TEACHERS' PERCEPTIONS OF INNOVATIONS IN THE FAMILY MANAGEMENT CURRICULUM

By

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B.H.E., The University of British Columbia, 1986

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS in THE FACULTY OF GRADUATE STUDIES (The Centre for the Study of Curriculum and Instruction)

We accept this thesis as conforming to the required standard

THE UNIVERSITY OF BRITISH COLUMBIA

August, 1991

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Abstract

The purpose of this study was to gain an understanding of teachers' perceptions of innovations in a curriculum. The study examined three teachers' perceptions of the integrative approach and ecological perspective in the Family Management curriculum document in British Columbia. Two interviews, sixty to one hundred and twenty minutes in length, were conducted with each teacher. During the interviews, each teacher was asked to submit documents that illustrated the meaning the innovations had for their teaching. Through subsequent transcript and document analysis, descriptions of the teachers' perceptions were developed.

For none of the teachers were the innovations immediately meaningful. However, they were able to give meaning to both concepts. Two teachers perceived the integrative approach as relating topics and concepts through discussions and work sheets. The third teacher used assignments that related topics and concepts although she did not perceive this as integrative. Teachers had similar perceptions of the ecological perspective: the interrelationship among the individual and family with the school, peers, and the local community. Teacher perceptions were influenced by multiple factors: lack of need for the innovations, the lack of pedagogical and conceptual clarity in the innovations, complexity of the innovations, time, inservice, peer meetings, teaching experience and students.
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I wish to thank Dr. Walter Werner and Dr. Margaret Arcus for serving on my thesis committee. Their comments and advice have been appreciated.

I especially thank Dr. Linda Peterat, my advisor and thesis supervisor. Without Dr. Peterat’s assistance and guidance, my work could not have been completed.

I also wish to thank the three teachers who shared their teaching experiences with me. Without their contribution, this study would not have been possible.

Finally, I wish to thank my family for the support they have given me during my years at university.
Chapter I: Introduction

Teachers encounter new programs, policies, teaching materials and teaching approaches from a variety of sources, including the government, school boards, principals, colleagues, and industry. How teachers implement these innovations in the classroom, however, is not a straightforward task. It is increasingly recognized that teachers have a central role in implementing any innovation. Fullan (1982) claims that implementation depends on teachers to interpret and adapt a new program, ideas and materials to their beliefs and teaching practices. Teachers are particularly relied upon as interpreters of innovations when a new program is broad in scope, ambiguous or unclearly defined or conceptualized. The implementation of such innovations is considered to be a process of mutual adaptation (Berman & McLaughlin, 1976). That is, the teacher may change to some extent their practices and beliefs, and the program will change as it becomes subject to the teachers' meanings, teaching style and context. How teachers interpret and adapt innovations, and do or do not implement such changes was the focus of this study. There are few studies in home economics education research which examine teachers implementation of curriculum innovations (Faculty of the Department of Home Economics Education, 1986).
In British Columbia, the Family Management Curriculum Guide 11/12 (British Columbia Ministry of Education, 1986) is a recent policy document. It contains broad, foundational and poorly defined-concepts. It was quickly implemented after a swift revision and adaptation of two courses, Family Studies 12 and Housing and Interior Design 12. Although many of the topics and learning outcomes were retained from the former courses, the Family Management curriculum document has two innovative features, the integrative approach and ecological perspective. While they are the central new features of the Family Management Curriculum Guide 11/12 (Chong, 1988; Larsen, 1987), the document lacks clarity about what these features mean and how teachers should implement them in practice. The integrative approach is suggested for organizing the major topics and key concepts to be taught. Teachers are encouraged to link major topics, key concepts, and learning outcomes together in several possible ways. The ecological perspective is the basic conceptualization of Family Management. It refers to the interactions of people and their environments, and emphasizes individuals, families and other social groups and their reciprocal influence on each other.

This study examined teachers' perceptions of the integrative approach and ecological perspective. The central questions guiding the study were:

1) What are the teachers' perceptions of the integrative approach?
   a) What does this mean for their teaching
practices?

b) How have they come to this understanding?

2) What are the teachers' perceptions of the ecological perspective?

a) What does this mean for their teaching practices?

b) How have they come to this understanding?

Definition of Terms

The following terms were central to this study and for the purpose of this study assumed the following meanings:

A. Family Management

Family Management is a two level elective course offered in home economics at grade eleven and twelve. According to the curriculum document, the content of Family Management 11 includes child development, adolescence, and individual resource management while Family Management 12 is organized around the adult years and family resource management.

B. Implementation

In this study, implementation assumes an innovation is always interpreted by others whose intents may differ from the developers and who are influenced by the particularities of their situation of practice. Teachers experience implementation as a developmental and long term process during which there is a change in practice such as the use of new or revised materials, new teaching approaches or the alteration of beliefs. This study is concerned with implementation in
that it investigates the perceptions or meanings for teachers of two central innovations set out in a curriculum document.

C. Innovation

The terms innovation and change are used interchangeably to describe something new in an educational program. In this study, there are two new features in the Family Management curriculum document compared to the curriculum document it replaced, Family Studies 12 and Housing and Interior Design 12. The two central innovations in the Family Management curriculum document studied in this research are the integrative approach and the ecological perspective (see Chapter II for further details about the innovations).

C. Perception

A perception is a person's awareness or understanding of a person, concept, or event. In this study, perception is used to describe a teacher's understanding of the integrative approach and ecological perspective. Since these innovations lack pedagogical and conceptual clarity, the teachers' perceptions of the innovations may be different from each other and from those of the curriculum developers.

Limitations

The study investigated the perceptions of Family Management teachers in one school district in the lower mainland of British Columbia. It examined the perceptions of the integrative approach and ecological perspective of a
particular group of teachers; therefore, the results only represent their understanding.

Three teachers from three different secondary schools in one school district were involved in this study. The small sample does not make it appropriate to generalize to all Family Management teachers.

Self-report and document analysis were sources of evidence of the teachers' perceptions. Self-report served as the main indicator of teachers' perceptions. The focus of the study was limited to teachers' perceptions and did not seek to evaluate these as operative in classroom practice.

**Significance**

This study provided documentary evidence of teachers' perceptions of two innovative features in the Family Management curriculum document. Since teachers work alone in their classroom, they do not have much opportunity to talk together about the basic concepts which guide their teaching. In this study, three teachers' perceptions of the two central innovations of the Family Management curriculum document are described. Such descriptions may encourage other teachers to speculate on their own perceptions, "generating a consciousness of knowingness and a sense of the accepted as problematic" (Stenhouse, 1985). In addition, a study of teachers' perceptions is of interest to curriculum developers. In examining how curriculum innovations are perceived by teachers, the findings will have implications for curriculum
document writing. Finally, this study may help educators to understand the daily realities and constraints that influence teachers' perceptions.

The study is divided into five chapters. Chapter I identifies the research problem that was investigated. Chapter II examines literature related to curriculum implementation, the development and implementation of the Family Management program in British Columbia, and the innovative features of the program. In Chapter III, the research approach used in the study is described. In Chapter IV, the teachers' perceptions of the integrative approach and ecological perspective are described. Descriptions of their perceptions are based on transcribed interviews and documents that represent their understanding of the innovations. In Chapter V the teachers' perceptions are compared and contrasted, and conclusions and implications of the study are stated.
Chapter II: Review of Literature

In this chapter, five areas of literature are reviewed. The first section examines curriculum implementation. The second section describes the development and implementation of the Family Management program in British Columbia. The third section examines the Family Management program within the context of home economics education. The fourth section examines the innovations of the Family Management curriculum document. The fifth section summarizes related research.

Curriculum Implementation

In the educational literature, two perspectives of educational change are distinguished; the fidelity and mutual adaptation perspectives (Fullan, 1982). The fidelity perspective assumes that a developed and planned innovation can be universally and faithfully implemented by others in the way intended by the developers. This view of implementation is appropriate for implementing a well defined innovation that has been successfully implemented before (Huberman & Miles, 1984).

A mutual adaptation perspective assumes that an innovation is always interpreted by others whose intents may differ from the developers and who are influenced by the particularities of their situation of practice. Teachers
experience implementation as a process during which they come to understand and interpret a new program, materials or ideas and make pedagogical decisions to accommodate the needs and interests of students, available time, preferred teaching style, etc. This results in transforming the innovations introduced to accommodate teaching practices and each individual classroom. This view of implementation is appropriate for examining innovations which contain broad or vaguely defined ideas, concepts, goals, or objectives and which require teachers to adapt, modify and interpret them (Fullan, 1985).

The mutual adaptation perspective of implementation was distinguished by Berman and McLaughlin (1976) based on their study of Federal programs supporting educational change (FPSEC and also known as the Rand Change Agent Study). Berman and McLaughlin studied 293 innovations in secondary and elementary schools that were conceived or proposed by teachers, district specialists, and outside consultants. Data collection included 1,735 personal interviews with staff at all levels in the school district to elicit opinions about factors affecting the projects, and twenty-nine field studies were conducted to compare similar innovations operating in different settings. As many of the projects were based on broad or vaguely defined ideas that had not been proven through exemplary practices, the implementation of them relied on adaptation of various features of the project to different institutional settings.
Berman and McLaughlin (1976) defined this process as mutual adaptation.

The Rand Change Agent Study pointed out that mutual adaptation is likely to occur in relation to complex and less clearly structured innovations. Adaptation of innovations depended on "staff training, frequent and regular meetings, and local material development" (Berman & McLaughlin, 1976, p.359). Staff training provided teachers with "how to do it" knowledge; meetings provided a "forum for reassessing project goals and activities, monitoring achievements and problems, and modifying practices in light of institutional and project demands" (Berman & McLaughlin, 1976, p. 360); and local material development provided staff with an opportunity to carry out and understand project precepts.

House (1981) proposed that implementation can be understood from a cultural perspective. He claims that teachers share a consensus of norms and values which constitutes a teachers' culture. Teacher culture is different from the culture of other groups such as developers of the program, parents, or researchers, and innovations result from the interaction of the distinct cultures of these groups. Teacher culture refers to the teachers' milieu of practice. It is characterized by isolation in the classroom from other teachers, control of what happens in the classroom, and working with curriculum guidelines that teachers did not design or with materials that are a matter of local or provincial policy or both. It is this culture which accounts
for at least in part, implementation as a mutual adaptation perspective. Bolin (1987) states by the time the teacher is handed a curriculum document "numerous agreements have been entered into implicitly or explicitly that represent vested interests in the outcomes of schooling" (p.102). Conflict and misunderstandings may arise due to different values and beliefs of the groups involved in the implementation process and this can result in unanticipated perceptions and implementation of innovations.

In trying to understand the process of implementation, Fullan (1982) identified fifteen factors that influence implementation. After an extensive review of literature, he selected those factors which had sufficient evidence in the research about how and why they prevent or cause implementation. The factors provide a general framework for understanding educational change, but do not differentiate in detail what implementation means for the teacher, principal, parent, school, school district, etc. The following is an overview of the factors that Fullan (1982, p.56) suggests affect implementation:

A. Characteristics of the Change
   1. Need and relevance of the change
   2. Clarity
   3. Complexity
   4. Quality and practicality of program (materials, etc.)

B. Characteristics at the School District Level
   5. The history of innovative attempts
   6. The adoption process
   7. Central administrative support and involvement
   8. Staff development (in-service) and
Fullan (1982) has necessarily oversimplified his research to comprise the list of factors. However, he cautions one to avoid thinking of the factors in isolation from each other. Rather he states that the factors are "a system of variables which interact" (p 57). Because the focus of this study was on two concepts as the central innovations in a curriculum document, the factors associated with the "characteristics of the change" are most appropriate for closer examination.

Fullan (1982) suggests four factors which influence implementation relate to the nature of the change itself: need, clarity, complexity, and quality and practicality of the program. He states that there must be a perceived need for the new program, materials or ideas. The Rand Change Agent Study found that commitment was associated with projects that were chosen to address a need concerning the learners (Berman & McLaughlin, 1976). An innovation must have clearly stated goals and the means for achieving them. Fullan claims that false clarity may result "when the change is interpreted in an oversimplified manner; that is, the proposed change has more to it than people perceive or realize" (1982, p.58). For example, revised provincial curriculum guidelines may be
dismissed by some teachers on the grounds that they are already doing that. But if the teachers' perceptions are based only on the more superficial goals and content aspects of the guidelines without realizing that certain beliefs and teaching strategies are essential to implementing the guidelines effectively, this may be an example of false clarity.

Complexity, a third characteristic of the change refers to "the difficulty and extent of change required of the individuals responsible for implementation" (Fullan, 1982, p.58). Some educational innovations involve major restructuring or fundamental kinds of change. The cost is often high, and a great deal of effort may be required to achieve an unknown amount of return (Doyle & Ponder, 1977). However, the difficulty and extent of change required of the individuals responsible for implementation will depend on the starting point for any given individual or group (Fullan, 1982). In addition, the complexity of the change will be determined by the difficulty of the skills required, extent of alterations in beliefs, teaching strategies, and use of materials.

The quality and practicality of program materials is the fourth influential characteristic of the change. It may be overlooked when the adoption of a curriculum becomes more important than implementation. A short time lag between adoption and initial implementation can result in inadequate follow-up or preparation time for the development of
materials. "Teachers want, need, and benefit from tangible, relevant program materials which have been produced and tested in a real classroom situation" (Fullan, 1982, p.60).

The factors related to characteristics at the school district level, the school level and external to the local systems may have some influence on the teachers' perceptions of the innovations in this study. However, the importance of these factors will be studied through teacher's perceptions and by providing some context to the curriculum innovations and not through specific study of the school, school district, and external agency policy and practice.

Implementation literature provides a context for this study and permits the question of the teachers' perceptions of curriculum innovations to be raised. That is, understanding teachers' perceptions of certain innovations will help to understand how teachers interpret certain innovations in the context of larger program change.

Development/Implementation of the Family Management Program

Home economics teachers began implementing Family Management 11 in 1986 although some teachers began as early as 1985, when the program was adopted and when a draft of the Family Management 11 curriculum document was available. In September 1986, all teachers who taught Family Management 11 and Family Management 12 were to implement the new program.

The Family Management program was developed to meet provincially revised graduation requirements. The "Graduation
'87" policy document stated that all provincial grade twelve courses must have grade eleven prerequisites. Since Family Studies 12 and Housing and Interior Design 12 did not meet these prerequisites, the courses faced enrollment loss and possible elimination.

With some urgency, during the summer of 1984, an ad hoc committee composed of the instructor and students in a home economics education graduate course at the University of British Columbia lobbied for the retention of Family Studies 12 as a part of the senior home economics program (Burnell, 1984a). The Home Economics head teachers of Vancouver Secondary Schools made several recommendations to the Ministry of Education. When their recommendations were unacceptable to the Ministry, this group prepared an outline that acted on the Ministry's suggestion that Family Studies 12 and Housing and Interior Design 12 be combined (Thomas, 1986). The committee drafted a curriculum proposal in two days that recommended the replacement of Family Studies 12 and Housing and Interior Design 12 with a course called "Families: Health and Management" (Burnell, 1986b). The course was to be a two level course taught in grades eleven and twelve, and its content drawn from both Family Studies 12 and Housing and Interior Design 12 (Burnell, 1986b). The University of British Columbia home economics faculty, executive members of T.H.E.S.A. and representatives from twelve school districts were consulted and endorsed the outline (Thomas, 1986).
The development of the Family Management program was a low priority with the Ministry of Education since there were other existing curriculum guides that were more out dated and other curricula that affected a greater number of students (Larsen, 1987). Thus, the budget allotted to the development of the program was only $20,000 which in turn necessitated a quick revision process (Larsen, 1987).

The Home Economics Curriculum Revision Committee was selected in February 1985. The short time span for development precluded opportunities for revision and external review of the curriculum document. The committee worked on a draft of Family Management for four days in February and two weeks in the spring of 1985. The draft was in the schools by mid September (optional implementation began in September 1985). The committee met again in November 1985 and April 1986 to revise the Family Management 11 draft and to work on the guidelines for Family Management 12. The meetings lasted for three and five days respectively. There was no time for a revision of Family Management 12 since the Family Management Curriculum Guide 11/12 was scheduled to be in the schools by September, 1986 and implementation of Family Management 11 was mandatory in 1986-87.

Both time and money were running out. During the spring and summer of 1986, the committee members divided into two subgroups; one group selected a text book, and the other group developed materials for the Ministry of Education orientation workshops.
The Ministry of Education provided little support for implementing the program (Larsen, 1987). Draft curriculum documents for Family Management 11 arrived in mid/late September 1985, whereas the optional implementation of the course was scheduled to begin at school opening in September 1985. The final curriculum document for Family Management 11/12 arrived in late October 1986 due to a delay in printing. However, implementation was scheduled for school opening in September 1986.

The Family Management program was developed with the assumption that there would be no textbook due to lack of funds. However, the Ministry of Education did make money available ($10,000), but only enough for one textbook that would cover two levels. Each school received one class set of Family Living by Leavenworth, Hendricks, Gay, Harriman and Kreinin (1985). It was selected in July 1986 and arrived in October 1986. The Ministry of Education sponsored a one-day in-service session during 1986 and 1987 in nine provincial locations: Smithers, Prince George, Cranbrook, Coquitlam, Campbell River, Maple Ridge, Penticton, Nelson, and Vancouver.

In summary, the Family Management program was proposed after concern was expressed that a suitable two-year course be developed quickly or home economics would be reduced to Foods and Nutrition and Clothing and Textiles in British Columbia high schools. The program was developed quickly due to budget restraint. Upon implementation of the course, textbooks and
curriculum documents arrived late at schools, and the inservice session was limited to one-day.

**Family Management/Home Economics Education**

The Canadian Home Economics Association promotes and supports the study of the individual, family, and community in home economics/family studies education. Home economics/family studies education deals with the experience of daily lives of people in relationship to other people, social systems, and material resources (Canadian Home Economics Association, 1985). In focusing on the daily human problems of 'what should be done about . . . ', students need to learn a variety of family living skills and decision-making skills which allow them to view problems from various perspectives and to recognize and generate alternative solutions (Canadian Home Economics Association, 1985, p.2). Therefore, home economics/family studies education should focus on the family in its changing environment (Canadian Home Economics Association, 1985), and the family should be studied by integrating knowledge from several disciplines; not only the scientific disciplines, but also the hermeneutic disciplines of history and the humanities, and critical philosophy (Brown, 1980).

The Family Management program is part of home economics/family studies education since it addresses the physical and psychosocial development of the individual and the family life cycle. However, students are not encouraged
to generate alternative solutions for problems as the Canadian Home Economics Association (1985) suggests. This is demonstrated in the Family Management curriculum document which emphasizes the acquisition of knowledge and skills for the purpose of fitting in and coping with society largely as it is, as opposed to changing it. For example, many student learning outcomes in the curriculum document (British Columbia Ministry of Education, 1986) describe behaviors that are observable and measurable: define, identify, describe, state, and explain. The learning outcomes do not encourage discussion and deliberation. Although the curriculum document states that teachers should "foster an atmosphere where differing points of view are accepted" (British Columbia Ministry of Education, 1986, p.1); the student learning outcomes tend to emphasize the view of the scientific disciplines rather than others as suggested (Canadian Home Economics Association, 1985). As teachers interpret and transform the curriculum document into teaching practices for their own classroom, practices may be different from what the learning outcomes suggest.

The Innovations of the Family Management Program

The Home Economics Curriculum Revision Committee stated that the Family Management program was developed by combining the best of the old courses and the most useful resources, but with a new perspective and some new content (Larsen, 1987). Thus, only some parts of the Family Management curriculum
document are innovative while parts of Family Studies 12 and Housing and Interior Design 12 curriculum document judged pertinent by the Revision Committee were retained.

A comparison of the Family Studies 12 and Housing and Interior Design 12 curriculum document with the Family Management 11/12 curriculum document indicated two innovative features: the integrative approach and the ecological perspective. Each of these two innovations are examined in terms of conceptual clarity and pedagogical clarity as they are presented in the curriculum document.

The Integrative Approach

The curriculum document introduces an integrative approach rather than a sequential approach for teaching major topics and key concepts. The term integrative approach is not found in the curriculum document, but is used in this study since it best describes the document's intentions to organize the course content. According to the curriculum document (1986), links can be drawn between the major topics and their key concepts, and the interrelationship of them can be taught using any of the three suggested teaching approaches. Furthermore, the theme approach is suggested as the most conducive way to teach the course and it is based on linking topics, key concepts, and learning outcomes in order to relate a variety of subject matter.

1. Conceptual Clarity

The major topics studied in the Family Management curriculum document are different from those in the Family
Studies 12 and Housing and Interior Design 12 curriculum document. For example, in the 1979 Home Economics Curriculum Guide, the major topics of Family Studies 12 were: Self Concept, Communication, The Family, The Life Cycle (The Unborn Child, Adolescent, Adult Life, etc.), and Death and Dying. The major topics of Housing and Interior Design 12 were: Housing, Interior Design, and Terminology.

Below each major topic were learning outcomes. There was no explicit encouragement to relate one topic to the next one. Commonly units of instruction developed around each topic. The interactive nature of the individual, family and the environment could be neglected since the individual and family were studied as separate topics in Family Studies 12 while the environment was studied in Housing and Interior Design 12.

In contrast, the major topics listed in the 1986 Family Management Curriculum Guide 11/12 (British Columbia Ministry of Education, 1986) for Family Management 11 are: Individual Resource Management, Human Development, Personal Growth, and Interactive Relationships. These major topics are interrelated by their focus on the individual, especially on the physical and psychosocial aspects of adolescence. For Family Management 12, they are: Family Resource Management, The Adult Years, and Changing Lifestyles and Relationships. These major topics are interrelated by their focus on the family, especially on the life cycle of the family.

The major topic for "each grade level is defined by a set of major topics and each major topic is addressed by a number
of key concepts" (Ministry of Education, 1986, p.1) (see Appendix A). For each key concept, there are intended learning outcomes "designed to achieve the goals of the curriculum" (B.C. Ministry of Education, 1986, p.1). Instead of a sequential approach for the teaching of major topics, an integrative approach is introduced in the Family Management curriculum document so that links can be drawn between the major topics and their key concepts.

2. pedagogical clarity

Three approaches are suggested by the curriculum document for integrating the sixteen key concepts for Family Management 11 and the fifteen key concepts for Family Management 12 (B.C. Ministry of Education, 1986). One approach is to progress through the major topics and key concepts as they are presented in the curriculum document. The second approach is to expand and rearrange the major topics or key concepts. The third is the theme approach.

By progressing sequentially through the curriculum document, the teacher teaches one topic and all of its key concepts and learning outcomes. Students can gain an understanding that each major topic is comprised of many key concepts, as the teacher draws links between the major topic and its key concepts. Teachers could also draw links between the major topics. Approximately each week, the teacher could present a different key concept to the students. If this were not done, the key concepts could be taught as segregated units.
The second approach is for the teacher to rearrange the key concepts and identify only those learning outcomes that offer the most scope for them to draw upon their own background and experience or that best meets the needs of the students (i.e., in terms of student interests and achievement levels). These topics or concepts can then be highlighted either by rearranging the order in which topics and key concepts are treated or by devoting extra time to the study of selective material. (British Columbia Ministry of Education, 1986, p.6)

Teachers would be expected to draw links between the major topics and their key concepts. However, this re-ordering of key concepts may make it difficult for the teacher to integrate because the key concepts are so closely tied to their major topic, and when the key concepts are re-ordered, the link between each key concept and major topic would have to be re-conceptualized. If this were not done, the key concepts and learning outcomes could be taught as segregated units. The possibility of discrete units based on key concepts is acknowledged by the curriculum document (British Columbia Ministry of Education, 1986).

The third approach is the theme approach which the guide states as being "more conducive to teaching Family Management than does the development of separate units of work on the basis of discrete topics or key concepts" (British Columbia Ministry of Education, 1986, p.6). The guide states:

A theme is a linking idea that relates various aspects of the curriculum . . . since the topic areas
presented in this guide are closely interrelated, the thematic approach allows teachers to scan the curriculum and pull out that which amplifies their chosen theme without jeopardizing continuity. Not all intended learning outcomes need to be included in a program such as this. (British Columbia Ministry of Education, 1986, p.6)

Teachers link a unit of study to a theme by choosing appropriate key concepts and learning outcomes for each sub theme. The development of segregated units of study is discouraged because several major topics and several key concepts are examined together and they are linked to a sub theme. The curriculum document includes a partially developed sample theme for Family Management 11 to show how "various topics and key concepts can be fully integrated" (British Columbia Ministry of Education, 1986, p.6). However, the curriculum document does not suggest how to reorganize the remaining topics, key concepts, and learning outcomes into other themes or how to identify themes.

The first and second teaching approaches permit the teacher to choose student learning outcomes. There are implications for allowing such flexibility. First, a teacher may eliminate all the new learning outcomes and new major topics which essentially leaves one with the old courses, Family Studies 12 and Housing and Interior Design 12. Particularly, it is possible to continue teaching Family Studies 12 since most of its content has been retained in the
handouts, and student activities to teach the "new" course. Second, any eliminated outcomes from the old courses can be reinstated if a teacher wants to expand the scope of content or is drawing on one's area of expertise as suggested by the second approach. Thus, this can result in the restoration of the Housing and Interior Design 12 curriculum and permit the teacher to use her former resources for teaching.

The Ecological Perspective

The ecological perspective refers to the concept of the family which is intended to guide teaching practice and is described as the philosophy behind the Family Management program (British Columbia Ministry of Education, 1986). Ecological means focusing on people and environments and their influence on each other, a kind of systems approach to the family. The ecological perspective may be difficult to convey since the separation of the two Family Management courses in the curriculum document may limit the extent to which such a perspective is emphasized.

1. Conceptual Clarity

The Family Studies 12 curriculum document emphasized people and their relationships while Housing and Interior Design 12 emphasized living spaces. The Family Management curriculum document still examines the individual and family as Family Studies 12 did, and the concepts of resource management and the environment from Housing and Interior Design 12 were retained. However, the Family Management curriculum document has an ecological perspective which is the
The ecological approach focuses on individuals, families, and other social groups in natural settings and assumes that all elements of the world are mutually sustaining and interdependent. In this way, human behavior is seen to be dependent on and influenced by the environment. Additionally, the ecological perspective proposes that resources are jointly held by all and that favorable environmental conditions promote human interaction and growth. (B.C. Ministry of Education, 1986, p.3)

Therefore, "the focus of the grade 11 Family Management course is on the growth and development of the individual and the interactive relationship between individuals, families and the surrounding environment" (B.C. Ministry of Education, 1986, p.3). The grade twelve program emphasizes the "evolutionary nature of the family and the larger community" (B.C. Ministry of Education, 1986, p.3). The larger community is not defined; however, the major topics, key concepts, and learning outcomes indicate the larger community refers to the local community.

The Home Economics Curriculum Revision Committee borrowed the idea of the ecological perspective from the work of Kelly (1968) and Kelly and Levin (1984) which was cited in the textbook Today's Marriages and Families (Gullotta, Adams, and Alexander, 1986). Gullotta et al. (1986) outlined the major ideas of an ecological perspective in half of a page of their textbook according to a personal communication from Kelly and
Levin (1984). According to Gullotta et al (1986), the perspective is

an offshoot of general systems theory . . . This perspective has captured the imagination of many in the disciplines of social work and community psychology who see it as a theoretical framework capable of explaining the relationship of humans and their environment. The ecological approach emphasizes the need to understand the relationship of individuals, families and other groups of people in a natural setting. (p.34)

The ecological perspective stated in the Family Management curriculum document (British Columbia Ministry of Education, 1986) is difficult to interpret. For example, key phrases such as "other social groups in natural settings," "elements of the world are mutually sustaining," "resources are jointly held," and "favourable environmental conditions" are not made explicit. The perspective alludes to the interdependence of people and the environment which could be interpreted as the physical state of the global or community environment. Or it could mean an examination of historical, social, political and economic forces on the family. However, from examining the topics, key concepts, and learning outcomes, an ecological perspective is conveyed as understanding the individual and the family in their immediate social setting or environment; the life cycle has predictable stages; and the reciprocal influences between the social setting and persons, and among persons.
2. pedagogical clarity

The organization of the Family Management curriculum document into Family Management 11 which focuses on the individual in relation to other individuals, the family and surrounding environment and Family Management 12 which focuses on the family and the community may limit the extent to which an ecological perspective on the individual and family can be developed. Because of this differentiating focus of the two courses, it is possible that the individual and family may not be studied any differently than in Family Studies 12 and Housing and Interior Design 12. Despite the possible contradiction between the meaning of ecological perspective contained in the document and the way the courses are organized, the ecological perspective as the basic philosophy of the new program was also identified by Larsen (1987). The ecological perspective offers a specific guiding framework for the Family Management program which was not present in the Home Economics Curriculum Guide 8-12 for the courses Family Studies 12 or Housing and Interior Design 12. The ecological perspective was also recognized by the Revision Committee as a central innovation and was a focus of in-service workshops which oriented teachers to the new program (Larsen, 1987).

Related Research

Few studies in home economics education research have examined teachers' perceptions of curriculum innovations or other aspects of curriculum implementation. Larsen (1987)
used Fullan's (1982) factors to examine the implementation of the Family Management program in the Langley school district during its initial year of mandatory implementation. Larsen was interested in the district and school level supports in place and required to facilitate the new program.

Larsen (1987) identified the integrated approach and the ecological perspective as the central innovations of the Family Management program. According to Larsen (1987), the integrated approach refers to the incorporation of concepts throughout the curriculum document so that they are studied in a variety of key concepts; thus, they are studied from a variety of perspectives.

By examining the early months of the first year of mandatory implementation of the Family Management program in one school district, Larsen (1987) provided recommendations for the remainder of the first year of mandatory implementation. Larsen recommended that the district administrators and principals be made aware of the Family Management program so they can support the teachers and the program; and that the school district provide a series of in-service sessions to address teachers' implementation concerns.

In a related study which examined teachers perceptions of the teaching of sewing in clothing and textiles, Murphey & Stewart (1990) interviewed five home economics teachers. Using "quasi-ethnographic" interviews, each teacher was questioned for one hour using open-ended and close-ended questions. The study found that in home economics, teachers
have considerable control over the selection of curriculum content, and their selection is based on their judgement about student interests and needs. Teachers considered "themselves to be the ultimate judges of what should or should not be in their classroom instruction" (Murphey & Stewart, 1990, p.28), and this belief was directly related to years of teaching experience. Although the teachers used the curriculum document to plan curriculum instruction and choose course content, they chose outside of it for content and activities. Teachers justified their decisions about course content by stating that it was in the best interest of their students.

In a related study which examined home economics teachers, Thomas (1990) interviewed six teachers of Family Management, observed their classroom practice and analyzed teaching documents. Thomas was interested in the teachers conceptions of family life education, the perceived influences on their conceptions and the relationship of the conceptions to their classroom practice. Teachers considered that their personal experiences had the greatest influence on their teaching beliefs. Other influences included the curriculum document, professional interaction, and academic preparation. Thomas found consistency between their articulated beliefs and their classroom practices.

No other home economics education research directly related to perceptions of curriculum innovations or curriculum implementation was identified. The review of central indices and articles in the area found that there has been an over-
reliance on empirical analytical research to explain or predict the nature, content, and structure of home economics education (Faculty of the Department of Home Economics Education, 1986; Wallace & Hall, 1984). This suggests a need for research that uncovers meanings underlying curriculum decisions and this can suggest new possibilities for home economics education.

Summary

Research indicates that teachers perceptions of innovations may be different from the curriculum developers, legislators, or administrators. For innovations that lack structure and are not well defined, these perceptions are the result of a process of mutual adaptation. Mutual adaptation entails interpretations of teachers and may be influenced by previous experiences and understandings, factors related to teachers' culture and to the nature of the change itself. The literature reviewed indicated that teachers are more open to innovations that are perceived as necessary, have procedural clarity, and relevant program materials. If these features are present with ongoing staff training, frequent and regular meetings, and development of materials, teachers are more likely to put their efforts into making and sustaining specific changes.

Although Family Management was a program innovation, much of the course content was not new. The integrative approach, one innovative feature in the curriculum document,
can be achieved in one of three possible ways. The second innovative feature, the ecological perspective may be contradicted through the separation of courses into two foci on the individual and family. In Fullan's terms (1982), the integrative approach and ecological perspective lack conceptual and pedagogical clarity and this makes them very prone to teacher interpretation. Related literature suggests that home economics teachers have considerable control over selection of curriculum content and base their judgments on perceived needs and interests of their students.
Chapter III: Research Approach

The Family Management curriculum document introduced two innovative features that were pedagogically and conceptually unclear, the integrative approach and the ecological perspective. This study examined teachers' perceptions of these two innovations and asked two central questions:

1) What are teachers' perceptions of the integrative approach?
   a) What does this mean for their teaching practices?
   b) How have they come to this understanding?

2) What are teachers' perceptions of the ecological perspective?
   a) What does this mean for their teaching practices?
   b) How have they come to this understanding?

The Sample

The study took place in an urban school district in the lower mainland of British Columbia. During 1989-90, this district had five teachers teaching Family Management 11 and/or 12. By selecting one school district, selective sampling of subjects was avoided. Since the study was focused on the teacher and not at the school district level, there was
no need for district comparisons and one school district permitted a constant context for the study.

Within the chosen school district, there was one home economics teacher of Family Management 11 and/or 12 in each of the five secondary schools. Home economics teachers in this district were known for their leadership in curriculum development. For example, one teacher who was on the Curriculum Revision Committee for the Family Management program taught in the district, but was not teaching the Family Management program during the year of this study.

After permission was received from the school district's superintendent, the five home economics teachers who were teaching Family Management 11 and/or Family Management 12 were contacted (see Appendix B). Three teachers agreed to participate in this study. Two teachers declined stating they were too busy to be involved. Three teachers were judged as an appropriate sample to offer sufficient range in possible variation for comparing and contrasting perceptions in this study. The researcher followed up each consenting letter with a phone call to arrange a convenient interview time.

The three teachers in the study were Anne, Dana, and Lucy. All three teachers were trained qualified home economics teachers and had between twelve and seventeen years of teaching experience. Both Anne and Lucy had experience teaching Family Management 11 and 12 and Family Studies 12 while Dana had had no previous experience teaching these
courses. Only Lucy had experience teaching Housing and Interior Design 12.

Research Approach

Teachers' perceptions were investigated through the use of structured interviews. Teaching documents such as course outlines, student assignments, and handouts were gathered and analyzed in relation to data gathered during the interviews.

A set of open and close ended questions were developed to guide the interviews (see Appendix C). These questions were structured to probe teachers' perceptions of the integrative approach and ecological perspective and possible factors influencing the meanings they held. Many questions about how teachers perceived the innovations were included since Whyte (1982) suggests that they can "bring to light possible inconsistencies in response which may indicate ambivalence of feelings - or confusion as to the meaning of the questions" (p.114). The questions were pilot tested with two home economics teachers not participating in the study, but familiar with the Family Management program. After examining the pilot study transcripts, the researcher refined and revised the interview questions: inappropriate questions were removed, and questions that were vague or misunderstood were re-worded.

Internal validity rests on the researcher showing that the findings and interpretations are credible reconstructions of the subjects' beliefs or perspectives (Merriam, 1988;
Smith, 1985). To understand the teachers' perceptions of the innovations, the researcher collected data in interviews with the teachers and used this data to illustrate their perceptions of the innovations. Teachers were asked for outlines, work sheets, and handouts that they used to teach Family Management and which reflected their teaching approach and organization of the program. The documents were used to verify the teachers' statements about their teaching approach and organization of the course. To strengthen internal validity, each teacher was given a summary of the first interview and prior to the second asked whether the interpretations were accurate. During the second interview, their perceptions were checked through additional questioning. In addition, each teacher was given a final draft of the study and asked to comment on the accuracy with which the report conveyed their perceptions (see Appendix D).

During the interviews, the researcher attempted to suspend prejudices about the innovations in order to be as open as possible to the teachers' perceptions. The researcher was sensitive to the influence of non-verbal communication in the interview situation and attempted to reassure the teacher through eye contact and smiles as suggested by Measor (1985). The teachers did not appear reluctant to express their feelings and opinions. To assure confidentiality, the teachers were informed that their names and the names of other personnel, school and school district would not be included in the study.
External validity or generalizability is problematic in qualitative research (Merriam, 1988; Smith & Heshusius, 1986). It is suggested that external validity be judged according to agreement among interpreters. Thus, in this study, the researcher offers a description of the teachers' perceptions with supporting evidence in the voices of the teachers so that the reader can decide whether the researcher's interpretations are appropriate or propose alternative interpretations.

Reliability refers to the extent to which the research can be replicated with the same results. In this regard, qualitative research tends to be weak because human understandings and behavior are never static (Merriam, 1988). While the questions and methodology of the study could be replicated, the nature and assumptions of the research assume that there may be some similar findings in a similar study and there would also be considerable differences.

Research Procedures

Teachers were interviewed at places of their choice. Two teachers were interviewed twice at their school site while one was interviewed twice at her residence. Each interview was tape recorded and transcribed. The interviews were sixty to one hundred and twenty minutes in length. Two interviews were judged sufficient because the first interview probed the teachers' perceptions of the integrative approach and ecological perspective and the second interview was necessary
to further probe and check consistency of perceptions with those stated in the first interview.

Interviews were the most appropriate method to access the teachers' meaning of the curriculum innovations. While survey could offer a larger sample, it would be ineffective in accessing or probing teachers' meanings. Interviews would also permit unexpected variables or findings to emerge (Theman, 1979). Thus, interviews were considered the most appropriate methodology for addressing the research questions.

The first interview was conducted in November 1989. Teachers were asked about their teaching experience, experience in the school district, teacher training, and years of experience with the Family Management program and with the courses it replaced (Family Studies 12 and Housing and Interior Design 12). Then the questions focused on the integrative approach. During this time, each teacher was asked to submit an outline of her course, to explain how she devised and arranged the topics, and to describe her understanding of the integrative approach and theme approach. Questions about the ecological perspective dealt first with the teacher's focus and philosophy of the course then each teacher was questioned about her understanding of the ecological perspective and asked to illustrate it with student assignments or a description of a lesson plan. Teachers were also questioned about the resources that may have helped them to gain an understanding of these innovations such as ministry or district workshops, peers, the resources listed in the
curriculum guide, or classroom experiences. During the interview, each teacher was asked to describe lessons and submit work sheets and assignments that illustrated her pedagogical statements.

After the first interview, each teacher was mailed a summary of her first interview. The summary was mailed three months later in February 1990 so that each teacher had three to six weeks to read the researcher's summary. In addition, a brief outline of the topics that would be probed in the second interview was mailed. This prepared the teacher for discussing items that were not probed at the first interview and/or allowed her to check details that she was unsure of during the first interview.

The second interviews were conducted during March 1990. At the beginning of each interview, each teacher was questioned whether the interpretive summary was accurate and given the opportunity to make additional comments and corrections where necessary. The researcher then probed specific concerns that arose from analyzing the first interviews. During the interview, the researcher re-examined the teachers' perceptions of the innovations to check the reliability of them. The researcher used an interview schedule that was designed for each teacher (see Appendix E).

The interpretation of the transcripts were guided by the research questions. The researcher analyzed the first interviews by dividing each transcript into statements that addressed the central questions of the study: the integrative
approach/organization of course content and the ecological perspective/underlying conceptualization of the interrelationship of the individual, family, and other social groups. Transcript statements were further divided into four sub categories: what is the organization of course content; how did this organization transpire; what is the underlying conceptualization of the interrelationship of the individual, family, and other social groups; and how did this concept transpire. Tesch (1987) describes this method of working with text as panning since the researcher looks for descriptive expressions that directly address the phenomenon she is exploring and excludes text that is not directly pertaining.

Based on the Family Management curriculum document, criteria were devised to determine whether the teachers had perceptions of the integrative approach and ecological perspective that were similar to those in the curriculum document. The criteria allows the reader to share the researcher's interpretation of the teachers' perceptions. The criteria is not intended to indicate whether or not the teachers implement their perceptions of the innovations. The researcher judged the teachers' perceptions as described in the interviews against the definition of integrative approach provided in the curriculum guide. That is, the perception of the integrative approach was considered consistent with the guide if the teacher explained that she drew links among the topics, key concepts and learning outcomes by progressing sequentially through the guide, or by rearranging them, or by
using the theme approach. In addition, the course outline was examined to see if it was consistent with one of the three approaches. The researcher looked for statements that indicated that the teacher was aware of the meaning of the ecological perspective as stated in the curriculum document and used this meaning as the underlying concept of the family in the course (see Chapter II for further details about the innovations as described in the curriculum document). In addition, student assignments, handouts, or lesson plans were examined to see if there was evidence of the ecological perspective in the teaching materials.

Each interview transcript was read and re-read to focus on explanations, descriptions, and conditions that related to the teacher's perceptions. All documents that teachers submitted were checked against their perceptions for consistencies. Inconsistent statements and documents were questioned during the second interview with the teachers.

Questions for the second interviews re-examined the teachers' perceptions of the innovations and probed specific concerns that arose from examining the first interviews; so the questions were not always the same for each teacher. After the second interview, the researcher analyzed the transcripts in the same manner as the first interview transcripts. In addition, the researcher compared the data between the first and second interview. Data was eventually combined since the teachers' perceptions between the first and second interviews were consistent. Each teacher was mailed a
final draft of the study and asked for their reactions regarding the portrayal and interpretations of their perceptions. None of the participants challenged the interpretations of their perceptions.
Chapter IV: Teachers' Perceptions of the Integrative Approach and Ecological Perspective

The purpose of this study was to examine teachers' perceptions of innovations in a curriculum. To do this, three teachers were interviewed about their perceptions of the integrative approach and ecological perspective in the Family Management curriculum document. This chapter examines the teachers' perceptions and the factors that influenced them.

Anne

Anne has taught for twelve years in her school district. This was her fourth year in this particular secondary school. Anne began teaching Family Studies 12 in 1979 and first taught Family Management 11 in 1985 when a draft of the new curriculum was available. During 1989-90, Anne taught one block of Family Management 11 and one block of Family Management 12 in addition to Foods and Nutrition 9 and Mathematics 8. She was the only teacher teaching the Family Management program at her school.
**Integrative Approach**

The following topics constituted Anne's 1989-90 year plan for Family Management 11. The topics were taught in the following sequence:

SuperHost
Communication
Relationships - includes friendships, dating
Self-Concept
Mental and Physical Health - includes drug and alcohol abuse, smoking, eating disorders, etc.
Community Resources - includes information about suicide, cancer, child abuse, stress
Sexuality - includes physiology and human reproduction, methods of contraception, sexually transmitted diseases - includes AIDS, sexual pressures, rape, teenage pregnancy
Pregnancy and Birth

The following topics constituted Anne's 1989-90 year plan for Family Management 12. The topics were taught in the following sequence:

Introduction - including communication
Families - types, family tree, functions, life cycle, cultural differences
Lifestyle Options - Parenting: deciding to have children, affect of birth order, infertility, dealing with problems, parenting styles, discipline
- Single Life, Mate Selection, Marriage

Dealing with Loss - friendships, divorce, death

Elderly - The Golden Years: attitudes towards the elderly, physical changes, how to cope

Moving from Adolescence to Adulthood - housing needs, employment, cost of moving out

Anne stated that the topics are arranged in both courses so that "they seem to flow really well, and they make a lot of sense for the students." For example for Family Management 11, Anne explained that

Relationships flows logically from Communication since you communicate in relationships. Then into the Self Concept and looking at who they are and where they are going in life, what their strengths are. And then we talk about Mental and Physical Health and how it all comes back to Self-Concept: how they react to different areas of these problems all come back to self-esteem so it relates back there.
The sequence of the topics showed that Anne dealt first with the topics that were less intimidating for students to discuss such as SuperHost and Communication. Intimate topics like Sexuality and Pregnancy and Birth were taught at the end of the school year. She described the order as dealing with "Who they are. Then we look at getting pregnant, not wanting to get pregnant, the decision of a pregnancy, and impact of that, then the birth of a child."

SuperHost was a one and half day seminar presented by the Ministry of Tourism, Recreation, and Culture that dealt with upgrading standards of service and hospitality industry to the travelling public in British Columbia. During April 1989, Anne attended the seminar with five or six other home economics teachers in the school district. Each teacher received a Leader's Manual and Participation Kit which enabled them to deliver the SuperHost seminar to their students. In order to accommodate SuperHost into the Family Management 11 curriculum 1988-89, the development of the newborn from one to twelve months was omitted in the topic of Pregnancy and Birth. SuperHost was included again in the Family Management 11 curriculum 1989-90 under the same conditions.

For Family Management 12, the topics reflected the chronology of a person's life, eg. single life, mate selection, marriage, parenting, and the elderly. Anne did consider organizing the topics to reflect a linear life cycle, but she felt that it would result in studying the elderly and death during the last term of school which could be depressing
for the students. Instead, the topics were arranged so that events were "appropriately placed" within the school year. For example, in Life Cycle Options, parenting was taught before single life, mate selection and marriage so that students could use the parenting information to plan a Christmas party for pre-preschoolers. Transition from adolescence to adulthood was the last topic of the year because its content appeals to the graduating students; budgeting, housing needs, moving out, and employment.

Anne recognized that the topics are interrelated and tried to reflect this interrelating aspect to the students. Anne believed she accomplished this through class discussions. For example when she taught Mental and Physical Health, Anne had the class discuss "if one is feeling crummy, how does this affect one's mental and physical health?". The students brainstorm and Anne had them consider what they learned from the previous topics; she drew upon aspects from the previous topics, Self-Concept, Communication, and Relationships. This included the affect of positive and negative self-concept, the relationship with family and friends, how to help a person, and detecting body language and verbal and nonverbal behavior.

Unlike class discussions, work sheets and assignments tended to focus on a particular concept or set of concepts related to a topic rather than integrate concepts from various topics. For example for the topic Mental and Physical Health, students checked off the ways they dealt with stress in "How do we deal with stress" and rated their reactions to
situations in "how to tell if you're a stress-prone personality". For "a communication exercise for teens & parents" in Family Management 12, students checked off yes or no to questions about their relationship with their parents: what parents discussed with their child and how did the child relate to one's parents. Work sheets tended to limit the students' focus to the topic at hand rather than integrate various topics.

In deciding how to organize the topics, at the end of each school year Anne looked over what work was covered and what worked best. She organized a binder for each unit containing lesson plans, teacher information sheets, handouts, and assignments. It contained what she used for the unit during the present and previous years. She stated that she is "really trying to aim it [the courses] at what their [students'] interests are. Anne stated that

the students write evaluations about what they thought about the course, and I change it at the end of the year. I change the order, I look through the activities. And, I don't plan the whole year, I plan the major topics at the end of the year. Then, in September when I have the students, I do a unit at a time. And I look at what we've covered. And I look if there is anything new then I will put something new in. If I have a new article or something to enhance the unit that will work better, I will change the activity.

Anne devised the topics by using the key concepts from the draft of the Family Management 11 curriculum and the Family Management 11/12 Curriculum Guide (British Columbia
Ministry of Education, 1986). Key concepts were rearranged and used to form topics.

When the curriculum first came out, I went to a workshop on rearranging the key concepts and I used that. I looked at the curriculum [guide] and I picked the ones, I put them in some kind of order that I thought would work.

Anne attended the Ministry of Education in-service about Family Management 11/12 in October, 1986 which introduced the three different teaching approaches: teach the topics and key concepts in the order as presented in the guide, rearrange and expand topics and key concepts, and the theme approach.

However, Anne began teaching Family Management 11 in 1985 using the draft and it did not include teaching approaches; therefore, she must have relied on her past practices from teaching Family Studies 12 - to organize topics into a logical order.

Anne has never used the theme approach to organize Family Management 11/12. She learned about the theme approach at the Ministry's one-day in-service. She commented

I don't think that there was enough of an explanation. I think the theme approach is quite a different way of teaching. I guess I don't have the experience of it. I haven't seen anyone teach in that approach. There was a ten or fifteen minute discussion [during the in-service] of how you could do this and that was it. So for me to do the theme approach, I didn't know where to start. The whole curriculum looked overwhelming and to put together these concepts to fit was just, it blew my mind.
Anne stated that she may have attempted the theme approach if she had "an outline of the course with the topic areas," or had attended in-service to learn how to use it.

I've seen the theme approach [at the in-service and in the curriculum guide] and I have trouble doing that because I think sequentially and I can pull things together in my mind, but I can't see how I would teach it to the students that way.

Furthermore, in meetings with other Family Management teachers in the district during 1987, Anne found that other teachers organized the content in a similar manner; teaching topics and rearranging them.

Factors Influencing the Integrative Approach

The similarities between Family Management 11/12 and Family Studies 12 allowed Anne to use previous teaching materials, similar organization of topics, and former teaching approaches. What worked in Family Studies 12 was applied to teaching Family Management 11 and 12. For example,

there are some lessons on communication [from Family Studies 12] that work really, really well and some lessons on self-concept that work really, really, well and so I still have some of the original things that I used ten years ago and still work with the students, so I use them.

For example the work sheet, "Barriers to Communication" was from Family Studies 12, and used in Family Management 11 for the topic Communication. Students read a list of actions
which inhibit communication and decide which one can or can not be changed. Then, they pick three communication barriers that describe themselves and list ideas for overcoming them. "Paraphrasing" was used for Family Studies 12 and is used in Family Management 11 for the topic Communication. Students read nine statements and rewrite the sentence using different words. The "Family Constellation" assignment for Family Management 12 was from Family Studies 12. Using their imaginations, students show how they feel about family members and close friends by cutting out different size, color and texture of circles and arranging them to show the student's attachment to these people.

Even after Anne's initial implementation of Family Management 11, she continued to collect resources, change assignments from year to year, and change the order of topics. For example, SuperHost was not prescribed for the Family Management 11/12 curriculum, but Anne voluntarily inserted it into 1988-89 Family Management 11 curriculum. She explained

I thought the students would really enjoy it. I thought they could use it in their work. When I asked the students how many of them worked, about eighty percent of them said that they do work. And it would be a review of [the topic] Communication of what we did earlier in the year . . . it would support what we had done . . . I thought it was a really upbeat way to end the term.

Resource materials came from the Family Management 11 and 12 resource books published by the Vancouver School Board, Perspectives for Living resource books from Alberta, other
teachers, and information pamphlets from Alcoholics Anonymous, Canadian Cancer Society, etc. The basis for choosing materials was "legibility, at the student's level, checklists, anything that gets them to think about issues."

Anne collected resources from other Family Management teachers in the school district. After teaching Family Management 11 during 1986-87, she contacted a teacher in the district who taught both Family Management 11 and 12. The reason was that Anne worried about how/what she would teach the housing section in Family Management 12. She omitted the housing section from Family Management 11. During the summer 1987, Anne talked to this teacher and another teacher. The three teachers decided to meet during the school year and invited other Family Management teachers in the district to join them. Meetings were held once a month during the school year to share ideas, work sheets, assignments and problems. The meetings took place after school at a facility in the school district for four to five hours. "We talked about the focus [of the course], we talked about topics, we talked about teaching strategies, what worked, what didn't work, we talked about assignments, we talked about everything." Anne described how they shared their ideas: "what we had done in a unit, we would bring them or if we found materials that we could use."

Anne enjoyed meeting with the other teachers because "it was very supportive. It confirmed that we were on the right track." For example, teaching by topics was common among the
teachers. Anne "only knew of one person who does it [theme approach], but I don't know her personally." The meetings were important to Anne as there was no one in the district responsible for the implementation of Family Management 11/12; so

the only other people I talked to were other Family Management teachers. I'd called them up and say 'this isn't working, what are you doing' or 'I need some help, I'm on this unit, do you have something on it?' That's about it, we helped ourselves. There was no one in the district who helped.

The teachers did not continue to meet after June, 1988. Anne explained that "the reason that we didn't meet was I guess due to the lack of time . . . we shared enough resources, had enough ideas that we didn't need to meet the following year."

Anne organized Family Management 11 and 12 using topics; however, she did not teach them as segregated units. Instead, Anne integrated concepts from previous and present topics. Using class discussions, she believed students could understand that concepts are interrelated. Anne did not perceive this approach as integrative because it was not patterned after any of three approaches in the curriculum document. Rather, she developed this way of integrating through her teaching experience of Family Studies 12. Student success with this approach led Anne to believe that it was an appropriate way to teach Family Management 11 and 12.
Ecological Perspective

Our conversation about the ecological perspective began with Anne's description of her philosophy of Family Management 11 and 12. This was followed by Anne's comments on an excerpt of the ecological perspective that was photocopied from the Family Management curriculum document.

According to Anne, the focus of Family Management 11 was "issues relating to the adolescent and psychology of people with emphasis on adolescent." Her responses to questions, work sheets, and assignments reflected this viewpoint. For example, in the topic Mental and Physical Health, students analyzed themselves, what they did under stress and how they handled it. For drug abuse, students discussed why do people get involved, how to help, and where to seek available community services and agencies.

This is something I do on alcoholism . . . . we will talk about why do people use alcohol. What are some reasons, and they [the students] tell me their reasons. And we discuss them as they give me all the reasons . . . . So, they'll talk about it and all the reasons involved . . . . What's too much? What do different societies say? What do different cultures say? What's okay in one culture? What's okay in other cultures? . . . . How do you help? Can you help someone if they have a problem with alcohol?

In the topic Communication, students read eight statements about communication and check the box that describes their opinion in "How Do You Communicate?". In addition, they explained why and rated their talking and listening skills.
One topic that was not an issue relating to adolescence was SuperHost. SuperHost deals with the tourism industry in British Columbia and communication in the workplace. In ten periods, Anne taught the students how to give clear directions, initiate conversations, and use tourism publications such as road maps. Anne explained that SuperHost was included because she felt that the "students would really enjoy it" and "they could use it in their work [jobs]."

For Family Management 12, Anne stated that "the focus changes to families . . . and we look at everything from a family point of view. . . . the psychology of family and the effects on the family." However, Anne stated that the topics also related back to the individual's perspective since "if you don't look at where they [students] are, they can't relate to it. I think you do have to come back to what they believe in, what their opinions are." The researcher found that some student assignments examined the interactive nature of the relationship between the individual and family while others did not. For example, with the work sheet "Family Constellation" students examined their relationship to their immediate family members, other relatives, and friends by cutting out circles of paper of different colors, textures, and sizes. Students used lines to connect, encircle, or divide and cluster them to show relationships. Thus, the interdependence of social groups was examined. This did not occur when the students worked on a budgeting assignment at the end of year. They chose where they would like to live
based on the cost of living on their own and the kind of jobs they are looking for. Students examined only themselves to make their decisions although their choices are likely to be influenced by their family and customs.

Class discussions appeared to be conducive to examine the interactive relationship between the individual and the family. Anne explained that for Family Management 11 and 12, "I don't have them sit down and have them do work sheets . . . . A lot of it is really discussion oriented." For the elderly "we talk about attitudes that they have towards them," as well as "the physical changes of the elderly . . . and abuse of the elderly." For parenting, students discussed if they want to have children and "we'll discuss how come you don't want to have kids? We'll talk about their experiences and what they see in their life."

Anne was not familiar with the term "ecological perspective". When asked to define it, she stated that it was "having some idea of the environment and starting to take that into consideration, I think . . . what we are doing to the environment and to be more environmentally aware and how we can help the environment these days." She explained "I thought of it as the environmental approach because it is such an issue today."

Anne was given the opportunity to read the philosophy statement from the curriculum document. After reading it, she realized that "I don't teach too much from what I said before. You know, the effect about the environment. I teach more from
this [the philosophy statement] . . . human behavior and the interrelationship of human behavior between people." However, Anne stated that it is difficult to teach using this philosophy statement.

It's overwhelming. I like the ending that students enter the course with different perspectives and teachers should have a flexible stance to deal with issues . . . I highly agree with the ending. I guess the problem that I have is just trying to do everything. It's just a lot.

Anne had some difficulty understanding part of the curriculum document's description of an ecological perspective. She was unsure about the meaning of "resources are jointly held by all and that favourable environmental conditions promote human interaction and growth" (British Columbia Ministry of Education, 1986, p.3). Anne explained that

I have trouble thinking of ecological, I'm thinking really large, that resources are held by all these people and favorable environmental conditions promote human interaction and growth . . . . the last half of the sentence is talking about human interaction and growth, so are they talking about human interaction in the family or about families and families? I have a lot of trouble with that. . . . I don't know if I teach it.

Nevertheless Anne felt that she taught from an ecological perspective because she focused on the individual and the family as structured in the guide:
Human behavior seems to be dependent on . . . No. I wouldn't say it [Family Management 11 and 12] is too much on that. Focus of Family Management 11 is on growth and development of the individual, and interactive relationships between individuals, family and the surrounding environment. The emphasis of the grade twelve on the evolutionary nature of the family in the larger community. That's definitely what we do. And we definitely examine the relationships of humans. And the environment, not so much since we don't do much on housing, but we talk about the environment about how that affects people. And we do concentrate on the individual in grade eleven and on the family [in grade twelve], trying to fit in the community in grade twelve.

For the community view, Anne had the students locate community health organizations, visit a local detoxification centre, visit a maternity ward at a local hospital, and plan a party for a pre-school. Anne felt that the individual's and family's interrelationship with society is more suitable for Social Studies so she focused discussions on other culture's attitudes towards alcoholism, birth control, marriage and divorce.

Factors Influencing the Ecological Perspective

As described above, Anne was not familiar with the ecological perspective. She indicated that a major influence on her focus had been the psychology courses taken in university.

I took a lot courses in university so . . . . I have a strong background in psychology and it is through the reading there and the constant reading now in
different areas, in books of personal development, how children learn.

Psychology and sociology readings and textbooks about adolescents indicated to Anne that "everything is based on their values, their needs, and their goals. And that's all a part of Family Management."

We talk about what their values are, looking at who they are, looking at their needs, looking at their goals, where do they want to go in life, making sure they get there, decision-making is a really big part of it. So I guess just by doing a lot of reading in all the different areas, talking to the students and seeing what's important to them, what they get out of the course.

Anne was not familiar with the term ecological perspective. Her initial impression was that it meant teaching about the environmental conditions of the world. Our conversation, and an examination of Anne's assignments and work sheets indicated that her perception of an ecological perspective meant studying the interactive relationship between the individual and the family in its immediate environment. This meant work sheets, assignments and class discussions to examine the individual and family in relation to peers, the school, and local community. For Family Management 11, Anne focused on the adolescent while for Family Management 12, she focused on the family life cycle. Anne believed that her perception of the ecological perspective
developed from her university training and reading psychology text books.

Dana

Dana has taught for eighteen years, sixteen years in her present school district and at the same secondary school. She has no previous teaching experience with Family Management 11 or 12, Family Studies 12, or Housing and Interior Design 12. During 1989-90, Dana taught one block of Family Management 12 in addition to Clothing and Textiles 9, 11, 12A, and 12B and Home Economics 8. She was the only teacher teaching Family Management 12. No one taught Family Management 11.

Integrative Approach

The following topics constituted Dana's 1989-90 year plan for Family Management 12. The topics were taught in the following sequence:

SuperHost
Life Cycle Roles
The Family Today
Young Adulthood
Mate Selection
Parenting
Family Changes
Family Crisis
Aging
On Your Own

Dana did not possess a Family Management curriculum document to organize or teach the course. A course outline was borrowed from a friend who was a home economics teacher in the district and had taught Family Management 12 for two years. The course outline included a list of topics and student objectives that were derived from the Family Management curriculum document. The topics for the course outline were based on the family life cycle starting from young adulthood. Each topic listed three to four student objectives. The objectives related specifically to their topic, suggesting that the life cycle is a series of segregated topics.

Dana taught the topics as segregated units. She stated "I am very much categorized, step-by-step person. I like things clear cut." Dana did not perceive herself as integrating although she used work sheets and assignments that interrelated topics or concepts. In Life Cycle Roles, students studied stages of the family life cycle. Students worked in groups of three or four to create posters of one stage of the family life cycle that included information about housing needs, parent/child relationships, husband/wife roles, finances, health concerns, and jobs. Each pair of students gave a twenty minute oral report about families in other cultures which included information about courtship and dating practices, marriage customs, religion, child-rearing practices, and birth and death rites. In the unit on Mate
Selection, students wrote a "marriage cookbook" for newly married couples. Students wrote one to two pages about how newly married couples can solve economic, religion, friends/in-laws, and career/job/work problems. These assignments required students to re-examine the family life cycle and to consider other concepts related to it.

Dana made one change to the course outline that her friend gave her. She inserted the SuperHost program. In April 1989, Dana and five other home economics teachers in the same school district attended the one and half day SuperHost seminar.

Dana did not use the theme approach. When she attended the Ministry's one-day in-service that introduced the teaching approaches, she was neither teaching nor anticipating teaching Family Management 11 or 12. She stated "if you aren't teaching it [Family Management 11 and 12], it [the in-service] doesn't have much meaning to you."

**Factors Influencing the Integrative Approach**

For seventeen years, Dana taught either the Foods and Nutrition or the Clothing and Textiles courses. At the end of the 1989 school year, she unexpectedly learned that she would teach Family Management 12 in September, 1989. Being unsure about what to teach and how to organize the course content, she borrowed a course outline from a friend who taught Family Management 11 and 12 for several years.
I talked to a friend who has taught this course before and I got an outline from her because I really didn't know where to start or what to do. And I didn't feel really comfortable because to me it is really different.

She explained that "Foods and Clothing are really concrete courses and this is very abstract" and requires different pedagogy. For example, she felt that classroom discussions should be integral to the course. She states "they [students] would come and have some active discussion of their thoughts and feelings . . . . they would spend some time actively discussing how they felt, what they saw, and what their experiences were." Instead, she found that "a lot of them don't feel comfortable discussing stuff . . . . they gossip, but they don't really participate and discuss as a group."

In organizing the course, Dana did not consult the Family Management 11/12 curriculum document. She stated that "I'm sure I must have one around this school, but I completely forgot about it and haven't looked at it."

Dana borrowed work sheets and assignments from her friend. She stated that "they have given me guidelines to follow." Without them, "I would have strictly used the text book and used it chapter by chapter." However, Dana admitted that there are disadvantages in using someone else materials. For example her friend gave her an assignment that required the students to orally report on the culture and traditions of families in foreign countries. Dana allowed the students to choose countries, not realizing that some countries would be
difficult to research due to limited resources of the library or that some cultures were too similar to North American traditions and detracted from the purpose of the assignment, learning about cultural differences. Thus next time, she will have the students choose from a list of countries. Another disadvantage is that "I rely on her [the friend] and I'm not really looking to develop my own, so I'm not sure if what I am doing is the best because everyone has their own personality." However, Dana stated that "I doubt that I will ever get my own things . . . . I will probably only modify her things because her things are quite good. It is kind of the thing of 'why re-invent the wheel?'"

At the time of the second interview, Dana had begun to use materials that were not borrowed from her friend. She used the text book by Leavenworth et al (1985). She stated "I did this unit on goal setting with them and actually took some stuff from the text book". In addition, she had borrowed the Family Management 12 Resource Book published by the Vancouver School Board from the teacher who had taught Family Management 12 in the school.

The only change that Dana made to her friend's outline was to insert SuperHost.

After I had taken the course [SuperHost seminar], I had decided that's what I would do first [the first topic for Family Management 12] since that's what I was familiar with. And that would give me some sort of an edge as far as before I started to accumulate materials and look at the materials that I had accumulated.
Dana was not sure if it was appropriate to include SuperHost in Family Management 12. "I'm not sure that tourism fits," with the Family Management content. Nevertheless, Dana will include it if she teaches Family Management 12 again because the students "enjoyed getting the certificate and the pin" that indicates their participation. She explained that "three or four of them [students] have come and said that they have gotten jobs because people were impressed that they had their SuperHost certificate." Furthermore, she explained that "if you look at the course as to develop better rounded individuals and not just focusing on the family, but on the individual as a whole which means [developing] some sense of community involvement and community responsibility," then it is appropriate to include the SuperHost program.

Not possessing a curriculum document, Dana relied on a Family Management 12 course outline, work sheets, and assignments borrowed from a friend. Although Dana taught the family life cycle as a series of segregated topics, she did use student assignments that integrated topics and concepts. The student assignments reviewed various topics in relation to the new one. Dana believed she did not integrate topics using any of three approaches suggested in the curriculum. Dana was unfamiliar with the family life education content and had no previous experience teaching it.
Our conversation about the ecological perspective began with Dana's description of her philosophy of Family Management 12. This was followed by her comments on the excerpt of the ecological perspective photocopied from the Family Management curriculum document.

Dana described Family Management 12 as an examination of the family life cycle from young adulthood to death and how these stages relate to the students' present and future lives. She stated that "my main focus is that I want them to gain something personally from it." She explained that for Family Management 12,

the most important thing is to get some understanding of choosing a mate or partner and for them to set up what their goals are and what their objectives are so that they have some kind of ideas of what their expectations are [in a relationship] . . . . the other big thing . . . is that hopefully when they choose to be parents, it will be a responsible choice, not one that happens because they got pregnant when they weren't planning to or expecting to.

Dana explained that she was trying to prepare her students for their future lives.

You are giving these students information so that when they are going out into the world and are on their own, they are able to make decisions, that they feel more that they are more aware of what is going on and they feel that they are making their own choices rather than have their life directed for them.
For example, students drew their family trees, examined their families' procreation pattern and answered questions about their feelings toward family members. The students made posters that represented themselves; their ideas, desires, goals, and values. "My goal is for when students leave, they will feel that they have gained a lot of information, but also that they can have some power in their own lives to make decisions and to take control." However, Dana felt that "I don't feel like I'm getting my message across to them. They are really cooperative and they seem to enjoy themselves, but I'm not sure how much they are getting out of the course."

Like the other teachers in the study, Dana was questioned about the ecological perspective. Although she had not used the curriculum document to organize and teach the course, it was felt that Dana may have gained an understanding of the ecological perspective through the materials that she borrowed.

Dana deduced that an ecological perspective was drawn from the term ecology so she "would suspect it [ecological perspective] is suppose to reflect some kind of a pattern as a whole. I'm not exactly sure."

Upon reading the philosophical statement, Dana thought it was

broad enough not to mean a particular amount of things . . . it's well worded and very flowery. I suspect it is the approach that most people do take when they teach the course. It's what you hope to do.
However, Dana stated

I'm not teaching from this philosophy [in the Family Management Curriculum Guide 11/12]. I'm trying to survive and get through this course . . . the other thing . . . is that I have seven preps and I teach six blocks [some of the blocks are combined levels of Clothing and Textiles], so I have a really busy timetable so I don't devote the time to this that I should or need to. I just can't.

Dana felt that she would have a better understanding of the philosophical statement, if she could "read more than what these people wrote (the description of an ecological perspective in the Family Management 11/12 Curriculum Guide is referenced to Gullotta et al (1986) see Appendix B) to get an understanding of what they are trying to say because it is a very broad statement." For example, "I mean sure I can see in natural settings all things are mutually sustaining, but really what does that really mean?" Furthermore,

I question what the whole meaning is and what they're trying to say. I think the excerpt itself has really little meaning unless you read the whole reference. Yes, I would say that it doesn't have a lot of significance.

Dana had similar feelings about another statement in the philosophy: "I agree that favorable interactions promote human growth . . . Again, I think you can pick the statement apart and it doesn't have a lot of meaning."
She felt that the statement about "human behavior is dependent on and influenced by the environment" (British Columbia Ministry of Education, 1986, p.3) reflected her teaching approach.

I think one of the things that you are trying to teach students is about the interactive relationships between them and their families. I think that is a really important aspect that you want them to see how they are . . . to look beyond their immediate family and into their immediate family . . . we do pick up a lot of habits from our parents . . . as you get older you see yourself saying and doing things as a child 'oh, I hope I don't act like my mom', yet you see yourself responding just like your mother did in a similar kind of situation. So, I think it is really important that students do look at that.

She felt that the "evolutionary nature of the family and community" could be interpreted in different ways. "It really depends . . . the fact that there is a life cycle and it goes from birth to death or from being . . . [or] the point of view that children in our society has the ability to have a better life than their parents did." She felt that she has taught both meanings. "Content wise, we've been talking about the evolution of the family cycle" such as when the class created posters of the family life cycle. "But on the underlying side, the message that I would like to give is the other one. That they can move beyond what their family circumstances are if they choose to."
At Dana's school, Jan was the home economics teacher who taught Family Management 11/12 since its initial implementation at the school, September 1986. Family Management 12 was part of Jan's teaching assignment for September 1990, but she was unhappy with this. According to Dana, Jan suggested that Dana should teach Family Management 12 and Jan would teach a different course so that each would have a new course to teach. Dana did not agree. Jan filed a complaint with the teacher's association and a meeting was held to discuss her grievances. From the meeting, Dana learned that Jan wanted to change her teaching assignment because she did not want to teach Family Management 12; it "is too stressful, the kids upset me, I don't think I am doing a good job." The principal assigned Family Management 12 to a newly hired home economics teacher. However as this teacher did not have any training in family life education, Family Management 12 was assigned to Dana. Dana was unhappy about this. She described her feelings

I feel I have the worst teaching assignment here and I wasn't happy about receiving Family Management to teach. And I felt that because the other person who taught is still here and has gone to do all the other planning and stuff [monthly meetings with other Family management teachers in 1986 and in-service]. I felt really cheated and I was really angry.

Dana did not ask Jan for any resources or help in teaching Family Management 12. She explained that their
relationship is still strained due to the past events. Instead, Dana asked for help from a teacher from another school. Dana's friend not only gave her an outline, but also gave work sheets and assignments for each topic. The outline is important since it "has given me guidelines to follow. I wouldn't have had any idea. I would have strictly used the text book and used it chapter by chapter."

Dana's friend structured the outline so that it revolved around the chronological family life cycle, beginning with young adulthood. As structured in the curriculum document, the outline for Family Management 12 focused on the family life cycle. "In it [the outline], she [her friend] does the family today, then she goes through young adulthood and kind of follows through... So, it seemed to be fairly logical and I liked that."

Dana states that her approach towards the course is that "I want them to gain a better sense of themselves... we start at the young adulthood and mate selection, I will hopefully take it to a personal level with them." The students are provided with information, which Dana hopes that they will apply to their lives. However, Dana has found that

the students are still at the point where they see me as receiving information to an assignment or a test. And I don't see anything where they're seeing it applies to them. And that is my major disappointment.

Dana had other problems to contend with that were of more concern than teaching from an ecological perspective.
Difficulties were related to the change in daily classroom life and teaching strategies. For example, monitoring student participation in group work was difficult.

basically in Clothing, once the kids start the project, they work basically independently. In Foods, they work in groups, but you only have a pair of two and basically it is much easier to monitor because you are working in the classroom. But whereas here [in Family Management 12], once they are given the assignment and they should actually be doing their work or research in the library, then you know it is more difficult to monitor who is doing the research.

Discussing issues has been difficult:

I find that they are really good at doing a written piece of work, but they are really poor at discussing. Like we can't really generate any feelings about how things are because they are really reluctant to discuss it.

Poor student attendance seemed to hinder class rapport and discussions. "It's the only class where I teach where attendance is horrendous, where there is always four or five kids away . . . and when you are . . . trying to build a rapport and focus on students interacting . . . then that is a real problem." Dana also worried about how well her students were performing. "I think that the quality has been fairly good, but I would like to see how it compares with what other people are receiving". Despite these concerns, Dana admitted this [Family Management 12] is not a top priority. That's the truth. If I had three blocks then I'd feel
that this is a top priority . . . . In my vast array of responsibilities, this class is a minor part . . . . So when I look at it I don't feel that I am giving as much service as I'd liked to.

Dana was not familiar with the ecological perspective. She thought it was a teaching method to organize concepts. Our conversation and Dana's teaching assignments indicated that her perception of an ecological perspective meant studying the interactive relationship between the individual and the family in its immediate environment. This meant work sheets and assignments to examine the stages of the family life cycle in relation to the students' lives and local community. Class discussions were limited since they were difficult to conduct. At this time, Dana was not concerned about teaching from the ecological perspective or any particular philosophy.

Lucy

Lucy has taught for thirteen years in her school district. This was her second year in this particular secondary school: she taught for five and six years respectively at two other secondary schools in the district. Lucy taught Family Studies 12 for nine years and Housing and Interior Design 12 for two years. Lucy began teaching Family Management 11 in 1985 when a draft of the Family Management 11 curriculum document was available. During 1989-90, Lucy taught one block of Family Management 11 in addition to
Clothing and Textiles 9/10, Home Economics 8, and Work Study 11, Child Development 11, and Child Development 12. She was the only teacher teaching the Family Management program at her school.

**Integrative Approach**

The following topics constitute Lucy's 1989-90 year plan for Family Management 11. The topics were taught in the following sequence:

Communication
Self
Adolescence
Mental and Physical Health
Relationships
Community Resources
Human Sexuality
Pregnancy and Birth
Children

According to Lucy, the topics were arranged so that they are in a "logical" sequence. They are logical because "one topic leads into the other quite well. Like there is real connections between communication and self-concept, and self-concept and mental and physical health" and "after relationships is human sexuality." Furthermore, she explains that "I chose the order that I have because it does logically follow one another . . . . that's the way life goes. You learn how to do each of those things."
The order of the topics are also based on what Lucy felt would build rapport among the students. "The students have to build up a rapport with one another before you can get into discussions." She stated that

if they do the less threatening kinds of things at the beginning of the year and things that I'm doing a lot, the teacher is sort of telling them to do things. And they do the more important things and student-oriented activities at the end of the year so that they have a chance to develop a really strong sort of group atmosphere.

The researcher found that the sequence of topics supported this idea. Lucy dealt first with the topics that were less intimidating for students to discuss such as Communication while Human Sexuality and Pregnancy and Birth were left until the end of the school year. Communication is the first topic of the year to help foster a "really strong sort of group atmosphere."

After Communication, the topics focused on the adolescent in their relationships at school, home, and work. Lucy felt that the "flow" of topics allowed her to build and expand concepts, ideas, and issues. For example, when Lucy taught self-concept, she drew on aspects of communication: the students read the article "Putting Down Kids" (Brown, unknown) which was about verbal abuse and self-concept; watched the video "Things My Mother Told Me" which tied together self-concept, verbal abuse and communication techniques; and on the self-concept test, one question asked the students to explain
"how can every day communication affect a person's self-concept?" Furthermore, there would be a number of times when we were working in groups and problems happening in groups, we would talk about group work and how it was affected by what was going on in the classroom." According to Lucy, aspects of the previous topic(s) were related to the present topic because "every topic is interrelated." Lucy's descriptions and examples of class discussions, work sheets and assignments seem to reflect this idea; integrate concepts from various topics. However, not all handouts, work sheets and assignments integrated concepts or topics. For example, "Protecting Self Concept" and "How to Improve Self-Confidence," are informational handouts that explain an aspect of self concept.

In organizing the topics, Lucy states that she rearranged the learning outcomes into topics:

Well, I looked at the curriculum guide and would have pulled the topics generally out of them. And I would have looked at the learning outcomes, but what I thought about the learning outcomes would be what I had done in the past and related to Family Studies and what I know work in the past.

She explained that

My approach is based a lot on what I did in Families Studies before and what I found worked for me in Family Studies before. Although I referred to the curriculum guide, I didn't use it as a bible for planning.
However, Lucy could not have used the curriculum document to organize Family Management 11 in 1985 as she stated since it was not published until October, 1986. Lucy probably used a draft of the guide which contained topics, key concepts, learning outcomes and suggested learning experiences. The draft did not have suggestions for organizing the course content; so Lucy probably did rely on her past organization of Family Studies 12; organize and teach by topics.

Lucy has never used the theme approach to organize the course. She learned about it when she attended the one-day in-service about the Family Management 11/12 program sponsored by the Ministry of Education, October 3 1986. She states that "It was not my cup of tea. It was not something that I chose to do. Everyone has their own way of teaching."

Factors Influencing the Integrative Approach

The similarities between Family Management 11/12 and Family Studies 12 allowed Lucy to use similar organization of topics, and former teaching materials. According to Lucy the similarity between Family Studies 12 and Family Management 11/12 meant that she "only needed time to look at the draft. Other than that, I didn't need any more background information. I spent so much time dealing with same stuff before." As in the past, Lucy used topics to organize the course, but they were not taught as discrete entities. Instead, aspects of previous topics were reviewed and re-interpreted in discussions, assignments and work sheets.
Lucy stated that the "tie in" of topics was something that she has always done. She reflected that she taught in this manner because "whenever I learn something best, it was when it was joined together, when it interrelated with one another, when there has been connections rather than jumping from one to another." She explained that

I can't jump around from topic to topic without any relationship. It's just like when you are learning how to sew. You have to build on the skills that the students have. You can't jump from doing the zipper today and we'll go back and do marking tomorrow. There is logical order to sewing a garment and there's a logical order to doing things [for Family Management].

For example, she explained that for the topic Mental and Physical Health, they still deal with Communication since they talk about effective ways of dealing with stress, and Self-Concept is discussed again because people who develop eating disorders or commit suicide have a poor self-concept. According to Lucy, "every topic is interrelated. There is no doubt about it."

Lucy confirmed that "a lot of the stuff that I used in Family Management is the same stuff I used in Family Studies [12]." For example

I would use stuff from Family Studies for Communication, Self-Concept . . . . Mental and Physical Health, there would be some things and speakers I've used before and information I still use.
For example, "I-Messages," "Paraphrasing," "Student I.D. Card" are worksheets for Communication that were used in Family Studies 12. For "I-Messages," students re-write ten messages that express feelings in a non-hostile manner; for "Paraphrasing," students re-write nine sentences to express the same meaning; and for "Student I.D.", students construct a card that represents facts, feelings, and attitudes about themselves by using pictures, sayings, color, and symbols.

Although Lucy used some of her materials from the Family Studies 12 and Housing and Interior Design 12 to teach Family Management 11, Lucy continued to collect resources and attend workshops. Materials included the Family Management 11 and 12 resource books published by the Vancouver School Board, Perspectives for Living resource books from Alberta, and resource books from California. Other sources of materials:

I read magazines and I would buy magazines because they were pertinent to what I was teaching. I have taped off t.v. so I watch it and take notes from it and get ideas. And people, I mean the other night I got a phone call from a public health nurse about a program on t.v. that I should watch.

Lucy explained "I'm always looking for new ideas even if the old way has been successful for a long period of time, I'm looking for ways to keep me interested in the course too."

Materials were also collected from other teachers in the school district. In September 1987, Family Management teachers in this school district began to meet on a monthly basis.
We get together for about four hours, once a month. And there was someone representing each of the schools... it was somewhat a helping group. We all had certain areas of strength and each of us tried to improve certain areas.

Each time we met, we would focus on a particular topic. Let's say we were focusing on Family Management 12 and the whole area of marriage. I would bring what worked for me and they would bring what worked with them.

Lucy felt it was like "going away from a birthday party with an armful of gifts." The meetings did not continue the following year because teachers did not have time to continue meeting outside of school hours.

Lucy has organized her course using topics; however she does not teach them as segregated units. Instead, Lucy integrated concepts from previous and present topics. Through class discussions and assignments, she had the students contemplate and understand that concepts are interrelated. Lucy did not pattern this approach after any of the three approaches in the Family Management curriculum document. Rather, she developed this method of integrating through her years of teaching home economics courses. She believed that understanding the interrelationship among concepts is the best method for learning.
Our conversation about the ecological perspective began with Lucy's description of her philosophy of Family Management 11. This was followed by her comments on an excerpt of the ecological perspective that was photocopied from the Family Management curriculum document.

According to Lucy, the focus of Family Management 11 is "the adolescent and how the adolescent relates to him or herself and to others" such as family members, peers, teachers, and others. In examining the assignments given to the students, Lucy examined the individual and family as separate entities and as interactive social groups. For example in the topic Self, each student completed a booklet with exercises, articles, and assignments that dealt with self-concept and how it is affected by oneself, parents, friends, and teachers. Focusing on the individual, students created a personal coat of arms, described feelings about themselves for "I am", and identified ways to improve self image and self-confidence. Focusing on the interactive relationship among groups, students constructed a time line of significant events and people in their lives, examined the image that Laura projected to others in "case study - self-concept", and examined the self-concepts of the characters in the movie "The Breakfast Club".

When Lucy was asked to define the ecological perspective, she stated "I thought of it as the environmental approach because it is such an issue today." She believed it meant
"something to do with environment". "Ecology is a funny word because it is used within environmental stuff." However, in terms of Family Management, she felt it must have a different meaning. "Environmental . . . . I deal with the topic Adolescence when they are dealing with some of the crises of adolescence. They are in that environment at the time."

After reading the philosophical statement, Lucy commented that

I would never use the word ecological. . . .[but] I guess I do follow that philosophy because I am doing . . . things like [it] . . . but I can't recall how long ago that I read it.

Imagine I teach the course just like the philosophy statement. Isn't that amazing? Looking back on it, I've obviously read this at some point in time, but I've never really focused my course around the philosophy yet the way I teach is basically the philosophy that they have put here. Or at least, that's my assumption.

She described her teaching as an ecological perspective by

just taking into consideration all the environmental factors that affect students, that affect the student in the class, that affect relationships, that affect self-concept. All the topics are related to the environment as well . . . . It's within every single topic.

Lucy found some difficulty understanding parts of the philosophical statement such as "the ecological approach focuses on individuals, families, and other social groups in natural settings and assumes that all elements of the world
are mutually sustaining and interdependent" (British Columbia Ministry of Education, 1986, p.3). She stated

to tell you the honest truth, I don't think it makes a heck of a lot of sense. I mean it makes sense, but it doesn't. It's a lot of words that don't impress me. I mean it probably does make sense, but it isn't worded in a way that's easily understandable. That's my reaction to that.

Furthermore, she stated "my initial reaction is to pass by that one [the philosophy statement]. But if I was to spend time, I could give you an interpretation of that."

She had difficulty comprehending "all elements of the world, I don't know what they are talking about there". In addition, she did not understand how "resources held jointly together and that favourable environmental conditions promote human interaction and growth" (B.C. Ministry of Education, 1986, p.3) could be related. "I don't know why they would connect them with an 'and'. I think they're two separate thoughts." She explained

Resources, I mean every one has personal resources, everyone has financial resources . . .[but the latter phrase means] if people are in a favourable environment, they are going to be able to grow in a more positive way and be able to interact with one another more effectively.

Like [the environment] could be the school, it could be the home, the work environment. I don't know, basically, anywhere that they [students] happen to be at the time, and where they're at thought-wise too, could be the environment.
An example of favourable environmental conditions was what Lucy attempted to achieve in teaching the topic Communication. It "deals with getting a favourable kind of environment" and having the students "feeling comfortable with one another." However, Lucy stated that "all of the work that we do has to try to get them feeling comfortable. . . . I let them sit with whom they feel comfortable with, but I also make sure that they also work with other people."

Lucy described the "interactive relationship individuals, families and the surrounding environment" (British Columbia Ministry of Education, 1986, p.3) as "basically you should be in a positive environment and part of the environment is being within the family." "I don't think any particular assignment would address that. I think it would be the overall way that the topics are dealt with, the discussions that we would have." She explained, for example the class discussed "relationship between self-concept and Family Management" after someone asked why they were studying self-concept. She explained

if you don't have a positive self-concept, you are going to have difficulty in managing your family because you have to think positively about yourself or feel good about your self in order to make decisions . . . so, there's lots of ties in there.

"The evolutionary nature of the family and the community" (British Columbia Ministry of Education, 1986) is
"how the family evolves and changes. The focus of that is basically Family Management 12 where you talk about the family life cycle and how the family changes from birth to death."

Factors Influencing the Ecological Perspective

Lucy felt that it is important that the students have the ability to relate to one another more effectively and when they get involved in a relationship, be able to solve problems. [As well] be more empathic to their family, to their friends, to their significant others . . . To have some idea of the kinds of issues involved in making decisions. I mean the whole unit on human sexuality, just becoming knowledgeable about their own bodies, how they function, I think most students are really ignorant about that kind of thing. I want to give them that information so they can make informed decisions. . . . to prepare them for some of life's experiences.

She did not feel that her perspective developed from reading or using the Family Management 11/12 Curriculum Guide.

It has nothing to do with the curriculum guide . . . Looking at this curriculum guide my course ties closely with it . . . [students] look from a specific point of view, the individual and that's what I focus on at the beginning of the course . . . then I want them to develop relationships with one another throughout the year and that's going to a bigger thing and when they get into grade twelve. It's basically what I do with my course so whether I have been influenced by this when I read it the first time which I don't think I have because I have been teaching the course like Family Studies . . . and my philosophy has not changed a great deal . . . . That's an eye opener [the philosophy statement] . . . . Aren't teachers suppose to do that [teach from an ecological perspective]?
Lucy was not familiar with the term ecological perspective. She thought it meant teaching about the environment that the individual lived in. Our conversation, and an examination of Lucy's assignments and work sheets indicated that she perceived the ecological perspective as studying the interactive relationship among the individual and family in its immediate environment. This meant class discussions, assignments, and work sheets to examine the individual and family in relation to peers, the school and local community. Lucy believed that her perception of the ecological perspective developed from teaching Family Studies 12.

Summary

Anne and Lucy held similar perceptions of an integrative approach. Both had previously taught Family Studies 12 and found similarities in the content and topics between it and Family Management 11/12. Based on the topics that they used for Family Studies 12, both teachers organized topics to teach Family Management. Rather than teach the topics as a series of segregated units, both teachers believed they integrated them. Anne used class discussions to integrate concepts from past and present topics while Lucy used class discussions, work sheets, and assignments to integrate concepts from past and present topics. Both developed this integrative approach from their experience of teaching Family Studies 12.
Dana had no teaching experience with family life education content although she was an experienced home economics teacher. She did not use any of the three approaches described in the Family Management curriculum document. Although she taught the topics as a series of segregated units, she used student assignments that integrated the topics and concepts.

For the ecological perspective, the three teachers were not aware that it was the guiding concept in the curriculum document for studying the family. Anne and Lucy perceived the ecological perspective as teaching about the conservation of resources. Dana was not sure what it meant. It was after reading the quotation of the ecological perspective photocopied from the curriculum document that the teachers were able to reflect on it and relate it to their views of the course. They perceived the ecological perspective as examining the interactive relationship between the individual and family in the immediate environment. This meant relating the lives of the students to the family, peers, school, and local community in context of the topic being studied. To do this, Anne used class discussions, work sheets, and assignments, Dana used work sheets and assignments, and Lucy used class discussions, work sheets, and assignments. Anne believed she developed her meaning from reading and taking psychology courses in university, while Lucy felt it was from teaching Family Studies 12. Dana developed her meaning based
on her feelings and beliefs about students; she wanted students to apply information they learned to their own lives.
The purpose of this study was to gain an understanding of teacher's perceptions of innovations in a curriculum. The study examined three teachers' perceptions of the integrative approach and ecological perspective in the Family Management curriculum document (1986). Data were gathered from interviews and document analysis and subsequent transcript and document analysis determined the commonalities and differences among the teachers' perceptions. In this chapter, the teachers' perceptions are summarized. In addition, the chapter includes conclusions, implications and suggestions for further research.

Discussion

The first research question which guided this study was "what are the teachers' perceptions of the integrative approach?" The integrative approach was the suggested approach in the Family Management curriculum document for organizing topics and teaching the Family Management program. According to the Family Management curriculum document (British Columbia Ministry of Education, 1986), it could be achieved in one of three ways: teach the topics and key concepts as presented in the guide, rearrange and expand the
topics and key concepts, or rearrange the topics, key concepts, and learning outcomes into themes. In Fullan's terms (1982), as a curriculum innovation the integrative approach lacked pedagogical clarity because it lacked procedural referents in the curriculum document. The integrative approach lacked conceptual clarity because its meaning was diffuse and it relied on teachers to interpret its meaning for practice.

To organize the course content, Anne and Lucy developed teaching topics from the key concepts. Anne and Lucy believed an integrative approach occurred as they related past and present concepts and topics in their teaching. They encouraged their students to consider the interrelationships among previously studied and present concepts and topics. Their approach resembled the guide's second way of integrating which was to re-organize and expand the major topics and key concepts. Dana did not integrate using any of the approaches suggested by the Family Management curriculum guide. She taught topics in her preferred way, as segregated units. Although she used assignments that related past topics and current concepts, she did not perceive this as integrative.

Fullan (1982) states that implementation of change is influenced by teachers' perceived need for the change and this may account in part for Anne and Lucy's perceptions of the integrative approach. Both Anne and Lucy taught Family Studies 12 before Family Management. Their experience led to their recognizing Family Management as an expansion of the
earlier course. They did not recognize the need for a new organizational approach.

Dana did not perceive a need for the integrative approach in the Family Management program. Experiencing teaching of Family Management for the first time, she was more focused on a step-by-step, unit-by-unit approach to teaching.

Complexity refers to the extent of change and difficulty associated with an innovation. For both Anne and Lucy, the complexity related to the new mode of thinking required by the theme approach influenced their non-adoption of this integrative approach. Neither Lucy nor Anne attempted a theme approach to integrating course concepts. Both teachers judged that the theme approach did not merit implementation. Anne stated her non-implementation of the theme approach was due to her lack of knowledge about it while Lucy stated it conflicted with her preferred teaching approach.

Both Anne and Lucy relied on their previous ways of organizing and teaching Family Studies 12. They perceived themselves as integrating topics in teaching Family Studies 12 and repeated this in Family Management. Therefore, they experienced few pedagogical changes or difficulties when they taught the Family Management program. Complexity was further reduced since they had knowledge of family life education content, they had experience teaching family life education content, they developed course outlines and unit plans for Family Studies 12 which could be adapted for the Family Management program, and they had work sheets and assignments
from Family Studies 12 which they could use to teach Family Management. This reliance on their past teaching experiences further reduced the necessity for change.

Dana was unsure about the conceptual meaning of the theme approach for organizing and teaching the Family Management program. She became acquainted with the theme approach at the ministry's in-service, but she could not remember learning about it. In addition to a lack of information, Dana did not refer to a Family Management curriculum document which would be necessary in rearranging the topics, key concepts, and learning outcomes into themes. Thus, complexity related to lack of knowledge and lack of a curriculum document accounted in part for Dana's non adoption of the theme approach.

Dana borrowed a course outline for Family Management 12 from a home economics teacher teaching in the same school district. The outline was developed from the Family Management curriculum document. It listed topics and dealt with the chronological development of the adult from early adulthood to death which Dana taught as a series of segregated units, assessing difficulties with each unit as she proceeded. Being a new teacher in the subject area and the obligations demanded by her full teaching load were factors which influenced her unit-by-unit approach to teaching. The demands associated with beginning to teach a new program may also account for her perception of the teaching materials as not being integrative.
Fullan (1982) states that peer relationships among teachers enhance implementation particularly when teachers exchange ideas, support and feelings about work. Berman & McLaughlin (1976) agree that teachers should exchange their implementation successes and problems, but at regular meetings that serve as a forum to reassess project goals and activities. During 1987, Anne and Lucy met with other Family Management teachers in their school district. After school once a month, they exchanged problems, ideas, and materials. Discussions indicated that the other teachers also taught using topics devised from the key concepts; thus, providing direct confirmation that they were implementing the new courses like Anne and Lucy. Dana did not attend the meetings since she was not teaching Family Management 12 at the time. She didn't ask for help from the previous Family Management teacher since their working relationship was strained. Instead, Dana relied on a friend who was a Family Management teacher in the school district. Dana borrowed a course outline and assignments from her, but they didn't discuss Dana's feelings, ideas, or problems about teaching the course. All three teachers relied on peers in teaching the new program. According to Thomas (1990) teacher meetings influence teachers' selection of content rather than methods for teaching it. In this study, peer support did not focus on the integrative approach or ecological perspective, the two innovative features of the program. Thus, peer support may serve to re-reinforce traditional practice and meanings unless
there is some felt need for or explicit encouragement to reflect on or discuss the nature and implications of innovations.

Fullan (1982) found teaching experience was an inconsistent variable in predicting adoption of innovations. In this study, past teaching experience appeared to influence the teachers' perceptions of the integrative approach. Based on their past teaching experiences of Family Studies 12, Anne and Lucy proceeded to organize the content of Family Management into topics. Both teachers learned that there were advantages to using topics to teach: the breadth and depth of topics can be expanded or shortened; additional topics can be added to suit the teacher's and students' needs and interests; and the order of topics can be easily changed. Also from teaching Family Studies 12, Anne and Lucy developed their meaning of integrative which they perceived as interrelating topics and concepts in class discussions or through work sheets and assignments.

The second question which guided this study was "what are the teachers' perceptions of the ecological perspective?" The ecological perspective is the basic conceptualization of the Family Management program which is concerned with the interactions of people and the reciprocal influences among individuals, families and other social groups. In Fullan's (1982) terms, the ecological perspective in the Family Management curriculum document lacks pedagogical clarity because it lacks procedural referents. It lacks conceptual
clarity because it is not clearly defined and the structure of
the Family Management program may limit the extent to which it
may be emphasized in either of the two courses.

When initially asked, the three teachers were not
familiar with the ecological perspective. Initially, Anne and
Lucy described the ecological perspective as teaching about
the conservation of resources while Dana was not sure what it
meant. After they read the excerpt about the ecological
perspective from the Family Management curriculum document,
they reconciled it with their perspectives on the course. The
teachers were not always sure if their teaching encouraged an
ecological perspective since they could not understand all the
statements in the excerpt from the curriculum document or
always give examples demonstrating their understanding of the
statements.

Fullan (1982) suggests that complexity is a factor
influencing adoption of innovations and this is substantiated
by the evidence in this study. The complexity of the
ecological perspective and the brief mention given it in the
Family Management Curriculum Guide 11/12 (British Columbia
Ministry of Education, 1986) likely accounted for the teachers'
lack of awareness of the concept. While a central innovative
feature of Family Management, none of the three teachers were
readily able to articulate their meaning of it or how it
influenced their teaching.

Berman & McLaughlin (1976) suggests that local material
development is important in working with innovations that are
broadly defined concepts such as the ecological perspective. Anne and Lucy did not develop teaching materials, but exchanged materials with other teachers and used former materials from teaching Family Studies 12. They met with other home economic teachers in the school district, but the meetings were not structured to plan implementation and identify issues and solutions. Instead of discussing the ecological perspective, teachers exchanged teaching resources so they could have a variety of teaching resources for each topic. Dana did not attend these meetings since she was not teaching Family Management at the time.

Teachers' perceptions of the ecological perspective were influenced by their judgement of the interests and needs of students. In their teaching, the teachers focused on the interrelationships among the individual and the family with the school, peers, and the local community. They judged that the examination of the individual and the family in the near environment enabled students to reflect on their family, school peers, and local community. They felt that this made the content interesting and relevant to the students' lives. Anne and Lucy used class discussions, work sheets, and assignments and Dana used work sheets and assignments to convey her perspective of the family.

Teachers had similar perceptions of the ecological perspective, but spoke of different influences on their perception. Anne claimed that her professional education was related to her conception of ecological perspective. However,
it was not due to her training in home economics education, but rather psychology. Lucy claimed her perception was due to her teaching experience while Dana claimed it was due to the personalized nature of the Family Management content. It is interesting that teachers did not claim the curriculum document. Anne and Lucy admitted a reliance on the document early in their teaching of the program. It is likely during this time that they recognized the similarity between the Family Management program and Family Studies 12 and began to use their teaching experiences of Family Studies 12 as a guide.

It is interesting that Dana did not rely on the curriculum document like most teachers early in their teaching of a subject (Thomas, 1990). Dana was the only teacher in the study who had not referred to the Family Management curriculum document for planning course content or teaching. Dana was included in the study since it is not unusual for a teacher to teach without a curriculum document or not to use it when one has it (Coles McRadu, Allison, and Gray, 1985). Since Family Management is not an examinable school subject, teachers have considerable freedom to organize and develop their course as they prefer. Under these circumstances, the teacher relies on one's beliefs, teaching experiences, and the course content to guide one's conceptual framework, teaching approach and organization, and selection of materials. Dana was guided by her friend's course outline and borrowed materials. These
items indicated appropriate content, types of student activities and assignments, and teaching approach.

Dana's participation in the study also provided a novice's perceptions of the innovations. Unlike Anne and Lucy, Dana had no past teaching experience of Family Studies 12 and Housing and Interior Design; thus, her perceptions about the innovations were "untainted". Her perceptions of the innovations also reflected issues associated with teaching a new course.

This study focused on Fullan's four factors associated with the characteristics of a change (1982). However, one can not think of these factors in isolation from the characteristics at the school district level, the school level and external to the local school system. Many of these factors were discussed through the examination of the teachers' perceptions: staff development, time-line, teacher-teacher relations, and teacher characteristics. Not all of the factors were highlighted since they did not relate specifically to the teachers' perceptions. For example, the role of the principal did not seem to influence teachers' perceptions of the innovations. Teachers viewed their principal as an administrator rather than an instructional leader. The inactive role of the principal may be significant in examining the teachers' implementation of Family Management. Some factors indirectly influenced teachers' perceptions of the innovations. For example, factors related to the external local systems (Ministry of Education)
influenced the development and implementation of the Family Management program. This resulted in the lack of conceptual and pedagogical clarity of the innovations which in turn influenced teacher's perceptions. Factors at the school district level also did not appear to be influential on the teachers' perceptions of the innovations. It is possible that the researcher underestimated the influence of these factors. Perhaps, the interview questions did not probe deeply enough to uncover them.

Conclusions

This study examined the teachers' perceptions of two curriculum innovations in the Family Management program in British Columbia. The two curricular innovations studied lacked clarity (both conceptual and pedagogical) in the curriculum document. However, as the basic teaching approach and conceptual framework for the course they had the potential to change significantly the way teachers thought about the course and taught it. Two teachers in this study however indicated that they did not significantly change the way they taught Family Management 11/12 compared to Family Studies 12 which preceded it. Judgements about what and how to plan and teach appeared to rely on teachers' experiences and their beliefs about student needs and what works with students. For none of the teachers, was the ecological perspective an immediately meaningful concept. Thus, the findings of this study indicate that while a curriculum document may contain
innovative proposals, it does not mean that these innovations become readily meaningful for teachers. Both innovations examined in this study were guiding concepts in the Family Management program. Unlike innovations in content or a basic method of inquiry or learning, they may be more easily viewed by teachers as non-essential to their daily decisions of what and how to teach.

However, the teachers in the study gave meaning to both concepts. Anne and Lucy did not choose an organizational and teaching approach from the curriculum document. Both held to traditional organizing of topics, integrating through discussions and work sheets. Dana did not select an organizational and teaching approach from the curriculum document since she used a borrowed course outline. She did not perceive herself as teaching from an integrative approach since she taught using a unit-by-unit approach. However, she used student assignments that integrated concepts and topics. These assignments were borrowed from another teacher in the district. Anne and Lucy's meaning of integrative approach were influenced primarily by their past teaching experiences, a reliance on what was meaningful to and "worked" with students, and the support from peers and available teaching resources. Dana's meaning of integrative approach was primarily influenced by borrowing teaching resources.

This study illustrates the importance of clearly identifying innovations in curriculum documents and illustrating specific means of implementing them. The
integrative approach and ecological perspective held little meaning for the teachers due to their complexity and lack of conceptual and pedagogical clarity in the curriculum document. The brevity of inservice and poor timing in relation to the implementation date likely attributed to this eventual meaninglessness of the concepts for the teachers.

This study illustrates other possible conceptions of the integrative approach. Anne and Lucy perceived the integrative approach as relating topics and concepts through discussions and work sheets. Anne and Lucy based their conceptions on their past teaching experiences. Their conceptions represent their values and beliefs.

This study demonstrates the role of the teacher in deciding what should and should not be included in their classroom instruction. While all three teachers indicated direct or indirect use of the curriculum document, they also showed independence in selecting other teaching and organizational frameworks, areas of study, and activities for their students. The teachers expressed that these choices were made in the interests of their students. Murphey & Stewart (1990) found that this is especially true of teachers with more years of teaching experience. Teachers in this study had ten to seventeen years of teaching experience and did express beliefs that the needs and interests of their students were important factors in determining curriculum content. Teachers expressed other concerns for their choices: Dana selected content that she was familiar with while Anne
removed content that she was unfamiliar with. Moreover, because each teacher in this study was the only one responsible for teaching the Family Management program in their school, their control of content was strengthened. This teaching situation allowed for "considerable latitude in decisions about the focus of the course and content to be covered" (Thomas, 1990, p.249). Thus, teacher isolation contributes to teacher control of what is and is not included in classroom instruction. In addition without centralized examinations or supervisory control, home economics teachers have considerable control in course design and content selection.

The study demonstrates that peer teacher meetings and support will not alone ensure that innovations will become meaningful and utilized by teachers. The nature of the innovations and how centrally necessary teachers view them are likely more influential than simply being able to meet and support each other in making changes. Innovations which are basic to a program and poorly defined like the innovations in this study, are likely to necessitate focused and protracted inservice in order to make them meaningful and influential in teacher decisions. Larsen (1987) recommended a series teacher meetings to clarify the program innovations, share teaching resources, and assess their implementation. In structured meetings, the innovations may become meaningful and utilized by teachers. Otherwise the meetings may only break down the traditional isolation of the classroom teacher and reinforce
established concepts and pedagogy. Larsen (1987) also recommended that inservice should provide skill-specific training by classroom teachers and pool teaching practices from neighboring school districts. However, this type of inservice may only serve to reinforce established concepts and pedagogy.

This study examines teachers' perceptions of innovations in a curriculum document. The study does not claim a relationship between perceptions and classroom practice although Thomas (1990) found considerable consistency between teachers' articulated beliefs and their classroom practice. Indeed, this study suggests that teachers' perceptions are influenced by multiple factors which to a certain extent may change a teachers' practices and beliefs. Past teaching experience and beliefs seemed to have the greatest impact on teachers' perceptions of the innovations. Other influential factors related to the nature of the innovations.

Implications of the Study

The findings of this study have implications for curriculum developers wishing to introduce program innovations.

- Curriculum documents should clarify through detailed examples what is being proposed that is different from teachers' present understanding and practices.
- Curriculum documents should display consistency and clarity among the basic conceptual and philosophical
framework, the goals, objectives, content and instruction methods suggested. The bases of the consistency needs to be explicitly stated and developed.

- Program materials such as text books, curriculum guides, and resource materials intended to support specific changes should be available to the teachers and should arrive when teachers need them, if expected to have an impact.

- Inservice intended to support specific innovations should clarify and discuss the changes between present teaching practices, concepts and beliefs and those contained in the proposed change. Since teachers appear to base their decisions on "what works" with the students and their perceptions of student needs, innovations need to be discussed and negotiated in relation to this decision-making frame of teachers.

Further Research

This study examined home economic teachers' perceptions of two innovations in the Family Management program which is a recent curriculum change in British Columbia. It did not focus on classroom observation of practices related to the curriculum innovations. Observations may provide a deeper yet more varied understanding of "integrative approach" and "ecological perspective". Such a study could provide richer
data and deeper understanding of how teachers' guiding frameworks influence their teaching practices. Since teachers in home economics have considerable control over curriculum decision making, additional studies of influences on these decisions is warranted. Such research would be helpful to both curriculum development and teacher education. The lack of curriculum implementation research in home economics which this study found suggests much more research should be done in this area.
Bibliography


Appendix A

Topics and Key Concepts for Family Management

Topic: Individual Resource Management

Key Concepts:
1. Decisions adolescents make regarding the use of resources are based on personal values, attitudes, and goals. Knowledge about personal resources, values, attitudes and goals will assist adolescents to make satisfying decisions regarding future lifestyles and careers.

2. Effective communication skills enhance interpersonal relationships.

3. An individual's mental and physical health is influenced by habits and lifestyle.

4. Knowledge of the elements and principles of design is a personal resource. The use of design concepts enables the individual to create environments that reflect personal taste.

5. Effective use of community resources is promoted through the identification and knowledge of these resources. Use of community resources is based on needs, availability, quality, and cost.

Topic: Human Development

Key Concepts:
1. Children progress through developmental stages from conception to adolescence.

2. Children's development is influenced by their social and physical environments.

3. The concept of adolescence as a developmental stage in the life cycle is unique to the 20th century. Specific changes mark the progress of the individual from childhood to adulthood.

4. Adolescent identity formation is highly influenced by the social environment.

5. Adolescence is marked by specific physical changes that have an impact on psychosocial development.
Topic: Personal Growth

Key Concepts:
1. The self is comprised of physical, social, intellectual, and emotional components. The way one views oneself is termed the self-concept.

2. Heredity and environment contribute interactively to one's development throughout the life cycle.

3. Basic human needs can be identified as either physical or psychological. Needs are internal tensions that one seeks to resolve.

Topic: Interactive Relationships

Key Concepts:
1. Individuals need relationships for intellectual, physical, and emotional intimacy. Functional relationships meet the needs and expectations of those involved.

2. Interpersonal relationships are dynamic and change over time.

3. Personal and family life can be enriched by the use of community resources. Individual and group contributions can enhance community life.

Topic: Family Resource Management

Key Concepts:
1. As a unique social institution, the family shares common functions and characteristics regardless of social, cultural, or structural differences.

2. Family resources change as family members move through the life cycle and the family composition changes. Decisions regarding use of resources are influenced by a family's values, needs, wants and lifestyle.

3. The family functions effectively when the expectation of family members are compatible and the needs of family members are being met. Effective group communication and decision-making skills facilitate family functioning and the optimum use of resources.

4. Housing is a family resource that requires effective management.

5. Work plays a critical role in family life.
6. The community provides a variety of services for parents and their children. Career opportunities exist for those trained in the field of family services.

**Topic: The Adult Years**

**Key Concepts:**
1. Early adulthood is a stage in the life cycle that is characterized by a maturation process involving physical, emotional, intellectual, and social adjustments. Planning in early adulthood may facilitate the attainment of work and life goals.

2. The primary focus of middle adulthood is on reassessing oneself and one's life.

3. Life satisfaction in late adulthood is influenced by feelings of self worth, use of skills learned in earlier years, health, and relationships.

**Topic: Changing Lifestyles and Relationships**

**Key Concepts:**
1. Lifestyle options are many and varied and may change throughout the life cycle.

2. Diversity in relationships, marriage, and family life characterize our society. Relationships are influenced by changes within individuals and their environments.

3. The interaction of family members and the physical and psychological well-being of individuals are influenced by their environments.

4. Change in family composition has implications for the functions in individuals and their families.

5. Adjustments to dying and death can be facilitated through the support of individuals, families, and community services.

6. Becoming a parent affects one's lifestyle and relationships. The main focus of parenting is guiding children from dependence to independence.
Appendix C

Sample Questions from First Interview

A. What are the major topics that you have taught this year for Family Management 11?
   1. Do you have a copy of the course outline that I may see?

B. How did you decide on the sequence of the topics and key concepts?
   1. Are you teaching as the topics and key concepts are arranged in the guide, rearranging the topics and key concepts, the theme approach, or your own organization?
   2. How did you come to this decision?
   3. Why did you come to this decision for organizing the course content?
      a. What are the advantages of this?
      b. Have you ever changed your approach? Why?

C. How would describe the role of the a) topics, b) key concepts, and c) learning outcomes in your teaching practices or organization of content?
   1. What do they mean to you, collectively or separately?

D. What does integrative mean to you?
   1. Is Family Management 11 integrative? What is integrative about it?
   2. Do you integrate? How? What is an example?

E. Are you using any materials that you used to teach
Family Studies or Housing and Interior Design?

1. Which topics in Family Management 11 are you using these materials?

2. Why are you using these materials from the other course(s)?
   a. What is the source of these materials? (VSB, original, etc.)
      i. May I have a copy of some of these materials that you have used to teach Family Studies or Housing and Interior Design, but are now using to teach Family Management 11?

F. What do you want students to learn from taking Family Management 11? What is your philosophy?

G. What does teaching from "an ecological perspective" mean to you?
   1. How did you come to this understanding?
   2. Do you teach Family Management 11 from an "ecological perspective? Why or why not?
   3. How do you teach Family Management 11 from an ecological perspective? or What perspective, approach or philosophy do you teach from?
      a. Can you think of a lesson that is a good example of an ecological perspective?

H. Are you familiar with the philosophy statement of the
Family Management curriculum guide? Please read this statement from the curriculum guide.

The philosophy behind the Family Management curriculum can be described as an ecological perspective. The ecological approach focusses on individuals, families, and other social groups in natural settings and assumes that all elements of the world are mutually sustaining and interdependent (Gullotta, Adams, and Alexander, 1986). In this way, human behaviour is seen to be dependent on and influenced by the environment. Additionally, the ecological perspective proposes that resources are jointly held by all and that favourable environmental conditions promote human interaction and growth. The focus of the grade 11 Family Management course is on the growth and development of the individual and the interactive relationships between individuals, families, and the surrounding environment. The emphasis of the grade 12 program is on the evolutionary nature of the family and the larger community. Thus, students in Family Management have the opportunity to examine the relationship of humans and their environments initially from a specific point of view (the individual) and later from a more general perspective (the family and the community). As students enter the course with particular and differing ideas about themselves and their world, it is important that teachers of Family Management adopt an open and flexible stance towards issues raised throughout the course and a keen sensitivity to their particular pupils' perceptions.

I. What do you think this statement means "the ecological approach focuses on individuals, families, and other social groups in natural settings and assumes that all elements of the world are mutually sustaining and interdependent"?

1. What does this mean to you?
2. How do you teach this?
3. Can you give me an example from a past lesson?

J. Do you believe that you are conveying an ecological perspective to the students? If yes,

1. How do you think that you have done this?
2. Can you give me examples of this?
Appendix E
Sample Questions From Second Interview

Questions for Anne

First, do you have any comments about the summary? Anything to add or make changes about your organization or teaching approach?

Can you tell me about the training you had to teach SuperHost. How many hours? When? Did the district provide this in-service (during school hours)? Why did you attend it? Have you attended anymore tourism related in-service? (ENCORE?)

How did you decide that SuperHost would fit in with the content of Family Management 11? Why not Family Management 12? Was this implementation voluntary?

How would you describe the organization of topics for Family Management 11? What does it revolve around? You described the topic as fitting really well. What is this fit?

Do you expand the focus to the community, society, globally (world view)? For example?

You have described the course as "continually evolving". Do you consider the evolution from when you started teaching Family Management 11 or Family Studies 12? What are some examples of how the course has evolved?

Can you remember what your concerns were about when you first started teaching Family Management? How did you resolve them?

You had mentioned that the topics of Family Studies 12 are different from Family Management 11 and 12. Which are different?

What do you feel that you are doing differently from the way you taught Family Studies 12? What is the reason for this? (your approach, course content, focus)

You mentioned that you dropped housing from the both Family Management 11/12, but I saw housing needs listed in Family Management 12 in the topic Moving from Adolescence to Adulthood? Is this different approach from what is in the curriculum guide? If it is, why?

What should one be doing something different from Family Studies 12 since this Family Management is a new course, has a curriculum guide, and in-service provided by the Ministry?
For example, what would you tell someone who has taught Family Studies and just found out she is going to teach Family Management 11 in September.

You mentioned that you had some trouble understanding the theme approach? What was it about it that you found difficult? Where did you encounter the theme approach, i.e. a ministry workshop or only in the curriculum guide?

What is/was the basis for choosing materials to teach Family Management?

Your meeting with other teachers, you mentioned it was a support group and sharing ideas. You met in 1986 beginning around what month? After school? Where? How long? Who came up with the idea? Was it formal meetings? eg. minutes, agenda?

When you decided to share an idea or use someone else's ideas, how did you decide this? (What was the basis for choosing an idea?)

Was there someone in this district who was responsible for encouraging implementation and helped solve problems of implementing Family Management? (late curriculum guides and text books, resources) Were there times, when a person like this could have been helpful? For example? Were you able to turn to anyone for help? Who?