
- ii How can the assisting teachers meet the needs of teachers in their classrooms?
- iii How can the assisting teachers work with classroom teachers in planning and conducting in-service activities?
- iv How can the assisting teacher help classroom teachers by providing assistance throughout the implementation process?

In summary, the knowledge and action that define the role of the assisting teacher are interrelated. The assisting teacher should have a clear understanding of the curriculum to be implemented as well as of the implementation process. This person would be of greatest value to classroom teachers if the actions of the assisting teacher are directed to meeting the needs of the classroom teachers.

CHAPTER III

Assessment as a Source

One important source for defining an implementation role is needs assessment or evaluation reports related to the subject to be implemented. These reports may identify implementation problems and needs that help define an implementation role.

The British Columbia Social Studies Assessment was undertaken in 1977 by the Ministry of Education. The purpose of the assessment was to "...assist curriculum personnel at provincial and local levels in revising curriculum and providing direction for professional development." (Aoki et al: 1977: Volume 1: Part 1: 1). As these documents provide a description and suggest improvements for social studies in the province, they provide information which may be useful for implementation planning, and for defining the role of the assisting teacher in implementation.

This chapter first examines the problems of implementation as found in the Assessment Report of 1977. From these stated implementation problems, the chapter then discusses the implied role of the assisting teacher to facilitate implementation.

Stated Implementation Problems

The assessment identified some teacher characteristics which may influence implementation. Seventy-one percent of the secondary teachers have seven or more years teaching experience; these teachers are familiar with the 1968 curriculum and,

therefore, may not be in favour of implementing a revised curriculum. Only forty-six percent of the teachers had an academic background in history, geography or another social science, and almost one-half of the teachers had taken only one social studies methods course. The Report, therefore, recommended that:

Since Social Studies is a difficult subject to teach and since the academic and methodological background of many teachers is limited, provision of adequate, readily available consultative and support services should be regarded as a necessity.
(Aoki et al: 1977: Summary Report: 20)

Because teachers' knowledge of social studies was acquired mainly through classroom experience, this indicates that many teachers may encounter problems in planning and implementing their classroom programmes and may require special assistance.
(Aoki et al: 1977: Summary Report: 17)

Secondary teachers generally are subject specialists and often have taught only their specialty. As enrollments decline, however, secondary teachers may need to teach outside their area of specialty. The Report indicates that "fifty-five percent of the teachers received their training in English or another academic area." (Aoki et al: 1977: Summary Report: 17) For teachers who do not have a social science background, implementation may be a problem. Besides these differences in academic backgrounds and teaching experience, there are also differences in the ways curriculum is interpreted by the teachers themselves. The Report discovers that: "...teachers do not appear to be implementing the scope and sequence prescribed in the guidebooks." (Aoki et al: 1977: Volume 1: Part 2: 14) It also feels that it is

unlikely "... that a single Social Studies programme exists in British Columbia schools. Instead, there are probably a variety of programmes resulting, at least in part, from the various interpretations teachers have made of the presently prescribed programme." (Aoki et al: 1977: Volume 3: 25) These various interpretations are, in fact, a part of implementation.

In the Report, teachers identify a need for greater professional and programme development opportunities, in particular, in-service workshops. It states: "Administrators and teachers interviewed overwhelmingly express the need for greater professional development...". (Aoki et al: 1977: Summary Report: 31) The Report further states: "... teachers want the Ministry of Education to provide curriculum workshops and consultative services to assist them in developing local programmes...". (Aoki et al: 1977: Summary Report: 39)

In short, teachers express a need for the Ministry of Education to be:

1. encouraging school districts to provide adequate time for teachers to participate in curriculum planning,
2. providing funds for curriculum development,
3. sponsoring extended curriculum workshops,
4. encouraging school districts to co-ordinate development of local courses, and
5. providing consultative services.

(Aoki et al: 1977: Summary Report:40)

Therefore, to reach a higher level of professional development, the Report recommends:

That the Ministry of Education, together with District Superintendents of schools, ensure involvement of class-

room teachers directly in the development and evaluation of Social Studies programmes through provision of adequate time for the following activities: professional development workshops, staff committees and consultations with community organizations. An expansion of the roles of Social Studies department heads and district consultants in teachers in-service is envisaged. Such efforts should not become just an 'after school' undertaking, but should be part of the ongoing professionalism of teachers.

(Aoki et al: 1977: Summary Report: 44)

In-service education is also an integral part of teachers' professional growth as well as curriculum implementation. The Report states that:

One change which teachers would like to see put into practice is the introduction of new programmes through comprehensive in-service. (Aoki et al: 1977: Summary Report: 20)

And to this end, the following recommendation was made:

That the Ministry of Education and district staffs view curriculum implementation as an important part of teacher in-service education (i.e., issuing of new curriculum guides, new teaching material adoptions, etc.). Financial support for these programmes should be regarded as a priority need. (Aoki et al: 1977: Summary Report: 44)

Not only do teachers see the need for in-service, they also believe that it must be both relevant and useful. Of the teachers questioned, sixty-six percent rated the workshops that they had attended in the previous three years as only moderately useful. It is not surprising, therefore, that teachers may be reluctant to devote more time to in-service activities. (Aoki et al: 1977: Volume 3: Part 1: 56)

Teachers, however, do identify aspects of in-service activities as beneficial. These are: the identification of skills and methodology for teaching these skills, the opportunity to practise new methods, and the exchange of ideas and experiences

with fellow teachers. (Aoki et al: 1977: Volume 3: Part 1: 52)
In particular, the teachers perceive these as beneficial because they improve their teaching.

Teachers identify fellow teachers as the most helpful in-service group. (Aoki et al: 1977: Volume 3: Part 1: 52) This is not surprising, considering many teachers found workshops as moderately useful. A contributing factor may be that fellow teachers experience similar problems, and thus can share these experiences. Teachers are colleagues and are aware of the needs of other teachers. They work with the same materials, teach the same grade level and experience the same problems. They are more aware of day-to-day experiences of the classroom. Aoki reports:

Fellow teachers are regarded as more capable of providing worthwhile in-service than other groups of people. This finding may reflect the fact that teachers are readily available to consult with one another, or it may suggest that other types of in-service groups are not as sensitive to the professional development needs of teachers as they might be, or that the groups are not credible to teachers because they are perceived by them as being 'out-of-touch' with classroom realities. (Aoki et al: 1977: Volume 3: Part 1: 57)

The Report identifies the need for support personnel so as to help alleviate specific problems. For example, the limited academic and methodological background of some teachers is identified as a problem which could affect implementation. Therefore, the Report suggests that support personnel could help alleviate this problem. It states:

The magnitude of the teachers' task in the realm of Social Studies education cannot be underestimated. The nature of the subject itself demands that the teacher possess knowledge of the disciplines as well

as a broad range of instructional competencies. For this reason it is necessary that teachers at all grade levels be provided with considerable assistance from the Ministry of Education, teacher education institutions, the B.C.T.F. Professional Development Division, district staff personnel, and other interested groups. It is only by full co-operation among all concerned that teachers can become successful catalysts of learning in the Social Studies classroom.

(Aoki et al: 1977: Summary Report: 22)

Support personnel also may help familiarize teachers with the social studies guidelines and materials; this may allow for more consistent interpretation of the curriculum.

Not only do teachers see the need for support personnel, but they feel that this support should be on-going. To this end, the Document recommends:

That the Ministry of Education provide on-going consultative support to local districts in, for example,

- (a) the training of personnel in the field of resource material selection,
- (b) local resource assessment,
- (c) the co-ordination and dissemination to other school districts of the results of such assessments, together with assessments of provincially prescribed resources,
- (d) the distribution of resources within schools and districts, and
- (e) the intended use of provincially prescribed materials.

(Aoki et al: 1977: Summary Report: 46)

The Report also recommends:

That the Ministry of Education, universities, B.C.T.F., and local school authorities recognize professional development as a major commitment for the improvement of Social Studies education in British Columbia. To this end, the Ministry and these other institutions should investigate means of providing and substantially improving financial support and encouragement for enhancing and co-ordinating Social Studies professional development. This should be seen as an attempt to

develop not just new teaching resources, but a new sense of teacher resourcefulness, involving confidence in making decisions for Social Studies programmes.
(Aoki et al: 1977: Summary Report: 43-44)

Implied Role

The Social Studies Assessment defines some areas of difficulty for implementation and suggests that support personnel may be needed to alleviate some of these problems. The Document also recognizes that district support personnel are particularly useful. For the purpose of this thesis they are called assisting teachers. The assessment of British Columbia social studies provides information on the problem of implementation and the needs of the classroom teachers. These problems and needs have implication for role definition.

Within this frame, some generalizations may be useful when defining an implementation role. These generalizations generate key questions which may be useful in helping the assisting teacher facilitate implementation. The key questions are not knowledge or action specific, but emphasize the interrelation of both.

Below are the generalizations which are implied by the Report and the key questions which, when answered, may help to define the role of the assisting teacher.

Generalization 1. Teaching experience is considered to be a valuable prerequisite for assisting teachers so that they will be sensitive to the needs of the classroom teachers in implementation.

- i What classroom experience would be most worthwhile for the assisting teacher?
- ii How can the assisting teachers use their classroom experience to help classroom teachers with planning and implementing classroom programmes?
- iii How can the assisting teachers use their classroom experience in planning and conducting useful and relevant in-service activities?
- iv How can the assisting teachers use their classroom experience to provide useful and relevant assistance to teachers in their classroom?
- v How can the assisting teachers work with classroom teachers on reviewing and revising the curriculum to satisfy teachers' needs?

Generalization 2. Academic background in the social sciences as well as curriculum development and implementation is considered to be an appropriate background to help classroom teachers with implementation.

- i How can this knowledge be used to help implement the new curriculum on a district basis?
- ii How can this knowledge be used in planning and conducting in-service activities?
- iii How can this knowledge be used to help classroom teachers with planning and implementing classroom programmes?

- iv How can this knowledge be used by the assisting teacher to help classroom teachers develop a clear and consistent notion of implementation?

Generalization 3. Knowledge of the curricula is considered to be important.

- i What is innovative between the present and proposed curricula?
- ii What does the innovation imply for teacher learning?
- iii What can the assisting teacher do to facilitate teacher learning?
- iv How can the knowledge of the proposed curriculum be used to help teachers expand the guidelines so that they are more useful to teachers?
- v How can the knowledge of the proposed curriculum be used by the assisting teacher to help classroom teachers become familiar and be able to use the new prescribed and authorized materials?
- vi How can the assisting teacher use the knowledge of the curriculum in planning and conducting in-service activities?

Generalization 4. Teachers' notions of curriculum are content and materials-based; therefore, implementation hinges on teacher knowledge of content and the availability of useful materials.

- i What knowledge of content and materials is required by the assisting teacher?

- ii What materials which complement the content are available within the school district?
- iii What new materials are required to implement the, new curriculum?
- iv How can the assisting teacher facilitate the introduction and familiarization of the new materials and content for the classroom teacher?
- v How can the assisting teacher use materials and content in planning and conducting in-service activities?

Generalization 5. Professional development activities are considered to be a co-operative endeavour and essential as a focus to facilitate implementation.

- i What kinds of professional development activities are identified by classroom teachers as being most appropriate for meeting their needs?
- ii How can the assisting teacher help classroom teachers in the provision of relevant and useful in-service activities?
- iii How can the assisting teacher encourage classroom teachers' involvement in planning and conducting in-service activities?
- iv How can the assisting teacher use the knowledge of teacher characteristics (experienced teachers, teachers new to subject area, etc.) in planning and conducting professional development activities?

In summary, the knowledge and actions that define the role of the assisting teacher are interrelated. The assisting teacher should be able to assess the context into which a curriculum is to be implemented. The actions should take into account the problems associated with implementation as well as the needs of the classroom teachers. This knowledge and subsequent action may alleviate problems, satisfy needs and hence facilitate implementation.

CHAPTER IV

Curriculum as a Source

Another important source for defining an implementation role is the curriculum to be implemented. A comparison of the present and proposed curricula will help to determine what is innovative, and therefore what new knowledge and action may be required by the classroom teacher and the assisting teacher to facilitate implementation.

The curricula specifically chosen are the present (1968) and the proposed (1983) social studies curricula in British Columbia. These curricula are analyzed according to content, strategies, goals and assumptions. This analysis comprises the first section of this chapter. The second section presents the role of the classroom teacher and the assisting teacher as implied by the innovation. This implied role is discussed in terms of generalizations and key questions which may be used to guide the assisting teacher in facilitating implementation.

Comparison of Curricula

The comparison of the curricula is from the concrete to the abstract. The aspect of the curricula which seems to be most concrete is content which involves the scope and sequence, themes and skills. This is compared using the grade eight course. Strategies are compared in terms of teaching, learning and evaluating required by teachers and students. A comparison

of goals involves the aims of the programme and the intended learning outcomes of the secondary curricula. Finally, the stated and implied assumptions are compared.

Content. The scope and sequence for grade eight has changed quite drastically. The only unit related to scope and sequence which remains in the proposed curriculum is the Renaissance. Below is a topic list of the units prescribed by the present and proposed social studies curricula.

Present Curriculum

Developing Tropical World (Asia, Africa, Latin America) Renaissance, Evolution and Revolution (Renaissance British or French Revolution)

Proposed Curriculum

People and Cultures (World past: Graco-Roman to Reformation; Canada past: Immigration, 1604-1867; Canada present: B.C. or local, Canada; World, present: U.S.A.

(Proposed Curriculum Guide
Social Studies K-11: 1980: 18)

The thematic approach is also different at this grade. The present curriculum organizes the scope and sequence around history and geography. The proposed curriculum however, uses a grade theme (e.g., grade eight - People and Cultures) as an organizer around which all units evolve. There are consistently four units from Grade Seven to Grade Eleven - Canada Past, Canada Present, World Past and World Present. These units are not history or geography specific but attempt to emphasize social sciences. The proposed curriculum emphasizes more than content, but also generalizations, issues and skills.

The presentation of skills to teach at each grade is also

quite different. Both curricula indicate that skills should be taught in conjunction with the scope and sequence in social studies, but only the proposed curriculum provides teachers with a list of skills. These skills are listed within each grade level and in an appendix to the curriculum. They are categorized as those which should be introduced, developed, or maintained. The following list provides a summary of the types of skills presented in the proposed curriculum.

The skills incorporated into this curriculum include:

Primary Responsibility:

- I Inquiry Processes
- II Interpreting Maps and Globes
- III Understanding Time and Chronology

Shared Responsibility:

- I Locating Information
- II Organizing Information
- III Evaluating Information
- IV Acquiring Information Through Reading
- V Acquiring Information Through Listening and Observing
- VI Communicating Orally and in Writing
- VII Interpreting Pictures, Charts, Graphs, Tables
- VIII Interpersonal Skills

(Proposed Curriculum Guide Social Studies K-11: 1980: 11)

Strategies. Teaching strategies are not prescribed in either curricula. However, indication as to appropriate teaching strategies are implied by outlining what should be accomplished. Both curricula seem to imply teaching strategies which encourage problem-solving and inductive reasoning and this has implications for teaching strategies. The present curriculum specifies an effective teaching strategy by stating:

The view has been taken that understanding in each discipline is most effectively secured through the inductive method, through a study in depth of representative areas and periods in history, rather than through a rapid and hence sketchy, survey of tremendously broad areas and periods.

(Secondary School Curriculum Guide Social Studies: 1968: 1)

The proposed curriculum is less specific since it indicates how information should not be learned. It declares:

It must be stressed that the students should learn to develop the generalizations and concepts with the assistance of the teacher, not learn them by role.
(Proposed Curriculum Guide Social Studies K-11: 1980:10)

Even though teaching strategies are not prescribed in either curricula, both indicate that the teacher should instruct according to the competencies of the students. This suggests that teachers may have to adjust or modify not only their teaching strategies, but also the curriculum in order to meet the needs of students. The present curriculum implied this in the following statement:

No less a thoughtful consideration has been given to the interests and maturity of the pupils. It is perhaps a tragedy that a programme which has so much to contribute to their general education has failed to achieve its objectives by attempting to contribute too much detailed knowledge. Fundamental to the new programme is the principle of selection and the provision of a wide variety of resources and a broad framework of content to facilitate this selection. Hopefully, these features will make possible the development of appropriate and significant courses for all pupils in all secondary schools.

(Secondary School Curriculum Guide Social Studies: 1968: 1)

The proposed curriculum is more prescriptive as demonstrated by the following paragraph:

It is recognized that a certain proportion of students, for particular reasons, may not be able to achieve the basic programme identified for a specific grade. These students will require some modification of the grade level sequence. The purpose of such modification, however, should be remedial and designed to allow the student to

achieve the appropriate grade level competencies. These modifications should also be consistent with the rationale and goals of this curriculum. The establishment of discrete streams or courses from which no return to the basic programme is intended is not consistent with Ministry policy.

(Proposed Curriculum Guide Social Studies K-11: 1980: 7)

Teaching strategies to a large extent determine learning strategies. The curricula recommend problem-solving and inductive reasoning as a teaching strategy; therefore, learning strategies should complement this by allowing students to learn to develop competencies in problem-solving and inductive reasoning. Learning strategies thus seem to be similar in that both curricula suggest students should learn by developing "... some facility in using methods of inquiry...", "the capacity for the sorts of speculative and creative thought which enables one to think hypothetically..." and by being provided with "... a forum in which students may learn to deal with value questions..." (Secondary School Curriculum Guide Social Studies: 1968: 3). The proposed curriculum implies similar processes when it states that students should learn "... through the exercise of critical thinking and problem-solving skills..." (Proposed Curriculum Guide Social Studies K-11: 1980: 3)

Teaching and learning strategies at least partially are determined by the amount of prescribed content and the time allotment. Both curricula prescribe a considerable amount of content as well as recommend that other units can be included. The present curriculum recommends that students should be involved with independent study (Secondary School Curriculum Guide Social Studies: 1968: 15) but no time allotment is indicated. The proposed curriculum prescribes twenty to twenty-five percent for "extension" and indicates the purpose of this in the following passage:

The prescribed content for the grade is designed to require 75-80% of the class time available for Social Studies for the vast majority of students. The remaining time may be used to explore the prescribed components in greater depth or to study district, school or teacher developed units. The latter must be consistent with the intents of the proposed Social Studies curriculum as a whole.
(Proposed Curriculum Guide Social Studies K-11: 1980:88)

Related to teaching and learning strategies are evaluation strategies. Evaluation strategies are not prescribed in either curricula. The proposed curriculum indicates that evaluation can be undertaken in ways other than the traditional written-form (Proposed Curriculum Guide Social Studies K-11: 1980: 12). However, this is not mentioned in the present curriculum. The present social studies curriculum outlines the criteria for evaluation. These criteria are:

1. Evaluation must facilitate self-evaluation
2. Evaluation must encompass every objective valued by the school
3. Evaluation must produce records appropriate to the purposes for which records are essential
4. Evaluation must facilitate learning and teaching
5. Evaluation must provide continuing feedback into the larger questions of curriculum development and educational policy.

The proposed curriculum specifies the purposes of evaluation as being threefold: pre-test evaluation to determine entry point, formative evaluation for diagnosis, and summative evaluation to determine level of achievement (Proposed Curriculum Guide Social Studies K-11: 1980: 12). Both curricula believe that the objective of evaluation is to provide feedback to students, teachers and parents.

Neither curricula prescribe teaching, learning or evaluation strategies. However, the format of the proposed curriculum with four columns (content, generalizations, issues and skills), all prescribed and considered interrelated, implies teaching and learning strategies which may differ from what is presently taking place. This format implies that the lecture method, for example, may be inappropriate to achieve the necessary interrelation. Learning strategies may have to adjust accordingly if students are accustomed to a particular teaching strategy. Evaluation strategies may also have to alter in order to evaluate students' understanding of the interrelation of the four columns.

Goals. A comparison of the goals of the present and proposed social studies curricula includes a comparison of the aims and intended student outcomes of the programmes.

The "global aim" of social studies seems to be to help prepare students to become citizens. To this end, goals are listed in the present and proposed curricula as follows:

PRESENT

Secondary, grades 8 - 11

1. Knowledge
2. Methods of Acquiring Knowledge
3. Use of Knowledge and Spirit of Inquiry
4. Values Questions
5. Discipline Approach

PROPOSED

Goal I - Know and understand factors which shape Canada and Canadians

Goal II - Know and understand diverse patterns of human activity in world

Goal III - Know and understand roles, rights and responsibilities of individual as member of society

Goal IV - Develop willingness and capacity to use knowledge, understanding and inquiry processes as member of society

(Proposed Curriculum Guide Social
Studies K-11: 1980: 17)

The proposed curriculum goals are more specifically focused on preparing students to become citizens, than those outlined in the present curriculum (Proposed Curriculum Guide Social Studies K-11: 1980: 17). Generally, however, the goals are similar.

The intended learning outcomes follow different orientations and, therefore, are difficult to compare. The present curriculum outlines the student outcomes by expanding and clarifying the goals of the social studies programme; whereas, the proposed curriculum orients student outcomes in relation to the four columns (content, generalizations, issues and skills) of the curriculum guide.

Therefore, the intended learning outcomes of the proposed curriculum become more grade specific and less content-based than the present curriculum. Because the orientation of the outcomes of the proposed curriculum seem to be more concrete, the outcomes may be more easily assessed or evaluated by classroom teachers.

Assumptions. The assumptions of the social studies curricula are stated and implied, and have implication for implementation.

An implied assumption involves the sequencing of content. The present curriculum is divided according to history and geography. The history sections are sequenced chronologically, dealing with the history of the world and then the history of Canada. The geography sections are arranged to deal with analysis of other countries and then a geographical analysis of Canada. This implies that students learn by studying that which is foreign (the world) and then applying that to what is Canadian. The proposed curriculum focuses on studying Canada and the world

jointly. The historical analysis (Proposed Curriculum Guide Social Studies K-11: 1980: 10) is chronological through the secondary grades, but the analysis of Canada Present and World Present are not necessarily geographical. There is, therefore, an assumption that student learning is enhanced if presentation is from the familiar to the unfamiliar.

An assumption which is consistent in both curricula is that the student materials determine what is taught and learned. The present curriculum indicates the importance of materials as found in the following statement:

Fundamental to the new programme is the principle of selection and provision of a wide variety of resources, ... (Secondary School Curriculum Guide Social Studies: 1968: 1)

The proposed curriculum does not include a list of materials but indicates their importance as seen in the following statement:

The knowledge to be taught and learned is implicit in the prescribed content in relation to the grade focus and will be explicitly stated in the learning resources selected to support this curriculum.

(Proposed Curriculum Guide Social Studies K-11: 1980: 2)

Both curricula seem to indicate that the Ministry of Education's notion of curriculum is material-based.

Finally, the assumption that the curriculum may have to be adapted is apparent in both curricula. The present curriculum identifies the classroom teachers as the people who should adapt the curriculum. This is an important point because it assumes teachers to be curriculum planners. However, no indication is made as to what kinds of changes may be required, nor is there any indication as to whose needs will be met by the changes.

It states:

No claim is made that this curriculum guide is the 'last word' in the development of a Social Studies Programme. Rather it is a beginning - an interim step in what must be a continuing assessment of approach, scope and resources. Not all of the perceived weaknesses of the previous programme can be remedied by a printed document. This curriculum guide should be of assistance in the development of improvements. With the printing of this document the challenge passes from the developer of this programmed (sic) to the practitioners - the classroom teachers.
(Secondary School Curriculum Guide Social Studies: 1968:2)

The present curriculum further states that:

... in the final analysis it is the individual professional teacher who must interpret printed statements and translate them into action.
(Secondary School Curriculum Guide Social Studies: 1968: 3)

This is interesting considering the British Columbia Social Studies Assessment (1977) recognizes that there has been little consistency of programmes in British Columbia particularly because of the many interpretations (Aoki et al: 1977: Volume 3: 25). It seems, therefore, that teachers should not be left completely with the responsibility of interpreting and adapting the curriculum.

The proposed curriculum also recognizes the need for adaptation. However, this curriculum states that the Ministry of Education should be responsible for adapting the curriculum to meet the needs of students. The teacher is expected to adopt not adapt the curriculum. The need for and purpose of the adaptations is stated in the following way:

The Ministry is accountable for ensuring that provisions are made for all students to be challenged and to achieve their fullest potential. It is the responsibility of each teacher to ensure that the provincially adopted resources are used appropriately

and to ensure that the vast majority of students achieve the basic outcomes. Learning outcomes listed in addition to the core are intended to challenge those students who require enrichment. The Ministry recognizes that while the vast majority of students should be capable of mastering the basic learning outcomes, there are certain students who, because of physical, emotional or intellectual handicaps, are not capable of acquiring these basic skills. The Ministry is involved in planning how provincial curriculum can be modified and adapted to meet the needs of these children. (Proposed Curriculum Guide Social Studies K-11: 1980: 3)

Both curricula are consistent in identifying the need for adaptation. However, the present curriculum identifies the teacher and the proposed curriculum identifies the Ministry of Education as being responsible for adapting the curriculum. The research literature recommends that curricula are more successfully implemented when adaptation takes place mutually between the local situation (teachers, students) and the external agencies (Ministry of Education) (Fullan: 1979: 44). Neither curricula seems to consider this in order to facilitate implementation.

This comparison of the curricula suggests what is innovative. The innovation is substantial when the present and proposed social studies curricula are compared. This has direct implications for the knowledge and actions required by classroom teachers and the assisting teacher in order to implement the proposed curriculum.

Implied Role

The innovation implies changes in terms of knowledge and action for teachers. The new knowledge and action are mainly in terms of content and strategies. The goals and philosophy as

stated are not significantly different from those of the present secondary social studies curriculum. However, the assumptions upon which the proposed curriculum is based also have implications for teachers.

The difference in content may require the learning of new knowledge for classroom teachers. Specifically, the classroom teachers will have to learn the new scope and sequence of the proposed curriculum in order to teach it. As well, the teachers will have to learn the interrelation of the content, skills, generalizations and issues. The change in the emphasis from history/geography to more social sciences may require additional learning for teachers, especially considering that the Social Studies Assessment (1977) found that most teachers do not have an academic background in history, geography or another social science.

The differences in content relate directly to the differences in strategies and the implied changes in the actions of the classroom teacher. Because the Ministry of Education prescribes that scope and sequence must be taught in relation to generalizations, issues and skills, classroom teachers may have to learn how to actualize this interrelation in their classroom by use of new teaching strategies. Because the thematic approach to social studies has shifted, the teachers also may have to adjust their teaching strategies to accommodate a thematic approach in order to reinforce the theme for a particular grade level.

Teaching strategies may have to be changed further if teachers are to provide modified programmes for students who

require it.

If the new knowledge in terms of content and the subsequent changes in teaching strategies are to be implemented, then learning strategies and evaluating strategies will change as well. Students will be learning not only different content but also may be taught in a different way. Teachers may have to change their evaluation strategies in order to evaluate whether students have learned the interrelation of the four columns. Teachers may also have to evaluate more frequently in order to meet the threefold purpose of evaluation (pre-test, formative and summative evaluation).

The changes in intended learning outcomes may require teachers to learn not only the new intended learning outcomes but also to focus and perhaps adjust their teaching so students can achieve these outcomes overall. However, because the proposed curriculum provides greater specificity about what should be taught and learned, this specificity may enhance the achievement of the intended learning outcomes by students.

Finally, the changes in the assumptions between the present and proposed social studies curricula also have implications for classroom teachers. The change in sequencing assumes that students' understanding is enhanced by presenting knowledge from the familiar to the unfamiliar. Teachers, therefore, may have to adjust their teaching strategies to facilitate student learning accordingly. Also, teachers may have to present the content in such a way that ties the familiar to the unfamiliar within each grade instead of across grade levels.

The assumption made by the Ministry of Education that

curriculum is materials-based assumes that this view is consistent with teachers' notions of curriculum, and this may not be the case. Teachers should be given an opportunity to preview and evaluate materials prior to implementation.

The final assumption regarding the necessity of the Ministry of Education to adapt the curriculum to meet the needs of some students also has implication for teachers. Because teachers are no longer involved with adapting the curriculum, they will be expected to adopt it as is. This has very important implications for implementation considering that research indicates that this approach to implementation is often unsuccessful.

The changes in terms of knowledge and action for classroom teachers has implications for assisting teachers. Because the role of assisting teachers is primarily to help classroom teachers with implementation, assisting teachers may be able to facilitate implementation if they fully understand the changes required by classroom teachers as implied by the proposed curriculum. To this end, the knowledge and actions of the assisting teacher should be such so as to ease the transition from the present curriculum to the proposed curriculum and, therefore, facilitate implementation.

Below are a list of generalizations which are implied by the innovation and may have implications for assisting teachers. From these generalizations, key questions develop which may be used by assisting teachers to guide their knowledge and action and hence facilitate implementation.

Generalization 1. The proposed curriculum implies changes in terms of knowledge and action for the classroom teachers and the assisting teachers.

- i What is innovative between the present and proposed curricula and what does this imply in terms of knowledge and action required by the classroom teachers and the assisting teachers?
- ii How can assisting teachers help classroom teachers acquire the required knowledge?
- iii How can the assisting teachers help classroom teachers actualize the new actions in their classrooms?
- iv How can assisting teachers use their knowledge of the innovation to help classroom teachers with planning and implementing classroom programmes?
- v How can assisting teachers use their knowledge of the innovation in planning and conducting in-service activities?

Generalization 2. The proposed social studies curriculum focuses on the social sciences in general, including the traditional historical and geographical focus.

- i What is the academic background of the classroom teachers in the district?
- ii How can assisting teachers help classroom teachers to orient their teaching around the social sciences if their academic background is not in that area?

- iii How can the assisting teachers use classroom teachers who have an academic background in the social sciences to facilitate acquisition of a social science orientation?

Generalization 3. The Ministry of Education's notion of curriculum is materials-based.

- i What new materials are prescribed in the proposed curriculum?
- ii What do the new materials imply in terms of knowledge and action for the classroom teacher?
- iii How can assisting teachers facilitate acquisition, familiarization and evaluation of these materials prior to implementation?
- iv How can assisting teachers use this notion of curriculum in planning and conducting in-service activities?
- v How can assisting teachers use the knowledge of the materials to help classroom teachers with planning and implementing classroom programmes?

Generalization 4. Knowledge of implementation processes and programme planning seems to be useful for assisting teachers to facilitate implementation.

- i What approach to implementation is implied by the proposed curriculum?

- ii What approach to implementation seems to prevail within the school district?
- iii Is the approach to implementation consistent between the Ministry of Education and the school district and what does this imply for the assisting teachers?
- iv How can assisting teachers use this knowledge to help classroom teachers with planning and implementing classroom programmes?
- v How can assisting teachers use this knowledge in planning and conducting in-service activities?

In summary, the context of the curriculum is an important source for defining the role of the assisting teacher in implementation. This source provides information regarding what is innovative and, therefore, what may be required in terms of new knowledge and actions for classroom teachers. The assisting teacher should consider the innovation and its implication for classroom teachers when defining their role, in order to facilitate implementation of the proposed curriculum.

CHAPTER V

Context as a Source

One important source in defining an implementation role is the school district. Within Burnaby School District No. 41, the five secondary assisting teachers, their co-ordinator and supervisor, and the secondary social studies department heads provide their perceptions of the actual and ideal role of the assisting teacher. The job description of the assisting teacher also provides a description of the district expectation of the ideal role.

In order to clarify the defining of an implementation role there are four sources in this chapter. The first section discusses the actual and ideal role perceptions of the assisting teachers; it also includes the differences between the actual and ideal, and their criteria for judging the success of implementation. The second section is a description of the department heads' view of full implementation, perceptions of the assisting teacher's ideal role, and the criteria used to judge the success of implementation. A job description provides the school district's perception of the role of the assisting teacher in the third section. Based upon these descriptions of the context, the fourth section summarizes the implied role of the assisting teacher in terms of knowledge and actions.

Assisting Teachers

Role Perception. The actual and primary role of the assisting teacher is perceived to be one of support and helping the classroom teachers in whatever ways the classroom teachers identify.

- VI 25 R: How would you describe your role as an assisting teacher in that respect
- 26 I: Support
- 27 R: Uh hum
- 28 I: period, support there is no change you can even you can't even start talking about change before you have the teachers uh trust
- I 48 I: Everybody really does their own thing and I'm really a support role just to (Pause) show them materials, consult with materials, and give them ideas and its not I don't say well here's a program and this is what we should be doing

It was stressed by the interviewees (N=7) that their role is not evaluative.

- II 46 I: But an assisting teacher is in the support role and therefore you know its not an evaluative role.

To show that the role of the assisting teacher is one of support, a detailed definition of perceived role is outlined in the following discussion of knowledge and action.

Knowledge which characterizes their role includes teaching experience, academic background, human relation skills, knowledge of the curriculum, knowledge of how the school board functions, and familiarity with current information and publications. These types of knowledge are prioritized from greatest to least according to frequency, as well as by the level of importance placed upon each by the assisting teachers.

The knowledge to which all interviewees (N=7) gave greatest priority is that derived from their teaching experience.

- IV 109 I: that but um just as important if not more so is the experience, the experience you've had at various grade levels, I've taught all grade levels from K to 12 and I think that's the more important thing

Reasons given for its importance include practicality of suggestions given to teachers, sensitivity to classroom situations and most importantly, credibility with classroom teachers.

- I 291 R: Um (Pause) of all the things you of all these resources you draw on you drew upon to help you in your job what knowledge was most useful for you to have to do your job

292 I: (Pause) natural classroom experience

293 R: it was

294 I: Ya, ya

295 R: Why?

296 I: Because you're dealing with people in the classroom that have to have a practical

297 R: So you have more of a sensitivity to them as teachers because you've been

298 I: oh ya definitely

299 R: a teacher

300 I: oh ya you couldn't have an assisting teacher that hasn't been a teacher that hasn't been in the classroom

- V 160 I: because I don't care how much university you've got and how much training and how wonderful you are, there's a lot of things that happen in that classroom that you have to be very sensitive to as a learning assistance teacher, I could develop the most incredible programme for anyone of your students, but if I'm not aware that you've got twenty-nine others

- V 161 R: Um hmm
- 162 I: that programme is useless, it has to be something that I know from experience, a teacher with a reasonable amount of interest and dedication, can implement with the other three, four reading groups that they are already, I'm assuming, trying to handle
- 163 R: Um hmm
- 164 I: and I don't think you get that by watching people or whatever
- 165 R: or a three week practicum
- 166 I: no, no you really you really have to spend that time and that's where you develop your teaching strategies too, that's where you develop all those different ways of trying to teach a certain skill
- 167 R: Um hmm
- 168 I: is through the five years you've taught you play with it, as every teacher does and eventually come to a strategy that works for you with certain kids, then you've got other ones that you've also tried that you can modify, that's the basic is the theory, you've got to have that, and you've got to have the classroom experience and at more grade levels
- 169 R: Um hmm
- 170 I: than just one or two, that was the hardest thing that I found going into learning assistance was that my experience was predominantly primary, I had never taught grade six or seven, I had taught up to five and that I felt was really difficult at the beginning of doing learning assistance, you lose a lot of credibility if you haven't been in the classroom too
- 171 R: Um hmm
- 172 I: if you've been there and the teachers know you've been there, the questions never come up if you say they ought to be able to handle it, they say, oh well okay I'll give it a shot, if you've never been in the classroom and you say they ought to be able to handle it, they go away saying who's she

- V 173 R: What does she know?
- 174 I: Ya, ya she doesn't know that I've got Johnny climbing on the walls and so and so, you know
- 175 R: Um hmm
- 176 I: so you, your credibility stands and falls on classroom experience

Knowledge identified as second most important (N=6) is that knowledge acquired while at university or what the interviewees described as academic background. The people feel that this is a prerequisite to teaching and that this theoretical knowledge can be applied in the classroom.

- V 158 I: Well, I think first of all you've got to have the university training, you've got to have the theoretical background in assessment and reading instruction, so that's basically your university courses uh but they don't do you a heck of a lot of good if you haven't taught and if I was in power in in any sense, deciding who would get into learning assistance you wouldn't get into it unless until you've taught five years in the classroom

Also, it is suggested that courses in curriculum were essential because this can support and enhance your subject area knowledge and provide knowledge which many teachers do not have.

- IV 96 R: Okay, um any other types of knowledge, for example uh university course work or
- 97 I: Oh, I think that's that's crucial, I think you have to have a background in the area
- 98 R: Um hmm
- 99 I: A university background in the area
- 100 R: specifically to do this job
- 101 I: I think you have to have a background in curriculum
- 102 R: Um hmm

- IV 103 I: For example you could take a degree, you could have a masters in art education it doesn't mean you can do this job because a lot of people have no curriculum background whatsoever
- 104 R: Um hmm
- 105 I: No concept of what it means to plan an art curriculum so
- 106 R: So you find that what you tapped most often was your masters in curriculum
- 107 I: Um hmm (Pause) ...

The interviewees (N=6) then cite human relation skills as important because these are considered necessary for working and getting along with classroom teachers.

- III 124 I: I think that the other thing that we would look for uh would be uh human relations skills ability to work with people, to develop relationships with people, to work with small groups, process groups, process kinds of skills and to me um actually one is not more important than the other. I think all of those things are equally important uh because there are people in the system who are very good uh in their content area
- 125 R: Uh huh
- 126 I: excellent uh and may even be exceptionally competent teachers as well but if you still have you still have to be able to work with your colleagues and you know you still have to be able to develop non-threatening relationships with your colleagues.
- 127 R: Uh huh
- 128 I: uh an excepting kind of relationship and if you can't do that then its unlikely that people are going to disclose their areas, their perceived areas of weakness.
- II 126 I: would be all prerequisites (Pause) and a person who can you know has good human relationship skills that they can build on
- 127 R: Um hmm

- II 128 I: Some credibility amongst uh the peers in other words you have to have a person who basically is known by teachers that she's working with, or he's working with is is much superior to having an unknown come in because the unknown's going to be tested (Pause)
- VI 56 I: to work as an assisting teacher you need a lot of people skills, social skills
- 57 R: Uh hum
- 58 I: which are more important certain times than your curriculum knowledge because uh first if you know uh that something is suppose to be taught at one level and you know very well that it's not, well that's not going to help
- 59 R: Uh hum
- 60 I: What you need is a lot of more social skills
- 61 R: Uh hum
- 62 I: and ah then academic skills
- 63 R: Uh hum
- 64 I: definitely and that you can have you can have something very intuitive before you start but you develop those skills extremely fast
- 65 R: Do you?

The interviewees (N=4) then list knowledge of the curriculum as important. This knowledge includes content, materials and teaching strategies which apply to the particular subject area. It is considered important because often the assisting teacher is working with teachers in a particular subject area and therefore, the assisting teacher should know the curriculum.

- III 124 I: ... I think obviously they would know their content area very well and uh most of the

III 124 I: people we bring in tend to be for a particular context area or grade level ...

V 30 I: the use of the materials, there is no curriculum

31 R: Um hmm

32 I: in learning assistance so there I haven't been involved in curriculum implementation except for the fact that with the reading programme being implemented last year

33 R: Uh hmm

34 I: umm the learning assistant has to be aware of the regular curriculum in order to implement their own to supplement it.

35 R: Right, the Ginn 720, is that what you're

36 I: ya

37 R: referring to?

38 I: Ya, uh hmm, so I've been involved also as as a teacher done a lot of work on ah in using new materials

39 R: Uh hmm

40 I: and piloting programmes and things like that

VI 48 I: Uh hum you have to have uh well uh you can have pre-requisite skills like the knowledge of the, like in my case linguistic content

49 R: Uh hum

50 I: has to be taught and definitely different areas that have to be taught

51 R: Uh hum

52 I: those are what I call pre-requisite knowledge

53 R: Uh hum

54 I: that you have to have at one point you have to know the curriculum in whatever province you are here or whatever and uh but the linguist the curriculum content is one pre-requisite, but that is not the only skill or knowledge you have to have

Knowledge of the curriculum is considered to be less important to implementation for two reasons. First, people are able to learn the content. Second, the major difficulty of implementation relates not to learning the content but to applying this knowledge to actual use in the classroom.

III 249 R: So therefore

250 I: uh

251 R: the content area becomes less important

252 I: I think so. I think that uh I think that you have to be a change agent in a sense

253 R: Uh hum

254 I: that when people are trying to implement curriculum or develop professionally they're really talking about change in one form or another and uh I think that uh we're really talking about helping relationships here, developing relationships with with people which are designed to help them adapt

255 R: Uh hum

256 I: and change,

257 R: Uh hum

258 I: modify um in light of whatever it is they're trying to deal with and if you can't create relationships with people which is going to make that happen um then it doesn't matter how much you know (Giggle)

259 R: right

260 I: you know its irrelevant I think that the content can be learned

261 R: Uh hum

262 I: I think that most people can you can pick up a Ginn programme and you can learn what the content, we're all, we're all intelligent people you know that's a given um I think and we can we can um you know we're very good in terms of theoretical knowledge.

III 263 R: Uh hum

264 I: We know we know a lot. Where we have to develop our skills um I think um is in the area of applied knowledge

Three people mention knowledge of how the school board functions as important, since it will help in acquiring necessary resources (money and materials) for classroom teachers.

V 200 I: Ya ya, and just being aware of the processes that are in existence as far as what is available in the district and where it is and how to get it, a lot of teachers are not aware of the functionings and who has what, they'll phone me and say hey I really need this kind of a test and I know that they can get it from student services, so I can refer them to the right people.

201 R: Um hmm

202 I: Just that general knowledge of what happens in the district, resources that are available, programmes that are available for kids.

203 R: Um hmm

204 I: ...

205 R: ...

206 I: Just advice in things that are available through the district and materials that are here in the building because I don't think even those of us who work here were aware, until we actually sat down and catalogued all the materials, how much was here.

VI 84 I: What other knowledge do I find important besides the social skills? Oh, that is so crucial and academic skills, the knowledge of the curriculum, the knowledge of how a board function (pause) some, well I find in my my case what's important to know it is uh how to get money from where, grants from where

85 R: Uh hum

86 I: because we have different types of grants and

- VI 86 I: how to um and how do you say that now
 87 R: Uh hum
 88 I: they budget differently

Finally, two people state that they should be aware of current information in their subject area as well as in education in general. This includes materials recently published which may be used as a supplementary classroom resource and education literature which may provide insight into current trends in education overall. This knowledge is considered to be important because classroom teachers often do not have the time to review recent publications and therefore, this would be within the role of the assisting teacher to provide this kind of information to the classroom teacher.

- IV 163 I: Oh well, like I said before, the experience
 in the district and also the master's program
 uh also just keeping up with current trends
 164 R: Ya
 165 I: Ya that's very important, you know the professional associations that I belong to, the literature, um the people I meet um that, especially university contacts, I think thats important
 166 R: Uh hum and that's kept you up-to-date
 167 I: Ya
 168 R: So you can handle
 169 I: Right
 170 R: being at this job
 171 I: I, I, I, make a point of keeping myself well informed as to what's going on
V 148 I: ... it's crucial to know as much about as many different things as you possibly can, to be as current because the people in the

- V 148 I: classroom don't have time to be dealing with publishers and to stay current on what's new and, well both the girl in E.S.L. have just kind of kept a running thing all year with the publishers as as soon as you get something new I want to see it, everything new you get, I want to see because that's what we see as part of our job

When interviewees were asked to describe the types of knowledge that would be ideal for successfully fulfilling their roles, all stated that they would need to know basically the same types of things as they did in their actual role. This is not surprising because the assisting teachers primarily work with and provide support for the classroom teachers. Therefore the knowledge tapped most often by the assisting teacher is that derived from their teaching experience.

- II 151 R: Um hmm okay um so I think you also again answered the knowledge and action basically that is um what types of knowledge and action would be necessary to fulfill this ideal role, I think you've covered that
- 152 I: Yes cause I was saying that I think
- 153 R: It shouldn't change
- 154 I: Ya I think we've talked about that because that's that's a great need
- 155 R: Um hmm
- 156 I: I think that if we change that role, then we're going to change um change the direction
- 157 R: Um hmm
- 158 I: of what we're doing because if you give that person uh and the only thing I can see is is more authority and that
- 159 R: Do you think that would be an asset so that the assisting teachers could be more could be given a little more uh freedom in being able to go into a classroom and and just work with the teacher without the teacher asking

- II 160 I: Well in some cases a good assisting teacher can do that
- 161 R: Um hmm
- 162 I: A lot, because you have um developed strategies where because of your personality because of the things you say uh you can casually say well I'll just drop in and give that, and the person will not feel threatened what so ever
- 163 R: Um hmm
- 164 I: and say or sure come any time you want
- 165 R: Um hmm
- 166 I: And um its just the manner in which that person presented themselves if on the other hand the assisting teacher has free license and the teachers in the district know this then they realize there is some authority there and I think there is always a big problem with evaluation and there's always a big problem of anxiety and threat
- 167 R: Um hmm
- 168 I: And uh that's why I say the level at which we're at now uh there still is a threat by some people and there still is anxiety when we're in um in a school situation
- 169 R: Um hmm
- 170 I: But I think that that is less so that it would be if a particular person had more reign
- 171 R: Um hmm
- 172 I: Or at least the uh was viewed by teachers in our district as having a lot more
- 173 R: Um hmm
- 174 I: reign

Some assisting teachers did mention however, certain modifications in the ideal types of knowledge necessary for their role. For example, three assisting teachers are responsible

for helping teachers who teach from kindergarten to grade twelve in a particular subject area. These assisting teachers agree that if they are responsible for that grade-span then they should have comparable teaching experience. This is considered to be an advantage because the assisting teacher would know not only what the students are like but also the curriculum at that grade level.

I 399 R: Super, okay the last one, I think basically we've covered the knowledge, its basically what knowledge would you need to fulfill that role, and and you said that there would be no new knowledge basically

400 I: Ya I think probably um an ideal background would be a whole variety of teaching positions you know teaching at the primary if you're dealing with the whole spectrum having taught at the different levels.

401 R: Um hmm

402 I: So that you have an idea what the teachers are doing at each level

403 R: Um hmm

404 I: and also so that you have an idea of regular curriculum too

V 289 R: Um hmm um, if you had um, if you could draw on other types of knowledge for this ideal role that happens to be from two or three years and full time, etc. what types of knowledge, other than those that you've described in in the things that you think are useful now, are those the types of uh knowledge that you think would be useful without the restrictions?

290 I: um everyone has things that they're they know more about than other areas than they know more about than others I know that there are certain things that I, I am now investigating

291 R: Um hmm

- V 292 I: because I haven't taught a lot of it and I need the background for this job, things like uh well secondary uh I think ideally for a person in this position if they're going to, if they want you to do a spectrum K to 12 it's almost unrealistic um that's a lot to expect one person to have the knowledge, not only of the oral language that a kindergarten child needs but the reference and study skills that a grade twelve student needs
- 293 R: Um hmm
- 294 I: and how to build both ends uh but I think that classroom teaching experience at both levels would be really valuable because I don't have it
- 295 R: Um hmm
- 296 I: and I can see a problem for myself in dealing at the secondary level, I've never taught there

Also, one person mentions that ideally it would be helpful if assisting teachers have a more general background in curriculum development, implementation and evaluation. This is considered to be an advantage because rather than concentrating on content specialists: if the assisting teacher is to help the classroom teachers in implementation, the assisting teacher can be of greater assistance if they have knowledge of what implementation entails.

- III 330 I: Ya, I think so and as I'm looking at that as well I'm thinking about knowledge versus behavior and you've asked me a few questions about knowledge, um one of the things that I think uh would be very helpful for the people coming into these roles, is the kind of background that I see some people like yourself and uh some others getting at the universities now which has to do with curriculum in a general kind of sense. I think that um first off the assisting teachers that come here don't always have specific courses on curriculum development and implementation,

- III 330 I: uh most of them have courses in their content area and have methods courses, that sort of thing
- 331 R: Uh hum
- 332 I: but they haven't taken in a generalist courses in this area of curriculum development and uh I think that I see more and more people getting courses in those areas and taking taking programmes along that line and I think that's really useful
- 333 R: Uh hum
- 334 I: that's going to be very useful in the next five years to ten years, that people are going to be coming into into the system and into these roles with a pretty good notion of what professional development is about, what in-service education is about,
- 335 R: Uh hum
- 336 I: what uh curriculum development is about, and what curriculum implementation is about as well and uh some of the problems in bridging the gap between one and the other
- 337 R: Uh huh
- 338 I: uh and those people I think are going to be much more privileged uh much better off than a lot of the ones who have come in with a good understanding of their of their curriculum,
- 339 R: Uh hum
- 340 I: their content area but who haven't had the time or the experiences of really grappling with what does this really mean, you know what are the implications for people uh what happens to people when they go through a change process

In summary, the knowledge perceived by the assisting teachers to be necessary for their role consists of teaching experience, at the grade levels for which they are responsible, academic background including general knowledge of curriculum

development, human relation skills, knowledge of the curriculum and how the school board functions, and currency of knowledge in the field.

Action is also identified as characterizing the role of the assisting teacher. In particular eight types of action are identified. These include: working with teachers, doing demonstration lessons, locating and supplying resources, visiting classrooms, providing in-service workshops, attending meetings with teachers, developing human relations skills and keeping up-to-date. These actions are prioritized according to frequency and importance as indicated by assisting teachers. According to the interviewees (N=7) the major task of the assisting teacher is in helping teachers with the needs the classroom teachers identify. Because the primary function of the assisting teacher is to provide support for the classroom teachers, this action is seen as one of prime importance.

I 286 I: Ya mostly with teachers, success in dealing with the teachers. I think well just being very sensitive to what they want, listening to what they want and not trying to tell them what I think they should do

287 R: Um hmm

288 I: Listening to what they are saying and what I think trying to perceive their needs and trying to help fill that need

V 218 I: and just the fact that I'm here, they can draw, they can call on me and they know that although it may not be perfect, because they haven't had a chance to come in and check it out themselves, at least they'll have something to start with in two or three days.

219 R: Um hmm

220 I: So that,

- V 221 R: the immediacy
- 222 I: Ya, ya
- 223 R: of being able to phone you and get the stuff
and not because fact it, 99% of the classroom
teachers just don't have the time to do that
kind
- 224 I: No
- 225 R: of running around.
- 226 I: No and it's very difficult as a classroom
teacher to get the time to come down here
and wade through all the stuff on the shelf
when you're hunting for something fairly
specific on math word problems or something
- 227 R: Um hmm
- 228 I: and those of us that are here can virtually
pull it off the shelf blind folded, because
we know where it is
- 229 R: Um hmm
- 230 I: and exactly what it looks like.
- 231 R: Um hmm
- 232 I: So that kind of thing has been really helpful,
I think I've had a lot of good feedback on
people saying it's so nice to have somebody
down there
- 233 R: Uh hmm
- 234 I: to phone
- 235 R: Uh hmm, that can help
- 236 I: Ya, ya

Originally the primary function of the assisting teacher was to help new teachers, but because of declining enrollments few new teachers are hired. Instead, teachers are now placed into situations which are new to them; for example, a teacher may be asked to teach a different subject or grade.

- III 84 I: But we do have a lot of teachers in new kinds of teaching situations, teaching at grade levels they've never taught at before, um teaching content they haven't taught before so there's still the same kind of need, I think, it just has taken a slightly different form. So I think that the first um role if you like, first expectations uh is that these people who are assigned to these positions work uh very closely with those teachers who are in new situations who are trying to cope with something that's different or that they're not feeling comfortable with or even if its something they have been teaching for quite a while but still don't feel like they've got the kind of a handle on it that they'd like to
- 85 R: Uh hum
- 86 I: um I guess my at least my expectation is that they would work very directly with those people in the classroom on a one to one uh basis showing them, demonstrating, giving them feedback, going through supervisory kinds of uh processes with them.
- 87 R: Uh hum
- 88 I: um but really a hands on, practical, roll up your sleeves kind of approach to working with teachers and that's the one that's been hard I think to establish in the district because uh uh it really entails being out in schools with people on site, uh in an open sort of relationship and if people aren't really aware of who those people are and can disassociate them from the evaluative, inspectoral kind of concept, its very hard for them to say hey I would like you to come into my classroom.

Related to working with teachers are three other actions: doing demonstration lessons (N=6), locating and supplying resources (N=5), and visiting classrooms (N=5). The assisting teachers discuss these actions as inter-related. Because these actions are primarily classroom-based, the knowledge derived from teaching experience would be valuable for the assisting teacher to successfully accomplish these tasks.

Working with teachers sometimes entails : doing demonstration lessons and classroom visitations. The purpose of demonstration lessons is primarily to demonstrate the use of materials. Classroom visitations are done to provide teachers with assistance in areas identified by teachers.

- II 25 R: What do you see as the current, as what they do a you know day-to-day basis type of thing
- 26 I: Okay, they spend a lot of time in the classroom, working directly with teachers
- 27 R: Um hmm
- 28 I: and this means assisting the teachers in preparing lessons
- 29 R: Um hmm
- 30 I: Demonstrating, planning units, providing materials, observing, and trying to offer suggestions if there happens to be a problem in terms of student behavior
- \ III 186 I: Uh hum, ya I think so, um that has changed over the years as well, um in the sense that uh (Pause) uh I think now as I said most of the I think more time is being spent now with the teachers in the schools in the classrooms than was in the past, uh so I think that would characterize, that kind of direct contact that demonstrating uh how to do certain kinds of things, giving teachers feedback on things, taking materials to them, and showing them and demonstrating the use of them, um help in taking the part the class I think that there's more of that
- 187 R: Uh hum
- 188 I: happening now than uh than in the past, where in the past I think more time was spent consulting with materials at the centre, uh working on curriculum projects, um developing resource units

Locating and supplying resources includes ordering, advising, evaluating and even developing materials (N=4). These

actions require knowledge of the classroom situation but also knowledge of the materials prescribed or authorized in the curriculum, as well as knowledge of curriculum development, implementation and evaluation.

- V 26 I: Well, uh as an assisting teacher I've been involved in uh (Pause) bringing in new materials, advising people on new materials
- 27 R: Uh humm
- 28 I: demonstrating
- 29 R: Um humm
- 30 I: the use of the materials, there is no curriculum
- 31 R: Um hmm
- 32 I: in learning assistance so there I haven't been involved in curriculum development except for the fact that with the reading programme being implemented last year
- 33 R: Uh hmm
- 34 I: umm the learning assistant has to be aware of the regular curriculum in order to implement their own to supplement it.
- 35 R: Right, the Ginn 720, is that what you're
- 36 I: ya
- 37 R: referring to?
- 38 I: Ya, uh hmm, so I've been involved also as as a teacher done a lot of work on ah in using new materials
- 39 R: Uh hmm
- 40 I: and piloting programmes and things like that
- 41 R: Um hmm Uh hmm You've almost completely answered the first questions which is a nice tie in between one, from one to the other um the current role of the assisting teacher uh could you describe what it is that you do, it doesn't

- V 41 R: necessarily have to be an implementation of a new programme but some of the things you do which assist the L.A.C. teachers in implementation.
- 42 I: Okay, well uh my, L.A.C. is a little different than the regular class because by definition they're supplementing
- 43 R: Um hmm
- 44 I: a programme that a child has in the regular class, in reading generally math sometimes
- 45 R: Um hmm
- 46 I: content areas less frequently uh and as a result of that, there is no standard material and there is no standard curriculum
- 47 R: Um hmm
- 48 I: so I do a lot of work with teachers in assessing where the student is in the standard curriculum
- 49 R: Um hmm
- 50 I: and then finding material and programmes that would be suitable and interesting to the student
- 51 R: Um hmm
- 52 I: depending on interest areas
- 53 R: Um hmm
- 54 I: uh to supplement
- 55 R: Um hmm
- 56 I: what he's doing in the regular programme, so there's a a large component of my work as an assisting is is with dealing with materials
- 57 R: Um hmm
- 58 I: choice of materials, advice to teachers on on what kind of materials to use, supplying the materials,
- 59 R: Um hmm

- V 60 I: and then doing demonstration lessons using them
- 61 R: Um hmm
- 62 I: for recommendations regarding choice of one versus another depending on the students, a lot of programme advice

The other types of actions are identified as in-service/ workshops, meetings with teachers, human relations processes, and helping teachers keep current. These actions take a slightly different slant, in that they may entail working with more than one teacher and may not be conducted in the classroom.

In-service and/or workshop activities are mentioned by five and four people respectively. These two words are used interchangeably, and take place at the professional development centre or in the schools.

- III 189 R: Uh hum
- 190 I: and doing workshops so I think that there's been a slight shift of emphasis over the last few years
- 191 R: Right, instead of it taking place here, its taking place in a classroom more so
- 192 I: That's that's right. I think that uh probably more is taking place in the classroom uh (Pause) I was thinking about in-service in the schools as well I think that there is a reasonable amount of in-service taking place in the schools uh and of course there's still a fair amount of in-service going on right here

The purpose of the in-service activities varies, depending on the need perceived by the classroom teachers and assisting teachers. The perceived role of the assisting teacher is to help classroom teachers in whatever ways they identify. Therefore, the classroom teachers should help identify the purpose

of the in-service activities as it relates to their needs.

One purpose of in-service is to present new materials to the teachers or familiarize teachers with available resources. Another reason is to help teachers adjust to a new teaching situation if they had recently changed their subject area or grade level. Finally, in-service activities are available for teachers to expand their knowledge of the subject area. Whatever the purpose, in-service participation is greatest if it is in conjunction with release time.

- IV 69 I: First of all it doesn't have any pretty pictures, they aren't interested in reading all this print, so you really have to have workshops in conjunction with it.
- 70 R: Okay, and do you find that you have been almost in almost every sec, elementary school working with this or they've been here, or how have you contacted these people
- 71 I: Okay, um mainly through district wide workshops that have taken place here at Schou
- 72 R: Um hmm
- 73 I: and that's been on a voluntary basis, if they want to come that's they're option, also I've had professional uh day workshops in the schools and again that's been at their request
- II 368 I: I don't think so, we've had some people who have transferred from secondary to um elementary and that's part of our in-service program right now and that's part of the role of the assisting teacher to help these people
- IV 82 R: Um, Do you find there is a greater amount of participation with those programs, I mean I mean in conjunction with release time
- 83 I: Oh absolutely um hmmm
- 84 R: So if you had extra funding for that, that would help

- IV 85 I: District professional day had a fantastic turn out but when four o'clock comes around especially elementary teachers, they have so many areas that they have to be concerned with and really not that interested in in coming to a workshop in art and I think art is very very important, I mean let's face it, well 85 per-cent of our knowledge is absorbed visually

The sixth action mentioned by four assisting teachers is meeting with teachers on a more informal basis than through in-service. Its purpose is to provide teachers with a forum for exchanging and sharing ideas, and providing an opportunity for teachers to know other teachers in the district or other districts who work on similar projects. These informal meetings may take place at the professional development centre, or at various schools throughout the district.

- V 74 I: uh there have been in-services provided or developed by people within the district and learning assistance people came or went or whatever just like everyone else and I've moved towards more developing of association of teachers and and getting people together as a group
- 75 R: Um hmm
- 76 I: regularly so that they could have an opportunity to share with each other on an informal a basis as possible
- VI 241 R: Uh, the things that you have done, um that have been useful or successful uh for example, a particular format for a workshop or um developing uh a forum so that people could communicate with each other and exchange ideas or skills or
- 242 I: alright the um, what I found that was an indicator of success was an action also, it is in that point when I came in Burnaby, there was no, teachers do not know each other
- 243 R: Uh hum

VI 244 I: at all, they don't know who was teaching what, who was teaching who or whatever in each school so um the first year what we did it is more or less trying to get to know each other, so each time we met to know who was from where and the format we used was immersion weekends

VI 257 I: other than, other than we it is uh we had a bulletin coming running for awhile then the bulletin died out because of time that's all but we have to replace the bulletin we have the what we call the sharing sessions which everybody brings something that worked a game or a stencil whatever, every month we go from one school to another and we have

258 R: Concentration on the secondary schools or

259 I: both

260 R: four to twelve

261 I: both ya what other things worked also uh we have a lot of ah dinners

In order to work successfully with classroom teachers, interviewees (N=3) highlight the necessity of positive working relationships.

III 269 R: Okay, which also relates to the next one which is the actions so uh the actions that are most useful is basically your abilities or your skills to deal with people

270 I: I think so

271 R: prove your competency

272 I: Uh hum, Uh hum ya I think that um being able to interact with people, interface with people in a way which makes them feel comfortable with you

273 R: Um hum

274 I: uh in a way which instills confidence uh in them for you

275 R: Uh hum

III 276 I: uh um and then once you get beyond that, then I think you can demonstrate your competence in other areas as well, work with them in other ways by demonstrating, by showing, by giving them feedback

IV 196 R: okay um when you're carrying through this job as an assisting teacher, is there one type of action or is there one thing that you do uh that was more successful with your as an assisting teacher for example um did you find that providing in-service was most useful or providing a particular type of booklet was most useful or your classroom visitations were most useful or perhaps you can't narrow it down to one specific thing

197 I: I can't narrow it down to one specific thing I think its a combination of all of those things but I think the most important thing is personal contact

198 R: Um hmm

199 I: so the teachers have confidence in you that they want your services again, that they like you so on, I think thats really important, one to one contact

200 R: Um hmm, so your interpersonal skills are really important

201 I: Um

202 R: have to be developed

203 I: Um hmm

Finally, two assisting teachers state that part of their actions entailed providing teachers with current materials and literature, as well as information regarding trends and conferences in their field. The assisting teacher acts as a resource person.

VI 144 I: well what other actions besides observing, giving demonstrations lesson, training workshop uh also not only that what else that I found very interesting in in that they they like it is keep keeping them aware of what's happening

VI 145 R: Ummm

146 I: throughout the province and in Canada and in the world um in french for example and send them every now and then little bulletins say listen that's what's happening, you can get money if you go there

147 R: Uh hum

148 I: and ah you can get this workshop give them a list of activities sign them on workshops, conferences, books articles and whatever

149 R: A resource person

150 I: uh hum and tell them well that's available it's for you sending them a pile of before summer time like you can have a bursuary if you take such and such a course, you can have this if you can take such and such, helping in their exchange with students there's so many things

151 R: Uh hum

152 I: action, phoning

153 R: It all takes time

In short, the actions required by the assisting teacher consist of working with teachers, doing demonstration lessons, locating and supplying resources, visiting classrooms, doing in-service activities, meeting with teachers, developing human relations and keeping teachers current.

To describe the ideal role of the assisting teacher, these people were asked to describe the actions which may characterize this role. All agree that the ideal actions include what they are doing at present.

II 135 R: If the assisting teachers had absolutely no restrictions on them whatsoever as far as a job description, what would you see as the ideal role of the assisting teacher

- II 136 I: Well, I think that if we're going to call this person an assisting teacher, I think that as the role is defined right now, I think it is it is a good one
- 137 R: Um hmm
- 138 I: Because, you need someone in the classroom who um can work with with their peers
- 139 R: Um hmm
- 140 I: And we're looking at some teachers who require um someone in there for a variety of reasons, perhaps they've changed grades
- 141 R: Um hmm
- 142 I: Perhaps they're coming back to the district after a long period of absences, perhaps they're a person who just haven't been for a long period of time, too effective and perhaps their anxiety has been raised by the principal and the fact that now that they have to seek some changes
- 143 R: Um hmm
- 144 I: and improvement uh in their in their professional development, their own professional development and therefore we have to have a person that is fairly low key and I think that to set up these dynamics of working with those kinds of people who are out there you know by uh in many instances that this is the kind of function that those people are going to do work in the school
- 145 R: Um hmm
- 146 I: Support the school, uh you know help the principal, help the teacher and uh, if you change that then I think you're going to change authority line and then it becomes a different position all together

Most of the people interviewed (N=6) did suggest a modification in terms of time. They would do the same kinds of things, but with more time.

III 280 I: ... to the ideal um there's never enough time of course you know and the uh reason that we don't reach ideal is largely because uh the limitations of time and the people and that's a reality that we just have to deal with that's all and except that, um but in my concept of the ideal would be that these people are working um face to face, hand to hand with people and trying to do the kinds of things they're trying to do in the schools, ...

At present, assisting teacher positions are one year appointments. The assisting teachers agree however, that a two to three year appointment would be more advantageous for the assisting teacher and classroom teachers because it would provide better continuity of programmes over the years.

I 156 I: Ya, ya, I believe so, I think they're going to have the position next year but uh I think it should be so that you have some uh idea of continuity it should be at least two years so that you can set up ideas for next year, there's got to be continuity.

In one year, the assisting teachers could set the groundwork; classroom teachers could come to know and trust the assisting teachers. In addition, programmes or activities introduced during the first year are only in their beginning stages of implementation. Therefore, if the programmes are to have any continuity, it is important that the appointments should be longer than one year.

IV 215 I: ... but there should be one person so that there's continuity established

216 R: Um hmm

217 I: so you can establish these personal contacts, so you can carry them over, so some significant change can come about, that would be the first thing I'd do

218 R: No one on a year appointment

- IV 219 I: I think a one year appointment is um (giggle)
I think you know, it takes one year to
establish the personal contacts, to get
programmes started and um you need, you need
a longer period of time

One assisting teacher summarizes the value of an appointment being longer than one year in the following way:

- V 237 R: Um hmm, Okay, you've described a lot about
what you see your role is currently, the actual
day-to-day, week-to-week type things you do,
the uh resources you draw upon and what not and
obviously you're restricted by a job descrip-
tion and things like that, take away all the
restrictions, what would you see your ideal
role, if you could do whatever you wanted uh
without any restrictions, what would you do
if you could define your uh assisting teacher
role or is it what you do?
- 238 I: Uh, a lot of it would be what I do with a lot
more time to do it in.
- 239 R: Um hmm
- 240 I: I think there's a crying need for in-servicing
and awareness building at the secondary level
- 241 R: Um hmm
- 242 I: that somebody needs to do and I can see it
being within the realm of a learning assistance
assisting teacher um I would like to maybe
change the title because learning assistance,
if they don't have it in their school, they
don't think it's relevant
- 243 R: Um hmm
- 244 I: and if you did something with people teaching
modified programmes, there's hundreds of them
out there,
- 245 R: Um hmm
- 246 I: and then they would see it as relevant um and
it it is, I think that basically it's a time
constraint, a lot of the things that are
happening now, the materials advice and the
in-servicing are really good and I think
valuable to the district

- V 247 R: Um hmm
- 248 I: um the time to do it at a broader spectrum is just not there.
- 249 R: So you would like to see your position full time for one thing,
- 250 I: Uh hum um hmm
- 251 R: and longer than a year?
- 252 I: Yes, definitely um
- 253 R: Do you find that
- 254 I: a one year posting for virtually any of the assisting teachers, you've just begun to develop the trust of the teachers and your own knowledge of the materials and and the workings of the system
- 255 R: Um hmm
- 256 I: at the end of one year you can see the direction you need to go
- 257 R: Um hmm
- 258 I: you can see where the weaknesses are and what needs to be filled and after just one year (Pause) it's kind of a waste to throw that finger on things that you've finally developed that's taken all year and give it to somebody else to fight the same battle.

TABLE I

Role as Specified by
Assisting Teachers

ACTUAL KNOWLEDGE DERIVED FROM:	ACTUAL ACTION INCLUDED:
<p>Teaching experience (N=7)</p> <p>Academic background (N=6)</p> <p>Human Relations (N=6)</p> <p>Curriculum (N=4)</p> <p>Functioning of School Board (N=3)</p> <p>Currency in field (N=2)</p>	<p>Working with teachers (N=7)</p> <p>Doing demonstration lessons (N=6)</p> <p>Locating and supplying resources (N=5)</p> <p>Classroom visitations (N=5)</p> <p>In-service (N=5)</p> <p>Meeting with teachers (N=4)</p> <p>Supervisory/human relations processes (N=3)</p> <p>Keeping current (N=2)</p>
IDEAL KNOWLEDGE DERIVED FROM:	IDEAL ACTION INCLUDED:
<p>Same as actual (N=6)</p> <p>Teaching experience (kindergarten to grade twelve) (N=2)</p>	<p>Same as actual (N=7)</p>

Differences between actual and ideal. The differences between the actual and ideal are slight. As previously mentioned, the suggested changes in knowledge are two-fold. First, if the assisting teacher is expected to work with teachers from kindergarten to grade twelve, then ideally the assisting teacher should have taught that spectrum. Second, more university course work in the general area of curriculum development, implementation and evaluation would provide ideal background knowledge for the assisting teacher. There are no reasons given as to why this has not been actualized. In terms of action, there are no suggested changes except that some assisting teachers would like to have more than one year to do these actions. The reasons given relate to the school board and will be discussed in detail later in this section.

Assisting teachers, when describing their perceptions of the ideal role, identify three major differences from their description of their actual role: supportive versus leadership; assistant versus consultant; and permanent versus temporary.

One person mentions that ideally the role should be less of a support role and more of a leadership role. She feels this is necessary for two reasons. First, some teachers see the need for more leadership. Second, as a leader the assisting teacher would feel more comfortable going into the teacher's classroom.

Two assisting teachers mention that the name "assisting teacher" should be changed to consultant, supervisor or co-ordinator. They feel that a change in name would again denote a position which carries more authority.

- I 303 R: Okay super um (Pause) say just say there were no job description and there was no one telling you what you had what you should or should not do - your job is without restrictions
- 304 I: Humm Humm
- 305 R: What would be the ideal role of the assisting teacher?
- 306 I: (Pause) oh that's a difficult question
- 307 R: If you didn't have anybody telling you that this is the way normally assisting teachers in E.S.L. work,
- 308 I: Um hmm
- 309 R: if you could just do what you had gut reactions or experience or whatever work the best or do you do that
- 310 I: I think I would probably be less of a supportive role and more of uh a leader role
- 311 R: Um hmm
- 312 I: I think I find that a bit of a disadvantage a conflict and people may be looking to you as a bit of a leader but then administration's saying well you're really not, you're supportive and you shouldn't be focussing on yourself
- 313 R: Um hmm
- 314 I: Which I sort of get from here and there
- 315 R: Um hmm Um hmm
- 316 I: You're completely supportive, you're on the same level as the teachers and you're not paid anymore
- 317 R: Um hmm
- 318 I: Whereas teachers are looking for you as a bit of a leadership so I see a bit of a conflict I think I would rather be um in other districts they're called supervisors, or consultants or co-ordinators or whatever
- 319 R: Um hmm
- 320 I: and you've got a bit more of a handle on things

- I 321 R: Um and a bit more cloat
- 322 I: Yes, to, to, a bit more power
- 323 R: to implement some of the things or to do some of the things you want
- 324 I: Yes, yes and be able to go and say you know to be able to feel more comfortable going into classrooms and say I'm here because I want to see what you're doing

One person believes that the position should be permanent, but reviewed each year. The reason given is that the value of the position would be enhanced if teachers knew that the position was to continue from one year to the next. It is felt, therefore, that more significant change could come about.

- IV 242 R: Okay um so basically you're saying that if you could change it you'd expand the appointment to up to three years, do you think that should be the maximum
- 243 I: I, I a continuing appointment with reviewed every three years, like right now uh the policy is its a one year appointment, two years, well you know definitely after two years let's get some fresh people, I would change that whole concept and make it uh a continuing appointment but review it all the time, put your reports in make sure that you have the support, make sure you're being effective, in other words you know, you can um um be removed of that position if you're not effective
- 244 R: Um hmm, if you feel you need a change
- 245 I: Exactly or whatever, ya right

These perceptions of the ideal role, however, are in opposition to the actual role. If the suggested changes are actualized then the role of the assisting teacher would no longer be supportive and would become more evaluative.

The assisting teachers have been asked to account for the differences between the actual and ideal role. Even though

three emphasize that the actual is ideal, all gave reasons for the differences. The impediments to actualization, as listed by the assisting teachers, relate to the school board, the teachers and the public.

The school board is most often cited as the reason for the differences between the ideal and actual. The assisting teachers list monetary constraints, declining enrollment, assignment of positions, and length of assignment as the main reasons for the differences.

Monetary constraints relate to declining enrollments. This affects the number of assisting teacher positions as well as the fact that the positions are appointed for one year. Because Burnaby has a limited budget and has a declining enrollment, there has been some decrease in the scope of programmes offered. The assisting teachers (N=6) state that the reason why their positions are one year appointments is because the School Board must allocate the funds in order to keep as many programmes as possible.

When a need exists for an assisting teacher in a particular subject area, a position is formed for one year to meet that need. If the assisting teacher positions are more than one year appointments, then fewer subject areas can be represented by an assisting teacher. Basically, if Burnaby is not restricted by declining enrollment and a limited budget, there would be more assisting teachers and for longer periods of time. But because these facts do exist, the assisting teacher positions must be developed according to the perceived needs of the district.

- II 98 I: there are sometimes and I think everybody understands in our district how assisting teachers are I don't know are assigned is really based on priorities and needs
- 99 R: Um hmm
- 100 I: and I think some people realize yes math was a particular need in 1977 or whatever
- 101 R: Um hmm
- 102 I: When they had a new curriculum in math and we had a math person for a couple of years and um things were done in terms of in-service and materials, all those kinds of things that we work on for uh successful implementation
- 103 R: Um hmm
- 104 I: and then following that one realizes well yes there's now coming on board there's language arts so obviously there has to be a new focus
- 105 R: Um hmm
- 106 I: or there's English coming on in secondary
- 107 R: Um hmm
- 108 I: or whatever and so people I think understand that that's how we operate in our district that there are some roles that seem to continue because there are a real need base there, but there are other roles uh where it seems to be at a time where and we have to look at what uh curriculum is new, you know being adopted from the Ministry of Education and address those kind of needs
- 109 R: Um hmm
- 110 I: And um it would be ridiculous to carry on in math if we have a new programme in socials and english and not addressing those kinds of needs
- 111 R: Um hmm, so its mainly uh assignment by need

These factors interplay and result in one year appointments for the assisting teacher positions. One assisting teacher

summarizes this point when she states:

IV 316 R: Um Hmm okay um basically the difference between your actual and your ideal is time spent

317 I: Um hmm

318 R: as far as not having one year appointments

319 I: Ya, continuity ya that's right

320 R: Um hmm so how do you account for this, is it mainly the fact that that the money isn't available to to carry these positions through or that everybody wants a little piece of the pie and art can't have it every year or

321 I: there isn't the money, everybody wants a piece of the pie that's right and just the politics of the situation

327 I: Uh Coquitlam has been reviewing the situation, the same person's going in for the third year um (Pause) I you know I guess probably the most important thing is the declining enrollment here and uh that has a large bearing

328 R: Um hmm

329 I: and uh, just the sheer politics, I guess people don't feel that its you know its that important

330 R: Um Hmm okay any other reasons why, perhaps, there are differences that you can think of between your view of the actual and your view of the ideal, basically it it can be summarized as politics

331 I: Uh, not it can't be summarized as politics

332 R: Okay

333 I: it can be summarized as declining enrollment, it can be summarized as politics, budgeting, uh um uh other people feeling that they should have you know the same type of representation, all those factors

334 R: Um hmm, they all come into consideration

It also has been suggested that some teachers are reluctant to change (N=1) and therefore are not motivated to seek out assistance to help them actualize the change (N=1). If people are more willing to accept change and new ideas, including the assisting teachers, more change could come about and at a faster pace. One interviewee mentions that many people are more comfortable with keeping things as they are and therefore new things are not tried. This interviewee states:

III 420 I: and it has to do with the whole business of change as well that, um um I don't think we are by nature, we don't seem to be by nature let's put it that way

421 R: Uh hum

422 I: risk takers

423 R: Uh hum

424 I: um we tend to we we have developed a competence and an expertise in a particular area and we derive a lot of self-satisfaction um we derive a lot of positive feedback from our expertise in that particular area and I think there's a hesitancy on the part of many people to venture out

425 R: Uh hum

426 I: from that to try new kinds of things, for fear that I'm going to be giving up the basis of satisfaction for one which might result in a lot of negative feedback

427 R: Uh hum

428 I: and um that's a that's a tough one to deal with in education, to get people to take those kinds of risks uh the leaps of faith

429 R: Uh hum

430 I: as a friend of mine refers to them, uh to just try on your behaviors and try and give up that old traditional role and try on some new kinds of things

III 431 R: Uh hum

432 I: and experiment with them, but uh that's one of the hurdles and the other hurdle is to have people in the system or outside of the system recognize that that other role that your experimenting with or trying to take on, is a legitimate and valid one

433 R: Uh hum

434 I: and you have to deal with that so on the one hand your dealing with your own self-esteem and on the other you're dealing with uh other people's perceptions of, you know, what is that, what are you doing and you know and how does that fit into the context of education, I don't understand how that fits in the context of education and teaching

435 R: Uh hum

436 I: and therefore its not valid and how do you deal with that as well

It has also been mentioned (N=2) that the public's perceptions of education have impeded the actualization of the ideal role of the assisting teacher. One person states that the public is "tradition-bound" and therefore "... is as big a constraint on the differences between the actual and the ideal as um as some of the monitary kinds of constraints" (III: 406).

It seems that the assisting teachers accounted for the differences between the actual and ideal by identifying impediments such as the school board, the teachers, and the public. These impediments are external to their position and beyond their control. It is interesting to note that none of the interviewees accounted for the differences between their actual and ideal role by identifying a lack on their part in terms of knowledge and action.

Criteria to judge success. In order to determine how assisting teachers judge the success of their role, they have been asked to describe the criteria that they use. Assisting teachers mention five devices that they use to evaluate their success. These devices include request for materials and assistance, teacher feedback, evidence of visible change, degree of teacher openness and the extent to which objectives are met.

The assisting teachers mainly judge their success by the number of requests from teachers for materials and assistance (N=5). That is, if teachers request more materials or more assistance, and the services of the assisting teacher are in demand, then that indicates to the assisting teachers that they have been helpful or successful.

III 234 I: and what they're saying to me and um uh that kind of feedback, um I guess its also determined with an assisting teacher, its determined to a large extent by uh how much in demand I am (Giggle)

235 R: (Giggle)

236 I: and if I'm busy

237 R: then you know you're doing a good job

238 I: then I must be doing something right if a lot of people are calling for my service or contacting me about whatever, then uh that's probably an indicator of

239 R: Uh hum

240 I: of success.

The number of requests for the assisting teacher's services

relates directly to another criterion used in judging success. This is teacher feedback (N=5). If teachers request further assistance by the assisting teacher, then the assisting teacher has an indication that the type of assistance given was in fact appropriate and relevant. Feedback and requests by teachers interrelate.

- IV 172 R: Um hmm so uh okay um the next one uh, how do you judge the success of your role, by that I mean is there some criteria that you use to know or to judge whether you have been successful either uh teacher feedback for example would be one aspect
- 173 I: Uh hmm
- 174 R: that would tell you whether in fact what you did was positively received or you know is there some criteria that you use to judge your success
- 175 I: Ya I think teacher feedback is really important whether it's verbal or in letters, I have a lot of letters, a lot of verbal feedback also I think requesting my services again um how many times am I asked to go back into that classroom
- 176 R: Um hmm
- 177 I: are they requesting more literature, um do they seem to uh feel that its important to you know a meaningful programme, um the professional association, the Burnaby Art Teachers association how supportive have they been and um and all that is important in evaluating a successful programme, what's happening

Three assisting teachers said that they judge their success if there is visible evidence in the classroom that the teacher is attempting to actualize the suggestions made by the assisting teacher. The fact that there is a visible change in the classroom indicates to the assisting teacher that they have

been of value.

IV 179 I: and also going back into the classroom and saw something happening and yes there are changes coming about

180 R: Um hmm, when you visit the next time you can see

181 I: Ya right

182 R: what you have suggested is in fact in effect

183 I: exactly ya

Two assisting teachers mention that they can judge their success by the attitudes of the teachers. As the assisting teacher develops a positive rapport with the teachers, the teachers become more open and honest and begin to discuss their problems and areas of weakness. This is perceived as being an indicator of success.

VI 203 R: Okay, now obviously there are things that you do that are really successful and things you do that sometimes thought would catch and light up people and they don't, what criteria do you use to judge whether you are or not successful with what you're doing?

204 I: The success right, how do I judge the success? Um

205 R: What criteria do you use for example do teacher give you feedback on what they found successful or

206 I: yes they do yes uh that's one of the first indicator is that teachers do get in touch with you

207 R: Uh hum

208 I: and do eventually talk about their real problems and where are the weaknesses and their strength and everything cause I guess at the beginning their just telling low superficial stuff

209 R: Uh hmm

- VI 210 I: and as you get to know them more and more and they know the way you behave whatever, well then they can come to you and say well listen um I don't really do that in my class so that's the first sign of the that they would like you there

These above four criteria are summarized by one assisting teacher in the following segment. The summary indicates how closely the criteria interrelate.

- V 177 R: Um hmm, Okay, the next question is, basically you've described a lot of things that you do, how do you judge, by what criteria do you judge whether their successful or not, for example, do teachers phone up and say that worked, it was great, thanks a lot, do you get feedback from people, do you get reinforcement that you're going along the right vein or is there some mechanism or something you've developed with the teachers you work with, in order to be able to judge the success of what you're doing?
- 178 I: Um I think basically informally
- 179 R: Um hmm
- 180 I: people will phone and ask for more of something
- 181 R: Um hmm
- 182 I: partially it's, um you see people opening more and more to you as you provide something and they feel comfortable with it and it works for them and they ask for two more things and then you get so you're in the school once a week
- 183 R: Um hmm
- 184 I: bringing them something, so just that growth from the very first thing was a hesitant phone call, to them not being surprised when you're dropping in once a week
- 185 R: Um hmm
- 186 I: saying you know bringing something, delivering something, just that openness

V 187 R: Um hmm

188 I: to ask for help and to accept help when it comes, is is one thing that you can see that you are having an influence

189 R: Um hmm

190 I: um I get regular feedback at learning assistance meetings from teachers, we do evaluations of the in-service and I'm in the process of developing an evaluation thing for the end of the year for our last meeting that I'm going to ask them to, a combination, how did you like the topics, how did you like the structure, how did you like what you were asked to do, because a lot of them were asked to contribute a piece of an in-service um and where do we go from here, some needs assessment as to what direction to take next year assuming there's someone in the position that's able to carry through, I would like to leave them some direction

191 R: Um hmm

192 I: that the association would like to go

193 R: Um

194 I: so those, that one sort of formal way, basically informal, teachers responding to you

One interviewee feels that some assisting teachers judge their success by the extent to which their objectives are met. When an assisting teacher reflects back on their years work, he/she feels that he/she judges success by determining whether or not he/she has achieved the objectives that were set for that year.

III 224 I: When you're working with people on a one to one basis or a small group basis, its its more difficult to do that and I think that um I guess we all judge our success by the kind of feedback that we do get from people um by the extent of which that the objectives we set for ourself are in fact achieved and uh I think that everybody has some kinds of objectives in mind

III 225 R: Uh hum

226 I: of what they would like to accomplish

227 R: Uh hum

228 I: for their year, um with some those are fairly clearly articulated objectives and with others there kinds of, they carry them around in their head

232 I: so I think that um (Pause) its a, its a subjective assessment of success I think um and its based pretty much on feedback from other people, um its based on internal feedback that I give myself as to whether or not I have met my objectives or, if I've fallen short of my objectives or I've exceeded them um and it's based on feedback from my colleagues as well, not the ones that I'm working with out in the system, but the ones that I'm working with, you know, uh in the centre here

In summary, the assisting teachers seem to judge their success mostly on a subjective basis. The criteria they use includes the number of teacher requests, teacher feedback, visible change, development of teacher openness and the extent to which objectives have been met. However, these criteria seem to relate to day-to-day situational occurrences. The assisting teachers, however, did not indicate how these criteria relate to judging the success of their role in helping the classroom teachers with implementation.

Department Heads

To obtain the teachers' perceptions of the ideal role of the assisting teacher, eight secondary social studies department heads have been interviewed. This took place at a department head meeting, where they were asked to complete a group

interview schedule. They outlined their view of full implementation, perceptions of the assisting teacher's ideal role and the criteria used to judge the success of implementation.

View of Full Implementation. The secondary department heads have been asked to give their perception of what "full" implementation of the proposed social studies curriculum would mean. This has been done to elicit their definition of implementation and therefore to determine the implied role of the assisting teacher in implementation.

Generally, the responses of the department heads can be grouped into three categories. These are the implementation of the curriculum as it relates to 1) the classroom teacher, 2) the school board, and 3) the Ministry of Education.

In regard to the classroom teacher, all eight department heads agree that full implementation will take place when the classroom teachers are in compliance with the curriculum guide. Specifically this involves the scope and sequence of the content (N=4). For full implementation, teachers also may have to modify their teaching style to fit the new curriculum (N=3). One department head feels:

- I I guess it really means that there are more changes than just the "content" that is being taught but also that teaching styles change. If that doesn't happen, kids will continue to be turned off S.S. as well as being uninformed.

Another aspect of full implementation is the curriculum's philosophy, objectives/goals and skills (N=2). It has been suggested that these should be "evident" in teachers' teaching

and students' results.

It also has been suggested that full implementation means that teachers follow the time parameters that have been suggested in the curriculum guide (N=2). For example, if the course outline for a particular grade includes four sections, each encompassing twenty-five per cent of the course, then the teachers should be fulfilling the requirements for that section within twenty-five per cent of the hours allotted for in their course. If this does not take place it is reasonable to assume that parts of the content may not be covered.

Two people mention that full implementation means the classroom teacher feels comfortable in using the new materials. It is suggested that this would indicate "acceptance of the new curriculum by use of materials".

Two department heads mention that full implementation is not solely the responsibility of the classroom teacher, but also the responsibility of the school board. This responsibility is seen in terms of financial support and co-ordination of programmes. Financial support would assist implementation because the required materials can then be purchased and made available in sufficient quantities. Co-ordination of programmes by the school board is seen as necessary so that elementary, junior and senior secondary teachers are provided with a programme which is consistent throughout the district, both within grade levels and among grade levels. Full implementation would mean involvement on the part of the Ministry of Education as well (N=1). The curriculum may require review and revision in order to facilitate full implementation

and therefore the Ministry of Education should require continuous feedback from assisting teachers concerning the successes and failures of the new curriculum.

The department heads seem to use a variety of meanings for the term full implementation. This seems to indicate that they are not clear nor consistent in their concept of implementation. This has definite implications for the role of the assisting teacher because implementation is difficult to facilitate on a district-wide basis unless a clear and consistent view of implementation is identified.

In summary, department heads seem to agree that full implementation means that the new curriculum is taught at all grade levels. Though mainly the responsibility of classroom teachers, full implementation requires involvement by the school board and the Ministry of Education.

Ideal Role of Assisting Teachers. Department heads suggest that ideally the primary role of the assisting teacher should be as a resource person for the classroom teacher. More specifically, this ideal role can be described by outlining the department heads' perception of the knowledge and actions required by assisting teachers. Knowledge of the curriculum, all department heads agree, would be the most crucial (N=8). New or modified teaching strategies suggested in the curriculum (N=8) appear to be the most important for the department heads. A knowledge of the materials (print and audio-visual) prescribed by the curriculum is also deemed necessary (N=6). This

includes a familiarity with how to get the materials. Knowledge is also seen as an understanding of the scope and sequence of the curriculum content (N=4). In addition, one department head sees knowledge of the curriculum as including an ability to plan teaching units which compliment or supplement the curriculum, as well as an understanding of the philosophy, goals, skills and evaluation methods of the curriculum.

Besides knowledge of the curriculum, the department heads see knowledge acquired from classroom experience as important. This includes experience in teaching social studies as well as other subject areas and experience at a variety of grade levels (N=8). Two department heads feel that a minimum number of years of successful teaching experience (five or ten years) be required.

An academic background in the social sciences is seen as preferable over a background in history or geography (N=6). Knowledge obtained from other academic course work such as curriculum development or learning theory is also seen as beneficial. Experience in curriculum development, curriculum design and implementation (N=4) is also seen as important for the assisting teacher.

Knowledge of and the ability to conduct in-service programmes is further mentioned as useful (N=8).

An understanding of political processes of the school board is seen as helpful because it facilitates the acquiring of the resources necessary to implement the curriculum (N=3).

This knowledge would help the assisting teacher to lobby for funds required to bring in new curriculum.

Finally, the assisting teacher may have to have knowledge of human relation skills (N=2). This would help the assisting teacher to work, not only with classroom teachers, but also with school board officials.

In summary, the department heads state five types of knowledge which should characterize the role of the assisting teacher. These include knowledge of the curriculum, classroom experience, academic background, an understanding of local political processes, and human relation skills.

Action is considered to be as important as knowledge by the department heads for the assisting teacher to facilitate implementation. The secondary social studies department heads have identified eight types of ideal actions which should characterize that role.

The major emphasis suggested by the department heads relates to working with teachers (N=8). Department heads see this action as visiting schools to provide visible teacher support (N=5). Eight see another action as related to dealing with the materials required by the curriculum for implementation. The actions that relate to materials for the assisting teacher are familiarizing themselves with the materials, introducing the materials to department heads and classroom teachers, making the materials available prior to implementation, determining which materials presently in use are still appropriate, finding supplementary materials, developing materials which may not be

available but are required, providing an appropriate bibliography of materials and providing locally developed materials. Because of the emphasis placed on materials, it seems that the department heads perceived the curriculum as primarily being in terms of materials.

Six department heads identify actions required by the assisting teacher as related to modifying teaching strategies. In particular, it is suggested that the assisting teacher may need to help classroom teachers modify their teaching strategies in order to be able to implement the new curriculum. Although there is consensus that teachers may have to modify their strategies, there is no consensus as to the degree of change that may be required.

The assisting teacher may be involved in familiarizing the teachers with the various parts of the curriculum document such as the philosophy, goals, content, skills and evaluation (N=4). It seems that the department heads expect this to take place prior to implementation and to be given less emphasis than familiarizing teachers with new materials and teaching strategies.

To familiarize the classroom teachers with the proposed curriculum, the department heads all agree that the most useful forum would be "workshops". Workshops, in-service activities and professional development opportunities have been used interchangeably by the department heads. These workshops should begin prior to implementation. One department head emphasizes this in the following passage:

- II When the new curriculum arrives teachers will be in receptive mood for workshops, etc. It is absolutely crucial for the workshops, new teaching materials, etc. to be prepared ahead of time. A team of assisting teachers should be given at least six months to prepare for the new curriculum.

The purpose for workshops is made less clear. It is interesting to note that all the department heads emphasize the need for workshops but only two people give any indication as to what the workshops are intended to accomplish. One person mentions that they may be used to change teaching methods and another suggests that the workshops could be held to assist teachers with new content areas.

Another suggested forum is meetings with department heads and the social study staff (N=3). The purpose is to co-ordinate the junior and senior secondary teachers so as to bring greater consistency between the two levels. One person has indicated that the most useful action of the assisting teacher would be to strike a committee to develop a curriculum which is considered to be implementable. This "mutual adaptation" (Fullan: 1979), approach is thought to be the only possible method for implementation to take place.

- IV Being serious but facetious - a new curriculum committee struck with majority representation of current social studies teachers that could come up with a curriculum that is new and progressive but something that most teachers can live with. I fear the present proposal is going to be bastardized severely throughout the province and little conformity from school to school or district to district will occur for the first few years after implimentation (sic) occurs.

Four department heads have expressed a concern for insufficient funds. Therefore, the assisting teacher may be

involved in lobbying the school board for funds for materials, for social studies markers, and for teacher release time.

The assisting teacher may also be involved with other school districts to share and exchange ideas and personnel to facilitate implementation (N=2).

In summary, the department heads suggest several actions for assisting teachers which are oriented around working with teachers to familiarize them with the curriculum. These include working with new materials, introducing new teaching strategies, providing appropriate forums, lobbying the school board for funds, and visiting other school boards for additional ideas. Department heads expect the assisting teacher to be active in implementation.

TABLE 2

Ideal Role as Specified by
Department Heads

IDEAL KNOWLEDGE INCLUDES:	IDEAL ACTIONS INCLUDES:
<p>Knowledge of curriculum (N=8)</p> <p>Classroom experience (N=8)</p> <p>Academic background (N=6)</p> <p>Functioning of School Board (N=3)</p> <p>Human relations (N=2)</p>	<p>Working with teachers (N=8)</p> <p>Familiarizing teachers with new curriculum (N=8)</p> <p>Providing workshops (N=8)</p> <p>Organizing and attend meetings (N=8)</p> <p>Lobbying for funds (N=3)</p> <p>Visiting other school districts (N=2)</p>

Criteria to Judge Success of Implementation. The department heads have been asked to describe criteria that they would use to judge whether or not the new curriculum has been implemented. This question also suggests their perceptions of an appropriate implementation strategy for Burnaby.

The most common criterion (N=4) is tests. Diagnostic tests may be given to students as they enter secondary school (N=2). This would determine whether students have acquired the knowledge and whether teachers have been teaching what is specified in the curriculum. Also, it is suggested (N=1) that tests should be cross-grade and/or cross-district.

One person mentions that student/teacher feedback could be used to judge the success of implementation. However, no indication is given as to how or why this would be done.

Success of implementation can be judged if teachers make use of the suggestions in the curriculum guide. This indicates that teachers have truly accepted the new curriculum as being valid (N=3). Teachers may have to modify their teaching strategies to those suggested in the curriculum in order to implement the curriculum.

- IV. Whether or not the curriculum was accepted by the overwhelming majority of teachers in B.C., and taught in a method that could achieve the goals and learning outcomes desired, i.e. the new curriculum would be seen by most as an improvement, as logical and not just a change that has to be dealt with - one in which, a teacher just does the same old things in a slightly different arrangement or sequence.

Further, implementation may be facilitated if teachers are not only using the materials prescribed but also using them in the suggested manner.

- II The new curriculum materials must be used by teachers and each teacher's teaching should shift in the direction of the new curriculum teaching methodology (note: shift not move completely; there are many excellent teachers in the district who have adopted a teaching style that suits them personally; there is no evidence that the "new" methodology is better than what they are doing now).

One person mentions that success of implementation could be judged by examining course outlines which have been developed at the school and then the district level. If consensus is reached among the teachers as to the outlines, and these outlines in turn complied with the curriculum guide, then that would enhance implementation.

Finally, one person mentions that implementation could be judged by "observation". However, no indication is given as to what would be observed or by whom.

The information derived from the department heads indicates a lack of consistency in the criteria that would be used to judge the success of implementation. By examining their responses, it seems that they lacked clarity in their definition of implementation strategy. This has direct implication for the assisting teacher in terms of knowledge and action. It would be advantageous if the assisting teacher had a clear view of implementation as well as understood the school district's philosophy in relation to an implementation strategy, and therefore, criteria to judge success. This knowledge may help the assisting teacher in planning in-service activities for the teachers in the school district.

Job Description

Assisting teachers do not always have a public job description. In September, 1980, a job specification for the assisting teacher was drafted by some of the personnel at the professional development centre (Schou Education Centre), but it has not been revised or become an official document.

The purpose of including this job description in the district context is to determine the district's perception of the ideal role of the assisting teacher.

Role Perception. The role is primarily to assist classroom teachers in two ways: to provide instructional assistance, and to implement in-service education.

Knowledge and Action. The minimum qualifications for assisting teachers relates closely to that described by the assisting teachers themselves. The knowledge specified in the job description includes teaching experience, knowledge of curriculum, skill in human relations and educational background.

The assisting teacher is expected to possess knowledge of curriculum, but it is not clear whether this relates to a particular grade level or subject area, or curriculum in a general sense. Both types of knowledge may be an asset to an assisting teacher.

Human relation skills are valuable when working with classroom teachers, principals, and school board officials.

Knowledge derived from educational background is also expected. There is no indication as to the minimum requirements, but only that the education should be appropriate to the assisting

teacher position.

The actions include being a resource person in relation to materials, explaining and demonstrating instructional methods, working with locally developed programmes, informing staff of curriculum revisions, conducting and assisting with professional development activities, retraining of teachers, keeping current in terms of new materials and instructional methods, and attending and assisting with committees which relate to the assisting teacher.

Some classroom teachers may wish to implement locally developed programmes. The assisting teacher may provide assistance in designing, developing and implementing these programmes.

The assisting teacher may be requested to provide professional development activities. The purpose of the activities is identified by the classroom teachers and may include orientation to curricular changes, presentation of new materials, demonstration of different instructional methods or presentation of current literature.

If teachers change their teaching assignment either by grade level or subject area, these teachers may require some retraining in order to adapt to this new situation. The assisting teacher, may be requested to provide assistance to these teachers to facilitate an easier transition.

In conclusion, the actions required by the assisting teacher are generally oriented around providing assistance to the classroom teacher. It is suggested however, that the actions of the assisting teacher should be identified and requested by

the classroom teacher.

The assisting teacher positions have been developed to aid classroom teachers and the assignment of an assisting teacher to a particular subject area seems to parallel the implementation of new curriculum. Therefore, the district perceives the assisting teacher as being a facilitator of implementation.

TABLE 3

Ideal Role as Specified by the
Job Description

IDEAL KNOWLEDGE INCLUDES:	IDEAL ACTION INCLUDES:
<p>Teaching experience</p> <p>Knowledge of curriculum</p> <p>Human relations</p> <p>Educational background</p>	<p>Working with materials</p> <p>Explaining/demonstrating instructional methods</p> <p>Working with locally developed programmes</p> <p>Informing staff of curriculum revisions</p> <p>Conducting and assisting with professional development activities</p> <p>Retraining teachers</p> <p>Keeping current on new materials and instructional methods</p>

Implied Role

The context of the school district provides information on expectations of the role of the assisting teacher in implementation, definitions of implementation, and perceived needs of various groups. These expectations, definitions, and perceived needs have implications for role definition. Extrapolated from the district context are some generalizations which can be used when defining an implementation role. From these generalizations, key questions arise around which the assisting teachers' knowledge and action can be focused for facilitating implementation. The key questions are not knowledge or action specific but interrelate.

Generalization 1. People perceive teaching experience as an essential prerequisite to the assisting teacher position because their focus of implementation is on the classroom teacher and their notion of implementation is classroom based.

- i How can the assisting teacher use the knowledge derived from teaching experience to plan and conduct relevant in-service activities?
- ii How can the assisting teacher use the knowledge derived from teaching experience to help teachers in the classroom?
- iii What actions of the assisting teacher would best display their sensitivity to the classroom situation?

- iv How can the assisting teacher work with classroom teachers on reviewing and revising curriculum to satisfy their needs?

Generalization 2. People perceive the knowledge of the curriculum as important.

- i What is innovative between the present and proposed curricula?
- ii What does the innovation imply for student learning?
- iii What does the innovation imply for teacher learning?
- iv What can the assisting teacher do to facilitate adult learning?
- v What forum would best facilitate adult learning?
- vi What are the identified needs of the teachers in relation to the implementation of the innovation?
- vii How can the assisting teacher use the knowledge of the curriculum in planning and implementing in-service activities?
- viii How do teachers define full implementation and what does this imply for the knowledge necessary and actions required by the assisting teacher?

Generalization 3. Peoples' perception of curriculum is materials based and therefore, their notion of implementation hinges on the

availability and usefulness of materials.

- i What knowledge of materials is required by the assisting teacher?
- ii What materials are presently available within the school district?
- iii How is distribution of materials handled within the school district and how can the assisting teacher facilitate distribution?
- iv How can supplementary materials be acquired?
- v What new materials are required to implement the curriculum?
- vi How can the assisting teacher facilitate introduction and familiarization with the new materials for the classroom teacher?
- vii How can the assisting teacher use materials in planning and implementing in-service activities?
- viii How can materials be modified in order to fit the district context?

Generalization 4. People perceive human relation skills as integral to implementation.

- i What does the assisting teacher need to know about the teaching staff in the district and how can this knowledge enable the assisting teacher to work better with teachers?
- ii What human relation skills are required by the assisting teacher to work with school board personnel?

Generalization 5. Academic background in curriculum development, evaluation and implementation is perceived as an attribute to facilitate implementation.

- i How can this knowledge be used to facilitate the development of materials and course outlines?
- ii How can theoretical knowledge be used in planning and conducting in-service programmes?

Generalization 6. Definitions of implementation are vague, and notions of implementation strategies are inconsistent and varied.

- i How can the assisting teacher facilitate implementation by clarifying meanings of implementation?
- ii How can a consistent notion of implementation strategies facilitate implementation on a district basis?
- iii What implementation strategies are consistent with the curriculum and the school district?
- iv How can knowledge of people's perceptions regarding the meaning of implementation be used to define the actions of the assisting teacher?

Generalization 7. Criteria used to judge success in implementation are situational and lack consistency.

- i How can the knowledge of the school district help the assisting teacher establish criteria to judge implementation?

- ii What types of knowledge would the assisting teacher need to know to judge the success of implementation?
- iii How can the assisting teacher use this knowledge in planning and conducting in-service activities?
- iv How can the assisting teachers' actions clarify the classroom teachers' view of implementation?
- v How can the actions of the assisting teacher help the classroom teachers establish consistent criteria to judge the success of implementation?

Generalization 8. Implementation is viewed as a co-operative undertaking among teachers (including department heads), assisting teachers, local school board personnel, and other school district personnel.

- i How can the assisting teacher's knowledge of the local school board and other school boards be used to facilitate implementation?
- ii How can the awareness of resources in other school districts be used in planning in-service activities?
- iii What actions of the assisting teacher may promote co-operation among various groups?
- iv In what ways can the assisting teacher promote involvement of the local school board in implementation?

In summary, the knowledge and actions that define the role

of the assisting teacher are contextually related. To implement a curriculum the assisting teachers' action can take into account the expectations and perceptions of the various groups that comprise a school district. They may experience fewer problems if assisted in defining the meaning of implementation, as well as clarifying the processes of implementation.

CHAPTER VI

Conclusion

Because implementation roles are not always clearly defined, the purpose of this thesis was to outline how a role of the assisting teacher in implementation may be defined in curriculum and context specific terms. Four data sources were used: selected research literature on implementation roles; the present (1968) and the proposed (1983) secondary social studies curricula for British Columbia; the province-wide social studies assessment (1977); and School District No. 41 (Burnaby). These four data sources were analyzed to determine what each may imply for the role of the assisting teacher. Research literature provided information regarding some knowledge and action characteristics of individuals who help teachers with implementation. The social studies assessment reports provided information on implementation problems and needs in the context of British Columbia that have implications for the role of the assisting teacher. The curriculum to be implemented was compared with the present curriculum to determine what was innovative, and therefore what changes may be required of classroom teachers; the innovation also had implications for the knowledge and action required of the assisting teacher when helping classroom teachers with the curriculum. Perceptions of the role of the assisting teacher in implementation were provided by The Burnaby School District: secondary school assisting teachers provided their perceptions of the actual and

ideal role of the assisting teacher, secondary social studies department heads gave perceptions of what the ideal role of the assisting teacher should be in order to facilitate implementation, and the job description for the assisting teachers exemplified the district's general perception of the role of the assisting teacher.

The most obvious commonalities among the four data sources are stated here as generalizations for defining an implementation role for the assisting teacher.

Generalization 1. A range of grade level teaching experience within the school district may allow the assisting teacher to be sensitive to a greater variety of needs of different classroom teachers, and to provide help which classroom teachers consider to be useful and relevant.

Generalization 2. The assisting teacher needs curriculum specific knowledge (present curriculum and proposed curriculum), as well as knowledge of implementation processes in order to be able to provide assistance to classroom teachers.

Generalization 3. As an entry point for planning in-service activities, the assisting teacher may need to consider that curriculum is primarily materials-based and that implementation is classroom-based.

Generalization 4. The assisting teacher may need to help school and school district staff in defining and understanding a notion of implementation processes and criteria for judging the success of implementation.

The process for defining the role of the assisting teacher in the implementation of the proposed social studies curriculum in the Burnaby School District may be used for curricula in other school districts. The curriculum and context specific data defined in this thesis are not transferable to other situations but the process of collecting curriculum and context specific information may be useful for defining implementation roles of assisting teachers in other contexts. For example, a school district may choose to use an assisting teacher to facilitate the implementation of a new physical education curriculum. In defining the kinds of knowledge and action that may be necessary, the assisting teacher needs to understand the present and proposed curricula so that the nature of the innovation is clarified, and how this innovation relates to the contextual needs and perceptions of classroom teachers. The contextual needs and perceptions may be found through assessment and evaluation documents as well as interviews and questionnaires. This process of gathering information which is curriculum and context specific may be used to facilitate implementation of a new curriculum within a specific context. By undertaking this process, a specific role can be defined for the assisting teacher in implementation.

BIBLIOGRAPHY

Articles

- Anderson, Donald P. and Guy M. Sconzo. "The School Study Council: A Model for an Inservice Delivery System". Viewpoint in Teaching and Learning. Volume 54, Number 4, October, 1978.
- Arends, Richard et al. "Inservice Education and the Six O'Clock News". Theory into Practice. Volume 18, Number 3, June, 1978.
- Argyis, Chris. "Explorations in Consulting - Client Relationships" in Warren G. Bennis, Kenneth D. Benne, Robert Chin, and Kenneth E. Corey (eds.), The Planning of Change. Third Edition. New York: Holt, Rinehart and Winston, 1976, 331 - 352.
- Bassin, Marc and Thomas Gross. "Turning on Big City Schools: Pragmatic, Participatory, Problem Solving" in Mike M. Milstein (ed.), Schools, Conflict and Change. New York: Columbia University, 1980, 114 - 131.
- Berman, Paul and Milbrey Wallin McLaughlin. "Factors Affecting the Process of Change" in Mike M. Milstein (ed.), Schools, Conflict and Change. New York: Columbia University, 1980, 57 - 71.
- Chin, Robert and Kenneth D. Benne. "General Strategies for Effecting Changes in Human Systems" in Warren G. Bennis, Kenneth D. Benne, Robert Chin and Kenneth E. Corey (eds.), The Planning of Change. Third Edition. New York: Holt, Rinehart and Winston, 1976, 22 - 45.
- Chin, Robert. "The Utility of System Models and Developmental Models for Practitioners" in Warren G. Bennis, Kenneth D. Benne, Robert Chin and Kenneth E. Corey (eds.), The Planning of Change. Third Edition. New York: Holt, Rinehart and Winston, 1976, 90 - 102.
- Common, Dianne L. "A Conceptualization for the Implementation Process" in Mike Daniels and Ian Wright (co-ed.), Implementation Viewpoints. University of British Columbia: Centre for the Study of Curriculum and Instruction, June, 1980.

- Corey, Kenneth E. "Structures in the Planning of Community Change: A Personal Construction" in Warren G. Bennis, Kenneth D. Benne, Robert Chin and Kenneth E. Corey (eds.), The Planning of Change. Third Edition. New York: Holt, Rinehart and Winston, 1976, 265 - 275.
- Ferguson, Charles K. "Concerning the Nature of Human Systems and the Consultant's Role" in Warren G. Bennis, Kenneth D. Benne, and Robert Chin (eds.), The Planning of Change. Second Edition. New York: Holt, Rinehart and Winston, 1969, 407 - 417.
- Franklin, Richard. "Toward the Style of the Community Change Educator" in Warren G. Bennis, Kenneth D. Benne, Robert Chin and Kenneth E. Corey, (eds.), The Planning of Change. Third Edition. New York: Holt, Rinehart and Winston, 1976, 352 - 358.
- Frey, William Paul. "How to Keep those new Programs Alive and Well". Educational Leadership. Volume 37, Number 3, December, 1979, 208 - 210.
- Fullan, Michael. "Conceptualizing Problems of Curriculum Implementation" in Walter Werner (ed.), Curriculum Canada. University of British Columbia: Canadian Association for Curriculum Studies and Centre for the Study of Curriculum and Instruction, July, 1979, 40 - 50.
- Fullan, Michael, M. Miles and G. Taylor. "Organization Development in Schools: The State of the Art". Review of Educational Research. Volume 50, Number 1, 1980, 121 - 183.
- Fullan, Michael and Alan Pomfret. "Research on Curriculum and Instruction Implementation". Review of Educational Research. Volume 47, Number 1, Winter, 1977, 335 - 397.
- Grieve, T.D. "The Role of a Curriculum Director At the School District Level" in Mike Daniels and Ian Wright (co-eds.), Implementation Viewpoints. University of British Columbia: Centre for the Study of Curriculum and Instruction, June, 1980.
- Grieve, Terry D. "Thoughts on Curriculum Implementation". Horizon 1. Vancouver: Volume 19, Number 1, 1980, 20 - 22.
- Joyce, B. and B. Showers. "Improving In-Service Training: The Messages of Research". Educational Leadership. Volume 37, Number 5, 1980, 379 - 385.

- Lieberman, Ann. "Emerging Role of the Linking Agent: Some Problems and Prospects" in Mike M. Milstein (ed.), Schools, Conflict and Change. New York: Columbia University, 1980, 228 - 242.
- Manolakes, Theodore. "The Advisory System and Supervision" in Thomas J. Sergiovanni (ed.), Professional Supervision for Professional Teachers. Washington: Association for Supervision and Curriculum Development, 1975, 51 - 64.
- McLaughlin, Milbrey Wallin and David D. Marsh. "Staff Development and School Change". Teachers College Record. Volume 80, Number 1, September, 1978, 69 - 94.
- Miles, Matthew B. and Michael Fullan. "The Nature and Impact of Organization Development in Schools" in Mike M. Milstein (ed.), Schools, Conflict and Change. New York: Columbia University, 1980, 72 - 95.
- Ponder, Gerald. "The More Things Change: The Status of Social Studies". Educational Leadership. April, 1979, 515 - 518.
- Porterfield, Robert W. and Ilah J. Porterfield. "School Based Renewal Coordinator". Theory into Practice. Volume 18, Number 2, 1979, 82 - 88.
- Rauh, Pauline S. "Helping Teacher: A Model for Staff Development". Teachers College Record. Volume 80, Number 1, September, 1978, 157 - 171.
- Reid, William A. "The Changing Curriculum: Theory and Practice" in W. A. Reid and Decker F. Walker (eds.), Case Studies in Curriculum Change. Boston: Routledge and Kegan, 1975, 240 - 259.
- Schein, Edgar. "Process Consultation" in Warren G. Bennis, Kenneth D. Benne, Robert Chin and Kenneth E. Corey (eds.), The Planning of Change. Third Edition. New York: Holt, Rinehart and Winston, 1976, 327 - 331.
- Scheinfeld, Danial. "A Design for Renewing Urban Elementary Schools". Theory into Practice. Volume 18, Number 2, 1979, 114 - 125.
- Schmuck, Richard A. "Facilitating School Renewal: The Role of Process Consultation". Theory into Practice. Volume 18, Number 2, 1979, 59 - 64.
- Sergiovanni, Thomas J. "Beyond Human Relations" in Thomas J. Sergiovanni (ed.), Professional Supervision for Professional Teachers. Washington: Association for Supervision and Curriculum Development, 1975, 1 - 8.

Sergiovanni, Thomas J. "Human Resources Supervision" in Thomas J. Sergiovanni (ed.), Professional Supervision for Professional Teachers. Washington: Association for Supervision and Curriculum Development, 1975, 9 - 31.

Werner, Walter. "Implementation: The Role of Belief" in Mike Daniels and Ian Wright (eds.), Implementation Viewpoints. University of British Columbia: Centre for the Study of Curriculum and Instruction, June, 1980, 54 - 67.

Books

Aoki, Ted. T, Carol Langford, David M. Williams, and Donald C. Wilson. British Columbia Social Studies Assessment: Views of Goals for Social Studies and Interpretive Studies of Selected School Situations, Volume I. Victoria: Ministry of Education, 1977.

. British Columbia Social Studies Assessment: Student Achievement and Views in Social Studies, Volume 2. Victoria: Ministry of Education, 1977.

. British Columbia Social Studies Assessment: Teachers Views of Social Studies and Teacher Views of Prescribed Social Studies Curriculum Resources, Volume 3. Victoria: Ministry of Education, 1977.

. British Columbia Social Studies Assessment: Summary Report. Victoria: Ministry of Education, 1977.

Berman, Paul, and Milbrey Wallin McLaughlin. Federal Programs Supporting Educational Change, Volume VIII: Implementating and Sustaining Innovations. Santa Monica: Rand Corporation, 1978.

Bolam, R. Innovations in the Inservice Education and Training of Teachers: Final Synthesis Report on O.E.C.D./C.E.R.I. Project. University of Bristol, School of Education, 1980.

Daft, Richard L. and Selwyn W. Becker. Innovations in Organizations: Innovation Adoption in School Organizations. New York: Elsevier, 1978.

Fullan, Michael and Paul Park. Curriculum Implementation A Resource Booklet. Toronto: Minister of Education, 1981.

Havelock, Ronald G. The Change Agent's Guide to Innovation in Education. New Jersey: Educational Technology Publications, Inc., 1973.

Havelock, Ronald G. and Mary C. Havelock. Training for Change Agents, A Guide to the Design of Training Programs in Education and Other Fields. Ann Arbor: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, 1973.

Joyce, Bruce R., Kathleen M. McNair, Richard Diaz, and Michael D. McKibbin. Interviews: Perceptions of Professionals and Policy Makers. Stanford: Stanford Center for Research and Development in Teaching, Stanford University, 1976.

Lawrence, Gordon. Patterns of Effective Inservice Education: A State of the Art Summary of Research on Materials and Procedures for Changing Teacher Behaviors in Inservice Education. Tallahassee: Florida State Department of Education, 1974.

Leithwood, K. A., M. Holmes, and D.J. Montgomery. Helping Schools Change Strategies Derived from Field Experience. Toronto: Ontario Institute for Studies in Education, 1979.

Mann, Dale. Making Change Happen. New York: Teachers College Record, 1976.

Government Publications

Administrative Handbook for Elementary and Secondary Schools. Victoria: Ministry of Education, Science and Technology, 1979. Draft II

Proposed Curriculum Guide Social Studies K - 11. Victoria: Ministry of Education, Division of Public Instruction, Curriculum Development Branch, 1980. Draft.

Secondary School Curriculum Guide Social Studies - 1968. Victoria: Ministry of Education, 1968.

APPENDIX A
LETTER OF INTRODUCTION
Assisting Teachers

May, 1981

Dear

I am on leave of absence from Burnaby and am completing an M.A. in Education. For a thesis topic I have chosen to define the role of the "assisting teacher" in implementation. I am using four sources to define this role:

1. Research literature on implementation roles,
2. Social Studies needs assessment,
3. Present (1969) and proposed (1983) social studies curricula,
4. School district context (Burnaby School District, No. 41).

Because assisting teachers have responsibilities for curriculum implementation, I would like to interview you to determine your perceived actual and ideal roles in implementation. The interview will be tape recorded.

Please contact me if you want more information or are willing to participate in this study. I would like to collect the data between May 19th and May 29th.

Yours truly,

Brenda D. Krutow

APPENDIX BLETTER OF INTRODUCTION
Secondary Social Studies Department Heads

May, 1981

Dear

I am on leave of absence from Burnaby and am completing an M.A. in Education. For a thesis topic I have chosen to define the role of the "assisting teacher" in implementation. I am using four sources to define this role:

1. Research literature on implementation roles,
2. Social Studies needs assessment,
3. Present (1969) and proposed (1983) social studies curricula,
4. School district context (Burnaby School District No. 41).

Because secondary social studies department heads have responsibilities in curriculum implementation, I would like your opinion on the ideal role of the assisting teacher in implementing the Social Studies curriculum. The interview will be handwritten on a group interview schedule; if this is completed it will be assumed that consent has been given.

Please contact me if you want more information or are willing to participate in this study. I would like to collect data at the department head meeting scheduled in May, 1981.

Yours truly,

Brenda D. Krutow

APPENDIX CINDIVIDUAL INTERVIEW SCHEDULE
Secondary Assisting Teachers and Supervisor

PURPOSE: These questions solicit your opinions regarding the role of the assisting teacher. The focus is on the actual and ideal knowledge and actions required by an assisting teacher. This interview takes approximately one hour. The interview will be tape recorded.

BACKGROUND: The study demonstrates how an implementation role can be defined (in this case the role of the assisting teacher) from four sources of information:

1. Research literature on implementation roles,
2. Social Studies needs assessment,
3. Present (1969) and proposed (1983) social studies curricula,
4. School district context (Burnaby School District, No. 41).

Because assisting teachers have responsibilities for curriculum implementation, the results of this study may be beneficial for planning the implementation of new curriculum.

PARTICIPATION IN THE INTERVIEW IS VOLUNTARY.

YOU MAY WITHDRAW AT ANY TIME AND/OR REFUSE TO ANSWER ANY QUESTIONS.

YOU WILL NOT BE IDENTIFIED AND THE TAPE RECORDING WILL BE ERASED UPON COMPLETION OF THE STUDY.

INDIVIDUAL INTERVIEW SCHEDULE
Secondary Assisting Teachers and Supervisor

- 1.0 What is the current role of the assisting teacher in helping teachers implement curriculum?
 - 1.1 What knowledge characterizes your role?
 - 1.2 What actions characterize your role?
 - 1.3 Where and how do you get the knowledge and actions that were required to help teachers?

- 2.0 How do you judge the success of your role?
 - 2.1 What knowledge was most useful? Why?
 - 2.2 What actions were most useful? Why?

- 3.0 What would be an ideal role for the assisting teacher in helping teachers implement curricula?
 - 3.1 What knowledge should characterize this ideal role?
 - 3.2 What actions should characterize this ideal role?

- 4.0 What are the differences between your actual role and your ideal role of an assisting teacher?
 - 4.1 How do you account for the differences between the actual and ideal role?

APPENDIX DWRITTEN CONSENT FORM
Secondary Assisting Teachers and Supervisor

- PURPOSE: These questions solicit your opinions regarding the role of the assisting teacher. The focus is on the actual and ideal knowledge and actions required by an assisting teacher. This interview takes approximately one hour and it will be tape recorded.
- BACKGROUND: The study demonstrates how an implementation role can be defined (in this case the role of the assisting teacher) from four sources of information:
1. Research literature on implementation roles,
 2. Social Studies needs assessment,
 3. Present (1969) and proposed (1983) social studies curricula,
 4. School district context (Burnaby School District, No. 41).

Because assisting teachers have responsibilities for curriculum implementation, the results of this study may be beneficial for planning the implementation of new curriculum.

PARTICIPATION IN THE INTERVIEW IS VOLUNTARY.

YOU MAY WITHDRAW AT ANY TIME AND/OR REFUSE TO ANSWER ANY QUESTIONS.

YOU WILL NOT BE IDENTIFIED AND THE TAPE RECORDING WILL BE ERASED UPON COMPLETION OF THE STUDY.

PARTICIPATION IN THIS STUDY WILL NOT PREJUDICE YOUR EMPLOYMENT NOW OR AT ANY TIME IN THE FUTURE.

Signature of Interviewee: _____

Signature of Interviewer: _____

Date: _____

APPENDIX EGROUP INTERVIEW SCHEDULE
Secondary Social Studies Department Heads

PURPOSE: These questions solicit your opinions regarding what should be the role of an assisting teacher for implementing the proposed (1983) social studies curriculum. The focus is on the knowledge and actions that may be required by an assisting teacher. The interview requires approximately one hour. The interview will be handwritten on a group interview schedule.

BACKGROUND: The study demonstrates how an implementation role can be defined (in this case the role of the assisting teacher) from four sources of information:

1. Research literature on implementation roles,
2. Social Studies needs assessment,
3. Present (1969) and proposed (1983) social studies curricula,
4. School district context (Burnaby School District, No. 41).

Because secondary social studies department heads have responsibilities in curriculum implementation, the results of this study may be beneficial for planning the implementation of new curriculum.

PARTICIPATION AND COMPLETION OF THE QUESTIONNAIRE IS VOLUNTARY.

YOU MAY WITHDRAW AT ANY TIME AND/OR REFUSE TO ANSWER ANY QUESTIONS.

YOU AND YOUR SCHOOL ARE NOT IDENTIFIED.

IF THE QUESTIONNAIRE IS COMPLETED IT WILL BE ASSUMED THAT CONSENT HAS BEEN GIVEN.

GROUP INTERVIEW SCHEDULE
Secondary Social Studies Department Heads

- 1.0 What should be the role of the assisting teacher in helping teachers implement the new social studies curriculum?

- 1.1 What types of knowledge should characterize the role of the assisting teacher?

- 1.2 What types of action should characterize the role of the assisting teacher?

GROUP INTERVIEW SCHEDULE
Secondary Social Studies Department Heads

2.0 By what criteria would you judge whether or not the new social studies curriculum was implemented?

2.1 What knowledge would be most helpful in implementing the new social studies curriculum?

2.2 What actions would be most helpful in implementing the new social studies curriculum?

GROUP INTERVIEW SCHEDULE
Secondary Social Studies Department Heads

3.0 What does "full" implementation mean?

APPENDIX F

SAMPLE INTERVIEW TRANSCRIPT A*1

(*Total number of transcripts was seven)

INTERVIEWEE (I): Mr. F.
INTERVIEWER (R): Brenda Krutow
LOCATION: Schou Education Centre
DATE: May 22, 1981

- 1 R: I think it's on. First of all, just a few introductory questions. How long uh you already said you were involved in, been involved with professional development uh
- 2 I: Four years, I think it's four years.
- 3 R: Four years. Were you involved in any other capacity before that in the Burnaby school system?
- 4 I: Uh hum yup, I was the supervisor of pupil personnel services for two years prior to that.
- 5 R: Uh hum
- 6 I: Which involved uh.(Pause) Mainly it involved working with uh counsellors, special counsellors, secondary school counsellors, elementary school counsellors and ah programmes which had to do with ah transfer and placement of students in the district.
- 7 R: Uhmm
- 8 I: So that's what I was initially
- 9 R: Uh hum
- 10 I: brought into the district for
- 11 R: Uhm
- 12 I: and uh there were a number of auxiliary things connected to that as well but that was kinda the core.
- 13 R: Right. In your ah role as um coordinator is it, of the professional development?
- 14 I: Supervisor of staff development.
- 15 R: Supervisor of staff development, that's the title is it?
- 1 This transcript emphasizes the ideal role of the assisting teacher.

- 16 I: Actually that's not the whole title, the whole title is supervisor of staff development and programme inservice.
- 17 R: Oh my goodness, sounds very uh (Pause) outstanding.
- 18 I: Yes
- 19 R: Anyway in that role have you ever been involved in implementation?
- 20 I: Uh
- 21 R: either directly or indirectly?
- 22 I: I suppose indirectly um, not not directly, I wouldn't say directly, indirectly in the sense that uh I think it is kind of a co-ordinating role, and a supervising and monitoring role and which from time to time entails bringing people together
- 23 R: Uh hum
- 24 I: who have a vested interest in a particular content area and ah bringing them together and getting them working together ah and playing a kind of co-ordinating facilitating tattle (inaudible) role
- 25 R: Uh hum
- 26 I: with that group of people so that my involvement tends not to be content specific but process oriented
- 27 R: Uh hum
- 28 I: uhm and so the involvement uh in whatever tends to be of that nature as opposed to the actual direct uh uh responsibility of implementing a particular (pause) piece of curriculum, programme whatever.
- 29 R: Do you think that is, again this is this is another introductory question, do you think that's a route um or a way that assisting teachers are eventually going to go, to be process oriented instead of programme um, to look at uh applying skills rather than to a particular content area to um secondary teachers for example in having three or four assisting teachers that could possibly deal with secondary
- 30 I: Uh hum, ya I I think so uh I think that um assisting teachers probably will um have to be both. I think that they're kind of at that level of of school operation, where you have to have skills in both areas.

- 31 R: Uh hum
- 32 I: I think that most of them probably will uh have some defined expertise in their area and will and by virtue of that will have some uh specific responsibilities in working in that particular area but at the same time I think that uh I think that we would probably look for people who have some process skills
- 33 R: Uh hum
- 34 I: uh who have some human relations skills and are able to work with small groups of people or large groups of people um and because of the relatively few assisting teachers that we have
- 35 R: Uh hum
- 36 I: I think that those become particularly important um in implementation
- 37 R: Uh hum
- 38 I: because you just can't assume all of the responsibility for it, you have to work through it with other people
- 39 R: Uh hum
- 40 I: uh
- 41 R: Where the department heads in that response
- 42 I: That's right, that's right, ya
- 43 R: would be very important
- 44 I: ya ya that's right. So I think that there will certainly be instances where uh an assisting teacher will be specific ah specifically responsible for working with another teacher or ah participating in some kind of programme which is designed to implement specific uh innovation but for the most part I think they would be working through it with other people.
- 45 R: Uh hum
- 46 I: ah and ah kind of directing them co-ordinating them, uh consulting with them, answering questions, demonstrating, that sort of thing.
- 47 R: Uh hum, uh I'm just going to stop just for a sec
- 48 I: Sure

- 49 R: Otherwise I will end up with (.....) voice on two tapes. (Pause) Basically you've started to answer the first question um the role of the assisting teacher what basically, for example, do they have a job description?
- 50 I: uh we have a general job description for assisting teachers
- 51 R: Uh hum
- 52 I: which actually is still in its draft form. Um I guess I've put one together just last fall for consideration if, that's about as far as it's gone.
- 53 R: Uh hum
- 54 I: So we do have a general uh draft uh description of of all assisting teachers.
- 55 R: Uh hum
- 56 I: Uh its not uh its not specific to primary or intermediate or E.S.L. or anything else.
- 57 R: Right
- 58 I: It's we've deliberately kept it general enough
- 59 R: Uh hum
- 60 I: to cover all of them.
- 61 R: So in that you've you described uh the board's, or Pro D, Schou Centre's expectations of the role of the assisting teacher.
- 62 I: In general terms, ya, I'd say so.
- 63 R: Uh hum
- 64 I: I don't know um how much validity I would put on that statement because as I'd say at this point uh I wrote the job description, I submitted it to some other people and they said yes this looks pretty good
- 65 R: Uh hum
- 66 I: Um you know lets just kind of keep this uh on record for the time being um but we've never refined it and I think that if it ever came a point where we have to write a policy or something like that we probably would refine it.
- 67 R: (Giggle)

- 68 I: (Giggle)
- 69 R: Just a bit
- 70 I: And tighten it up ya ya
- 71 R: Uh uh
- 72 I: But we do have a general kind of job description for you, these people, which I could give you a copy of, if you'd like
- 73 R: I would, yes thank-you.
- 74 I: recognizing it as draft
- 75 R: Okay, I'll put it in big bold letters
- 76 I: and not widely circulated it at this point (Giggle)
- 77 R: (Giggle) Fine, no problem, in that what do you describe as the current role of the assisting teacher, what is it that you expect them to do?
- 78 I: Um (Pause) we kind of look for bionic people (Giggle) in an assisting teacher. They do a lot of things I guess the ah its probably changes over the years as well like originally the assisting teachers were in the system to help new teachers
- 79 R: Uh hum
- 80 I: who were coming in
- 81 R: just new teachers
- 82 I: primarily ya um they would have done some other things as well, but that was the primary role of the assisting teacher now obviously they're not getting a whole lot of new teachers into the system.
- 83 R: Uh hum
- 84 I: But we do have are a lot of teachers in new kinds of teaching situations, teaching at grade levels they've never taught at before, um teaching content they haven't taught before, so there's still the same kind of need, I think, its just has taken a slightly different form. So I think that the first um role if you like, first expectations uh is that these people who are assigned to these positions work uh very closely with those teachers who are in new situations who are trying to cope with something that's different or that they're not feeling comfortable with or even if its something they have been teaching for quite a while but still don't feel like they've got the kind of a

- 84 I: handle on it that they'd like to
- 85 R: Uh hum
- 86 I: um I guess my at least my expectation is that they would work very directly with those people in the classroom on a one to one uh basis showing them, demonstrating, giving them feedback, going through supervisory kinds of uh processes with them
- 87 R: Uh hum
- 88 I: um but really a hands on, practical, roll up your sleeves kind of approach to working with teachers and that's the one that's been hard I think to establish in the district because uh uh it really entails being out in schools with people on site, uh in an open sort of relationship and if people aren't really aware of who those people are and can disassociate them from the evaluative, inspectoral kind of concept, its very hard for them to say hey I would like you to come into my classroom.
- 89 R: Uh hum It's threatening.
- 90 I: It's very threatening.
- 91 R: Uh hum
- 92 I: Yup, I think that we've made considerable progress over the last few years in trying in getting that that kind of a role accepted by teachers in the system, more so in elementary than in secondary, that's largely because we haven't had that many people as assisting teachers in secondary in the past.
- 93 R: Un hum
- 94 I: that that's changing and has changed (Pause) so that's certainly one of the big biggies uh in terms of role expectation.
- 95 R: Uh hum
- 96 I: I guess um they do a variety of other things as well uh including consulting with materials, a lot of people come in here and they talk about materials, what can they use for this situation and they have this situation etc. can can you help, and I think that that's a major activity of the assisting teacher.
- 97 R: Uh hum

- 98 I: They plan... conduct inservice um (Pause) here as well as in the schools, do a variety of workshops as you are aware, and um (Pause) uh lets see what else there's something else that occurred to me, the consultative role,
- 99 R: cough, cough, excuse me.
- 100 I: the workshop role, the assisting role, uh sitting in on meetings and uh decisions making meeting regarding materials that kind of thing, uh there's something else that I'm forgetting here, it popped into my mind, I've slipped it, but I'll come back to it.
- 101 R: Okay
- 102 I: But anyway, those are I think those are the key, the key kind of things that these people do, the one thing that I'd like to emphasize is working directly with teachers um ah as much as possible on a face to face um basis in the combat zone (Giggle)
- 103 R: (Giggle) in the classroom?
- 104 I: ya, in the classroom, ya. The other thing, I know what the other one was they also get involved in developing and modifying curriculum
- 105 R: Uh hum
- 106 I: and doing that kind of a thing and I think that one of the things that we all have difficulty with is how much time do we spend doing that versus how time do we spend with teachers as they try to do what they're trying to do
- 107 R: Uhm
- 108 I: in the classroom. Its very easy to get drawn into the development of curriculum and the modification of it to the materials, uh developing resource units, kits and that sort of thing and get working behind a desk with paper
- 109 R: Uh hum
- 110 I: and I think that in some systems, I have a feeling that we're a little bit different from some of the other school districts in that in some of them there is a lot of energy expended on that kind of thing.
- 111 R: Uh hum

- 112 I: There is a lot of emphasis on developing products, you know paper products which can be used in the classroom and we do some of that as well and I think that the things we do are pretty good um, but I don't think we do as much as other school districts because of the other emphasis on working with people.
- 113 R: Uh hum
- 114 I: You don't end up with a product you know a tangible product with that um but I think that you develop people
- 115 R: Uh hum
- 116 I: before that way than you do the other way.
- 117 R: Okay, um what types of things do the assisting teachers need to have, need to know, the the knowledge I have here but basically what types of things do they have to know, do they have to have a certain education level uh take courses, ref-refresher type course, um (Pause)
- 118 I: We haven't been very um demanding in terms of that, ah I think that um I'm not sure what kinds of courses at university of specific training uh makes for a person to be particularly expert at being uh an assisting teacher.
- 119 R: Uh hum
- 120 I: I guess uh we expect them to be teachers.
- 121 R: Uh huh
- 122 I: To know something about teaching, ah and to have some demonstrated competence as a classroom teacher. I guess that's one of the things we first look for in people who have credibility in the system and they usually have credibility because they are recognized as being uh particularly good at their profession.
- 123 R: Uh hum
- 124 I: In the classroom, and uh that's a number one criteria, I think. Obviously they would know their content area very well and uh most of the people that we bring in tend to be for a particular content area or grade level and I think that the other thing that we would look for uh would be uh human relationships with people, to work with small groups, process group, process kinds of skills and to me um actually one is not more important than the other. I think all of those things are equally important uh because there are people in the system who are very good uh in their content area

- 125 R: Uh huh
- 126 I: excellent uh and may even be exceptionally competent teachers as well, but if you still have, you still have to be able to work with your colleagues and you know you still have to be able to develop non-threatening relationships with your colleagues
- 127 R: Uh huh
- 128 I: uh an excepting kind of relationship and if you can't do that then its unlikely that people are going to disclose their areas their perceived areas of weakness.
- 129 R: Uh huh. When you're talking about this is it, do you consider the role of the assisting teacher as an evolutionary one, you seem to (Pause) have on a number of occasions mentioned going into the classroom and the fact that its not a threatening role but this isn't something that, alright there's an assisting teacher, he or she is not threatening therefore she, he or she can go into the classroom. Does this take place right away or does it take the first half of the year or the first year to develop into that?
- 130 I: I think that uh hum ya I think it is an evolutionary kind of thing actually, um. It's my impression I haven't any data to substantiate this, but I, to my impression that the assisting teachers that we have now are spending a lot more time in classrooms than the assisting teachers that we had uh when I first started this
- 131 R: Uh hum
- 132 I: uh in this business, and ah I think that uh that the reason for that is that uh uh over a period of time people have been increasingly successful in establishing relationships with people in the system and that has transferred over, there has actually been transfer from one year to the other uh in the sense that uh well in a variety of sense, in one, in one respect, uh we will have an assisting teacher one year who will be saying, well next year you know this person or that person or somebody else will be doing this and I think it would be a good idea if you know contacted them and got to know them and so there's that kind of transfer ability and also the fact that the people are in the schools becoming more visible
- 133 R: Uh hum
- 134 I: and recognized uh as being there for a particular purpose. There are more people uh feeling comfortable and saying uh well why don't you come over to my classroom as well I'd like you to see this or that or the

- 134 I: other thing and so its kind of spreading out like a binomial expansion.
- 135 R: Uh hum
- 136 I: (Giggle) You know uh that way and a lot of the teachers here will come back and say, well gee, I'd like to see so and so and while I was there somebody else talked to me about this or that or the other thing
- 137 R: Uh hum
- 138 I: and so they get, they get more uh involvement that way but, that is the time I think its taken a few years for that to happen and I think that probably your your idea that uh uh it takes a few months before you get there is correct, but I think that time is decreasing
- 139 R: Uh hum
- 140 I: its getting smaller and smaller because people are recognizing that the people who are attached to professional development or Schou Education Centre or whatever and basically pretty humanitarian people, non-threatening people, they are teachers, they are teachers like us. They aren't uh uh administrators or authoritarian figures who are going to be here and reporting on us.
- 141 R: Right. They don't carry the inspectors stick.
- 142 I: That's right, ya exactly.
- 143 R: Okay, I just, you mentioned that a uh a number of times in talking with the people some of them mentioned that the first half of the year or the first portion of their assignment was really hard to get into the classroom
- 144 I: Uh hum ya
- 145 R: because people didn't know them, I was just wondering what your perception of that
- 146 I: ya
- 147 R: so I kind of stuck another little question that wasn't suppose to be.
- 148 I: ya
- 149 R: but, anyway,

- 150 I: ya, I think that they would probably still experience it that way um uh and its my but its kind of an outsider looking at the people who are here now and how they're working, its my impression that they have been able to get in more quickly and more easily than some others have
- 151 R: Uh hum
- 152 I: in the past and that is because of the pre-history
- 153 R: right
- 154 I: that has occurred uh um (Pause) and so um well I think they still experience it, its frustrating not being able to get in there as quickly as they'd like
- 155 R: Uh hum
- 156 I: uh its happening more, more easily
- 157 R: If it takes them three or four months to get in, just think what it was like for the assisting teachers.
- 158 I: that's right
- 159 R: four years ago
- 160 I: that's right, ya that's right
- 161 R: Well (.....) has been, she said this is her fourth year
- 162 I: yes
- 163 R: and she said that now she can go into any classroom anywhere in the district
- 164 I: yes, right yes..
- 165 R: without a problem you know just pop her head in the door and people are saying, come on in
- 166 I: ya
- 167 R: she said when she first started it was really a problem
- 168 I: yes
- 169 R: so just in that in that one individual
- 170 I: That's right
- 171 R: you can see

- 172 I: that's right
- 173 R: how the process is
- 174 I: and if (.....) was to exit this year and uh somebody picked up her responsibility, I don't think that you personally would have nearly the problem that she had four years ago
- 175 R: Uh hum
- 176 I: I think that she, whoever it was, would fall into that uh
- 177 R: because of the reputation
- 178 I: that's right
- 179 R: that ah developed
- 180 I: there'd be some because it is a new person
- 181 R: right
- 182 I: and people would have to get to know who he or she was but uh not nearly what (.....) had to deal with
- 183 R: Uh hum
- 184 I: when she begun
- 185 R: Uh hum, Okay, um you've talked about a number of things that the people do uh going into the classroom, conducting workshops is that basically what actions you would say or behaviors that would characterize the role of the assisting teacher
- 186 I: Uh hum, ya I think so, um that has changed over the years as well, um in the sense that uh (Pause) uh I think now as I said most of the I think more time is being spent now with the teachers in the schools in the classrooms than was in the past, uh so I think that would characterize, that kind of direct contact that demonstrating uh how to do certain kinds of things, giving teachers feedback on things, taking materials to them, and showing them and demonstrating the use of them, um help in taking the part the class I think that there's more of that
- 187 R: Uh hum
- 188 I: happening now than uh than in the past, where in the past I think more time was spent consulting with materials at the centre, uh working on curriculum projects, um developing resource units

- 189 R: Uh hum
- 190 I: and doing workshops so I think that there's been a slight shift of emphasis over the last few years
- 191 R: Right, instead of it taking place here, its taking place in a classroom more so
- 192 I: That's that's right. I think that uh probably more is taking place in the classroom um (Pause) I was thinking about inservice in the schools as well I think that there is a reasonable amount of inservice taking place in the schools uh and of course there's still a fair amount of inservice going on right here
- 193 R: Uh hum
- 194 I: as well
- 195 R: Uh hum
- 196 I: but I think that uh all of those, the the behaviors and the actions of the assisting teachers are probably reflected in all of those things, its just a matter of emphasis, the emphasis has changed
- 197 R: Uh hum
- 198 I: over the years
- 199 R: Uh hum
- 200 I: I think, I think that's what's has happened
- 201 R: Okay, um where do they get and how do they get this knowledge uh assuming obviously when they are assigned an assisting teacher position they have proven their competency
- 202 I: Uh hum
- 203 R: in the classroom, um so they get that from day to day life in the classroom and that can be transferred to an assisting teacher role because they have to have certain knowledge, obviously which can be derived some of which can be derived from the classroom
- 204 I: Uh hum
- 205 R: and certain skills at their uh fingertips in order to use, but is there some sort of professional development that actually goes on for the assisting teachers?

- 206 I: not uh not uh extensively, one of the things that we do like uh is to have the assisting teachers who are coming into the role to either have gone through the supervisory skills process or to go through it when they are coming in. We often have a programme in August, if we have some new people coming in in September we really encourage them to to take part in that, and I think that's useful because one of the distinct differences between being a classroom teacher and being an assisting teacher is that you're now working with your colleagues and uh your with adults as opposed to working with students and uh I think that there probably are some skills which uh are required in working with one group which may not be as important with the other
- 207 R: Uh hum
- 208 I: um most of what they learn in that way is probably on the job, uh by going out and having experiences and coming back and talking to one another or talking to (.....) or talking to me or talking to whomever, has has done a fair amount of that and what its like to work with another teacher who may be behaving or doing certain kinds of things.
- 209 R: Uh hum
- 210 I: and how to deal with that um (Pause) there isn't a whole lot of uh professional development or workshops that we, that we implement specifically to gear them up for that, um aside from giving them an orientation to the centre and talking a bit about their role and giving them giving people a few ideas as to how you approach people and how you get in schools and and some some content and beyond that its kind of direct experience
- 211 R: What about uh workshops or conferences through out the year?
- 212 I: Um, we don't um well that's not true. I was going to say we don't send people to workshops, if something comes up that's seems to make sense and seems to fit in with the role, then we may identify people and say, why don't you take part in this we think this might be a really good thing to to go to experience, uh it will help you in this role and it might help you as a classroom teacher as well, uh sometimes the assisting teacher themselves identify things that they would like to participate in and uh they'll be either encouraged or supported to take part in that um so the same options are there as exists for other teachers in the system. I think that one of the things that might happen however, is that their choice of workshops professional development activities for themselves might be different while they're in the role of an assisting teacher versus

- 212 I: while they're in the role of a teacher
- 213 R: Uh hum
- 214 I: They, they may choose different kinds of things
- 215 R: Uh hum, but its not discouraged
- 216 I: It's not discouraged at all, oh no it would definitely be encouraged um
- 217 R: Okay, good, uh how do they judge the success of their role for example they go out into the classroom, they do their thing with a uh a demonstration or ah working with a small group of teachers or one teacher whatever, um how do they know whether in fact they have been successful? Do they have a lot of teacher feedback um does it it take place that it's kind of a rippling effect that when their effective in one, word of mouth
- 218 I: Uh hum
- 219 R: causes them to get into other classrooms, or how exactly by what criteria
- 220 I: Well, that's uh that's really hard because uh you know whenever your developing a product you have that thing at the end and
- 221 R: Uh hum
- 222 I: you can look at it and uh we can, we can uh apply certain criteria to it to determine whether or not its good or not.
- 223 R: Uh hum
- 224 I: When you're working with people on a one to one basis or a small group basis, its its more difficult to do that and I think that um I guess we all judge our success by the kind of feedback that we do get from people um by the extent of which that the objectives we set for ourself are in fact achieved and uh I think that everybody has some kinds of objectives in mind
- 225 R: Uh hum
- 226 I: of what they would like to accomplish
- 227 R: Uh hum
- 228 I: for their year, um with some those are fairly clearly articulated objectives and with others there kind of, they carry them around in their head

- 229 R: Uh hum
- 230 I: you know the things they want to accomplish
- 231 R: Uh hum
- 232 I: so I think that um (Pause) its a, its a subjective assessment of success I think um and its based pretty much on feedback from other people, um its based on internal feedback that I give myself as to whether or not I have met my objectives or, if I've fallen short of my objectives or I've exceeded them um and it's based on feedback from my colleagues as well, not the ones that I'm working with out in the system but the ones that I'm working with, you know uh in the centre here
- 233 R: Uh hum
- 234 I: and what they're saying to me and um uh that kind of feedback, um I guess its also determined with an assisting teacher, its determined to a large extent by uh how much in demand I am (Giggle)
- 235 R: (Giggle)
- 236 I: and if I'm busy
- 237 R: then you know you're doing a good job
- 238 I: then I must be doing something right if a lot of people are calling for my service or contacting me about whatever, then uh that's probably an indicator of
- 239 R: Uh hum
- 240 I: of success.
- 241 R: What uh types of knowledge do you think is most useful, the one it says what knowledge was uh most useful uh by that I mean in the role of an assisting teacher not judging the success but what is the one thing that is crucial or most successful to know, would it be and I know you said you have previously said, you can't prioritize.
- 242 I: ya okay
- 243 R: Is there one thing you could draw on or is it the combination of interpersonal skills and teaching experience?

- 244 I: I think its um, I I have to say its the human relationship skills that are most important because I don't think if those don't exist, nothing else is going to happen
- 245 R: Uh hum
- 246 I: um I think that uh I think that the role if its going to change over a period of time might be towards more of a generalist, than a, than a content
- 247 R: Uh hum
- 248 I: specialists
- 249 R: So therefore
- 250 I: uh
- 251 R: the content area becomes less important
- 252 I: I think so. I think that uh I think that you have to be a change agent is a sense
- 253 R: Uh hum
- 254 I: that when people are trying to implement curriculum or develop professionally they're really talking about change in one form or another and uh I think that uh we're really talking about helping relationships here, developing relationships with with people which are designed to help them adapt
- 255 R: Uh hum
- 256 I: and change,
- 257 R: Uh hum
- 258 I: modify um in light of whatever it is they're trying to deal with and if you can't create relationships with people which is going to make that happen um then it doesn't matter how much you know (Giggle)
- 259 R: right
- 260 I: you know its irrelevant I think that the content can be learned
- 261 R: Uh hum
- 262 I: I think that most people can you can pick up a Ginn programme and you can learn what the content, we're all, we're all intelligent people you know that's a given um I think and we can we can um you know we're

- 262 I: very good in terms of theoretical knowledge.
- 263 R: Uh hum
- 264 I: We know we know a lot. Where we have to develop our skills um I think um is in the area of applied knowledge
- 265 R: Uh hum
- 266 I: I think that that's probably in terms of our teacher education where we may have fallen down to some extent as well as we know a lot but its taking that knowledge and applying it, in dealing with people the behavioral science component
- 267 R: Uh hum
- 268 I: I think its its its of major importance
- 269 R: Okay, which also relates to the next one which is the actions so uh the actions that are most useful is basically your abilities or your skills to deal with people
- 270 I: I think so
- 271 R: prove your competency
- 272 I: Uh hum, Uh hum ya I think that um being able to interact with people, interface with people in a way which makes them feel comfortable with you
- 273 R: Uh hum
- 274 I: uh in a way which instills confidence uh in them for you
- 275 R: Uh hum
- 276 I: uh um and then once you get beyond that, then I think you can demonstrate your competence in other areas as well, work with them in other ways by demonstrating, by showing, by giving them feedback
- 277 R: Uh hum
- 278 I: You know other kinds of competencies come into play then, uh the supervisory kinds of competencies, I think are become important

- 279 R: Uh hum (Pause) You've discussed in one and two basically the role of the assisting teacher as it relates to the job description, that granted is in draft form, but is nonetheless and ya dictates to a certain extent the types of things the assisting teachers do, if there were no restrictions, no job description uh no Burnaby School Board saying we expect an assisting to do A, B, or C. Do you think there is any difference between what they do in actual form and what they would do ideally or what you would like to see them do ideally?
- 280 I: Uh hum Uh hum (Pause) I think that uh I think we're getting close to the ideal um there's never enough time of course you know and the uh reason that we don't reach ideal is largely because uh the limitations of of time and the people and that's a reality that we just have to deal with that's all and except that, um but in my concept of the ideal would be that these people are working um face to face, hand to hand with people and trying to do the kinds of things they're trying to do in the school's, teachers are trying to do in the schools, you know the old um its not the old the new (.....) concept
- 281 R: Uh hum
- 282 I: that um professional development is probably not very successful unless you build in that coaching component that last component and that's where I see people like assisting teachers playing the critical role in actually having the change and all that has gone before actually being successful
- 283 R: Uh hum
- 284 I: um and if there was an ideal uh or if we were to strive more towards that ideal that's that's what they'd be spending more time on than than some of the other kinds of things
- 285 R: Uh hum
- 286 I: so I think uh (Pause) but I recognize the constraints there as well, there are other things that need to be done you can't you know I don't think you can at this point spend all of our time doing that
- 287 R: Uh hum
- 288 I: um and if we move more to the ideal I think that we would probably have a few more people uh spending more time with people in a coaching capacity doing that last level of the (.....) paradigm
- 289 R: right

- 290 I: um and uh maybe less time dealing specifically with developing curriculum maybe uh somebody else can do that
- 291 R: Uh hum
- 292 I: you know maybe we can have other people doing that kind of thing
- 293 R: if you had an unlimited budget
- 294 I: yes, not a limited budget but we don't you know and I accept that
- 295 R: Uh huh
- 296 I: I just accept that and so that where their uh other skills of working with people and through people become a part as well
- 297 R: Uh hum, so the uh types of things that those people would be doing would be more uh a little bit away from an assisting teacher almost to ah ah a consultant type role in working one to one with that final uh stage of development
- 298 I: ya, ya I'm a little hesitant to use the word consultant um I'm not sure why exactly except it kind of conveys the expert to me and uh and uh I would like to see the expert model in education kind of die gradually
- 299 R: Uh hum
- 300 I: because I don't think that there are experts and I think its more disfunctional than functional um (Pause) I guess um spending more time with people, interfacing with people um in schools, giving them feedback, showing, demonstrating, working with, listening to their concerns, encouraging, supporting,
- 301 R: Uh hum
- 302 I: you know, all of those sorts of things uh which takes a lot of time
- 303 R: Uh hum
- 304 I: which in the end you don't always have a tangible thing to show people but
- 305 R: ya
- 306 I: that's uh

- 307 R: other than the effect that those people would have again again on on the rippling effect
- 308 I: ya that's right
- 309 R: they would have effect on maybe other staff members within the school
- 310 I: Uh hum
- 311 R: who would be able to see the effect
- 312 I: that's right
- 313 R: in their classroom
- 314 I: that's right
- 315 R: as it goes along
- 316 I: that's right, that's right ya. And I guess when we're talking about ideal versus actual I guess what I'm saying is I think we've moved a long way towards that, um I don't think we've gotten to the point where we could
- 317 R: Uh hum
- 318 I: and if, excuse me, if we were to um realize that ideal um um a bit more, there would simply be more time spent on that
- 319 R: Uh hum
- 320 I: and less time to accept the other kinds of things
- 321 R: Uh hum okay, I think you've basically covered three-one and three-two uh the knowledge that would characterize the role is not is not that different from what they have
- 322 I: Uh hum
- 323 R: it's more the allocation of time
- 324 I: Uh hum
- 325 R: that would be different and the action I think is that, the allocation of time to spend more time in the classroom
- 326 I: ya
- 327 R: with the teachers and less time in development and materials and that sort of thing

328 I: ya

329 R: Would that summarize what you were saying?

330 I: Ya, I think so and as I'm looking at that as well I'm thinking about knowledge versus behavior and you've asked me a few questions about knowledge, um one of the things that I think uh would be very helpful for the people coming into these roles, is the kind of background that I see some people like yourself and uh some others getting at the universities now which has to do with curriculum in a general kind of sense. I think that um first off the assisting teachers that come here don't always have specific courses on curriculum development and implementation, uh most of them have courses in their content area and have methods courses, that sort of thing

331 R: Uh hum

332 I: but they haven't taken in a generalist courses in this area of curriculum development and uh I think that I see more and more people getting courses in those areas and taking taking programmes along that line and I think that's really useful

333 R: Uh hum

334 I: that's going to be very useful in the next five years to ten years, that people are going to be coming into into the system and into these roles with a pretty good notion of what professional development is about, what inservice education is about,

335 R: Uh hum

336 I: what uh curriculum development is about, and what curriculum implementation is about as well and uh some of the problems in bridging the gap between one and the other

337 R: Uh huh

338 I: uh and those people I think are going to be much more privileged uh much better off than a lot of the ones who have come in with a good understanding of their of their curriculum,

339 R: Uh hum

340 I: their content area but who haven't had the time or the experiences of really grappling with what does this really mean, you know what are the implications for people uh what happens to people when they go through a change process

341 R: Uh huh

342 I: what happens whenever you're confronted with experientially

343 R: Uh hum

344 I: phenomenologically, so I'm not sure exactly what's happening right now out out in the universities right now but it's my impression that these people are dealing with these these questions and trying to uh uh clarify for themselves just what does happen to people, what kinds of stresses,

345 R: Uh hum

346 I: you know are people trying to deal with

347 R: that's part of it ya there's still a lot of ivory tower

348 I: sure

349 R: things that go on out there

350 I: it's still applied knowledge

351 R: that's getting to them

352 I: or it's, I'm sorry, its its theoretical knowledge, its still at the level of theoretical knowledge

353 R: but its becoming more and more practical

354 I: yes uh hum sure

355 R: you can see that even, I started this degree uh four years ago

356 I: ya

357 R: night school, summer school

358 I: ya ya

359 R: before I took this year off and you can see the change even from then to now

360 I: sure exactly

361 R: In such a short period of time

362 I: ya

363 R: people are going out on to campus not for the theory, they can spend hours sitting at home reading that

- 364 I: Uh hum
- 365 R: they want some information on how to make it practical
- 366 I: Uh hum right
- 367 R: and how does this process of implementation, how does this process of evaluation, or whatever you happen to be looking at, how is it actualized
- 368 I: Uh hum right
- 369 R: rather than, this is suppose to happen A, B, C, and D well get it out into the field that doesn't happen. Why?
- 370 I: yes right ya ya
- 371 R: so this sort of practicality that's becoming tied to it I think is really
- 372 I: ya
- 373 R: more important
- 374 I: ya well even even there there's a uh uh we're talking about kind of theoretical knowledge regarding the practical application of something
- 375 R: Uh hum
- 376 I: and in the final analysis somebody still has to take that theoretical knowledge about how you do it
- 377 R: Uh hum
- 378 I: and do it and that's where the actual inter-personal skill the the human component enters into it
- 379 R: Uh hum
- 380 I: um and being able to make modifications in your behavior, adaptations in your behavior in the process of working with people as you implement that thing
- 381 R: Uh hum
- 382 I: but um the fact that that's happening I think is a very healthy
- 383 R: huum
- 384 I: process right now, very healthy development in education uh which is going to uh uh be an advantage for people who are coming into roles like this in the future

- 385 R: Umm yes I'm not really very much aware on what they're doing on S.F.U. campus, a friend of mine took the implementation course from just a moment, uh what's her name, its right on the tip of my tongue and I can't think of her, a (.....) this year and um said that I looked over the reading course and some of the readings were very much the same as I did in the course
- 386 I: Uh hum
- 387 R: cause I have taken only one course in implementation and uh then the orientation of my thesis toward it but some of the readings seemed very much the same
- 388 I: Uh hum
- 389 R: um their assignments were a little bit different than ours, ours were uh more uh taking all that uh you've uh seen or been exposed to in implementation, what are the most crucial questions that in your perception the most crucial questions that have to be answered as you go along the process
- 390 I: Uh hum
- 391 R: like, what are the things you have to look for and why um our luckily I had a professor that was very much in tune with, now you know all this theory
- 392 I: yup
- 393 R: make it practical
- 394 I: yes
- 395 R: go out and talk to people and find out what they do
- 396 I: Uh hum, yep
- 397 R: so I'm I'm not sure that the S.F.U. programme is the same as ours but I think its very close
- 398 I: Uh hum
- 399 R: I think everybody is to the point that, what they get they want to be of practical use
- 400 I: yes right ya
- 401 R: Okay, the differences between the actual and the ideal for number four is very minimal um mainly the reasons why are money, I think in four one the difference between the actual and the ideal that you've talked about is the allocation of time and the reasons for it, just to capsulize what you've said is that you don't have enough funding to be able to have as many

- 401 R: people you know so that you can allocate some person to spend full time
- 402 I: ya I wouldn't like to emphasize that too much though at the same time I don't I wouldn't like it to go away (Giggle) I guess I don't want you going away saying oh (.....) says I don't get enough money (Giggle)
- 403 R: No, no, I'm not saying that, that's the only thing you've said
- 404 I: I think that um I think but but I guess if you boiled it down to that common denominator that's that's probably a part of it, I think that um you could probably say this of any organization it would be nice to have more people doing some of these kinds of things and of course that has an implication for dollars and cents and I think that is that is definitely part of it. I think another part of it, there's a psychological uh thing here as well um um I'm trying to answer this question how do you account for the differences between the actual and the ideal, I think that uh that we have a concept I think we have concepts, our self-concepts and our concept of of what education is about, what teaching is about, uh um and uh our assumptions about how people change and one of the differences between the actual and ideal I think is embodied in that you know the kind of thing that people carry around with them um their notions about themselves, their notions about other people, um their concept of what education is, what teaching is and I think that most of our constructs our structures our mental structures about that, uh tend to be traditional, uh um conservative um um I'll leave it at those kinds of words but there are a lot of other words that could come to mind but they have really negative associations and I think its hard to break people out of that you know to to look at education and at teaching and at the profession in a broader sense
- 405 R: Uh hum
- 406 I: and if you can kind of burst out that that mental constraint, that conceptional constraint, then you start seeing a whole lot of other possibilities um in terms of role and function and ways of dealing with people and the kinds of things that people can do in the context of education in a school system but we're still very tradition bound and the community is tradition bound and we're reacting we're dealing with the community as well um and so I think that that probably is as big a constraint on the differences between the actual and the ideal as um as some of the monitary staffing kinds of constraints

- 407 R: Uh hum, the expectations they carry with them
- 408 I: that's right ya the expectations, the self-concepts, the concepts of teaching and uh schooling and uh all of those kinds of things
- 409 R: Uh hum
- 410 I: self-concepts I think probably have as much to do with it as anything
- 411 R: Uh hum, yes its definitely we carry a whole uh a huge amount of uh preconceived notions and ideas with them with us, and I remember school being such and such and therefore when I teach school will be
- 412 I: that's right
- 413 R: I enjoy doing this so therefore
- 414 I: ya
- 415 R: the kids that I teach are going to enjoy doing this
- 416 I: that's right
- 417 R: or I didn't like this aspect so I'm going to avoid that in my teaching
- 418 I: right ya
- 419 R: so its very difficult to remove yourself from what
- 420 I: and it has to do with the whole business of of change as well that, um um I don't think we are by nature, we don't seem to be by nature let's put it that way
- 421 R: Uh hum
- 422 I: risk takers
- 423 R: Uh hum
- 424 I: um we tend to we we have developed a competence and an expertise in a particular and we derive a lot of self-satisfaction um we derive a lot of positive feedback from our expertise in that particular area and I think there's a hesitancy on the part of many people to venture out
- 425 R: Uh hum

- 444 I: Gee, we've wrambled all over the place here, at least
I feel like I've wrambled all over, you haven't I have,
um I can't think of anything right now
- 445 R: Super
- 446 I: I think we've covered a lot of points
- 447 R: I think so too. I'm getting such a huge amount of
data.
- 448 I: Uh hum

APPENDIX G

SAMPLE INTERVIEW TRANSCRIPT B*1

(*Total number of transcripts was seven)

INTERVIEWEE (I): Ms. B., Assisting Teacher
INTERVIEWER (R): Brenda Krutow
LOCATION : Schou Education Centre
DATE : May 25, 1981

- 1 R: Um I have a couple of introductory questions before
the first one on the questionnaire. How long have
you been an assisting teacher?
- 2 I: This year.
- 3 R: Just this year?
- 4 I: yup
- 5 R: Were you part of the Burnaby School Board previous
to that?
- 6 I: Did I teach in Burnaby?
- 7 R: Yes.
- 8 I: Uh huh, three years in Burnaby.
- 9 R: At secondary or elementary?
- 10 I: Elementary.
- 11 R: Uh hum, but your realm is K to 12 with
- 12 I: yes
- 13 R: your L.A.C. right
- 14 I: yes
- 15 R: Uh hum, so you do have exposure to um part, different
aspects between
- 16 I: Uh hum, uh hum
- 17 R: K, elementary and secondary.
- 18 I: ya

- 1 This transcript emphasizes the actual role of the assisting
teacher.

- 19 R: Okay, Have you ever been involved in implementation, not necessarily of a curriculum but implementing a new teaching strategy, a new package that has been developed for L.A. L.A.C. or uh some other types of new materials or uh
- 20 I: yes
- 21 R: either as a classroom teacher or an assisting teacher,
- 22 I: Uh hum
- 23 R: or both?
- 24 I: Uh hum
- 25 R: Super, was it in your position as an assisting teacher or as a classroom teacher?
- 26 I: Well, uh as an assisting teacher I've been involved in uh (Pause) bringing in new materials, advising people on new materials
- 27 R: Uh humm
- 28 I: demonstrating
- 29 R: Um humm
- 30 I: the use of the materials, there is no curriculum
- 31 R: Um hmm
- 32 I: in learning assistance so there I haven't been involved in curriculum implementation except for the fact that with the reading programme being implemented last year
- 33 R: Uh hmm
- 34 I: umm the learning assistant has to be aware of the regular curriculum in order to implement their own to supplement it.
- 35 R: Right, the Ginn 720, is that what you're
- 36 I: ya
- 37 R: referring to?
- 38 I: Ya, uh hmm, so I've been involved also as as a teacher done a lot of work on ah in using new materials
- 39 R: Uh hmm
- 40 I: and piloting programmes and things like that

- 41 R: Um hmm Uh hmm You've almost completely answered the first questions which is a nice tie in between one, from one to the other um the current role of the assisting teacher uh could you describe what it is that you do, it doesn't necessarily have to be an implementation of a new programme but some of the things you do which assist the L.A.C. teachers in implementation.
- 42 I: Okay, well uh my, L.A.C. is a little different than the regular class because by definition they're supplementing
- 43 R: Um hmm
- 44 I: a programme that a child has in the regular class, in reading generally math sometimes
- 45 R: Um hmm
- 46 I: content areas less frequently uh and as a result of that, there is no standard material and there is no standard curriculum
- 47 R: Um hmm
- 48 I: so I do a lot of work with teachers in assessing where the student is in the standard curriculum
- 49 R: Um hmm
- 50 I: and then finding material and programmes that would be suitable and interesting to the student
- 51 R: Um hmm
- 52 I: depending on interest areas
- 53 R: Um hmm
- 54 I: uh to supplement
- 55 R: Um hmm
- 56 I: what he's doing in the regular programme, so there's a a large component of my work as an assisting is is with dealing with materials
- 57 R: Um hmm
- 58 I: choice of materials, advice to teachers on on what kind of materials to use, supplying the materials,
- 59 R: Um hmm

- 60 I: and then doing demonstration lessons using them
- 61 R: Um hmm
- 62 I: for recommendations regarding choice of one versus another depending on the students, a lot of programme advice
- 63 R: Um hmm
- 64 I: um teachers come, I do some training in assessment, some advice for assessment
- 65 R: Um hmm
- 66 I: I am involved in some (Pause) programming from an assessment that a learning assistance teacher has done, I will sit down with them afterwards and then draw some conclusion from that and move from there into where, where are we going to go from here
- 67 R: Um hmm
- 68 I: and sort of there a liason between something between the L.A. teacher and the classroom teacher
- 69 R: Um hmm
- 70 I: uh between what's happening in the class and what the L.A. teacher is doing, sometimes do not support one another
- 71 R: umm
- 72 I: then I can kind of function as a modifier of behavior in both directions, uh been involved in a lot of organizational kinds of things this year at the elementary level um learning assistance teachers have not over the last couple of years been organized as a group
- 73 R: Um hmm
- 74 I: uh there have been inservices provided or developed by people within the district and learning assistance people came or went or whatever just like everyone else and I've moved towards more developing of association of teachers and and getting people together as a group
- 75 R: Um hmm
- 76 I: regularly so that they could have an opportunity to share with each other on an informal a basis as possible

- 77 R: Um hmm
- 78 I: and ah in that I co-ordinated groups of learning assistant teachers developing an inservice package to present to their peers
- 79 R: Um hmm
- 80 I: and I supplied the materials and the typing and and all the rest of the background stuff, the letters that went out to everybody saying that this was happening, um its a large co-ordinating function, putting on inservices in some cases I was involved as generally, I was involved but I didn't always actually do any of the talking during the inservice, in some cases I did, in some cases I was one of the participants in presenting a chunk
- 81 R: Um hmm
- 82 I: of an inservice, the secondary level um I've been involved in materials, choosing materials, advising materials, developing a supply here, there hasn't been a lot
- 83 R: Um hmm
- 84 I: in the past in secondary available, so we're attempting to build that component of the pool, a lot of that is just an education process, the secondary people are not used to having a resource and so I've done a lot of public relations
- 85 R: Um hmm
- 86 I: in going around and saying look here's these materials and you can get them from Schou, here's these kinds of things, have you looked at this or this or this
- 87 R: Um hmm
- 88 I: and do you know they're around, haven't done a lot of inservicing at the secondary level we don't have a lot of people identified as learning assistance teachers at the secondary level, there is a learning assistance component but in a lot of schools they have chosen to build it right into the school and you don't have a person identified, you may have half a dozen people
- 89 R: umm
- 90 I: dealing with learning assistance types of students, modified programmes whatever but there's no one you can go to and say, you're co-ordinating all this for

- 90 I: your school because they don't have that kind of thing which creates a difficulty for me
- 91 R: Um hmm
- 92 I: ah because I can't deal with that many people and get the information to that many many people so I've kind of selected out, worked with some of the department heads, the English department heads to sort of use as a base
- 93 R: Um hmm
- 94 I: uh and basically other than that, I haven't done a lot at secondary because I'm half time here and I'm teaching half time and there just is not time
- 95 R: You're teaching half time as well?
- 96 I: Ya
- 97 R: Is there not another learning assistance assisting teacher?
- 98 I: No
- 99 R: You're it for the district?
- 100 I: I'm it, ya
- 101 R: Half time
- 102 I: ya
- 103 R: Uh hmm, interesting
- 104 I: Yes, so as a result probably because of my own strengths and interests, I know the materials on the programme and everything at the elementary and feel that I can be a valuable resource to those people
- 105 R: Um hmm
- 106 I: so I've concentrated in that area
- 107 R: Um hmm
- 108 I: and I've done a lot at the secondary level in materials and contact with people
- 109 R: Um hmm
- 110 I: to sort of form a base, if someone continues in this position but haven't done a lot

- 111 R: Is this going to carry on in September?
- 112 I: I have no idea.
- 113 R: Um hmm, so it was just kind of a half time ten month
- 114 I: Ya
- 115 R: block
- 116 I: Ya
- 117 R: would you mind
- 118 I: No, no I don't um and I, I don't think the staffing positions have been made as of yet
- 119 R: Really for September '81
- 120 I: they don't even have their principal decisions made yet
- 121 R: oh as far as
- 122 I: yes
- 123 R: they'll know whether this position is available or not next year through because it has to of been in the budget, no
- 124 I: no
- 125 R: you're kidding
- 126 I: they don't budget for that kind of time, they would budget maybe for ten staff people for this centre but they don't designate where the emphasis will be and the emphasis shifts from year to year, for example this year we have half time L.A. half time E.S.L. well she is, was put full time half way through the year, english, secondary english and art next year they may go science, social studies, art and E.S.L. like there are a certain number of staff positions decided and then they refine as to what areas they're going to hit
- 127 R: Uh so as it stands right now, you will in the district next year in some capacity, in some area, at someplace
- 128 I: Yep (Giggle)
- 129 R: Uh that's about as specific as I've got it, cause I'm on Ed leave this year, I think you've, pardon
- 130 I: go ahead
- 131 R: oh I was just going to carry on

- 132 I: yep
- 133 R: Um I, I think you've pretty well answered knowledge and actions uh knowledge what I mean by that is that is what types of things did you have to know to do the job of the assisting teacher, the actions you've covered
- 134 I: Um hmm
- 135 R: Uh but was there some sort of knowledge you had, be it um your ability to work with people, um your university training, uh education that you have had through course work since you've got out of Ed. school you know, that sort of thing
- 136 I: Okay um first thing I have a very strong bias as far as the knowledge required by learning assistance teachers in general and I don't really consider myself as an assisting teacher any different than the people in the classroom
- 137 R: Right
- 138 I: Um, I think we need to have a very strong reading background, very strong reading because that's basically what we teach, we do some math but predominantly, probably 70% of the people that we see are referred to us for reading
- 139 R: Um hmm Um hmm
- 140 I: because that's the prime concern because if they can't read the math question it doesn't matter whether they can add and subtract
- 141 R: Um hmm
- 142 I: because they don't know where to put the numbers, um so I think that's that's the prime concern is a knowledge of the theoretical background of reading instruction, um methodology, very strong methodology of course a lot of implications that other factors that have have influence on reading like language and uh cultural background
- 143 R: Um hmm
- 144 I: those kinds of things
- 145 R: Um hmm
- 146 I: we need to know about, we need to be able to assess students, that's very often as far as a learning assistant needs to go because the classroom teacher

- 146 I: in a lot of cases knows exactly what the problem is and where she has to go with it, the support provided the learning assistant is the assessment that confirms what the classroom teacher could have told them
- 147 R: Um hmm
- 148 I: but that support is very often very valuable to the teacher and to the parent, so that's an important role and programming from that assessment to say not just to be able to get a bunch of numbers out but to be able to take those numbers and draw some conclusions about where to start in the programme and materials, it's crucial to know as much about as many different things as you possibly can, to be as current because the people in the classroom don't have time to be dealing with publishers and to stay current on what's new and, well both the girl in E.S.L. have just kind of kept a running thing all year with the publishers as as soon as you get something new I want to see it, everything new you get I want to see because that's what we see as part of our job
- 149 R: Um hmm
- 150 I: um and dealing with people, being able to approach people with advice as to modifying their own behavior regarding materials or teaching strategies and not be seen as evaluative or threatening
- 151 R: Um hmm
- 152 I: to be able to approach them informally on, I'm here to help basis
- 153 R: Um hmm
- 154 I: is really crucial and not to be seen as district staff because that immediately
- 155 R: has a certain connotation
- 156 I: has a connotation ya ya that's about it
- 157 R: Super, um the third one under number one, where and how did you get the knowledge and action that was required to help, is it partially on the job training, partially having been the classroom as a classroom teacher in L.A.C. in the in learning assistance, your university training, where did you get this um reservoir of information that you can tap at any time in order for you to be able to successfully do your job?

- 158 I: Well, I think first of all you've got to have the university training, you've got to have the theoretical background in assessment and reading instruction, so that's basically your university courses uh but they don't do you a heck of a lot of good if you haven't taught and if I was in power in in any sense, deciding who would get into learning assistance you wouldn't get into it unless until you've taught five years in the classroom
- 159 R: umm
- 160 I: because I don't care how much university you've got and how much training and how wonderful you are, there's a lot of things that happen in that classroom that you have to very sensitive to as a learning assistance teacher, I could develop the most incredible programme for any one of your students but if I'm not aware that you've got twenty nine others
- 161 R: Um hmm
- 162 I: that programme is useless, it has to be something that I know from experience, a teacher with a reasonable amount of interest and dedication, can implement with the other three, four reading groups that they are already, I'm assuming, trying to handle
- 163 R: Um hmm
- 164 I: and I don't think you get that by watching people or whatever
- 165 R: or a three week practicum
- 166 I: no, no you really you really have to spend that time and that's where you develop your teaching strategies too, that's where you develop all those different ways of trying to teach a certain skill
- 167 R: Um hmm
- 168 I: is through the five years you've taught you play with it, as every teacher does and eventually come to a strategy that works for you with certain kids, then you've got other ones that you've also tried that you can modify, that's the basic is the theory, you've got to have that, and you've got to have the classroom experience and at more grade levels
- 169 R: Um hmm
- 170 I: than just one or two, that was the hardest thing that I found going into learning assistance was that my experience was predominantly primary, I had never

- 170 I: taught grade six or seven, I had taught up to five and that I felt was really difficult at the beginning of doing learning assistance, you lose a lot of credibility if you haven't been in the classroom too
- 171 R: Um hmm
- 172 I: if you've been there and the teachers know you've been there, the questions never come up if you say they ought to be able to handle it, they say, oh well okay I'll give it a shot, if you've never been in the classroom and you say they ought to be able to handle it, they go away saying who's she
- 173 R: What does she know?
- 174 I: Ya, ya she doesn't know that I've got Johnny climbing on the walls and so and so, you know
- 175 R: Um hmm
- 176 I: so you, your credibility stands and falls on classroom experience
- 177 R: Um hmm, Okay, the next question is, basically you've described a lot of things that you do, how do you judge, by what criteria do you judge whether their successful or not, for example, do teachers phone up and say that worked, it was great, thanks a lot, do you get feedback from people, do you get reinforcement that you're going along the right vein or is there some mechanism or something you've developed with the teachers you work with, in order to be able to judge the success of what you're doing?
- 178 I: Um, I think basically informally
- 179 R: Um hmm
- 180 I: people will phone and ask for more of something
- 181 R: Um hmm
- 182 I: partially it's, um you see people opening more and more to you as you provide something and they feel comfortable with it and it works for them and they ask for two more things and then you get so you're in the school once a week
- 183 R: Um hmm
- 184 I: bringing them something, so just that growth from the very first thing was a hesitant phone call, to them not being surprised when you're dropping in once a week

- 185 R: Um hmm
- 186 I: saying you know bringing something, delivering something, just that openness
- 187 R: Um hmm
- 188 I: to ask for help and to accept help when it comes, is is one thing that you can see that you are having an influence
- 189 R: Um hmm
- 190 I: um I get regular feedback at learning assistance meetings from teachers, we do evaluations of the inservice and I'm in the process of developing an evaluation thing for the end of the year for our last meeting that I'm going to ask them to, a combination, how did you like the topics, how did you like the structure, how did you like what you were asked to do, because a lot of them were asked to contribute a piece of an inservice um and where do we go from here, some needs assessment as to what direction to take next year assuming there's someone in the position that's able to carry through, I would like to leave them some direction
- 191 R: Um hmm
- 192 I: that the association would like to go
- 193 R: Um
- 194 I: so those, that one sort of formal way, basically informal, teachers responding to you
- 195 R: Uh hmm, what types of knowledge did you find to be most useful in your role uh you've talked about uh the fact that it's necessary to have the strong reading background and that obviously is very useful, and uh your uh ability to deal with people that's obviously something that's very useful, is there any other knowledge uh anything that you knew or learned throughout this year that you found to be really useful in fulfilling your position as an assisting teacher?
- 196 I: The knowledge of the materials that were available in the district and how to go about getting them
- 197 R: Um
- 198 I: I think
- 199 R: So your contact with publishers and things like that.

- 200 I: Ya ya, and just being aware of the processes that are in existence as far as what is available in the district and where it is and how to get it, a lot of teachers are not aware of the functionings and who has what, they'll phone me and say hey I really need this kind of a test and I know that they can get it from student services, so I can refer them to the right people.
- 201 R: Um hmm
- 202 I: Just that general knowledge of what happens in the district, resources that are available, programmes that are available for kids.
- 203 R: Um hmm
- 204 I: Teachers think, you know, this, I just can't cope with this kid, he's in grade six he's driving me crazy and I can say to them, six blocks down the street is a school that has a protective class at a grade six level, talk to the learning assistant from that school and sort of co-ordinate, maybe this child would be better off walking six blocks the other direction and attending that other school.
- 205 R: Um hmm
- 206 I: Just advice in things that are available through the district and materials that are here in the building because I don't think even those of us who work here were aware, until we actually sat down and catalogued all the materials, how much was here.
- 207 R: Um hmm and it's available to them.
- 208 I: Um hmm, Um hmm
- 209 R: Uh hmm
- 210 I: Yep
- 211 R: What actions did you find to be most useful?
- 212 I: (Pause) Materials supply, materials advice, the phone call
- 213 R: Um hmm
- 214 I: uh saying quick help,
- 215 R: Um hmm
- 216 I: I have a grade six boy reading at a grade two level, just moved into my area, he likes this and this and this, send me something quick

- 217 R: Um hmm
- 218 I: and just the fact that I'm here, they can draw, they can call on me and they know that although it may not be perfect, because they haven't had a chance to come in and check it out themselves, at least they'll have something to start with in two or three days.
- 219 R: Um hmm
- 220 I: So that,
- 221 R: the immediacy
- 222 I: Ya, ya
- 223 R: of being able to phone you and get the stuff and not because face it, 99% of the classroom teachers just don't have the time to do that kind
- 224 I: No
- 225 R: of running around.
- 226 I: No and it's very difficult as a classroom teacher to get the time to come down here and wade through all the stuff on the shelf when you're hunting for something fairly specific on math word problems or something
- 227 R: Um hmm
- 228 I: and those of us that are here can virtually pull it off the shelf blind folded, because we know where it is
- 229 R: Um hmm
- 230 I: and exactly what it looks like.
- 231 R: Um hmm
- 232 I: So that kind of thing has been really helpful, I think I've had a lot of good feedback on people saying it's so nice to have somebody down there
- 233 R: Uh hmm
- 234 I: to phone
- 235 R: Uh hmm, that can help
- 236 I: Ya, ya
- 237 R: Um hmm, Okay, you've described a lot about what you see your role is currently, the actual day-to-day, week-to-week type things you do, the uh resources you draw upon and what not and obviously you're restricted by a

- 237 R: job description and things like that, take away all the restrictions, what would you see your ideal role, if you could do whatever you wanted uh without any restrictions, what would you do if you could define your uh assisting teacher role or is it what you do?
- 238 I: Uh, a lot of it would be what I do with a lot more time to do it in.
- 239 R: Um hmm
- 240 I: I think there's a crying need for inservicing and awareness building at the secondary level
- 241 R: Um hmm
- 242 I: that somebody needs to do and I can see it being within the realm of a learning assistance assisting teacher um I would like to maybe change the title because learning assistance, if they don't have it in their school, they don't think it's relevant
- 243 R: Um hmm
- 244 I: and if you did something with people teaching modified programmes, there's hundreds of them out there,
- 245 R: Um hmm
- 246 I: and then they would see it as relevant um and it it is, I think that basically it's a time constraint, a lot of the things that are happening now, the materials advice and the inservicing are really good and I think valuable to the district
- 247 R: Um hmm
- 248 I: um the time to do it at a broader spectrum is just not there.
- 249 R: So you would like to see your position full time for one thing,
- 250 I: Uh hum um hmm
- 251 R: and longer than a year?
- 252 I: Yes, definitely um
- 253 R: Do you find that
- 254 I: a one year posting for virtually any of the assisting teachers, you've just begun to develop the trust of the teachers and your own knowledge of the materials and and the workings of the system

- 255 R: Um hmm
- 256 I: at the end of one year you can see the direction you need to go
- 257 R: Um hmm
- 258 I: you can see where the weaknesses are and what needs to be filled and after just one year (Pause) it's kind of a waste to throw that finger on things that you've finally developed that's taken all year and give it to somebody else to fight the same battle
- 259 R: Um hmm, reinventing the wheel
- 260 I: ya ya but I don't think it's the kind of position that I would like to see appointed like a a district superintendent is appointed, for God knows when
- 261 R: Um hmm
- 262 I: he could be eighty, I don't think that's right because there's a variety of people around the district that have an incredible wealth of skills and it's an asset to the district to rotate the position
- 263 R: Um hmm
- 264 I: because you, then you could take advantage of a wide spectrum
- 265 R: Um hmm
- 266 I: of peoples skills, so I would see it on like a two to three year appointment
- 267 R: Um hmm
- 268 I: and then a a rotation
- 269 R: Um hmm
- 270 I: somebody else coming in
- 271 R: But the option left open for that person to uh carry on if
- 272 I: Well, oh
- 273 R: or you may think that after three years that's it, the person should go onto something else and somebody and fresh blood should come in
- 274 I: I think I would lean more to having it a three year maximum thing,

- 275 R: Um hmm
- 276 I: but there are so many people that are in classrooms and we all need a change
- 277 R: Um hmm
- 278 I: from time to time, and it's a good mechanism in the district to provide our own teachers with a change of outlook
- 279 R: Um hmm
- 280 I: and a breather and build that enthusiasm back again because after you've been teaching for ten years, it starts to wain
- 281 R: Um hmm
- 282 I: you get that break to do something different for a couple of years and you're ready to go again for another ten
- 283 R: Um hmm
- 284 I: so it it's a good release valve looking at a district prospective
- 285 R: Ya, instead of the thirty kids in front of you at the present
- 286 I: Ya, ya I think it could probably prevent a lot of burnout
- 287 R: Um hmm
- 288 I: of people, if they had that kind of release
- 289 R: Um hmm um, if you had um, if you could draw on other types of knowledge for this ideal role that happens to be from two or three years and full time, etc. what types of knowledge, other than those that you've described in in the things that you think are useful now, are those the types of uh knowledge that you think would be useful without the restrictions
- 290 I: um everyone has things that they're they know more about than other areas than they know more about than others I know that there are certain things that I, I am now investigating
- 291 R: Um hmm
- 292 I: because I haven't taught a lot of it and I need the background for this job, things like uh well secondary

- 292 I: uh I think ideally for a person in this position if they're going to, if they want you to do a spectrum K to 12 it's almost unrealistic um that's a lot to expect one person to have the knowledge, not only of the oral language that a kindergarten child needs but the reference and study skills that a grade twelve student needs
- 293 R: Um hmm
- 294 I: and how to build both end uh but I think that classroom teaching experience at both levels would be really valuable because I don't have it
- 295 R: Um hmm
- 296 I: and I can see a problem for myself in dealing at the secondary level, I've never taught there
- 297 R: Um hmm
- 298 I: Uh
- 299 R: that is if would you describe I mean would your ideal situation be someone from K to 12 or would
- 300 I: Um
- 301 R: you ideally like to see that in two separate people perhaps
- 302 I: depending on the scope of the role, if the the role of the person doing the secondary was to deal with all the teachers teaching modified we only have eight people that are designated learning assistants at the secondary
- 303 R: Humm
- 304 I: and by inservicing those eight people, it's a drop in the bucket and they can't possibly spread themselves thinly enough through their whole school, if you were trying to be more involved with everybody teaching modified programmes or children with learning problems then you need someone virtually fulltime at the secondary level
- 305 R: Um hmm
- 306 I: and someone at the elementary level because at the elementary level you have your learning assistance teachers that you're counting on spreading into the classroom teachers
- 307 R: Um hmm

- 308 I: but if you're full time you could do a lot more of that and I have done some this year in conjunction with the other assisting teachers as they're in a classroom and seeing two kids not fitting into any reading groups and not being anything done with them, I can go in and work with them
- 309 R: Um hmm
- 310 I: the other, the intermediate assisting teacher and the classroom teacher and the L.A. and develop a programme for those two leftovers
- 311 R: Um hmm
- 312 I: I think probably (Pause) by intensifying your area of specialty you would probably get more from the programme
- 313 R: Um hmm
- 314 I: by limiting to a grade level unless you get somebody who's absolutely fantastic and had taught that spread but there aren't very many of those people around that have taught right from kindergarten grade one, where your emphasis is very different, to senior secondary
- 315 R: Umm, Well I know I had modified classes and I remember one of the first was English which is outside of my area, I uh did my training and originally taught in the area of Social Studies and all of a sudden I was given a modified English class with really, really low reading levels, it was a grade nine class and some of the kids
- 316 I: two
- 317 R: Ya some of them that were reading that low and I had, I mean we've got a prescription of A,B, and C novel and plays and this and that and the other things, these kids can't read it much less understand it um and I was just uh what do I do, first thing is work on reading skills so I called (.....) who happened to be at uh (.....) at the time and out she came, because I had talked to our learning assistance teacher at at (.....) we have one, had one, I'm not at (.....) anymore, the learning assistance teacher still is, oh well it's a new person, well anyways, the position is still there and she didn't have the material, she couldn't provide me enough
- 318 I: Um hmm
- 319 R: materials for two classes to work on a reading programme so um (.....) had the materials and she came out and

- 319 R: helped me deal with thirty kids working on thirty, well not exactly, about twenty-four kids working on twenty-four different programmes and it was sensational but I didn't even know that existed
- 320 I: Um hmm
- 321 R: until you get in a panic situation, I'm teaching outside of my area, I've got to get some help, I don't know what to do with these kids to make it a worthwhile experience for five months and I found that after we did a three week reading programme most of the kids increased at least one grade level on the testing
- 322 I: Um hmm
- 323 R: because we pre and post tested, it was sensational and the kids could actually see that they had
- 324 I: grown which which is your first battle
- 325 R: Um hmm
- 326 I: is is generally at the secondary level kids that are having trouble in reading or have failed for so long that that's their self expectation
- 327 R: That's right
- 328 I: They don't expect to be able to read anything you give them, they don't expect to be able to do anything
- 329 R: Um hmm
- 330 I: and if you can just get them over that step to where they maybe, I will be able to do it this time
- 331 R: Um hmm
- 332 I: that's 50% of your problem
- 333 R: Um hmm
- 334 I: because they'll at least give it a shot
- 335 R: right being able to read the newspaper
- 336 I: Um hmm
- 337 R: which is written at about a grade six level
- 338 I: ya
- 339 R: that was a big step upward for those kids

- 340 I: ya
- 341 R: so it was really really worthwhile slight diversion,
just a bit
- 342 I: but I think that that's something that
- 343 R: I mean for the assisting teacher position
- 344 I: that that they seem to be putting all this time and
effort in the district into dropout prevention and
all this student screening and all the rest of this
- 345 R: Um hmm
- 346 I: and they're still not getting any help do those people
teach you in the modified classes, the kids that are
really out of it like really, really out of it are,
there are some special programmes happening at the
secondary level for them
- 347 R: Um hmm
- 348 I: which is great because there wasn't before
- 349 R: but even
- 350 I: and it's coming
- 351 R: L.A.C. once a day for one semester is hardly enough
to have those kids develop positive reading skills and
to be able to cope with the regular school system,
one hour is not enough
- 352 I: and L.A.C. by definition is suppose to be in support
of the classroom system not instead of the classroom
programme
- 353 R: Um hmm
- 354 I: but if if you not giving the classroom teacher anything
to do at the kids levels, how can she do anything with
them at all
- 355 R: Um hmm
- 356 I: so there's there's a real need at the secondary level
that I really haven't been able to meet simply because,
a combination of well mostly lack of time, but also
having not taught at the level it's very difficult to
develop the trust and the skills
- 357 R: Um hmm
- 358 I: because you don't have all those people that you
already know

- 359 R: Um Hmm
- 360 I: so there's there's a lot of it there and I've been working sort of in conjunction with (.....) and getting to know some of the people in English, it seems like a logical place to start but even that is it takes a long time
- 361 R: Ya, I imagine it would, uh hum I think we've covered the actual and the ideal now you've listed differences between the actual and the ideal um such as the fact that in actuality you're half time for one year, ideally you'd like to be full time for two to three years, those sorts of differences, how do you account for them, why don't they have your position full time for two or three years?
- 362 I: because
- 363 R: This is anonymous by the way.
- 364 I: Ya, in a crunch I think that maybe, it's my prospective of things, special ed. is the first to go
- 365 R: Umm
- 366 I: in a crunch because it's very expensive
- 367 R: Um hmm
- 368 I: the teachers they have to hire are generally fairly highly qualified and expensive, the teacher student ratio is low
- 369 R: Um hmm
- 370 I: which doubles the price and parents generally of special education students are not the bulk of tax payers, so it's the easiest to sweep under the carpet and in tough times, something has to get swept under the carpet
- 371 R: Um. hmm
- 372 I: and I think that's kind of a symptom of of why they don't have more staff possibly, my my position was definitely experimental this year, it was the first time they've ever had it and in this kind of job description, actually I've never seen a job description, but first time there's been anyone and I don't think they really knew how it would work, it was a shot in the dark
- 373 R: Um hmm

- 374 I: I don't know what their decision is going to be, it seems that because of staffing cuts they're going to do away with it again, but I don't know, I think that administratively it's difficult to account for a person who doesn't have direct responsibility to students and the teachers association as well pressures, let's get more of these people back into the classroom routine so that would kind of be money basically, what comes
- 375 R: Um hmm
- 376 I: there would be more time if there was more money, there would be more staff if there was more money
- 377 R: Um hmm
- 378 I: that's what it comes down to and of all the education programmes in the district, special education is probably the most expensive because of the staff you need and the staff student ratio
- 379 R: Um hmm
- 380 I: so I think it's because of the staff student ratio, I suppose the tax payers are concerned about the the rate of increase, naturally
- 381 R: sure, it hits their pocket
- 382 I: Ya
- 383 R: but, ah by the same token, you know there's also a cry by the public that we get people out of grade twelve who can't read, well if they can't read they need some sort of programme which would assist them in being able to read
- 384 I: Um hmm
- 385 R: they may have special reading problems, I went through twelve years of school of regular public school
- 386 I: Um hmm
- 387 R: and three years, two or three years of university before I realized or had any um notion that I was dyslectic, so I, I transpose numbers I'm not, I don't have a reading problem but when I see things and write things, there is quite often the two things aren't the same and I had no idea and I was a Math major for my first two years of university you know, not not realizing that I was switching numbers all the way along, not consistently, but it did happen um you know that sort of thing you would think would be caught when I was small and taught to deal with it, I learned to

- 387 R: deal with it but I certainly wasn't taught to deal with it
- 388 I: Um hmm
- 389 R: so those sorts of problems are not um few and far between, there are a number of kids out there with reading problems and um the classroom teacher doesn't have the time uh and also doesn't a lot of times doesn't have the knowledge that a that a learning assistance teacher would have to deal with specific problems
- 390 I: Um hmm and as societies emphasis on education decreases which is seems to be
- 391 R: Um hmm
- 392 I: the value of education is no longer what it was when you and I were going to school, there was just absolutely no question about whether you went and did well
- 393 R: Um hmm
- 394 I: that that was what we are strived for
- 395 R: Um hmm
- 396 I: the kids that couldn't make it left, where as now they're staying in school and everybody's saying well they're coming out of grade twelve unable to read, well they're coming out of grade twelve that's certainly something that they didn't do in 1950
- 397 R: Um hmm
- 398 I: back then, they were, they quit when they were thirteen, so we're keeping them a lot longer but keeping them isn't really the whole answer, it's an expensive babysitting service, if that's all we're doing
- 399 R: Um hmm
- 400 I: we're also getting some really strange kids that we didn't ever get when we started school, we all had two parents, we all lived in our own homes, we all had big back yards
- 401 R: Um hmm
- 402 I: there wasn't the traffic to deal with on the streets, we had very nice comfortable secure lives basically in general when you looked at the whole population, we're now dealing with an incredible amount of kids who have gone through a divorce in their family

- 403 R: Um hmm
- 404 I: had some some very difficult emotional things to handle as children and an incredible amount of kids whose, for whom English is not their first language
- 405 R: Um hmm
- 406 I: they're dealing with another problem, the socio-economic background of a lot of our kids is shifting as the population shifts
- 407 R: Um hmm
- 408 I: and people become
- 409 R: Um hmm
- 410 I: less well off, so kids are dealing with a lot more
- 411 R: Um hmm
- 412 I: and they're a lot different in terms of their expectations of school, they have T.V.'s now, so they know a whole lot of stuff and expect to be entertained
- 413 R: (Giggle)
- 414 I: which puts
- 415 R: isn't that the truth
- 416 I: puts a complexion on, they expect the teacher to compete with Sesame Street, so if you can't do your song and dance number
- 417 R: What good are you!
- 418 I: Ya.
- 419 R: I can learn the alphabet sitting in front of the tube
- 420 I: and they practise from a very young age in clicking it off, they I feel, I don't know, I don't know whether anyone's ever proven it but I know as a kid if my mother called me I heard her, I may not have responded on the first time but generally on the second time I did because I knew by the third time I'd be in trouble that kind of thing
- 421 R: the tone of voice
- 422 I: ya
- 423 R: with the second

- 424 I: you can you know .
- 425 R: and third call .
- 426 I: how how far you can go but I'm really wonder with especially with young kids now because I'm becoming more and more convinced that they don't here it because they they are so tuned and so trained by T.V. to shut out all the extraneous noises and to focus on one thing but they they do they can literally lock out whatever that teachers saying or parent
- 427 R: Um hmm
- 428 I: and not even know you're there
- 429 R: Um hmm
- 430 I: and have to be touched to be brought back into touch with whats happening
- 431 R: Um hmm
- 432 I: that maybe it was there when we were kids and I was a kid so I didn't know but it doesn't seem to be
- 433 R: I can remember hearing my mother's voice anywhere in the neighbourhood
- 434 I: Um hmm
- 435 R: Anyway, do you have any other further questions or is there anything you'd like to know?
- 436 I: No, I hope I've given you enough information.
- 437 R: Yes, thanks very much for your time.