STRUCTURES OF CURRICULUM CHANGE AS EXPERIENCED BY TEACHERS

by

MARGARET LOUISE PIKE

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Department of

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

Date June 4, 1981.

ABSTRACT

The purpose of this study was to make explicit some meanings teachers give to the process of curriculum implementation, in order to understand how they typically experience this change. From their experiences and meanings, some typical structures of curriculum change were defined. The major question asked was:

What are the typical structures of curriculum change? Methodologically this major question was divided into the following questions:

1. How is curriculum change experienced by teachers?
2. What commonalities (i.e typical structures) underlie these experiences?
3. What ideal type of curriculum change emerges from these typical structures?

Through taped interviews and subsequent transcript analysis, three structures of change emerged. The first structure was 'actual use', what teachers did during daily activities when working with the new curriculum. The second structure was their experience of 'time', how teachers perceived and organized their time during implementation. The third structure consisted of various 'influences' upon the teachers' experience of implementation. These 'influences' included their beliefs about teaching, their

talking with other educators, the kinds of support they received during the change, and the student responses towards the new curriculum.

Included in the study were twenty primary teachers within two school districts who were implementing the Ginn 720 Reading Program during the 1979-80 school year. Fourteen teachers were individually interviewed three times: first, to elicit their experiences of change; second to validate the researcher's interpretations of transcript conversations; and third to validate the researcher's conclusions regarding curriculum change as experienced by teachers. Six others who were not involved in the data gathering interviews, also participated in individual interviews as a final validation of the study's conclusions.

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Her professional dedication and caring ways have helped me to define "teacher" and "friend".

Chapter I

PROBLEM AND METHOD

Curricula undergo revision and are "implemented" in classrooms. As part of the Language Arts revision in British Columbia, for example, the Curriculum Guide (K-7) and reading materials were made available for classroom use in September, 1979. The Provincial expectation was that by 1981 this new curriculum would be fully implemented.[1]

The Ministry of Education suggests that for implementation to be successful,

> ... teachers and administrators, as a start, need to become familiar with the newly-revised curriculum guide and resource materials. This would suggest that not only should local personnel have an opportunity to examine a curriculum guide and the associated learning resources several months before each are to be used in the classroom, but that teachers and administrators be made aware of the progress being made in curriculum areas which are in the process of being revised. In addition, there is a need for appropriate inservice programs at the local level to insure that teachers are provided with the continued support necessary to implement provincial curriculum.[2] (emphasis added)

Responsibility for this inservice at the local level is intended to provide the ongoing support deemed necessary during implementation. The Ministry provided some guidelines for these local activities:

> The kinds of activities which should be encouraged at the local level are: refining provincially stated learning outcomes; developing procedures through which learning resources can be better used in the classroom; and examining alternate teaching and evaluation strategies for different types of students. In short, active teacher involvement in a range of curriculum activities at the school and district level is essential if the needs of students are to be met.[3]

If personnel at the local level are to provide the kind of inservice that benefits teachers in an implementation process, then some understanding of the change experience from the perspective of teachers would be useful.

The teacher who is charged with the responsibility of translating new curricula into teaching and learning activities, plays a key role in implementation. It is in the classroom where the teacher gives meaning to the curriculum in the day to day actions of teaching and learning. All too often, however, this implementation process is viewed superficially as the adoption and subsequent use of new materials or approaches to learning. The meanings, beliefs and feelings that participants bring to the process, and which may have considerable influence upon it, are often left unattended:

> Staff developers, administrators, and other change facilitators often attend closely to the trappings and technology of the innovation but ignore the perceptions and feelings of people. The personal dimension is often more critical to the success of the change effort than are the technological dimensions. Change is brought about by individuals, so their personal

> satisfactions, frustrations, concerns, motivations, and perceptions all play a part in determining the success or failure of a change initiative.[4]

Studying the process of changing from one curriculum to another from the teacher's viewpoint may illuminate the meaning teachers give to their experience, and may provide insights for facilitating the process of change. As well, for those designing inservice, such knowledge could guide the development of meaningful curriculum activities.

The Problem

The purpose of this study was to make explicit some meanings teachers give to the process of curriculum implementation, in order to understand how they typically experience this change. From their experiences and meanings, some of the typical stuctures of curriculum change were defined. The major question asked was:

What are the typical stuctures of curriculum change?

Methodologically this major question was divided into the following questions:

1. How is curriculum change experienced by teachers?
2. What commonalities (i.e. typical structures) underlie these experiences?
3. What ideal type of curriculum change emerges from these typical structures?

The study did not set a priori hypotheses for testing. It was the intent of the study to generate data from the teachers' point of view, and to develop typical structures of the process of experienced change.

For studying this social phenomenon (in this case a curriculum change), the meanings that teachers gave to their world and their acts within it provided the substance of study and description for the researcher. "We cannot understand [social phenomena] otherwise than within the scheme of human motives, human means and ends, human planning - in short within the categories of human action."[5] In this sense, the researcher felt that it was imperative that curriculum change, as experienced by the teachers, and not as defined from some fictional world created by the observer, become the 'data' for interpretation. The primary questions, then, were: "what does this mean to the teacher?" and "how does she make sense of her world so that she can act in it?"

The dilemma faced by the researcher, however, was in translating what has meaning for the teacher into an objective, conceptual scheme that can be ascertained by those outside the situation. The method employed was the construction of an ideal type.

> Ideal types supply categories for observation and for description which allow an investigator to describe the experience and to maintain the viewpoint of the actor (i.e. to describe how he orders, interprets, and acts upon his world). This is not a translation of his meaning into categories

> which can be used primarily with other observers, but into categories which can be validated by the actor himself.[6]

Ideal type construction was an attempt to bring the researcher's description as close as possible to the teachers' experience, and yet allow an understanding by outside observers.

An ideal type is constructed by uncovering the commonalities of experience in order to ascertain its typical structures (i.e. important features) shared by teachers. This serves to uncover some aspect of the social world (e.g. classroom experience) which ordinarily is taken for granted, and to reconstruct it in a conceptual scheme that holds meaning for both the teacher and the observer. When building an ideal type, a researcher is determining the important aspects of experience in order to form a concept of it. Hence the ideal type can be considered a heuristic device to facilitate interpretation and understanding of the typical features of the experience in question.

An ideal type is adequate if it makes explicit what formerly was taken for granted by both the teachers and the observer. The teacher can recognize in the categories of the ideal type those structures which describe her experience. The observer describes the teachers' experience in a way that is meaningful to the teacher and to other observers.

Definition of Terms

1. Curriculum Change - The modification of present teaching practice (e.g. goals, materials, strategies, and/or assumptions) in terms of something that is new to the teachers.
2. Ideal Type - The typical structures of the teachers' experience of curriculum change.
3. Implementation - Putting into practice a curriculum change.
4. Meaning - An individual's reflective interpretation of their own experience.
5. Structures - The essential features or key elements of some experience shared by individuals.

Method

The study took two concurrent approaches in the investigation. The first involved a review of literature; the other, interviews with teachers who were experiencing a curriculum change. From these two approaches an ideal type of curriculum change was established.

Review of Literature A review of literature related to the concept of "life-world" was conducted to establish a conceptual frame of reference for the study. A primary source of literature was the work of Alfred Schutz. His phenomenological sociology of knowledge explicates the experiential structures of our "life-world" and was used to understand the world of

classroom life experienced by teachers.[7] Secondary sources of literature included writings by some of the educational theorists who have applied Alfred Schutz to understanding curriculum practice and change, articles related to implementation, and material explicating qualitative research methodology. In Chapter II, some of the experiential structures of the "life-world" have been related to aspects of classroom life and curriculum change. These structures were used as one basis for generating interview questions (Appendix B) and for analyzing interview data (Chapter III).

Interview Sample Twenty teachers, from fifteen schools (seven teachers from each of two school districts for interviewing and six from one district for a final validity check) were identified by four supervisory personnel. They were selected using the following criteria:

1. Willingness to share experiences openly and freely.
2. Ability to reflect easily upon experiences in order to facilitate identification of beliefs, feelings, attitudes, and past experiences.
3. All teachers participating in the study were:
   a) primary grade teachers, and were
   b) implementing Ginn 720 during the 1979-80 school year.

Interview Procedure

1. An interview (approximately thirty minutes) was

conducted with each of fourteen teachers in their own school. Interviews were taped and transcribed. All names (e.g. teachers, other personnel, school and school district) were deleted from the transcripts. A sample of one of the fourteen transcripts appears in Appendix E.

2. The researcher read each transcript and noted parts where meanings of statements were not clear to her.

3. At a second meeting between the researcher and each of the fourteen teachers, in their own schools, each transcript was reviewed for clarification of meaning. Teachers occasionally elaborated upon their original comments. These statements were recorded by the researcher. These visits averaged forty-five minutes in duration.

4. Following an initial transcript analysis, the researcher showed each of the fourteen teachers the first typical structures that emerged (Appendix C), and asked each of them to validate these structures in terms of their experience. These visits averaged thirty minutes in duration.

5. Six teachers who were not initially interviewed (but still part of the study sample) also were asked to validate the typical structures outlined in Procedure 4. Comments from the twenty teachers were recorded on a summary sheet (Appendix D).

6. All transcripts and summary sheets were coded to ensure anonymity (I: district; A: school; 1: teacher).

Utterances in each transcript were numbered sequentially. The interviewer (I) and interviewee (R) were designated before each utterance.

Interview Instrument and Pilot The instrument used for the interviews was 'The Open-Ended Interview Schedule' (Appendix B).

A pilot of the interview questions was conducted to refine questions and interviewing procedures that would comprise the final interview schedule. The three teachers interviewed in the pilot were not part of the study sample, but each was implementing Ginn 720. These three interviews allowed for a progressive focussing of the interview questions, in order to create a schedule that would be relevant to the participants in the study. The procedure followed was:

1. Two elementary school counsellors were asked by the researcher to suggest some general facilitating questions they would use in order to help a client reflect upon and talk about his/her experiences. These questions were clustered by the researcher as they related to implementation structures cited in the research literature.
2. Using the set of general facilitating questions, one teacher implementing Ginn 720, participated in a taped interview with the researcher. The interview was conversational in tone in order to generate experiences of the interviewee. The tape was reviewed with the teacher for any additional comments.

The schedule was revised and refined by the researcher based on these comments.

3. Using the revised schedule the researcher interviewed a second person also experiencing the same change. The procedure for reviewing the tape used with the first interviewee was utilized. Again, appropriate changes were made.

4. The changed interview schedule was used with a third person. Clarity of questions were discussed by the interviewer and interviewee following a review of the tape. Revisions were made for clarity and precision of wording.

The final interview schedule and a letter of intent (Appendices A and B) were mailed to each of the fourteen interviewees to allow time prior to the interview for individuals to reflect on their experiences. Any questions regarding clarity of the schedule were answered by the interviewer prior to the taped interview.

The intent of the interview schedule was to generate discussion of the <u>teachers' experience</u> of curriculum change. Because of that intent, the questions were left open-ended. The researcher's role was to facilitate the discussion, keeping in mind that it was the teachers' experiences along with their meanings that were to be disclosed.

It was anticipated by the researcher that her

personal interpretation or preconceived notions about curriculum change may interfere with understanding the teachers' experience. In order to overcome these potentially distracting factors, two procedures were followed:

1. The researcher set down some personal beliefs and assumptions about curriculum change (These are reported in Assumptions), and

2. the researcher used interviewing techniques that would check interviewees' meanings of statements. During individual interviews, it became the researcher's practice:

   a. to ask for elaboration of comments lacking in detail, and

   b. to ask for clarification of ambiguous comments to ensure the researcher understood the interviewee's meaning inherent in the comment.

The researcher's experiences have been elaborated in Appendix F.

Data Analysis Analysis of data actually began when the researcher reviewed the transcripts during and following all visitations:

1. Each transcript was reviewed with the respective participant for clarification of statements. Additional comments made by the interviewee were recorded by the researcher in note form on the transcripts.

2. Analysis of patterns or commonalities emerging from the transcripts was made by the researcher. To arrive at these commonalities, the researcher thoroughly read and reread individual transcripts. For each transcript, segments of the conversation were summarized by the researcher in terms of how the interviewee had experienced the change. For example:

198 R But it's worth it when we both feel that, that it's a program

199 I Uh um, yes

200 R that's working for the kids. IIB1

Researcher's summary: "Children's progress influenced feelings about the change" (198-200 IIB1).

Once the transcripts had been analyzed in terms of summary statements, the researcher clustered these statements for commonality of content.

3. These commonalities were clustered into six initial structures: time, learning, talk, support, adaptation, and beliefs. This provided a classificiation scheme for validation with the teachers (Appendix C).

4. These initial six structures of curriculum change were discussed with each of the fourteen interviewees for validation (Appendices C and D).

5. Six teachers who were not intitially interviewed, also reviewed the six structures for validation, and their reactions were recorded (Appendices C and D). All twenty participants validated these structures as being typical of their change experience.

6. Following further analysis of the transcripts, the initial structures were combined into three structures of change to provide for conceptual clarity and portrayal. The structures of 'belief', 'support', and 'talk' were discussed separately under the title 'influences' that shaped the teachers' experience of change. Because of overlap, the structures of 'learning' and 'adaptation' were combined as the 'actual use' of the curriculum; however, because of the impact that students had upon the teachers' experience, it was separated from 'actual use' and included under the structure 'influences' as 'in-class validation'. 'Time' remained as in the initial structures.

Assumptions The teachers who participated in the study were experientially close to the researcher. Although not face-to-face colleagues, they could be considered peers because they shared many understandings about classroom life. However, the researcher had no experience implementing Ginn 720, and although she could anticipate what their experiences might be, she had no first hand knowledge. Keeping in mind that her beliefs and assumptions would influence interviews, the researcher felt that making explicit some of these assumptions would help her to focus on the interviewee's beliefs and experiences rather than her own. The following assumptions about curriculum change were held prior to contact with the study's participants:

1. Curriculum change depends upon how the teacher "sees" the program. e.g. teacher beliefs about goals, approaches to teaching, and how children should learn, will influence the change experience.[8]
2. Teachers are reluctant to adopt a new program that they don't understand.[9]
3. Change will be difficult without administrative support.[9]
4. The curriculum and teacher practices will be changed during implementation.[9]
5. Teachers need time to become familiar with and work with a new curriculum.[9]
6. Teachers are influenced by their peer's feelings about the change.[10]

Footnotes

[1] British Columbia Ministry of Education, Science and Technology, Curriculum Development Branch, Curriculum Planning (Victoria: Publication Services Branch, Ministry of Education, 1979), p.22.

[2] ibid., p.4.

[3] ibid., p.4

[4] S. Loucks, and H. Pratt, "A Concerns-Based Approach to Curriculum Change," Educational Leadership, 37, No. 3 (December, 1979), p. 214.

[5] A. Schutz, Collected Papers II (The Hague: Martinus Nijhoff, 1971), p. 85.

[6] W. Werner, "A Study of Perspective in Social Studies", unpublished Ph.D. thesis, University of Alberta, 1977, pp. 34-35.

[7] The life-world structures explicated by Alfred Schutz define how we experience everyday activities. Since the experiential aspect of everyday life (in this case, the process of curriculum change) was the focus of the study, Schutz's "life-world" structures were considered an appropriate conceptual framework.

[8] W. Werner, "Implementation" The Role of Belief", in Implementation Viewpoints, eds. M. Daniels and I. Wright. (Vancouver: Centre for the Study of Curriculum and Instruction, University of British Columbia, 1980), pp. 54-67.

[9] M. Fullan and A. Pomfret, "Research on Curriculum and Instruction Implementation", Review of Educational Research, 47, No. 1 (Winter, 1977), pp. 335-397.

[10] This assumption was based on the researcher's experience over the years with colleagues. Talking with other teachers in the past influenced to some extent, how the researcher approached her classroom tasks.

Chapter II

EVERYDAY EXPERIENCE AND CURRICULUM CHANGE

The implementation of a new curriculum involves a modification of what is usually practised in the classroom. Whether a change of materials, a different set of goals, or some new teaching methodology, the curriculum introduces something into that setting which is not yet a part of the members' usual ways of going about teaching and learning. For the curriculum to be incorporated into the daily activities of the classroom, a process of learning about the curriculum and being able to use it is implied. The nature of this process depends upon what characterized classroom life before the arrival of the new curriculum, how it is initially perceived, and what subsequent events unfold as the teacher and students experience and learn about it. In essence, implementation is a social process of acquiring knowledge that occurs over a period of time as the students and teacher use the new curriculum in their classroom setting.

Central to this process is the teacher's <u>experience</u> of change within the classroom. To explicate aspects of this experience, this chapter relates some of the experiential features of the "life world" defined in the phenomenological sociology of Alfred Schutz to features of classroom life. The reader should note, however, that

Schutz's technical language is not used in this chapter, nor is his comprehensive theory of the life-world summarized. Rather, an accounting of routine classroom life and the experience of curriculum change are briefly discussed as a background for Chapter III.

Routines: The Everyday World and Classroom Life

Everyday life is a taken for granted reality. We act on a variety of common sense assumptions that our knowledge will permit our actions, and in turn, our actions will be appropriate for our intents. In the classroom, for instance, the teacher assumes that when she tells the class that it is time for reading, the business of "doing reading" can be effectively carried out. It is assumed that students and teacher know which materials are needed and how they will deal with them. There is an understanding of how activities are to be conducted: what to do during instruction, where to sit, how to respond to questions and relate to others, and how to organize time. Everyone possesses the knowledge that allows classroom routines to remain unquestioned, and they have the competence to engage in "business as usual". The lesson flows today in much the same way it did yesterday, and everyone assumes for the present, that this will continue.

Only as a problem arises, when something does not "fit", do the teacher and students suspend their common sense ways of acting. What has been unquestioned, now becomes problematic, and their everyday routine is

stopped. For example, the teacher may have found that a particular approach is not working, and that students are not responding as they usually do. The reading lesson "as usual" is interrupted as the teacher and her students find a way to resolve the problem and return to what becomes a taken-for-granted routine in the business of "doing reading".

Illustrated in this example is the pervasiveness of what Schutz calls "the natural attitude" in everyday life. In the natural attitude it suffices that our knowledge of objects or events permits our actions; it has in the past and we assume it will continue in the future. This attitude gives us pragmatic competence in everyday life and is fundamental to action. Business as usual depends upon our ability to act in the natural attitude, or when that is disrupted, to effectively engage in a process of inquiry so that routine can once again be resumed.

Central to the "natural attitude" is the "everyday knowledge" or the "stock of knowledge at hand" that permits action in everyday life. To conceptualize this knowledge in its relation to social action, we can consider the following questions: what is everyday knowledge?, how is it acquired?, and how is it validated? Knowledge of our everyday world is the meaning we give to an unbroken stream of lived experience. It is the accumulation of these meanings in the form of beliefs, recipes and typifications that serve as a referent for action and explication of our situation. In part, it is pre-determined by our

historical and social location, but also is constantly shaped and influenced in our ongoing experience and thereby becomes the vehicle for competent social action. It is the notion of competency that allows routines or everyday activities to proceed, for so long as we can operate effectively in our everyday world, our knowledge is adequate.

In our example of the reading lesson, the teacher's knowledge of "doing reading" has particular meaning for her. As a child, she was a student in reading classes, and during teacher training she had experiences also contributing to this knowledge. Now she is involved daily with her students and other teachers. Her beliefs and recipes for action are influenced by her past, present and projected future. This knowledge allows her to participate in the act of "doing reading" in the classroom, and to interpret emergent experiences using this accumulation of knowledge at hand. If a student has a particular problem, she knows that she can follow certain procedures in order to help. She recognizes something familiar and is able to relate this to past experiences with similar problems, and assumes that the present situation can be handled in a similar way. What is relevant to her in this situation can be attended to with her present knowledge. She is able to generalize that when a student demonstrates these typical behaviours, these particular procedures will remedy the difficulty. She has a typification for handling the situation. So long as

this and other knowledge permits her to "do reading" in a routine way, her knowledge is adequate for purposes at hand. As her interest shifts during daily activities, aspects of her accumulated knowledge emerge as important.

Another primary vehicle for validation of knowledge of the social world involves our interactions with other people, what Schutz calls "intersubjectivity". Through shared experience and reciprocal acts we learn what is adquate for our action in daily life, and what is also adequate for one another. Consider, once more, the student who has shown difficulty with reading comprehension. The teacher draws upon her accumulated knowledge to approach the situation and to judge whether her action is effective. What she knows about successful reading comprehension and how this student responds indicates to her success in this situation. If the student shows he has comprehended the passage, the teacher can see her act as successful; what transpired between this student and teacher was a validation of her knowledge. Further, she may share this episode with a fellow teacher and discover that her colleague too, has had success with that approach. She may also discuss her experience with a consultant, who in turn, may confirm the success by relating it to instructional theory. These interactions affirm the validity of the teacher's knowledge of "doing reading". Through such acquiring and validating knowledge, the teacher develops an orientation to "doing reading" that becomes routine.

Change: Making Familiar What Is Strange

Introducing a new curriculum into the classroom provides an example where something strange has yet to be made familiar by the individuals in the setting. The new curriculum by its mere entry influences the routines in that class.

As when a new student comes to school, the already present members must adjust in some measure if only to accommodate one more person into a particular space. The students and teacher wonder what it will be like when the new member arrives. Will he be like the rest of us? Will he be able to get along? Where will he sit? What will happen if we don't like him? All these anticipations run through the thoughts of class members and reflect what they already know about "new members joining classes" and "being a member of this class". Their knowledge of "this" new student, at this time, is merely knowledge that could apply to "any" new student. Because he is not presently real, he can only be known in a typified way.

At the time the new student arrives, there begins the face to face encounters that permit the present class members and the newcomer to become acquainted in a more fully real way. At first, however, all that anyone knows is what they believe will be appropriate for their actions. Both the newcomer and the already present members are strangers in the emergent situation. Whether or not their anticipations are validated will depend on what transpires

between the actors. Each will present himself according to how he "sees" the situation. What the class members anticipated about the new student before his arrival will be validated or changed by the day to day experiences they share after he enters the class.

The character of this validation or change greatly depends upon what transpires between the actors. On the one hand, the new student may fit right in because his ways coincide with others in the class; beliefs and activities are not drastically altered. On the other hand, considerably more negotiation may be required before he becomes an "unnoticed" i.e. part of established or modified routines and accepted member of the class. He may need special attention in teaching, or he may get involved in classroom struggles. Regardless of the complexity or duration of such negotiations, with all the emergent problems, the process will shape the classroom reality while the "newcomer" is becoming an accepted member.

This analogy illustrates how a curriculum as "newcomer" becomes part of everyday classroom life. Consider the perspective of the teacher becoming acquainted with the new curriculum. Charged with the task of instruction, she anticipates what it will be like to use the curriculum in the classroom. She hears from colleagues or developers about the curriculum, but as with the new student, these first acquaintances are not fully real in the sense of interacting with the curriculum in daily activities. The teacher has knowledge from previous

experiences of "curriculum" and "introducing new curricula", and for the time being would likely "see" the curriculum from this typified perspective.

As the teacher begins to plan for teaching, she starts a process of more intimate acquaintance. She reviews the new materials or plans lessons according to how she "sees" the curriculum relating to what she "knows" about classroom life. Her beliefs about instruction and her recipes for action in the classroom mediate this planning. Even when anticipating how lessons will proceed, she reflects back on lessons already taught; initially the past is the teacher's frame of reference.

During initial classroom trials, aspects of the curriculum may be very much like what has happened in the past. That is, knowledge that has proved valid may still be appropriate, but only through their everyday activities will this become evident to the teacher and students. As they use parts of the curriculum, they are in the process of re-validating their knowledge. But as soon as something does not "fit", again the teacher reflects back on previous solutions, looking for something familiar, and trying to use what was formerly successful. However, if something about the new situation is so strange that present knowledge fails to be adequate when actually brought into practice, the teacher experiences a kind of disorientation because her usual way of "doing reading" in this situation does not work. Her interest then shifts to a process of inquiry. She has to acquire new knowledge

through a process of validation in order to have the competence for "business as usual" to be resumed. What does not "fit" continues to be a part of their inquiry process and continues until once again "business as usual" resumes with the new curriculum.

In summary, classroom life is organized around taken for granted knowledge, including recipes for action, typifications about classroom organization and procedures, and beliefs regarding the teaching and learning of subject matter. As long as this knowledge remains unquestioned, classroom life is experienced as routine. With the implementation of a new curriculum, much of this knowledge can no longer be taken for granted. It must be re-validated or changed for classroom life to be experienced, once again, in routine ways. Chapter III examines some of the features of experienced change when a new curriculum is introduced and used.

Chapter III

AN IDEAL TYPE

The task of this study was to determine what are the typical structures of curriculum change. To do this, the researcher asked how curriculum change was experienced by teachers, and what were the commonalities underlying these experiences. Data on these experiences were gathered through interviews, and subsequent transcript analysis determined the commonalities of the teachers' experience. These commonalities were refined in terms of an ideal type. This ideal type, comprised of three structures, is presented in this chapter.

Teachers experienced change primarily in terms of 'actual use', 'time', and 'influences'. Each of these structures was further divided to show how teachers experienced particular aspects of the change (Figure 1). These three structures were not always discrete in the teachers' experience. Some teachers highlighted one structure over another and in varying degrees, because their individual experiences of change differed. However, for purposes of analysis, all of the transcripts were treated together in the development of an ideal type whose three structures are meant to portray the collective experience. There is overlap among the structures, and discussion of them does retain some of this.

Each of the structures are illustrated with selected quotations from the interview transcripts. These quotations are important to give the reader a sense of the experience of change reported by the teachers, and to lend validity to the interpretations discussed in this chapter.

1.0 ACTUAL USE experienced as:

- 1.1 Following the Curriculum Closely
- 1.2 Making Selections from the Curriculum

2.0 TIME experienced as:

- 2.1 Anticipatory Time
- 2.2 Trial Time
- 2.3 Normal Time

3.0 INFLUENCES experienced through:

- 3.1 Beliefs
- 3.2 Talk
- 3.3 Support
- 3.4 In-class Validation

Figure 1
Structures of Experienced
Curriculum Change

1.0 Actual Use

Experience of change was affected by the way in which the teachers actually started to use the curriculum. Actual use was characterized by an initial uncertainty, and an attempt to make the curriculum part of the taken for granted classroom practice once again.

Teachers typically experienced this actual use in one of two ways. Some teachers tried to follow the curriculum closely right from the very beginning; other teachers selected parts of the curriculum for use, thereby staying closer to their accustomed practice.

Following the Curriculum Closely Some teachers tried to use the curriculum by setting aside much of their previous practice, and following the practice suggested by the new curriculum. Reasons were given by these teachers for choosing to follow the curriculum closely right from the beginning. First because of initial uncertainty about the curriculum's utility, and unfamiliarity with its implication for their classroom practice, some teachers decided to stay close to the teaching guide and materials.

82 R Nobody really -- terribly seemed to know -- um where they were going with Ginn initially and there's even -- you know there just wasn't enough inservice and I don't even know that inservice would have been helpful, I don't think you really know how you're going to use the program until you get into it. IA3

133 I What happened when you had to use this new approach?
134 R I had to at first stick very close to the guidebook
135 I Uh um
136 R in terms of how to introduce a word, because I found myself, even though the guidebook said um discuss the picture, tell them this is Bill, I found myself still wanting to go B-ill with them.
137 I How did you overcome this?
138 R I just had to keep at the guidebook, and keep approaching it from that way
139 I Um um

140 R It didn't take too long, after you could see the kids read a sentence with ease, you knew that it was going to be okay. IIB1

303 R [At the beginning] you know you want to do a good job and you look at it all and its like a beginning teacher
304 I Uh um
305 R and you think, I must do everything, every page and make sure that they have been covered throughly
306 I Uh um
307 R and then, when you get more confidence and you figure well the child has a good knowledge of this particular vocabulary, I don't feel this page is necessary. IIB2

68 I So, are you saying that you're not supplementing them with an extra phonics program, you're sticking pretty close to this one.
69 R I'm using the one in the Ginn, yes
70 I Uh um
71 R where they do Phonics basics
72 I Uh um
73 R so they do at, and
74 I Uh um
75 R and I'm and things like that, and I find that very confusing, I found that very confusing at the Grade 1's and maybe it's because it was my first year teaching it and maybe it will be much better next year. I may I may get better results. IC1

Second, teachers followed the curriculum closely because they felt that as they were thorough with it, the curriculum would be given a fair chance. These feelings were expressed in terms of a committment to trying out and experimenting with the new program, or an assumption that its developers had legitimate knowledge of how the curriculum should be taught.

22 I What was it like when you first started using it in the Fall?
23 R Well, it was difficult because -- I wasn't familiar with the program. I had to keep dipping into the guidebooks because if I was going to do it, I wanted to do it exactly the way it was supposed to be done.
24 I Umhum. How did you feel that it should be done? According to the guidebook?
25 R Well, uh, I didn't know that until, until I've taught it for a year at least.
26 I Uh hum
27 R But I think when you are trying something, you should try and do it the way it's supposed to be taught -- I mean basically, it doesn't matter what the reading program is. It's the teacher that counts, isn't it? IC1

52 R I found with the Ginn I started work quite slowly and I that I really don't have the time -- to uh do my own phonics program and do the phonics that are in the guidebook and get through the reading and with the mastery tests that go along the criterion testing and the master test that I pretty well have to stick to their progam.
53 I I see. Do you find this comfortable for yourself?
54 R Well, because it's uh -- because I'm experimenting
55 I Uh um
56 R that's what I'm doing now uh -- after when I teach this again next year
57 I Uh um
58 R I may modify it then. IIC1

214 R I feel that if you're going to follow a a program -- you know, the ones who made it up are the ones who know, so
215 I Uh um
216 R I'm willing to go along with -- with them. IIF1

For the group of teachers who chose to follow the curriculum closely, several different experiences were highlighted. By following the curriculum, teachers experienced security and confidence, a feeling of being restricted, or an allayment of initial anxieties as the curriculum did not prove to be as burdensome as was anticipated:

213 R for me, its given me um a set of tools I guess for um something there that uh -- I know that it's given me confidence too because I know that uh if I stick to this program with the variations in your daily plan and you know you don't you're not doing the same thing all the time, it's given me the feeling that once these kids get out of Grade 3 or once they get out of Level 9, 8 or 5, 6 with what they're in now, they're, they're ready for the next level.

IB2

26 R The thing that I found most limiting in starting a new program is that you teach the program just as you have to cover the material
27 I Uh um
28 R and some of the material that next year I I mean I found really boring but I felt obliged to at least try to use it or adapt it.
29 I So this first time around so to speak you're getting familiar with the material
30 R Yeah
31 I And kind of doing it the way it says
32 R Yeah, its best you know, and at the same time I still supplement it now you know
33 I Uh um
34 R and using sorts of questions, techniques and a variety of other things that the book

IA2

154 R ... at first I was sort of thinking oh dear you know all these records that I have to keep I hope I keep them accurately, I I guess I have these feelings that I have to rise to certain expectations too. Uh actually now that I I'm doing them and I'm into it, I'm glad
155 I Uh um
156 R that the records are there.
157 I Is it going more smoothly now then?
158 R Oh yes, I think so, and it's not as big a job as I thought it would be, I thought it would be a terribly big job and I I realize now it's not that big a deal.
159 I It was just something of an unknown

IC2

After using the program for awhile, teachers increased their knowledge of it, thereby permitting them to be more creative and individualistic with it. They combined part of this curriculum with other subject areas, integrated it with materials they already had, and thereby made the new curriculum more comprehensive for Language Arts. A critical aspect of these decisions was the awareness teachers acquired through using the curriculum. By following it closely, they realized that some past practices and materials could be used effectively with the new curriculum.

177 I Then at this stage you're kind of going along and finding out what it's all about first.
178 R Well yes, you have to do these things with the children first and then you evaluate and then you decide whether um you know some of this work can be modified.

IA2

272 R I think probably next year when I start the program afresh, I will be you know a lot more comfortable in it
273 I Uh um so you feel that you really know what you're doing with it.
274 R Uh um sort of feel more comfortable with the material and give myself a chance and then sit back and start pulling in ideas that I know have been successful and can be utilized in with or along with the program.
IA2

162 R It's um I think when you're, you're going into learning uh maybe 5, 6, 7, 8 about 4 or 5 new readers within a year's teaching -- but in itself you know, undertaking to assimilate before you know really extend your ideas
163 I Uh um
164 R formulate opinions, I mean next year I would probably tackle the program differently still taking the same material
165 I In saying that you'd do it differently, do you mean that you would extend it or modify it?
166 R I would modify it and uh maybe arrange sort of -- you know the program gives you guidelines how to start and that well at the moment um I would probably get together say more work cards that could do a lot of my teaching.
IA2

Making Selections from the Curriculum Some teachers retained, in large part, their present practice and materials. They did not try to follow the curriculum closely, but selected parts of it for use. By intergrating parts of the curriculum into their present practice, they initially experienced a less abrupt change than those who followed the curriculum more closely.

Initial decisions about selecting materials and activities were based on various criteria. First, teachers made selections simply because they lacked knowledge of the new curriculum in its entirety, and desired to become familiar with one aspect of it at a time.

54 R Uh, the guidebook was fine, it was very through, the skilpak, the exercises matched what we were doing with the stories plus I had made made up my own comprehension questions
55 I Uh um
56 R I have not gone into the testing program
57 I Uh um
58 R as thoroughly as I would like to it's it's all too much you know I've sort of being doing it step by step on what I could handle and I haven't got to as many creative activities as I would like to.
59 I So what you're saying then you're selecting aspects of the program that you're doing and you feel you can handle with your knowledge
60 R Yes
61 I of the program at this time
62 R yes IIB2

199 R I was missing things out before that I'm doing now because of because of you know the manuals
200 I Right
201 R help you, help you to zero in on things that you -- you know just didn't know about before. IB2

261 R I think I think I'm -- perhaps now using it a little bit better and appreciating, like it is, there, it certainly um you know has many new ideas and uh
262 I Uh um
263 R but I I don't see it as being easier or difficult or
264 I Are you saying now that you seem to be broadening you're awareness of what is available

265 R Uh um
266 I in the sense that -- perhaps you're looking at using it more extensively
267 I Uh um IIE1

334 I I understand there's a creative aspect to this
335 R oh definitely
336 I Yeah
337 R Definitely
338 I So you're feeling that in the future a bit more you're going to be making use of that instead of drawing from your own file
339 R Yes IIB2

199 R I didn't want to confuse the children because I have so many materials and job cards that refer to the old terminology that I stayed with this year
200 I Uh um
201 R Next year, I hope to go over to the new terminology and make up new materials. IIB2

Second, the teacher's knowledge about the children's 'needs' was also a criterion in selection, as was their past experience with children and learning.

52 R I really felt that there was so much material for each story
53 I Uh um
54 R that I couldn't begin to get through it all and so I would just um focus on certain -- um exercises which I knew the children needed and the reason that I knew that they needed them is, of course, from years of experience. IIA1

129 R Um, I think it's important that at the Grade 2, certainly at Grade 3, but Grade 2 that they're writing in complete sentences, comprehension.
130 I So you're taking what you feel is is important for the children at this level to learn

131 R Right
132 I taking from the program what you can and taking from other spots what you can to make a reading program
133 R Yes
134 I that fits your classroom.
135 R Yes, because I want I want these comprehension questions which are not in the skilpaks IID1

228 R ... there really is a terrific variety of material available for the children
229 I Uh um
230 R with each story but I don't follow the manual per se, I don't follow it to the extent that say open the page, do it now, say this -- I take a lot of ideas and I look at the group I've got and choose according to the group, there I am my own. IA3

174 R ... I feel that we can accomplish what I want to accomplish with the children without covering
175 I Uh um
176 R all of that but I would like to be able to have the time to
177 I Uh um. What guides your decision there in what you choose?
178 R Um basically my past experience ...
183 I When you say your past experiences, does this mean the kinds of things you know about children's learning and uh what their needs are?
184 R Yes IB1

78 R I didn't even start the program period until November even for myself
79 I You didn't start looking at it until then?
80 R Not really, um I didn't really feel, I, there were things I wanted to do with my children in the way of research skills, and outlining skills, and language arts skills and paragraph writing and I wanted to get a lot of the nitty gritties in the way of communication skills out of the way so that they would have those under their belt at the beginning and I wasn't going to be constantly back-tracking. IA3

208 R Well, I for instance I teach the Language Arts skills totally outside of the reading program and pre-testing in September and do a lot of diagnostic work as the year goes on, and I pull the children who need certain skills out and you learn skills and skill groups
209 I Uh um
210 R and so a lot of the work that's done on skills in the Ginn program I leave out because -- I don't think my children need them depending on the child, some need them for reinforcement but I've taught most of them already before they ever get them in the Ginn.

IA3

Teacher beliefs about the proper approaches and expectations for instruction and curriculum guided their selections and initial use of the curriculum. These beliefs created anticipations as a basis for classroom practice.

40 R I went into it thinking ok fine um I'll use the readers and I'll use you know there's a lot a lot of good ideas in the manual here and um I generally like what I see but I know for a fact that I'm going to have to put in some things to fill in the gap and some I'm going to have to be breaching and that's a fact and that's the way it's going to have to be.
41 I You've had those feelings right from the beginning
42 R Oh yeah, oh sure you know I I over the summer you know when I was looking at the manuals.

IA1

82 R Ok, if that's what you want me to teach I'll teach it um but I'll do it, I will integrate it and I will expand on it and I let's face it you know you're going to have to go to

supplementary and you're going to have to enrich and you're going to have to you know reinforce so what's the big deal. IA1

28 R I'm talking about the Ginn, I it's just that there are so many different elements involved uh
29 I Uh um
30 R to it uh I I've used parts of them and others I haven't and and it's just, I guess -- because of my lack of energy to get into it
31 I Uh um
32 R and uh, it's not, I don't think its a hesitation um in one sense maybe it is because some of the things I found I haven't liked. IIE1

177 R I try to do two approaches, I try to do the phonetic approach and the sight reading approach, I I think they're both very valuable
178 I Uh um
179 R and I've always tried to work with them both and now that we're using the series we're using, I'm still trying to implement the other, too. IIA1

31 I When you say you would proceed the way you ordinarily would, does this mean you would modify it to suit your style of teaching or what?
32 R Uh, I probably uh in the background in my mind I felt I would do that.
33 I Uh um
34 R I don't know if that's right or not, I knew there would be certain things that I would have to do and I I I was thinking again the continuity from grade to grade, there would be certain things that must be covered
35 I Uh um
36 R but I also knew I I couldn't take a manual and do step by step what was said. IC2

In summary, regardless of the teachers' approach to actually using the curriculum, their classroom practice

changed over time. For those who intially stayed close to the curriculum, there was a realization of how aspects of the old and new could be used together, including the use of materials, approaches to instruction, and integration with other subject areas. The teachers who were more selective initially and less apt to change their teaching style, also went through transitions as they incorporated more of the curriculum into their practice and modified their style of teaching. Some of these teachers experienced difficulties further along when past practice seemed unsuccessful; at that point they decided to follow the program more slowly and closely. Adaptation occurred for both groups even though they differed in the beginning in the way they approached actual use.

It is important to note that this adaptation occurred during the experience of actually using the curriculum. Some of the adaptation related to how teachers anticipated using the curriculum in the classroom and how these anticipations matched actual events. Adaptation was a reaction to feelings of frustration, a lack of initial success, or a recognition that past practices or anticipations were not adequate.

90	R	... we were trying [at first] to teach sight, the sight words as we had before
91	I	Uh um
92	R	and finding that the decoding part we were, you know needed more attention.
93	I	Now, you say you were going through the sight part like you had before, is this how you had before with other programs you mean?

94 R With the Nelson
95 I So you're kind of relying on what you knew of other programs to teach this one
96 R Right
97 I And you found that didn't work?
98 R Well, no not as well as the other ah programs
99 I Uh um, what did you do then to modify that so it was more successful for you?
100 R We, I slowed down
101 I Uh um
102 R and I paid more attention to the decoding strand. IB1

283 I What have you done with [feelings of frustration because things were not going smoothly]? Have you modified the program or have you modified your way of doing things?
284 R I modified myself
285 I Oh
286 R mostly
287 I Uh um
288 R and and modified the program somewhat but I think it's been me that's had to adjust my work
289 I Uh um
290 R in order to give it a you know a fair chance. IB1

121 I It seems then, you were following the program to a degree then it wasn't working as it had worked in the past or the progress didn't appear like it was in the past
122 R Uh um
123 I So you then did your own thing with it. IB1
124 R Uh um

350 R ... I started using the guide book like a Bible at the beginning so that I would do it properly and that's when I started saying "glided" and "unglided", but very quickly I found that uncomfortable.
351 I Uh um
352 R I just went back to what I was comfortable with. IIB1

70 R After initially too I think I was trying very hard to do what the manual said and now I I think the program has probably become more mine and I'm doing what I want to do with it. IC2

289 R Uh, at the beginning I thought, oh my goodness, will I be able to cover all the material that, you know, as thoroughly as they, as I feel the district wants me to
290 I Uh um
291 R or I want to, um I'm now at the stage where I feel more comfortable and say this is important I don't feel this group needs this particular exercise at this particular page in the skilpak, so I'm more selective. IIB2

164 R ... I think that was the first stage and I tried several different approaches to integrate the rest of the curriculum in this program uh uh I wasn't satisfied, I I felt that I was doing a hit and miss job at first
165 I Uh um
166 R in the other -- areas of the curriculum so I tried different approaches and finally I that would be a second stage sort of trying the different approaches and I think the third stage I realized that I have to do what works for me. IC2

400 R Well, I was undergoing the greatest amount of change in the beginning of the year
401 I and what
402 R In September, October
403 I yes
404 R when it was just brand new, it was new for me then and that was the hardest time for me.
405 I Now was that because you said you had to undo some of the things that you'd done?
406 R Uh um, I had to undo, I had so much work to do I just, I seemed to be working a story ahead of them, that

kind of feeling, you didn't know where you were going.

IIB1

Knowledge about facets of the curriculum that was acquired through actual use, also caused teachers to modify what happened in the classroom.

181 I Did you find you're making more extensive use of the materials as time goes on?
182 R Yes
183 I Uh um
184 R uh just as I find out what I want to do and what the children can do
185 I Yeah
186 R but um, but again I've I found out too that I'm sure that next year I'll uh supplement with quite a few materials from other programs.

IIC1

96 R There were so many aspects that you could see although it it could also and I think this was a problem initially for me, it could tend to bog you down a little bit.
97 I What was it about
98 R if you felt, my goodness, I have to cover everything that's here
99 I Did you feel that you did?
100 R Um, initially yes
101 I Uh um
102 R I I felt, well there was this good stuff and I you know I just had to do this, um later I I felt well, no they don't need those phonics because they know them, um we'll just make, check that out to a small exercise to prove that, yes, they do have those and you don't have to spend time going over the phonics element there.

IID1

67 I So you made some decisions then that there were certain parts of it you

were going to omit and things that you might dig into more deeply or things you might modify, is this correct?

68 R As I went through it, yeah
69 I Uh um
70 R To start with this was sort of uh just an overall, now sometimes when I've gone back over it, I sort of change my views on it
71 I What caused you to change your mind?
72 R Um the type of children I'm working with and their interests. IA2

96 R A lot of it seems to be fairly simple and a matter of handing out a stencil with a few lines or blanks to fill in
97 I So now
98 R and I would use that as one of my criteria, I would say well, you know if it's too easy for them and it's not going to be a challenge and I can't see it doing other than filling in time
99 I Uh um
100 R then I wouldn't wouldn't use it. IIE1

67 I So you feel then that the phonic stream was fairly smooth for them and they made the transition into the program fairly easily with that but some of the other streams were perhaps a little more difficult for them, would your attribute this to that there are things that had gone on before?
68 R Yes
69 I I see
70 R Um having used a phonics based program
71 I Uh um
72 R those skills were very much more highly developed.
73 I Did you do anything with the program to compensate for that or did you modify it?
74 R Yes, we've done a great deal more work on inferential comprehension um, and on the study skills, or sequencing activities
75 I Uh um

76 R Um supplementary to what is in the program because obviously they weren't getting it. IID1

208 R Very much so, I have my own uh uh I'm using the program but I do my own thing, I bring the children back together for ten minutes or so to do something in the program but that we will all do together.
209 I I see. Is this um contributing to you feeling more at home with it?
210 R Oh very much so. ...

243 I So with your increased knowledge then there seems to be, or at least at the second stage that you talk about, that as your knowledge increased with the program
244 R I had more work to do.
245 I You had more work to
246 R Oh yes
247 I because your awareness was growing with the possibilities and also
248 R yes
249 I of the change in yourself.
250 R My own changes in strategies, in teaching strategies, then the third stage I felt that I experienced change again because at that stage I now feel I'm making the decision as to what I will do.
251 I I see
252 R So that that's a change again, I think I have gone full circle.
253 I Uh um
254 R I think I'm back now to to feeling um more comfortable with my own teaching methods.
255 I Do you feel your teaching methods have changed though?
256 R Some of them yes, I think, I think some of the methods have changed. IC2

This increased knowledge that came through using the curriculum provided further possibilities for using it in the future. Some teachers felt comfortable enough with

the curriculum to begin thinking and planning for the future.

102 R Next year I'm going to change it really and and go faster and uh -- uh I'm going to uh -- order the skilpaks
103 I Uh um
104 R So instead of using my own materials, that uh I think that would speed it up and make it easier for them but it's also a a well a workable type of approach
105 I Uh um
106 R which I'm not sure if I wholeheartedly agree with that.
107 I What um caused you to decide that you were going to use the skilpaks next year?
108 R Because of the criterion testing
109 I I see
110 R and the mastery test.
111 I yes
112 R It's, it's really quite interesting to test them and see what they do know and what they don't. IIC1

248 R You get new programs in, well, you just have to find out about them and and work them in and I I uh I feel that I always do a better job the next year in the program when I've got um I'm making lots of aids
249 I Uh um
250 R and I'll have them made and so next year I'll be able to do more and uh so I've just sort of taken each day as it comes and prepared what I needed for my next day and maybe done some long range planning with my previews. IIC1

Actual use was a process of learning how the curriculum 'works' in the classroom. Initially teachers anticipated how it might 'fit in', and then proceeded to implement it, but as they worked with the curriculum, their anticipations were either validated or changed. From

there, they modified their practice and the curriculum. This process helped teachers feel more 'at home' with the curriculum, and feel that their knowledge was sufficient for classroom action.

2.0 Time

Time was a major structure of the teachers' experience of change. The subjective experience of time is more than 'calendar time', 'clock time', or 'time lines', and includes personal feelings about time, the meaning that teachers gave to this experience, and how this guided their actions. Learning to use the new curriculum influenced the teachers' use and perception of time; as attention was directed towards the curriculum, teachers began a process of 'spending time' with it.

How was time experienced by teachers during curriculum change? Typically, time was experienced in three ways: 'anticipatory time' before actually using the curriculum, 'trial time' when initially trying out the curriculum and 'normal time' when classroom experience, once again, became comfortable and routine. Implicit in these aspects of time is the relationship between past, present and future.

Anticipatory Time Anticipating using the new curriculum began when teachers first heard that a change would be taking place. News came either directly from the Ministry of Education or from district staff, and there

were mixed reactions to this news. Some resented a program being "dictated" from a central authority, some felt that a change might be a welcome relief from the inconsistency and uncertainty regarding the current reading curriculum, whereas others saw it as a small change.

1 I Um, I'm wondering where you first learned that a change would be taking place and how you
2 R Last year when the curriculum council and the curriculum management group
3 I Uh um
4 R and it was I was on a couple of committees that were working -- to outline some of the criteria for manifesting curriculum changes and
5 I Uh um
6 R and I knew about it probably ahead of a lot of the people because of that but generally most of us were notified that -- certain prescriptive programs were coming down from the Ministry...
7 R but specifically again, it was announced I guess last Spring at a curriculum council and the curriculum management group.
8 I Did you have any particular feelings about it at that time?
9 R Not particularly, no except that I didn't like it because I don't like being told what I have to do. IA3

2 R Actually uh the first I learned was a year before last uh there was some rumour that we the Province was going to adopt new text books for reading
3 I Uh um
4 R and then uh last year it became more official when the curriculum council arranged meetings uh where the publishers came in and presented their uh text books and their
5 I Uh um
6 R their curriculum.
7 I Did you go to these meetings?
8 R yes
9 I How did you feel about the program at that time?

R Um, well I my opinion was quite uh dependent on what I experienced before with other
I Uh um
R Uh, with the text books, the Holt Reinhart I knew well because I'd worked with it the primary
I Uh um
R grades, and I'd heard people um praising the Holt Reinhart for the upper grades and we were using the Ginn 360 in our intermediate grades for uh the more advanced students and we'd always thought of it as a you know, a higher stream. I81

I Um, I'd be interested to know how you first learned that a change was going to be taking place.
R Do you mean it came, how it came down to us from the board level or or the district levels
I Was this how you first heard about it?
R Yes
I Uh um
R through through the district and uh then through the principal in the school
I Yeah
R Uh, that would basically
I Did you have any feelings about it at that particular time?
R I at first was uh enthusiastic, my immediate reaction was great, uh I've been, like I'm going into other questions that your that you asked before but
I Perfectly all right
R Uh um, my initial reaction was good I I thought this is this is about time, I've seen people teaching and myself all over the place um in the program, in different programs, and uh there was a lot of good teaching, most of it was good teaching but there didn't seem to be a great consistency
I Uh um
R So, um I I thought, well great, it'll it'll give me a chance to um bite into something that looks like it may do some good right across the board. I82

3 I Uh um. Did you have any feelings about it at that time?

4 R Not really, I, if anything I think I was probably glad that we were going to have something positive to go on because when I came into do the language arts last year, I -- I wasn't given any guidelines.

5 I Uh um.

6 R I, basically choose your own reader, choose your own program, what do you want to use, and the reason that I chose the Language Patterns is I talked to the teacher that had the children before and found out what program they were using and decided to continue on for the Grade 3 in the Language Patterns because it would give them a primary experience in one particular -- uh -- one particular book.

7 I So you were feeling then when you first heard that there was going to be a new program that you were glad of this that you wanted to know some kind of guidelines and

8 R Yes, I think so, uh especially since I had a split 3 - 4

9 I Uh um

10 R because I was using one kind of program for Grade 3 and going on to a totally different program for Grade 4, and uh I I didn't see any continuity in what I was doing other than just my own my own input and my own I suppose creativity, that was the that was the continuous aspect, so I was I was rather glad and I had hoped actually that we wouldn't if we had a new program it wouldn't be in just one of the grades I was teaching, I wanted it in both grades and that was my own feeling about it.

11 I Well, then the continuity was an important aspect

12 R Oh yes. IC2

16 R I'd done Language Patterns, I'd done Copp Clark so it was not an overwhelming change for me. IIB2

Accompanying these initial reactions were the feelings and anticipations of what the new curriculum would be like. Districts engaged in various decision-making processes and meetings to orient teachers to the new materials. Time spent at these meetings or discussions was experienced by teachers in relation to their perceptions of the "worthwhileness" of the endeavour itself.

6 R Uh, shortly thereafter the district was immediately involved through the co-ordinator
7 I Uh um
8 R and she uh gathered together representatives from each school and we met to examine the materials and it was very structured in the fact that she had everything listed for the advantages of Ginn and the disadvantages; the advantages for Language Patterns and the disadvantages and we talked as a group and then presented uh there were various tables around the room
9 I Uh um
10 R and we presented uh what we felt after looking at the materials, what the advantages and disadvantages were. At the time, there was an inkling that the (district) might be in more in favour of Ginn than Language Patterns
11 I How did you feel about that?
12 R Uh, I didn't mind because I felt I was going to select what I thought was the best
13 I So it didn't really influence you.
14 R No it didn't and also talking with the this the Grade 1 teachers had an impact on my as they were having some dissatisfactions with Language Patterns. IIB2

112 R I think the choosing of it happened awfully fast ...
116 R a pilot project in a few schools might have been [helpful] ...

I think then you could actually sit down with, with your contemporaries and and sit and say okay you know ... what you're basically is talking about how you felt with any change. IA1

2 R We learned uh through the district and we were called to a meeting
3 I Uh um
4 R and uh we had, our staff was well represented at this meeting and we were presented with the programs that would be offered as options
5 I Uh um
6 R and at this time we studied them and -- and through this study we had to make a decision as to which program our school would choose to uh take.
7 I Uh um
8 R and
9 I Did you have any particular feelings about it at that time?
10 R Uh, about which program I would choose or the idea of a change of program?
11 I Yes, the idea of a change of program
12 R Uh, not really because um you know I was sort of involved, I didn't really see it as being a significant change to my way of teaching or
13 I Uh um
14 R to the time involved or anything like that, I though uh
15 I So you are saying that you didn't see it as a significant change, what led you to think that?
16 R Um, well, I just -- I guess it was because I I didn't think I was doing, that the change would involve that much difference in terms of preparation or or in terms of uh expectations than what I was already the track that I was already on. IIE1

333 I It sounds as if um -- had you been able to see these things over an extended period of time,
334 R Uh um
335 I You may not have selected some of the materials that you did.
336 R Had we been able to see it in practice or had we been able to work with them, we would have known

337 I Uh um
338 R It's really hard to look at a study book and say, well, I won't need that if you've never even worked through the guidebook. IIB1

99 R I still think you have to work with the program, there's no predicting the learning, you can't have people standing up there and trying to tell you things, it doesn't work. If they'd given a lesson, or if we'd seen a demonstration that's a little more helpful, but you have to work with it. IC1

Teachers clearly were oriented to having time available "to see things in action", particularly if they felt dissatisfied with the value of the introductory meetings and discussions for making either realistic decisions about the program or having a clearer idea of how the program might operate in the classroom. In other words, the teachers' perception of time was oriented to effective action.

As one outcome of these meetings, the teachers began taking time to become more acquainted with the curriculum. They talked with colleagues either informally or through formal decision-making sessions, and they started spending time reviewing the materials. For some, this was very much a cursory view, while for others it was an opportunity to plan and prepare for the time to be spent in the classroom. Personal style in teaching seemed to be the guide for teachers here. The teacher who liked to have things quite regulated in advance was likely to find

value in spending time for actual preparation of materials; the teacher whose style responded more to classroom events wanted only to overview the new curriculum.

66 R Well, I I did some pre-reading in the summer time and I I read uh through uh -- two guidebooks but I didn't read them -- just
67 I Uh um
68 R every page, I I read quite a bit of them but I glanced through quite a bit of them too and uh -- I didn't find anything in the guidebooks that uh I really felt -- that I that I needed to prepare until I got to school.
69 I Uh um
70 R and so that I just, I didn't look through them through them and I read the the new Language Arts Guide but I didn't really uh -- do much preparation ahead of that, I left it all until the actual time in the room until I knew what the children -- were --
71 I Uh um
72 R what their needs were. IIC1

82 R I had gone ahead with the uh with the reading material uh in the two weeks before September, the last two weeks of August, and um and I got an awful lot done there and I began to see my way through.
83 I Uh um
84 R I think you've got to work with it, you just can't start in September and start on a new program at the beginning without any pre-work. IIF1

Whether teachers actually initiated planning or merely reviewed the materials, this time was valuable to them. It provided indications about what it may be like to use the new curriculum in the classroom.

Anticipatory time could be summarized as the teacher hearing about the program, orienting to it, and in some way planning for use. Meetings, discussions, and the teacher's own past experiences and beliefs all influenced how this time was experienced. If they felt that something was to be gained through these meetings and preparation sessions, then time was experienced as worthwhile.

Trial Time The period between initial use and the teacher's feeling "at home" with the curriculum was 'trial time'. Duration of this period varied among the teachers depending upon when they regained this sense of normalcy. Also, the teachers' idea of what they should do affected their perception of "how much" time would be needed or "how long" this process would take.

238 R if you want to work that way you have to make a whole new set of materials, I still haven't made up everything
239 I Uh um
240 R I'm still working on it all the time, that's a tremendous amount of work ...
244 R and just trying to familiarize yourself with the new program, it takes a lot of time. IC1

78 R Well I think, I think it does require time to become familiar with the uh the variety of materials that are available
79 I Uh um
80 R and how to apply them to your room and
81 I Uh um
82 R and just getting into the habit of using things that maybe you haven't you know things that you have gotten along without using ...

86 R you know you just can't, you have to get out of the pattern that you've been in and change to another. IIE1

275 R you know I don't see it as being hard, I just see intially taking some time to change habits and to get into using some of the material that perhaps I haven't used before, and I think initially it takes time, but then it just becomes you know part of part of your way of doing things. IIE1

193-5 ... I've done more with the other groups coming up into level 6 that are now into level 6 -- than I did with them in a lot of ways um I've maybe not that more but what I've done is is I've reorganized it into a I think more coherent kind of a program and a more easily integrated. IA1

141 I I understand they use different terminology for the different vowels
142 R That's been an adjustment for me
143 I Uh um
144 R Very much so, I find now I have, I have to make myself say at least short unglided vowel or long glided vowel, at least I get it.
145 I It seems like changing over to Metric
146 R Right
147 I This was a transition for you to go through in learning.
148 R Yes, yes
149 I Did this take a bit of time?
150 R It still takes time
151 I It's still part of your transition
152 R Yes. IB1

70 R After initially too I think I was trying very hard to do what the manual said and now I I think the program has probably become more mine and I'm doing what I want to do with it. IC2

Doing what was comfortable meant a return to the normal experience of time. Related to this was the sense of competency with the new curriculum.

Initially, time moved slowly - "there was so much to do". Or because - there was this massive amount of material, time seemed to "slip away". The feeling of not having enough time was common, either due to so much preparation or to pacing lessons slowly. Because the curriculum was burdensome at this time, some teachers sacrificed time from other subjects. Others felt they had to re-organize their time when old ways of doing things did not seem effective. Time appeared to teachers as uncertain and frustrating.

41 I What about when you first started you know day one in the classroom and a little further on from there, did your anticipations match what your experience was?
42 R I I think I I probably anticipated that it would flow fairly smoothly and I was a bit surprised to find that the time disappeared on me.
43 I Uh um
44 R I didn't have enough time to do everything that was in the manual or everything that I wanted to do.
45 I Do you attribute this to anything?
46 R Probably because in in this particular program there was just so much that they suggested that you do
47 I Uh um
48 R and I think I was very conscientious about covering everything that was suggested. IC2

96 R There were so many aspects that you could see although it it could also and I think this was a problem initially for me, it could tend to bog you down a little bit

97 I What was it about
98 R if you felt, my goodness, I have to cover everything that's here.
99 I Did you feel that you did?
100 R Um, initially, yes
101 I Uh um
102 R I I felt, well there was this good stuff and you know I just have to do this, um later I I felt well, no they don't need those phonics because they know them ... IID1

51 I You mentioned that in in starting to use the program you realized that perhaps in practice it was a little bit different than what it looked like when you were just planning and time seemed to be one of the things.
52 R Uh time, time was a really big factor in the beginning in bringing in that program, not just time in the classroom but if I can go into this my own preparation time.
53 I Uh um
54 R The amount of time I used to prepare a new program was phenomenal.
55 I Did you uh think at this time that I'm thinking that this was initially what we're speaking of right now, that your preparation time was greater than it would be further down the road. For instance, now are you spending as much time in preparation and that sort of thing as you did at first?
56 R No, I'm not. Uh I think part of it is I'm now learning myself to to pick and choose what I'm going to do
57 I Uh um
58 R instead of trying to cover everything. I'm also realizing that there are some things I cover in other aspects that I don't need to cover at that particular time
217 I Have you found this to be a bit of a burden?
218 R Yes, very much so after the years of teaching to know that you know there is no way you can continue to work a program without constantly you have to be one step ahead of the children all the time and and I found that when we want to get into other programs it has cut into the time of science and socials and uh music and

219 I Have you modified the other programs to accommodate this or have you done any kind of rearranging at all?
220 R Well, I have cut um cut down the -- there's so much reading that I we have to cover at this stage and so my science and social studies time has been quite minimal and my arts, been the basics. IA2

93 I Now you say you were going through the sight part like you had before with other programs you mean?
94 R With the
95 I So you're kind of relying on what you knew of other programs to teach this one
96 R Right
97 I and you found that didn't work?
98 R Well, no not as well as the other the other uh programs
99 I Uh um, what did you do then to modify that so it was more successful for you?
100 R We, I slowed down. IB2

Moving slowly was a result of the teacher's uncertainty about the program. They wanted to do a good job, see what they program offered and how it looked in their classrooms, learn how to use it, and give it a fair trial. All this exploration led to the sense of burden, frustration, and uncertainty in their experience of time.

22 I What was it like when you first started using it in the Fall?
23 R Well, it was difficult -- because I wasn't familiar with the program. I had to keep dipping into the guidebooks because if I was going to do it, I wanted to do it exactly the way it was supposed to be done
24 I Uh um. How did you feel that it should be done? According to the guidebook?
25 R Well, uh, I don't know that until, until I've taught it for a year at least. IC1

66 R Well, I didn't feel comfortable with it right away because for all of us it's been a learning process as the year's gone on when you're working with 4 or 5 levels -- that are brand new to you all in the space of a year and preparing those materials and just reading the stories and keeping ahead of the children in the book. IA3

203 R I think for um for that first few months there was you know I think I did feel it to a certain extent because it was um you know every night there were preparation for five groups and what am I doing, what am I doing -- now it's just coming because I know what to expect and know what's coming um it's it's getting easier. IA1

140 R I think the thing that has been the biggest problem all year is keeping ahead of four groups working at four different levels, and making sure that you are far enough ahead of the children and that you know where they're going, with each story and with each until -- and it's just been lots and lots of planning and organization that's required in the first year of the program. IA3

400 R Well, I was undergoing the greatest amount of change in the beginning of the year
401 I and what
402 R In September, October
403 I Yes
404 R When it was just brand new, it was new for me then and that was the hardest time for me.
405 I Now was that because you said you had to undo some of the things that you'd done?
406 R Uh um, I had to undo, I had so much work to do I just, I seemed to be working a story ahead of them, that kind of feeling you didn't know where you were going. IIB1

Regaining a sense of competency relieved some of the frustration that teachers initially felt. Also contributing to this regained competency was the time teachers spent with others during their exploration. They found value in sharing ideas and talking with others, especially in the early weeks of using the program.

209 R I mean I know we spent a lot of our time working on on and talking together especially during the early part of the year. IA1

152-6 We will sit down and decide as a group whether we felt that we were wasting our time -- you know we we hope to get gain something from it both from our time value and the children's. IA2

203 I Was it a learning experience chatting with him at all or was it just kind of sharing what you were doing?

204 R I think it probably was learning at the beginning, we haven't done so much of that recently because I think now we both feel comfortable with it. IIB1

Time for sharing was valuable because it not only contributed to knowledge about the curriculum, but also allayed some of the frustration and uncertainty that accompanied how they were using time. It was important to know that others were having the same experience. Sharing, then, was informal, as among colleagues in a school, or organized around meetings conducted for groups from various schools.

98 R Uh, yeah, certainly learning about it um -- there is, without going into too much detail, there's so there's so many uh different facets of the program um that you you wish you could, you could do
99 I Uh um
100 R Uh, on a daily basis but -- uh you can't do it, and we've had meetings on this and discussed it other, I discussed it with other primary teachers, uh whether or not they've attempted to do it and you know whether or not you can is is just
101 I What did you learn from talking with the other primary teachers?
102 R Um, -- one I guess is that uh -- don't be discouraged uh if you if you're you reach the point after a week of of doing it and some weeks are really heavy and other weeks are light that uh you reach the point where you just get so discouraged and say, look, there's so much to do here I can't do it.
103 I Uh um
104 R Part of the teachers at the recent, most recent meetings I went to um we didn't all cry on each other's shoulder but we shared our our concerns about the program and just made it made it, it made us feel uh having expressed all our sort of little little problems that, okay, we're doing, each of us is doing quite a bit anyway um we're not doing 100% you know
105 I Did it feel better that you knew other guys were having
106 R oh
107 I the same problems as you?
108 R Yes. IB2

How the teachers valued the new program, what beliefs they held about learning, or their past experiences also were important to their experience of time. Something that they did not value was regarded as "taking too much of their time" or being an inappropriate use of time.

171 R ... I've given um some of those [tests] and I've not been impressed and have not been pleased with them at all. For one thing they take an incredible amount of time -- up to level 6 90% teacher directed -- they take up a lot of the time um they are what I consider extremely um simple. IA1

51 R The management, well it takes a lot of time with um all the criterion exercises
52 I Uh um
53 R and the mastery tests
54 I Are these some things that you had been used to doing?
55 R No.
56 I Uh um
57 R but that that didn't really bother me, it's very time consuming, but that didn't really concern me, its just the results of
58 I Do you feel it's getting the same kinds of results?
59 R No
60 I that you had in the past.
61 R No, I don't, I don't think by this time of the year -- most of the Grade One's would be able to read just about anything.
62 I And you fell they can't do this?
63 R No, they can't, they're very limited by what they've learned. IC1

When time was anticipated as being "too short" or "not enough", then their beliefs and past experience became the mediator in how they managed their use of time.

230 R Well I think you sort of look at a program and you gauge you know what, what they're going to be expected to know in Grade 2 and you uh uh you feel that especially with these brighter ones that you know could easily cover the course, well then I have to make sure that they're going to cover it.
231 I Uh um

232 R you see, and so and so I think that uh you have to sort of more or less block out your year's work and decide how much you can do. IIC1

52 R I really felt, I really felt that there was so much material for each story
53 I Uh um
54 R that I couldn't begin to get through it all and so I would just um focus on certain -- um exercises which I knew the children needed and the reason that I knew that they needed them is, or course, from years of experience ...
66 I You relied on what you knew about -- teaching reading from the past in order to
67 R that's right
68 I do the kinds of things there. IIA1

172 R Uh, to cover all the material offered in the guidebook for each lesson would take well at least five days
173 I Right. So did you ever feel that you should cover all that?
174 R Um, no because I feel that we can accomplish what I want to accomplish with the children without covering
175 I Uh um
176 R all of that but I would like to be able to have the time to.
177 I Uh um. What guides your decisions there in what you choose?
178 R Um, bascially my past experience
179 I Uh um
180 R and time
181 I Uh um
182 R you know what I want to cover by the time, the end of the year.
183 I When you say your past experiences, does this mean the kinds of things you know about chldren's learning and uh what their needs are?
184 R yes. IB1

Trial time was a crucial aspect of the change process. In this period of exploration, the teacher's

sense of time in the classroom, their feelings about it were unfamiliar. Important was the factor of being given enough time to deal with these uncertainties, and also the opportunity to deal with their personal expression of the meaning that time had for them.

Normal Time The experience of time as 'normal' or comfortable was related to the teachers' feelings of competency. This competency involved knowledge of the curriculam and the children in the class. For everyone gaining this competency also involved an amount of calendar time.

347 R Um, before Christmas -- again I was almost like a beginning teacher figuring I had to cover every page and as I say, in February I came to terms that that wasn't necessary.
348 I Uh um
349 R as this particular group of children didn't need this exercise and therefore I could leave it out and not feel that it must be done
350 I Yes
351 R So, it was, it was very, it was a gradual
353 I Uh um
353 R experience from September to December acquainting myself with the program, with the children's needs. IIB2

291 R ... Now I'm at the stage where I feel more comfortable and say, this is important I don't feel this group needs this particular exercise at this particular page in the skill pak, so I'm more selective
292 I What has caused you to have that feeling of being comfortable enough to be selective?
293 R Knowing my children
294 I Uh um
295 R better than I did in September. IIB2

232 R ... I see I see it as sort of for me right now three stages or the program
233 I Uh um
234 R and in my second stage uh where I I found that I was getting into it and there was much more in the program than I than I had expected uh I was -- uh trying to get new ideas yes, I was changing then, I was changing myself, I was changing my own methods of teaching too.
235 I Was that a more difficult period?
236 R I think so, I think I think it really was, I think I was so busy and I spent so many hours of preparation trying to implement new methods of teaching, I would spend -- for three hours in the classroom, I found that I was spending easily three hours of preparation at home and this is just one one program.
237 I You attribute this to changing your style and implementing things that you know were different for you as a teacher.
238 R Yes, Yes, and actually reading, reading into the program ...
243 I So with your increased knowledge then there seems to be, or at least at the second stage that you talk about, that as your knowledge increased with the program
244 R I had more work to do.
245 I You had more work to
246 R Oh yes
247 I because your awareness was growing with the possibilities and also
248 R yes
249 I of the change in yourself.
250 R My own changes in strategies, in teaching strategies, then the third stage I felt that I experienced change again because at that stage I now feel I'm making the decision as to what I will do.
251 I I see
252 R So that that's a change again, I think I have gone full circle.
253 I Uh um
254 R I think I'm back now to to feeling um more comfortable with my own teaching methods.
255 I Do you feel your teaching methods have changed though?

256 R Some of them yes, I think, I think some of the methods have changed. I think I'm probably doing more group work now, more noticeable group work, than I did before.
257 I But you're comfortable with it.
258 R Yes, I I am comfortable with it

IC2

Having had a group of children work with the materials, and then approaching it at another time with another group, also contributed to a sense of normalcy for the teacher.

183 R I feel fairly comfortable with it, more, more so now, I've worked with it for a few months
184 I What do you thnk contributed to this feeling that you have now with it
185 R Well, probably because I've got some children on one of the books that I've already done with some of the other children so I'm repeating some of it
186 I So you're more familiar with it
187 R Oh, yes.

IC1

Also contributing to the feelings of normalcy was the feeling of "the next time". This notion of "the next time" varied. For some it meant repitition within a year, but working with different students; some felt that a second school year would be more 'normal'; and others felt they may have to use the program for several years before feeling "at home" with it.

230 R ... next year I'll be able to do more and uh so I've just sort of -- taken each day as it comes and prepared what I needed for my next day and maybe done some long range planning with my previews.

IIC1

271 I I wonder if at this time you're feeling at home with the program or

whether you still feel there's more you need to know about it.

272 R Oh no. I think probably next year when I start the program afresh, I will be you know a lot more comfortable in it.

273 I Uh um, so you feel you have to go through it for a whole cycle uh in order to feel that you really know what you're doing with it.

274 R Uh um IA2

102 R next year I'm going to change it really and and go faster and uh -- uh I'm going to uh -- order the skilpaks.

103 I Uh um

104 R So instead of using my own, that uh I think that would speed it up and make it easier for them but it's also a a well a workable type of approach. IIC1

258 R I I don't think that uh that I really feel at home with the program -- until I've taught it for a few years.

259 I Uh um

260 R Like today I was looking at uh the new story that we were starting today and it uh had a word in it that I couldn't -- place whether that had been taught to them or whether it was a word they should be able to sound out and I was doing flash cards so I put it on a flash card and then after I was finished -- I realized that I had taught that word and uh after I've taught it uh the program for a couple of years well I can see a word and I can remember which story it was taught in. IIC1

Interestingly, associated with this feeling of normal time, some teachers felt that they could include more in the curriculam, and in fact intended to do that at a future time.

In summary, the teachers' experiences both before using a new curriculam, and while using it, influenced their experience of time. Related to this experience was the teacher's sense of competency in what she does, and this may indicate an intimate relationship between experienced time and actual use. Time to orient, explore, talk with others, deal with feelings, all were critical aspects in understanding the experience the teachers had during this change process. Time was more than a beginning or end, or for that matter a continuum. It was the way in which they acted and experienced the curriculum over time.

3.0 INFLUENCES

There were various situational influences - including beliefs, talk, support, and in-class validation, related to the teachers' experiences of change. During implementation of the curriculum, these influences mediated teachers' decisions and their classroom activities during the time of initial awareness and actual use of the curriculum, through to the planning for its future utilization.

Beliefs The teachers' beliefs, including their past experiences, notions about instruction, children's needs, and classroom management, influenced how they initially approached the curriculum, felt about it, and interacted with it in the classroom.

When teachers were selective about which parts of the curriculum they chose to use, and how they organized for instruction, it was their beliefs about the nature of teaching and learning that primarily influenced these decisions. Their past experience was the source and justification for these beliefs.

151 R I guess the thing that influenced the way I would work or use or go with the program is the way I've always worked. IC1

62 R You couldn't possibly get through everything that is offered in the guidebook.
63 I You didn't, you didn't attempt to do that
64 R I didn't attempt to do that. You'd be two weeks on a story.
65 I Uh um
66 R You relied on what you knew about teaching reading from the past in order to
67 I That's right
68 R do the kinds of things there. IIA1

177 I Um um. What guides your decisions there [guidebooks] in what you choose?
178 R Um basically my past experience
179 I Uh um
180 R and time.
181 I Uh um
182 R You know what I want to cover by the time, the end of the year.
183 I When you say your past experiences, does this mean the kinds of things you know about children's learning and uh what their needs are?
184 R Yes. IB1

150 I Was there anything that influenced um the kinds of decisions you made about what you would use or how you would go with the program?

151 R I guess the thing that influenced the way I would work or use or go with the program is the way I've always worked and a lot of independent work.
152 I Uh um
153 R I have a lot -- to make a lot of work.
154 I Uh um
155 R So I I use the guidebook and the phonic cards and comprehension cards.
156 I So you were using the ideas in the guidebook
157 R Uh um
158 I to make the kinds of activities
159 R Yeah
160 I that you had done in the past.
161 R Yes. IC1

Teachers tended to interpret the new curriculum in terms of what they were familiar with. For example, if they had formerly made supplementary materials, then they anticipated that this may also be required now. If they were accustomed to designing a personal approach to curriculum by choosing materials from various sources, then implementing a packaged curriculum prescribed by the Ministry and local administrators was a frustrating experience for them.

9 I How did you feel about the program at that time?
10 R Um, well my opinion was quite uh dependent on what I experienced before. IB1

19 R What I anticipated was that it was going to be an awful lot of work because I had this tremendous amount of material I'd made to go with the Language Patterns. IC1

148 R I think it's important that they have some say in their choice of program, I think its important that materials are ready, I think it's important that the teachers know before the program comes in what to expect and what to do with it and I think it's extremely important that the local school board and its district personnel to not make too many public announcements before the staff knows what's happening. IA3

Teachers also had beliefs about what was worth learning in the classroom, and how learning should be managed, and this affected their attitudes toward the new curriculum.

154 R You know we have to follow through the next day and that has um influenced how I handle my program, for instance we start each day with correcting the previous day -- and that doesn't go along with my own personal philosophy and I'm finding this -- um hard to deal with. IIA1

58 R I know that when I think the kids can learn to read if you're really convinced um you know if you're, if you feel that you've got something good
59 I Uh um
60 R and you've got a lot to offer them and if you're not really totally sold on something, I think it I think it does affect your teaching. IB1

126 R ... my own feelings tend to go to enrichment so I had to really make myself slow down with the the um beginning readers who were doing a whole new program because they did need more time
127 I Uh um
128 R I had to be very careful in that way, I found that frustrating. IC2

45 R I like the Language Patterns but I wanted to try this one and I don't think the children knew that I didn't really, it didn't come across to the kids that I don't like it, I look at the pictures and say ecstatic things about Bill and that

46 I (laugh) Did you encounter any particular problems when you were getting going with it?

47 R Uh uh -- well -- with the - well this is -- this isn't quite what you mean but I find it difficult to teach the phonic part of the program. IC1

139 R There are things I like about it and things I don't like about it and the things that I like I I implement and use and the things I don't like I change...

153 R I think that um that I had to put a lot I've had to put a -- basically my own program together on establishing and creating written skills. I think that if I followed what again guidelines starting in Grade 1 and going on, I think the kids wouldn't be able to you know write. IA1

30 R I've used parts of them and others I haven't and and it's just, I guess because of my lack of energy to get into it,

31 I Uh um

32 R and uh, it's not, I don't think it's a hesitation um -- in one sense maybe it is because some of the things I found I haven't liked. IIE1

A teacher's beliefs about relationships with the children in the classroom further mediated the use of the curriculum; that is, daily interaction was influenced by the teacher's beliefs. It should be noted, however, that this same interaction further influenced and modified

beliefs over time. Teachers made decisions about what they believed was right for the group they were teaching, or they were influenced by their general beliefs about what is right for children's learning.

367 R It wasn't a great shock to me
368 I yes
369 R in implementing it
370 I yes
371 R it's just sort of figuring out in your own head what's important, what is less important for this particular group. IIB2

35 I Do other kinds of things that you're supplementing with are these more in line with what you've done in the past and found success with?
36 R Um, well when you take a reading program to make it exciting for the children I think you have to enrich it. IA2

319 R Well, in that sense what I'm saying is I haven't used some of them [resources]
320 I Uh um
321 R because I've found different ways and thought, I even with this book I'll change things if I think, you know, I I can see the kids doing it in a different way that I think would be
322 I Uh um
323 R more challenging to them or something uh you know more worthwhile. IIE1

58 R I felt the kids in this school, um as a general rule, aren't the best readers
59 I So did you um look at the new program with this in mind and
60 R we looked to see what would be best for the kids, we tried to put their needs ahead of what we had done before. IIB1

80 R Your very slow child, you would take your guide and you would pretty well follow it, your average child
81 I Uh um
82 R depending you know
83 I So you say that depending on what the children are doing you will do different things with it.
84 R Oh yeah, most definitely. IA2

249 I What is it about it that you feel about it is well set up?
250 R Um, well they do break it down, they give you your vocabulary, the background information it's not too well in the comprehension
251 I Uh um
252 R you, you have to read into that and make your questions stimulating, but they do give you a lot of skills that go along with that. IA2

Teachers' beliefs were a strong influence upon how they felt about the new curriculum, how they initially perceived using it, and how they interacted on a daily basis during actual use. Although some beliefs were modified over time, thereby reshaping classroom practice or the curriculum, beliefs continued to mediate in the process of implementation. Talking with other people became a major vehicle for affirming or modifying beliefs.

Talk Talking with others during the implementation of the curriculum was an important influence in the teachers' learning about it and on their feelings while they were learning. This social influence helped to validate teachers' beliefs, and to provide a forum for airing concerns or sharing new ideas. Teachers found that talking with others was particularly important when they were first using the program; this 'early' talk provided

support and clarification. Continued talk was important also, however, for as time went on, teachers encountered obstacles or wanted to expand what they presently knew. Talk was very much an integral, and ongoing part of their change experience, and emerged as one of the strongest influences for the teachers.

Talk among teachers within a school was very prevalant. Decision making was a reason for "getting together" on a staff, sometimes to pool or clarify infomation, to set policy, and also to hear from others when things were uncertain.

134 R We talked a lot to each other (other teachers) about placement of children and what we were finding with the program. IA3

114 R Yeah, I think um maybe a pilot project in a few schools might have been [helpful].
115 I How would you have found out it would help them?
116 R Well, I think then you could actually sit down with your contemporaries, and and sit and say and say okay you know what you're bascially talking about is how you felt with any change. IA1

152 R We will sit down and decide as a group whether we felt that we were wasting our time.
153 I I see, so there's not so much to evaluate the children as there is to evaluate the effectiveness of the program.
154 R Uh uh, well it was sort of you know, I guess they're running side by side really
155 I Yeah
156 R in a sense that if we think they're worthwhile but on the other hand

with the group of teachers down here there's no way we would give the test for the sake of giving it. IA2

194 R Well, I mean uh the teachers were very uh obliging you know. We all discussed it and we had meeting after meeting you know. We'd get together and talk it over and hash out our problems but uh um -- there was a lot of talk
195 I Uh um
196 R and the staff about it.
197 I Uh um, in what way was this helpful
198 R Well, they seem to, you know every one of us seemed to have a different idea of what was said at the meetings and there were there were times when we got such a diverse opinion as to where we should be and what not and uh um -- well, I I think just discussing it you know we brought out things that they knew that you know that we might have slipped up on. IIF1

This talking developed a sense of community among some teachers, and provided both psychological and material support for one another. Study or work sessions, sharing of information, or just informal chats brought teachers together and helped them deal with the work they anticipated and with the uncertainty they initially felt.

93 I Was there anything else that um was helpful during you know getting going with this and getting it implemented?
94 R Yes, there was another thing um all the teachers in the primary department were faced with the same problem in that they um had two grades to work with so they were preparing
95 I Uh um
96 R for more than I think the least anybody had was three groups -- I

believe we all had four groups, so what we did was we met, we had several meetings and threw ideas around and and what we eventually did was have one person prepare all the comprehension questions for -- level six um one person prepare all the questions for level seven. IIA1

186 R We've helped each other a lot. One of the things that it's done is sort of unite us all
187 I Uh um
188 R on the staff.
189 I What sorts of things have you done with the staff?
190 R Well, we're, we're discussing what we're doing and what problems we're having and what weaknesses we find and what you know, what things we found work well.
191 I Uh um
192 R Whereas I think probably before we were doing our own kinds of program and we didn't, there wasn't the need to communicate
193 I Uh um
194 R as there is now.
195 I Have you found the communication helpful?
196 R Uh, we often help each other with ideas or or um establishing an approach to uh covering material in the book. IB1

90 R The other thing was um one of my colleagues here that teaches Grade 4, Grade 3-4, she had taught Ginn before in Alberta
91 I Uh um
92 R and she was very much for it
93 I Uh um
94 R and she could give us a lot of input about Ginn and how she felt about it, and that had to be part of the reason that I found myself saying, okay, maybe I will. IIB1

260 R We have the other person I should mention that's been extremely helpful is our learning assistance teacher.

261 I Uh um
262 R She's um made quite a study of the program and she's very um willing to -- uh share with us what she's found and what you know how to interpret the program for us ...
269 I She could answer technical questions for you.
270 R Not only that but say you know I found that so and so works best and uh you know uh this something that we should be looking at or trying to do
271 I Uh um
272 R so she's constantly educating us in that respect.
273 I Sounds like a lot of involvement, do you
274 R its necessary
275 I You feel that's necessary
276 R oh for sure
277 I yeah
278 R I think it would be terrible to be put on a new program and feel that you didn't have anybody to go to or that you couldn't discuss it or didn't have any resources. IB1

Among some staff this sense of collegiality was not always achieved. This was indicated by a lack of positive or constructive talk among teachers, or by teachers preferring to go to people outside the school for information or support. Reasons for this negative tone were the fact that some teachers did not approve of the program and expressed their feelings, and a perceived lack of administrative support at the school level.

322 I Is there something about your experience with change that maybe we haven't touched on that you consider to have been important for you?
323 R Well -- yes, I I do think that um -- one thing about change is that -- it has to be, everybody has to be behind it 100%.
324 I Uh um

325 R I don't think that um it can be as effective as it should be if it's only 80% desired.
326 I Uh um
327 R Um, I don't know how you would get around that supposedly in you know the majority is supposed to have the say and so forth but I think unless you have unanimous decision for change
328 I Uh um
329 R um it presents obstacles ... IIA1

83 I Do you talk about that aspect of it other than just finding the materials, do you talk about what your feeling with it, what you're doing in your own classroom?
84 R Yes, I I think we we really do talk about it, I'm finding right now that -- my colleagues are pretty well fed up with you know the new program and whenever you mention it they tend to throw their arms up an say ahhhh you know, I don't even want to hear about it any more and I don't think that does any good.
85 I Uh um
86 R I, if I have a concern with a program I'd really like to sit down and talk to somebody about it.
87 I Have you been able to do that at all?
88 R Yes, I've gone beyond our colleagues
89 I Uh um
90 R about this because I'm not totally negative to the program and if you're talking to colleagues that are totally negative all you're doing is complaining and you're not getting any
91 I uh um, so you've
92 R so I've gone beyond that, I have gone to our language arts uh liason people our co-ordinators and discussed some problems with them and that has been, they have been very good, that's been terrific um. They have given me the feeling that you are the teacher, the book is there for you to use, but it's not the teacher, you're the teacher. IC2

Talking with other teachers in the school, provided a learning experience on a daily basis.

245 I You were mentioning that the kinds of things that influenced your decisions in the classroom were your past experience in what the children's needs are and that sort of thing, what about influences outside the classroom, was there anything that guided the way you conducted your uh daily things in the classroom?

246 R Um, yes I think we were, I found that I was you know, modifying my uh use of the program the more I learned about it and the more I discussed it with other staff members. IB1

192 R I particularly talked with ___, because he's my grade partner in Grade 1

193 I Uh um

194 R He's very pleased with the program, we talk a lot about how we feel about it as opposed to the program that we had last year.

195 I Is this reassuring?

196 R Yes, it is, very much so because we both had to go and re-do and make all new things and spend a lot of time and teach ourselves how to teach the program, so it has taken a lot of work

197 I Oh yes.

198 R But it's it's worth it when we both feel that that it's a program

199 I Uh um yes

200 R that's working for the kids ...

203 I Was it a learning experience chatting with him at all or was it just kind of sharing what you were doing?

204 R I think it probably was learning at the beginning, we haven't done so much of that recently because I think now we both feel comfortable with it.

205 I Uh um

206 R at the beginning it definitely was, I'd say, things like, how are you doing with these "glided" and

"unglided" vowels you know, and he would say, not at all well, I'm doing such and such and we'd talk about that. IIB1

Through talking, teachers clarified expectations. Also, it was important for teachers to know that their colleages saw the program as "working" or worthwhile for their students.

181 I Does this have any influence on you talking with other teachers?
182 R Oh very much so.
183 I In what sense?
184 R I think your expectations, or their expectations perhaps um are really very important uh I think that what I want the next teacher to know where the kids are. IIB1

184 I Did you share any other kinds of things with people on staff?
185 R Uh, the Grade 1 teachers were pleased with how their children were responding to the new program. IIB2

382 I Is there anything that you have experienced that maybe we haven't touched on that you would consider an important aspect of what happened for you?
383 R I feel I've had a lot of positive feedback from the Grade 1 teachers are very comfortable with the program, that helps me a great deal. IIB2

Meetings organized outside the school provided other opportunities for teachers to contact one another. At these meetings their talk took on several forms; workshop leaders presenting material, discussion or work groups sharing ideas or concerns, and informal conversations.

Informational talk was helpful to the teachers, but they needed different kinds of information as they started using the program and learning more about it. It was important that the kind and amount of information given by the workshop leaders was relevant to the teachers' needs, because this 'official' talk was often perceived by teachers as authoritative; it had impact on what teachers started looking at and how they interpreted the program.

10 R I felt at the first meeting that I attended um where there were there were three programs presented, and the feeling that I got was that one program was definitely being pushed or being favoured by the people in charge.
11 I How did you feel about that?
12 R Um, well I felt -- my immediate reaction was -- to feel suspicious of about why was this one program being um -- being spoken of so favourably, why was this one being used so much as an example um there were a lot of things like ah used as an example how easily things could be found in a certain guidebook in relation to another program where you really had to hunt, search and find ...
20 R So, while I was suspicious of it I thought
21 I Uh um
22 R You know, I wonder what the reasoning is what's going on here
23 I Did it make you curious to look at the new program to see what it was like?
24 R Uh um, definitely. IIA1

22 R We've had meetings throughout the year and you know each one was um you know given the level we were all on pretty well
23 I Uh um
24 R and it was helpful to find the other teachers were having problems the same as you know it was a really

gratifying thing to speak to the other teachers and find out their misgivings. IIF1

30 R Having um just glancing through a book or through books at a workshop really doesn't give you -- any idea. At the time I was going on a great deal by -- by the uh -- the information that -- uh -- the district resource people had set out for us ...
36 R So I um um accepted it what they had said. IIC1

143 R We had um -- several district meetings for for people who were getting into
144 I Uh um
145 R into Ginn and uh, at the first meetings it was made quite apparent that, hey, you don't have to do everything um
146 I How did you feel about those suggestions?
147 R Well
148 I from the, you know support staff?
149 R Yes, then then having looked back and, and you know heard what they said and thought about it, yes you know, you're right, um it was it was silly to attempt this
150 I Uh um
151 R and I could see how the program fitted together. IID1

220 I It seems from what you're saying there that first of all there's a lot of facets to the program and
221 R Uh um
222 I When you first hear about it, it's kind of dazzling.
223 R Uh um
224 I There's just so much to take in what uh sort of emerges of interest to you at first is what you take home and start playing with, and then further down the road you'd like to go back again and perhaps have new things revealed
225 R Uh um

226 I because your knowledge increases about the program, is that correct way to
227 R Yeah, I think so ...
249 R Then I have to be reminded you know perhaps I'm not covering everything you know so it's just kind of, you know how it is when someone says hey, you know and and gee you are kind of made aware again. IIE1

49 I Now you've mentioned the survey that came around and you mentioned district meetings
50 R Uh um
51 I and inservice I guess you're referring to.
52 R Uh um
53 I Did this survey sort of draw your attention to things or make you sit up and take notice of things in any particular way?
54 R Yes, it made me, like like they they would uh ask particular questions about facets of the program and
55 I Uh um
56 R Were you aware of this and did you use it and did you have access to it? And you know I hadn't been aware of some of them
57 I Uh um
58 R and so I I did take the time to take a look and see that, yes, they were there or not they weren't and uh and thought again like uh especially when it said uh would they be valuable or would you use them, and thought yes, perhaps you know I would and they would be valuable. IIE1

The idea of more than one meeting was appealing and helpful to the teachers through the ongoing opportunity provided for them to increase and validate their knowledge. It was imperative, however, that these meetings met the teachers' needs at the time; otherwise the meetings were considered a waste of time and were not attended.

94 I Were there any other teachers or people in the district that provided some kind of information or support or anything like that in this process?

95 R Well we had the workshops in the beginning, we had somebody uh who had devoted a lot of time to telling us you know uh helping us with the program as it was and seeing us periodically and and I got really fed up with that and I'm glad (laugh) this is confidential but we went to the same thing three or four times and I said I just, I'm not going to go again I can't stand to go again well, we just sit there and they go over the program. IC1

140 R Um, they did have several meetings about the program but -- I think that uh -- people were you know that were involved in change could have used a little more guidance

141 I Uh um

142 R as to um -- what was realistic in terms of expectations with the new program and -- different sorts of um -- activities to -- I don't know, maybe I'm being too -- critical

143 I It sounds like you were -- at the initial stages looking for the kind of practical advice of the nuts and bolts

144 R Uh um

145 I the day to day routine was something

146 R yeah, yeah IIA1

Other teachers, as well as workshop leaders, were an influence at meetings.

103 I In what way were the district meetings helpful?

104 R Just explaining

105 I Uh um ...

121 R Yes, and teachers discussed how they were using it differently in their classroom, some were making up stencils

122 I Uh um

123 R from the skilpak. Other people were running it through the machine.
...
128 I And you found it helpful to hear what other teachers were doing with it?
129 R Yes, yes, and you know someone was saying there's an awful lot of marking and so you would discuss how you could cut down on this. IIB2

295 I You mentioned that what was helpful was talking with other teachers.
296 R Uh um
297 I Was this just in the school?
298 R Well, it has been in the school mostly but the meetings that we've attended, we talked with other teachers.
299 I Uh um
300 R That was the first time that I heard that some some people were definitely not using this first reader ...
304 R and uh that's when I found out at the meeting then in fact several teachers weren't doing that at all. IIB1

220 R ... I felt that I was changing my own strategies, my own teaching strategies -- and trying some new things that other people had suggested that that was a change for me.
221 I Are you saying that the types of things you tried out were things that other people had suggested you try? IC2
222 R Yes

123 I What sorts of things have you found helpful?
124 R Well, I I think just uh talking it over with other uh teachers
125 I Uh um
126 R and the district has had uh three meetings, I think thre may be four I've gone to and uh we -- just -- teachers in the program
127 I Uh um
128 R will get together and talk about -- things they're doing

129 I Uh um
130 R and also we've uh -- taken one idea or something to it
131 I Uh um
132 R and that really has been quite helpful. IIC1

212 I What about subsequent meetings, you say that there's been things this year. Have they been helfpul?
213 R Uh, yes, we had some sharing, sharing of um worksheets, ideas
214 I Uh um
215 R things that of of people have had, some airing of concerns the program um concerns I didn't share, but other people did. So I you know, I could see that they were a valuable tool to those people. IID1

146 I What sorts of things did they do that [helped you]
147 R Just, just brainstorming in with let's say uh, teachers with Grade 3 would meet at one table and we would discuss what do you think of this particular story, are you doing some interesting ideas with this story?

IIB2

At these meetings teachers could broaden their base of information and support from their peers.

Feelings were created by the nature of the talk and through the climate established by various kinds of dialogue. Both in schools and at meetings, teachers' feelings were influenced by the content and tone of the talk in which they were involved.

14 R Uhhh, one of the things that bothered me when I when we were talking about the program, everybody kept stressing a type of a management system and there would be

a lot of a paper work for the teachers and this this uh bothered me, I was not anticipating a very pleasant time in the management aspect of it. IC2

112 I Do you find it helpful to talk to your colleagues?
113 R Yes
114 I About it?
115 R Yes, I think so
116 I In what sense is that?
117 R Well, it's just that you share, if you have a problem, or if you are fed up, its always consoling to hear that someone is fed up as well, and I have some good friends at the other school I used to teach and so we talk about it quite a lot. IC1

133 I Did you feel at any time in making these kinds of decisions that you were expected to perform in a certain way with the program?
134 R Uh hum, the only way I felt that I was really expected to perform was in the management area. I was expected to keep records, and I expected to go -- well, to keep these records and to get these children through these various stages and when they had completed this, they would then move on.
135 I And you had all the record keeping and so on that was hooked into that.
136 R Yes, but that was the only way I felt I was really expected to do it, I didn't feel the pressure though, I was expected to do vocabulary in this way or I was expected to do comprehension in this way.
137 I You had to give your own input into this style of teaching but you felt you were supposed to do a certain amount to get them to certain levels.
138 R Yes
139 I Where did this expectation come from?
140 R Hum, probably in in people just talking about the program, the management system of the program, now I know.
141 I Were these district people?

142 R Yes, district people and our own staff, but I do know that other people felt from listening to them, more pressure to proceed through each lesson the way the manual said you should. I was a little surprised that people would feel that pressure.
143 I Why do you think they got to feel that way?
144 R I think an insecurity about a new program. IC2

202 I When you say that the meetings you know that were informational regarding phonics based or the basal readers, uh were helpful, what was it about them that you considered was a good thing?
203 R Well, I think the the very point they made that there is no one way and that it doesn't really matter which book you're using, you can adapt it to suit you, and I think it was made very clear that just because you're taking this program and you have this guidebook it doesn't necessarily follow that you have to -- to do it verbatim.
204 I Uh um
205 R You do whatever is comfortable to you. And this was made apparent. It was obvious to us that I that was the best thing that they could have
206 I Uh um
207 R you know is to to put people at their ease with regard to their own feelings about it. IID1

247 R As a staff we've talked about it not on a really uh not a really in depth and a and a and a analytical level but just general feelings about it.
248 I Uh um. Do you find um a helpful kind of thing just to be able to share the
249 R The general feeling about it is pretty good and I think most people are yeah, I think just talking to them generally not in a specific in any specific way helps you uh because you know you're sort of doing the same program with the other people in the school. IB2

Teachers felt a sense of reassurance or support to hear what their colleagues were doing and that others were having similar experiences, especially if those experiences were of mutual concern.

170 I So then it was a general feeling at the time that others were in fact experiencing the same sorts of things
171 R Yes
172 I that you were?
173 R yes
174 I Did you find this reassuring at all or comforting or did you have any feelings?
175 R Uh, oh yes, it's always good to know that you're not the only dummy in the show, and um in discussion with the other teacher here of course we we
176 I Yes
177 R had come to the same conclusion without coming to the conclusion that we were doing the wrong thing in trying to cover all the material, I mean you could see value in covering
178 I yes
179 R all the material
180 I yes
181 R um, but then we relaxed a little bit and felt more comfortable with using our own discretion as to what should be used and what needed to be used.
182 I So then you were in communication with your colleagues here in the school as well as people outside.
183 R oh yes. IID1

100 R We've had meetings on this and discussed it other, I discussed it with other primary teachers uh whether or not they've attempted to do it and you know whether or not you can is is just
101 I What did you learn from talking with the other primary teachers?
102 R Um -- one I guess is that uh -- don't be discouraged uh if you if you reach the point after a week of of doing it and some weeks are really heavy and other weeks are

light that uh you reach the point where you just get so discouraged and say, look, there's so much to do here I can't do it.

103 I Uh um

104 R The recent, most recent meetings I went to um we didn't all cry on each other's shoulder but we shared our our concerns about the program and just made it made it, it made us feel uh having expressed all our sort of little problems, that, okay, we're doing, each of us is doing quite a bit anyway um we're not doing 100% you know.

105 I Did it feel better that you knew other guys were having

106 R Oh

107 I the same problems as you?

108 R Yes, yes, I don't like to admit that I was glad to see other people having the problems but it certainly did.

109 I Yeah

110 R yes, its like anything you do, if other people are in the same boat as you its more easier. IB2

295 I In changing your ways of doing things has it helped to know that others are doing that too or

296 R yes

297 I that it's a whole new game for the whole bunch of you?

298 R Yes, very definitely

299 I Right. IB1

100 R I think -- one of the things that that was helpful and I'd like to continue on with this is -- getting teachers together to discuss their problems

101 I Uh um

102 R with a particular program and pool their ideas on how they've overcome these problems ...

109 I And you've learned ideas from them, did you?

110 R Yes, I did I I learned a few ideas, I think I contributed some ideas that I noticed other people picked up and were writing down, it's also the support

111 I Uh um
112 R that you're not alone in your problem. IC2

Talk had a pervasive influence during the implementation process. It provided clarification, furthered knowledge, and gave support. It also focussed attention and contributed to the kinds of experiences people had. Because it shaped peoples' experience and also confirmed it, talk must be considered as a major influence in experienced change.

Support Closely related to talk in the experience of change is the influence 'support'. Support included the actual activities that teachers felt helped them in dealing with with the new program; other teachers (as discussed in the previous section), school administration and district staff provided this support. Teachers appreciated empathic individuals and anyone who could supply a new idea or an alternate teaching strategy when required. It was also important that teachers perceived this support coming from someone who had the time to sit and discuss the matter, and who for certain purposes was not burdened with the dailiness of teaching.

198 R the other people that were helpful um would be our district um curriculum people ...
202 R they've been very open to communication and you know what we can do and they're looking at the program critically and sort of struggling along with us.
203 I Uh um. You feel they're in it with you then.
204 R Yes

205 I they're sort of not the experts on this thing.
206 R Very definitely
207 I Right. You find them approachable
208 R Very definitely, they're very, they're part of our experience. IB1

101 I What things have you found helpful other than sharing with your colleagues?
102 R Um, I think having, actually having Language Arts facilitators at this, during this year -- its been very good.
103 I What kinds of things have they been doing?
104 R Ah, well they've been, one of them in particular is very down to earth, very um um practical type person and um you can, I found that that if you had a problem or if you're getting um fed up with something or, if you need clarification um they're there. IA1

228 I What about um with your own experiences with the whole change process. Were there people or events that occurred that were helpful to you?
229 R In our district specifically, there have been two um facilitators of the program on intermediate and the and the primary um facilitators
230 I Uh um
231 R Um, who have been hired by the by the board to help people help everybody in our district in uh start the program
232 I Uh um
233 R and if there's any problems they have uh talk to them, phone them up say, here's the problem I'm having, and this is what they're doing full time so they can spend some time looking, reviewing, researching it, and coming to class and saying, well, yeah this is, this is the problem so those people have helped a lot.
234 I Have you found them personally helpful?
235 R Yes, I have, I've talked to them.

236 I What sort of things have they done or said that have been helpful?
237 R Um, showed me ways of looking at a problem uh showing me uh sitting with them for half an hour or an hour making a making a a decision
238 I Uh um
239 R as to what to do and then saying, being honest and frank really. IB2

154 I So it was reassuring then that even though you were having problems, the person who was the facilitator in the group then, someone associated with the district
155 R yes
156 I was saying to you, don't get hung upon it.
157 R Exactly. IIB2

273 R The people who are in charge I guess at the board level are are very very good people and um they're very easy to talk to
274 I Uh um
275 R Um, and very helpful, willing to give you any help at all um spend any amount of time -- it's not more personal, it's just different.
276 I Right
277 R It's just a different, you can spend more time talking with them whereas with a teacher in the hall the only sort of support you'll get as I mentioned you know
278 I Uh um
279 R just keep plugging away, with them, it's uh well, how are your groups doing what are you doing? uh
280 I Sort of moral support versus technical support
281 R Exactly
282 I Yeah
283 R You're doing it right uh don't worry about that problem in comprehension because we know this child already and he's been a problem. IB2

The principal, too, was an important support person. Teachers needed to know that he or she understood

and supported what they were doing.

208 R He [principal] believes that uh that I know what I'm doing
209 I Uh um
210 R and the same with the district resource people, that if I said well I'm going so slow -- and uh well are you worried? No I'm not worried but uh I'm still going slow well so what? Sort of you know.
211 I Yes, so that's been reassuring then
212 R Yes. IIC1

124 R Well, I think the administration plays a large part
125 I Uh um
126 R in uh whenever a change is forthcoming, I feel the administration has to be behind it 100%.
127 I You would feel more confident with it in that sense?
128 R Yes, yeah more supportive in that um I feel that if the administration is going to allow the change to be made -- like the teachers to have the say -- in it whether or not there is a change to be made then -- the administration should be behind that change 100%.
129 I You would have found this helpful.
130 R I would have. IIA1

In-class Validation A teacher's main form of interaction with the curriculum involved the students in the classroom. How students responded, influenced how the teachers structured subsequent activities, and also influenced how they felt about the program.

153 I So this then was one of the problems of beginning this was that that you were used to seeing them learn certain ways.
154 R They were blending as such at the very beginning of the Language Patterns.

155 I The indicators weren't quite the same to you as they were in the past.
156 R Not at all. IIB1

111 I I see. So was it then uh if I can just back up a little bit, you were approaching it as you perhaps had approached the Nelson and found that this was lacking in the decoding aspect so then you backed up a bit and you brought this in and modified it.
112 R Uh um
113 I and was it the way the children were progressing and so on that gave you the indicators that this is what you needed to do?
114 R Yes, it in comparison to the Nelson uh supplemented by the Working with Letters
115 I Uh um
116 R workbook, they weren't reading as quickly and they weren't decoding words
117 I Uh um
118 R as quickly and it was, you felt like oh you know we're not going to make it
119 I Yeah
120 R and we're wasting time.
121 I Yeah, it seems then you were following the program to a degree and then it wasn't working as it had worked in the past or the progress didn't appear like it was in the past
122 R Uh um
123 I so you then did your own thing with it.
124 R Uh um. IB1

As the teachers worked through the program, they not only became more familiar with it, but also with the students in the class. Teachers adapted according to perceived children's needs. This indicates the close relationship among all the structures of change - actual use, time and influences: using the curriculum influenced

further action which created new or modified knowledge, and in this case the students working in the classroom influenced the knowledge that the teachers acquired.

102 R It felt, well there was this good stuff and I you know I just have to do this, um later I I felt well, no they don't need those phonics because they know them, um we'll just make, check that out to a small exercise to prove that, yes, they do have those and you don't have to spend time going over the phonics elements there.

103 I So you're saying then when you first looked at the program, you looked at everything in it and thought, wow, you know, this looks good, but it was a bit boggling because there was so much. But then it seems that as you got to know the children and what their needs were, you started looking at the program again, and sorting and sifting and picking what you would use. Is that correct?

104 R Right. IID1

165 R I think that the makeup of the class has a tremendous amount uh to do with -- how I went about teaching the program or implementing the book.

166 I Uh um

167 R Whatever you like um um your type of child you have and and the number of kids in each group an uh -- it's changed that's something that's really changed through the year and you've, we've really had to be um flexible. IB2

210 R and a lot of the work that's done on skills in the Ginn program I leave out because -- I don't think my children need them depending on the child, some need them for reinforcement but I've taught most of them already before they ever get to them in the Ginn. IA3

230 R I take a lot of the ideas and I look at the group I've got and I use, and according to the group there I am my own judge. IA3

291 R I'm now at the stage where I feel more comfortable and say, this is important I don't feel this group needs this particular exercise a this particular page in the skilpak, so I'm more selective.
292 I What has caused you to have that feeling of being comfortable enough to be selective?
293 R Knowing my children
294 I Uh um
295 R better than I did in September. IIB2

62 R That's right, and uh I think that I'm beginning to realize too that there are certain things in a classroom that turn the children on and certain things that don't so I will leave the things alone, I know the children better.
63 I Yes, so that that comes into it. This was one of the influences then that made you make the decisions you did that some things were appealing to the kids and other things perhaps were not and also that you were covering certain skills in other parts of your program and you knew that you were taking care of things and so on.
64 R That's right. One example if I could give in this particular program they suggested that you do a lot of word games and I realize there are groups of children that handle word games in the classroom and other groups of children get completely carried away.
65 I Uh um IC2

As teachers experienced classroom success, and saw themselves "fitting into" the program with their students, feelings toward the new curriculum became more comfortable

and positive. It was important that teachers were able to see the benefit for students in action.

211 R -- it gives you a good feeling that they're they're where they should be. IB2

58 I Do you feel its getting the same kinds of results?
59 R No
60 I That you had in the past
61 R No, I don't I think by this time of the year most of the Grade 1's would be able to read just about anything
62 I And you feel they can't do this?
63 R No, they can't they're very limited by what they've learned. IC1

175 R If they were learning then I feel good about it then I got into the other problem when they had to single out these sounds then I got depressed about it and then lately they've been doing much better and I'm feeling better about it. IC1

262 R Um, but I'm also feeling very comfortable with myself that I'm back now to the enrichment aspect
263 I And you're doing the kinds of things that you like to do.
264 R That's right, and maybe what's happening is that the groups that have divided and separated and what not -- gives me the feeling that yes, these children have covered this aspect of the program, therefore go ahead, do this. IC2

372 R I just think they're all reading better than they did before so it's it's worth it to me to make all the new lesson aides. I feel good about it, I'm not stuggling with them. They're enjoying reading. They come happily to a reading group. IIB1

396 R I started to feel okay I really like this program. I can see where the kids are going. I think its right for them.
397 I Uh um
398 R I started to feel yeah, quite comfortable with it. IIB1

242 R I just seemed to relax and uh I don't know what it was just uh maybe the fact that the children seemed to be doing -- a lot better -- that was uh you know as they react I react
243 I Yeah
244 R and as I react, they react. IIF1

All aspects of 'influences' point out the relationship among structures of change experienced by the teachers. It was their past experience and beliefs that shaped anticipations and initial encounters. Talking with others influenced ongoing experience, and the support they perceived or actually received had impact on their feelings and acceptance of the program. Within the classroom, the directions teachers decided upon was shaped by the student teacher interaction with the curriculum.

Apart from analytical purposes, it is unrealistic to isolate actual use, time, and influences because of the interrelationship of these structures in experiences. Some structures were more dominant for certain individuals, but typically <u>all</u> in relationship related to the teachers' experience of change.

Chapter IV

CONCLUSIONS AND IMPLICATIONS

The ideal type portrayed in Chapter III presents one view of an implementation process. This view is based on the experience of teachers as they worked with a new curriculum. Conclusions and implications are based on these experiential aspects of curriculum change. Because inservice does provide an important strategy for facilitating implementation, it is highlighted in the conclusions and implications.

Teachers' experience of curriculum change as portrayed in Chapter III, suggests areas where inservice could be helpful. Inservice includes the formal workshops and meetings designed to broaden teachers' awareness or to develop their expertise in some area of professional concern. In the context of this study, however, a discussion of inservice also will include informal interactions that influence the teachers' attitudes or use of the new curriculum, encompassing staff meetings, conversations with colleages, or informal discussions with other teachers and support staff outside the school.

This chapter summarizes each structure analyzed in Chapter III in order to suggest implications for inservice. Also, some guidelines for inservice related to curriculum change are proposed.

As discussed in Chapter III, teachers followed two main patterns when they began 'actual use' of the curriculum: following it closely, or making initial selections. Although they differed initially, both groups adapted their practice and the curriculum through continued use.

Teachers who initially followed the curriculum closely did so because of their uncertainty, lack of familiarity, or a desire to be thorough with the entire curriculum. In this approach, they moved slowly; some felt a sense of security and others felt somewhat restricted. Some frustration characterized this approach when time moved slowly as teachers were not sure about the progress they were making. Therefore, when planning inservice, some teachers may benefit by hearing very early during use or even before actual use what the curriculum might look like in practice; pacing of lessons; how children have typically responded; how "progress" appears in practice. This involves some clarification of the new curriculum as well as a comparison with past practice.

As this first group of teachers learned more about using the new curriculum, they realized how past and present practices could be integrated. Follow-up inservice meetings were needed to address the transitions teachers were making to facilitate their use of the curriculum. The critical notion is that such follow-up

meetings need to be relevant to the teachers' experiences at the appropriate time.

On the other hand, teachers who made initial selections from the curriculum characteristically wanted to work with and learn about one aspect at a time. They were guided by their past experience and beliefs in making these selections. For these teachers, inservice would be helfpul as it would clarify the curriculum in relation to provincial guidelines so that decisions could be as informed as possible. Further, because beliefs influenced teacher selections, inservice could make them aware of how their beliefs are a mediating influence.

Some of the teachers who made initial selections did not alter their teaching style until they encountered difficulties in the classroom. Such teachers would likely need further follow-up inservice sessions to help them modify teaching style or to overcome encountered difficulties.

Both the curriculum and teachers' practice were adapted and changed through actual use. As this occurred, teachers needed to discuss these changes and to hear ideas from others. Consequently, workshops attending to adaptive use of the curriculum would give teachers an opportunity to learn from and share with one another while actually using the curriculum.

Three phases of 'time' were experienced by the teachers: anticipatory time, trial time and normal

time. Each phase was characterized by various events and feelings among the teachers.

'Anticipatory time' (before actual use of the curriculum) occurred as teachers were introduced to the curriculum and became acquainted with it. Time for initial orientation was helpful to most, even though some teachers felt the time burdensome. Their initial perceptions of the curriculum, and the introductory meetings organized by district staff, influenced this experience of time. However, teachers did find value in talking with others, reviewing materials, planning, and generally having time to orient themselves to using a new curriculum. During 'anticipatory time' those who organize meetings should keep in mind that teachers have not yet actually used the new curriculum, and therefore may need time to value it, to clarify their feelings about it, and to hear what this curriculum is "all about". Too much information at this time may have a negative effect upon the teachers' subsequent use. Too little time spent in conversation related to feelings and values, may leave the teachers at odds with the program, and also impede their sense of time and use of the curriculum in the classroom.

'Trial time' was a critical period in the teachers' experiences, and has several implications for inservice. 'Trial time' began with actual use of the curriculum and generally was characterized by a disruption in the teachers' usual sense or use of time;

lessons moved slowly, the new curriculum seemed to be taking too much time, teachers sensing there was "so much to do", and time for other areas of the curriculum decreased in order to compensate. Teachers felt frustrated and talked with others to share feelings, or to seek advice, information, and support. Because of this disruptive and uncomfortable sense of time, inservice activities need to be sensitive particularly to teachers' feelings, and should spend time dealing with that aspect of change. For these situations, individual or small group consultation may provide more personal support than would a workshop experience.

When teachers returned to a sense of comfortable use of time, and to a feeling of competency, they were able to spend their time being more creative and individualistic in teaching the curriculum and in planning for its future use. Inservice during this period of normal time could attend to concerns about "branching out" with the curriculum; ideas for integration with other subjects; re-arranging aspects of the curriculum; and long-term planning. Teachers need time to get together and to share these ideas both in their school setting as well as with others outside the school.

The 'influences' analyzed in Chapter III may hold the most important implications for inservice activities. The teachers' actual use of the curriculum, and their perception of time, were influenced by their

beliefs, talk with others, perceptions of support and by what happened in the classroom. It is critical that these influences be addressed through inservice because of their impact on shaping the teachers' experiences.

Beliefs are a difficult influence to attend to through inservice, and yet it is an essential component of the change experience. Feelings, decisions, and daily practice were influenced positively or negatively by beliefs. Therefore to clarify a new curriculum and teacher beliefs before or during initial use, may overcome some potential difficulties. Examine the curriculum for its assumptions, see where these parallel teacher beliefs, and help teachers become aware of discrepancies. This suggests a process of dialogue so that these awarenesses can be made explicit. Beliefs also may need attention during actual use when they come into question and may be modified.

Talk emerged as a pervasive influence and has implications for inservice. It occurred between teachers, with workshop leaders, and with administrators, and though talk changed over time, it was an ongoing component of the change experience. Talk was the informational and supportive mechanism for teachers to share their experiences, air concerns, clarify feelings, and learn more about the new curriculum. It also shaped how the teachers "saw" their experiences; they were influenced by what they heard, and where they heard it. Because the form and substance of talk was crucial to the

experience of change, inservice needs to be organized around talk that is appropriate for the teacher's needs. Support staff and administrators should create climates where talk can be open and positive; in which teachers can freely discuss their immediate concerns. Also, teachers may need a variety of arenas where talk can take place, so that various kinds of needs can be met.

Support from other people was also important to the teachers' experience, and this suggests possiblities for inservice. At times, empathic understanding and support was needed, and at other times the need was for information. Regardless of its source (fellow teachers, administrators, consultants), teachers related positively to and were helped by support they felt "at home" with. Implementation-related inservice is more than sharing expertise about content or technical aspects of a curriculum; it requires also dealing with feelings and perceived conflicts. Support staff need skills in handling these kinds of concerns. Training in process skills as well as learning about the new curriculum may facilitate this change.

Working with the students was a daily influence in the teachers' experience. Student responses in lessons provided ongoing feedback about "how the curriculum was going". Sometimes these indicators were misinterpreted by the teachers, particularly when teachers were unfamiliar with the new curriculum. At these times,

teachers need to clarify and discuss these classroom experiences.

Some Guidelines for Implementation Inservice

To summarize, implementation is a social process occurring over time. It involves various individuals learning how to deal with a new curriculum, and sharing what they are learning with others so that the curriculum becomes a part of accustomed classroom practice. Although teachers' experiences have been the focus of this study, all the participants (consultants, administrators, students) must be considered when discussing implementation inservice because of their interaction with, and influence upon, teachers' views and activities. The following guidelines derived from this study, suggest some possibilities for inservice. Some may be district meetings and involve consultants or helping teachers, some may take place within schools involving outside resource people, and some may be just among teachers themselves. (A comprehensive list, by necessity, would include a study of everyone's experiences or perspectives in an implementation process):

- Clarify the curriculum before use or early during actual use;
- Structure early teacher meetings to attend to various individual initial styles of use;
- Discuss discrepencies between present practice

and teacher beliefs and the assumptions of the new curriculum;

- Monitor teachers before designing workshops so that contents can be relevant and presented at the appropriate time;
- Include principals, counsellors, and learning assistance teachers in workshop sessions;
- Plan inservice activities both within schools and on a district-wide basis;
- Provide support staff who are free to visit schools and spend time with teachers;
- Use flexible time-lines for various inservice activities to accomodate individual styles and needs;
- Designate liason people within schools who are resource people and who may provide more intensive inservice.

Because teachers' experiences are central to their perceptions of change, implementors should take into account the importance of experience when designing inservice programs. As teachers are able to reflect upon their experiences and share their feelings, uncertainties, or problems as they emerge, then their awareness of their own change experience is enlarged (Appendix F). This implies a focus for inservice that goes beyond the technical aspects of a new curriculum. Rather than merely information sessions for the recipients of the new curriculum, inservice programs

engage teachers, administrators, developers, and consultants in a reflexive process where everyone examines their experiences with the change. Workshop leaders or resource personnel require skills in working with people and helping them to uncover feelings and beliefs during the change.

The following guidelines are not meant to be separate from those listed above, but they do highlight experiential considerations related to implementation inservice:

- Provide opportunities for all participants to share their concerns and ideas with one another;
- Ensure that dialogue helps people to share understandings of their own and others' experiences;
- Ensure that workshop leaders, consultants and other support staff have skills to facilitate reflection on experience;
- Provide inservice and support that can adapt to new situations and emerging needs.

Curriculum implementation is a process that cannot rely upon abstract models, systematic procedures, or rigid rules. Experienced change is situationally grounded, and inservice dealing with these experiences must be flexible and sensitive to deal with concerns and events as they emerge through everday activities.

This study raises some complex questions about curriculum change. As teachers embark upon

implementation of new curricula with changed goals, materials, or approaches to teaching, they are influenced by what happens, and they are guided by the meanings they give to these experiences. However, it is admittedly difficult to identify and clarify the beliefs and assumptions that guide the teachers' experience. Examining these beliefs, and how they are held, are important tasks for anyone who wants to understand curriculum implementaton. Further research is needed on beliefs so they can be identified, evaluated, justified, and even changed in the context of implementation.

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Appendix B The Open-Ended Interview Schedule

INTERVIEW QUESTIONS

I'd be interested to know how you first learned that a change would be taking place.

When you first knew about the change, did you anticipate what it would be like?

How about planning for teaching - what kinds of things did you anticipate then?

How did your anticipations match your actual experience?

What kinds of problems or difficulties characterized your experience of change?

What did you do to deal with these difficulties?

What kinds of things have you found helpful during your change experience?

What about people who were helpful?

Is there anything else that would have been more helpful?

Was there anything that happened in your classroom that influenced the decisions you made about using the new program?

What about outside your classroom?

Did you feel at any time that you should be doing things in a particular way?

I'd be interested to know about your feelings during this whole period of change.

Was there some time along the way when you really felt that you were 'at home' with the new program?

Was there a time when you felt you were experiencing a much greater amount of change?

How would you characterize the difference between the new program and the one you previously used?

Is there something about your experience of change that hasn't been touched on?

Appendix C - - - Six Structures of Curriculum Change Experienced by Teachers *

TIME	- for decisions - for preparation - to deal with feelings and conflicts that were arising - to change habits and ways of doing things
LEARNING	- is a gradual process to gain knowledge - occurs through use - is influenced by children's progress - is influenced by talk with others helps develop a sense of ownership
TALK	- occurs more during early use - provides support - clarifies curriculum - influences the learning process - can create felt expectations; - influences decisions - should be appropriate to needs - creates feelings about the curriculum

SUPPORT	- involves materials, people, meetings and inservice - is important from resource people -. should relate to ongoing needs - take different forms; e.g. ideas, psychological, decision making - is perceived as different from different people
ADAPTATION	- is guided by teacher and student interests - does occur through use - does occur according to perceived children's needs - is influenced by past experience - is influenced by talk with others - is both program and teacher changes
BELIEFS	- influence feelings about the innovation - influence what is used and valued - guide ongoing use of the curriculum - relate to children and their learning

* The statements that follow each of the six structures are a summary of the transcript data. However, these statements are not meant to stand on their own, but were intended to be a focus for discussion between researcher and each teacher.

Appendix D Validation Recording Sheet

Teacher: _____ Date: _____

STRUCTURE	COMMENTS
TIME	
LEARNING	
TALK	
SUPPORT	
ADAPTATION	
BELIEFS	

Appendix E One Sample Interview Transcript*

(*Total number of transcripts were fourteen)

Interviewee (R) : Mrs. N., a primary teacher
Interveiwer (I) : Margaret Pike
Location : C Elementary school
Date : April 9, 1980

1 I I'd be interested to um know how you first heard about the fact that a change was going to be taking place.

2 R I think this was basically just announced in the staffroom that we were going to have a new -- um reading curriculum.

3 I Uh um. Did you have any feelings about it at that time?

4 R Not really, I, if anything I think I was probably glad that we were going to have something positive to go on because when I came into do the language arts last year, I -- I wasn't given any guidelines.

5 I Uh um.

6 R I, basically choose your own reader, choose your own program, what do you want to use, and the reason that I chose the Language Patterns is I talked to the teacher that had the children before and found out what program they were using and decided to continue on for the Grade 3 in the Language Patterns because it would give them a primary experience in one particular -- uh -- one particular book.

7 I So you were feeling then when you first heard that there was going to be a new program that you were glad of this that you wanted to know some kind of guidelines and

8 R Yes, I think so, uh especially since I had a split 3 - 4

9 I Uh um

10 R because I was using one kind of program for

Grade 3 and going on to a totally different program for Grade 4, and uh I I didn't see any continuity in what I was doing other than just my own my own input and my own I suppose creativity, that was the that was the continuous aspect, so I was I was rather glad and I had hoped actually that we wouldn't if we had a new program it wouldn't be in just one of the grades I was teaching, I wanted it in both grades and that was my own feeling about it.

11 I Well, then the continuity was an important aspect

12 R Oh yes.

13 I Uh, did you have any anticipations about what it would be like to use this particular program other than the continuity?

14 R Uhhh, one of the things that bothered me when I when we were talking about the program, everybody kept stressing a type of a management system and there would be a lot of a paper work for the teachers and this this uh bothered me, I was not anticipating a very pleasant time in the management aspect of it.

15 I What about the management was bothering you?

16 R Keeping a lot of records and uh it seemed to be a lot of paper work that you have you know you have to do these things, and I -- I I guess I have always felt that you can, you know your students and you can probably put down on paper a lot about your students but to actually put it down as a mark

17 I Uh um

18 R it's like giving the child a letter grade on the PR cards.

19 I and this was an uncomfortable thing for you?

20 R very much so, a letter grade doesn't um -- it's not the paragraph or two that tells why the

child is at that particular level and I think that was probably bothering me a little bit.

21 I I see, so this is something before you really looked at the program you just heard that there was this particular management system. What about when you um first started looking through the teacher's guides and familiarizing yourself with it, did you have any anticipations at that time what it would be like you know what this program would look like in your classroom?

22 R Well, I thought the children would be pretty turned on by the books.

23 I What was it about that?

24 R Oh, they were colourful and they were colourful and bright and new and any child is really excited about using something new

25 I uh um

26 R and I could see myself building this up in the classroom, this is a totally new program and aren't we lucky in our district to do something new and be the first people to do it. I could see approaching it that way and I think the children would be fairly excited about it uh myself looking through the books -- I really didn't -- I didn't get a strong feeling that they were too easy or too hard or would be too difficult, I just didn't have a strong feeling about the change itself.

27 I Uh um, it seemed like things you've done before you mean?

28 R Yes, I I, to me any reading program I I guess I was thinking I really wouldn't have to do things too differently.

29 I Uh um

30 R and any reading program would, I would take the reading program and proceed the way I normally

would. That was my initial reaction, it didn't really matter what the books were.

31 I When you say you would proceed the way you ordinarily would, does this mean you would modify it to suit your style of teaching or what?

32 R Uh, I probably uh in the background in my mind I felt I would do that.

33 I Uh um

34 R I don't know if that's right or not, I knew there would be certain things that I would have to do and I I I was thinking again the continuity from grade to grade, there would be certain things that must be covered

35 I Uh um

36 R but I also knew I I couldn't take a manual and do step by step what was said, I remember you talking about anticipation, looking at the manual and seeing now write this word on the board, now do this, I knew I couldn't do that, it would have to be more spontaneous.

37 I You felt you'd put your own personality and style

38 R Oh yes, oh yes

39 I into this.

40 R I did.

41 I What about when you first started you know day one in the classroom and a little further on from there, did your anticipations match what your experience was?

42 R I I think I I probably anticipated that it would flow fairly smoothly and I was a bit surprised to find that the time disappeared on me.

43 I Uh um

44 R I didn't have enough time to do everything that was in the manual or everything that I wanted to do.

45 I Do you attribute this to anything?

46 R Probably because in in this particular program there was just so much that they suggested that you do

47 I Uh um

48 R and I think I was very consciencious about covering everything that was suggested.

49 I You also said that it looked like it was neat and that looked like a good idea and so on, and uh did you find when you actually started using it that it perhaps was a bit more complicated or time consuming than it looked like on paper?

50 R Well, yes, very much so um a creativity idea was put forth but to actually develop this creativity idea took much longer than 10 or 15 minutes, which, if you were going to to analyze a a particular story you probably would spend much more than that.

51 I You mentioned that in in starting to use the program you realized that perhaps in practice it was a little bit different than what it looked like when you were just planning and time seemed to be one of the things.

52 R Uh time, time was a really big factor in the beginning in bringing in that program, not just time in the classroom but if I can go into this my own preparation time.

53 I Uh um

54 R The amount of time I used to prepare a new program was phenomenal.

55 I Did you uh think at this time that I'm thinking that this was initially what we're speaking of right now, that your preparation time was greater than it would be further down the road. For instance, now are you spending as much time in preparation and that sort of thing as you did at first?

56 R No, I'm not. Uh I think part of it is I'm now learning myself to to pick and choose what I'm going to do

57 I Uh um

58 R instead of trying to cover everything. I'm also realizing that there are some things I cover in other aspects that I don't need to cover at that particular time.

59 I You mean in other parts of the program?

60 R In other parts of the program.

61 I I see.

62 R That's right, and uh I think that I'm beginning to realize too that there are certain things in a classroom that turn the children on and certain things that don't so I will leave the things alone, I know the children better.

63 I Yes, so that that comes into it. This was one of the influences then that made you make the decisions you did that some things were appealing to the kids and other things perhaps were not and also that you were covering certain skills in other parts of your program and you knew that you were taking care of things and so on.

64 R That's right. One example if I could give in this particular program they suggested that you do a lot of word games and I realize there are groups of children that handle word games in the classroom and other groups of children get completely carried away.

65 I Uh um

66 R So, depending on which group I'm using I would do word games with them. Otherwise I would approach them with a very very basic word list.

67 I Uh um. So you brought your own kinds of ideas and things that had worked for you into coping

with some of the difficulties or some of the differences.

68 R Oh yes, yes I think so.

69 I Uh um

70 R After initially too I think I was trying very hard to do what the manual said and now I I think the program has probably become more mine and I'm doing what I want to do with it.

71 I I see. Were there any other kinds of problems that you initially experienced with it?

72 R Um, well the time is a very very large factor, the materials, we did not have the materials. We were bringing in a program and yet the materials were not here to teach the program, um we were, we had the books for the children but no manual for the teacher so I started teaching a program using text books in that particular level and putting in you know analyzing it myself from a teacher's point of view what I felt were you know was necessary to do at that particular level and continued on but with the management system the children must write unit tests, so I would give the unit test only to realize that they were testing things that I had not covered because I didn't feel they were that important.

73 I This must have been very frustrating.

74 R Very much so, very much so. Uh as a matter of fact we have found in the school that you know there are several -- groups of children on the same level and not enough materials to go around, so some of the children have been put in basically a holding stage until the materials arrived.

75 I Have you um shared these kinds of experiences with your colleagues?

76 R Oh yes, this has been discussed in depth, it has been, the most frustrating aspect is is the lack of materials.

77 I Uh um

78 R The materials are not here when we need them. We're always running around at the last moment trying to find, as I say we're supposed to write a unit test and where are the unit tests um not only that but you know there have been some errors in printing and publishing. The children write the unit test but the manual is totally different from the test the children are writing

79 I uh um

80 R so it it has been, the actual materials themselves uh have been very frustrating.

81 I Have you found your colleagues helpful in um you know when you're experiencing these kinds of things, it seems you all have this experience,

82 R Uh um

83 I Do you talk about that aspect of it other than just finding the materials, do you talk about what your feeling with it, what you're doing in your own classroom?

84 R Yes, I I think we we really do talk about it, I'm finding right now that -- my colleagues are pretty well fed up with you know the new program and whenever you mention it they tend to throw their arms up an say ahhhh you know, I don't even want to hear about it any more and I don't think that does any good.

85 I Uh um

86 R I, if I have a concern with a program I'd really like to sit down and talk to somebody about it.

87 I Have you been able to do that at all?

88 R Yes, I've gone beyond our colleagues

89 I Uh um

90 R about this because I'm not totally negative to the program and if you're talking to colleagues that are totally negative all you're doing is complaining and you're not getting any

91 I uh um, so you've

92 R so I've gone beyond that, I have gone to our language arts uh liason people our co-ordinators and discussed some problems with them and that has been, they have been very good, that's been terrific um. They have given me the feeling that you are the teacher, the book is there for you to use, but it's not the teacher, you're the teacher

93 I I see

94 R and have given me the confidence that, yet, go ahead use your own ideas.

95 I Sounds like the sort of support and guidance has been very reassuring,

96 R I think it has, I think it's been very good um we have had work shops, to go along with the program. I haven't found the work shops that useful because the phonics work shops, this sort of thing, I think the reason for the work shops, now I'm speaking from an intermediate teachers point of view, the reason for the work shops was to fill in intermediate teachers background that they may not have had in this developmental process

97 I Uh um

98 R of reading.

99 I What sorts of things in work shops would you like to have seen that could have been helpful?

100 R I think -- one of the things that that was helpful and I'd like to continue on with this is -- getting teachers together to discuss their problems

101 I Uh um

102 R with a particular program and pool their ideas on how they've overcome these problems uh one of the work shops turned into this at the end and we just sat around for about 40 minutes or an hour just discussing the problem of time, it was taking too long to complete a particular unit or level.

103 I How do you think the group felt after having that seesion?

104 R I think very good. I I really think it, I think you have to go beyond your own school

105 I Uh um

106 R Uh, because people in your school, especially in this school, it's a very small school so there aren't very many people that are, that may be experiencing my frustration.

107 I Uh um

108 R There, they would have frustrations with the new program but perhaps on a different level, so to get together with other colleagues who are in the same same area, I found that very helpful.

109 I And you've learned ideas from them, did you?

110 R Yes, I did I I learned a few ideas, I think I contributed some ideas that I noticed other people picked up and were writing down, it's also the support

111 I Uh um

112 R that you're not alone in your problem.(laugh)

113 I That's a good feeling I'm sure.

114 R Yes, it is.

115 I So, these were some sort of influences then that you had a chance to talk with people both in school and outside the school. Was there anything in your classroom, you mentioned a little while ago that the children were showing an interest in certain areas, was there anything

else in your classroom that influenced the kinds of decisions you made about what you would do or how you would do it?

116 R Well, I think the children themselves. The children's ability

117 I Uh um

118 R definitely influenced how I would approach this particular program.

119 I What did you do in that way?

120 R Uh, many more creative aspects or independent -- um reading

121 I You have children that were quite capable?

122 R projects, yes, I have a whole range of children from the very very basic you know struggling uh readers to very very bright readers and I I think uh knowing the children and their abilities definitely influenced the way that I was using that program. I think that was one one thing. The other thing is the make up of the class, now we're talking about children's ability but we're also talking about the holistic aspect of the class the the makeup of the class and the fact that there is such a phenomenal range, you can do only so much.

123 I Uh um

124 R It's a very realistic

125 I Uh um

126 R approach and I -- personally I'm tending to go to perhaps the the more creative children and I -- my own feelings tend to go to enrichment so I had to really make myself slow down with the the um beginning readers who were doing a whole new program because they did need more time.

127 I Uh um

128 R I had to be very careful in that way, I found that frustrating.

129 I Reading the children's interests and abilities then was the influencing factor there.

130 R Uh um, very much so, the other thing that threw me off too was that this is a new program in the district so obviously none of the children in this district had it but some children then had moved in from another district were tested out, put on a particular level, and found out that they had done half of that program in another district, that was very frustrating. They weren't ready to go on to another program

131 I Uh um

132 R and yet we were going to do this particular program solely so uh I found that very difficult, what do I do, do they redo this particular program, am I going to take one child out to do something totally different for five or six months? That that was a decision that I had to make.

133 I Did you feel at any time in making these kinds of decisions that you were expected to perform in a certain way with the program?

134 R Uh hum, the only way I felt that I was really expected to perform was in the management area. I was expected to keep records, and I expected to go -- well, to keep these records and to get these children through these various stages and when they had completed this, they would then move on.

135 I And you had all the record keeping and so on that was hooked into that.

136 R Yes, but that was the only way I felt I was really expected to do it, I didn't feel the pressure though, I was expected to do vocabulary in this way or I was expected to do comprehension in this way.

137 I You had to give your own input into this style of teaching but you felt you were supposed to do a certain amount to get them to certain levels.

138 R Yes

139 I Where did this expectation come from?

140 R Hum, probably in in people just talking about the program, the management system of the program, now I know

141 I Were these district people?

142 R Yes, district people and our own staff, but I do know that other people felt from listening to them, more pressure to proceed through each lesson the way the manual said you should. I was a little surprised that people would feel that pressure.

143 I Why do you think they got to feel that way?

144 R I think an insecurity about a new program.

145 I Uh um

146 R And yet uh in looking at the program I personally didn't feel it was that different

147 I Uh um

148 R than any other program.

149 I Just the management seems to have

150 R the management system yes

151 I Did you have any particular feelings about -- you know feelings you should do that? That I should do the management system and keep all the records, did that bother you at all?

152 R No, I I felt that it was sort of busy

153 I Uh um

154 R and yet, you know, at first I was sort of thinking oh dear you know all these records that I have to keep I hope I keep them accurately, I I guess I have these feelings that I have to rise to certain expectations too. Uh actually now that I I'm doing them and I'm into it, I'm glad

155 I Uh um
156 R that the records are there.
157 I Is it going more smoothly now then?
158 R Oh yes, I think so, and it's not as big a job as I thought it would be, I thought it would be a terribly big job and I I realize now it's not that big a deal.
159 I It was just something of an unknown and you had to get used to it.
160 R That's right, that's right, yeah really
161 I Uh, we talked a little bit about uh you know when you first started using it there was time, commitment, and it was a little strange at first, do you feel that you've gone through various stages with this at all?
162 R Yes, I think so um -- now let's see if I can sort of -- capsulize it, at first it was totally new and I was spending a lot of time on it and I think it was affecting my other areas of the curriculum.
163 I In what way was that?
164 R Well, it was taking the time in other areas of the curriculum and I would do something in this particular program that meant being, we're talking about the language, this should have been covered in the in the language area and perhaps wasn't before so it was affecting was my development of of other curriculum. I think that was the first stage and I tried several different approaches to integrate the rest of the curriculum in this program. Uh uh I wasn't satisfied, I I felt that I was I was doing a hit and miss job at first
165 I Uh um
166 R in the other -- areas of the curriculum so I tried different approaches and finally I, that would be the second stage sort of trying the

different approaches and I think the third stage I realized that I have to do what works for me.

167 I Uh um

168 R And so I'm I'm now at that stage and I'm feeling much more comfortable

169 I So you settled in with it and you're modifying it in your own way

170 R Oh yes, yes

171 I and you find your kids are still progressing in the way you felt that they should be.

172 R I'm hoping so, I hope so, I think -- when I was flailing around in sort of the second stage trying to integrate this into the curriculum I think the children felt that.

173 I Uh um

174 R I I think they they kept asking well when, they were used to blocks of period, this reading, this is language, this is spelling, this is, an they would ask for things like well, when do we do language?

175 I Uh um

176 R And they were doing language but because it was so totally integrated into the reading they weren't tuned into the fact that that was language.

177 I Did this create any feelings within you when this was all happening?

178 R Yes, I'm a very organized individual that's probably one of my problems, I am super organized, and I felt I wasn't in control

179 I Uh um

180 R and that bothered me.

181 I Uh um

182 R And I I knew I had to get myself in control of the program and the other areas of the curriculum before I could ever feel I was conveying this to the children.

183 I What do you think um happened that got you over that hump of feeling a little insecure because of not being in control and then now you're obviously feeling much better with it. Was there something in your classroom or in just your own growth or perhaps other people that may have said or done something that helped you with that?

184 R Well, I I'm thinking in the classroom that it turned out that were were doing so many different things at one time that (interruption in tape) what made me decide to change, I did notice that that in the classroom we had um so many people doing different things and I felt that as they were doing these things, the -- one group were doing an activity that wouldn't take very long and I would just get another group started in an activity and they would be finished and ready to go on to the next activity, I felt it has to be very teacher directed with all these different activities going on at one time

185 I Uh um

186 R because if these were, if they were tied into the reading program uh a lot of it was, well, it was an independent project what the children were doing, it was actually a lesson being taught from the manual and I felt that the children had too much free time and we have always had things that the children do during their free time but when they have so much of it, you know they might have four, five minutes between their next activity, well that wasn't really enough time to get into an independent activity or project.

187 I You started then modifying and doing things then with the independent activities and changing it

around. I think before we were interrupted there you were talking about uh at first you were, you know sort of doing the whole thing the way it should be done and then you started feeling more comfortable later on and part of that was that you modified the independent activities and that kind of thing and the enrichment, is that what you were saying?

188 R No, no, the uh the uh independent activities and enrichment came a little bit later on.

189 I I see.

190 R I found that was the answer, that was better

191 I Uh um

192 R Uh, no, I found that the thing that made me change was that the children were doing so many different things based on their levels or units trying to tie it into the rest of the curriculum that I would have five different language programs going on at one time and that was that was just an impossibility for me.

193 I Uh um

194 R An uh I realized that I I had to bring that class together as a whole.

195 I I see

196 R That was a very very basic decision.

197 I So you changed your management strategies.

198 R Oh very much so, yes, very much so, I realized that uh. Oh the other thing to that I think that affected that was that all these activities were going on, the noise level was increasing in the classroom, and that that was bothering me and I felt that it was bothering the children as well. Their work habits were slipping,

199 I Uh um

200 R their independent work habits. So I knew that somewhere along the line we had to come back together. The other thing too was there were

there was some uh there were some undercurrents in the classroom as far as personality problems and little groups forming and cliques and I did notice they were related to groups in this new program and I felt that when this happens you've got to get hold of this and so the class needed to come together

201 I Uh um

202 R and it had to come together as a whole.

203 I You started then feeling more comfortable once you were doing this kind of thing.

204 R Oh yes, yes

205 I It helped you with your process.

206 R Yes, yes, we needed to come back together and take and breather and do something together and then go on with another aspect of the program

207 I And this is now you're sort of working with it now.

208 R Very much so, I have my own uh uh I'm using the program but I do my own thing, I bring the children back together for ten minutes or so to do something in the program but that we will all do together.

209 I I see. Is this um contributing to you feeling more at home with it?

210 R Oh very much so.

211 I Would you say you are feeling at home with it now?

212 R Yes, I think so.

213 I Uh um

214 R I think so, I I don't, I never did mind the program.

215 I Yeah, it not sort of a positive, negative thing but then just the familiarization and then you rearranged some of your management and some of the types of activities the children have done

216 R Yes.

217 I Did you feel there was a time anywhere along the way when you were experiencing a greater amount of change, whether it was initially or someway down the road?

218 R Do you mean in this particular program?

219 I I guess what I mean by that is uh we talked about you know what you thought it would be like to work with the program you know when you were planning and just hearing about it and then you started and maybe that didn't hold up completely, it was a little different, and then you went some way down the road and you were modifying and making it work for you with your own style, was there anything about any of those stages that seemed to be a greater amount of change happening within you and what you were doing about it?

220 R Probably two times, I think, one time when I got into it and realized that there was a lot to be done -- I felt that I was changing my own strategies, my own teaching strategies -- and trying some new things that other people had suggested that that was a change for me.

221 I Are you saying that the types of things you tried out were things that other people had suggested you try?

222 R Yes, that would be, I think that would be sort of the second stage of the program for me where I was -- flailing around and I I needed some uh some ideas and so I was trying some new ideas, things that perhaps I hadn't tried before, and also trying some new management

223 I Uh um

224 R aspects in the classroom.

225 I So that what I hear you saying I think then is that you tried going with this according to the book and then you had what you say you flailing a bit

226 R Yes
227 I you went and asked people for ideas
228 R Uh um
229 I or their opinions or whatever,
230 R Right
231 I then you started changing quite a bit then.
232 R Yes I did, I I think uh in my second stage of, I see I see it as sort of for me right now three stages or the program
233 I Uh um
234 R and in my second stage uh where I I found that I was getting into it and there was much more in the program than I than I had expected uh I was -- uh trying to get new ideas yes, I was changing then, I was changing myself, I was changing my own methods of teaching too.
235 I Was that a more difficult period?
236 R I think so, I think I think it really was, I think I was so busy and I spent so many hours of preparation trying to implement new methods of teaching, I would spend -- for three hours in the classroom, I found that I was spending easily three hours of preparation at home and this is just one one program.
237 I You attribute this to changing your style and implementing things that you know were different for you as a teacher.
238 R Yes, Yes, and actually reading, reading into the program, I felt that I, see we didn't have the materials before the program was brought in that we could read up on the program
239 I Uh um
240 R so, I am discovering the program as I'm going through it, I I still have not, you know, sat down and read the entire program through.
241 I Uh um
242 R I find that it takes all of my time to proceed with the program.

243 I So with your increased knowledge then there seems to be, or at least at the second stage that you talk about, that as your knowledge increased with the program

244 R I had more work to do.

245 I You had more work to

246 R Oh yes

247 I because your awareness was growing with the possibilities and also

248 R yes

249 I of the change in yourself.

250 R My own changes in strategies, in teaching strategies, then the third stage I felt that I experienced change again because at that stage I now feel I'm making the decision as to what I will do.

251 I I see

252 R So that that's a change again, I think I have gone full circle.

253 I Uh um

254 R I think I'm back now to to feeling um more comfortable with my own teaching methods.

255 I Do you feel your teaching methods have changed though?

256 R Some of them yes, I think, I think some of the methods have changed. I think I'm probably doing more group work now, more noticeable group work, than I did before.

257 I But you're comfortable with it.

258 R Yes, I I am comfortable with it, I I've done group work before but it hasn't been as structured.

259 I Uh um

260 R Now I'm doing -- doing more group work and it is definitely, definitely more structured.

261 I Uh um

262 R Um, but I'm also feeling very comfortable with myself that I'm back now to the enrichment aspect

263 I And you're doing the kinds of things that you like to do.

264 R That's right, and maybe what's happening is that the groups that have divided and separated and what not -- gives me the feeling that yes, these children have covered this aspect of the program, therefore go ahead, do this.

265 I Uh um

266 R You know, and I'm also making a decision that these children have not covered this aspect of the program but that doesn't really matter -- maybe they don't need that at this stage in their development.

267 I Well, before we close down, I'm just wondering if there's anything that you have experienced or that does seem important to you that perhaps we haven't touched on.

268 R I think one of the things that I might have mentioned is the fact that I am wondering in the new program whether people put so much stress and complain so much about a new program that it becomes a bigger thing than the program really is.

269 I Uh um. The flapping you mean that goes on with. Do you think it's anxiety that causes this kind of complaining?

270 R Yes, I think so and maybe a lot of it is that people don't like change. Maybe people feel very comfortable doing uh something they're familiar with.

271 I Uh, it's the unfamiliarity perhaps that causes them not to like change.

272 R Yes, I think so, I also have a feeling that a lot of of my colleagues um don't like the change because they didn't have a say in it.

273 I Uh I see.

274 R Somebody else has made the decision for them and therefore I wonder if they really like the program but aren't willing to say that they like the program.

275 I Perhaps it's been clouded over you mean.

276 R One of the things that I have said I was looking forward to a good continuity through grades and I felt that this might be a good thing. I'm beginning to realize that there may never be a continuity because as the children are proceeding through a new program I feel that they are developing in many different ways

277 I Uh um

278 R and it's not that necessary that the continuity will be there. Some children will never proceed in a continuous pattern. They will just they they may do something and then find that they just jump several stages ahead.

279 I Uh um

280 R Somewhere along the line they've picked it up. Whether it's being in the continuous process or not, they they've just picked it up and they know it, so I'm beginning to change my mind a little bit about that. I haven't worked with it long enough to say that there shouldn't be a continuous program or there should

281 I Right.

282 R but I am beginning to realize that it may not be that necessary.

283 I Right, good enough. Thank you very much.

Appendix F - Researcher's Experiences

My experiences as researcher began when I first started to formulate a problem. "What was interesting?" "How could I approach it?" "What would I learn?" It was difficult at first not to preclude what the outcomes of the study might be; I had my own teaching experience and some readings to relate to. My anticipations focussed more, however, on how I would carry out this project; "how would I get at what others had experienced?" Talking with the two counsellors proved to be very helpful and I gained confidence listening to them concerning how they checked what others were saying, and how they "flowed" with comments. I realized at this time, just how central to the interviews my participation was to be. I sensed that even my gestures (as well as actual conversation) may have an influence.

My first interview in the pilot proved to be richer than I had anticipated. During the actual interview I felt anxiety about doing the "right" thing as an interviewer. Not until we reviewed the tape and I had an opportunity to listen and extend our comments, did I realize how complex this person's experience had been. I also began to be aware that her unsolicited comments added a richness that I hadn't counted on, and made me realize the value of keeping the interview as conversational as possible.

I felt more "at home" with the task during the second interview of the pilot. As we began the interview, I found myself feeling much easier about "getting through" the questions. We laughed and shared anecdotes and I felt the person being interviewed was comfortable about discussing her experiences. I wondered at this time if I would feel this way with others, or if it would be appropriate to approach the interview in a casual manner.

As we reviewed the tape, however, the interviewers comments made me feel that this casual approach was appropriate. We laughed a lot about her comments and she shared more of what her experiences had been. I felt there was more openness this time. I also became aware that reviewing the tape caused the interviewee (both this one and the previous one) to expand upon their original comments. Talk seemed to be an important vehicle to get them thinking about their experiences.

Following the third pilot interview, I began to anticipate the process of interviewing in the study. The woman who participated in this interview was less open than the first two had been. She felt the questions were clear enough, but didn't think they really hit upon her experience. I pursued this notion, and through our conversation, she began to suggest more and more about her experiences, (I'd wished it had happened on the tape) and I began to see that it wasn't so much the actual questions that seemed irrelevant, but the strangeness she felt about reflecting on her experience. I talked with her about

this, and she suggested that being able to focus ahead of time on the questions, would have helped her to think more deeply about what she had done.

The interview was the first face to face visit I experienced with each teacher. I had contacted them individually by telephone to arrange an appointment for the interview and to answer any questions they might have concerning my intent. I felt that some tachers were a little apprehensive about the nature of the study and the taped interview. Some asked me questions related to what I wanted to know about and what would be done with the information. Some expressed a curiosity about the kinds of questions I would ask. Because I perceived some anxiety and also a lack of clarity regarding whether I was investigating Ginn 720 per se or experiences of change, I decided to send each person a letter confirming the interview appointment as well as a copy of the focussing questions to be used. I hoped to establish something of a relationship between each teacher and myself and to give them an opportunity to reflect as the teacher in the pilot had mentioned. Thinking back, I felt this should have been built into the original plan. Some of these perceptions were confirmed when I met with individual teachers. They thanked me for sending the information and some remarked that the questions had started them thinking about what they had been doing.

The first interview went smoothly. I interviewed a teacher who was relaxed and friendly and very open about

sharing her experiences. I was concerned during the interview about attending to her remarks and drawing enough from her statements through follow-up questions.

As the interviews progressed from one person to the next, each teacher presented me with unanticipated remarks, and yet with each interview I felt more ready to accept and respond to those unknown aspects. Generally, the teachers were very friendly and co-operative in the task. What I began to enjoy were the conversations we had after the taped interview was over. The teachers were especially curious about what was to be done with the information I had gathered. This gave us an opportunity to go beyond the limits of the taped session. I sensed a rapport growing between each teacher and myself. The exchanges were becoming informal and "chatty". It seemed to me that this was an important part of the session.

It was during the follow-up visits that I realized how central my role as researcher was. While reviewing the transcripts with each teacher, they offered many more comments; things that had not occurred to them when we first met. They began to talk about their classrooms in general, their beliefs about education. We spent a good portion of these second visits "just chatting". I felt that the talk we shared helped me know more about each teacher and they, in turn, learned more about themselves.

The third visit with each teacher proved interesting. We spent time discussing the initial structures that emerged from the data analysis. As in the

second visit, the teachers recalled more of their expereiences and commented about remembering events or feelings that, at first, had not come to mind. Also, many expressed a curiosity about how other teachers had felt or what they had experienced. This led to further conversation. Several of the teachers interviewed wanted to visit after the study was completed and even get together as a group. I was interested by one teacher who brought me a newspaper article related to curriculum that she thought might relate to my study. After these series of meetings with each teacher, I felt I had learned a considerable amount about their feelings, attitudes, and experiences with curriculum change. What I found especially interesting was that several teachers mentioned that focussing as they did over this period of time and that talking with me had caused them to do more thinking and talking about what they were experiencing; and this helped them better understand why things went as they did.

The teachers who participated in the final validity check had not had this same opportunity to relect upon these experiences. I was meeting these teachers for the first time and wondering how they would "see" the initial structures. Each teacher I met was curious about the structures, and we spent a good amount of our time discussing the features of each structure. The teachers were able to recognize their own experiences in the structures. They were curious about how these structures had been derived, so again there was a considerable amount

of conversation. Surprising to me, three of these teachers were very open about problems they had encountered. They wanted to talk about them and find out what others had done in similar situations.

In summary, my experiences indicated that the study became part of the teachers' change experience. Talking, and taking the time to reflect upon their experiences, influenced their perception of change. The structures of change that emerged in the ideal type, in part, were related to the process of the study itself.