INTRODUCING THOMAS HANEY CENTRE: "TO SEEK CHALLENGE AND TO EXPERIENCE SUCCESS"

by

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THESIS SUBMITTED IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in the Faculty

of

Education

SIMON FRASER UNIVERSITY

December 1993

APPROVAL

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Degree: Master of Arts

Title of Thesis: Introducing Thomas Haney Centre: "To Seek Challenge and to Experience Success"

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Introducing Thomas Haney Centre: "To Seek Challenge and to Experience Success"

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Abstract

This thesis is about planning educational change. Specifically, it is an investigation of the development of a secondary school structure that features the use of a self-paced curriculum delivery model, a school wide computer network, a Teacher Advisor program, a change in the traditional role of teachers, and a change in the architectural design of school facilities.

The problem for the study is to investigate the assumptions, expectations, deliberations (decision making processes), and other factors influencing the development of school policy associated with the educational structure for the school. The study also involves a critical analysis of theoretical notions about how deliberations associated with educational change could be conducted. The critical analysis involves a comparison of notions introduced by others to the deliberations associated with the Thomas Haney educational structure. Each element of the secondary school vision is discussed in terms of related literature and observations made by teachers during the first year of the schools' operation.

The study makes use of qualitative methods. Transcripts of interviews with those involved, together with documents outlining and describing the Thomas Haney deliberations are used to construct the author's understanding. This understanding includes a characterization of the participants, a description of the deliberations and the introduction of a concept called "readiness."

The study concludes that self-paced programs may have positive affective gains for students associated with them, but the claim made by some that such programs contribute to increased intellectual competence, is still undecided. However, the Thomas Haney case may be unique because of the inclusion of other program elements which may compensate for the weaknesses associated with other self-paced programs. The study also concludes that the Thomas Haney deliberations were not merely a set of "rational" decision making processes but rather they involved the attitudes, beliefs, and relationships of the participants in these deliberations. The thesis goes on to conclude that use of Schwab's notions about curricular deliberations should

address the significance of the attitudes, beliefs, and relationships of those involved in such deliberations.

Dedication

This thesis is dedicated to the students,

parents of students, and the staff of

Thomas Haney Secondary School.

Acknowledgments

Many individuals provided information, encouragement and critical feedback during the writing of this thesis. I thank them all. There are a few, however, whose contributions deserve specific recognition.

Both my wife, Maureen, and my daughter, Leanne, deserve recognition for their encouragement, their patience, and their insightful comments throughout the writing of this thesis.

In addition three members of the faculty of education at Simon Fraser University deserve acknowledgement. Dr. Celia Haig-Brown showed me the way to the border crossing between quantitative and qualitative methods. Dr. Roland Case helped me develop the confidence required to undertake and complete this work. Thanks Roland for the constructive deliberations and for encouraging me to give myself permission to express my thoughts.

Also, I would like to acknowledge the contributions of my teacher and mentor Dr. Allan MacKinnon for his tireless and thoughtful participation throughout the writing of this thesis. Allan, thankyou for your patience and help with my fledgling attempts at writing and for always being available to talk during the difficult times; every graduate student should be so lucky.

Finally, I would like to acknowledge those who agreed to be interviewed as part of my research. Without your honest and thoughtful contributions this work would not have been possible—thank you.

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Chapter 1
Introduction

> We have visited dozens of new schools in British Columbia and Alberta during the last few weeks. This is the first one that is really different.
>
> An architect visiting Thomas Haney, Oct. 1992.

Thomas Haney Centre is a new educational institution located in Maple Ridge, British Columbia. The educational structure for the centre was developed within the context of widespread, contemporary reforms to restructure schools. The school reform movement came about in response to general perceptions that traditional schools are not performing as well as they could. Glasser (1990), a supporter of the reform movement, identified high dropout rates, high tardiness and absence rates, high teacher absenteeism, high delinquency rates, low achievement levels, and the high cost of education as indicators that schools are not meeting expectations.

The current reform movement, labeled school restructuring by many, is a common and recurrent topic in recent education literature and is explained and defined in a variety of ways. Each of the explanations and definitions propose either a means of accomplishing educational change or the desired ends of a change process. Keefe (1992), a representative of the Model Schools Consortium and the Center on Organization and Restructuring of American Schools, recently defined restructuring as:

> Change in the organizational elements of schools to increase the intellectual and social competence of students, that focus on students experiences in subject matter learning, the professional life of teachers, leadership, management, and governance of schools, and the coordination of community resources to support education. (p. 3)

Keefe assumes that by changing the organizational elements of traditional schools society can expect increased intellectual and social competence of students. He defines success as the degree to which individual students feel that they are prepared for life after graduation from high school (personal conversation, 1992).

Thomas Haney Centre is comprised of three educational services: a secondary school program, an adult education program, and a junior college program. The Centre is jointly funded by the local public school district and the Community College. The Thomas Haney college campus is a satellite of Douglas College and is designed to meet the specific needs of local post secondary students. The public school program is comprised of a secondary school, including grades eight through twelve, and an adult education program. The multiple purpose or shared facility dimension of the institution was proposed to provide local students with better access to post secondary education without incurring the high costs associated with building and operating a new facility. The secondary school has numerous elements which are different from typical British Columbia high schools, including a self-paced curriculum, teacher advisor program, expanded uses of computer technology, unique school architectural design, and substantial changes in the roles of teachers and students. Each of these elements is discussed in Chapter Two.

The first chapter of this thesis has several intents. The research problem is stated, my qualitative methods are outlined and the limits of the study are presented. In addition, I outline three educational change strategies introduced by Chin & Benne (1976) as these concepts are helpful in my data analysis and in the development of my conclusions presented in Chapter Five. I introduce specific notions about the practical nature of curricular deliberations and three categories of deliberations introduced by Schwab (1970). These notions are helpful because they explain "deliberations" and provide a means of analysing the Thomas Haney deliberations presented in Chapter Four.

The Research Problem

It was my first reading of Keefe's 1992 paper that led to my interests in developing this thesis. At the time I was a member of a group of educators contracted to write curriculum for the proposed Thomas Haney Centre. I was also participating in course work as part of my present role as a graduate student. It occurred to me that the Thomas Haney educational structure included

much of what Keefe proposed and I wondered if he and his associates had been the inspiration for the project. For the first time I asked questions about the decision making process behind the Thomas Haney structure. No one with whom I spoke seemed to know how, or why, the particular collection of structural elements had been proposed. Not until my research interviews with key participants did I begin to understand the process that led to the design and composition of the educational structure.

In the beginning, I believed that I would discover that a rational and somewhat eclectic process had taken place, during which those involved in the deliberations had identified the best set of solutions for the specific set of problems confronting them. I decided that an investigation and description of this process would be the contribution of my thesis to our understanding of the restructuring process.

I began an empirical investigation of key events leading to the formation of the Thomas Haney structure. I looked into the assumptions, expectations, and deliberations behind the educational structure for Thomas Haney, and identified, where possible, other factors influencing the development of policy. I decided to compare and contrast my findings about the deliberations, with Schwab's (1970) account of curricular deliberations, because his notions about practical participation in educational change relate to cases like the one being studied. Schwab also provides language which is useful when describing events such as those being reported.

In short, the following research questions were of interest to me:

1. Who were the participants in the Thomas Haney deliberations and why were they included? What processes or procedures did the participants engage in during the deliberations?

2. What were the assumptions about teaching and learning behind the Thomas Haney structure, and how did these develop in the course of the deliberations?

3. How were each of the elements of the proposed school program selected and what were the expected contributions of each of these elements?

4. What other factors influenced the formation of policy during the deliberations?

5. Does Schwab's account of curricular deliberations accurately characterize the Thomas Haney deliberations.

Methodological Orientation

Throughout this qualitative study I relied on four main informative sources: minutes and transcriptions of selected meetings, which were instrumental in forming the policy and decisions about the Thomas Haney structure; transcribed interviews with key individuals who influenced this formation; literature written by several of the key policy decision makers; and field notes which I made during the research.

In preparation for the interviews, I reviewed published documents outlining individual elements of the school. In addition, I obtained access to unpublished documents from meetings in which Thomas Haney issues were discussed or during which decisions were made. In reviewing both of thes? sources I looked for the assumptions behind the proposal, the expectations for the project, or other forces that had affected the Thomas Haney structure. I also examined these documents for insight into the nature of the deliberations leading to the policy decisions.

These documents provide both a kind of chronology of events, and a list of individuals from inside and outside of the district who participated in the deliberations. They also provide answers to most of my questions about the expectations and assumptions associated with the elements of the program. They do not, however, offer much insight into the nature of the deliberative process. In the end, it was the interviews with key decision makers that provided these insights.

While discussing my research with others, it became clear that notions about the issue of change in general could inform my understanding of what happened during the Thomas Haney deliberations. I was referred to Chin & Benne (1976), whose work provides a helpful conceptual analysis of change, and a classification system of types of strategies for effecting change. These notions, together with Schwab's notions about curriculum deliberations, are outlined in the remainder of this chapter. The change strategies are also considered in the analysis of data presented in Chapter Four of this document, and in the conclusions of the study put forth in Chapter Five. The strategies are used to characterize the change process involved in the design

and implementation of the Thomas Haney structure and to inform my criticism of Joseph Schwab's deliberative inquiry.

Theoretical Orientation

Change

Although educational restructuring is defined in different ways by different people, it always refers to change. The Thomas Haney structure is no exception; it represents several substantial changes in the delivery of secondary education. Consequently, the structure is worth considering within the context of strategies of planned educational change since these strategies provide concepts that are pertinent for the analysis of the Thomas Haney deliberations. Chin and Benne (1976) present a conceptual framework limited to changes, such as those proposed by the Thomas Haney structure, which are conscious, deliberate, and intended, at least on the part of one or more of the agents (groups or individuals) involved in the change. The authors recognize the fundamental importance of two kinds of knowledge in an attempt to change patterns and institutions of practice: knowledge about technology, and knowledge about human behavior. They suggest that knowledge about human behavior could lead to changes in groupings in schools and in relations between teachers and students, teachers and administrators, and teachers and parents. Chin and Benne (1976) argue that effective planned changes whether they include new knowledge about technology or altered relationships between people must be based on knowledge about human behavior. With reference to the introduction of the Thomas Haney structure, this notion is particularly relevant because much of the deliberations were founded on knowledge about human behavior during change. The concept of "readiness" was central to such knowledge; its importance to the development of the Thomas Haney structure is elaborated in Chapter Four.

Chin and Benne (1976) also describe three identifiable change strategies together with several characteristics of each strategy. These strategies are useful in thinking about both the changes under investigation as well as Schwab's notions about deliberations. It is worth noting,

however, that a major limitation of Chin and Benne's framework is that their three catagories are not mutually exclusive, as I will illustrate during my comments about the Thomas Haney deliberations.

The first strategy, the Rational-Empirical, is based on the views of the enlightenment and the classical liberal perspectives of knowledge. Chin & Benne identify T. Jefferson, E.L.Thorndike, C. Jung and E. Katz are seen as intellectuals who made use of this strategy. The Rational-Empirical strategy rests on two assumptions: people are ultimately rational, and people will follow their rational self-interest whenever a better way of doing something, or thinking about something, is revealed. Because people are seen as rational it is assumed that change proposals will be effective and in line with the self-interest of the individual or group affected.

The Normative-Re-Educative strategy acknowledges that patterns of action and practice are supported by sociocultural norms and individual commitment, attitudes and values. The Normative-Re-Educative strategy rests on the assumption that changes in attitudes, values, skills, and significant relationships are necessary for change, contrasting with the Empirical-Rational strategy where the focus is on changes in knowledge, information, or intellectual rationales for action and practice. Chin & Benne point out that this strategy is used by psychotherapists and counsellors, and is supported by the work of Freud and Rogers. Dewey's notion of social intelligence is also placed within this category.

The third category proposed by Chin and Benne is the Power-Coercive strategy, which is based on the use of power to achieve the compliance of those with less power to the plans, directions, and leadership of those with greater power. This strategy rests on the assumption that change is accomplished by exercicing power. According to Chin and Benne, this strategy is typically used by political institutions, the judicial system, corporate administrative systems and organized labour. Individuals such as Gandhi, Martin Luther King, and Marx are seen as individuals relying principally on this strategy. Power-Coercion generally depends on the use of political or economic sanctions to exercise power and force changes in behavior.

Deliberative Inquiry

During the early 1970s, Professor Joseph J. Schwab criticized the theoretical emphasis of curriculum thinking and proposed a more practical emphasis on educational change. Among other criticisms, Schwab (1971) suggests that "teaching which is coherent with theory often misses its practical mark" (p. 493). Schwab (1970) claims that this is so because education-related theory does not and cannot take account of the complex matters which are crucial to questions of what, who, and how to teach. In addition, he suggests that theories adopted from other disciplines cannot be used to deduce solutions to problems involving small groups, or schools, or institutions located in real time and space. John Dewey (1929) also questioned the direct application of theory in schools: "When, in education, the psychologist or observer and experimentalist in any field reduces his findings to a rule which is to be uniformly adopted, then, only, is there a result which is objectionable and destructive of the free play of education as an art" (p. 14).

Schwab (1970) compared practical means of making curricular decisions to decisions based on theory with respect to the origin of problems, the subject matter, the types of outcomes proposed, and the methods employed. He points out that theoretical problems are "problems of the mind" while practical problems arise from states of affairs in relation to ourselves. Theoretic subject matter is universal or extensive and is investigated as though it were constant, while practical subject matter is concrete and particular. Schwab concludes that the outcome of the theoretic is knowledge which is true, warranted, and confidence inspiring? practical outcomes are decisions, selections or guides to possible actions that are never true, trustworthy or durable.

The methods of the theoretic "are numerous but each is characterized by the same defining feature: control by a principle" (Schwab 1970, p. 4). Schwab observes that the principle of a theoretic enquiry directs by determining the shape of the problem, the kind of data to seek, and how to interpret these data to a conclusion. Practical methods are seen as those having no such guiding principle. According to Schwab, practical methods involve a sense that something is wrong with the state of affairs but the problem only emerges as one searches for data and that the

data is gradually given direction by the slow formation of the problem. Schwab (1970) calls this method "deliberation" and he explains it in the following way:

> Deliberation is complex and arduous. It treats both ends and means and must treat them as mutually determining one another. It must try, with respect to both, what facts may be relevant. It must try to ascertain the relevant facts in the concrete case. It must try to identify the desiderata in the case. It must generate alternative solutions. It must make every effort to trace the branching pathways of counsequences which may flow from each alternative and effect desiderata. It must then weigh alternatives and their costs and consequences against one an other, and choose, not the right alternative, for there is no such thing, but the best one. (p. 36)

It is worth noting that Aristotle describes a similar process:

> Deliberation is concerned with things that happened in a certain way for the most part, but in which the event is obscure, and with things in which it is indeterminate. We call in others to aid us in deliberations on important questions, distrusting ourselves as not being equal to deciding. (Hutchins 1952, p. 358)

Schwab (1970) distinguishes deliberations associated with decision making into three categories: practical, quasi-practical, and ecletic deliberations. Practical deliberations seek problem identification and solution seeking modes whose subject matter is concrete and particular and always vulnerable to unexpected change. Practical deliberations are highly specific and relate directly to those involved in the process. They can only be settled by changing either the "state of affairs" or "desires." Unlike theoretical solutions, practical decisions have no durability or extensive application. The solutions apply unequivocally to the case for which they were sought. Practical deliberations are "not linear, proceeding step-by-step, but rather they are a complex, fluid, transactional discipline aimed at identification of the desirable and at either the attainment of the desired or at the alteration of desires" (Schwab 1970, p. 5).

Practical deliberation proceeds as groups examine the situation which seems to be wrong. As the slow formation of the problem occurs the search for relevant data is given direction. Schwab observes that as the problem takes shape the character of the process changes. It changes to a search for solutions in the form of alternative actions together with their consequences, costs, and feasibility. An example of this process could be the set of decisions associated with the inclusion of specific audio-visual resources as part of a learning experience.

Quasi-practical deliberations are described as extensions of practical deliberations to subjects of increasing internal variety where actions have consequences that spread beyond the group for which they were intended. For example, a schools decides to take unilateral action with respect to its curriculum delivery mode, this decision will affect neighbouring institutions and, according to Schwab, this fact must be taken into consideration during the deliberations. Schwab suggests that under these circumstances the quasi-practical process must be used to estimate the different possible effects, to determine the ways in which different choices will affect the wisdom of the decision and to identify ways that the decision could be modified if the decision is to be applied in each different circumstance.

Schwab suggests that the special obligation of those involved in deliberations is to see that quasi -practical decisions are not mistaken for directives by those who make them or by those who put them into action. In this way Schwab (1970) hopes that the process will "cherish diversity and honor the delegation of power" (p. 9). Out of concern about this obligation he suggests that deliberations be carried out with the help and advice of representatives from other affected departments, schools, or institutions.

Orpwood & Souque (1984) made use of Schwab's notions when developing ? method of inquiry for the Science Education in Canadian Schools report to the Science Council of Canada. They called the practical application of Schwab's notions "deliberative inquiry." Within their work Orpwood and Souque (1984) identify two groups of deliberations participants whom they call "internal stakeholders" and "external stakeholders." Internal stakeholders include school trustees who have political accountability for decisions, and district administrators and teachers who have accountability because of their employment by school systems. External stakeholders include parents, business representatives, university professors, and the public in general who are not politically or professionally accountable for decisions. This external group is seen as having a stake in the system and having the freedom to criticize educational decisions without being held accountable.

Eclectic deliberations are similar to the practical category except that notions and language from the theoretical domain are included in the deliberations. Schwab (1971) identifies an idealized frame of mind required for participation in eclectic deliberations which he calls "polyfocal conspectus." He explains this frame of mind as the ability to alternatively bring to bear view-affording doctrines as revealing lenses on real, simulated, or reported instances of subject matter. Ideally, these deliberations involve consideration of all concepts and knowledge with the potential for the best possible practical solution.

The eclectic mode recognizes the usefulness of theory to curriculum decisions, while also recognizing the weaknesses of theory as grounds for decisions, and it provides some degree of repair of these weaknesses. Further, there is recognition that theories have use as bodies of knowledge which provide a sort of shorthand for the early phases of deliberation. In addition, Schwab suggests that the terms and distinctions which a theory uses for theoretical purposes can be brought to bear practically, whether or not eclectic methods are used.

The two weaknesses of theory identified are the inevitable incompleteness of the subject matters of theories, and the partiality of the view each takes of its already incomplete subject. Eclectic operations are said to repair these weaknesses by bringing into clear view the subject characteristics of a given theory and in so doing bringing to light the partiality of its view. It does this by comparing the terms from competing theories or from theories constructed in other subject areas to one another and then identifying unshared elements. According to Schwab (1970) the knowledge gained by this process should make it possible to apply different parts of competing theories appropriately to different practical problems.

Eclectic operations also repair the weaknesses because "they permit the serial utilization or even conjoint utilization of two or more theories from different subject areas on practical problems" (p. 11). The comparison should make possible the practical use of subject specific theories along with theories of other subjects without having to wait for a unified theory of the united whole. For example, notions from economics, architectural design, learning theory and

change theory may be brought to bear when designing and implementating a structure such as Thomas Haney.

Limitations

This thesis is limited in several ways. First, the secondary school deliberations considered within this document occurred while a royal commision on education (The Sullivan Commision) was taking place in British Columbia. I have not tried to assess the influence of the Commission's proceedings and subsequent report on the Thomas Haney deliberations or of the Thomas Haney deliberations on the Royal Commission. I suspect that there is a relationship of some kind, however, I was assured by those involved in the Thomas Haney deliberations that the structure was developed independent of the Commission and that their decisions were not significantly influenced by the Commision.

The study is also limited because I did not talk to all of the individuals who participated in the deliberations nor could I find all of the documentation of the process and the decisions made. This fact is purely a function of my own time and energy limitations. At no time did anyone refuse to talk with me or attempt to withhold information. In fact the opposite was the case—everyone involved was helpful and supportive throughout my research and writing.

Finally, the study is limited because it does not contain lessons for other districts or other restructuring projects. The data presented in Chapter Four is a charaterization of this one unique case and as such cannot be used as a basis for the analysis of other similar projects.

Organization of the Thesis

Chapter Two examines the Thomas Haney structure in detail by evaluating literature about each of the five elements of the structure. In addition, I have included observations made during the first year of the school's operation as support for claims made within the chapter. The intent of this chapter is to provide a critical examination of the individual elements of the Thomas Haney educational structure.

Chapter Three describes and outlines the qualitative methodology used in the study and documents my role in the research.

Chapter Four provides a description and analysis of the Thomas Haney deliberations. The deliberations are divided into the joint facility deliberations and the secondary school deliberations. The main focus of the research is the secondary school deliberations, although the joint facility deliberations provide a necessary context for a thorough understanding. The Thomas Haney deliberations are related to Schwab's notions and pave the way for my conclusions about Schwab's "deliberations inquiry."

In the final chapter, the study is summarized and my criticism of Schwab's notions presented.

Chapter 2

The Thomas Haney Structure

> You ask how Thomas Haney will be different from traditional schools? If you consider a teacher and a student walking towards the front door of a traditional school the teacher will know pretty much how the day is going to go—the student will not have much of a sense about what will happen that day at all. At Thomas Haney, on the other hand, quite the opposite will be true—the student will be fairly certain abou? the events of the day, but the teacher will not know quite what to expect.
>
> A deliberations participant: July, 1992.

On September 8, 1992, Thomas Haney Secondary School opened after several years of planning, preparation, and construction. The educational structure that resulted in the school program developed during a series of policy deliberations. The elements of the structure were selected as individual solutions to problems identified by those involved. Throughout the deliberations, assumptions were made about each element as it was included in the structure. These elements, together with the assumptions underpinning them, are identified and discussed below in light of documents published by those involved in the deliberations, other literature, and observations made during the first year of the program. The analysis is intended to inform the reader about the nature of the Thomas Haney structure, to determine whether there is support in the literature for each element in contemporary secondary schools, and to examine assumptions underpinning individual elements of the structure. After a brief introduction, the elements are examined individually and conclusions are presented at the end of the chapter.

The Elements of Thomas Haney Secondary School

Thomas Haney Centre is a publically funded educational institution involving a two year college program, an adult education program and a grade eight to twelve secondary school program. The secondary program, which is the main focus of this study, consists of several elements not commonly found in traditional North American schools. These include a self-paced curriculum, a networked computer system, and a teacher advisor program which are identified as

the three pillars of the educational structure (Estergaard, 1991b). In addition, the educational structure involves a unique architectural design, and major role changes for teachers and students.

Self-Pacing

The central element of the Thomas Haney structure is a self-paced curriculum delivery system. Self-pacing involves students working towards the completion oftheir courses at a pace (rate) that is compatible with the students' intellectual resources, stated goals, and available time. Courses offered at Thomas Haney Secondary School (hereafter known as THSS) are mastery courses and are typically divided into four units with each unit consisting of five individual learning guides for a total of twenty learning guides in each course. Each learning guide directs students to resources and activities which are recommended as ways of achieving specific expectations. Each learning guide in use at the school has an evaluation strategy measuring mastery of the expectations. In many instances, students may propose alternative means of demonstrating mastery of the expectations associated with the guide. Progress is monitored by a teacher (marker) who meets regularly with students in a variety of venues including one-to-one, small groups, and large groups of students. Students are allowed to progress through courses at different rates as planned by individual students with their teacher-advisor and their parents.

A typical day at THSS begins with students meeting with their teacher advisor for from ten to sixty minutes. During this time students receive feedback from their markers through their teacher advisor and participate in both long and short term planning. Every student fills out a timetable for the day in consultation with their teacher advisor. The timetables include information about specific courses, learning activities, and locations choosen by students for blocks of time during the day. Students then go to various locations in the school where they work toward the completion of their educational goals for the day. This may include attending a physical education class, doing a science lab, working in a technology lab, attending a humanities seminar, working with a math teacher, doing research in the library, or learning independently in a general work area.

Other self-paced courses outlined in the literature are also typically mastery learning programs in which students cover the curriculum at a rate that fits their schedule rather than that of the school or institution. Regardless of variations in expectations, methods of learning and evaluation strategies, self-paced learning programs are founded on the same belief. The belief is that aptitude for learning varies and that each student requires a different time-frame for learning. With self-paced learning, individual students are given the amount of instruction time needed for them to succeed. As reported by Kulik, Kulik and Bangert-Downes (1990), this belief, together with certain empirical evidence led, Bloom (1968) to speculate about the outcome of using self-paced programs. As reported by Kulik *et al.*(1990), Bloom suggested that 90% of the students in these types of programs would achieve at the level previously reached by the top 10% in traditional institutions. He also suggested that students would not have to spend much more time on school tasks to achieve these improved results.

Implicit in this belief and in Bloom's speculations, is the notion that self-paced learning could lead to substantial improvements in both academic achievement and affective experience of most students. This claim can be criticized from at least two points of view: the empirical evidence supporting the use of self-paced programs and the assumptions underlying the curriculumin use by individual self-paced programs.

Empirical studies reviewed represent a full spectrum of conclusions about the use of self-paced learning. Based on a study of twenty-five learning for mastery programs, Kulik *et al.* (1990) reported strong positive effects indicated by increases on examination scores in the order of 0.78 standard deviations. In an earlier study, Kulik, Kulik, & Cohen (1979) reported that the self-paced learning programs which they studied produced moderate effects indicated by increases on examination scores in the order of 0.49 standard deviations. Slavin (1987) reported that the seventeen self-paced learning for mastery programs that he studied produced low effects in the order of 0.25 standard deviations.

Kulik *et al.* (1990) included in their report a meta-analysis of literature on the effects of self-paced, mastery programs where both experimenter-made tests and standardized tests were

used. They concluded that higher examination scores, reduced variation in examination scores and more positive academic attitudes are predictable effects of self-paced, mastery programs. Kulik *et al.* (1990) also suggested that positive examination effects would not be as large as those claimed by other researchers; their analysis revealed moderate improvements in the range of 0.5 standard deviations. Further, they suggested that self-paced programs often reduced completion rates if used in college classes.

Slavin (1990) criticized the findings of Kulik *et al.* (1990) because most of the studies they analyzed used experimenter-made measures rather than standardized tests. He suggests that his review of the literature in which standardized measures were used indicates effects of zero. He rejects the use of experimenter-made tests on two grounds. First, he suggests that tests used as the dependent measures of studies were designed to cover the objectives taught in the program without regard for what was taught in the control groups. Second, he suggests that mastery programs hold learners more narrowly to the objectives, whereas control group classes may be learning other "useful material" not covered on the exams. However, they fail to recognize that standardized tests may not test for other "useful material" either.

There does not seem to be conclusive empirical evidence either supporting or rejecting the use of self-paced programs as a means of increasing test scores. There may be some affective benefits to be gained which may come at the expense of reduced completion rates. My conclusion is that empirical evidence is not sufficient for making the decision to implement a self-paced curriculum as a means of increasing student achievement.

Several assumptions which underpin self-paced learning proposals are worth considering a? reasons to support or reject individual proposals. One contentious assumption is that a list of learning outcomes can adequately outline the complex array of knowledge, skills, and attitudes required to know a topic. These lists encourage students and parents to assume when students have learned the appropriate response for a group of learning outcomes under particular topic headings that they have actually mastered the topic. The assumption that a set of self-pacing

learning outcomes actually define mastery of a topic requires careful consideration for each proposed course or program.

A second questionable assumption is that traditional testing strategies effectively measure what we think is being measured. If we use multiple choice test items we can never be sure if a particular response represents a guess, a rote response, deep understanding of an issue or a unique solution to the problem. We cannot even be sure that students have not seen the question before. Perhaps we need to consider more subjective means of assessing levels of understanding or knowing such as having students produce a video demonstrating their knowledge and understanding. As Egan (1976) suggests, all that we can securely claim to know as a result of any test is that a student answered certain specific questions correctly and others incorrectly. Although we may assume that the set of tests associated with a self-paced program measure attainment of the learning outcomes defining mastery of the unit, our assumption is at least questionable.

A final assumption worth considering is that people designing, writing, implementing and evaluating a self-paced program are capable of doing these jobs effectively. The writers tend to be average school teacher or college instructors and it seems reasonable to question whether they possess sufficient knowledge about subject specific matter and about curriculum design and implementation to produce effective self-paced, mastery-learning packages. The abilities of curriculum writers may undermine the effectiveness of individual self-paced learning packages.

I can only conclude that specific proposals have to be considered from the point of view of the adequacy of the proposed course contents, the reliability of the evaluation procedures and the qualifications and abilities of the curriculum writers.

In the case of THSS the learning outcomes for each course are derived from the existing provincial curriculum which has been determined by subject specialists. However, this fact does not ensure that the outcomes successfully define mastery of a topic, but it does ensure that learning outcomes for individual courses are at least as complete as those used in local traditional schools. For the most part, the evaluation procedures used at THSS are the same as those used in

local traditional schools. However there is a recognition by THSS teachers that they need to identify other ways for students to demonstrate their knowledge and understanding.

The qualifications of the curriculum writers is a source of a considerable problems at THSS, despite the fact that most THSS teachers have participated in relevant in-service and have participated in curriculum writing. During the initial months of the first school year, many learning guides were re-writen in response to criticism from students, parents and other educators. Although much time, funding, and effort went into esuring that high quality learning guides were available for students on opening day, this proved to be too large of a task. THSS teachers view curriculum writing as one of the dimensions of the program which will have to be worked on continuously, in terms of staff training and re-writing of learning guides to improve effectiveness.

The staff also recognize that other elements of the structure support the self-paced curriculum and help overcome some inherent problems. These supporting elements are the teacher advisors-student relationship, the computer network, and the architecture of the school. The teacher advisor-student relationship helps to reduce the dropout rate through on-going counselling and monitoring of student progress and as by helping students develop the skills and attitudes required to be successful in self-paced course. The computer network helps deal with curriculum problems by facilitating the collaborative restructuring of curriculum materials. The unique design of the school also helps students with the responsibilities associated with self-paced learning because there are special areas for students to participate in small group sessions and to learn special skills required for the completion of course related tasks.

The Computer System

Computers have become common elements of schools in recent years, because of the development of personal computers in the late seventies and the subsequent increases in computing power accompanied by decreases in cost. In traditional schools, computers vary in numbers and are used in a broad variety of ways and to different degrees. Some districts are dedicated to a particular platform (IBM or Macintosh) and some operate from both platforms. A

small number of school districts, such as Maple Ridge-Pitt Meadows, have invested heavily in computers for classroom use from the very beginning of this movment and have established local computer networks between district offices and their schools to better facilitate administrative procedures. From the onset of the THSS deliberations a computer network was identified as the solution to the problem of information management experienced by other self-paced programs. In spite of the potential positive contributions computers may make in schools, it is worth considering assumptions underpinning their use.

Based on extensive research into past technological innovations (radio, telestructure, and films), Cuban (1986) suggests that initial claims about the use of new technology are vastly out of proportion with final patterns of use in the classroom. He predicts that computers will follow the same exhilaration-scientific credibility-disappointment-blame cycle that other technological changes have experienced. Riel (1990) counters Cuban's position by suggesting that there is a flaw in his argument. She suggests that computers are qualitatively different from earlier technological innovations in that they are not designed to be teacher-proof and because computers can be controlled by the teacher and by the student, they are partners in the change process not agents of change. However, she does acknowledge that the control over computers requires knowledge and skill. Riel believes that as time and support for teacher in-service on the use of computers is increased, professional development of teachers and the intellectual development of students will become part of the same activity. She points out that computer networking offers a strategy where teachers and students are joined in a "Learning Circle" where everyone is simultaneously teacher and learner.

Riel's position, although it is expressed in a variety of different ways, seems to be the dominant belief underpinning the high degree of commitment to the use of computers within the British Columbia school system and is demonstrated at the Provincial level in two ways. First. use of computers is mentioned as an outcome in all of the Ministry of Education's curriculum guides. In addition, the Ministry of Education together with the Education Technology Centre is

working on an expensive province wide computer network to be used both for administrative purposes and curriculum delivery.

The commitment to computer use is also evident in the Thomas Haney structure. The design of the computer network for the school began as a set of ideas about the school's requirements and was developed by Peat Marwick and Associates in consultation with teachers from the school. The ideas were first organized and presented in an unpublished Request For Proposal (Smith, 1991) which was provided to possible software and hardware vendors. The RFP stated that the computer system should:

—facilitate planning for and monitoring of students.

—provide access to a variety of learning tools and documents.

—provide an opportunity for overall co-ordination of learner, teacher and administrative activities.

—provide for access to timely and accurate information on a? individual and aggregate basis for internal and external purposes.

—improve the efficiency of administration at secondary schools.

A group of educators, including the District Principal in charge of computers, a Provincial Computer Consortium, the Director of Thomas Haney Centre, and several staff members, made recommendations about the combination of hardware and software required to meet the needs outlined in the document. These included a school-wide network involving several hundred computers (IBM and Macintosh) and special software for the management of information associated with the self-paced learnng element of the structure. After an extensive search, a local software developer was contracted to write a software package composed of modules designed to meet most of the school's needs as outlined in the RFP (Mac School, 1991). The contract involved producing modules capable of managing the school's finances and timetabling, providing library services, transferring information within and between local area networks (LANs), and linking the school to the district-wide area network (WAN). In addition, a module capable of managing an anecdotal reporting scheme as part of the school's teacher advisor program was included in the contract.

The special version of Mac School developed for THSS was to be ready for use by teachers and administrators on opening day. It was the most problematic element of the school during the first days, weeks and months of operation. The software was installed on time but was not functional until February, 1993. The delay was due to the lack of regularily available technical assistance in the form of in-service and software debugging services that were to be provided both by the software developer and by the school district. The seemingly endless list of problems associated with the software frustrated staff and almost galvanized them against attempting to use the system as improvements were made.

Throughout the fall several staff meetings were held to identify and discuss general problems within the school and to propose solutions. The computer system topped the list regularly. Teachers were forced to locate and use other software for their mark management system. They proposed going back to hard copy methods of recording marks and comments; they proposed disbanding the computer system altogether; and they were unwilling to participate in future attempts at in-service. By the end of the year, however, many of the problems had been worked out and most staff members were prepared to try again the following fall.

The original computer proposal has several significant assumptions underpinning it. The RFP assumes that administrators, teachers and support staff are sufficiently computer literate to use the system with little in-service. Even if the system is capable of facilitating the planning for and monitoring of students, providing access to a variety of learning tools and documents, and providing an opportunity for overall co-ordination of learner, teacher and administrative activities? staff were not capable of doing these things. It was assumed that teachers would be able to use these programs because educators in Maple Ridge Pitt-Meadows have substantial experience in using computers to teach/learn. However, teachers are not accustomed to the pivotal role computers are expected to play within the THSS structure. The expected extensive use of computers has led to frustration and conflict as both educators and support staff encounter technological problems andother barriers resulting from the limitations of the technology and of the users.

The authors of the proposal also assume that the computer system will contribute to the efficiency of administration at THSS. The assumption may be true in the long term; however, it is not true at all in the short term, as teachers have to learn how to use the new software and learn how to communicate within a local area network. The learning process takes extra time, commitment and in-service support for teachers. In fact, it took until the end of the first year for all of the staff to begin using the E-Mail system which led to a new problem—over use.

The RFP also indicates that those developing the original structure assumed that the major uses of the computer network would be administrative. If the future structure of technology proposed by educators such as Marchionni (1991) is realistic computers will have to become the cornerstone of curriculum delivery and of student productivity. The technological world of the future will involve the use of computers on a massive scale; it will involve spontaneous use of information available through computers, and it will involve the development of sophisticated user skills. The computer network at Thomas Haney will have to be focused on teaching/learning uses to a much greater extent than outlined in the RFP. In fact, by the end of the first year much of the talk about the following year focused on new and different uses of computers to teach and to learn.

The Teacher Advisor Program

The Teacher Advisor Program (hereafter known as the TAP) is envisioned as the key support system for students engaged in self-paced learning at THSS. The TAP involves each teacher and administrator as the advisor of eighteen to twenty students. Each teacher advisor group includes students from grades eight through twelve, and siblings are typically placed in the same advisor group. Students remain in the same advisor group throughout their time at THSS.

Teacher advisor groups meet at the beginning of each day for either ten (Tuesday, Wednesday, and Friday) or sixty minutes (Monday & Thursday) and again after lunch for five minutes. In their roles as Teacher Advisors (hereafter known as TA), teachers allocate time to meet with individual members of their group and address concerns or issues in a more personal

manner. These meetings may be arranged by the student, the TA, parents or by other teachers. TAs and students may include others in their discussions as needed. Information about the student's present and past achievements should be available through the computer network to inform the discussions.

Formal reporting to parents is also facilitated through the TAP. Students are required to conduct a report to their parents while in the company of their TA. This process, when first proposed during October 1992, caused a high degree of anxiety among staff. However, it was unanimously acclaimed as a great success the morning after the first reporting session. Parents also expressed appreciation for the process as they had an opportunity to hear from their own daughters and sons exactly how things were going and to have students' comments backed up or questioned by their TA. Students also expressed a generally positive feeling about the process.

The roles of TAs, as outlined by McGinn (1992) in her draft proposal for use at THSS, included working with students individually with respect to issues o? concern to students', monitoring and keeping records of student progress and assessing and reporting student achievement. According to McGinn (1992), TAs work with their entire group in team building with a focus on cooperative learning. TAs interact with parents of students in their groups to plan for students' individual education plans as well as for participation it school programs. McGinn also suggests that TAs interact with the community to identify work-related experiences for students and help students with career planning.

McGinn suggest that TAs should attend to interpersonal and team skills, and attitude development within their groups. Skills dealing with cooperative teamwork include helping other team members achieve, accepting help from others, and showing respect and trust for all other group members. Other skills identified by McGinn are communicative—listening, observing, speaking clearly, writing clearly, and being honest and candid in expressing thoughts and ideas. Personal development issues are also identified by McGinn as issues to be addressed. She suggests that TAs should help students develop long range plans including learning expectations and levels of achievement. Students should be helped to adapt their plans for short term actions

which are easy to monitor and assess and TAs should help students to perform critical self analysis o? their plans strengths and weaknesses. Further, McGinn suggests that TAs should help students develop decision making skills to help them make sound judgments when choosing a plan of action. She describes gathering, analyzing and acting on sound information, seeking assistance from others, making decisions based on probability and recognizing the risks, and prioritizing decisions based on goals and strategies as decision-making skills. Adaptability is also identified as a skill to be addressed by TAs, and is explained as the ability to be flexible in a learning and working situation (McGinn, 1992). In addition, creativity is included as a skill and is characterized as the ability to generate and employ original, imaginative and inventive ideas. Finally, McGinn identifies leadership as a skill characterized by the ability to recognize the achievement of others, display and instill a positive attitude, be sensitive to the needs of others, delegate appropriate authority to others and encourage appropriate tasks.

TAPs, as outlined by McGinn, focus on helping students take control of their own learning. Glasser (1990) supports the assertion that students need to be self-directed and in charge throughout his discussion of control theory and motivation. He makes a strong case for his belief that motivation is based on feeling empowered to pursue our basic needs to survive, to be loved, to have fun and to experience freedom. However, he argues that students gain this sense of empowerment largel? from teachers who understand that motivation is an internal experience not something imposed from outside. It may be unreasonable to assume that all, or even most teachers—especially those coming to THSS from schools where motivation was viewed as something initiated by others—would be ready to model and to encourage this important feature of the program.

The TAP proposal assumes that most teachers possess and can model the attributes and skills of a successful learner. This assumption is questionable in that some teachers mayniether possess, or be consciously aware of the skills and abilities required to succeed in a school such as THSS. It is possible, however, that teachers can identify and learn these attributes and skills by participating in in-service activities, and subsequently they can model and teach about them. The

suggestion that we can actually teach the "skills" that enable someone to be adaptable or creative is also questionable. My feeling is that these assumptions weaken the TAP proposal and that these important educational goals need to be addressed within the context of course work.

The TAP proposal requires sufficient time for teachers to attend to the broad range of expectations associated with the proposed TA role. In fact, during the first year of operation, teachers spent the majority ot their time coping with the large number of problems associated with the changes—re-writing curriculum, developing evaluation strategies, compensating for the lack of functional technological support, and learning to work in a totally different physical environment. During the first year the TAP program served as a help to students in working out their day-to-day programs and not much more.

It is worth noting that the majority of THSS staff do recognize the potential for an expanded role within TA groups. This recognition was demonstrated during an emergency staff meeting, held during January, 1992, which focused on the possibility of changing to a partly traditional timetable as a means of dealing with the following program problems:

1. The lack of opportunities to meet face-to-face with students as a teacher.
2. The lack of opportunities to build positive relationships with students in a teachers' marking assignment.

The staff decided that the TAP program was the source of the solutions to these problems and that the staff needed to look for other potentially powerful uses of the programs including more frequent communications with parents, more frequent one-on-one interviews with students, and more time spent tracking students through their days. Students who seemed to need more one-on-one time with their course markers would be required to develop a personalized timetable with their TA. Within this timetable they would be assigned specific periods of time with the marker and that these times would be documented. It was noted that a functioning computer program could greatly enhance the ability to monitor these things.

The proposal also assumes that teachers agree with the TAP's philosophy and intentions. THSS teachers are there by choice; it seem? reasonable to assume that teachers believe in the

program because they joined the staff knowing about the expectation that they would participate in the TAP program. McGinn suggested during a personal interview that approximately twenty percent of teacher time should be spent doing TA work. At THSS this time comes from teacher preparation time, noon hours, and evenings. Currently, teachers continue to be committed to the TAP despite these extraordinary time demands.

Architectural Design of the School

The unique architectural design of Thomas Haney Centre is an important element of the educational structure. Major design differences include a large independent study area capable of holding several hundred students which runs down the centre of the building. It is nicknamed "the great hall" and is surrounded by small classrooms and seminar rooms. The library, located in the same part of the building as Douglas College, is connected to the great hall by a staircase. Another structural variation is the inclusion of a fine arts production area which incorporates video, drama and music. A further physical difference between THSS and traditional B.C. secondary schools is the inclusion of a common work area for teachers. The great hall, teacher preparation area, and library have large proportions of their walls made from glass. The glass provides an open and bright learning environment in most areas of the facility.

The technology area is also different from the usual woodworking and mechanics shops found in traditional schools. These areas are designed and equipped as high technology teaching/learning/production areas that include the latest computerized diagnostic (automotive), design (drafting) and production (woodwork/metalwork) equipment.

Other minor innovations include a greenhouse and seminar rooms attached to the science labs. Several of the science labs are organized differently from other high schools in that they are arranged to accommodate team teaching. They also have areas organized for viewing videos and video discs, and for engaging in computer production work.

Continuing (adult) education offices are also located within the building. The adult program shares teaching facilities with the school both during the day and in the evening. This

shared facility notion together with the other design innovations present in the architecture of the building have been written about by education facility planners for some time and were topics of discussion during my interview with the School District Properties Manager.

The Properties Manager acquired the literature focused on the need for these innovations at the Council of Education Facility Panners, international, conferences in 1990. Based on my conversations with the property manager, it is my belief that the recommendations within these materials profoundly affected the design of Thomas Haney Centre.

At the 1990 conference, Gardner (1991) made several informed recommendations about the design of schools constructed in response to the need to restructure education. He suggested that restructured schools will have to provide environments:

> —for a variety of learners, for a variety of teaching and learning styles, for a variety of programs and purposes, ...of many moods.
>
> —with places of freedom, not license, freedom to experiment within limits and freedom to do things poorly on occasion.
>
> —that allow each individual to move from activity to activity without adversity impacting on the learning process of others, and which encourages each individual to progress at his or her own pace.
>
> —where a new atmosphere of self-help favors diversity, openness, even eccentricity, an? that it is likely to remain with us for a long time. (p. 4)

Babineau (1991) identifies the specific teacher role changes and the curriculum changes that new facilities have to help facilitate. He suggests that teachers in restructured schools require additional conferencing space, team meeting spaces, office and resource storage space as well as larger classrooms to accommodate a greater variety of leaning/teaching strategies. He predicts that schools will need:

> —more flexible seating and grouping arrangements.
>
> —multipurpose science labs capable of handling chemistry, biology, physics, and earth science.
>
> —many spaces for computers and special enclosures to protect them.
>
> —interactive video and other multi media stations.
>
> —graphic arts laboratories.

—new technologies located in classrooms such as fax machines and scanners.

—prostructures for satellite reception and long distance connections for learners.

—computers being integrated into classrooms.

—computer assisted manufacturing laboratories in the technical education areas.

—networked computers that integrate data, voice and video.

—library centers to provide technologies such as CD rom, distance databases, hypercard technology and video dish technology.

—large group, multimedia presentation spaces.

In their article, "The Dual School," Boordwell and Regano (1991) introduce another element of the Thomas Haney structure. They consider the economic benefits associated with locating distinct educational units within the same facility. They cite shared physical components such as boiler plants, kitchens and gyms as major economic advantages. They also refer the to reduced cost of construction, operation and maintenance as well as shared transportation costs. They do not, however, mention reduced real estate costs which is an area of considerable potential savings.

The design of the building reflects several assumptions made by the architects and others involved in the policy deliberations. First, they assumed that successful self-pacing requires a different school design than that outlined in the Ministry Blue Book which contains school design guidelines. As a result, the architects included the large self-pacing area and support spaces as well as the large, open science work area.

During the first few months of operation, the large independent work area, "the great hall," was a serious source of problems. The area was difficult to supervise and was very noisy because of the large number of students working there. During a staff meeting discussion it was suggested that the noise level was partly attributed to poor design of the area in that it tended to function as an echo chamber. The noise problem was also attributed to the fact that teachers supervising the area did not have personal relationships with the students and consequently had a difficult time controlling behaviour. It was suggested that this condition led to a lack of

responsiveness when educators attempted to discourage the many social discussions taking place. This situation was partially corrected as student-teacher relationships developed during the first year. However, the echo chamber characteristics remain. Several staff have recommended hanging large banners as a solution to this problem and a plan to design and produce these is currently underway.

A second assumption made by the architects is that continuing education students, college students and high school students could work along side each other in the same building. The assumption allows for the pooling of resources to build and staff a better library and fine arts area. It also provided the opportunity to pool resources to allow for the inclusion of courses such as Art History in the school program. By February, 1993, there was little evidence to suggest that this assumption was not true. Indeed, students from THSS have the advantage of attending adult education or college courses.

A final design assumption is that teachers will work differently. The assumption is supported by the fact that each teacher has a desk away from student work areas. As well, there are special offices where teachers can meet with students to discuss their work or educational programs. The inclusion of these unique elements underscores the fact that those involved in the deliberations believe that THSS teachers will spend a fair amount of time working with students individually, working on curriculum or meeting with other adults such as parents. This assumption is borne out by the behavior of THSS teachers. Teachers often spend preparation time meeting with students from their TA groups or from their course marking assignments. They use the office space to meet with parents or guardians of students from their teacher advisor groups and to meet with other teachers or to engage in planning or other professional activities.

Changing Teacher Roles

The traditional role of the teacher is conspicuous by its absence within the Thomas Haney educational structure. Teacher interactions with students are not classroom management focused but rather teacher-mentor and TA focused. By this I mean that rather than spending time

managing group behavior in a traditional classroom setting, at THSS teachers help students make decisions about their learning plans and methods while acting as TAs. Teachers take responsibility for specific courses by writing independent learning guides and by supervising the use of course materials. Teachers also work with small groups of students who are engaged with the same learning guide or who need help with the same topic or concept, and they evaluate and record students' progress on an individual bases.

THSS teachers try to work as members of collaborative teams that evaluate and re-write curriculum on an ongoing basis. They try to incorporate innovative or alternative methods of teaching/learning. As well, they design traditional tests for use as learning guide evaluation tools and they are plottng evaluation strategies which allow students to demonstrate outcomes of significance in other ways. For example, teachers encourage students to produce video tapes as research projects or as means of demonstrating understanding of science concepts and mathematics instructors are encouraging students to produce artistic depictions of their understandings of mathematics concepts.

The major assumption about teacher roles within the program design is that teachers will adapt readily to such a drastic set of changes in their professional experience. Many THSS staff felt prepared to deal with the changes as indicated by the fact that most staff members have chosen to join the THSS program. Teachers made this decision after participating in discussions about the program and after responding to a job advertisementt circular stating that all successful THSS applicants need to support these beliefs:

—all students can learn well.

—students will benefit from a self-paced program.

—students need opportunities to be responsible for their own learning.

—alternatives for learning that support students' varied learning styles should be made available.

—students should be encouraged to share in their own learning assessment.

—a Teacher Advisor program should be part of the school and act as a support system to advocate for students and to assist them in understanding options,

making decisions, and progressing in an appropriate manner and an acceptable rate.

However,if teachers discover that the program is not meeting their expectations their commitment may fade. Teachers' failure to support and participate in the implementation of the unique elements of the program would result in its inevitable failure. Further, from a legal point of view, the Maple Ridge Teachers Association contract states in article G-16 "that teachers have the right to choose their own teaching method." This clause means that any teacher or group of teachers involved in the program could insist on the opportunity to teach traditional classes in traditional ways. It is unlikely that this would happen on an individual basis but it could empower a group of teachers to significantly change the present program. With respect to this problem, teachers have requested that special language reflecting their changing roles be included in the contract under the heading, "Thomas Haney Teachers." This may happen as part of on-going deliberations involving THSS staff, union representatives and the school district representatives.

Another assumption implicit in the THSS structure, is that teachers will spend substantial extra periods of time revising curriculum, learning to use the computer system and acting as TAs. This is a reasonable assumption, but possibly only in the short term. Although self-selected teachers are working hard to make this program work, eventually teachers will need to experience success and receive recognition for their work. Teacher burn-out is likely unless plans are made to assist teachers.

At the end of the first year, the major problem facing the school was the need to re-write many of the learning guides. At this time, there are no plans to discuss this problem. Several arrangements were made with individual teachers to resolve the more serious problems, but the general concern is left in teachers' hands. Funds are seen as the limiting factor here, together with the need for teachers to "get away from it all for a time."

Conclusions

My analysis of the elements of the program allowed me to draw several conclusions about the Thomas Haney structure. Based on a limited review of the literature and the experience of working on staff at Thomas Haney, I have concluded that self-paced programs should not be included in an educational plan solely as a means of increasing achievement on standardized tests. There is no conclusive evidence to support this claim. There is some agreement about their potential for contributing to affective improvements in schools that could justify their inclusion (Kulik *et al.* 1990; Bloom, 1968). Other issues associated with self-paced programs that require careful consideration are? the determination of learning outcomes that accurately reflect mastery of topics under study? the design and management of tools used to evaluate achievement, and the training and support for those writing and revising self-paced learning materials.

The computer system was included in the THSS structure as a means of providing access to timely and accurate information on an individual and aggregate bases and to improve the efficiency of administration. These computer functions were viewed as essential sources of support for the self-paced program. In the long term, the computer system may provide the planned support but, in the short term, the system seems to be a burden. In addition, on-going in-service and technical support are required for successful implementation of the computer system. Finally, Marchionni's (1991) prediction that computers will have to become the cornerstone of curriculum delivery and of student productivity needs addressing as plans are made for expanded use of the school's computer network.

The TAP, like the computer system, was included as a pillar of support for the self-paced program. Although there is little research about the effectiveness of TA programs, it is not clear from the THSS experience that this program supports students in the manner intended. It is the case, however, that those involved in the THSS experience believe that a TAP can contribute positively to the affective experience of students, teachers, and parents.

The building's architecture complements the self-paced learning program and the changed role of teachers. The unique design of the facility provide spaces for students to work individually, in small groups, and to gain access to teachers. It also provides space for teachers to perform their new roles in a supportive environment. For the most part the openness of the design is appreciated by staff and students alike. Problems such as the noise level in the "great hall" are only partly a function of the architecture and there is a probable solution being planned by staff and students. The joint nature of the facility has proven to be successful with students in all three programs benefiting in some way or other.

For teachers this is a very different way of doing business and there are several concerns that deserve consideration. THSS teachers require opportunities to consult with curriculum and discipline specialists as they write and re-write parts of the curriculum guides and design both traditional and authentic means of evaluating students. Teachers and support staff require in-service and ongoing support with respect to the use of the computer network and new and innovative uses of computer technology. They require time and support to plan and implement a Teacher Advisor program that will effectively support the self-paced learning program. In short, time is of the essence if teachers are going to sustain the high degree of commitment required to perform their roles at THSS.

Chapter 3
Conducting the Research

> The real voyage of discovery consists not in seeking new landscapes but in having new eyes.
>
> Marcel Proust

Introduction

This thesis investiges the assumptions, expectations and deliberations behind the key elements of the Thomas Haney Secondary School program. I have also tried to identify other factors influencing the development of school policy surrounding specific educational elements of the program. Following my investigation and description of the deliberations involved in the development of the Thomas Haney educational structure, I employ this particular case as a means of criticizing Schwab's account of curricular deliberations.

My Role in the Project

My relationship with the Thomas Haney proposal began with my direct participation in the project. During May 1990, while working as a teacher in the Maple Ridge-Pitt Meadows School District, I was invited to write one of four, self-paced learning modules as part of a pilot project. My principal at the time who later became the Director of THSS, pointed out that the pilot learning modules had to do with an exciting new secondary school structure. I believe that I was invited to participate in the pilot project because I had been utilizing self-paced programs in my own practice and was seen as a teacher who was "ready" to participate in this sort of educational change.

My relationship with the program developed throughout the following year as I was invited to attend several meetings about the new school. During this time, I was asked to write a set of Biology 11 and 12 self-paced learning guides and was later appointed to the position of

Math/Science Department Head for the new school. Throughout this period, I spent much time thinking and talking about the educational implications of the proposed new program. I decided to take a leave of absence from my teaching position in order to spend time working on the Biology curriculum contract and to begin a Graduate Program in curriculum studies. During my studies I had an opportunity to increase my knowledge of the proposed program which stimulated my curiosity about its origins.

Consequently, I used every opportunity to address my curiosity about different elements of the program and finally I wrote a critical paper focused on the THSS educational structure. The literature review for the critical work provided both the background for Chapter Two of this thesis and contributed to questions about how and why the particular collection of elements had been assembled as the Thomas Haney structure.

I had determined within the context of my reading that self-paced learning programs were not generally seen as the solution to problems found within the traditional school system, although there is some acknowledgment that there may be affective gains associated with them (Kulik *et al.*, 1979; & Slavin, 1987). I discovered that TA programs are a fairly new phenomenon that had support by some, but had not been widely researched and written about. The use of computer networks together with the increased use of technology in general are subjects being debated in the literature (Cuban, 1986). In light of these findings, I felt compelled to find out why a school involving each of these elements, as well as substantial role changes for teachers and students associated with them was being planned in Maple Ridge, British Columbia.

In January 1992 I enrolled in a qualitative research course where I hoped to write a thesis proposal focused on the use of networked computers within the context of a self-paced Biology program. My original interest in the course was to learn about methods which would allow me to carry out such a study. However, I continued to be preoccupied with questions about the deliberations that resulted in the Thomas Haney structure. As I progressed through the course, I gradually disposed of a rigid set of positivist notions about research which I had developed earlier during my post secondary education in science and during work experience as a biological

researcher. Among others, these notions included my belief that "real research" had to be hypothesis driven, controllable, and quantitative.

I gradually developed a sense from reading those supporting qualitative methods such as van Maanen (1988), Hammersley (1983), Misschler (1966), and LeCompte and Goetz (1982) that valid research could consider broad, complex issues such as the deliberations behind an educational structure. I came to accept that there was value in trying to understand what happened during the THSS deliberations without having to quantify and evaluate the process. Or, as Scott (1968) suggested (cited in Hammersley 1983), I realized that there is value in describing such worlds as school-related situations because they provide opportunities to test assumptions and to create theory.

About this time, I met with my senior advisor and outlined my interest in researching the answers to my questions about the origins of the program. He agreed that this topic was worth considering and also suggested that notions about school policy deliberations outlined by Schwab could have something to contribute to my study. I decided that my thesis would focus on these issues and I abandoned my earlier considerations of computer networks and self-pacing.

At this point my relationship with the project changed, I took on the more formal research role of observer-as-participant. The formal role is outlined by Gold (1971) as one where the researcher purposes are made public and where the role of observer takes priority over the role of participant. The role of observer-as-participant is contrasted with three other possible researcher roles which are: complete participant, where the researcher's purpose is kept concealed; participant-as-observer, where the researcher makes others aware of the researcher's dual role but the role is subordinate; and complete-observer where remains outside of the participant role in ways that make it unnecessary for participants to take the researcher into account.

Each of these possible roles are identified within the context of opportunistic research where access to a group is available because one is already a member of that group. Reimer (1977) identifies this fact as an advantage while Lutz *et al.* (1974) point out that access to cliques or hierarchical levels may be more difficult if one is already a participant in the group under study.

My ongoing relationship with the project together with the fact that I was an employee of the district were both advantageous in my case. In the end, this relationship with the THSS program, which developed and changed over time, became the source of both the motive for my research and the opportunity for me to conduct my research (Hammersly *et al.*, 1991: p.32). My motive was to find the answer to questions which were raised because of my academic interest in the school structure. The opportunity existed because of my direct participation in the project which in turn provided me with access to those involved in the deliberations at other administrative levels.

My Role As Researcher

Although I began my relationship with the THSS project as a participant, by March, 1993 I was preparing for my predominant role as observer. First, I made a verbal request to gain access to the research materials and to get permission to interview participants by talking with the Director of Thomas Haney Centre and outlining my research intentions. I was assured, at that time, that my proposal would be acceptable. Next, I spoke with the Deputy Superintendent of the District who gave me verbal approval to carry out the research. At that time, he also agreed to be interviewed on the understanding that he and other participants would have the opportunity to review references to their comments in the thesis or in any ensuing publication or conference presentation.

Soon after I received this permission, I started work on the formal thesis proposal in preparation for review by the Research Ethics Review Committee. At the same time, I wrote to the Superintendent of Schools asking for a letter of permission to carry out the study. The proposal was accepted by the Ethics Committee without restructures. The Superintendent also responded positively and, in his letter to me.he identified the other key decision makers and suggested that I should contact each of them to arrange an interview.

The Interviews

My formal preparations to conduct the interviews began during my course in qualitative methods in educational research. Examples of research presented during the course and much of the related readings identified interviews as a major and important source of data. As a means of learning about and reflecting on the interview process, I conducted several interviews with other graduate students. Among other things, I learned three key lessons from these interviews. monumental tasks preparing verbatum transcripts and working with the data; the importance of letting interviewees tell their own story; and researchers have ethical responsibilities associated with reporting to their audience.

It is worth noting that this issue associated with the importance of audience was learned at the expense of considerable discomfort on the part of another student. This underscored an important observation made during one of the classes, which was that "throughout your research, always remember that people can be hurt." As recorded in my fieldnotes, this point, together with the experience of my friend, brought to a conscious level the critical point that this research is about real people and their relationships; it is not simply about hypothetical notions and theoretical constructs.

I recognized that the already established relationship that I had with all but one of the potential interviewees would contribute to the interviews. I felt that I would be perceived as a trusted and interested individual—trusted in that I would manage the interview related material in an ethical way, and interested in that they knew of my serious interest in educational issues. These individual relationships were founded on my direct experience with these people while participating on district professional development committees, district bargaining committees, school accreditation committees, science education assessment committees, curriculum development committees and as the teacher representative on a recent superintendent search committee.

As a direct consequence of these relationships I was able to arrange interview times and readily engage in a relaxed conversation about Thomas Haney. The first interview was with the Director of THSS during which, after a brief conversation about things in general, I identified my intention to return transcripts to him for comment and the fact that he could terminate the interview at any time. I also pointed out the fact that I would provide him with a copy of any quotes I might use in the future for his approval. I then started the tape recorder with his permission. My first question, although it did not have anything to do with my planned research questions, ended up being the most important question of all. I asked:

> To start then, maybe you could tell me a little bit about your education-related experience.

I had decided on this question as an ice-breaker but was surprised by its effect. The director told me his story—he told me about a young teacher who looked for challenges and he told me about an experienced teacher who wanted to change a traditional school that was not working. He told me about an administrator who was not satisfied with the mediocre service being provided to students. He also answered my queries about the Thomas Haney deliberations and outlined his sense of what had happened and why decisions were made.

I tried the ice-breaker in a variety of forms with all of the other interviewees, and again and again I was surprised. On each occasion, I heard stories of experienced, committed educators who had participated in other situations that seemed to have influenced their participation in the Thomas Haney deliberations. I also discovered that several of the participants had worked together on other projects and that they shared beliefs about both what was wrong with the traditional school system and what the solutions were.

With each successive interview experience, and as I listened to each interview over and over again while driving to and from work and as I read the transcripts, I discovered answers to my research questions but these became less important. What became more important to me were the responses to the ice-breaker question. I came to realize that the beliefs and attitudes of these key decision makers, together with their relationships with each other, were critical to the outcome

of the THSS deliberations. I discovered that my preconceptions about how deliberations such as these would proceed were both wrong and naive. They were wrong because I expected to find an orderly, rational, carefully documented process. They were naive because I had not recognized the incredible importance that past experinces and personal relationships could play in this sort of process.

After reading and listening to the transcripts many times I began setting up files on my computer on which I could copy information relating to my research questions. These included files titled: assumptions, expectations, external participants and other factors. This information was used to corroborate information from other sources. I also created files titled readiness, the superintendents educational vision, relationships and the deliberative process. The information copied to these files contributed the most to my understanding of the Thomas Haney Secondary School deliberations which are presented in Chapter Four.

During the continual sifting and re-sifting of the interview transcripts and the text copied to individual files, I decided that knowledge about each of the key decision makers was fundamental to understanding the deliberative process because they are essential characters in this story. Consequently, I set up several more files to which I copied information about each participant. My reconstruction of the deliberative process began by attempting to characterize each of the participants using either their own words or the words of other participants. I then constructed my own rendition of the THSS deliberations.

I must acknowledge that the verbatim quotes from the original text have been altered in small ways. For example, I have deleted repeated words or where expressions like "ah," unless in my opinion there was an important emphasis associated with them. I have also removed some of these sorts of repetitions and expressions from the complete transcripts which were returned to the interviewees. This was done because they were distracting to the reader and because the frequency of occurrence in some cases may have been disconcerting to the speaker (interviewee) when they reviewed their own interviews.

Chapter 4

The Thomas Haney Deliberations

> Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness, concerning all acts of initiative and creativity. There is one elementary truth, the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favor all manner of unforeseen incidents and meetings and material assistance which no man would have dreamed would have come his way. Whatever you can do or dream you can, begin it. Begin it. Boldness has genius and magic in it. Begin it now.
>
> Goethe

Introduction

The following description of the Thomas Haney deliberation, is my understanding of a search for the solutions to a set of real problems involving real people located in real time and space. As Schwab (1970) correctly suggested in his definition of deliberations, decision making is not a linear affair proceeding step-by-step, but rather complex, fluid, transactions aimed at attainment of the desired ends. In the Thomas Haney case, the desired outcomes were the opening of Thomas Haney Centre on time and the attaiment of the program expectations outlined in Chapter Two. For simplicity's sake the deliberations have been divided into two parts: those deliberations leading to the agreements about a multi-function facility (THSS, Douglas College & Adult Education) and those leading to the design and implementation of the THSS program. The Secondary School program deliberations are my major focus although the joint facility deliberations are included as background information.

The Joint Facility Deliberations

The joint facility deliberations refer to the process leading to the School District #42 and Douglas College sharing the facilities at Thomas Haney Centre. These deliberations occurred over an eight to ten year period and involved two different District Superintendents, one of whom

retired during the period. Consequently, the availability of information is limited as is my understanding of the process and the details. Sources of information about these deliberations include letters, minutes from meetings, professional studies and interview transcripts. Analysis of these documents reveals that Thomas Haney began as the Telosky Project.

According to some of the documents, the Telosky Project was planned and developed as a Secondary/Post Secondary Satellite Campus in response to population growth and predictable burgeoning college enrollments. In 1983, the College and the School District signed an agreement outlining joint development, co-ordination, and administration of continuing education programs. The original project also involved participation by the regional district with whom the school district agreed to share capital costs for outdoor athletic facilities. In a letter written by the School District Properties Manager in May 1988, he predicted savings of between $300 000 and $400 000 for the district. All parties apparently saw opportunities for economic savings as identified in a letter from the Maple Ridge Parks and Recreation Director to the School District Properties Manager where he states:

> While the capital savings are significant, I believe that we should also emphasize in our presentation to the government that considerable operational savings can also be achieved on a combined site.

During January 1989, a management plan for the Telosky Project was developed and a list of proposed cost sharing agreements was outlined in response to the common desire to save funds. In March 1989, the Cornerstone Planning Group Ltd. presented their Facilities Planning Study which had been commissioned by the school district and funded by the provincial government. This work functioned to record the initial parameters that would orient subsequent detailed input from user representatives (internal-stakeholders). As a consequence, by the end of April 1989, the agreements about the roles of the School District, Douglas College and the Regional District had been negotiated and planning then focused on the secondary school.

At about this time, the school board decided that the name inherited from the development site, Telosky Stadium, required changing. They decided on Thomas Haney Centre in memory of one of the founding settlers of the municipality.

On May 1, 1989, the district planned a workshop for its administrators to develop clear statements about the proposed secondary school. During sessions, which were facilitated by the District Superintendent, participants were asked to present their vision of a new school. The administrators were asked to frame their structure within parameters identified on the agenda. According to notes from the meeting, the policy statements resulting from these deliberations were intended as recommendations to the school board and as guiding principles for planners and architects.

These notes from the meeting indicate that the idea of individualized instruction was a major discussion topic. Architectural innovations and broadening the use of technology within the new school were also major topics. Teacher advisor programs, a school wide computer network, and changing teacher roles did not appear in the notes that I was given. These initial discussions were very significant as they appear to be the beginning of deliberations leading to the development of the THSS structure.

The Secondary School Deliberations

The secondary school deliberations refer to the process leading to the self-paced high school program outlined in Chapter Two. Officially, these deliberations occurred between May 1989 and September 1992. The deliberations involved, among other things, large and small meetings, formal and informal meetings, internal and external stake-holders, visits to other cities and other educational institutions, and a great deal of time and energy. Sources of information about these deliberations include letters, minutes from meetings, professional studies, interview transcripts, audio and video tapes of meetings and my field notes.

During data collection and the subsequent data analysis it became clear that knowledge of the history of individual participants and of the relationships between the participants is fundamental to understanding the THSS deliberations. The notion of "readiness" as introduced by the key decision maker is also important to understanding the process, as this notion is a major part of the deliberative method. Each of these important dimensions of the research are presented

within this chapter, together with my understanding of other factors affecting the outcome of the deliberations.

The Key Internal Stakeholders

The importance of the individual internal stakeholders—those who have accountability because of their employment by school systems—became clear during the interviews. Most of the deliberations took place within the school district as the internal stakeholders are, for the most part, district education office (DEO) administrators. From time to time, representatives from the Ministry of Education, private consultants, teachers from the district and individuals from the broader education community were included in the process. In addition, several politicians from provincial, municipal and school board levels also participated in these deliberations.

The internal stakeholders are divided into two groups: those who were regularly involved in the general decision making and other individuals who participated in the process at specific times for a variety of specific reasons. Individuals directly involved in decision making include the District Superintendent, the Deputy Superintendent, the Director of Secondary Instruction and an external consultant. They are introduced below, together with background information that contributes to an understanding of the deliberative process under study. Other internal stakeholders are introduced later, as they became participants in the deliberations.

External stakeholders—those who are not politically or professionaly accountable for decisions, such as, parents, business representatives and university professors —are also mentioned as they too participated in the process. Members of this group are also discussed during the concluding statements.

I have introduced each of the key internal stakeholders below as characters involved in the deliberations. They are introduced in this way because I have concluded that the directions and the ends of the deliberations were determined, for the most part, by the professional experience of these individuals. Understanding who these people are and where they came from is fundamental to understanding these deliberations.

The Superintendent

The Superintendent outlined his previous education-related experience during an interview in June 1992. It was at that time that I gained some insight into his personal views. During the interview, the Superintendent pointed out that he had earned an Arts degree in Economics from Iona College in New York and had taught reading in Harlem for a couple of "wild summers" in the sixties. Around this time he started Masters degree work at Columbia University. He suggested that those experiences during the sixties, with the focus on the individual, and dealing with the individual in the social context had a significant impact:

> Because my experiences in Harlem are coming together now to some extent in the Thomas Haney Project.

He went on to teach and become a counsellor in the Calgary Catholic School system and at that time had an opportunity to observe the then new independent study program at Bishop Carroll Secondary School. He observed:

> I was in Calgary when the school district opened Bishop Carroll, and I was part and parcel of a number of the discussions... I had the opportunity to work there on numerous occasions and chose to stay in the more traditional school primarily because of my involvement with athletics.

Later, the Superintendent moved to Victoria and participated in the opening of a new community school called Spectrum. He was counselling in both places, but "heavily involved in administration." When he left Victoria the Superintendent went on to broaden his experience as the administrator of special education in the Cariboo-Chilcotin and subsequently moved back to Vancouver Island as a Superintendent before coming to Maple Ridge-Pitt Meadows. His appointment was the result of an extensive search for a new Superintendent conducted by the district in 1987. It is worth noting that I sat as the teacher representative on the selection panel and recall that one of the major selection criteria was that the applicant should have demonstrated the ability to be innovative.

The superintendent identified the fact that he arrived in Maple Ridge-Pitt Meadows having experienced systems in the process of change and as a consequence he understood the importance

of change. During our talk he identified several attitudes about education that I believe had an impact on his role in the deliberations. First, he said that he was committed to the idea that an effective school system must focus on the needs of the individual. He also suggested that the school system needed people who were willing to look at different ways of doing things.

> I don't think I've ever felt that any system was sacrosanct in and of itself. And again I go back to the sixties, to the whole movement in the sixties—what was happening to our society, personally what was happening in terms of my course work, trying to meld the needs of the individual with the group, and almost always going back to the individual just saying that if the system truly is going to work, it has to meet those individual needs.

He arrived in Maple Ridge Pitt-Meadows with a strong sense that the school system in general was not serving the needs of individual students but, rather that it was, to some extent, self-serving.

> I could never understand—and again going back to the sixties, why we stuck so rigidly to artificial barriers in terms of our sequencing, but that education was a pattern, and that the pattern was very individual, and required a social context, but a lot of the barriers that we have were barriers that were in our opinion I guess required by the system, and again in terms of I guess most of our judgments could be seen as impediments to learning in many respects, but tended to focus more on the system's needs as opposed to the client's needs.

He related his major concerns about the traditional school system to his experience as a counsellor. He suggested that the drop-out problem had to do with students'being very alienated in our school system, and suffering extreme boredom, because they did not own what was going on. Students didn't have any real sense of belonging, and were going through a very vital experience, as observers and not as participants. He went on to suggest that he believes that many students do not work anywhere near their potential. He suggested that possible solutions to a school system not serving its clients well could be found in his early education experience:

> When I looked at other secondary schools my own mind was saying now how do we get at some of these things? How do we deal with self concept? How do we have them feel good about what they're doing and have a high level of ownership. It was quite natural for me then to go back and think of Bishop Carroll.

During this conversation I developed a clear sense that the Superintendent had arrived in Maple Ridge-Pitt Meadows with a strong commitment to doing what he could to change a system that was not meeting societie's expectations. At the same time he felt that the solution to many of

the identifiable problems is a system more committed to meeting individual students' needs such as a system of schools that he had observed several years earlier during his time in Calgary. When he arrived in the school district he had a positive sense that change is possible and he had a strategy for effecting change. That strategy is something he calls "readiness" and is discussed later in this chapter.

The Deputy Superintendent

The Deputy Superintendent is a person that I have worked with on many occasions; before the interview I looked forward to the opportunity to talk with him about Thomas Haney. During our talk the Deputy Superintendent indicated that he was educated at the University of British Columbia, and that most of his education-related experience has been within the B.C. public school system. However, he explained that early in his career he had spent time teaching in Europe where he developed a sense that the curriculum had to be much broader than that outlined by official curriculum guides and that classrooms could not be limited to "box shaped rooms." He explained that during his time in Europe they had used the context of their travels through each country as the curriculum and that their classrooms tended to be the country or countryside through which they were traveling at the time. During this part of the discussion he revealed himself to be an educator with a non-traditional sense of teaching and learning.

He pointed out that he had been the Acting Superintendent during 1986-87, the period just prior to the arrival of the present superintendent. In this role he had participated in some of the early district-level deliberations focused on the joint facility. He said of that time:

> We knew there would be a new high school...we all asked, are we really going to build another egg-crate building?

He suggested that district staff had played around with ideas, but the real impetus to build a high school that matches the world was the new Superintendent coming to the district. He recognized the Superintendent as the source of the set of ideas that resulted in the Thomas Haney structure.

During our discussions, he said that he was a skeptic at first and that he had been busy following up the "schools within a school" notion. He suggested that he had experienced the concern that they were going down a road of thirty-year-old research with the Thomas Haney plan. He was concerned that the Bishop Carroll model was going to become an example of a transplanted school.

However, the Superintendent offered him the opportunity to go to Alberta and look at examples of "schools within schools" models as well as to visit Bishop Carroll and to compare these programs. During this visit he decided that the self-paced program at Bishop Carroll positively answered many of his personal questions about the value of the program.

> We [several district level administrators] went and saw [examples of] schools within schools...then to Bishop Carroll. When we got into Bishop Carroll, something different there was really happening. And I began to think that you could have a school within a school, but really nothing much might happen, ...in other words, if your advisement program broke down...you just might end up with what you're doing now in a more awkward way...that nothing much really would change for kids. ...and yet... there was a certain amount of research evidence that supported it...it would be a small family unit kind of thing...that had its advantages. But... seeing Bishop Carroll...I was just blown away. But...as good leaders do. You know, I think he [the Superintendent] had a pretty clear vision of where he wanted this school to go, but he was wise enough not to say, "Well folks, this is what we're going to do." Right? And he brought us along.

During the second phase of the deliberative process the Deputy Superintendent participated in the general discussions serving as the researcher, providing supportive literature, and acting as a mentor for those working on practical problems associated with the Thomas Haney structure. As well, the Deputy Superintendent was often called upon to articulate philosophy with ministry people and others who needed to have someone from the district level explaining the program to them or argue the cause on behalf of the district. It was suggested by the Director of THSS that the Deputy Superintendent was able to argue for extra funding for academic support because of his good understanding of the program.

The Director of Secondary Instruction

During my discussions with the Director of Secondary Instruction, he pointed out that he started his career in teaching in a private boy's school in Spokane in the early sixties. His employer at the time provided him with the opportunity to get his teaching certificate and he subsequently completed an M.A. in Economic History, then a degree in counselling. During his graduate studies in counselling he met both the Superintendent of Schools who was also doing graduate work and the person who is identified later in this work as the consultant.

The Director recalled that it was during this time that he was first introduced to the notion of self-paced learning. He was a counselor at Saint Mary's Secondary School, located in the Calgary Catholic Board of Education, when he was asked if he would transfer to Bishop Carroll. He decided that it would not be a good career decision for him at the time. however, he kept current about the program as his wife moved to Bishop Carroll the following year to teach math. He recalled that during his subsequent tenure as Vice-Principal at Saint Mary's there was a great deal of concern that Bishop Carroll was taking all of their better students. It was because of this trend that St. Mary's started considering self-paced learning as a legitimate option. Instead, as a consequence of this competition for students, he implemented a different innovation which was the forerunner of the Teacher Advisor Program.

> So what happened... was little by little they [Bishop Carroll] took our students so I thought you know we've got to start doing something, so we developed the quarter system, and I put in the teacher-advisor program, and we didn't know what to call it so we called it the teacher-counsellor program.

In 1974, the Director moved to Spectrum in Victoria. One of his contributions at this new school was the introduction of a teacher-advisor program (TAP) with some improvements over the program used in Calgary. From Victoria he moved to Salmon Arm and again implemented a TAP. It was at this time that he confirmed his belief in TAP as a means to improve the affective experience of students.

> And then I went from [Spectrum] to Salmon Arm, and [the teacher advisor program] was the first thing I put in, there and they [external researchers] came in

> and they did [a study] and one of the kids got up and said you know what I really like about this school is the teacher-advisor.

During the joint facility deliberations and while he was still in Salmon Arm, he often spoke with the Superintendent on the phone regarding the possibilities for the new high school structure. During 1988 he was hired by the Maple Ridge District as the Director of Secondary Instruction just as the THSS deliberations were getting underway. During a conversation about this, the Superintendent pointed out that the Director of Secondary Instruction was hired to help out with the THSS project as well as several other important issues.

The Director of THSS characterizes the Director of Secondary Instruction's contributions in this way:

> Our director of secondary education is a person like I've never met before in terms of having connections with people throughout B.C. and Alberta; particularly Calgary...he has established an enormous network of professional colleagues that we can tap to acquire information about anything that's happening in the world of education that's new or interesting...he has connections that go quite widely around North America which he has been able to use to give us opportunities to go and see examples of various innovation.

The Consultant

I first met the consultant during a workshop which had been organized by the Director of Secondary Instruction for teachers contracted to write learning guides for the future TTHSS program. She was the presenter at the session, and as it turns out, also a key participant during the Secondary School deliberations. During my interview with her she pointed out that she began her teaching career as a counsellor in the private school system in Calgary. During 1970-71 she participated in the planning of the physical education and counselling components of the "new" Bishop Carroll program. In 1972, she was asked to move to St. Mary's Secondary in Calgary to help plan and implement the "new" community school program. At this time she was completing a Masters program in Curriculum at Gonzaga University where both the Superintendent and the Director of Secondary Instruction were doing graduate work. In 1978, she went on to complete her Ed.D.. in curriculum at the University of Georgia. She was particularly interested in

providing choices for students, removing the grading structure, and discovering the real needs of children. During this period she knew and associated with both the Superintendent and the Director of Instruction.

During our talk she expressed her present opinion about how well traditional schools are meeting the needs of students when she said:

> Macdonalds [the fast food outlet] are better able to serve the needs of their customers then we [the school system] are.

This opinion was consistent with those held by the Director and by the Superintendent. When the Superintendent first called and asked her to consult she suggested that at that time he was particularly concerned about the lack of vision on the part of secondary students with respect to post secondary education. He was also concerned about the choice of the instructional model to be implemented in the new Maple Ridge school. She suggested that the question from the Superintendents view seemed to be, "do we set up a whole new frame-work or do we take on one like Bishop Carroll's?"

The superintendent asked her to meet with district administrative staff to discuss alternative views of education such as the community school model and the self-paced model. At this meeting she arranged for several district administrators to visit several examples of alternative delivery models. The present Director of THSS describes this visit in the following manner:

> With the questions in mind about how we could make these changes that we had kind of identified as being critical, [the Director of Secondary Instruction] arranged for [the Consultant] to take myself and a couple of other principals, [the Director of Secondary Instruction], and [the Deputy Superintendent]] to meet the [Consultant] in Edmonton. We did tours of Edmonton schools, and at this time examples of architecture...what do the architecturally advanced schools look like at this stage of the game? You see there wasn't much to look at in B.C. because we hadn't had a new school for so darned long... We were trying to look at models that integrated or that had more than one jurisdiction working in the same realm... From this tour we ended up at Bishop Carroll, and I think that there we concluded, at least in my head that, that this model offered more answers to anything than we had seen so far.

Later, the consultant arranged for thirteen teachers from the district to visit Bishop Carroll and to evaluate the plausibility of this delivery model. I obtained a tape recording of their feedback to the district and will comment on its contents later in this chapter. Subsequent to this

visit she remained in the role of consultant for curriculum writers as the learning guides were being written. She also participated in on-going deliberations with district staff and teachers during the development of the teacher advisor program. She was subsequently hired as an on-site consultant during the first few months of operation of the school. The consultant is presently collaborating in the writing of a manual focused on the development and implementation of teacher advisor programs.

It is apparent that these key internal stakeholders shared the belief that traditional schools are not working. They also appeared to share the belief that a self-paced program coupled with a Teacher Advisor Program could help meet some of the needs of students which are not being met by traditional schools. It appears that this key group of people with the power to make decisions were committed to the major elements of the structure.prior to entry into the deliberations. This prior commitment of the key decsion makers challenges assumptions underlying Schwab's "eclectic" approach to deliberations unless we consider the experiences that led to the prior commitment as part of the deliberations.

Other Internal Stakeholders

Other internal stakeholders participated in the deliberations and much of the decision making, but they did not seem to be part of the key decision making group. This other group includes the Chairperson of the School Board, the Director of Thomas Haney Centre, the District Properties Manager, and the Secretary Treasurer of the School District. The distinction betwen these two groups is the degree to which individuals participated in the deliberations andtheir effect on the outcomes . However, some background about these individuals is germane to an understanding of the THSS deliberations. My understanding about the roles and contributions of these individuals follow.

The Chairperson of the School Board

I interviewed the Chairperson of the Board one week before the school opened and during this discussion the Chairperson told me that she had been on the School Board for five years. She expressed support for this kind of program (THSS) in that it could prepare students for the future that awaits them. She was particularly supportive of the shared facility concept and felt that this opportunity would be very beneficial for local students. She expected start-up difficulties such as students moving to THSS because of their perception that the program would be easy to cope with. She also anticipated that teachers would feel overwhelmed and may wonder whether it was all worthwhile. She was well informed about the possible benefits of Teacher Advisor Programs in meeting individual students' needs.

The Chairperson was well aware of the proposed architectural changes and, in her opinion they were not radical changes and they would work. She expressed a sense that a "monumental cooperative effort" on the part of many people had produced the school plan. However, she observed that it could not have happened without the support and input of the Superintendent. She also anticipated that the program would encounter problems, but that it would work because teachers would make it work.

She observed that the role change of teachers was inevitable and that, in her opinion, universities had not yet addressed this problem. She also supported the notion that public facilities should operate on a year round schedule. Significantly, during the first year of operation teacher change was a major issue for staff and, at the end of the first year, year round schooling was commonly discussed by THSS staff as a benefit to operating a continuous progress program.

The Director of Thomas Haney Centre

The director and I have known each other since the beginning of my teaching career as he was the vice-principal at the school where I had my first teaching assignment. We also worked together during his tenure as the principal of Pitt-Meadows Secondary School and we are

presently working together at Thomas Haney Centre. He started his teaching career in Maple Ridge after completing a fifth year education program at UBC. At the end of his fourth year of teaching,he and his wife moved to Inuvik in the Northwest Territories in search of adventure. Based on my experience he has always been a bit of a risk-taker:

> We were looking for something adventurous to do as far away as we could...so we went to Inuvik, and it was a wonderful experience.

After this experience he returned to the school district and became vice principal of a junior secondary school and a short time later became the vice principal of the largest secondary school in the district. At the same time he completed a Graduate Program in Administration at SFU where he concentrated on the work of William Glasser, author of the *Model Schools* and supporter of the current school reform movement.

Soon after, he became principal of Pitt Meadows Secondary where he worked for six years. He was subsequently appointed to the position of temporary director of the THSS project for two years during the development phase and later was hired permanently into that position. During my interview the director outlined his opinion that traditional schools were not working, and that he was ready to consider alternatives, although at the beginning of his participation he did not know what the alternatives might be.

> So it's clear to me that I did not have answers to the problems [of traditional schools]...but I did not enter into the work with the Thomas Haney Project with a clear image in mind of how we would be able to resolve some of these problems.

The director pointed out that he was ready for a change and that the superintendent of the school district helped provide some of the answers to his questions about solutions to the problems associated with traditional schools.

> And then very clearly there were key people who helped to hold up or to find or to clarify what might be done at Thomas Haney, and that included people such as the Superintendent who very, very significantly set a stage at the right moment for me.

The director took the responsibility and the implications of the proposed new program very seriously. He expressed his concern that if "we" do not do this thing properly then a lot of

kids could be hurt by it . The director referred to himself as part of a staff group working towards solving problems associated with the school opening in September 1992.

The Properties Manager

The school district properties manager also played a role during the deliberations. His job was to communicate with technical people including architects and representatives from the Ministry of Education and the building contractors. During our talk, he said that it was an ongoing struggle to get Ministry people to think about school facilities in ways other than those expressed in the manual (Blue Book). The book is the Ministry's school construction "Bible," and is used as the general guide for the design and construction of all schools in the province. His contributions are identified by the director of THSS:

> The school district properties manager played a significant role in terms of keeping things going on the building front...he deals directly with the architects, he comes up with the consultants for all the project work, he also along with the secretary treasurer would deal with Ministry people on any building issues.

The properties manager declared at the beginning of our talk that he had no formal education. He emigrated to Canada from Holland after the war and worked in a variety of jobs both in public systems and in the private sector including running his own business. He mentioned later in the conversation that he had taken many night school courses related to building technology and finance which helped prepare him for his significant role within the district bureacracy. He was disdainful of building manuals: he suggested that they were like constititions because they have to be there but we should never have to look at them to find the solutions for specific problems.

He went on to express his belief that the Ministry's role in school construction should be one of defining the size of a school and the total cost but that they should have nothing to say about the internal design and organization. The properties manager suggested that the major roadblock to completing the school design was having to rationalize decisions to people who either could not or would not accept design notions not outlined in the Ministry manual.

Sometimes these roadblocks were resolved through negotiation and sometimes they were resolved when the Superintendent intervened in the dispute by talking with the Deputy Minister.

During our talk, the Properties Manager outlined several other beliefs which may have affected his participation in the deliberations. He expressed the belief that traditional schools are already a thing of the past. He identified the discovery of the microchip as the force that will change schools and schooling forever. He went on to suggest that THSS is just a step towards schools of the next century, although he cannot conceive of what these future schools will be like. Throughout our conversation he demonstrated a strong commitment to increasing the focus on technology. In fact he said that he was nearly fired because he insisted that auto shops and wood shops should not be included in the design, but should be displaced by a greater emphasis on technology.

He also expressed his belief that openness of design could help develop more "civilized" graduates. He suggested that traditional schools are failing because graduates still see the "knife and the gun" as means of solving problems and because they still believe in "ouija boards." He stated that the measure of our success in five years will revolve around this issue. According to the Manager, "THSS will be successful if it produces graduates who are logical and who have the ability to collaborate rather than use force to solve problems."

The Secretary Treasurer

I was unable to interview the Secretary Treasurer of the District although he agreed to talk with me. This conversation never happened for a variety of reasons. According to others, the Secretary Treasurer, of the School District often had the job of justifying costs associated with facilities design changes. Often, he was required to use all of his finesse to get funding and the architectural design accepted by the Ministry. The notion that the school would be structurally unique, that the classrooms did not all have to be eighty square metres in size, and that Thomas Haney would not look like other schools were difficult for Ministry people to accept. According

to others, it was often left to the Secretary Treasurer and the Superintendent to justify these differences to Ministry personnel.

Provincial Politicians

The Minister of Education, the Right Honorable Tony Brummet, was apparently instrumental in providing research funding, helping to negotiate with Ministry personnel, and providing moral support. He was mentioned in several pieces of correspondence, both by the School Board Chairperson and by the Superintendent as being helpful and supportive. He was also a guest who was acknowledged at the opening ceremonies although he was no longer involved in provincial politics. His contributions were not directly referred to but are implied within the data.

He demonstrated philosophical support for the THSS program through his political sponsorship of the Year 2000 curriculum proposal which parallels much of the THSS structure. He also demonstrated support when he surfaced in a newspaper debate in the Vancouver Sun during February, 1993 revolving around the Year 2000 curriculum proposals. In his contribution, which was a reaction to a noted U.B.C. professor's criticisms, he stated his beliefs that students must learn to face reality and deal with it honestly, must learn to function at the highest level possible, and must receive appropriate recognition for personal effort. To do this he suggests that the school system must foster a "continuous learning" process and must recognize that "students may not master the same skills at the same time." These beliefs are fundamental to the THSS program.

The Deliberations

The THSS deliberations took place in a broad variety of situations; sometimes they consisted of large groups and sometimes they involved small groups, at times they involved only internal stakeholders and at other times they involved both external and internal stakeholders. The purposes of these sessions varied. Sometimes they were practical problem solving sessions, at

other times they were information gathering sessions and at still other times they seemed to be sessions, organized to help a particular person or group get "ready" for the proposed THSS program. This notion of readiness was introduced to me by the Superintendent during our interview and discussed by others. It seemed to be part of the method employed during the deliberations and is discussed later in this chapter.

As suggested by one of the key participants, the deliberations did not proceed as a linear series of organized planning meetings but rather as a series of interactions between groups and between individuals. Early on in the deliberations there would simply be small group discussions involving district education office staff. On several occasions during routinely busy days of attending to the other district related issues, the key decision makers would sit down and talk about the kinds of changes that they believed needed to happen in schools.

> On one occasion the Director of Secondary Instruction said they talked about the need to change the role of the teacher in the life of the kids...I don't even know if we used these terms at that time.

On another occasion the Superintendent and several of the key decision makers were having an after-work gathering and it was apparently during this meeting that the collection of elements of the THSS structure were identified and more or less agreed on. The results of this meeting were recorded on a napkin that is still in the possession of the Superintendent.

One of the early large group local events where ideas about self-pacing and teacher advisor programs were introduced by the key decision makers was the annual district administrators meeting in 1988. The Director of Secondary Instruction described this meeting in the following way:

> We had a fall conference ...for the district administrators...it was the annual administrators thing...and the major thrust was "paradigm shift."... so that all of us were thinking about some major changes. It was important that all the of the district secondary schools... I mean, we didn't go in and say, "You've got to have a TA. system," but we did say, "If you're interested here are some ideas; here's some suggestions...But it's been a...it's been a team effort, but there's no question in my mind though...absolutely no question that without [the Superintendent] there, Thomas Haney Secondary would not be there. He's a high risk leader.

This meeting seemed to be a means of helping prepare district principals for change. The key decision makers recognized that resistance from this group would create a lot of problems during the design, construction and implementation of the new program. The Director of Secondary Instruction had been on the receiving end of this sort of change while in Calgary and knew the kind of problems that could result from the potential competition between schools.

The following spring, on May 1, 1989, the district planned a similar workshop for all of the District Administrators as well as project architects specifically to develop clear statements about the proposed new school. The workshop was focused on four topics as outlined in the Workshop Agenda.

1. The nature and specific focus of course offerings.
2. Manner of Curriculum Delivery at the new school.
3. Role of Technology

   Instruction
   Administration

4. Communication.

   Facility requirements
   Instructional space
   Administrative space

During these sessions, which were facilitated by the Superintendent and and the Director of Elementary Instruction, participants were asked to present their structure of a new school, with respect to the previously identified four headings and after considering the following two questions.

1. What will work for students?
2. What will the educational experience look like in this school?

The policy statements resulting from these deliberations were intended as recommendations to the school board and as guiding principles for planners and architects. Notes from this meeting indicate that individualized instruction was a major discussion topic. There was also considerable discussion about both major architectural innovations and broadening the use of

technology within the new school. Teacher advisor programs and changing teacher roles did not appear in the notes from this conference (An administrator's personal notes from the meeting).

It is worth noting that simply by asking questions about curriculum delivery, the special role of technology, and the facilities, the possibility for change in these areas was introduced. Also, by asking what will work for students, the notion that present practices are not working was introduced. Within the traditional system,the curriculum delivery model is established, the role of technology is evolving, and the provincial curriculum guides define what will generally happen in a traditional secondary school. I believe that the agenda of this meeting was to prepare internal stakeholders to accept a proposal different from the traditional school: a change that would involve a self-paced curriculum delivery model, a Teacher Advisor Program, an architecturally unique facility, and a program relying heavily on the use of technology.

Following this meeting, a series of other meetings focused on curriculum delivery, the role of technology, and the facilities were organized. On one occasion, a short time after the meeting described above, the architects came to the District Education Office to discuss their first facilities plan. This plan had been developed in response to the guiding principles that the architects developed at the "Hotel Meetings." The Director of Secondary Instruction describes this meeting with the architects in the following way:

> I got the Director of THSS in here, and we went through the plans and said, this first plan of this building won't work because you've got twelve computer science labs, but there was nothing else, because they took everybody's ideas and put them into a plan, so then we had to go through and I remember (the Director of THSS] and I taking all the stuff from new schools in the district, and using what stuff I could remember from the Junior and Senior high in Salmon Arm and putting them in.

During meetings such as this, plans developed by the architects in response to broad notions developed during a meeting of many people were modified by the direct experience of two of the decision makers. The revised design had three computer labs in it but also included several small clusters of computers spread throughout the facility. This configuration appeared to be in keeping with the independent work style implicit to the key decision maker's structure of a self-paced program.

Schwab would see this situation as quasi-practical in that the process was used to determine the ways in which different choices would affect the wisdom of the decision and then identify ways that the decision could be modified for application in this specific circumstance. The decision makers were both internal (key decision makers) and external stakeholders (the architects) which is also typical of quasi-practical deliberations.

On other occasions meetings were organized with Ministry representatives to discuss the limitations of the provincial school facilities design manual, the "Blue Book." The Director of Secondary Instruction called these meetings "the wars with the Ministry " as did others. He talked with Ministry representatives about putting together a manual about teacher advisor groups and pointed out the unique space requirements of this important element of the proposed new school as well as the unique space requirements of independent learners. He subsequently made some headway with respect to floor space because new space needs were demonstrated during the meeting. He remembers one of these meetings this way:

> We convinced them on the teacher-advisor program ...and then we started arguing about the size of some of the rooms, and, it was neat because everybody sat there and spread their books all over the place, we took up this whole room, and then we started to laugh, and I said well look, this is a different style of teaching kids, you think he's, he's going to be like us, we're talking and discussing, and we can't sit at a desk. Consequently, we got them to increase some of the classroom sizes, so that really helped. That's when they conceded requirements for the Teacher-Advisor program.

This meeting was one of many meetings with Ministry personnel about the facilities. It is probably sufficient to say that negotiating changes in the blueprint for the traditional school to accommodate the needs of the local school plan was one of the most difficult parts of the deliberations. The challenge was used to educate Ministry representatives about the elements of the structure and then convince them that the design changes were required to successfully implement the proposed program.

The Ministry's reluctance to change seemed to be a reversal of what Anderson (1992), a Ministry representative, proposed which encouraged changes in schools by controlling finances,

assessment processes, the accreditation process, the assignment of authority, textbook allocations, and the architectural design of schools. In this case it seems that the Ministry was resisting, rather than encouraging change by exercising central authority.

After working with District Administrators to get their support and while meetings with the Ministry were ongoing, attention turned to the teachers. All teachers from the district were invited to attend a meeting to discuss the new school structure which they had only heard rumours about. The Director of THSS suggested:

> It was important to have district teachers on board...we wanted folks on board because, if we had support from others it would be helpful to Thomas Haney.

Teachers were invited to a district-wide meeting where the proposed THSS program was outlined together with the time-line for construction. All district teachers were invited to apply to participate in the program but were asked to consider the following expectations of teachers intending to work at the new school, as a measure of how teacher roles would change. The expectations were expressed in a document circulated after the meeting. The document stated that for the proposed new school would be expected to support the following beliefs:

— all students can learn well

— all students will benefit from a self-paced program

— all students need opportunities to be responsible for their own learning

— alternatives for learning that support students' varied learning styles should be available

— students should be encouraged to share in their own learning assessment.

— a Teacher Advisor Program should be part of the school and act as a support system to advocate for students and to assist them in understanding options, making decisions, and progressing in an appropriate manner and an acceptable rate.

Shortly after this meeting a group of teachers representing each of the secondary schools were provided with an opportunity to visit Bishop Carroll and to experience a self-paced program first hand. Included in this group were teachers from all core areas, a technology teacher, a physical education teacher, a librarian and a secondary administrator. This group presented their

findings to other teachers in the district during a public presentation. About fifty teachers attended the presentation which was very detailed and lasted about two hours.

After reviewing the audiotape recordings of the presentations, my impression is that the feedback was generally critical. However, much of the criticism was directed specifically at the way that Bishop Carroll is operating, not at the principle of self-pacing or at Teacher Advisor programs. For example, each of the visitors observed that by using computers to write and revise curriculum, to generate and manage tests, and to provide high quality production work opportunities for students, great time and quality gains could be made. It was observed that there was very little cooperative learning either encouraged or occurring at the school. They observed that there was a distinct lack of technology being used to support learning and that this had to be corrected. A further criticism was the sense that there was far too great a dependence on paper to report and track student progress resulting in a waste of time, energy, and paper.

There were many comments about the different teacher roles identified at Bishop Carroll. The teacher advisor role was seen as one that occupies up to thirty percent of a teacher's time. It was reported that several Bishop Carroll teachers had complained about the TA role displacing their roles as curriculum writers and teachers while acknowledging the merits of the TA program. Teachers tended to not have preparation time (a contractual issue) as this time was unavoidably consumed by their teacher advisees needs. Another big change evident to the visitors was the number of teacher aides working at Bishop Carroll. The ratio of students to teachers was much higher than in the traditional school but there were many aides managing equipment, managing resource centers, managing testing and generally providing technical support. Several observers felt that some tasks being performed by aides were tasks identified within the local contract as "teacher activities." At Bishop Carroll, the role of teacher had become more a teacher-counsellor role and the traditional teacher was conspicuous by her absence.

The Director of THSS described this visit in the following way:

> It was important to have them [district teachers] all on board because... if we had support from others it would be helpful to Thomas Haney. Secondly, it was viewed by the Deputy Superintendent and the Director of Secondary Instruction as

> being important as a part of their process for their future planning for other schools because all the schools in the district would be undergoing structural and curricular change, and so if the wheels were to turn in the appropriate direction this would help them in their process as well.
>
> We recorded and documented the concerns and the praise, and the positive attitudes of people as well, and tried to get a reading as to whether the staff, the teachers in Maple Ridge would generally support such an idea, and secondly, really what were the nuts and bolts problems of running such a system, what did we have to deal with?

This visit and the subsequent meeting seemed to have several purposes. These included identifying both positive and negative elements of the Bishop Carroll model, providing recommendations to those designing the THSS program, educating local teachers about this alternative delivery model, and providing a means of helping inside stakeholders get "ready" for the planned change. Schwab would have liked this part of the deliberations as it partly conforms to his notion of the quasi-practical where he suggests that deliberations be carried out with the help and advice of representatives from other affected departments, schools or institutions.

During this time there were regular meetings with the District School Board. At these meetings the Superintendent and his representatives kept the School Board members apprised of the new school plans. One key decision maker described these interactions with the Board in the following way:

> I think it kind of came at them [the Board] in bits and pieces and before they knew it, it was Thomas Haney...they challenged with sensible, reasonable questions you know, what if and what about, but always very supportive of where we were heading.

During my interview with the Chairperson of the Board she expressed confidence in the knowledge and ability of the Superintendent. She identified the fact that there were regular meetings were THSS issues were presented and during which board members were kept informed. These meetings were not identified as decision making meetings but rather as "discussions."

During these meetings information and decisions from other parts of the deliberations were presented to the School Board. Within the context of the deliberations, the function of these

meetings seemed to be one of educating Board members about the proposed program and of gaining and keeping support for the position of the key internal stakeholders.

Shortly after the group of teachers visited Bishop Carroll and reported back to the district a three pronged approach to planning the THSS program was developed. The Director of Secondary Instruction devised a three pillar metaphor which has been used to talk and write about the three fundamental elements of the program (Estergaard. 1991b). These include the Teacher Advisor Program (TAP), the self-paced curriculum delivery model, and the computerized management system. Each of the three pillars ended up being the subject of somewhat separate deliberations during the months leading up to the opening of THSS. Both the Teacher Advisor Program and the self-paced delivery model were included as pillars because of decisions made by the key decision makers. The computer system was seen as the solution to the paper flow problem identified at Bishop Carroll and as such was seen as a pillar of the program. Each of these fundamental dimensions of the program were seen as issues requiring distinct planning and implementation strategies. The Director of Secondary Instruction remembers coming up with this model:

> I can remember saying well how am I going to explain the program and I grabbed a piece of paper, I was trying to explain how I saw the role of the teacher, and I drew that crazy doodle of the pillars, I remember I was in the Deputy Superintendents room and I said this is how we've got to explain it... when we got on to the three pillars, then we were able to start the next step...it was just we had all this bloody information, and we hadn't been organizing it. So then we went into the three pillars, and then we started.

It seemed that once this three pillar conceptualization of the program surfaced, individual deliberations focused on each of the pillars could go forward. Arrangements were made, through contacts of the Director of Secondary Instruction and the Deputy Superintendent, to form a Secondary School Consortium in conjunction with the Provincial Education Technology Centre (ETC) and several other school districts. The initial task of this group was to carry out an information management systems study to determine the computer needs of schools like THSS. At about the same time, the key consultant was hired and asked to work on a Teacher Advisor

Program Manual and to begin working with teachers who were contracted to write the self-paced curriculum learning guides. The Director of Secondary Instruction explained this decision:

> So then we went to the next step and said okay we have to get people writing... let's bring the Consultant in, and she'll do a three day workshop... we want to bring people along, we don't want to turn them off... I don't want to hurt their feelings, and if I'm their boss, or they look at me as someone in authority, they're not going to take risks, so I felt that really worked out well for us.

Towards the end of the 1991/1992 school year the district advertised for teachers interested in writing self-paced curriculum guides for the THSS program. The contracts involved dividing traditional courses into twenty separate five hour learning experiences and writing self-paced guides for each one. The writers were provided with a manual which was written by the Deputy Superintendent, the Director of Secondary Instruction and the Director of THSS, and were required to send the consultant their first guide so that she could provide them with feedback. Writers were also invited to a workshop, which was conducted by the consultant where instructions for writing were outlined, examples from Bishop Carroll presented and questions answered. Writers were also provided with the opportunity to phone the consultant for help or to fax materials to her for feedback.

It was recognized early on by the key decision makers that local teachers would not be able to produce all of the guides required. Consequently, the Secondary School Consortium which involved several other districts was asked to participate in an expanded learning guide writing program. Each of the other districts were planning curriculum delivery programs similar to the THSS proposal and as a consequence this collaboration was seen as an advantage to everyone. The districts involved agreed to divide the writing task and to swap learning guides at the end of the process. The materials were all provided on computer disks making it easy to edit or modify the materials for specific local use. This was done in recognition of the fact that each district would use the materials in different ways.

The sets of learning guides were to be completed by May 1992 giving the Director of THSS time to advertise for new writers if necessary and to conduct a second workshop before the end of the school year. While most of the guide sets were completed several of the sets were not

completed by the school opening date which required THSS staff to prepare them while trying to open the school and implement the THSS program. This situation caused a great deal of stress for both teachers and students. Further, the task of writing and rewriting guides is ongoing as problems with the learning guides are identified and changes or improvements are written by staff.

During this same period, the Secondary School Consortium group was conducting the information management study, preparing a draft request for proposal (RFP), and circulating it to prospective software vendors. The RFP was written in consultation with the key decision makers, department heads from THSS, representatives from the ETC, and representatives from other districts participating in the consortium. The RFP which was prepared by an independent company required that computer vendors propose software that would:

— facilitate planning for and monitoring of students.

— provide access to a variety of learning tools and documents.

— provide an opportunity for overall co-ordination of learner, teacher and administrative activities.

— provide for access to timely and accurate information on an individual and aggregate basis for internal and external purposes.

— improve the efficiency of administration at secondary schools.

Between September 1991 and February 1992 the Consortium representatives participated in the drafting of the RFP, participated in the vendor (from across North America) demos, and produced a final system evaluation report to the Superintendent. Subsequent to the report and as recommended in the report, a local software company was contracted to develop the software identified as one of the pillars of the program. At the same time, B.C. Telephone was contracted by the school district to install the school-wide network required to meet the technology needs of the THSS program. Recommendations about the qualities of this network were provided by the consortium representatives to the Superintendent for his final decision.

During this period, the consultant was working on a draft of the manual, referred to in Chapter Two, which outlines planning and implementing a teacher advisor program. This work was done independently although there were periodic consultations with teachers in the districtand

others who were familiar with TA programs. Future THSS staff were introduced to the TA program notion during several staff meetings held during the three months leading up to the opening of THSS. The program was also the focus of several problem solving staff meetings during the first month of operations and continues to be a major concern for staff members.

While the curricular focus was on the three pillars, the properties manager was busy participating in deliberations focused on the facility. As well as the Ministry Wars, there were very many practical problems identified and solved during the ongoing talks between himself, the architects and the many building contractors. One example of the adjustments made involved inspecting the proposed site from the air and realizing that the planned location of the building was wrong because of the existence of a "finger-like ravine" and an old garbage dump. The architects relocated the proposed school and construction went forward.

On another occasion the general contractor identified a possible large cost saving if the school could be raised eighteen inches on the site. The Manager and his staff worked all weekend calculating the cost implications for the District and realized that it would save the District money as well as producing a better looking building. As a consequence, they went forward with the contractors proposal and redesigned the school's foundation.

As well as working on the three pillars and the architecture, ongoing deliberations were required to identify and solve problems associated with implementation. These included issues such as establishing the transfers necessary for staffing, hiring out-of-district staff such as the librarian, and identifying and purchasing resources. Each of these issues was carried out in consultation with department heads.

Parents and students were informed about the program through newsletters, through the local media and through special information meetings held at each of the other secondary schools in the district. In the months leading up to the opening of THSS, a parent advisory group was formed which still meets monthly to provide crucial feedback about the program. There were also communications with the five union groups working at the school, although, as far as I can

determine, they were limited to discussions about how the institution could be kept operating in the event of a strike.

Readiness

The notion of readiness is fundamental to the deliberative process that resulted in the Thomas Haney structure. Within the THSS deliberations, readiness seems to mean that an individual or a group is emotionally and intellectually prepared to accept an idea that the key decision makers want them to accept. This change strategy conforms with the approach called normative-re-educative which were identified by Chin *et al.* (1976). Normative-re-educative strategies involve change agents bringing about changes in an individual's or a group's orientations to old patterns and developing commitments to new ones. This strategy requires changes in attitudes, values, skills (abilities), and significant relationships.

The Superintendent first introduced the notion of readiness while talking to me about his time in New York while at Columbia:

> I look back now and I can see where Columbia had more of an impact than I realized at the time... I had completed a minor in Psychology and I focused very much on self-concept and developmental psych, the very stages that people go through, and that has impacted on me greatly, and I guess still does. In terms of the stages that we go through, readiness level, the whole concept of readiness level was very important.

He suggesd that "readiness" is something that we all experience and that it relates to a broad range of issues including financial commitments and philosophical positions:

> It [readiness] had to do with the financial side it also had to do with the philosophy...we [the key decision makers] owned a belief that other people hadn't arrived at yet, and that's when I became, I think in my career understood the concept of readiness, I had talked about it in terms of youngsters, primary children in particular, but I have come to appreciate that it's a human trait that we all have that is certainly not an issue that is specific to young children, that you know we all are ready [sometimes].

The Superintendent also talks about readiness with reference to the joint facility deliberations as the decision makers worked toward the idea that a high school and a college could share a facility. He says of these negotiations:

> He process was very tight right from the beginning, the basic understanding in that we would not force either party or any of the major players in the party to a position that they weren't comfortable with, that we, readiness, we would work on readiness, if they weren't ready we would back off and try to generate readiness. Throughout the entire process that never broke down. The only time we paid for our sins is when we tried to short circuit, and we found that whenever we did that we had to go back.

The Superintendent recognized that for major restructuring of education services to be accepted by outside stakeholders, such as parents, they also had to be ready. He suggestted that societal readiness exists and was developed because parents had lived through the political and cultural changes of the sixties, seventies and eighties.

> A bunch of what we're doing now, was talked and written about in the sixties and early seventies.

> Readiness wasn't there, and the technology wasn't there. It required the technology to a great extent, and, I guess society just had to move through the times of the sixties and the seventies, and then the pressures of the eighties, and the calm in some respects in the eighties, the financial trauma of the eighties, that all generated a readiness for change I think.

This societal readiness is apparently documented and demonstrated by the Sullivan Commission Report which came along during the final year of planning for THSS. However, parent comments and questions during the first year of operation of the school indicate that many parents are not at all. ready for these changes. The on-going debate in the media about new teaching methods versus old teaching methods also indicates that many parents are not ready for this sort of change.

The Superintendent also recognized that politicians at all levels have to be ready to accept the proposed changes if the proposal was to be supported. He certainly is correct in this assumption in that staff at THSS have recognized that local School Board support and support of the Minister of Education are essential to the on-going success of the program. The Superintendent recognized this when he says:

> If they don't have the common vision , and if they're not willing to put the vision to the test at any time, if they're not willing to do that then it, it probably won't work, and so you need to have that core of people, the senior politicians, the local politicians, they all have to have the ability to step back and let something run, test it frequently, but let it run, let it go its course.

The Superintendent also assessed his own readiness level from time to time. For instance when he decided to go ahead with a self-paced program he went for a long walk and decided whether he was ready to deal with the implications of the proposed changes.

> There was another time when I had to go for a long walk, and try and assess my level of comfort [readiness] ... what it came down to finally for me was that it was absolutely consistent with the original thrust in terms of the project, that I do believe, and I, Sullivan and the Year 2000 people said it better than I ever did and probably ever will, I do believe that people learn in different ways and at different rates, and I will always believe that...Often where readiness did not always exist the [key decision makers] had to engage in helping groups or individuals get ready for the proposed changes. The "generating readiness" process involved providing opportunities [often by committing money] to do research, to participate in the planning sessions, to take trips to see examples of the ideas in use, and to meet people who could clarify issues and answer questions. It also involved the decision makers "guiding" discussions and coaching on the side.

The Superintendent recognized the importance of getting ready when he said we (the key inside stakeholders) realized after a while, we had to step back, and we had to assist other people with a readiness level. He also assumed the role of teacher in a sense by guiding people towards readiness. The Deputy Superintendent recognizes this fact when he said::

> Certainly there were guided decisions and the Superintendent was the prime guider of the decisions.

Within the School District this strategy is reflected in many situations such as the decision to involve all of the District Administrators in the deliberations:

> And that's where I think the Superintendent made some really good moves...by involving all of the principals...and even vice principals where he could in these planning sessions...and trips off here there and everywhere to look at...along with classroom teachers and so on... to not isolate them out.

He also made sure that representatives from each school participate in each step along the way in an attempt to establish a level of readiness within each of the other schools in the district.

> Another thing that the Superintendent wanted us[Director of Secondary Instruction and the Deputy Superintendent] to do was always ensure that all of the schools were involved with the thinking that was going on for Thomas Haney.

As a consequence of these opportunities the Superintendent observed, many of the internal stakeholders developed a level of readiness:

> We found that in the last eight to ten months, this year many more folks have come in because they've had the opportunity to do the research, they've had the

> opportunity to walk the walk and say, how are you going to do this? And, a lot more folks are realizing that we simply are going to have to do some things differently, and we are going to...there are going to be abrupt changes, and in some instances in terms of how we deliver curriculum.

The Deputy Superintendent also felt this way and recognized that the willingness to spend some money to get people to start seeing and thinking things differently pays huge dividends.

At the school staff level this strategy of helping people get ready for the changes was also employed by the director of Thomas Haney.

> I did put together this, package of pre-reading, you know trying to get the mind set there for folks when we came together. And so, the topics of discussion there were what it would mean to have a Bishop Carroll type of system, what were the pros and the cons.

He and the Superintendent also helped Thomas Haney teachers develop readiness by sending them to Bishop Carroll and by having the consultant work with the staff.

With the help of the Director of Secondary Instruction, the Superintendent also arranged for academics from the Model Schools Consortium in the United States to visit and talk to THSS staff about the proposed school program. These visitors include Jim Keefe, the president of the National Association of Secondary Principals, and William D. Georgiades of the Learning Environments Consortium . The effect of these visits was impressive. They helped staff members believe that they were participating in a program with the potential to be successful. The visits also helped by having people with practical experience answer real questions. The readiness level of the staff improved with each visit.

The Thomas Haney Project as a whole is also seen as a means of getting people within the education community ready for change. As observed by the Director of Secondary Instruction, THSS is seen as an opportunity for others within the District, for other members of the Provincial Consortium, and for others from the wider education community to visit and experience the effects of this change and to observe a different way of participating in education.

During the first year of operation four groups of fifty educators from as close as the districts next door and as far away as Japan visited the school to experience the THSS program first hand. There were also numerous smaller groups of visitors, and a great number of requests

to visit were turned down. I feel certain that key decision makers intended these visits to help other educators get ready to restructure the traditional school system.

Conclusions

My objective here is to discover and to describe the decision making process behind the components of the Thomas Haney concept, and to identify, where possible, the factors influencing the development of school policy surrounding specific educational elements of the program. I assumed that I would discover an approach where no decisions had been made and where the process began by asking questions such as: what sort of school would meet the needs of students in the particular area? What size and design of a facility was required? What strategy would be used to obtain adequate funding from the Ministry of Education? What staffing and equipment needs would be required? What sort of technology would be required to support the proposed program? What sort of time line would be needed to construct and equip the facility? Based on my previous experience in the district, I assumed that these questions had been answered within the context of local internal and external stakeholder groups working collaboratively to find solutions to these problems. I expected to find that the school district staff had acted as organizers and facilitators throughout the process.

What I found was something quite different. I found that the individual experiences of key decision makers had profoundly affected the deliberations. I found that the method employed in the deliberations involved bringing in those who shared experiences and beliefs held by the key decision maker. I found that the method also involved assessing and establishing"readiness" in preparation for decision making. I discovered a process where external stakeholders from a very broad jurisdiction had participated in the deliberations. Further, I discovered that the process did not involve parents and students to any appreciable degree although in retrospect I believe that it should have. I also discovered that representatives from the largest group of internal stakeholders—the teachers union—were invited to attend "readiness" meetings about THSS.

Although decisions made could profoundly affect this group, they were not included directly in the deliberations.

The Superintendent's education experiences from the sixties, together with his experiences in Calgary and other places, significantly affected his decision about what should happen at Thomas Haney. Based on these experiences, he made the decision to build a school that has a self-paced curriculum delivery model, a teacher advisor program, and a sophisticated, technologically based information management system. The Superintendent realized that he would need help implementing this policy and consequently hired a consultant who shared his beliefs and who had experience with a similar program. He confirmed that he and the others shared a strong commitment to the proposal when he said,

> We weren't prepared to discuss philosophically the need to change the system, the need to look at learning styles, the need to pull away barriers from youngsters. We owned that territory in our minds and in our hearts.

Helping stakeholders get ready for the change was the fundamental methodology employed throughout the deliberations. District office administrators, school based administrators and teachers were "readied" for participation in the proposed changes by providing them with opportunities to visit sites like Bishop Carroll and to talk with academics, such as those participating in the Model Schools Consortium. Teachers interested in the program were provided with supporting literature and opportunities to attend in-service activities relating to the program. Architects, Ministry personnel and politicians were included in deliberations where issues relating to the proposed program were the focus of discussion, providing an opportunity for them to learn about the program elements. To a lesser degree, parents and students were given information about the merits of self-paced programs and teacher advisor programs through meetings and newsletters. All of these combined to produce a fertile education community "ready" to participate in solving problems associated with implementation of the proposal.

It is worth noting that, during the first year of operation, one of the areas of concern for staff was the lack of language in their collective agreement reflecting the realities of their work experiences. This could have resulted from the fact that there was very little participation of their

union representatives during the deliberations. It is clear that other educators who plan innovations such as THSS should consider including this group in the deliberations as a way of helping them get "ready" for the changing roles of teachers and the effects on local contract negotiations.

Blended with this readiness process was a fairly typical set of meetings and discussions focusing on a wide variety of topics relating to program implementation. The overall deliberations, as well as those concerning the writing of learning guides, those deciding on recommendations about the technology, and those solving facilities design and construction problems could be considered to be exemplary of Schwab's "quasi-practical."

Often, however, these meetings and discussions were focused on highly specific problems that related directly to those involved in the process (practical deliberations). For example when the general contractor proposed elevating the foundation of the building by eighteen inches, the set of deliberations which followed involved only the School District and the Contractor.

On other occasions the deliberations involved more diverse issues where actions could have consequences that spread beyond the group for which they were intended (quasi-practical deliberations). The deliberations about the computer software seemed to exemplify this method. During these deliberations, members of the Provincial School Consortium and the Education Technology Centre were invited because of possible spin-off implications for them. Even during the final cost negotiations involved in developing software, special considerations were made because of the potential benefits for other schools and school districts. The THSS deliberations conform with Schwab's analysis of practical deliberations in several other less obvious ways.

Two of these relate to Schwab's notion of "the arts of the eclectic," in which practical problems are examined from a variety of theoretical vantage points, with alternative courses of action assessed in terms of their consequences. The first has to do with what individuals bring to a set of deliberations. In the case of the THSS deliberations, the beliefs of the key decision makers determined the direction of deliberations and developing policies. Consequently, the earlier experiences of the key decision makers must be considered as part of the deliberations.

The second, has to do with what Chin and Benne (1976) call people technologies as crucial elements during planned changes. These technologies refer to knowledge about participative learning and about attitude change. In the case of the THSS deliberations it was knowledge of these "people technologies"—in particular attitude change—that allowed for "readiness" to be used so effectively as a deliberative method. This sort of normative-re-educative methodolgy is not an obvious part of Schwab's concept of eclecticism but it fits because it involves the use of knowledge borrowed from various theoretical perspectives. Chin and Benne (1976) make the point that whether planned changes include new "thing technologies," referring to such things as knowledge about the use of computers, or "people technologies":

> Effective processes of introducing changes must be based on behavioral knowledge of change and must utilize people technologies based on such knowledge. (p. 2)

In the case of THSS, knowledge about people certainly affected the implementation process and may, through the Teacher Advisor program, advance the long term expectations of the program.

Chapter 5
Conclusion

> Deliberative Inquiry is two processes taking place in an integrated and mutually informing manner—inquiry into the present and past objectives and methods of education in schools, and deliberation over future directions.
>
> Orpwood (1984)

Thomas Haney Centre is an example of major school restructuring as defined by Keefe (1993). The Thomas Haney structure includes organizational changes such as the self-paced curriculum and the teacher advisor program, which are intended to increase students intellectual and social competence. However, there is active debate in the literature over the claim that the inclusion of self-paced programs will promote the desired goal of increased intellectual competence. It is worth noting that all parties involved in the debate agree that self-paced programs may have positive affective gains for students and that this is the consensus of those working at Thomas Haney Centre.

Teacher Advisor programs are relatively recent elements included in some school programs and there is little research which evaluates their contributions. Their use, however, is strongly supported by those implementing teacher advisor programs. Teacher Advisors report that their programs seem to have positive affective gains associated with them. These gains, together with positive gains associated with the self-paced program, may help deal with several of the traditional school problems identified by Glasser (1990), including high dropout rates, high tardiness and absence rates, high teacher absenteeism, large numbers of discipline problems and high delinquency rates.

The structure conforms with Keefe's definition because it involves change in the professional lives of teachers and the coordination of community resources. The professional lives of teachers are drastically changed at THSS because of the self-paced curriculum delivery process, because of their new teacher advisor role, and because of the increased demands on teachers as curriculum writers and technology users. The change related to the coordination of

community services is evident in the joint nature of the facility which includes both secondary and college students. In addition, adult learners use the secondary school facilities and have access to the college program.

The deliberations resulting in the design and implementation of this restructuring project had the potential to address several of the problems identified by Glasser and the expectations of the key decision makers. The structure provided opportunities to positively address the motivation and commitment of students and educators, largely through the inclusion of the Teacher Advisor program.

Educational Change

The Thomas Haney educational program involves changes which meet the criteria for planned change introduced by Chin and Benne (1976). These are that planned changes must be conscious, deliberate, and intended, at least on the part of one or more of the agents of change. Chin and Benne pointed out that the broad range of approaches meeting these criteria used one of three change strategies—the rational, the normative-re-educative, and the power-coercive. The "rational approach" requires as many options as possible to be identified, with the rational best choice chosen. According to this strategy the rational choice is then implemented because people are ultimately rational and will do what is in their best interests.

An example of this sort of decision making from within the Thomas Haney deliberations was the selection of the computer software vendor. After reviewing the optional vendors from across North America, the decision was made to use a particular vendor who had demonstrated the ability to do the job, whose proposal was cost effective, and who was close enough to the school site to provide better opportunities for face-to-face communications. It is worth noting that despite these facts this vendor appeared to be the rational choice, the company has not lived up to his contract and the school program is suffering as a consequence. This fact points out that the apparent rational choice is not always the "best" choice.

The second approach to change evident at Thomas Haney is the normative-re-educative approach which acknowledges that actions and practices are supported by sociocultural norms, attitudes, and values. This strategy requires that those planning the changes recognize the attitudes and beliefs of those affected by the change and find ways to modify their attitudes and beliefs. These modified attitudes and beliefs provide the new sociocultural norms required to support new patterns of action and practice. Examples of this sort of change strategy were identified in the group of "readiness" opportunities outlined in Chapter Four. Within the context of these opportunities individuals could identify their own attitudes and beliefs about teaching and learning and in some instances modify them, based on an experience such as visiting Bishop Carroll or speaking with an educational leader such as Jim Keefe. These normative changes are an essential part of successfully implementing change in educational institutions. The commitment of teachers working at Thomas Haney is fundamental to its potential in implementing the proposed changes. The staff's commitment is dependent on their positive attitude toward the program and their belief in its individual elements. In my opinion, successful implementation of the program is entirely dependent on the staff's commitment and the attitudes. This point is taken up below.

Power-coercion is the third change strategy introduced by Chin and Benne. It involves the use of power to secure the compliance of those with less power to the plans, directions, and leadership of those with greater power. The authority behind the power is usually derived from political or economic sanctions. In the case of educational institutions, such as school districts, power of one person over another is implicit in the hierarchical layers of authority from teacher to department head, department head to school administrator, school administrator to director of instruction, and finally to the Superintendent.

In the case of the Thomas Haney deliberations, I did not identify any explicit instances of conscious power-coercion. However, the fact that the firmly held beliefs of the Superintendent became the guiding policy direction for the project may imply that power relations had some effect. I believe that within the context of deliberations involving individuals with different degrees of power, there is always the possibility that the power relationships affect the outcomes

of the deliberations. This is the premise behind Anderson's (1992) views of restructuring in which he suggests that restructuring is the process of encouraging changes in schools by controlling finances, assessment processes, the accreditation process, the assignment of authority, textbook allocations, and the architectural design of schools.

It is evident that the Thomas Haney deliberations involved a variety of decision making strategies and that the difference between these strategies was based on the ideas, beliefs and relationships that people brought to the discussions. A purely rational approach to problem solving seems to not acknowledge that the ideas, beliefs and relations of those involved in the process may have to be changed.

Deliberative Inquiry

Professor Schwab's concepts of the practical, quasi-practical, and eclectic provide a framework for engaging in deliberations to solve specific curriculum-related problems. He rejects the view that there are theoretical solutions to practical problems, and argues that these practical problems can only be settled by changing either states of affairs or desires.

Schwab characterizes the process of deliberation as one which begins with a vague sense that a problem exists. As the problem slowly emerges through deliberation, data are given form and problems becomes more clear. The data search increasingly becomes clearer and eventually becomes a search for solutions. During this search for solutions Schwab implies a rational approach where deliberators envisage alternative actions, consider their possible consequences, and estimate their costs and feasibility before making a decision.

Schwab proposes three concepts, each of which is more completely described in Chapter One; these include the practical, the quasi-practical and the eclectic. The practical is a domain of human activity in which the subject matter is concrete and particular and always vulnerable to unexpected change. To Schwab, practical problems are highly specific and relate directly to those involved in the process. The quasi-practical is described as an extension of the practical domain in which actions have consequences that spread beyond the group for which they were intended.

The eclectic is a further extension of practical activity where by the limitations of any one theoretical view are replaced by examining practical problems, from a variety of theoretical vantage points, and comparing and contrasting the consequences of actions emanating from these, and determining which of these consequences are most desirable.

Schwab (1970) characterizes deliberation in general as consideration of the widest possible variety of alternatives; each alternative is viewed in the widest of lights, ramifying consequences are traced to all parts of the curriculum, and alternatives are rehearsed by those affected. This characterization together with the characterization of the three concepts are based on the same assumptions as the rational strategies outlined by Chin and Benne (1976). The assumptions are that people are ultimately rational and will follow their rational self-interest once a better way of doing something or thinking about something is revealed to them. Building on Schwabs conceptualization, Orpwood and Souque (1984) suggested that stakeholders involved in a set of deliberations should see and agree with the best alternative for a given situation after being exposed to the full range of alternatives.

At the beginning of the Thomas Haney deliberations the key decision makers from the internal stake holder group all believed that self-paced learning and teacher advisor programs could positively affect students intellectual and social competence. This fact is emphasized by the Superintendent's declaration that the key decision makers "owned" this belief. These beliefs became policy and consequently directed the outcome of all of the deliberations that followed. These remaining deliberations focused on the practical problems associated with implementation. It is worth noting that many of these implementation deliberations resembled Schwab's practical and quasi-practical, but their scope was limited by the earlier policy decisions. However, Schwab's "eclecticism" can be seen in the way previous experiences of the key decision makers influenced the deliberations. The key decision makers spent years examining the limitations of traditional schools by identifying and solving practical problems, and came to believe that the educational structure represented by THSS is more desirable. In this manner, it could be argued,

the experiences of the key decision makers worked to repair the short-sightedness of any one theoretical perspective, and were therefore, in Schwab's terms, eclectic.

The concept of "readiness" was instrumental in moving the deliberations to a position that favored support for and participation in the self-paced program. "Readiness" provided an opportunity for people to evaluate their attitudes and belief systems and to modify them in support of the Thomas Haney proposal. Readiness was a consistent method used throughout the deliberations and it influenced the participation of key decision makers, teachers, Ministry personnel, and politicians. This process was fundamental to the successful planning for and implementation of the key internal stake holders educational structure—Thomas Haney Secondary School.

Discussion

I have made the claim that it was the experience, beliefs, and relationships of people involved in this project that influenced—perhaps determined—the outcome of this set of deliberations. I have alluded to the notion that empirical support for the alleged gains in student achievement would be warranted in future research and anlaysis, yet there has been no attempt in this study to do so. I have already pointed out that it may be several years before we can ascertain whether the process presented here has resulted in a school program that makes a positive difference for students. Further questions can be raised about both the nature of these differences and the kinds of evidence that would be required to detect them. For example, a local newspaper reported recently that most of the scholarship winners in the district had attended another school offering a traditional program. The immediate question, as I can imagine in the minds of, say, parents of Thomas Haney students, is: Why not Thomas Haney? The matter is rather difficult, however, as the scholarship program could be seen by some, not solely as a measure of academic achievement, but as a manifestation of a school structure and culture that may be more concerned with tokenism than with students' self-directed and active learning. In fact, the educational program at Thomas Haney would question the authenticity of measuring and reinforcing students

accomplishments by such means. It would be another thing altogether to detect and measure the sort of goals and objectives anticipated by the Thomas Haney structure—those of critical thinking, self-directedness, excellence in expression and communication, to name a few. The Valedictory Address to the first graduating class is illustrative of the kind of evidence that might be considered.[1]

> Some say that graduating from high school is like closing the book on one part of your life. I think that for this years' grads at THSS, that book was closed at the end of grade eleven. I can remember the first few assemblies during the first days of school. We were all gathered into the beautiful new gym of our beautiful new school, we were all eager, perhaps nervous, at what was in store for us while a tall man [the Director of THSS] in a suit was chatting away, telling us to "seek challenge and experience success." At that point I remember thinking, how can we seek challenge when there aren't even any textbooks? Yes, our year here started out a little short of chaos...What is a learning outcome? What is a learning guide, and where do I get one? Who are my markers and where do I go?
>
> It took a while before the realization set in, no one was going to take us to a seat, sit us down and dictate notes, now it was up to us. We were to decide when, what and where to learn, and academics were only part of the things I learned.
>
> We learned things about ourselves, like how we work, what we like and dislike. Its a lot easier to figure out what courses are or are not right for you when you've got to be the one to open those books and start learning each morning.
>
> We also learned about each other. we found people with whom we were compatible, not because we had the last names that started with the same last letter, but because we were in the same courses, working individually on the same assignments. We were able to view each others' work habits, to use new strategies and ideas until we found one that worked for us. We learned to work together, to find a balance between when to socialize and when to concentrate on studies. By working together, we learned what other people had to contribute, and that everyone had something worthwhile to say...something we may not have had a chance to hear, had we spent the year in an assigned seat, listening to lectures.
>
> As the first graduates of THSS, we've already set a lot of standards; however, it was not only a time for students to adapt to new concepts, it was a time for teachers too. As the first generation of grade twelves to decipher the learning guides, we were in a position to contribute our opinions about the activities and outcomes. We realized how much seminar time was appropriate, which activities were really helpful, which activities could be omitted, and the number of activities that could be completed with quality within a semester. We've left our mark and have hopefully paved the way for future generations here at THSS. There will no

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[1]This address was presented by Carin at the graduating ceremony held on June 25, 1993 at Thomas Haney Centre, and is included with permission.

> doubt be further alterations with each group, but the initial change will remain the most profound. It wasn't through easy times that the ladies and gentlemen before you (the grads) have earned their diplomas. We had to make time for all the necessary activities and seminars, write tests, wear earplugs, work on computers to all hours of the night...whatever it took. Now that's what I call dedication and responsibility.
>
> The techniques and abilities we've acquired here will play an important part in our future lives. Whether we move on to post secondary education, play a sport, learn a trade, or join the work force right away, we will all keep with us the fond memories of the year that we took our education into our own hands. At THSS, the experience of real life and the real world has certainly prepared us and will help us to deal more appropriately and responsibly with the future. A truly sincere thanks to the wonderful staff, its been no easy task for you, and do not think for a moment that we will ever forget your dedication and love.
>
> I wish us all a very successful future, and, as a wise man once said, "The difficulties we have overcome will strengthen our capacity to learn, to seek challenge, and experience success."

Another set of questions can be raised about the sort of evidence required to demonstrate the elements of restructuring in the educational lives of staff. Certainly, I have impressions and opinions about the changes I have undertaken myself as a teacher at Thomas Haney, and I have some grasp of what the school program has meant for my colleagues. It has not been my purpose in this work to identify these impressions and opinions. The question of whether teachers actually believe and support the intentions surrounding the elements of the structure, and whether these intentions have actually been realized in their relationships with students, remains unanswered. This thesis makes the point that there is much more to educational decision making and policy formation than "deliberation." Much of our thinking and literature is pervaded by the ideal that all "stakeholders" ought to become involved in the processes of articulating, critiquing, and forming educational goals and processes. Schwab's important conceptualization of the practical, quasi-practical, and eclectic domains of human activity have been instrumental in showing the need for a multiplicity of views and understandings in practical matters. My point is that such renderings of policy formation as those emanating from Schwab's analyses (e.g., Orpwood & Souque, 1983) appear as a "myth of inclusivity, and have neglected the important place of leadership and vision in educational change and restructuring.

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