

GOALS AND PROCESSES IN A NEW ZEALAND
PRIMARY SCHOOL

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PURPOSE OF THE STUDY

In the school setting teachers pursue both cognitive goals, such as the development of mathematics, reading, language, and non-cognitive goals (Le Compte, 1978, 22).

The purposes of this study were to determine:

- (a) the type of non-cognitive goals pursued by primary teachers
- (b) the processes used in the pursuit of such goals
- (c) the extent to which the goals reflect 'official' policy.

'Official' Expectations and School Practice

Although in 1972 the Advisory Council on Educational Planning in a statement 'In Search of a Statement of Aims for N.Z. Education' concluded that no consensus on detailed national aims is possible (Robinson & O'Rourke, 1973, 200) some idea of 'official' expectations regarding non-cognitive goals can be gained by putting together a number of statements made by departmental committees and by officials in the Department of Education.

Psychological goals that have been emphasized include the development in children of initiative, responsibility, effective and independent thinking (Chief Inspector of Primary Schools, in Robinson & O'Rourke, 1973, 193), of intrinsic motivation to learn (Educational Development Conference 1974a, 12, 22) and the experiencing of success instead of failure (Renwick, 1980, 37; Renwick, 1981, 19).

Social goals emphasized at the 'official' level include acceptance of cultural diversity rather than conformity (Educ. Dev. Conf. 1974a, 8), frank discussion of rules, values, conduct and morality (Educ. Dev. Conf. 1974a, 16), sexual equality instead of sex-stereotyping (Renwick, 1981, 19) and education as a service providing equality of results rather than as a selection or allocation mechanism (Renwick, 1976, 10; Renwick, 1977a, 11; Renwick, 1977b, 20; Renwick, 1980, 39; Educ. Dev. Conf. 1974a, 19)

It is possible that, despite the 'official' goal statements, some primary teachers reinforce conformity and pupil dependency (Archer, 1976, 36; Cole & Cox, 1968, 290), blame individual children and their backgrounds for their failure (Berger & Berger, 1979, 193; Eggleston, 1977, 20; Freeman-Moir, 1980, 63; Fuchs, 1973, 75; Nash, 1980, 117; Rist, 1977, 7) and emphasize extrinsic reward and motivation (Harris, 1979, 143). In short, a gap may exist between 'official' expectations and school practice (Lortie, 1975, 109) and between the public facade and doctrine of the school and the daily reality of school life (Lambert et al, 1970, 16; Whiteside, 1978, 73). This paper reports on research that was conducted in a New Zealand primary school to examine these issues.

DESIGN OF THE STUDY

Perspective

This study derives from a 'symbolic interactionist' perspective described by Blumer (1969). Essentially this perspective views people as individuals who behave according to the meanings that they attach to objects (including social objects) around them, to themselves, and to the actions of others as they continuously interact in group situations. Such an approach is therefore suited to yielding verifiable knowledge of non-cognitive goals and processes in a school community.

Methodology

The actual goals and processes pursued by teachers may be cloaked in rhetoric (Lortie, 1975, 109) or even remain unrecognised by them (Cohen, 1978, 70; Lambert et al, 1970, 16). If they are to be made explicit then it is necessary to look closely at school organization (Banks, 1968, 13), school routines (Bates, 1978, 7) and interaction patterns over time (Hoyle, 1976, 9) in such a way that the research activity does not interact with and change the usual patterns. Natural field research as outlined by Schatzman and Strauss (1973) and Wilson (1977) together with strategies for multiple triangulation described by Denzin (1970) was deemed the appropriate research strategy and in this study this involved systematic observations in various social settings over time, informal interviews with teachers, children and parents, and analysis of relevant documents.

The Field

Teacher goals and processes were studied in a small semi-rural primary school of about 100 pupils taught by five fulltime teachers who were aided by a clerical assistant each morning, a reading specialist on two half-mornings a week and, in the latter part of the study, by a person taking English as a second language for several hours a week. During the period of observation three mature student teachers spent several weeks at the school as well. The researcher was one of the teachers at the school and thus was located at the 'participant' end of the 'participant observer' dimension.

With the knowledge and cooperation of the staff, observations extended over the period February to October 1981. To preserve anonymity of the people involved and confidentiality of the information gained all names have been omitted from this report.

Asterisk-indexed references refer to page and item numbers in field notes compiled in the course of the study. These notes are contained in Appendix A and the reader can locate a specific field note, for example, *20/1 by turning to page 20 and reading item 1.

GOALS AND PROCESSES

Equality of the Sexes and Sex Role Stereotyping

A recent Department of Education pamphlet (1980) advised that "Every teacher has a responsibility to help remove sex discrimination in the education system" and "There are many ways of dividing the class into two groups other than by sex." (*70/1)

At least one teacher disagrees with sex role stereotyping (*43/2) and another is purposefully trying to promote equality of the sexes (*20/1; *23/3).

On the other hand three of the teachers continue the traditional sex role stereotyping practice. One teacher, for example, lines the children up outside the classroom with boys in one line and girls in another (*10/1). The same teacher requires boys and girls to line up separately at assembly as well (*3/2). On another occasion the teacher sat a group of girls in a certain place while the teacher took a group of boys for a game (*20/1). Further, this teacher regards the boiler house as boys' work and morning-tea dishes as girls' work (*43/2).

A second teacher also regards the boiler house as boys' work. The teacher looked into a classroom one morning and asked for a couple of boys to fix up the furnace for the central heating (*23/2). The same teacher separated the boys and girls during an informal sports session when the mixed game they were playing became a bit rough (*43/2).

An almost identical situation arose one lunch hour some months later when a third teacher separated the boys and girls after an argument developed by saying, "Right, boys up this end and girls down here." (*69/2)

Independent Thinking and Dependent Thinking

'Official' statements emphasize the need to develop independent thinking in children. In 1957 the Chief Inspector of Primary Schools called for a kind of primary education that would assist children "to think more effectively and independently" (Robinson & O'Rourke, 1973, 193). In 1962 the Currie Commission stressed intellectual development, "... the ability to think, communicate, judge and discriminate" (Currie, 1962, 21). Ten years later the Advisory Council on Educational Planning again emphasized intellectual skills, "for example, rational judgement; critical analysis and evaluation" (Robinson & O'Rourke, 1973, 205). This view has been endorsed by people outside the Department of Education as well. Nuthall, for example, has made a strong plea for education that would enable children to remain independent, thinking individuals (Nuthall, 1974).

Bernstein has pointed out, however, that teachers can inhibit children's independent thinking through the use of various consensual and differentiating rituals. The rituals "... serve to prevent questioning of the values and of the social order which transmits them" (Bernstein, 1977, 58) and the differentiating rituals in particular which mark off groups within the school in terms of sex, age and social function "deepen respect behaviour to those in various positions of authority" (Bernstein, 1977, 56). Macdonald has also mentioned how schools can inculcate a moral and intellectual dependence on authority and says that every school process that will weaken a pupil's capacity for critical social judgements should be questioned (Macdonald, 1975, 94). Probably this is why the Education Development Conference stressed that "In classrooms it is important that all aspects of rules, values, conduct and morality should be discussed freely and frankly" (Educ. Dev. Conf. 1974a, 16).

What is the position in the school studied? To the extent that the children accept without question the sex role stereotyping practices of the three teachers mentioned previously their independent thinking is comprised. Although some children obviously questioned the stereotyping (*20/1; *28/2; *69/2) most did not.

Another differentiating ritual practised by one teacher is the dispensing of privilege based on age. This is particularly manifested in social seating arrangements during combined film showings in the library and other indoor occasions when the children are assembled. The oldest children are given first right to sit on the chairs while the rest sit on the floor (*82/1). The privilege is accepted without question, even defended with force, by the oldest (*3/6; *65/3) but is questioned by some of the younger children (*23/4) and not granted by one teacher who altered the seating norm from age domination to mutual respect (*65/3).

Another ritual activity required by one teacher is the public display of 'good' manners. It is 'manners' for children to formally thank people who have provided a service (regardless of quality or cost), for example, a bus driver (*5/6) and actors (*82/2). It is also 'manners' to formally thank those who have participated such as visiting teams (*57/2). The same teacher has emphasized that it is 'good manners' for children to stand when an adult enters their room (no matter what they are doing at the time) because then they will show respect when they are older (*51/1). This development of 'manners' is sanctioned by the school scheme. "One of the first essentials is to demand good behaviour and manners from all children" (*77/1) and further, "It will be our duty as teachers to develop ... pride in good manners" (*78/2).

Intrinsic and Extrinsic Motivation and Reward

The type of motivation and reward utilized by teachers can also have an effect on children's thinking. Cullen (1980, 14) and Donaldson (1978, 115) point out that the use of extrinsic reward can lead to children losing interest in cognitive goals to which the reward is attached. Archer (1976, 36) suggests that "If the teacher were to be the source of all the reinforcers dispensed, pupil dependency on that single source could become a major outcome, thus defeating such educational goals as the promotion of self-direction, autonomy and independence." A teacher generally makes use of external motivation and reward to get children to conform to certain adult-conceived values or behavioural expectations. However, as Cole and Cox note (1968, 290) "When conformity is imposed upon students by teachers or administrators there is a loss in independent student thought and judgement which are two traits education seeks to develop." Perhaps this is why the Education Development Conference (1974a, 12, 22) stated that "Within the area of learning, education should develop an intrinsic and continuing motivation to learn."

The school scheme in one section requires teachers to use extrinsic motivation and reward in that it states that work plans should cover "Incentives - both in work improvement and behaviour" (*78/1).

Two teachers use a points system to try to secure control and conformity (*12/4; *14/3; *20/2) and one uses an arm-folding ritual for the same purpose (*20/3). The pupils are not unaware of the extrinsic nature of the rewards, for example, one pupil wished that they didn't have points because "it is silly" (*20/2). The same pupil described how, if you fold your arms, you get out to play first but added, "It's no use though. I do it and I never get picked to go out" (*20/3). Another teacher has also used the graphic and written media, especially school newsletters, to reinforce competitive achievement (*29/4; *64/3; *66/3; *71/1; *71/2; *74/1). The following extract from a newsletter item on athletics is illustrative: "Some fine efforts were made by the children with (name of child) 2 min 58.1 sec and (name of child) 8 min 53.9 sec setting new records" (*66/2).

Extrinsic motivation and reward is used in the school setting as well as in individual classrooms. One teacher has praised competition and individual success, especially in sports, on a number of occasions at school assemblies (*3/1; *5/1; *11/1; *57/1; *60/3). The same teacher tried to incorporate the whole school into a points system with token rewards ritually allocated at weekly assemblies (*7/1; *12/4). However, as three teachers did not support it (*12/4) the house-point system with its colour symbols faded from the assembly agenda by the end of the second term.

The use of extrinsic motivation and reward by individual teachers and the school is obviously not unique to this particular school. A number of authors have pointed out how 'traditional-type' education emphasizes competition and conformity (Bates, 1978, 12; Berger & Berger, 1979, 198; Harris, 1979, 143; Lortie, 1975, 111; Nuthall, 1974; Seiber, 1979, 275).

Education as Service or Selection

Teaching and evaluating children can be done from different perspectives. The normative perspective emphasizes ranking, allocation and selection. The educative perspective emphasizes children's needs especially in the areas of learning and success. The Education Development Conference noted with approval "... the increasing emphasis on the educative rather than the selective function of evaluation" (Educ. Dev. Conf. 1974b, 160) and stressed that "The main place of assessment in the school is as an aid to learning and teaching" (Educ. Dev. Conf. 1974b, 161). It can also be inferred from its booklet 'Educational Aims and Objectives' (Educ. Dev. Conf. 1974a) that the Conference believed that children should be able to benefit equally from primary education rather than merely having equal opportunity to do so.

W L Renwick, the Director-General of Education, has expressed concern at the way that education tends to legitimise differences through its ranking procedures and socialisation process (1977a, 11; 1977b, 20). He has consequently expressed the need for teachers to divest themselves of a judgemental role based on the use of the Gaussian normal curve and five-point scale (1976, 10). He has emphasized the need for teachers to concentrate on equality of results (1977a, 13) through identifying children at risk and helping them before they fail (1980, 37; 1981, 19). In short, Renwick wants New Zealand education to provide a service for all children, not sort or allocate them (1980, 39).

Normatively structured education has built-in failure which, as Hargreaves found, restricts children's opportunities to succeed (Eggleston, 1977, 144). However, the control processes sanction pupil normative evaluation as legitimate (Berger & Berger, 1979, 204) and hence social inequality as natural (Bates, 1978, 9). Teachers tend to rationalise children's failure by blaming them or their backgrounds (Berger & Berger, 1979, 193; Freeman-Moir, 1980, 63; Fuchs, 1973, 75; Nash, 1980, 117; Rist, 1977, 7). Eggleston (1977, 20) perhaps puts it best when he describes how teachers view failing children and their backgrounds as 'deficit systems'; that is, individual children's failure to learn and behave in approved ways is attributed to their lack of ability and/or motivation. On the other hand, an educative perspective would require teachers to find out what

children bring to the learning situation (Freyberg & Osborne, 1981) and to provide for their individual needs.

Which goals do the teachers in this study pursue, normative or educative? Again, some pursue one, some the other. One teacher stated her belief that tests should be used to help children learn, not to differentiate among them (*30/3) and this view is shared by another teacher (*5/4; *11/4; *30/4). On the other hand norm reference tests are administered in the school (*4/3; *11/4; *31/3) and some of the teachers also see the provision of extra individual student help as an exception. Early in the year one teacher observed another taking several children individually for reading before school and told the children that they were 'lucky' to have the help (*5/2). The extra reading and language help now being provided by visiting staff and the clerical assistant was initiated by outside personnel in each case (*61/3; *62/1; *67/2). One teacher also used a normative perspective when explaining failure by saying that gaps in the children's learning were understandable because these children do not have professional parents (*7/4). More recently the same teacher commented that the 'stock' of certain children was probably the reason for their slow progress (*65/1). Another teacher who seems to have a 'deficit-system' view of children showed implicit agreement with someone in the district who apparently once said that the parents can't get their heads above the carrots and onions (*14/1).

Teacher Comfort and Reassurance

Few, if any, 'official' statements seem to be addressed to the matter of stress avoidance among teachers and yet a significant number of observations suggest that psychological and social comfort and reassurance are important goals for some of the teachers in their work at the school. Other educators have noted that teachers have affective needs and that these can influence their perceptions and goals (Cohen, 1978, 76). The teachers may experience role conflict (Owens, 1970, 73) and they may need the support they derive from primary group affiliation to enable them to cope with feelings of self-doubt (Cohen, 1978, 148) and to gain some psychological and social rewards from their work place (Owens, 1970, 50) since such rewards are not automatically available in teaching (Lortie, 1975, 121).

Several boys in one teacher's class engaged from time to time in disruptive behaviour (*22/1; *26/3). The teacher coped by seeking social support and comfort from colleagues (*26/1). To provide for such support among staff members the staff room is kept as a place of refuge (*18/6; *69/1) and "The children should not become too familiar with it" one teacher said (*68/2). By this means the teachers distance themselves from the children for periods of recovery. Another teacher achieved the same effect by spending the minimum amount of time possible at school, although this was interpreted by two other teachers as 'sliding by' (*56/2; *59/1).

There were reported incidents of teachers being somewhat reticent in accepting what Owens (1970, 83) refers to as 'feedback' from parents. Although one parent felt that she could approach the teachers (*28/1) another reported feeling like a pupil herself when she visits the school (*31/3), another said that she and others were labelled 'stirrers' by school staff (*31/4) and a third described how a teacher refused to acknowledge a problem concerning her daughter and how she is now "too frightened" to see one of the other teachers (*51/4). These incidents have created a situation where some parents are diffident in approaching teachers and this social distance provides a measure of teacher comfort through the avoidance of conflict or possible conflict. At the same time one teacher did seek feedback by visiting parents in their own homes to discuss their children's development and to listen to the parents' questions about education (*28/3; *29/1; *29/3; *31/2; *31/3; *31/4; *32/1; *51/4). Another teacher had to accept feedback on one occasion (*53/1) and this resulted in a request to parents for further feedback (*75/2).

Another means of dealing with conflict and one which can provide reassurance to teachers is the erection of what Whiteside (1978, 73) calls a 'facade'. In this school one such facade is the projection of a good school image with 'good' school-community relationships. The school scheme offers some insights on the school-community relations aspect. "Our aim ... is to maintain good relationships with the people of the district as theirs is with us" (*76/2). And the scheme advises teachers to take care that their public actions enhance the image of the school. "I would like staff relations to be on the highest professional level, so let us present a united front to the general public" (*77/4). "Use common sense when visitors, particularly parents are present in the staffroom" (*76/4). A number of school events seem to have been held for the purpose of displaying and maintaining the 'facades'. These include a flower show (*3/4), special assemblies involving parents (*35/1; *67/1), a folk dance evening (*59/2), parent-teacher interviews (*74/3) and a mathematics evening (*75/1). School newsletters are a further avenue for promoting good relationships with the community. They contain a number of statements affirming community involvement in school activities (*35/2; *67/1; *72/1; *73/1; *74/2). Typical among these is an article thanking a parent. "We are very much indebted to (name of person) for his fine cooperation on visits to his market garden" (*73/2).

The aim of good school-community relations, of course, is the achievement of harmony and cooperation which is a more congenial relationship than conflict for school teachers. It is interesting therefore to see how this is rationalised. An indication is gained from a newsletter article expressing pleasure at the high percentage of parents who attended parent-teacher interviews: "It is by both groups working in harmony that the very best can be given to the children." (*74/3) Thus one of the needs of teachers, the reduction of conflict with parents and the community, is met by promoting the interests of the children. Unfortunately, what

satisfies one teacher's need may cause another distress. For example, when one teacher involved others in an extra-curricula school-community relations exercise (*51/3) this caused another staff member a degree of stress (*58/2).

The projection of an image of the school as a successful institution is also advocated in the school scheme. Teachers should aim to develop "... a feeling of pride in all achievements associated with the school. We shall endeavour to develop this pride in the school not only among the children but the parents and the community as a whole as well" (*78/2). School newsletters are perhaps the main vehicle for conveying this image to parents. The successful former pupils are mentioned (*71/2; *74/1) and sports successes receive considerable coverage (*66/2; *71/1) including the success of pupils in events not associated with the school (*66/3). Success in school work is also mentioned, "The work produced following these trips was of a high level" (*73/2) or implied, "Following a visit from (name of person) the school has been invited to submit samples of the pupils' work for the 1982 Star South Island Exhibition" (*68/1). Again success in establishing good pupil behaviour is commented on, "It is very pleasing to hear from other schools and organizations of the excellent attitudes of (our) children. The staff and myself feel very proud of the present pupils who get along very well with each other and are a credit to their parents, the school and themselves" (*72/3).

The need to maintain these 'facades' can even involve a teacher in what appears to be inconsistent behaviour. For example, on one occasion at the end of a school trip a teacher in front of parents thanked the children for their good behaviour, despite the fact that the same teacher had had to speak to a group of the children during the trip about their bad behaviour (*5/5).

CONCLUSION

The teachers observed in this study pursue a number of non-cognitive goals in the course of their work in the school. Most of these are directed at children but some serve teacher psychological and social needs. The study identified teacher practices which may well be inconsistent with officially espoused statements on goals of sexual equality and independent thinking. Teachers also were involved in practices which lead to a reduction in the possibility of conflict with the parents and the community. The processes involved included differentiation, socialization, distance creation, mystification and conflict. Differentiation takes place when children are distinguished on the basis of criteria unrelated to an educational goal and allocated tasks and privileges accordingly, for example, dividing children by sex and by age and attaching specific privileges or tasks to the division. It is also part of evaluation when the children's backgrounds are used to explain their lack of attainment. Socialization occurs with three groups of participants. First, teachers are socializing

children into various values, ways of thinking and styles of behaving; second, established teachers, probably quite subconsciously, are socializing new staff members into certain beliefs and values regarding children at the school; third, the school as a whole is involved in socializing parents in ways of thinking about the school. Examples of the first are the inculcation of 'manners' and notions about sex-roles, hierarchy, competition and individual success. The socialization of new staff is evidenced by remarks about the children's 'stock' and calls for 'loyalty' (*76/3), 'united front' and the like, and numerous examples of the socialization of parents are to be found in the creation of 'facades'. In the school studied the emphasis on 'good' school-community relations, harmony and school 'success' can tend to obscure the reality of the children's learning from parents. The construction of these 'facades' is an example of what Harris (1979, 155) terms mystification. It is a means by which teachers place social distance between themselves and parents for the purpose of avoiding or reducing conflict. They also place social distance between themselves and the children for recovery and comfort purposes.

The study reveals that there are significant differences among the values and attitudes of staff members. While some are involved in practices, probably unintentionally, which inhibit the growth of independent and critical thinking in children, others are actively promoting such growth. Some differentiate on the basis of sex while others try to promote equality of the sexes. Some take a normative stance and blame children for their failure while others reject such a position. Some endeavour to create social distance between themselves and parents and children while others encourage feedback. Such differences can be a source of conflict. Some of the teacher-pupil conflict, for example over such matters as sex differentiation, age differentiation, manners and extrinsic motivation and reward probably stems from the children encountering different goal expectations among the teachers.

As if to bear out Goodlad's contention that few of the recommended educational ideas find their way to the classroom (Whiteside, 1978, 41) some of the teachers are pursuing goals that are in direct conflict with 'official' policy. Whereas 'official' policy stresses the development of children's independent thinking, equality between the sexes and the experiencing of success, some of the teachers engage in processes that result in the development of dependent thinking, gender stereotyped behaviour and the experiencing of failure. Possible reasons for this conflict are ambiguity of 'official' goals for the teachers (Lortie, 1975, 46; McKenzie, 1971, 35), factors militating against their pursuit (Simmonds, 1968, 88; McGhee, 1980, 49-50), or a lack of awareness of them in which case the teachers rely on their own individual experiences as a goal source (Lortie, 1975, 74). Further research is required to establish the reasons for this conflict and to determine more precisely how the teachers handle conflicts. Some conflict can be creative but if it is avoided, ignored or suppressed then it can become dysfunctional since human energy that could be directed into education is expended in the conflict (Gray, 1976, 257).

In natural field research, the type used in this study, special procedures are needed to ensure validity (Blumer, 1969; Denzin, 1970; Schatzman & Strauss, 1973). Denzin's (1970) strategies of multiple triangulation go some way towards meeting this need. Of the four basic types outlined by Denzin (1970, 301), investigator, theory, data and methodological, use has been made of the last two in the present study. Methodological triangulation has included participant observation, informal interviews and analysis of documents. These have been crossed to form a network with data triangulation which has involved sampling information over time, in a number of social situations and from a number of informants as individuals, in interaction and in groups. For example, observation of a number of school events in which teachers, children and parents participated, together with an analysis of the school scheme and a continuing analysis of school newsletters led to and confirmed the proposition of 'teacher comfort and reassurance' through 'facade' maintenance. Likewise, analysis of the school scheme, informal interviews with children at various times, listening to teacher statements and observations of interaction in group situations throughout the period of the study resulted in and substantiated the proposition relating to the development of dependent thinking in children. Host verification can also provide validation (Schatzman & Strauss, 1973, 134). A draft report of the study was submitted to four of the teachers and two of the teacher trainees for their reaction. All readily recognised that the data related to the school which is the subject of the study. One teacher kept murmuring "exactly" as she read the draft report and three spontaneously mentioned further examples of observations contained in the report. Another teacher who apparently identified very closely with the data reported finding it a stressful experience reading the draft as it didn't seem to show much that was "positive". Phenomenon recognition (Schatzman & Strauss, 1973, 135) can provide further validation. Three of the respondents stated that the report clarified ideas which they had had regarding the school. One said, "Yes, it is 'facade' isn't it," and two said that when they saw the ideas "down in writing" it really made them think about them. A fourth teacher suggested that the sex role differentiation occurred on a very limited scale as even those teachers recorded in the data as differentiating on this basis did not do so in most circumstances. The same teacher felt that school staff had previously initiated the extra help now being provided as an education service to certain children but mentioned that one parent was annoyed that it had taken two years for her daughter to begin receiving the help that the clerical assistant is now providing, and couldn't recall that a teacher from a neighbouring school had advised that the services available for children for whom English is a second language be sought for a group of children at the school. The teacher was also interested in the concepts 'social distance' and 'facade' and asked questions for clarification. This teacher further mentioned personal lack of awareness of 'official' policy identified in the report.

In one sense the themes, processes and mechanisms identified are unique to this case but they may well have wider application. Further research is needed to determine whether or not they are part of a general pattern in New Zealand school communities.

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APPENDIX A

Field notes on which this report is based are contained in a separate folder.

A participant observation study of the goals and processes
of a small semi-rural state primary school.

FIELD NOTES

1981

F G M Biddulph

PRELIMINARY FIELD NOTES

- ON = observational notes
 TN = theoretical notes
 MN = methodological notes

The following notes were made before the research proposal was formulated and registered. Consequently they were made without the school staff being aware that they were being observed for research purposes. The notes were recorded for two main reasons, namely so that I could retain conceptual distance from the situation and thereby remain on good relationships with all participants, and secondly, so that I could begin to get some 'feel' for the realities of the schools goals.

27 Feb.

① ON Swimming sports

These were held in the Papanui pool in freezing drizzle, otherwise they could not be held until December the principal said. They had been postponed from the previous week (when it was fine) as the principal had been on a two-day course at Teachers' College then. Only championships (which were timed by the principal) and relays were held on the day, taking little more than half-an-hour.

- ② ON Before I left for the sports Mrs B told me she had just been speaking to an irate mother and school committee member on the phone. The woman had said, "Do you want the children to get pneumonia, and do you expect parents to sit out in that weather Later, staff said that the woman was a bit of a 'troublemaker'."

③ ON School Committee Check-up

Before school, Mrs B mentioned to me that in a previous year the school committee or some members of the school committee had made inquiries of some secondary schools as to the standard of education of Marshland children on entry to the secondary schools.

2 March

④ ON School Scheme Review

At the after-school staff meeting the principal said that it would be a good idea to review the school scheme since the District Sen. Inspector could be interested in the content area and since it had not been reviewed since 1978.

3 March

① ON Successful Swimmers

Senior children who were place-getters in the zone swimming sports at Central Brighton in the morning were paraded at school assembly at 1pm and asked by the principal to recite their placings.

② ON Assembly & Children

The children must stand in 'house' rows, boys and girls separately.

③ ON Flower Show Preparation

The last half-hour of the day was used to assemble tables in the classrooms for the Wednesday flower show.

4 March

④ ON Flower Show Day

No teaching done today. Before morning interval the children arranged their entries some of which (models, stamp albums, etc) had been entered in previous years. During interval four parent-judges were welcomed to morning tea with the staff. The principal remarked on the good number of entries and mentioned the desirability of rewarding most of the entries since the children had put a lot of work into them and they might be disappointed if they didn't receive a prize. Between interval and lunch time the judges judged entries along the lines suggested by the principal. The children played outside, apart from a few senior children who assisted the judges. After lunch children and parents walked round to view the exhibits and prizes. After 2-15pm children could take their entries home.

- ⑤ ON At one point during the day the principal mentioned to me that some people might see the day as a bit of a waste but he felt that it was worth it because of the work that the children put into the entries.
-

6 March

⑥ ON Hierarchy of Privilege

As Std 2/3 children and Std 4/F.1 children assembled in the library after lunch for films the older children tried to put some younger children off the chairs onto the floor because they said that since they were older they were entitled to the chairs.

- ⑦ ON children
The/automatically stand when an adult enters the room, even if I am in the middle of some concentrated activity with them.

9 March

- ① ON Principal came into classroom during school in afternoon wanting to sign my long term plans and mentioned that some parents had commented on the length of time that some teachers stay at Marshland School. The parents had expressed the view that a teacher could remain too long.
-

10 March

- ② ON Assembly
The children had to stand more than 15 minutes in the blazing sun for assembly, at 1pm.

- ③ ON P.A.T. Listening Test
Immediately after assembly the principal brought his F.1/2 children (with desks and chairs) into my room to administer the above test to all the S.4 - F.2 children. He had said a few days previously that he intended to do this because it was tiring he found to read all the stories and questions. He therefore wanted me to alternate the reading with him. Some children had to wait 15 minutes or more before it was their turn to begin the test. The test took a total time of approximately 1hr 25 minutes, with a 5 minute break in the middle.

- ④ ON Cheating Precautions
The principal separated several F.2 children in preparation for the above test to prevent them cheating.
-

16 March

- ⑤ ON Swimming Certificate Notification
The principal asked teachers to notify the office of children who didn't have swimming certificates so that they could be issued with them but I did not name my own two children since they already know what they can swim without need for token rewards.
- ⑥ ON Conformity
At a morning tea discussion relating to why society is changing the principal agreed that we tend to require conformity on the part of children at school.
- ⑦ ON Distraught Children
When a Std.3 girl entered the morning-tea room upset at having her dress semi-saturated by fizzy drink squirted by a boy in her classroom at least two of the teachers reacted by laughing at her predicament.

17 March

① ON Assembly Praise

The principal praised the recent achievements of two ex students now at high school.

Children who participated in Christchurch primary schools swimming events at QE IT were paraded at assembly and asked to say what they had achieved.

18 March

② ON Before School Readers

I take three children for individual reading before school each morning. The principal has seen them on this programme and has told them how 'lucky' they are to have this help.

③ ON Music

At morning tea I mentioned ways in which I could possibly extend the school music programme and the principal's response was that it seemed good, parents would probably appreciate it, even though it may mean neglecting art and craft a bit.

④ ON P.A.T. Listening Test Results

The principal showed me the list of results for his class and asked if mine had been completed. I said, "No." I did not mention that I would not be marking mine.

19 March

⑤ ON Ashley Forest Trip

Before we left the bus on our return to school the principal thanked the children for their good behaviour and therefore making it a good trip. (Some bus behaviour was not good - one boy squirted drink over two others - and some in the field wasn't either, the principal having to speak to a group himself for rushing ahead at one site.) We had two parents on the bus with us.

⑥ ON Vote of Thanks

Also before we left the bus a F.2 girl gave a vote of thanks to the bus driver - thanked him for giving up his time to drive us to the Forest (the Transport Board was paying him of course) and ended with "show our appreciation in the usual manner." clap, clap, clap

Each visitor to the school is given a formal vote of thanks by a senior student in the standard format above, eg. the Red Cross lady, Tammy

20 March

① ON

Basic Readers

The S.2/3 teacher expressed concern to me about the lack of basic readers in the school.

② ON

Family Fee

Last assembly day (17 Mar.) the principal emphasised the value of the family school fee which would be used to replace ropes, climbing nets, finish the adventure ground, etc (but there was no mention of purchasing readers or materials to develop the children's intellectual ability.)

③ ON

Class Sizes

I found out today that the principal has 13 children in his class, I have 26 children, the S.2/3 teacher has 25 children and the two junior room teachers share 22 children.

④ ON

Clothing Change

Like me the principal wears shorts and walk socks during the summer months but he wears long trousers and jacket on special occasions, eg. on day that he went to the principals' meeting in the afternoon, on the Ashley Forest trip.

⑤ ON

Senior Student Lines

The principal has his P.1/2 students line up outside the room after intervals, boys and girls separately, and sometimes with monitors to usher them inside.

25 March

⑥ ON

School Scheme Review

At the after-school staff meeting the principal distributed copies of the first instalment of the revised school scheme. No comment was invited. On the fourth sheet near the bottom it says:

"The School Committee consists of 7 members. At the 1981 Householder's meeting the following were elected.

CHAIRMAN

SECRETARY

TREASURER

COMMITTEE

There was a very good attendance of parents at the meeting."

The meeting mentioned in the scheme will not be held until the end of April.

25 March contd.

① ON Points System

Also at the staff meeting the principal said that the points system would begin again next week. He explained that teachers would award children in their classes points for whatever purposes they thought best and that these points would be collected each week so that coloured wooden markers could be hung on nails on the wall of the administration block during assembly time to indicate the winning house and the minor placings.

② ON Std.2/3 Boys

At the staff meeting one teacher mentioned that some of the above boys seemed to be getting into a bit of mischief during lunch times. The class teacher was not asked if she wanted help to sort the problem out. The senior teacher suggested that the children don't seem to have much to do but this was not followed up as the principal pointed out that we were committed to softball and cricket for a few more weeks yet with our senior teams playing games against other schools each week.

③ ON Boys and Money Bringing

The principal came into the library in the middle of our library period at 11am and in front of the other children loudly questioned one boy about bringing a sum of money to school. The questioning finished when the boy insisted several times that he hadn't brought money to school. The principal told me quietly as he left that he didn't want to embarrass the boy in front of the others.

Towards end of First School Week

④ ON Learning Gaps

The principal asked me how I was finding the children and when I replied that there were many gaps in their learning that I would have to attend to his response was to the effect: 'You can't expect too much because these children do not have professional parents.'

⑤ ON Children's Behaviour

When I mentioned that some of the children had developed some bad habits and were very critical of others the principal commented that these children did not have the good behaviour of country children because they were urban children really.

MORE DETAILED FIELD NOTES

From 26/3/81

26 March

① ON School Photos

Principal advised that these would be taken tomorrow by Fotek (commercial photographers). Photos would cost about \$2 or \$2-50 each. Reasons giving for photo-taking were:
 (a) with the school centennial only 7yr away it would be good for reunion purposes,
 (b) school gets some money out of it.

② ON Flavoured Milk

This was delivered today. The school sells this once a week to make a small profit (previously calculated by staff.)

TN Money Making

Looks as though a number of school events/operations (including sale of stationery) are for money-making purposes.

③ ON Junior Softball Team

A team of Std.4 girls is selected each week (with a couple of older girls from ~~another~~ school) and is expected to play and is expected to pay 20c for car travel. (They have travelled to every game this year to date.) Today they again played a F.1/2 team and were beaten by a large margin, as usual. The girls are not very happy about:

- (a) having to play every week
- (b) having to play against F.1/2 girls
- (c) the ~~other~~ girls standard of play (apparently can't catch the ball, etc.)
- (d) the fact that the ~~other~~ girls are always retained in the team (the senior teacher said it wouldn't be fair to drop them say the girls) while two or three ~~of our~~ girls are dropped from the team each time.

TN Organizational Emphasis

There doesn't seem to be much consideration of the sports issue above from the point of view of the girls or their development. What is the purpose of the games? Do staff in charge attempt to assess the value or otherwise of them? What function is being served by the children's required participation? What in fact are they learning?

④ ON Winter Games

At the 25 March staff meeting the staff decided not to have similar arrangements for winter sports (ie weekly games against other schools.) Instead we would have perhaps monthly invitation games. The reason given was that it was too difficult to constantly arrange transport, ie. to call on parents all the time and collect money.

27 March

① ON Women's Equality in Education

The principal handed out an Educ. Dept pamphlet on 25/3/81 at staff meeting but today he lined his students up outside the classroom after morning interval and after lunch by sex despite that the pamphlet advises otherwise.

② ON Singing Request

A couple of days ago the principal asked if my children would sing at the Swimming Certificate presentation assembly. I said that I didn't, ^{they} they were quite ready yet. However I asked them today and they said they would like to. I told the principal at lunch time. He was grateful. He said that it was better if the children volunteered to sing.

TN Contrast the principal's statement with the first reference to music in the revised school scheme where the second goal is "to train the pupils for various school functions where their services may be required during the year."

This sounds as though the children are to be used every now and again to put on a show.

③ ON Singing Observation

The children duly sang three songs at the above-mentioned assembly. The principal later said that they were good, that singing helps them come together as a group in contrast to other more competitive activities.

④ ON Playground Play

During lunch time as we stood on the field the principal said that it was good to see so many children practising sports during the intervals, that it didn't happen last year when there were three or so senior children who weren't keen on sport.

TN It is true that self-centred or unstable children can make a difference to the quality of play/interaction in the playground but I have deliberately gone out many lunch times and played with the children to get them doing constructive things and to get them to improve some of their games skills. The principal has also been out a few times, as has the senior teacher but two of the teachers have not done so to my knowledge. Probably the principal thinks that the increased games activity has resulted from a slightly changed student population.

MN Recording observations, especially conversations, I find difficult as a participant. I can't withdraw, or pause and make notes if I'm in the middle of an on-going activity, which frequently seems to be the case. A cassette recorder may be a good idea for some situations (eg. meetings) if it weren't intrusive.

27 March contd

① ON Swimming Certificate Presentation

This took place at 2-30pm with all the children seated in one of the junior rooms. The principal stressed to the children that the awarding of certificates was very important and that they were lucky to have them since in his school days there weren't any. Note that the children were not consulted as to whether or not they wanted the certificates.

TN The token reward system seems to have high priority. I wonder why. The principal is obviously very keen on it. To what extent do the other teachers support it ?

② ON Clothing Change

At lunch time the principal changed clothing (including shirt, tie, into long trousers and jacket) for the school photo taking immediately after lunch. I didn't and neither did any of the other teachers.

③ ON Non-Photo

The junior room teacher declined to have her photo taken with the staff or class. The senior teacher said that this usually happened.

MN Seeing it Their Way

It will be necessary to begin probing a little more to try and understand situations from the point of view of the other staff members, eg. how does the principal view the ritual of assembly ?

30 March

④ ON Otis test

The principal handed me a supply of Otis Tests and asked me to administer them to Std.4/P.1. He showed me the results of testing the children in his class last week. I placed the tests in my cupboard where they will stay.

TN The principal seems to be sold on normative testing and to be unaware of the associated dangers, some of which are clearly spelt out in EDUCATION No.6, 1980 (a copy of which was in the staffroom for a week or two last month) in an article by K D Ballard "The Questionable IQ: its conservative effects on teaching methods". The principal told me last month that one of the reasons he gives the children the PAT tests is because the secondary schools ask for the results. Perhaps he administers the Otis for the same reason. At any rate the results are all recorded on the children's progress cards. I noted one instance in which a child had been given the Stanford-Binet in October (rated 106-112) and the beginning of the following year had been given the Otis and had 70 recorded in a different place on his card.

30 March contd

① ON New Dutch Girl

A 10yr old Dutch girl just arrived from Holland was admitted to the principal's classroom because he said that there was more room there (true) and it would probably only be for a week or less. The girl could not speak English and no children in that room could speak Dutch. Last week a different Dutch girl, also 10yr, was admitted to my room for 4 days. She could not speak English but I have two Dutch speaking children in my room. This girl's elder sister, who could speak some English, was in the principal's classroom.

TN Seems to me that the principal can't identify with the new girl's situation very well.

② ON Boiler House Visit

At 1pm the principal asked me to set the children some work so that I could go with him to see if the automatic furnace feeder was functioning properly. The inspection took about $\frac{1}{2}$ hr. (The principal was free as his students were all away at manual.)

TN The children seem to have second ^{time} priority to administration at this ~~school~~. The principal appears to have little consideration for others. I wonder how he sees his task and how he sees his relationship with other staff. I wonder if he is willing to learn, or whether he can even frame appropriate questions. Although he is aware of my background he never seeks my advice on educational matters. Probably he doesn't see any problems.

ON

31 March

③ ON Sympathy Card

At assembly (1pm) the principal said that one of the senior girls had sent a sympathy card to Erewhon Station on the death of the manager (I think), a person whom the school had had some contact with.

④ ON Points

As requested by the principal the house points were duly read out at assembly and the principal congratulated blue house on winning. In fact only the junior room contributed points today.

⑤ ON Std.4 boy at Play

Yesterday I heard the principal tell a std.4 boy in the playing field that he should be playing with children in his class, not with the Std.3 children. (The boy had broken a branch off a tree although not deliberately.) Note that last year, ie. up until 4 months ago, he had been in the same classroom as the boys with whom he was playing yesterday.

31 March contd

TN Looks as though the children can't even choose who they'll play with.

① ON New Dutch Girl Again

Just before the bell rang for morning school the new Dutch girl appeared in my room in tears escorted by two of my children. The new girl wanted to go home because she couldn't face another day 'alone' in the F.1/2 room. I suggested that she stay in my room, which she did.

② ON Children Stand

At about 9-15am a girl was in the middle of reading a story to the class when all the children stood up in front of her. The principal had entered the room behind her. He immediately said "Good morning" to the assembled class and inquired about the new Dutch girl, saying that she could go back to his room. I explained the situation and he said he could understand how she must have felt.

Meanwhile the girl who was halted in the middle of her story reading took herself back to her desk, 'in disgust' she later told me.

TN Organization and authoritarian role requirements win again. And what are the children learning from these experiences? What do the staff think the children are learning from this kind of organization?

③ ON Junior Mathematics

At morning tea the junior room teacher wanted to know how you teach kids mathematics when their minds are not on the job. One other teacher said that maybe you just leave them and come back to it.

TN At least one of the teachers is thinking about what she is trying to do.

1 April

④ ON Caring Behaviour

At morning tea the senior teacher said that she had used a little girl's upset yesterday to talk to the junior room children about behaving properly and caring for others.

TN It could be that the women teachers are pursuing similar goals.

MN I don't have many observations on other staff at this stage. Nor do I have much in the way of children's reactions to what could be called goal situations although such reactions would seem to provide some kind of evidence of actual goals.

2 April

① ON Head Level of Residents

In a lunch-time conversation the Std.2/3 teacher put her view of the parents of the district by quoting a local priest of some years ago who said that they can't get their heads above the carrots and onions.

TN I was a bit taken aback on two counts:
 (a) that the teacher could apparently accept such a strong stereo-type (she didn't attempt to qualify or modify it)
 (b) I had just visited a market garden this morning and had the impression that 'carrot and onion' farming required a high level of scientific and managerial skill.

② ON Market Garden Visit

This morning one of the local market gardeners (and a parent of one of the children in my room) took about 2½ hr of his time to show Std.4/F.2 children the machinery and produce on two of his properties. He also supplied the children with drinks. He seemed genuinely pleased to be able to share his knowledge with our children and the children certainly experienced things which most of them would not otherwise experience.

TN This is a good example of the school, with the co-operation of the community, making use of the resources of the community. Both the principal and I were grateful to the market gardener and pleased at what the children gained. In addition I felt that it was thoughtful of the principal to invite my class along on what had begun as a study of market gardening by his class.

③ ON Std.2 Boy & Points System

Today a Std.2 boy described to me how, if you brought along some packets to school, then his teacher would give him 10 points. He figured that instead of taking all his packets on one day he would take one a day and earn 10 points daily, a ploy which he assured me worked.

TN Now I thought to myself: 'What is that doing for the child's moral development?' And presumably the Std.2/3 teacher identifies with the point system if she uses it in the way the boy describes. Is it possible that the teacher uses it as a management technique because she lacks other management skills. Where has this behaviouristic positive reinforcement come from? Several outside teachers have mentioned other schools in which a points system is used along similar lines.

3 April

① ON Research & Staff

When I approached staff members at lunch time yesterday and after school today for their co-operation in this research they were all interested in what I was doing and said that they would help in any way that they could. In fact today's request resulted in a small discussion about goals with the principal making the following points:

- (a) you wonder whether we should have so many aims and not achieve them or whether we should have fewer and more realistic ones,
- (b) you wonder whether we can really be clear about what we are trying to achieve,
- (c) you also wonder whether, if we do achieve an aim, we feel satisfied or whether this simply leads to further aims,
- (d) what would I do when I had completed my MA as he couldn't imagine I would want to stay in classroom teaching. He looks at many who went through Teachers' College with him and sees that they are now in non-teaching education positions and he would like to be in a similar position himself before he retires but he wonders whether he will have that opportunity.

TN I suspect that stress (from various causes and in various forms) may be an important factor influencing goal choice and goal pursuit. When I come to think of it staffroom conversation in the first weeks of this year frequently swung round to a F.2 girl (now left) who constantly disrupted life in the school with her anti-social behaviour last year, according to the staff. They are glad to be rid of her they say and were not at all surprised to hear that she has been suspended from the local high school.

TN Staff reaction generally was one of interest that their particular situation was of sufficient value to provide a research setting - (they wanted to know if I would be looking at any other schools.) They seemed to appreciate the fact that someone was going to investigate what it was really like to teach at school, instead of them being told what they ought to be doing. I guess they see me as a sympathetic colleague. I am very pleased with the staff reaction as I wasn't sure how they would react although I had hoped it would be favourable if I could introduce the proposal in a 'natural' way.

TN In relation to the points above made by the principal about school goals or aims (and which the other two teachers present did not disagree with - although they might) I think that what they were saying was that you could have high sounding aims but that these didn't necessarily have any relationship with what you did in school each day. I think further that they may be saying that you don't really think too much about them either, that you are guided by far more specific aims. If this is so then it is interesting that they should assume that I was talking about general aims. There may be some expectation on the part of the staff that aims/goals are general things.

3 April contd

MN There are too many 'ifs' so far. What I need to do is explore this whole area of goals with individual staff members and with them in groups to get each other's reactions. I can see that I shall have to find out what the term 'goals' or 'aims' means to each teacher.

MN I can see that I will need to keep my wits about me if I am to probe for understanding. I tend to forget about my research at times and then realize later that I should have questioned more carefully. However, I am in a position to go back to the children and teachers to ask further.

① ON Music Festivals

The Std. 2/3 teacher who has had choir responsibility in the past told me after school today that she wasn't keen on the town festival because it tended to exclude children who were keen but who were not necessarily good singers. She therefore supports this year's proposal to enter our children in the less formal local district art & music festival.

TN This teacher is saying that she supports participation and enjoyment of music by primary children rather than high class performance by a minority. This interested me as it is in line with my own thinking and the thinking of the local Festival organizing committee. I assume that there has been some expectation that our children would sing in the town festival each year. Perhaps a tradition grew up and was carried on.

② ON Lunch & Sports Gear

One Std. 4 girl was muttering as she went to lunch about not being able to take a bat and ball with her. She couldn't see that there was any difference, she said, between having lunch and then getting a bat and ball, or taking a bat and ball with her to use when she had finished lunch. I didn't find out the source of that rule, if it is a rule.

③ ON Religious Instruction

A lay person (lady) takes my class for $\frac{1}{2}$ hr at 1pm each Friday. Three children do not attend. Today two more children (two Std. 4 girls) asked if they could be excused attendance. They said that their mothers didn't mind whether they attended or not. I advised them that if they brought a note to that effect then they could be excused. I didn't find out why they wanted to be excused but the reason given by one of three mentioned above was that it was boring ('same old stuff year after year') and didn't make sense.

3 April Contd

① ON Lunch-time cricket game

At 12-30pm today the staff and students began a game of cricket initiated by the principal. The staff team consisted of 3 staff members plus 3 senior boys and 5 senior girls. The other team was the regular school cricket team of senior boys. All entered into the spirit of the game although some of the girls had never played before they said.

TN
 | The game certainly provided a meaningful and constructive use of interval time for the students. It probably added some status to the game of cricket for the boys. The students seem to appreciate the staff joining them in this way. It tends to create a positive family atmosphere.

② ON Playground Rubbish

Papers, milk bottle tops, straws and other rubbish are constantly left lying around the playground. I take my class out about once a week to clean up. Apart from the principal mentioning apple cores at the last assembly and the senior teacher commenting on the attraction that they are to wasps I have not heard any mention of the need to keep the grounds tidy. Yet several times the staff have mentioned a mouse problem in the school.

TN
 | Are we teaching the children to respect the environment and to reduce health hazards? There could be a variation in standards acceptable by individual staff members in this area. My reaction when I arrived at the school was 'not another filthy place to clean up!' I cleaned out almost a trailer load of rubbish from the room I was allocated. I think that this is one area in which I am committed to change rather than mere observation. Some aspects of the school architecture invite rubbish (slotted wooden steps) but it should not be too difficult to promote cleanliness as a goal if, as I suspect, some of the other teachers feel the same way.

6 April

③ ON Critical Places

The staffroom (morning tea especially, but also lunch-time and after school) is an important site as it is both a formal and informal meeting place of staff. Assembly of Tuesday afternoon together with special assemblies are further important interaction situations. The playground and classroom are good settings for observing and talking with children and for observing teacher-children interaction. Parent homes are another valuable location. Actually the playground and building precincts are an important site for informal discussions with individual teachers or small groups of teachers.

6 April contd

① ON Girls Cleaning

At lunch time five Std.2/3 girls were cleaning the pathway outside the library. They had nothing to do they said so they had asked the senior teacher if they could do some cleaning up.

② ON Invitation to a Game

At 2-30pm as we were going out for a game one of my Std.4 girls asked if the Std.2/3 children could join us. I said to ask their teacher which she did. The teacher said that all those who wanted to join us could do so. Most of the Std.2/3 children did join us.

③ ON Timely Invitation

After school the teacher said that the invitation had come at a good time for her as she had a headache and wasn't feeling very well at all.

TN It would appear that the Std.2/3 teacher prefers not to force children to play a game just for the sake of it.

TN I was pleased that I had been able to take some of the load off the Std.2/3 teacher when I later found out her circumstances. Possibly there are stress factors operating and I would be interested to know how serious these are and what they are so that something could perhaps be done about them.

7 April

④ ON Non-Compulsion in Sports

In a staff-room lunch-time discussion the senior teacher agreed with the Std.2/3 teacher that it is better not to force kids to do sports/games, that it is better to let them watch for a little while to get used to the idea if they are not keen to participate right away.

⑤ ON Bike Shed Clean Up

At morning tea the senior teacher mentioned that she had got some of the younger children to clean up the bike sheds as she didn't like the rubbish being in there.

⑥ ON Shoo Children

At lunch time two junior room children appeared in the staffroom and wanted to talk with the senior teacher (who is one of their teachers) about some lunch problem but the senior teacher shooed them outside saying that the principal was on duty.

TN I was a bit surprised that the teacher didn't attend to the children's problem but on the other hand I can see that it's a good idea to keep the staffroom as something of a sanctuary, as a place where teachers can escape for a little while from the strains of teaching.

8 April

① ON Library Mice

The clerical assistant who also acts as librarian asked if she could speak to my children this morning during their library period. She went through various library procedures and impressed on the children to avoid bringing food into the library otherwise mice could become a problem.

② ON Children & Responsibilities

At morning tea time the clerical assistant (who has a daughter attending an intermediate school in F.1) was describing how her daughter had become responsible enough to virtually run the school library in her Std.4 year but now that she has had to shift to an intermediate school the most library responsibility she has been given is to check children's hands for cleanliness. The clerical assistant felt that this wasn't fair on children. She thought that it would be much better if children did not have to change schools, that instead of changing they could begin and finish at the one school which catered for preschool through secondary. She named a school in India which was organised along these lines. Under such an arrangement children could gradually assume more and more responsibility she felt.

TN This is an aspect that I hadn't thought of, ie. the opportunity for responsibilities offered the children at this School. Obviously the clerical assistant thinks of these as important school goals. Actually I do too, and that reminds me of something that happened today.

③ ON Choosing a Cricket Team

When we learned that a neighbouring school wanted to play a game of cricket with our Std 3/4 boys this Thursday, one of my Std 4 boys asked if he could be captain and organize the team. When I agreed he got to work and within an hour had his team listed, informed and organized. Some of the boys listed have been out practising but have not had the opportunity of a game this year.

MN I must question the children on this subject of responsibilities and opportunity for same.

MN I must also ask the Teachers' College trainee who has just joined us (she is a third year, married and has two children of her own attending another school) her reactions to the school. Her observations on what the school appears to be trying to achieve, together with any surprises that she has had (positive and negative) regarding the way that the school operates, would be valuable.

9 April

① ON Sex Distinction

After school one of the girls in my class said to me, "Mr _____ (the principal) told all of us girls to sit over there while he took the boys for a game. What annoyed me was that he separated us by whether we were boys or girls." When I asked her why she was annoyed she said, "Why do you think?" Since I have made some effort with my class to try to overcome the effects of traditional school sex classification I think I know what she meant.

TN The girl was saying in effect that there is a conflict in school practice. One section of the school staff classifies by sex while another section does not. She identifies with the latter which she feels is more just.

② ON Points System in Std. 2/3 Class

After school a Std. 2 boy explained to me how their class points system works. He said that the class is divided into three groups: the Std. 2 boys are 'Superdogs', the Std. 3 boys are 'Midnight Cats' and the Std. 2/3 girls are 'Wonderbunnies'. The group with the most points each day gets out first. Points are given for bringing packets, helping in class and good behaviour. Std. 3 also get 10 points for doing their homework but Std. 2 don't have homework so don't get any points from that. The boy said it was not fair because his group never got home early. He wished that they didn't have points, that it is silly. I asked him why and he said, "It just is."

TN It looks as though this class has an internal token and activity reward system operating for management and control purposes, a system which is independent of (and for this class replaces) the school token reward system. It further appears that at least one boy in the class rejects the system since for him the rewards appear unattainable. If conformity to the system does not bring acceptable rewards to a section of the class then it could be expected that conformity by that section would decrease over time, unless sanctions of some kind were also used.

10 April

③ ON Folding Arms

The same Std. 2 boy mentioned above told me today how, if you fold your arms like this (he demonstrated) then you get out to play first, but added, "It's no use though. I do it and I never get picked to go out."

TN In the above case the boy has learned to perform a certain ritual (for control purposes) in the expectation of a particular reward which in his mind will never materialize. Since the reward is dependent on subjective teacher evaluation there is a danger that the teacher will be rejected along with the system.

10 April contd

① ON New Writing Style

While our classes were being taken for scripture after lunch the Std. 2/3 teacher chatted away to me in the staff-room. She said that some of the children who were good at cursive writing are not good at the new writing that we are supposed to take. It seems a pity she said.

TN The teacher seems to be saying that she doesn't agree with the new writing goal, that it is a backward move, and that she and the children achieved greater success using the cursive style.

② ON The same teacher said that she didn't take much science. She hoped that the children got it higher up the school, and she mentioned several teachers who take it or have taken it higher up. She mentioned that she does more work in social studies.

TN I think that the teacher means that she is not knowledgeable or confident enough to take much science with the children. It doesn't necessarily mean that she feels it is unimportant. In fact she may feel a bit guilty about neglecting it, given the fact that teachers are supposed to run a 'balanced' programme. What she does or is able to do in practice is not necessarily what the educational authorities think she is doing.

③ ON Different Curriculum Emphases

The teacher continued that she tended to emphasize different things each year, for example, two years ago she ran a fairly full formal language programme which the children seemed to like but she didn't know whether they have retained much. She said that when the children come back after Christmas you wonder if they learned anything at all the year before.

TN In this case the teacher is probably expressing some concern about her teaching effectiveness and hence about the rewards, or rather lack of them, that she derives from teaching. She is saying also that her goals alter somewhat from year to year. Either she is uncertain about what she should be doing and how she could be doing it, or she finds that she cannot teach adequately everything that she feels she ought to be teaching. Either way it's an unsatisfactory situation in which she suspects that she is not reaching certain curriculum goals.

④ ON Willingness to Learn

The teacher felt that if you have a good group, such as when she had the children who are now in F.2, then you can do things that you can't do when you have a group with problem children in it, such as she has now, but she added that the girls are lovely.

10 April contd

TN Here the teacher is pointing out that children vary greatly in their willingness to learn. She is further saying that this variation is contained in a single group which the teacher must somehow cater for. The less the variation in this respect, the easier it is to teach the group, and vice versa. She finds it a strain to cope with large variation.

① ON Through Art to Learning

In her final comment the teacher named several boys as being problems (the boys who have given me information were not mentioned) but qualified one by saying that he is not so bad because he is quite good at art and you can get to him that way.

TN In the above observation the teacher is:
 (a) labelling the children rather than their behaviour,
 (b) locating the cause of their poor behaviour outside the school,
 (c) using the trade-off device of art activity to secure conformity to other work expectations in the case of one boy.

13 April

② ON Mathematics Methodology

Before school the senior teacher explained some fitness testing to be done and suggested that classes could use the results for graphing if they wished instead of having to do maths from the book all the time.

TN The senior teacher believes that mathematics learning should involve more practical work, or make greater use of real data, than is usually the case. She does not approve of reliance on the text-book. She was saying also that one activity can serve several goals.

③ ON Teaching as Coping

In the staffroom after school the trainee teacher described a tape-recorder malfunction during a lesson. The senior teacher replied that as far as she could see teaching was largely a matter of coping with the unexpected.

TN The senior teacher appears to have found that she must continually expect the unexpected. In other words, she must be constantly prepared to alter her planned programme at a moment's notice. Goal attainment, if accomplished, is a complex process that doesn't run in smooth linear fashion. Distractions, interruptions and resource problems are a fact of life for teachers.

14 April

① ON Lunch Rejection

At morning tea in the staffroom the senior teacher spoke of good lunches being wasted by being thrown into the rubbish tins. She said that the children do it quickly before you notice who it is.

TN This teacher is suggesting that one of the teacher's roles is that of making sure, if at all possible, that children eat the lunches that they bring to school. The role is not easy to fulfil in her view. Seemingly some children act quickly or secretly to frustrate this role. There seems to be a little staff/children conflict over lunch eating.

② ON Boys for Furnace Duties

Before school the senior teacher looked into my classroom and asked if a couple of my boys could fix up the furnace for the central heating.

TN Here is another member of the staff who allocates tasks on a sex basis, who apparently sees certain work as boys' work and certain work as girls' work.

③ ON Classification by Sex

I do not use the children's sex as a basis for organization or task allocation, and I explain to them the reasons why I treat boys and girls equally.

TN In this respect I'm trying to promote equality of the sexes so that girls are not disadvantaged. Pursuit of this goal is in conflict with the practice of at least two other members of the staff. The children develop a compartmentalized response system to the contradictory expectations.

④ ON Use of Library Chairs

When I took my class to the library for films after lunch a F.1 boy asked if they had to give up their seats to the F.2's (who weren't joining us actually.) When I asked why, he said that every other year they have had to. When I asked him how he felt about that he replied, "I think the person who gets it first should have it, or give it to the teacher if the teacher hasn't got one."

TN This boy is disagreeing with a hierarchical student privilege system based on age which has apparently been fostered in the school. In the matter of resources, he identifies with a crude form of achievement allocation (first in, first served) whereas the school has apparently preferred a form of ascriptive allocation. Past conflict for the boy has been resolved by him conforming to the system through submission to the power of the school.

15 April

① ON Scripture Thoughts

Before school this morning a S.4 girl asked if scripture would be on Thursday instead of Friday this week. I said that I thought not and asked if she would be disappointed. She replied, "No. I hate scripture. I get sick of hearing about God all the time - God made this, God made that. She (the Scripture lady) makes it too far-fetched."

TN Here is another girl making clear her dislike of the $\frac{1}{2}$ hour scripture sessions. What the instructor intends that she should gain from the session and what the girl actually learns are probably very different things.

② ON Std.4 Girl's Clothing

The junior room teacher looked out from the staffroom window at lunch time and said words to the effect, 'Look at _____ (naming the girl) wearing those long trousers and long black boots when she knows she shouldn't be. You can see what she'll be in a few year's time.' The teacher then went on to describe some of the problems that the girl's older sister apparently posed the school in previous years.

TN The teacher disapproves of the girl's dress and seems to be referring to some rule that I haven't heard about. Further, she is labelling the girl on the basis of her clothing and responding/predicting on the basis of the label.

③ ON Children's Clothing

Some weeks ago when there was a cold spell of weather some of the children in my class asked if they could wear long pants. Since primary schools have no authority over children's clothing I replied that it was a matter for their parents.

TN In this situation I was advising where the real responsibility for the children's clothing lay but if the school has assumed some right to rule on this matter (see note above) then it must have some particular image of either itself as an institution or of children and their development, or both.

MN The clothing question should be worth pursuing since it affects the three groups involved in this study (parents, children and teachers) and is obviously tied to values.

MN Things to Note

I think that each morning I should note things that I want to follow up so that I can sharpen up my observations in the midst of participation. For example, I came into the staffroom yesterday on the tail-end of a conversation about child behaviour and what you should do about it. I can't remember who said what now but I think that it is a central issue in teaching and could be explored fully.

16 April

① ON Non-Controversial Speakers

In the staffroom at lunch-time a conversation occurred between the student teacher and her associate, the Principal. The student teacher said that she was relieved that her morning's lesson went well, that the guest speakers did nothing or said nothing that was controversial. They had been recommended by some other person and when she had gone to see them first the lady was chain-smoking.

TN The student teacher apparently wanted the speakers for lesson enhancement purposes but was apprehensive lest they presented 'unacceptable' behaviour or an 'unacceptable' perspective. For this teacher lessons would therefore appear to be a matter of guiding pupils towards the development of an 'acceptable' view, that is, lessons are based on a received knowledge approach. Fear of criticism seems to be the operating dynamic.

② ON Speakers support Teachers

The principal replied that the student teacher could have taken the whole lesson herself but that the presence of guest speakers supported what she was doing and the fact that they had first hand experience of the topic meant that they could also contribute something.

TN The principal believes that speakers add strength to teacher authority, indicating a belief that student learning is based on teacher authority rather than on the logic of the material or a consideration of alternatives. An unrecognised and probably unintentional goal here seems to be the development of dependent individuals as opposed to the development of autonomous persons.

③ ON Preparation Time

The principal continued, "But how long did you take to prepare the lesson?"

TN The principal probably thinks that she used more preparation time than a teacher usually has available. Time is one of the constraints involved in teaching.

④ ON Fulfilment of Requirements

The student teacher said that she spent about an hour on it last night plus further reading. She remarked that she knows that if you have a full class for the whole time then you couldn't spend a great amount of preparation on everything, but she has college requirements to fulfil and the kind of preparation she did gives her security. She said that it's different too when you have someone else's class. You have an obligation to that teacher to continue the programme along similar lines.

TN The student teacher is saying that she is not in a typical teaching situation but she must fit into the system as it is organized. She will conform to its requirements.

① ON Comfort in Social Aspect

I have noticed on many occasions that the Std.2/3 teacher will talk about behaviour problems (usually one or two boys in her class) but if there is a pause in an educational conversation in the staffroom then she will say something such as:

'I see where such and such has become engaged.' or
'I met so and so last night.' or
'I heard that so and so has a baby.'

TN This teacher seems to want to distance herself from the teaching side of school life as quickly as possible. She shifts rapidly to social aspects from which she apparently gains comfort. The staffroom and social side appear to have integrative functions for this teacher whereas the classroom and teaching constitute a conflict situation.

22 April

② ON Fitness Tests

When a Std.4 girl returned today to find that she had missed the fitness tests held last Thursday when she had been absent she said, "Thank goodness I was away."

TN The girl sees the tests as one of those disagreeable things imposed on students by the school. To her they are unimportant. To miss them is a relief rather than a loss. Presumably they were given for diagnostic purposes but the girl's past experience of them leads her to see no value in that.

③ ON Problem Child

The Std.2 boy who has been mentioned many times previously by the Std.2/3 teacher as being a behaviour problem, was mentioned by the principal in staff meeting after school. He said that two or three of the teachers had talked about the boy at lunch time and he wondered what could be done. Two teachers said he was better than he used to be. The boy's teacher described how today the boy had kicked the classroom wall and when she told him to stop doing it he said he hadn't been. She also described how he enjoyed copying down things such as poetry so you couldn't give him that kind of thing as punishment. One teacher asked if the boy had been seen by a psychologist but another said he hadn't. The principal said we would keep an eye on him until the end of the term.

TN The teachers are saying that they don't know how to handle the boy's behaviour but there is mounting concern that he will become a disruptive element in an otherwise smoothly running school.

22 April contd

① ON Job Disappointment

At morning tea in the staff-room the principal mentioned that he had received a rejection slip for a higher scale one-year relieving principal's job in a suburban Christchurch school that he had recently applied for. (With a falling roll he is overscale in his present position.) He commented that he didn't know what you have to do to get such a job since he wasn't even considered for an interview. He added that his wife thought it might have been a 'jack-up'.

TN The principal is expressing a sense of frustration and perhaps a sense of insecurity. For him, promotion criteria seem to be obscure. Sharing his disappointment with sympathetic colleagues may help him in some way.

② ON Sports Reward

During staff meeting the principal was discussing the organisation for the forthcoming afternoon parent interviews. My Std.4 children would be left unsupervised for 2 hours. I said that they should be able to take themselves out for a game for part of the time. The principal replied that if they worked well then they could be rewarded with games for the last half hour.

Two things are indicated here:

- (a) the school places high priority on teacher - parent relations,
- (b) the principal, in this instance, views games from a control perspective in that he sees them as an activity reward for good behaviour in the classroom rather than, for example, a fitness developing medium or for physical or social skills development.

③ ON Impress the Parents

During the meeting the principal mentioned the desire to attract a few more students to the school to hold the present staffing figures. He thought that the school, because of its small size and because it could now provide more music etc., had something worthwhile to offer children of the surrounding district. He thought that if parents visiting the school during interview time saw children working sensibly and if they saw the Std.4 children going outside and playing a game responsibly by themselves then they would probably think, and hopefully spread the word, that it is a good school.

TN A falling roll generates uncertainty about the number of staff likely to be at the school in the future. The situation is one of instability but also one of competition with neighbouring schools for that scarce resource, pupils. The school is making special public relations efforts for student recruitment purposes. The present school pupils are to be used in the public relations and recruitment drive. Appearance ~~is the thing that counts.~~

22 April contd

① ON School & Parent Accessibility

After school I visited the mother of one of the Std.4 girls in my class. As I left I suggested that she contact me if there was anything further she wanted to discuss about her child. She said that the school was good in this respect. Because it was small she felt that she could approach the teachers.

TN This parent sees the small size of the school as being in its favour. Apparently she has had positive experiences with the school

② ON Fitness of Girls

One of the Std.4 girls (who hasn't figured in these observations so far) overheard the principal telling me in my classroom at afternoon interval that the girls didn't do as well as the boys in the fitness tests because, he thought, the girls had put on some weight. When the principal left, the girl said that maybe some girls had put on weight but there was no need for him to say that just about the girls. This girl is slim and athletic. (As a matter of fact the card which the principal was showing me to illustrate his lower performance contention was that of a girl who is perhaps the thinnest in my class.)

TN The girl is showing indignation at the girls being singled out for criticism as she thinks. She regards it as unjust.

23 April

③ ON Lop-Sided Sports Programme

I was talking to another parent of a Std.4 girl after school at her home and she commented that the school seems to have a very full sports programme running for a while and then nothing. She said that she knew her daughter wasn't very wonderful at sports but she seemed to be enjoying them more this year.

TN This parent feels that the school sports programme is unbalanced: there is either too much or too little. She seems to believe that the school does have a part to play in children's physical skills and games development but it should be done through a sustained, rather than a stop/start, programme. She probably also believes that the real purpose of sports is enjoyment.

23 April contd

① ON Opinion on Intermediate

The same mother also asked me my opinion on intermediate school education as an alternative. She prefaced her question with the remark that her husband, who is on the school committee and has some loyalty to the school, would probably not like her asking such a question.

TN This mother is perhaps not convinced that the school is doing all it could for the children who attend. Maybe her perception of what the school is doing and her idea of what education involves do not coincide so she is prepared to consider alternative schools.

MN Now that I have made the contact I shall be able to explore this with the parent, or better still with both parents.

24 April

② ON Phone Answering

At morning tea time the clerical assistant spoke about a Form 1 girl who had just answered the phone. "I shudder when K... answers the phone."

The clerical assistant thinks the girl doesn't answer the 'phone very well and that this might affect the image of the school. Probably she is saying that children should be taught to answer the telephone courteously.

③ ON Alternative Schooling

After school I was speaking to another Std.4 girl's parents in their home. The father mentioned that they had sent the older brother to the nearest intermediate school instead of letting him continue at the local primary school. At the primary school, among other things, the boy had had to keep quiet the fact that he was a soccer player for fear of being called a sissy but he finds at intermediate that many boys play soccer and there is competition to get into the school soccer teams.

TN The father thinks the primary school is prejudiced in the matter of sports. He appears to be saying that the school doesn't really cater for children as individuals and that he has felt strongly enough on the matter to enrol his son elsewhere.

④ ON Fitness Graphs Display

Yesterday the principal asked me to graph the fitness test results for each child, Std.2 - Form 2. This morning my children did this as part of their mathematics. I returned my results and graphs to the principal at lunch-time. In the afternoon we saw that all the graphs were stuck to the verandah windows of the principal's classroom so that everyone walking past on the outside could view them.

Fitness Graphs Display contd

- TN The principal believes in public display and comparison of individual achievement. With parents visiting the school on Monday this display could be intended for school promotional purposes or it could be intended for student motivational purposes. Either way, children's individual feelings are not considered. Apparently the promotion of respect for children as individual humans is not a goal for the principal.
- MN It would be worth finding out the reason for the display.

① ON Library Skills

In the Staffroom after school the Std.2/3 teacher, the senior teacher and I were chatting over a cup of tea. The Std.2/3 teacher described how she had tried to develop some library skills with the children although she wasn't too sure of the value of doing it and whether the children had gained much from it yet although a particular boy had remembered the Dewey system.

- TN Again the teacher is expressing some uncertainty about what she is doing although perhaps hoping for colleague approval or support. Probably she does believe that the development of library skills is a worthwhile school goal.

② ON Independence

I suggested that the development of library skills would allow children a certain independence in learning.

- TN I'm suggesting in fact that the development of student independence in learning is an important school goal.

③ ON Tests for Helping Children Learn

The senior teacher agreed with the independent learning goal. She related her use of reading and mathematics tests to find out what children don't know so that she can help them learn or help them teach themselves as opposed to her doing all the teaching. She said she tells the children that the tests are not really testing the children but to help her help them. Under these circumstances there is really no such thing as cheating she concluded.

- TN This teacher seems to believe that education should be a co-operative rather than a competitive thing. She views tests as serving a diagnostic and educative purpose as opposed to a labelling function.

④ ON PAT Reading Tests

I outlined how someone from the Canterbury University Educ. Department had spoken to the Reading Association the previous evening about the possible uses and dangers of using the normative-based PAT reading tests and that I concurred with his remarks.

- TN I was saying in effect that I disagreed with the school's

PAT Reading Tests contd

annual ritual of subjecting children to a battery of the PAT. I was saying further that the function of schooling is to educate, not allocate.

① ON Sympathy for Children doing Tests

The Std.2/3 teacher took up the test theme and said that she felt sorry for the children doing the tests, especially the Std.2 children because she knew that many couldn't read the words.

TN This teacher is indicating that she feels intuitively that the tests are not doing the children any good but that she administers them at the direction of the school since she doesn't understand enough about them to dispute the direction. She is saying also that education should not harm children, that it should be sympathetic towards them.

25 April

② ON Intermediate Inquiries

Today I visited ~~the~~^{the} parents of four more children in my class. Three of them (2 mothers plus a mother and father) were wondering about intermediate as an alternative school for their children and asked my opinion. They all mention how their children had either regressed or stagnated at the school in the lower standards.

TN Past experience of the school not fulfilling their expectations in regard to the education of their children has led these parents to seriously consider alternative schooling at a level where it becomes available.

③ ON Parent Feels Like a Pupil

One of the children's mothers whom I visited this morning said that she felt more able to talk about her son and his education at home. Although the mother seemed to be a reasonably confident person she said, "When you visit school you feel like a pupil yourself."

TN This contrasts with the lady who felt that she could approach the school. This mother is saying that when she has visited the school she has been made to feel somewhat inferior by the school staff, whereas she would prefer to be accorded equal adult status by the school. Perhaps the staff, or some of the staff, communicate with parents from a perceived higher role position.

④ ON Stirrer Label

Another mother told me how she and a few others have questioned a few things at the school and have been labelled 'stirrers' for their efforts but she feels that they must continue to speak out for their children's sake.

Stirrer Label contd

TN This mother is saying that if parents remain silent then no change is possible. However, when parents do ask questions the school feels threatened and tries to brush them aside with a label.

① ON Confusion re Student Behaviour

The same mother told me how her son was extremely bored at school a couple of years ago and was bringing his frustrations home. She saw three teachers at the school; one teacher said that she didn't know how to handle the boy, another said he had a problem that needed looking at, and a third said he needed a good dose of discipline (in other words a hefty whack where he would feel it.) The mother felt that the teachers were blaming the home instead of looking at themselves.

TN This historical information comes from a time when 4 out of the present 5 teachers were at the school. It appears that the school did not have sufficient knowledge or security to either analyse the situation or organise itself to deal with it. It responded by labelling the home. It seems that the school has its programmes, which the children have to fit into, and it has its way of treating children. The programmes or child treatment do not necessarily accord with the needs of the children or with what parents feel that their children need. A factory model (child processing) appears to be the basis of the school's functioning.

ANALYSIS OF DOCUMENTS

21 May

Documents

1. Notice to Parents (12/2/81)
2. " " " (26/2/81)
3. " " " (No.1, 1981) No date
4. " " " (No.2, 7/4/81)
5. " " " (No.3, 4/5/81)
6. " " " (No.4, 1981) No date
7. School Newsletter (March 1981)
8. School Newsletter (May 1981)
9. School Scheme - revised introduction and organization only.

TYPE OF ITEM	NO. OF ITEMS		
	Notices to Parents	Newsletters	Tot
1. Giving information	9	11	20
2. Giving explanation	0	5	5
3. Requesting or inviting parental participation/contribution/assistance	9	1	10
4. Affirmation of community involvement	0	7	7
5. Projecting school image of success or desirability	0	8	8
	18	32	50

NOTICES AND NEWSLETTERS① ON Giving Information (Curriculum)

40% of the items are in this 'Giving Information' category. Information given relates to curriculum, administration and social matters. Curriculum matters mentioned include swimming sports, flower show, social studies and handwriting. About one-third of the first newsletter was given to swimming including the recording of the achievements (times, placings, records) of the more successful of the school's children in recent swimming sports. Three items referred to the annual flower show. Social studies items included a forest trip, a market garden trip, a trail walk and an Anzac service. One item referred to a change in the teaching of handwriting.

TN With the exception of handwriting, the items refer to curriculum aspects which occur only once a year but which are visible to the public. It would seem that daily curriculum matters are not considered appropriate for communication via the notices and newsletters whereas sports analyses and statistics are.

① ON Giving Information (Administration)

Items in this section include information about flavoured milk, school photos, bank books, school committee elections, parent-teacher interviews, roll numbers, staff movements, school fees and holidays.

TN Most of these items are typical of school - home communication via newsletters. The school gains some funding from the milk, photo and bank book services. It would seem that the school considers it necessary or desirable to supplement government funding and is prepared to use school time for that purpose.

② ON Giving Information (Social)

Information given here covers a proposed social evening, a school picnic and a farewell function to a staff member.

TN Some of these may reflect the small size of the school and its efforts to have positive relationships with parents in the community.

③ ON Giving Explanations

Approximately 10% of the items are of this nature and all are found in the newsletters. Usually they add to information given. They include reasons for the picnic postponement, for holding swimming sports on a certain cold drizzly day, for collecting a school fee, for having a trail walk and for conducting an ANZAC service. The reason given for the ANZAC service was 'custom', for having the trail walks was 'to increase the pupils awareness of their own and other areas of the city', and for collecting the school fee: 'the school fees play a very important role in financing the projects arranged for the benefit of all pupils.' The first newsletter mentioned that 'while the Committee have not finally decided on the main project for 1981 there is still much work to be done on the dry weather play area.'

TN Some of these explanations are more than explanations and some reveal priorities. Two are justifications. The ANZAC service is justified on the basis of custom, and the swimming sports date explanation is really a justification response to a parent/school committee member who telephoned the school on the morning of the sports wanting to know why the swimming was to be held in such weather.

The explanations concerning school fees reveal something of the school's priorities. Either the school is satisfied that it has sufficient resources for basic curriculum areas (eg. reading), or it is not aware of possible needs in these areas, or it is aware but doesn't want the Committee to be aware, or it places greater priority on outwardly visible projects such as play areas. The newsletter is also being used as a vehicle for 'shaping-up' Committee thinking in this respect.

① ON Parental Participation/Contribution (Requests, Invitations)

20% of the items are in this category. Some have already been referred to under other headings. Parents have been invited to the picnic, to the flower show, to the farewell function, to the swimming sports, to the School Committee elections, to teacher interviews (Between 1 & 4pm) and to have family photos taken if they desire.

They have also been requested to contribute school fees and to make sure that children cycling along a particular narrow road to school use the cycle track.

TN It would appear that the school either regards parent-teacher interviews as the thing to do or it sees value in personally discussing the children's work with parents, or more particularly with the mothers since the time specified precludes most fathers from attending. Whether the other teachers use the 10 minute time slots to justify to the parents their work with the children or whether there is a mutual and meaningful exchange of ideas is not known.

It would also seem that the school is concerned for the safety of the children on their way to and from school.

② ON Affirmation of Community Involvement

14% of the items could be classified under this heading and all are to be found in the newsletters. School Committee members are thanked in terms which include 'special appreciation' and 'devoted work'. A member of the community gave 'a fine address' ^{at} the school ANZAC service. The school is 'very much indebted to Mr ... for his fine co-operation on visits to his market garden.' The principal was 'pleased with the high percentage of parents who took the opportunity of discussing their child's progress with the staff. It is by both groups working in harmony that the very best can be given to the children.' The school fees 'have been coming in very steadily' and the principal extended 'special thanks to all our (flower show) judges and to parents for their support.'

TN Genuine appreciation is probably being expressed here but there is more than that. There is possibly an effort to appear to be saying the 'right thing' public-relations wise and further, to sell the idea that community co-operation and contribution is a valuable thing to the school.

③ ON Projecting School Image

About 16% of the items (again from the newsletters) could be said to fall into this category and include mention of such things as the good performance of our swimmers, the improvement in the standard of show exhibits, congratulations to an ex-pupil who won a scholarship and to another who won a Miss Windmill contest, the highest amount of poppy money ever given by the school, the very high level of work produced following the market garden trip, and good pupil behaviour. The last item, under the heading 'Compliments on Pupils Attitudes and Behaviour', is worth quoting in full. 'It is very pleasing to hear from other schools and organiz-

ations of the excellent attitudes of M... children. The staff and myself feel very proud of the present pupils who get along very well with each other and are a credit to their parents, the school and themselves. 1981 is proving to be a most rewarding year for everyone concerned.'

TN The intention of these items seems to be to project an image of the school as a successful or desirable institution for children of the district. Possible this is being done to try to boost roll numbers to hold the present staffing level.

SCHOOL SCHEME (Revised Introduction & Organization)

① ON M... District and School History

In this first section the development of the school from its beginning in 1888 is summarized. Items covered include land, buildings, heating arrangements, amenities, trees and plants, roll numbers and staffing. Mention is made of declining roll numbers and the effect this has on staffing. From a peak of 182 in 1974 the roll has dropped to 100 - 110 range (actually 95 at the moment) at the present time. Factors listed as contributing to the decline are the opening of a new neighbouring primary school in 1970 and a declining birth rate. It is also noted that there has been considerable movement of people in and out of the district in the last 7 years following many years of stable population.

TN The inclusion of the history of the school development in the scheme may be intended to contribute to staff commitment to the school, it may be included for interest purposes, or it may represent the author's idea of what a scheme should contain.

(A virtual halving of the school roll in 7 years is quite a decline but there are at least two factors not disclosed in the notes. Firstly, a number of children who could attend the school actually by-pass it daily to attend a neighbouring intermediate school or travel to a neighbouring primary school. By the same token a few senior children from a neighbouring area attend the school instead of going to their intermediate. Secondly, the movement in population could have slowed down the decline since younger families moving into the district have contributed children to the school. The potential roll of the school based on the actual number of children in the district is unknown at the moment, as are the reasons why the potential is not realized.)

② ON School Philosophy

This part begins with a 'Thought' namely the poem: 'Children Learn What They Live'.

Next comes a section on 'The School and the Child' where it is stated that 'The school exists to promote the all round growth and development of the child:- physical, intellectual, social, emotional, spiritual.' In addition to helping the children solve their problems of living and growing the school will also help prepare them for the kind

of world they must live in as adults. The school wants to develop persons who have integrity of personality, thought and character, and who are able (among other things) to face ordinary disappointments and discouragements of life without blowing up, to handle their own emotions, to not over or under estimate themselves or their ability, to accept their own shortcomings, to have self respect, and to cut satisfaction from simple everyday pleasures.

This is followed by a section on 'The Child's Needs'. Fourteen are listed. Most of these catalogue abilities or understandings that the children 'need' to develop such as the ability to read and listen critically and the need to gain a general understanding of the cultural and social heritage. Three (Nos. 4, 13 & 14) deal with the 'need' to develop certain habits or attitudes, namely the formation of good health habits, attitudes of service to fellow men, and standards of practice of such virtues as honesty, dependability, co-operativeness and responsibility. This section concludes with the following note: 'It is important to remember that each child has his own rate of development and this can vary from subject to subject.'

There is half a page on 'Guidance and Correction' which advises teachers to use firmness and common sense rather than coercion and corporal punishment. Statements in this section include the following: 'The emotional maturity of the teacher creates a flexibility of mind, by means of which contrasting attitudes of sympathy and firmness are integrated without inconsistency.' 'Effective habits of work tend to grow naturally out of a child's play and interests.' 'One powerful cause of dishonesty is the evasion of difficulties. Often a child has no other means of defence than by evasion. We must aim to correct this with the right attitudes.'

There is a further section on 'Needs' but in this case the 'needs' are what the teachers need to do. These include the need to develop 'a sense of responsibility and pride in good manners and good standards of work not only within the classroom but in the playground and district', the need to develop 'pride in the school not only among the children but the parents and the community as a whole as well', the need to 'maintain and to improve the school tone and to develop a better spirit which will result in a feeling of pride in all achievements associated with the school', and the need to encourage and welcome parents to the school.

The philosophy concludes with another 'Thought' about a fit and healthy child performing better in the classroom than one who is not.

TN This statement of 'School Philosophy' probably represents the author's idea of what the scheme should contain rather than being a conceptually clear and concise statement capable of ready translation into practice. The extremely broad compass of the 'philosophy', the lack of ordering of priorities and the use of educational jargon seem to indicate confusion on the part of the author regarding philosophy but it is probably thought to fulfil an Education Department requirement.

TN Contd.

It is likely that parts of some sections of the 'philosophy' convey the genuine beliefs of at least some staff members about the function of the school.

The 'philosophy' seems to be saying that children differ in their abilities, that the school will teach them to accept their lot in life, it will teach them to be obedient and it will ensure that they enhance the good name of the school. In short, the school aims to socialize and slot the children into our existing society. As such it proposes to preserve the status quo rather than act as a change agent.

① ON For the Staff

This part of the scheme contains a number of messages from the principal to the teachers. These include a note on how to prevent children from developing bad habits (keep the class fully occupied), a request to go out and play with the children on occasions, a word about checking the behaviour of any pupil which is 'detrimental to the good name of the school' and a sentence or two about teamwork and keeping staff relations on the highest professional level, this requiring the presentation of a 'united front to the general public.' Mention is made again of manners: 'One of the first essentials is to demand good behaviour and manners from all children.' School effectiveness and children's potential is also dealt with: 'We all know how "School" can be made a vital force in a child's life by an enthusiastic and efficient teacher. There is a tremendous potential in children which cannot be frittered away by ineffective teaching.'

The section includes a nine-question 'Personal Quiz - Is this really me?' Questions for teachers to ask themselves include: Am I always demanding nothing but the best? Am I inclined to make excuses for poor standards? Are my children participating fully and actively in the classroom and not accepting passively what I teach? Am I reading to keep abreast of things and to experiment in other methods and techniques?

The final few lines appear under the title 'Starting Work' and advise that the teacher will get only a standard of behaviour, attainment and neatness that is insisted on. 'A noisy noise indicates lack of work and organization.'

TN This part of the scheme is indicating to teachers on the staff that they are not professionals (since the principal must offer them basic advice) but that they must act as if they are professionals especially in view of the community and in relation to the good name of the school (and hence of the principal.)

The staff - principal relationship conveyed in this section is one of dependence, staff dependence on a principal who

is above them in a hierarchy and who issues directions with authority, not as suggestions or possibilities. Perhaps this is what the principal thinks the principal's role entails and perhaps he doesn't see the scheme as applying to himself as well as to staff.

① ON School Organization

Three pages detail the various responsibilities of each staff member. For example, the principal who is himself in charge of lost property (which consists of the occasional jersey or other item) has the following instructions to guide him:

1. Organize and direct Lost Property Department
2. To arrange displays
3. To handle all enquiries

These responsibilities were largely allocated by choice at the beginning of the year.

TN The detail in which the various responsibilities are described suggests a coding in the legal-contractual tradition which may simply reflect the latest fashion in school administration or it may be a genuine attempt to provide guidance that would clarify the tasks. The manner of allocation suggests a sharing of responsibilities rather than a delegation of responsibilities.

② ON Work Plans

This part of the scheme states categorically what teachers should cover in their work plans for their classes. The directions are contained under the headings (A) Organization (B) Planning. Examples of the requirements under 'Organization' are: grouping and how you decide this - ability, social, etc; pupil responsibility eg. class leaders, system of monitors etc; incentives - both in work improvement and behaviour. Examples of the requirements under 'Planning' are: long term planning of subjects - period for which planning is intended to cover, methods to be employed, a record of work to be undertaken (this may be day to day or weekly), show the date clearly; evaluation - were my aims achieved?

TN These work plan instructions are contrary to Departmental requirements which are to the effect that teachers give adequate planning to their work but that the form this takes is a matter of personal choice. Certainly principals are required to ensure that teachers give adequate preparation to their work but the requirements of the school scheme in this section indicate to staff members once again that they do not have the professional competence to do this planning without the principal's guidance.

Some of the requirements of the scheme in this respect point to assumptions made about education. For example the reference to class leaders and monitors suggests that the classroom should reflect the hierarchical nature of society

with its differential power structure; the statement about incentives indicates a view of education as social manipulation or social engineering; and the requirement about long term planning of subjects is seemingly based on an industrial/production model of education.

① ON Duties

A roster of duty teachers is contained in this part of the scheme together with a list of duties to be attended to. Duty times are allocated by mutual agreement and all teachers have the same amount of time on duty. The section concludes with the following note: 'The main function of the teacher on duty is the general supervision of the children's activities in the school playground.'

TN The duties are shared by the school staff and are mostly of a routine nature covering administration and child safety.

② ON Staff Meetings

This small part of the scheme mentions staff meeting time which is 3.15 - 4pm on a Wednesday approximately once every three weeks. It also states that a staff meeting will be held when a member returns from a course so that other members can hear a summary of the main features of the course.

TN Staff meetings are designed to elicit staff co-operation through their meaningfulness and time allocation.

③ ON Suggestions for Guidance of Teachers

This, the final page of the revised introductory and organizational section of the school scheme, contains notes under the three headings Duty, Staffroom, and General.

The 'Duty' notes cover similar ground to that mentioned previously but not in as much detail. One further duty is mentioned (the supervision of children lining up for the Manual bus.) Whereas the previous reference to duty was more or less neutral in tone these notes convey a different impression. For example, the teacher 'is expected to be on duty in the duty area on time and remain there until the bell rings' and further on, 'the Duty Teacher keeps in sight of the majority of the children and by his/her manner makes it plain that he is on duty.'

The 'Staffroom' notes cover a variety of things such as morning tea money, banking, registers, pay cheques. Sandwiched among these are two exhortations: 'Please leave the staffroom promptly when the bell rings' and 'Use common sense when visitors, particularly parents are present in the staffroom.'

The notes in the 'General' section refer to room tidiness, seeking help for problems, school committee funding and

school - community relations. 'Our aim at M.... is to maintain good relationships with the people of the district as theirs is with us.' The school image again comes up: 'I feel that as teachers we should be very jealous of the good name of the school and protect it to the best of our ability.' Finally the principal feels strongly about loyalty: 'Professional loyalty, loyalty to our children, to our colleagues and to our profession is, I feel, vitally an important part of our function.'

TN The authoritarian and paternalistic tone of parts of this section contrast with the title 'suggestions'. In fact they are directions masquerading as suggestions and once again confirm that the teachers are not to be regarded as professionals. The sentence about using common sense when visitors are present in the staffroom probably means that teachers should avoid saying anything that would give the community the impression that the school has any problems. The last two statements about being jealous of the good name of the school and loyalty probably mean the same. In other words this part of the scheme is really a warning to teachers to conform to the image of the school being projected by the principal.

IMPRESSTONS OF STUDENT TEACHER

6 May

① ON Basic Skill Development

A 3rd Year married student teacher with twin 9yr old daughters of her own has spent nearly 5 weeks at the school with the Form 2 class. Today I spoke with her for about 15 minutes at lunch time to seek her ideas on what the school seems to be trying to do. The first thing that she mentioned was that the school was helping the children to develop basic skills in reading, writing and so forth.

TN ~~What she meant was that curriculum-wise this school seems to be doing much the same as other schools that she has experienced.~~

② ON Intellectual Extension

Almost at the end of the conversation the student teacher remarked that from what she had seen there seemed to be room for a number of children to be extended intellectually.

TN I take it from this remark that she feels the senior end of the school is not challenging the children, that it tends to accord the same treatment to all children irrespective of knowledge or ability.

③ ON Children's Socialization

She mentioned that there seemed to be some effort to socialize the children in the classroom through debates and news sessions but that there was no class discussion about pupil behaviour that might lead to elimination of children criticising each other and there were no (what she called) class 'trust circles'.

TN What the student teacher seems to be saying here is that the children are taught certain patterns of behaviour or interaction some of which are formal and some of which are modelled on approved forms derived from the news media. On the other hand they are not taught to analyse their own behaviour or to develop sensitivity towards others, i.e. the

④ ON Blind Eye

Right at the end of the conversation she said that it seemed to her there was a certain length of time that you could turn a blind eye on things that were happening, such as a recently arrived Form 2 girl continually niggling others. She felt that the time had come to put a stop to it.

TN What seems to be coming through here is that the senior school does not deal with some of the actual presenting behaviour of the students and its effects on other students. Perhaps it doesn't know how, or perhaps it doesn't see a need, or perhaps it doesn't want to jeopardise its chances of attracting more students from neighbouring schools by appearing to be too harsh with new arrivals.

Student-Teacher Impressions Contd

① ON School Image

The student teacher thought that the school was trying to keep itself before the community but she wasn't sure how much support it had. There seemed to be parent interest in the flower show but less in the school committee elections.

TN Here she is saying that the school tries to project a certain image of itself to the community but she doesn't know how successfully it does this.

② ON Boys & Girls Unequal Treatment

The school did not seem to be promoting equality of the sexes she felt. The boiler house is boys' work and the morning tea dishes are girls' work, although the road sign management is done by either boys or girls. She noticed that on the one occasion when she had seen boys and girls playing together during an informal sports session the boys and girls were sent to play separate games when the mixed game got a bit rough. She felt that that defeated the purpose. She also described how the senior pupils line up, boys and girls separately, to walk into class.

TN Apart from the school failing to promote equality of the sexes the student teacher thinks that the school takes an administratively easy way out in certain circumstances instead of addressing itself to the issues involved. Perhaps it doesn't recognise the issues though.

③ ON Family-Type Environment

Compared with other schools that she has been in she found that the children at this school seemed more like a large family than anything else. The children seemed to accept each other, the older ones helped the younger ones and they all come together well in various things.

TN I'm not sure that this observation necessarily reflects anything that the school does or doesn't do. It may simply be a function of the size of the school and/or the nature of the community. At least it would appear that the school is not doing anything to create obvious divisions among the children (apart from the boys/girls division previously mentioned.)

④ ON Assemblies & Differential Student Treatment

The student teacher reflected on assemblies. She thought that they are relaxed, that it was good that a particular sympathy letter was shared with all the children, that there is staff awareness if a child is not well in assembly, but that it seemed unfair to haul a child up in front of assembly for something he or she had done, especially if this was the first time the child had been spoken to regarding the incident.

Student-Teacher Impressions Contd

TN She seems to be saying that the assemblies promote group cohesiveness but that there is a contradiction in the treatment accorded individuals. Some are shown concern and respect while others are berated in public. The latter probably serves a social control (via negative sanction) function.

ANALYSIS OF OBSERVATIONS - 31 MayConformity of Principal

- (a) Promotion: - wonders about promotion prospects (3/4)
- job disappointment (22/4)
- (b) Dept Requirements:
- school scheme, response to DSI (27/2)
- school scheme, history, philos, etc. (21/5)
- (c) Perceived School Role ('The Thing to Do'):
- school show, school picnic, swimming sports
- staff v students cricket game (3/4)
- ANZAC service (21/5)
- parent/teacher interviews (21/5)
- (d) Perceived Role of Principal:
- change of clothing (20/3, 27/3)
- authoritarian approach, school scheme (21/5)
(duty, staffroom)
- (e) Perceived Secondary School Requirements:
- PAT testing (10/3)
- OTIS testing (30/3)

Pressure on Teachers to Conform

- (a) Principal questions student tchr re preparation time (16/4)
(b) Std 2/3 tchr administers PAT tests but not keen on them (24/4)
(c) School scheme - 'For the Staff' & 'General' - loyalty (21/5)

Children Conformity (Principal agrees - 16/3)

- (a) To hierarchy: - F.2 line up with monitor (20/3)
- film seating (6/3, 14/4)
- school scheme, leaders, monitors (21/5)
- (b) Doing Best: - fitness graphs display (24/4)
- assembly recognition, swimmers (3/3, 17/3)
- mention in newsletters (21/5)
- (c) Sex differentiation:
- assembly rows (3/3)
- F.2 rows (20/3)
- by P in informal games time (9/4)
- Sen.Tchr, boys for boiler (14/4)
- girls for dishes (6/5)
- (d) Dress Code: - Jun.Tchr, girl wearing long trousers (15/4)
- (e) Manners: - chn stand when adult enters (6/3, 31/3)
- school scheme 'For the Staff' (21/5)
- girl thanks bus driver (19/3)
- (f) To curriculum: - secured via art for Std.2/3 boy (10/4)
- via games Std.4 chn (22/4)

External Rewards (School scheme, incentives, 21/5)

- (a) Paper Certificates/Prizes:
- flower show prizes (4/3)
 - swimming certificates (16/3, 27/3)
- (b) Verbal Praise: - swimmers at assembly (3/3, 17/3)
- (c) Points:
- house/class points (25/3, 31/3)
 - points for packets (2/4)
 - Std.2/3 points system (9/4)
- (d) Time off: - folding arms to get out early (10/4)
- (e) Curriculum: - art as reward (10/4)
- games as reward (22/4)

Good Promotion/School Image

- (a) Statement of: - school scheme, 'For the Staff' and 'General' (21/5)
- (b) Observation of: - by student teacher (6/5)
- (c) Concern for:
- loyalty of sch.cmtte member (23/4)
 - clerical assistant re 'phone
- (d) Evidence of:
- flower show (4/3)
 - 2 ex-girls praised at assembly (17/3)
 - family fee for playground equipmt (20/3)
 - card to Erewhon (31/3)
 - impress parents at interview time (22/4)
 - Newsletters: swimmers performances, improvements in show exhibits, scholarship and Miss Windmill congratulations, poppy money record, high standard work from market garden visit, compliments on student behaviour.
 - music extension (18/3) & chn thanked for 'good' Ashley trip behav. (19/3)

Promotion of Good School/Community Relations

- (a) school scheme: - 'General' (21/5)
- (b) Newsletters & Notices: - information re social and other events, picnic, flower show, swimming sports, school committee elections, interviews and farewell function. (21/5)

Affirmation of Community Involvement

- (a) School scheme: - in anticipation of good school cmtte election attendance (25/3)
- (b) Newsletters: - sch.cmtte members thanked, ANZAC service thanks, market gardener thanked, parents visits interviews (harmony), school fees coming in, flower show support. (21/5)

Parent Concern re School Goals

- (27/2) why hold swimming sports on such a day
- (27/2) school cmtte check-up in past years
- (9/3) principal mentions parents say teacher can stay too long
- (22/4) lop-sided sports programme
- (23/4) intermediate as alternative
- (24/4) intermediate as alternative
- (25/4) 2 more parents re interm. as alternative & stagnation
lower standards

Children Work the System

- (4/3) flower show - same entry year after year
- (2/4) Std.2 boy and packet points
- (10/3) cheating precautions

Children as the Enemy

- (10/3) cheating precautions
- (21/5) school scheme, 'Duty'

Problem of Problem Children

- (25/3) Std.2/3 boys mischief but still committed to summer sports
- (22/4) Std.2 problem boy mentioned in staff meeting
- (25/4) mother relates various teacher views re her bored son
at school

Lack of Sensitivity to Children

- (10/3) children stand in hot assembly sun
- (10/3) cheating precautions
- (16/3) fizzy soaked girl laughed at by staff
- (25/3) boy questioned publicly in library
- (30/3) new 10yr Dutch girl to Room 1
- (31/3) new Dutch girl appears in Room 2 in tears

Administration Before Children

- (10/3) children stand in assembly sun
- (10/3) cheating precautions
- (25/3) committed to summer sports so no solution to Std.2/3
boys mischief
- (25/3) boy questioned publicly in library time
- (26/3) junior softball requirements
- (26/3) winter games different arrangements
- (27/3) singing to give good tone
- (30/3) boiler house visit required at 1pm

Loco Parentis Goals

- (14/4) children wasting lunch
- (15/4) children wearing long trousers
- (21/5) cycle safety

Children Volunteer etc.

- (6/4) Std.2/3 girls clean outside library
- (6/4) Std.4 girl invites Std.2/3 chn for game
- (8/4) Std.4 boy chooses cricket team

Children question/challenge goals/rules

- (26/3) junior softball girls
- (3/4) two Std.4 girls want be excused religious instruction
- (3/4) Std.4 girl - bat and ball to lunch
- (9/4) Std.4 girl questions sex distinction in games with P
- (15/4) Std.4 girl hates scripture (but not in Staff v boys cricket 3/4)
- (15/4) Std.4 girl wears long trousers
- (22/4) Std.4 girl - thank goodness was away for fitness tests
- (22/4) Std.4 girl questions remark re girls not fit

Irrational Aspects

- 31/3) Std.4 boy not to play with Std.3 boys
- (3/4) Std.4 girl - bat and ball to lunch
- (9/4) Std.2/3 class points system fails to reward, unfair
- (10/4) Std.2 boy - arm folding for play no use

STAFF Care & Concern

- (1/4) Sen.Tchr talked to young children about caring
- (3/4) Std.2/3 tchr re less formal music festival
- (6/4) Std.2/3 tchr doesn't force children to play game
- (6/4) Std.4 girl invites Std.2/3 children for game (Child conce)
- (3/4) Std.4 children clean clean up rubbish
- (7/4) Sen.Tchr - let chn watch for while, don't force
- (7/4) Sen.Tchr - cleans up bike shed rubbish
- (8/4) Clerical assistant - no food in library
- (24/4) Sen.Tchr - testing to help children learn
- (24/4) Child independence as goal
- (24/4) Std.2/3 tchr feels sorry for chn doing tests

Teacher Goal/Rule Conflict

- (9/4) sex distinction (also 6/5, Student teacher)
- (15/4) Std.4 girl wearing long trousers
- 24/4) Normative testing - Sen.Tchr & Std.4 tchr don't favour
- (6/5) differential child treatment - Student Tchr

Teacher Questioning of Goals

- 20/3) Std.2/3 tchr - concern re lack basic readers
- (27/3) junior room teacher - did not have photo taken
- (31/3) Jun.Rm Tchr - how to get chn learn mathematics
- (3/4) Rm 2 chn clean rubbish from grounds
- (10/4) Std.2/3 tchr questions new writing
- (13/4) Sen.Tchr - reality based mathematics
- (6/5) Student Tchr - intellectual extension
- (6/5) Student Tchr - shouldn't ignore certain disruptive behav.

Emphasis on the 'Visible'

- (4/3) flower show,
- (19/3) girl thanks bus driver when 2 parents present
- (20/3) fee for ground equipment (see also notices 21/5)
- (20/3) principal's clothing
- (27/3) P asks if chn can sing at assembly
- (27/3) P comment on children in the playground
- (27/3) principal's clothing for photo
- (21/5) ANZAC service

Fortuitous Education Provision

- (18/3) before-school readers are lucky
- (18/3) music at expense of art/craft
- (10/4) Std.2/3 tchr doesn't take much science - more soc.stud.
- (10/4) Std.2/3 tchr - different curric emphasis year by year
- (10/4) Std.2/3 tchr - do more with some classes of chn than others
- (13/4) Sen.Tchr - tchg as coping

Practice Differs from Official Goals

- (10/4) Std.2/3 tchr - not much science, different curric.emphasis, goals relative to group of chn being taught
- (27/3) F.2 chn line up by sex - contrary to Dept.Pamphlet
- (14/4) Sen.Tchr requests boys for furnace duties
- (6/5) Stud.Tchr points out dish washing as girls' duty
- (21/5) School scheme - work plan requirements

Avoidance of Accountability

- 1st Week) Chn not of professional parents, or with country behav.
- (2/4) Std2/3 Tchr - parents can't get heads above carrots/onions
- (10/3) PAT testing
- (30/3) OTIS testing
- (25/4) Mother's reception with bored child at school
- (21/5) Newsletter - re swimming day justification

School as Fund Raiser

- (26/3) photos, flavoured milk, stationery
- (21/5) newsletters/notices information (milk, photos, bank books)
- (21/5) newsletters/notices fees collected

School Acceptance/Non-acceptance of Parents

- (22/4) parent feels can approach tchrs
- (25/4) parent feels like pupil when visits
- (25/4) another parent labelled 'stirrer'

Use of Community Resources

- (2/4) visit to market garden
- (16/4) guest speakers support tchr authority
- (21/5) trail walk - mentioned in newsletter

Confusion re Goals

- (3/4) uncertainty by principal - response to research intro.
- (24/4) unsure value of library skills teaching
- (21/5) school scheme - philosophy (but basically socialization)

Curriculum Can Serve Multiple Goals

- (10/4) Std.2/3 Tchr - art used to secure conformity to curric.
- (22/4) games as reward for school work

Teacher Stress

- (6/4) Std.2/3 teacher headache
- (6/4) Staff room sanctuary - two jun.chn shooed away
- (13/4) tchg as coping
- (16/4) Std.2/3 tchr switches to social aspects

2 June

① ON Good Manners to Stand

At assembly after lunch the principal told the children that when a teacher first comes into the room they should stand because it was good manners and they will then show respect when they are older. He said that less respect was being shown by young adults today.

TN The principal is asking the children to show deference to adults, a value which he holds to be important.

9 June

② ON P.O. Bank Cheque Assembly

After lunch today a special assembly was held. The postmaster from Shirley Post Office was invited along to make a presentation of the annual P.O. Savings Bank cheque to the school. He was invited by the principal to make a small speech before the presentation, and two senior students replied on behalf of the girls and boys respectively. The clerical assistant was asked by the principal to remain at school for the assembly (she normally finishes at lunch time) since she was the one who mostly handled the banking.

TN The principal was engaging/ⁱⁿ a public relations activity. He appears to want to be seen to be doing the 'right' thing. As far as the children are concerned, the notion of making money is being reinforced, as is the notion of external reward by higher powers.

10 June

③ ON Parents' Evening

At the after-school staff meeting the principal said we would have a parents' evening on Wed. 15 July at which the parents would hear a short talk and then see some children from each class working at mathematics or social studies or whatever we decided. When I asked what the purpose of the evening was the principal said that he took my point and explained that it was really a public relations exercise to involve the parents in the school. They had found that the parents would attend if the children were present and doing something.

TN The purpose of the evening seems to be to have the parents accept the school on the school's terms. In other words, the principal wants parents to affirm and conform to the projected image of the school.

11 June

④ ON Parents Seek Std. 2 Level Advice

After school I visited the home of a girl in my class who has broken her leg. Both parents asked my advice about their youngest child who will be in Std. 2 next year. They had heard that the regular Std. 2/3 teacher was no good and that many parents had sent their children else-

where at that level. They felt that their boy would need continued help to learn properly and they were worried that he might not get it at the Std.2 level if he stayed at the school. They then described an encounter they had had with the teacher in question when their daughter (whom they felt was more capable) had been in the class. The girl had told the parents how she did not understand some of the mathematics that they were doing at school but when the parents had discussed it with the teacher she had told them that the girl was doing well. They didn't believe the teacher though. They added that they felt they couldn't raise the matter of the youngest child's schooling at the Std.2 level with the present principal: the mother said that she would be too frightened to ask him.

TN These parents are saying two things: firstly, that at the Std.2/3 level the teacher does not seem to provide the kind of education that they and certain other parents feel is necessary for their children, and secondly, that the principal (for some reason) is unapproachable on the matter.

12 June

① ON Relieving Teacher Observations

Before school I was talking to the relieving Std.2/3 tchr. She said that she was astounded at the lack of mathematics apparatus at the Std.2/3 level, at the lack of basic readers at children writing in text books and at the old dilapidated language material on the shelves. She concluded that the place seems to have 'stagnated.'

TN She is saying that the area/s of the school that she has encountered in her first week lack direction and drive.

② ON Stagnation

I have also observed a lack of sets of basic readers, a lack of serviceable games equipment, a disarray of science equipment (some even stored in the men's toilet) a lack of certain basic-issue classroom items (eg. clock, stapler, sharpener), weeds and rubbish around the grounds. My image of the school was one of a tired, worn-out, neglected institution.

TN I am also saying the school seemed to lack purpose and energy.

③ ON Toe-Treading

When I asked the relieving junior teacher before school if she would help me in my research she said that she would but that she "might tread on some toes." I told her that her remarks would be strictly confidential.

TN The relieving teacher is saying that she doesn't agree with some of the things that she sees teachers doing or not doing around the school.

22 June

① ON Contemplated Teacher Change

After lunch the principal told me that the parents of two of our children had called this morning to say that they were sending their children to another school because the girl in Std. 2 had not been learning anything under the regular Std. 2 teacher (who is on leave overseas at the moment.) The principal mentioned that other children had left the school at this level and he felt we couldn't lose too many more. He thought it might be wise to transfer the Std. 2/3 teacher to team teach in the open-plan junior school even if she mightn't be too happy about it. He also mentioned undesirable things which the relieving tchr had found relating to the Std. 2/3 children's work (eg. they had been writing in text books). He thought that the regular teacher probably controlled the children and was a bit surprised when I said that she couldn't really. He wondered what I thought of the idea of transferring the teacher to the other class.

- TN The principal here is indicating three things:
- (1) that he hadn't been fully aware of the children's learning situation in one room,
 - (2) that he is willing to listen to advice,
 - (3) that he is prepared to make changes to try and remedy a weakness in the school's functioning.

② ON Reports to Parents

Following the above discussion the principal showed me the children's report form that has been used in recent years and explained how it has been used. I agreed with the basic format and certain aspects of the use of the form, explained problems relating to other uses (eg. normative aspects) and suggested some alternative ways of using the form. The principal was interested in the problems I mentioned, said that he felt parents would welcome a different approach and asked if I would explain the alternatives to the other members of the staff at a special meeting.

- TN This time the principal is saying that:
- (1) he has been vaguely aware of the need to improve the use of the form but has not been sure how to do so,
 - (2) he is prepared to listen to advice and to negotiate changes.

③ ON Unco-ordinated Left/Right Hand

After school I spoke to the relieving Std. 2/3 teacher in her classroom. She spoke of her problems during her first couple of weeks at the school. She found that the notes left by the regular teacher were inadequate (no mention of children's reading levels etc.) but when she had sought advice from the principal as to what the children had been doing or should be doing he did not seem to know she said. She had a copy of the school scheme but was told by the departing teacher that she hadn't done any of the social studies topics listed and that the relieving teacher was free to choose anything from the list that she

wanted. The relieving teacher also noted that there seemed to be little or no sharing of ideas or achievements between staff or between children in the various rooms. For all the rest of the staff and children knew, she and her children could be in a world apart. She characterised the situation by saying that, "The left hand doesn't know what the right hand is doing."

- TN This teacher is saying several things, namely:
- (1) the class programme was disorganised,
 - (2) the school scheme existed but was not followed,
 - (3) the principal didn't know what was happening at the Std.2/3 level,
 - (4) teachers tend to keep themselves to themselves rather than offering advice/help to newcomers or to operating as a team.

25 June

① ON Reading Ages

Today the relieving Std.2/3 teacher tested all the children in her class on Forms R & B of the Gap Reading Comprehension Test. The results of this testing, combined with the results of my testing the Std.4/F.1 children on 3/2/81 are shown below:

Std.2 - F.1

Rdg Age in Relation to C.A.	No.	%
>2yr above	1	2
2yr "	1	2
1yr "	8	15
At	8	15
1yr below	13	24
2yr "	10	18
>2yr "	13	24
Total	54	

RESULTS BY CLASS

R.A. in relation to C.A.	Std.2	Std.3	Std.4	F.1(boys)	Tot.	
> 2yr above	-	-	1	-	1) $\frac{1}{2}$ of these chn*
2yr "	1	-	-	-	1	
1yr "	2	1	4	1	8	
At	-	5	2	1	8	
1yr below	8	-	5	-	13	
2yr "	3	3	4	-	10	
>2yr "	3	1	4	5	13	
	17	10	20	7	54	

* $\frac{1}{2}$ of these children have arrived at the school in the last 9 months.

The results show that about $\frac{1}{4}$ of the children are reading more than 2yr below their CA, and that $\frac{2}{3}$ of them are reading 1yr or more below their CA. Of the 10 children reading above their CA half have arrived from other schools in the last 9 months, including the 2 children reading 2yr or more above their CA.

TN Given the fact that two teachers share only 25 children in the junior room it would appear from these results that the development of children's understanding and skills in reading has not been a serious goal of the teachers at the school. Probably they have gone through the 'motions' of teaching reading. When a previous comment of the principal is recalled it would seem that if the teachers have been aware of deficiencies in children's reading then they have preferred to blame the background of the children rather than look at their own programmes.

30 June

① ON New Report Use

At staff meeting this afternoon the alternative non-normative use of the children's reports (Previously mentioned) was discussed and agreed to without dissent and will be implemented for the half-yearly reports soon to be written.

TN The teachers are prepared to make changes when they have a chance to consider the alternatives. The principal is prepared to implement the changes.

26 June

② ON Junior Reading Programme

Before school this morning I was talking to the relieving Std.2/3 teacher in her classroom about the reading test results for her class. She wondered what the two junior teachers, sharing only 20 something children between them, did by way of teaching the children. She mentioned one of the junior teachers and asked how that teacher could prepare to teach properly when she didn't arrive at school until about 8.50am each morning, was at school during the lunch break only on the day when she was on duty, and when she left for home immediately school finished each day.

TN The relieving teacher is saying that the poor reading of children at the Std.2/3 level stems partly from their lack of instruction at the junior level. She is also suggesting that at least one of the junior room teachers does very little to earn her pay.

7 July

③ ON Reading Clinic Comment

Before school this morning I was talking in my room to the lady from the Reading Clinic who visits the school twice a week. She mentioned that she had been asked to assess another child at the school. When I referred to the recent Std.2/3 reading test results and the fact that perhaps as a school we should look at our total reading programme she outlined how last year she had done some work with the Std.2/3 classroom teacher and with the teacher who had occupied the room I am in now. She said that she felt it would be important to work with the junior room teachers as well and that she asked diplomatically several times if she could do so but she 'couldn't get a foot in the door.' She wondered what they had to hide. She also mentioned that a reading adviser told her that she (the adviser) had met with a similar response.

TN This reading specialist is saying that the junior room teachers were neither responsive to discussion nor advice relating to reading.

① ON Netball/Rugby Congratulations

At the 2.30pm assembly in the junior block today the principal specially congratulated the children in the rugby team and one of the netball teams who were placed in a winter tournament last week. He asked the netball team members to stand and had one member tell the assembly what the team had achieved.

TN The principal is again emphasizing that visible success is a good thing. He is also adding a layer of external reward, probably as a subtle (although not conscious) control technique. There is the value that success should be publicly proclaimed. (See DONALDSON pp.116-118)

9 July

② ON Neighbouring School Sports Visit

At 2pm this afternoon a senior rugby team and a senior netball team from a neighbouring school visited to play games. When the games ended our principal assembled all the players, made a speech himself and then asked a representative from each of the 4 teams to make a speech in turn. The team members then partook of afternoon tea supplied by parents of our team members.

TN Visits by children from other schools for sporting purposes are part of normal school life but visits by children for cultural or other purposes are not. At least none have taken place this year.

Again, the formal offering of speeches, together in this case with material hospitality, is regarded as important.

③ ON Language Development

This morning in class I was again discussing with the children a sequence of development in written language (eg. from simple to complex sentences, from simple to more descriptive word usage) to provide them with identifiable developmental goals. I illustrated how, in terms of their recent performance, many were still at a relatively early level of written language development. One Std.4 girl said that other teachers had never explained these things before, or helped them to improve their written work; they had just been told to 'write something.'

TN If what the girl is saying is correct then it would appear that the teachers in the lower school at least are themselves unclear about written language goals.

15 July

① ON Demonstration Evening Book Sale

This evening at 7.30pm parents and children gathered in the junior room as an introduction to the demonstration evening in mathematics. On the way in they passed a display of books, one or more of which they were invited to purchase for the school. The principal explained at morning interval in the staff room that the committee had agreed to the display and invitation-to-purchase scheme since it would enable school funds to be spent on additional resource material. Parents, other than Committee parents, had no prior knowledge of the display.

TN In a sense the school principal aims to use social pressure to persuade as many parents as possible to contribute extra funding.

20 July

② ON Migraine

In the staffroom at morning interval the permanent junior room teacher (who arrives at school at 8.50am and departs at 3.10 pm most days) said that she had been away last Thursday with a migraine. She said that the stress of the Wednesday mathematics evening had brought it on.

TN The teacher is saying that she cannot cope with curricula activities involving parent observation.

21 July

③ ON Teacher Task Distribution

Before school this morning I was in the junior block talking to the relieving junior room teacher and the relieving Std.2/3 teacher (who apparently never know from one term to the next whether they will have a job or not.) Both said that they were surprised when they arrived at the school to find that Std.2/3 science and health was taken by one of the junior room teachers, that Std.2 mathematics was also taken by one of the junior room teachers and that Std.2/3 music was taken by one of the senior room teachers. The relieving Std.2/3 teacher wondered just what sort of a teacher the regular Std.2/3 teacher must be if she opts out of the above subjects but takes no other children for anything. Both relieving teachers concluded that the regular Std.2/3 teacher was incompetent and both expressed annoyance that she should have a permanent job while they couldn't even get one.

TN These two teachers are expressing a sense of frustration at what they perceive as an injustice, namely that an incompetent teacher can hold a permanent job and be carried in that job while they have complete lack of security of tenure.

④ ON Sliding By

The relieving junior room teacher went on to describe the activities of the permanent junior room teacher the previous morning. She did not arrive at school until about 8.50am and went directly to staff meeting from which she returned to the junior room at approximately 9.10am. She then began looking for reading books. At about 9.30am she went across to the spare room to take Std.2 mathematics, 20 minutes later than she should have. She returned to the junior room at 10.00am, the normal time, but then disappeared to the administrative block to do some duplicating and the relieving teacher did not see her again until playtime at 10.30am. The relieving teacher said that she herself takes three reading groups while the permanent teacher takes one but she feels that she can't complain too much since they share only 25 children between them and other teachers are much worse off. She feels, however, that the permanent teacher is not preparing her work properly and is not really helping the children to learn which is a shame because most of the children seem to have ability. As far as she can see the permanent teacher takes some children individually for some work and then they are sent away to play instead of having further structured learning activities. They thus get into a habit of playing, doing what they like, instead of learning and getting enjoyment from their success said the relieving teacher. She finished by saying that of course it was much easier for the permanent teacher if she didn't bother to plan anything.

TN The relieving teacher is expressing annoyance at the lack of effort of the permanent teacher whom she regards as a poor teacher. She is saying that the permanent teacher's goal is to get by doing as little as possible.

29 July

② ON Folk Dance Programme

At staff meeting after school the principal showed us an end-of-term folk dance evening programme on a blackboard. He said that the children would dress up and it would be a fun evening, not something that the children practised and practised for. Most of the dances on the programme were junior-type dances.

TN The manner of presentation of the programme to the staff suggests that it is a standard format used by the principal each year. The 'philosophy' expressed indicates that it has little to do with children's development but a lot to do with school-community relations. It's another one of those things that you 'do'.

31 July

③ ON Folk Dance Evening Opinion

Before school I was talking to the relieving Std.2/3 teacher in her classroom. She said that from what the principal had mentioned regarding the organization for the folk dance evening and the idea that it was supposed to be a 'fun' thing she feels that it will be a shambles and she is wondering how she can avoid it.

TN This teacher probably sees self-discipline and orderliness as important in social situations. She appears not to want to participate in, or perhaps be identified with, a school function which does not promote these values.

① ON Folk Dance Practice

The principal invited the children from my room to join his in their cleared classroom for a 2pm folk-dance practice, the second that his children have had this year although mine have had dancing regularly during the winter term.

During the practice session I noted

- (a) that the principal did not attempt to have his children dance in time to the music
- (b) that he organised the partners instead of letting the children choose their own
- (c) that his F.2 children did not know the very basic waltz hold used in many of the dances appropriate to children of this age
- (d) that he chose dances more suited to junior children
- (e) that a number of the F.2 boys in particular did not attempt to do the proper steps when they joined in a social dance with the children from my room.

TN All this seems to mean several things, namely that the principal does not see the development of children's social skills as a goal of folk dancing, that he probably knows the sequence of a small selection of folk dances which he uses each year, that he doesn't see the need to match dances to the level of children with whom he is working, and that the holding of a folk dance evening is for public relations purposes rather than for social education purposes. In short, the children are to be used for school image building.

4 August

② ON Junior Room Late Opening

This morning the relieving junior room teacher was away sick and the doors of the junior room remained locked until about 8.50am when one of the many children waiting outside in the cold asked the clerical assistant if she could open the doors for them which she did. The permanent junior room teacher had still not arrived by this time. The principal, who knew of the sickness of the relieving teacher, did not open the doors to let the children inside out of the cold.

TN Neither the permanent junior room teacher nor the principal seem to be concerned for the real welfare of the children.

③ ON Trampoline Success Congratulated

During the weekend one of the F.1 girls won the South Island trampoline championships in Nelson. At the after lunch assembly today she was asked by the principal to step onto the verandah and show her certificates. The other F.1 girl was required to make a speech to her and present her with a congratulation card signed by staff and students.

TN Here, a success which had nothing whatever to do with the school was used to reflect some credit on the school by association, to promote the idea of individual achievement and to extend the external reward/control network.

7 August

① ON Children as Objects - Lack of Sympathy Shown

After school a Std.4 girl described how, when she was in the sick bay a few minutes previously fixing up a cut on her hand, a Std.2 girl came in with a bruised and bleeding mouth and the principal told her just to have a drink of cold water and it would be all right. The Std.4 girl said she was very annoyed that the principal didn't attend to the younger girl's injury properly.

TN The girl is saying that the principal isn't sympathetic to children and their problems.

12 August

② ON Restricted Sports Offering

I was speaking to the relieving Std.2/3 teacher at the netball court at 2pm as we watched our girls play teams from another school. She said that it seemed very restricting to offer our girls only netball as a winter sport. When they went to high school they would find a variety of sports but would be at a disadvantage since other children would be more familiar with them. She also felt that if the primary school offered more sports then the girls wouldn't have to hang around so much on sports day waiting to use the one netball court.

TN The teacher is saying that the school/seem: to have got themselves into a pattern of offering a single winter sport for girls and that this choice is not based on a realistic consideration of the needs of the girls today.

21 August

③ ON Individual Child Help

This morning a psychologist visited the school to reassess a Std.2 girl. In the staffroom at lunch time he was talking of the need for the girl to have about 1 hour individual help daily, and the possibility of the Dept of Educ. allocating this extra time. The principal felt that the clerical assistant who had good rapport with the girl could probably handle the task if approval were granted for the extra hours. This is the first time this year that the principal has considered that any English-speaking child needed help outside the regular classroom programme and I have been the only teacher out of seven to provide such help. The clerical assistant could be deployed for this purpose within her normal time allocation but isn't.

TN Outside intervention seems to be required to establish the needs of individual children at the school, which would indicate that providing for individual children's special education needs does not seem to be a goal of the majority of staff members. Presumably the principal does not see this as part of the clerical assistant's regular role.

10 Sept.

① ON Junior Reading Advice

In my room before school this morning I spoke to the visiting reading specialist who is now assisting the junior room tchrs on two half-mornings a week. I asked her how she had achieved a breakthrough, given the previous negative response of the junior room staff. She said that the permanent junior room teacher was concerned about the reading of two children and had asked her (the specialist) if she could see them. The inspector's letter to the school had then subsequently advised that the specialist would still be available to the school and could continue assisting the junior room teachers. So here she was again, she said. She also said that she wanted to get the Std.1 children moving because many of them were only up to a certain book which wasn't very far.

TN The adviser is saying that she was able to capitalise on an opening to begin providing assistance in the junior room where it is desperately needed, readingwise. One can infer from these circumstances that reading achievement was not a serious goal of junior room staff until the end of term 1 this year. It appears that there may be changing emphasis in relation to this goal on the part of the junior room staff.

MN What has induced this change:

- (a) the fact that the senior teacher in the junior classes has left the school and the permanent junior room teacher can now pursue goals which she feels important ?
- (b) has the relieving teacher pointed out low achievement and prompted the permanent teacher to seek help ?
- (c) have parents been asking questions about their children's reading achievement ?
- (d) is it a combination of some of these things ?

② ON Art & Craft Goals

Also before school an art and craft adviser (who is at the school on a routine visit and is taking Std.2/3 and F.2 chn for art lessons) looked into my room and said how delighted she was to see one room in which children were doing something worthwhile in art. She said that some of my children's work was exquisite and asked if I enjoyed taking the subject.

TN She is probably saying that other teachers in the school do not see art and craft as an important goal, or if they do, they don't know how to achieve it.

11 Sept

③ ON Individual Reading

Since the visiting reading teacher began work on Tuesday I have seen the permanent junior room teacher each day taking some of the junior room children individually for reading in a quiet corner of the school.

TN This would indicate that reading achievement has assumed new significance as an educational goal for the junior room teacher.

11 Sept

① ON Science, Not Gymnastics

Out on the playing field during afternoon tabloid sports the relieving junior room teacher again mentioned her taking science with the Std. 2/3 children. She said that she didn't know anything more about science than anybody else. She thought it would have been more appropriate if she had been asked to take the children for gymnastics, an area in which she did have some expertise. (I asked her to be in charge of some gymnastic activities as part of the tabloid events because I knew that she took gymnastics at club sessions in the district.)

TN The teacher is saying that the school management is not really utilizing her special abilities.

② ON Multi-Level Class

After lunch I was in the principal's office and we were looking at class numbers for next year. The principal said that he didn't know about me but he finds it difficult to have more than one class in his room for which to arrange work. I recalled then that I have noted on several occasions when I have glanced in his room for various purposes that on one side of his blackboard he has listed the language and mathematics work for his children for the day. The form 2 children have their allocation and the two form 1 girls have their separate allocation which invariably consists of certain pages from text books. He thought he would take just F.2 next year.

TN The principal sees teaching in normative terms. If chn are designated a certain level then they work at text book material supposedly appropriate for that level, regardless of the children's actual achievement.

The principal is also saying that he does not find it rewarding having to divide his energies between two or more levels.

14 Sept

③ ON Children's Injuries

In the staffroom before school the principal asked about a Std. 2 girl whom I had taken home in my car on Friday afternoon with a sore leg. He said that he thought there wasn't much wrong with the leg and that the girl was making out it was worse than it was. I said that I suspected the same thing. The principal then went on to say that it wasn't a good thing for a child to behave that way, "although you don't want them acting in such a tough manner that they won't tell you when something is really wrong." I said that I leave parents to worry about that aspect of their children's development.

TN The principal has a definite character-building goal in mind in this situation whereas I don't. Note from previous observations that the children tend to interpret the principal's character-building in these situations as callousness.

① ON Long Distance

In the last part of the afternoon I took my children out to have a jog around the track. Two Std.4 girls asked, "Do we have to run in the long distance race on Friday?" I asked why and they replied, "We don't want to." When I pressed them further one said, "It gives me a sore throat," and the other answered, "I can't run that far."

TN These two girls disagree with a particular school sports goal, one on the grounds that it is dysfunctional for her, and the other on the grounds of unattainability.

15 Sept

② ON Std.2/3 Project

After school a Std.2 boy asked me if I had anything on the Cook Islands. I asked him what he wanted it for and he said a project. I said I had a book and some slides. He wanted to know if I had any pamphlets he could cut up because he wanted to make a book. I said I didn't and asked if the whole class was studying the Cook Islands? He said, "No, we had to choose anything and I chose the Cook Islands." I asked him what he was supposed to study about it. He said, "I don't know. It was better when Mrs (the relieving teacher) was here. We knew what we were doing then."

TN The boy is saying that lack of direction is confusing. He is also indicating that without a clear goal, he will do something that he hopes will be acceptable. It sounds like an irrational approach to learning

23 Sept

③ ON Sports Result List

During school time this afternoon (about 1-30pm) one of the F.2 girls came in with a typed list of long-distance race results and asked if it could be pinned on the wall. I overheard the principal asking the teachers' aide to type the lists in the morning. The list included chn's times as well as their placings.

TN The principal sees sports result analysis and success as important goals to be pursued through and reinforced by public achievement display.

23 Sept.

① ON Questionmark About 'Learning Stock'

The principal looked into my room after school this afternoon and asked about the music. When I said that we were making slow progress he again wondered about the background of the children. He felt that their 'stock' was probably the reason for their slow progress. He mentioned that of the children that he last taught at his last school, seven were now at university but he couldn't imagine that any of the children in his present group would make university. It would take some of them all their time to get school certificate he felt.

TN The horticultural metaphor indicates that the principal believes that the children have either 'got it' or they haven't. Goal-wise, the principal is saying that if the children have ability then you can help them but if they haven't then there is not much that you can do about it.

② ON End to Fighting

Continuing the above conversation the principal went on to mention that when he arrived at this school he found that the children fought among themselves quite a lot, something which had not happened in his previous rural school, so he had had to take action to put an end to it. He supposed that it was a pattern that had grown up at this school before he came.

TN In this case the principal is saying that the school community should be a harmonious one so far as the children are concerned

24 Sept

③ ON Library Pulling

At 2pm my class went to the library for films. Shortly afterwards the F.2 class arrived as arranged but several F.2 boys immediately began pulling some Std.4/F.1 boys off their chairs. When I asked what they were doing they said 'getting a seat'. I said that I didn't see any spare seats and one F.2 boy replied, "It's not fair. We had to get off the seats for the F.2 last year."

TN The boys felt that physical force was justified to gain what they perceived as their 'right' and experienced frustration when they discovered that I had altered the norm from age domination to mutual respect.

④ ON Teasing Not Appreciated

At 1pm we were discussing in class the problem of how boys and girls could talk with each other without fear of being teased. Most admitted that they had teased someone at some time but felt that they could (in the words of one boy) be more 'mature' about it now but one girl said that they could still be teased by F.2 children who don't discuss these things openly like we do.

TN The children are saying two things: they conform to a particular pattern of interaction through fear of embarrass-

ment, and secondly they believe that these real situations should be part of the school programme.

25 Sept

① ON Zone Cross Country

At 11am I was at a neighbouring school where a zone cross-country was being held. I was talking to the parents of one of our children taking part and saying how there were invariably two or three children who were much better than the rest in this kind of event. Their S.2 boy was competing against S.4 children as well. The mother replied that it didn't matter because as far as they were concerned participation was the thing. The father who is a harrier agreed

TN These parents are saying that as far as sports are concerned participation and enjoyment come first and success comes second.

② ON Distance Run Records (Sch. Newsletter, Sept. 1981)

Distance Runs: On Friday we combined with Ohuruia to hold these events.

Some fine efforts were made by the children with Yvonne Niests 2 min 58.1 sec and Christopher Murphy

8 min 53.9 sec setting new records.

On Thursday 24th September the six fastest runners in each section will represent the school in the Eastern Zone Cross-Country.

TN Sports success is again being emphasised by the principal

③ ON More Sports Successes (Sch. Newsletter, Sept. 1981)

Pupils Successes: It is very pleasing to record the standard reached by two of our pupils. Patricia Stewart won her grade of the Nelson, Canterbury and South Island Championships, while Gary Watson was selected in the Canterbury Primary Schools Rugby Team.

TN Achievement in sports which has little to do with the school is being used to reinforce the success idea and to reflect some credit on the school by association.

① ON Special Thanks to Parents (Sch. Newsletter, Sept. 1981)

✓ Thanks to Parents: Opportunity was taken at a recent assembly to express the thanks of the Staff and the Pupils for assistance given with sports during the winter term. Mesdames Bennets, Jorgensen and Walker were each given a "Thank You" card. As Mr. & Mrs Walker are leaving the district at the end of the month a bouquet of flowers was also presented - Mrs. Walker is at present a member of the School Committee.

TN Apart from probably being a genuine expression of thanks to the people concerned this article also serves to promote good school-community relations and hints at the desirability of parents assisting the school.

② ON Special Staffing (Sch. Newsletter, Sept. 1981)

We have been granted special Teacher-Aide assistance to help children in special areas; people working here are Mesdames H. Green, J. Irvine and E. Vogelenzang.

Our roll number though low is sufficient to enable us to retain our present staffing numbers next year.

The advantages to the pupils are very obvious.

TN In this article the school is being shown as a desirable place for children to get their education. However, there is a contradiction contained in it. If one of the extra people is excluded (as she provides special language assistance to immigrant children) then we have the situation where the school with its extremely favourable teacher-pupil ratio is unable to cope with its identified problems and needs the assistance of two other people.

① ON Art Exhibition Request (Sch. Newsletter, Sept. 1981)

South Island Art Exhibition: Following a visit from Miss Leeming the school has been invited to submit samples of the pupils work for the 1982 Star South Island Exhibition.

TN Implied in the above article is the idea that the school is successful in the area of art as well as other areas. In other words, parents can be assured that their children will receive a balanced and quality education at the school.

28 Sept.

② ON Staffroom Sanctity

At a teachers' meeting in the staffroom before school the principal was trying to decide where to locate one of the visiting teachers. He rejected the use of the staffroom because he said, "I don't want the children becoming too familiar with this part."

TN The principal views the staffroom as a symbol of the distance that needs to be maintained between staff and students. It is an inviolate sanctuary.

③ ON Third Term is Too Late

At the meeting mentioned above we listened to a list of forthcoming events detailed by the principal ranging from pet parades to athletics events. I remarked that I wouldn't mind a bit of time to teach the kids something. The Std. 2/3 teacher added, however, "They say the first term is too early, the second term is too cold, and the third term is too late."

TN I am saying that the various events interfere with my goal of helping the children develop their intellectual abilities.

The Std. 2/3 teacher is indicating that she thinks little can be done to develop their intellectual abilities anyway.

(1) 29 Sept.

Staffroom Sanctuary

- ON At morning interval three girls came to the staffroom to relate some problem to their teacher, the Std.2/3 teacher, concerning playground behaviour. First she said to them to find the teacher on duty but someone pointed out that the duty teacher was held up in the office. After saying something non-committal to the children the Std.2/3 teacher added, "You shouldn't come to the staffroom."
- TN The teacher is saying that she doesn't want to hear about the problem, that she wants to be left in peace in the staffroom.

(2) 30 Sept

Boys/Girls Separation

- ON At about 12-45pm when I was playing padder tennis with a few children four of the girls from my class appeared from around the building and said that they had a complaint. Most of the children from my room had been playing bar-the-door at the other end of the field. An argument had developed between one boy and one girl over something and the duty teacher, the permanent junior room teacher, had said, "Right, boys up this end and girls down here." The girls were annoyed at this separation they said because apart from this one incident they had all been playing sensibly. About five minutes later the duty teacher spoke to me and confirmed what the children had said.
- TN The children are saying that sex separation is not the way to resolve this kind of behaviour.

(3) Athletics Records

- ON At morning tea in the staffroom I asked the clerical assistant if it were she who had to prepare all the cards for the athletics events. She said it was and the thing that took the time was the search through the records for the various athletics records (time/distance) that the principal required on the cards. She then related how she had left one sports activity last year to help another teacher who was trying to get all the long jump measurements on sports day.
- TN The clerical assistant is saying that there seems to be an emphasis on times, distances, results and records.

(4) Pre-Sports Event

- ON Today the principal asked me to run the cricket ball throw for all the juniors and intermediates. This took 50 minutes of the afternoon although each child had only about 5 sec. activity.
- TN I am saying that the activity does not reflect the needs of the children. Sports seem to constitute an institution within an institution at this school, as promoted by the Pr.

3 Oct.

(1) Removing Sex-Stereotyping

ON The following extracts are taken from the Dept. of Education pamphlet 'Equal Opportunity in Schools ?' distributed to the staff by the principal on 25 March.

Every teacher has a responsibility to help remove sex discrimination in the education system.

What happens in your class, in your school? Are you giving girls and boys equal educational opportunities?

School organisation and procedures

There are many ways of dividing the class into two groups other than by sex. It is just as easy to do it according to colours of the children's clothes, or the initial letters of their names.

When it comes to discipline, teachers sometimes unintentionally apply a double standard. The same standard of behaviour should be expected of boys and girls, and similar behaviour should meet with the same degree of approval or disapproval, regardless of sex.

Finally, the way adults in schools behave is important, because they are seen as models. Try to ensure that children at your school see the women making decisions and taking responsibility as much as the men. A woman might take the main role at assembly, for example.

Children absorb from adults, and from radio, television and books, the idea that the roles of women and men are separate. This expectation can limit the aspirations of both boys and girls, and hinder the full development of their abilities as well as their confidence and self-esteem.

Allocate cleaning up activities and other chores equally between girls and boys.

TN The Dept of Educ. 's saying emphatically that teachers should do all in their power to remove sex stereotyping in schools.

(2) Special Assistance for Dutch Children (from 'Notice to Parents' No.9 31 July 1981)

ON The special assistance in the note below was obtained only after a teacher from a neighbouring school, who happened to be at this school on an unrelated matter, mentioned that he thought the Dept could provide such assistance.

Special assistance has been made available to provide help for the large number of children at the school who have recently left Holland. We are very fortunate to have the assistance of Mrs. E. Vogelenzang for 2½ hours a week.

TN Children's needs are now being catered for as the result of outside initiative.

3 Oct.

(1) ON Swimming Results (School Newsletter, March 1981)

Swimming: This season has been one of the coolest for several years; after the wonderful weather during January the amount of swimming instruction given in our pool has been curtailed by weather conditions. Our swimming sports were held at the Papanui Pool on Friday 27th February. The programme was considerably shortened because of the weather; if we did not take the time offered we would have had to wait until the 3rd term. During the Championships 3 new records were established by Andrew McPherson Breastroke 24.8sec, Nina Lutton Breastroke 22.2sec and Gary Watson Backstroke 21.9. In the Eastern Zone Sports held in the Central New Brighton Pool our school performed very well. Andrew McPherson won the Final of the Free-style, Backstroke and the Butterfly; Philipa Biddulph was 3rd in the Freestyle and Backstroke; Nina Lutton was 2nd in the Freestyle and Linda Nieste finished 3rd in the Backstroke. The Girls relays, under 8 and 10 were both placed 3rd in their races. All the above pupils plus those in the relays are eligible for the Christchurch Finals at Q.E.2 on Tuesday 17th March. Our Swimming Champions for 1981 are Girls: Nina Lutton Boys: Andrew McPherson.

TN The emphasis is on success, results and records.

(2) ON Scholarship Success (School Newsletter, March 1981)

H.W.Gourlay Scholarship: ~~Congratulations~~ ^{Congratulations} to Elizabeth Heinz on being placed first in the above scholarship competition. Elizabeth is now in the 3rd Form at Avonside Girls High.

TN Success reflects some credit on the school.

- (1) ON Flower Show Success (School Newsletter, March 1981)

Flower Show: Considering the smaller roll this year our total entries of 512 were excellent. As this is the 4th successive year we have had the show the improvement in the standard of all exhibits is very noticeable. Special thanks to all our Judges and to Parents for their support.

TN The school runs a successful show. Community relations are important.

- (2) ON Favourable Teacher/Pupil Ratio (Sch. Newsletter, March 1981)

School Roll: 92 47 Boys 45 Girls.
As can be seen our school has for the first time for many years a roll under 100 pupils. This has meant smaller class and consequently much closer individual attention for each pupil. It is to the pupils to take every advantage of such a favourable Teacher/Pupil ratio.

TN The school is a very desirable place for children to attend to get a good education.

- (3) ON Pupils Behaviour Complimented (Sch. Newsletter May 1981)

Compliments on Pupils Attitudes and Behaviour: It is very pleasing to hear from other schools and organizations of the excellent attitudes of Marsh-land children. The Staff and myself fell very proud of the present pupils who get along very well with each other and are a credit to their Parents, the School and themselves. 1981 is proving to be a most rewarding year for all concerned.

TN The school is a very successful institution and must be desirable educationally.

(1) ON Appreciation for Cmtte Work (Sch. Newsletter, May 1981)

Householders Meeting: There were 21 people present at the biennial meeting held at the school on Monday 27th April, this compares with an attendance of 23 at the 1979 meeting. During the evening the new School Committee was elected as follows:

Chairman: Mr. M. Palmer

Secretary: Mr. R. Burn

Treasurer: Mrs M. McCaskey

Other members of the Committee are: Mesdames C. Palmer & B. Walker and Messrs M. Jorgensen & K. Harford.

I do wish to thank those former members of the Committee who did not seek re-election; Mesdames J. Oakes, J. Smith & H. Eskett, Messrs A. Waugh & E. Jenkins. Special appreciation to those who held office during that period. Mrs. Oakes who was Secretary for 2 years, Mrs. Eskett who was our Treasurer during her time on the committee and to Mr. A. Waugh who after serving as Secretary became Chairman for the past 2 years. His devoted work to Marshland School has been held in high esteem.

TN The principal sees good school-community relations as important.

(2) ON Social Studies Thanks (School Newsletter, May 1981)

Social Studies: We are very much indebted to Mr. L. Trott for his fine co-operation on visits to his market garden. The work produced following these trips was of a very high level.

TN Reinforcement of good school-community relations. The school is a success story educationally.

- (1) ON Miss Windmill Success (School Newsletter, May 1981)
 It is very interesting to record that
)Miss P. Van Schaijik who was at Marsh-
 land last year has won the Miss Wind-
 mill contest held recently in Auckland

TN The school is associated with success again.

- (2) ON Anzac Appreciation (School Newsletter, May 1981)
Anzac Service: As has been the custo
 over the past few years a service for
 the pupils was held in the school on
 Friday 24th April. The music was suppl
 by Mr. F. Biddulph while Mrs Brand and
 Mr. Van't Wout conducted the ceremony.
 A fine address was given by Mrs. Van't
 Wout.

TN The school stands for traditional values for good solid
 citizenship development and community participation in
 this respect is commendable.

- (3) ON School-Parent Harmony (School Newsletter, May 1981)
Parent-Teacher Interviews: I was pleased
 with the high percentage of Parents
 who took the opportunity of discussing
 their child's progress with the Staff.
 It is by both groups working in harmony
 that the very best can be given to the
 children.

TN The principal wants parents to support what the school
 teachers are trying to do.

(1) ON Maths Evening (School Newsletter, July 1981)

Maths Evening: It is intended to have an evening at the school on Wednesday 15th July commencing at 7.30 p.m. This will be along similar lines to last years reading evening and will involve pupils from all classes. There was a splendid response last year and it is anticipated that there will be a similar turn out this year. The programme should conclude at 9 p.m.

TN The principal wants parents to support the teachers.

(2) ON Children Changing Schools (School Newsletter, July 1981)

The following article was prompted by one mother withdrawing two children because she felt that they were not being taught satisfactorily. The mother came to see the principal about the matter but only after she had been advised to do so by the principal of the neighbouring school where she had gone to enrol the children. I learned of this in a personal communication from the deputy-principal of the neighbouring school concerned.

School Roll: 98 48 Girls 50 Boys.

The number of pupils on the roll has risen slightly since the beginning of the year. Like many schools nowadays roll numbers are critical and I would ask any Parents who contemplate a change to please come and discuss any problems which they may have before making their final decision.

TN The principal is saying that he may be able to resolve the problem so that no change of schools is required. The feedback he is seeking is only that before a parent takes a final drastic step, though.

(1) ON Sch.Cmttee Anticipation (School Scheme)

The following was typed into the school scheme at the request of the principal before the school cmtte elections were held.

The School Committee consists of 7 members. At the 1981 Householder's meeting the following were elected.

CHAIRMAN
TREASURER
COMMITTEE

SECRETARY

There was a very good attendance of parents at the meeting. Over the years the Committee have been responsible for many improvements made to the grounds. Major achievements in recent years have been Filtration plant, Adventure Playground, Bicycle Sheds, enlarged adventure playground and weather area.

TN The desirability of good school-community relations is being reinforced.

(2) ON Good Relationships (School Scheme)GENERAL:

Our aim at Marshland is to maintain good relationships with the people of the district as theirs is with us.

TN School-community relationships are regarded as important.

(3) ON School Name & Loyalty (School Scheme)

I feel that as teachers, we should be very jealous of the good name of the school and protect it to the best of our ability.

Professional loyalty, loyalty to our children to our colleagues and to our profession is, I feel, vitally an important part of our function.

TN Teachers must not say anything that is detrimental to the image that the principal is erecting of the school.

(4) ON Staffroom Visitors (School Scheme)

Use common sense when visitors, particularly parents are present in the staffroom.

TN Teachers should be discrete about the reality of the school when visitors are around.

(1) ON Good Manners (School Scheme)FOR THE STAFF

One of the first essentials is to demand good behaviour and manners from all children.

TN Children must conform to enhance the school image.

(2) ON Class Supervision (School Scheme)

Plan to start promptly after breaks and avoid as far as possible leaving your class unsupervised.

TN Supervision is essential for learning.

(3) ON Seek Help for Problems (School Scheme)

If you have problems that you cannot handle comfortably yourself, do not hesitate to seek help.

TN Professional help is available. Expertise is shared.

(4) ON United Front (School Scheme)

I would like staff relations to be on the highest professional level, so let us present a united front to the general public.

TN We must not disclose what is really happening at school unless it is good, unless it is consistent with the school image being promoted.

(5) ON Personal Quiz (School Scheme)

Personal Quiz - - - - -Is this really me?

1. I am doing the best possible job I am capable of.
2. My work plan is a true reflection of what I am doing.
3. I am always demanding nothing but the best.
4. || I am inclined to make excuses for poor standards.
5. Are my standards of work really as high as I think they are?
6. My children are participating fully and actively in the classroom and don't accept passively what I teach.
7. I exercise a constant supervision over my children's written-work.
8. When a child turns in good work I don't relax but rather encourage him to still further efforts.
9. || I am reading to keep abreast of things and to experiment in other methods and techniques.

TN Poor standards are the teachers fault. It is necessary to read to keep up to date with education.

(1) ON Work Plans (School Scheme)Work Plans:

The following should be covered in the Work Plan for your class.

(A) ORGANIZATION:

1. Class numbers and arrangement.
2. Needs of class (Children with special difficulties in the class, children of high ability, behaviour problems, etc. and how you intend to cope with them.)
3. Grouping and how you decide this (ability - social etc.)
4. Pupil responsibility e.g. class leaders, system of monitors etc.
5. Incentives - both in work improvement and behaviour.
6. How you plan to organize the various subjects or areas.

TN Teachers should plan to cater for the needs of children and to provide an external motivation and reward system.

(2) ON Manners, Pride & Parental Welcome (School Scheme)Needs

It will be our duty as teachers to develop through personal example and leadership a sense of responsibility and pride in good manners and good standards of work not only within the classroom but in the playground and the district.

It will be our aim to maintain and to improve the school tone and to develop a better spirit which will result in a feeling of pride in all achievements associated with the school.

We shall endeavour to develop this pride in the school not only among the children but the parents and the community as a whole as well.

We must show an interest in the children, talk with them in the playground, encourage them, join in their activities, show pleasure at their achievements and successes and offer advice and help when needed.

We must make parents feel welcome when they visit the school and we should encourage them to come. We should where possible, take an active part in community affairs.

TN Good manners, school-associated achievement, pride in the school and acceptance of the school by parents are all regarded as important.

(1) ON, School & The Child (School Scheme)

The School and the Child :

The school exists to promote the all round growth and development of the child:- physical, intellectual, social, emotional, spiritual.

This means helping the child to develop to the fullest extent in accordance with his own pattern of growth, his needs and his abilities.

The school helps to solve the children's present problems of living and growing and helps to prepare them for the kind of world they must live in as adults.

It is the kind of person the school develops that is important; persons who have integrity, of personality, of thought and of character.

The school has an important part in helping the child to grow up able to:-

1. Face the ordinary disappointments and discouragements of life without blowing up etc.
2. Handle his own emotions
3. Laugh at himself
4. Not over or under estimate himself or his ability
5. Accept his own short-comings
6. Have self respect
7. Face situations
8. Get satisfaction from simple everyday pleasures

TN The school has extremely broad goals, including character development along lines that reinforce the notion that individuals should accept their 'station' in life.

(1) ON The Child's Needs (School Scheme)The Child's Needs:- (Adult defined)

1. The ability to read with understanding
2. The ability to express himself clearly, orally and in writing
3. An understanding of the meaning of number and the ability to use it in the practical problems of living.
4. The formation of good health habits
5. A general understanding of the world of nature
6. A general understanding of the cultural and social heritage
7. An introduction to the world of beauty (music, literature, art)
8. An understanding of the problems of family living
9. The ability to read and listen critically
10. The ability to evaluate critically
11. The ability to study in an effective manner
12. The general habit of approaching everyday problems through use of problem solving devices or techniques.
13. Attitudes of service to his fellow men.
14. Standards of practice of such virtues as honesty, dependability, co-operativeness, responsibility etc. i.e. the child learns not only intellectual facts but also develops socially and emotionally. It is important to remember that each child has his own rate of development and this can vary from subject to subject.

*

TN The needs are adult defined and very general in nature. Differential treatment of children based on differential expectations regarding them is implied.

(1) ON Guidance & Correction (School Scheme)

Guidance and Correction:

1. Build up friendly relationships with our pupils. They require to be handled with firmness and commonsense. Temporary irritations are inevitable but our pupils need to feel that they are in the hands of a sympathetic adult. The emotional maturity of the teacher creates a flexibility of mind, by means of which contrasting attitudes of sympathy and firmness are integrated without inconsistency.
2. Talk things over with the children and encourage them to talk out their hopes, fears, and difficulties.
3. Co-ercion. = Corporal punishment? is one of the final sanctions open to the teacher. Pressure may be set up by praise or blame. Co-ercion is purely auxillary to other methods and must not be used as an end in itself. With the building up of interests the need for co-ercion largely disappears. Effective habits of work tend to grow naturally out of a child's play and interests.
4. Good surroundings and sound standards of behaviour are important. One powerful course of dishonesty is the evasion of difficulties. Often a child has no other means of defence than by evasion. We must aim to correct this with the right attitudes.

TN This is probably intended to sound psychologically meaningful but is general and vague rhetoric which indicates some confusion. Teachers are apparently supposed to act as counsellors, presumably for the purpose of inserting deviant children into school norms (conformity, good manners, etc.)

(1) 6 Oct.

ON Film Seats Allocation

After lunch as the children entered the library the principal was careful to allocate seats to F.2 children first, then F.1 and the rest (Std.2-4) had to sit on the floor.

TN The principal believes in an age-hierarchy of privilege.

(2) 8 Oct.

ON Thanks to Theatre Players

Before lunch the principal asked for a volunteer from my room to thank the visiting theatre players at the conclusion of the afternoon performance in the school. One boy reluctantly agreed. After the performance he stood to make his speech but was beaten to it by the principal who made a speech first and then announced that the boy would speak on behalf of the pupils.

TN The children are not keen to take part in this kind of speech making for some reason. The principal regards formal votes of thanks as 'good form'.

(3) 9 Oct

ON Question re Change of School

At lunch time one of the Std.4 girls asked me if she would still be in my class next year. I said I thought that she probably would and inquired why she asked. She said that her mother didn't want her younger sister to spend another year with the teacher whom she has at present and was thinking of sending them both to a neighbouring school.

TN The mother thinks that the younger girl is not learning much with her present teacher. That is the mother values intellectual goals which she feels the school is not meeting, or at least one of the teachers is not meeting.

(1) 8 Oct.

ON Reading Interruption

Before morning interval the principal entered my room as I had a group of children seated around me checking through a reading assignment. I hadn't noticed his entry but he got the children to stand so that he could say good morning to them. One girl asked me afterwards, "Why do we have to stand when we're in the middle of marking our work?" I replied, "I don't know. The principal thinks it is good manners."

TN Both the girl and I resent the interruption and feel that it is the principal who should get some manners, or rather should stop playing power and authority games.

(2) 9 Oct.

ON To Park with Boredom

At afternoon interval in the playground a F.1 girl told me that she hoped she didn't get picked to go to the zone sports. When I asked why, she said, "Last year I was only in the relay and it was at the end of the programme so I had to hang round all afternoon waiting. It was boring."

TN The girl is saying that she doesn't find it an honour to represent the school if it means waiting around instead of participating.