

There is growing polarization of thought in Australian educational communities about the nature of schools and the dimensions of schooling. One aspect of this polarization is characterized by Hirst (1976).<sup>1</sup> He suggests on the one hand that there is an established tradition which rationally derives the critical determinants of schooling and curriculum from authorised aims and objectives.<sup>2</sup> Alternatively the explanation and planning of curriculum events may be said to rely on deductive rationalism or analysed from a systematic study of behaviour to establish objective criteria and to measure factors within a rational decision making process. The second tradition transcends rational scientific explanation and focuses on the preferences, norms and motivations of individuals and groups as the primary source of data for selecting the purposes of schooling and of the curriculum (Goodlad and Richter, 1966). The explication of these preferences and motivations emphasizes the purposive nature of the curriculum within a school, the dignity and worth of whose general goals justify the effort of pursuing them (Clark and Wilson, 1961).

PARTICIPATION AND SCHOOL-BASED  
CURRICULUM DEVELOPMENT

The purpose of this paper is to identify preference positions at system level and analyze them in operational terms in schools. The focus will be on the concepts of participation and school-based curriculum development in relation to subject co-ordinators.

School-based curriculum development

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The literature on school based curriculum development (SBCD) in Australia places many of the proponents of the "movement" within the rational decision-making model (Rawlinson, 1978; Rawlinson and Donnan, 1978). SBCD has been conceptualized within a Tylerian hybrid rationale. This has been regarded as the most practical and legitimate approach to curriculum planning and development (Walton and Welton, 1976).

A recent definition of SBCD (Rawlinson, 1978) is supported by a linear rational approach. It emphasizes characteristics which focus on the concepts of participation and management within existing system and school structures.

*"SBCD is in a sense a modification of a traditional system of curriculum determination emanating either from a school principal or a central state board of education, and implies the development of a more participatory form of decision making relating to curriculum development and implementation. It is important to note that SBCD may not necessarily be a whole*

*school exercise; it may relate to a part of the school;...it suggests a shift in responsibility and the establishment of a different pattern of relationships. SBCD...is a dynamic process optimally involving teachers, students and the community...there is a need for support structures."*

The qualifying phrase, 'in a sense', perhaps indicates the undeveloped or uncertain state of the art of thinking about SBCD. Bureaucratic structures characteristic of Australian schools and schooling are recognized and decision-making is initiated as a 'top-down' process. According to the definition, participation in decision making is limited to those who are dependent upon the authority and power of established hierarchies and involved with social roles, status and prestige opportunities which are not directly related to the curriculum process, to learning and to teaching.

Three observations could be made about this definition of SBCD. The rational approach has a demonstrated record of relative failure and criticisms of the approach to curriculum planning at systems level are well known (Wise, 1977; Eisner, 1967; Hirst, 1976; Kliebard, 1972; Hyman, 1972). The reality is that when empirically observed (Taylor, 1970; Pring, 1973; Reid, 1975) actual processes of curriculum planning and development do not conform to the rational model. In addition to this, there appears to be an unhealthy preoccupation with a single rational model (Skilbeck, 1976) which is largely untested and untried. There is little data on the distortion that occurs between the proposal and the operation of this model: yet it is the one proposed for each state education system. Skilbeck's rational-interactive model recognizes sources of the purposes of curriculum at school or system level (society, learner and knowledge) but fails to show how these integrate and operate. The emphasis is on 'objective' situational analysis and sequential enchainment of discrete units within a framework of rational synthesis, a process which may exclude more potential influences on learning outcomes than it includes.

Most significantly, the advocates of SBCD who subscribe to the above definition, approach curriculum development without due reference to the preferences and norms of persons within state systems or within individual schools. It seems essential to make the policies of education systems and the preferences of individuals explicit.

## SBCD and group leadership in Queensland

Determination of preferences and norms may be undertaken as a whole school enterprise or in groups. Groups may form on their own initiative at different organizational levels or a SBCD enterprise may involve a whole school team or sections (departments) based on traditional discipline or on inter-disciplinary grouping. SBCD may best be attempted or encouraged with a group approach; there is evidence to indicate that this strategy is relatively effective (Porter, 1976).

In Queensland, leadership of sections grouped by disciplines is invested in the position of subject-master/mistress. The position was established in 1964 and in 1970 it became the first promotional position leading to executive management in schools in the state education system. The increase in number of secondary students and the advent of the Radford scheme in the past seven years, have led to an increased number of young, relatively inexperienced appointees to the position. It is not surprising that in view of the recent establishment of the position, there has been a notable lack of investigation at a system or school level, into the role of co-ordinator or subject master as the head of a department or curriculum team.

A study was conducted by the authors to explore the meaning of Participation among three groups of educators (administrators, teachers and subject masters) and their understandings of the subject master's role.

### Participation and SBCD

In contrast to the approach suggested by the definition of SBCD, the beginning point for this study focuses on the principle of *Participation* within an open model of curriculum (Appendix A). Participation is said to sponsor interpersonal relationships among people whose individual worth is recognized and whose unique contribution enables them to relate to each other (Holland and Bartlett, 1977). Participation introduces them to alternative preferences and values and opens the derivation of the purposes of schooling and curriculum to student, parent and staff choice. The preferences and values deriving from this principle are enacted into procedures which themselves embody motivations and values (Schwab, 1973).

The procedures established by subject masters to make explicit the preferences and norms of parents, students and teachers are related to the curriculum domains associated with the four processes of planning, implementation, design and evaluation. Participatory procedures allow groups to ensure that preferences and values are emergent. To establish dialogue, subject masters provide a forum for teachers to negotiate professional and personal disagreements, to co-opt the assistance of senior administrators and the community external to the school. Not only will procedures for improvement of *Staff Relations* be established but staff opinion is recognized both in relation to the co-ordinator's own performance and the performance of his team. Shared and responsible dialogue provides the means for students to participate in *Decision making* about their own learning. The *Evaluation/testing* of this learning emphasizes the valuing of self through teacher, student and parent participation in influencing the criteria used to make curriculum decisions. *Curriculum Development* is oriented to the needs of students in their particular cultural context and the means required to effect change and innovation in accord with these needs. The subject master does not view *Subject Matter Status* as a commodity to be transmitted to learners but as a means of testing dependency relationships among staff, students and the community through the learning experiences of team teaching within and between subject departments. Integration is social and focuses on open learning transactions rather than subject matter content.

Support structures within an open participatory model of SBCD are found in the curriculum process, in management and in the school and departmental 'climate'. The subject master encourages the *Professional Development* of new and experienced teachers by co-opting assistance from within and outside his department. *Resources* and finances are managed and co-ordinated to maximize teacher and student participation in learning. Finally, different levels of management within the school *Hierarchy/Organization* are related in part by the ability of the subject master to facilitate social interaction among members. The curriculum requires management through established organizational structures to which the school community gives social assent.

The Queensland Study

Curriculum statements expressing procedures related to nine domains were derived from an understanding of Participation in a SBCD context (Table 1).

Table 1 Percent respondents preferring and practising aspects of curriculum.

Curriculum Procedure Statements.	% preferred very great/great importance	% practised always/often evident	% preferred and practised
<i>Co-operation/participation</i>			
1. Establish procedures whereby teachers can share policy-making with other teachers in his subject.	90	50	46
2. Gain the co-operation of senior administrators.	90	64	59
3. Use assistance from outside the school in developing his subject.	57	24	18
4. Provide procedures whereby students can influence policy.	9	1	0
5. Gain the co-operation of classroom teachers.	98	74	70
6. Discuss new courses with parents.	39	16	13
<i>Staff relations/opinions</i>			
7. Allow classroom teachers to initiate agenda for subject meetings.	72	48	39
8. Conduct subject meetings frequently.	50	30	21
9. Deal with personal disagreements between and among teachers in his subject area.	40	22	17
10. Inform teachers re shortcomings in their performance.	44	15	12
11. Help reduce professional disagreements among his teachers.	54	25	20
12. Invite open discussion and criticism of his own performance with his teachers.	44	14	11
13. Present professional viewpoints of his teachers in discussions with his superiors.	83	52	47
<i>Decision-making</i>			
14. Have autonomy to make all decisions about curriculum.	47	41	26
15. Allow students to influence decisions made in relation to curriculum.	7	1	0
16. Consult with the principal and deputy principal when curriculum decisions are made.	6	57	42
17. Brief new staff on decision-making procedures in his subject area.	87	66	59

Curriculum Procedure Statements.	% preferred very great/ great importance	% practised always/often evident	% preferred and practised	Curriculum Procedure Statements.	% preferred very great/ great importance	% practised always/often evident	% preferred and practised
<i>Curriculum development</i>							
18. Design courses specifically for his school to suit the needs of students.	77	28	25	36. Co-opt assistance from outside his department in running inservice meetings.	45	8	6
19. Sequence subject matter to be taught in all grades in his subject area.	67	63	47*	37. Give special assistance to beginning teachers.	88	50	44
20. Always co-ordinate syllabuses in each year in his subject area.	77	71	58*	38. Conduct regular inservice meetings with teachers.	45	14	12
21. Provide a 'set' work programme to be followed by teachers at each year level.	31	45	23*	39. Discuss new developments in education with his staff.	66	30	27
22. Play a leading role as innovator in his subject.	67	33	28	<i>Resources/funding allocation</i>			
23. Take an interest in improving the quality of the school educational programme.	84	59	53	40. Encourage teachers to take students into the community and environment external to the school.	62	57	30*
24. Implement innovations within a framework of the school's philosophy.	69	34	29	41. Allow advisory and resource teachers to influence him.	47	28	22
25. Make special provision in the curriculum for students completing their schooling in grade ten.	62	27	21	42. Control financial resources for the development of his subject.	62	55	42
<i>Subject matter status</i>				43. Ensure there are adequate library resources for his subject.	94	64	60
26. Encourage team teaching within his subject.	33	20	15	44. Have a teaching room or laboratory available for the sole use of his subject.	76	32	28
27. Attempt to <i>interrelate</i> his subject with other subjects in the school curriculum.	47	10	9	45. Have the right to allocate teachers to his classes in his subject.	72	45	36
28. Wherever possible <i>integrate</i> his subject with other subjects if school or departmental policy allows.	36	7	5	46. Employ and allocate the time of teacher aides.	49	24	19
29. Plan so that teachers are involved in teaching no more than two subjects.	38	17	11	47. Establish a centralized resources and library system within his department.	70	42	35
30. Have better qualifications at tertiary level than other teachers in his department.	18	42	11*	<i>Evaluation/testing</i>			
31. Encourage team teaching <i>between</i> subject areas.	16	5	3	48. Design <i>all</i> tests for pupils studying his subject.	13	19	5*
<i>Professional Development</i>				49. Consider the prevailing attitudes of teachers toward evaluation.	66	52	39*
32. Show concern for the professional development of teachers.	79	51	44	50. Permit himself to be influenced by prevailing attitudes of parents toward assessment of their children.	4	1	1
33. Give special assistance to inadequately qualified teachers.	86	45	37	51. Allow the opinion of students toward assessment procedures to influence him.	6	2	1
34. Encourage teachers in his subject area to attend inservice courses.	67	41	36	52. Evaluate the curriculum designed for students studying his subject.	83	52	47
35. Allow his role as subject master to be influenced by professional subject associations.	43	23	17	53. Evaluate the effectiveness of teaching strategies used by teachers of his subject.	57	17	14

B.

Curriculum Procedure Statements.	% preferred very great/ great import-	% practised always/often evident	% preferred & practised
<i>Hierarchy/organisation</i>			
54. Discuss problems with the principal before they become major issues.	81	57	49
55. Take a positive liaison role between principal and staff.	75	48	42
56. Unite with the principal and deputy principal although not in complete agreement.	39	44	28*
57. Have adequate authority from school administration to discipline students.	58	40	28*
58. Disregard constraints of school policy when they interfere with his subject interests.	10	7	2
59. Delegate authority.	65	54	42
60. Take an active administrative role in decisions relating to the school.	64	38	31

\* Scores showing high difference from scores in column two.

Statements were intended to cover as wide a range of procedures as possible. Procedural statements specifically referred to aspects of curriculum process within each domain. There was considerable overlap since each statement derived from the one principle and its related values. For example, statement fifty one (Table 1) referred to student influence on their own assessment procedures and was listed under *Evaluation/testing* although it was closely related to *Co-operation/participation*. Statements were developed therefore with content relevant to the domain under which they were listed. Each domain could be considered a discrete aspect of the curriculum process.

Since the principle of Participation encourages individuals to exercise motivations and preferences so that meaningful interpersonal relationships might be established, the study attempted to make explicit the range of preferences of administrators, teachers and subject masters. The methodology in the study recognized that each individual uses the group and each group (or subject department) uses the school to achieve particular purposes: that achievement of some specific purposes reflecting specific preferences or motivations, may be suppressed so that a "pay-off" may be gained in contingent areas of curriculum choice. Preference positions of the three groups were assessed therefore for each curriculum domain.

Data were collected in June, 1977. Queensland schools were ordered by class and postcode and a systematic random sample was taken to ensure adequate representation and coverage by geographic distribution (Ross, 1975).

Members in the sample were asked the question "In his subject area, a subject master *ought* to...(*does*) ...": responses were on a five point Likert scale ranging from five (of very great importance) to one (of no importance) for the preferred values scale and five (always evident) to one (never) evident) on the practised scale. A sixty-nine percent response rate (N = 329) was obtained from administrators (N = 49), subject masters/mistresses (N = 119) and teachers (N = 161). The sample was drawn from twenty-three state high schools.

#### Analysis and interpretation of results

Initial analysis aimed at the establishment of preference value (or what was said to be preference value) positions for the total sample population.

The practice (or lack of practice) of what is preferred, was measured on a second scale. From a visual inspection of the data, it is clear that the two scales differ appreciably. The level of practice of participatory procedures falls well below the preference values attached to these procedures. Comparability of scores occurs for discussion of curriculum decisions with principal and deputy principal : groups appear to recognize the co-ordination and management role of subject masters with administration although the nature of this "consultancy" is not clear. The management role of the subject master in co-ordination of syllabuses in his discipline is recognized and practised. In four statements, practise scores registered more highly than preferred scores. Two of these statements, the provision of 'set' work programmes and the design of tests for evaluating students are prescribed in the duty statements issued by authorities in the education system. Neither procedures have a high preference value attached to them and the population appears not to want to prescribe or to limit teacher participation in curriculum planning. The third statement which is non-procedural, relates to teacher qualifications at tertiary level. The high relative practise score reflects prescribed requirement for professional qualifications before a teacher can assume the position of subject master. The low preference value attached to the statement suggests that there are more important needs or qualities for subject masters to acquire than a tertiary degree. This is confirmed in a previous study (Bartlett and Ogilvie, 1978).

A second pattern of results is shown in the third column which indicates the percent of individual respondents who place a high preference value on individual items and at the same time suggest they are evident in practice. The pattern of responses is not dissimilar to column two. The difference between columns one and three indicate the real range of difference between what is preferred and what is practised. In statement one for example forty-four percent of respondents (ninety less forty-six) indicate that participatory procedures for teacher influence ought to be established by subject masters but they are only sometimes or never evident. The statements (asterisked) show where greatest differences occur.

The analysis of curriculum items in this phase of the study concentrates on responses in the first two columns. A high preference value is attached to procedures which emphasize a subject master's *Co-operation* with practising teachers and with senior administrators although the means for teachers to

participate in policy making within a department appear limited. Subject masters ought to discuss problems with the principal, to consult with him when curriculum decisions are made and to act as an intermediary between school administrators and teachers. There is some uncertainty about the subject master's administrative role in the whole school situation. For all statements describing the above, there is a fifty percent plus response for levels of practice.

Participation does not appear to be a guiding principle in establishing interpersonal relationships among staff. Dealing with personal and professional disagreements among staff members and inviting open discussion of the performance of teachers and subject masters ought to be avoided. Procedures which recognize *Staff Relations* are neither preferred nor practised. The scores indicate that the kind of participation and co-operation known by respondents is different in kind from the concept in the open model of curriculum.

The domain which tests dependency relationships among staff and students is *Subject Matter Status*. Procedures which invite participation in open learning transactions through team teaching within and between subject areas, score low on the preference scale. The concept of integration which provides the social and value linkages between subject areas and invites learners to share experiences is not a value to be encouraged through procedures established by subject masters. All procedures reflecting Participation in this domain are virtually unpractised.

Two of the most significant patterns of response are seen in statements expressing procedures for student and parent participation in curriculum decision making. Student assent to and initiation of the learning experiences they undergo seems crucial in a SBCD concept. The procedures which invite participation by students in determination of their own learning are clearly rejected or totally unaccepted by the respondents. No procedures are to be provided for student influence on policy, on decisions made in relation to curriculum and on criteria used in their assessment. Only three respondents (1%) in the total sample population (N = 337) perceive that student influence exists in the three areas. Despite the rejection of student participation in making decisions about curriculum process, respondents indicate relatively high preference values for designing courses to suit the needs of students and making special

provision for those students completing their schooling in year ten. Neither of these procedures are always or often evident in practice. Students are not valued for their input and a curriculum based on needs is valued only in as much as it is known by the teaching fraternity!

According to respondents, parent participation in curriculum development ought to be limited and is restricted in practice. Parents in the community ought not to be valued for their contribution to the development of new courses and for statement of their attitudes to evaluation of their children's learning. Subject masters are encouraged however, to value the community for the resources it provides. Participation appears to be a one way process. The patterns of preference and practice responses for student and parent participation are very similar. The teaching profession appears to be mouthing the desirability of a particular kind of participation for itself within education and school systems but this kind of participation is not extended to those 'outside' the profession, especially the community of parents and students.

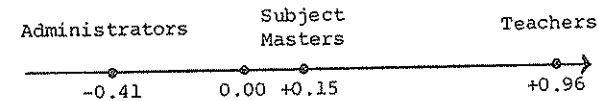
The support services valued by respondents focus on material *Resources* including libraries, preferably in each department, and the availability of teaching rooms or subject laboratories. Neither of these is amply provided for in schools. *Professional Development* is generally valued by all but procedures for its implementation are not practised by subject masters. There is a high dependency relationship on traditional hierarchical structures with little interaction between curriculum teams subject groups. The curriculum process itself appears unrecognised as a support structure. The overall pattern of responses suggests that the subject master role lacks identity. The position is not regarded as one of curriculum initiation and autonomy. Autonomy is firmly embedded in a chain of command and emanates from the central authority in the school, the principal,

#### Preference values of groups

The above analysis provides a macro view of the preferred values and perceived practice of the total sample population. The second phase of investigation focuses on the preference values of administrators, teachers and subject masters and makes explicit the differences among groups. Initially the nine domains of curriculum were used in a discriminant

analysis to provide indicators of how far apart group preferences were and to determine which domains were the optimum variables leading to a common discriminating function. Wilks lambda equalled 0.879 after the first function had been derived and was significant ( $X^2 = 125.41$ ;  $df = 12$ ;  $p = 0.000$ ). The magnitude of the eigenvalue and its relative percentage associated with the function, indicated that only one discriminant function was significant. Discriminant weights greater than  $|.20|$  were found for the domains *Decision making*, *Co-operation/participation*, *Professional Development*, *Subject Matter Status*, *Resources* and *Hierarchy/Organization*.

Subject master group centroid	=	+0.15
Administrators group centroid	=	-0.41
Teacher group centroid	=	+0.96



The group centroids indicate that subject masters are nearer to administrators than teachers in congruency of scores. Subject masters have less use for aspects of curriculum related to *Co-operation/participation*, *Subject Matter Status* and *Resources* and greater use for those aspects relating to *Decision Making*, *Professional Development* and *Hierarchy/Organization*. Practising teachers are similar in preferring these domains but differences are greater as seen in the higher centroid score. The magnitude of coefficients indicates that *Hierarchy/Organization* and *Decision Making* make the highest relative contribution to the discriminant function. Because of this statistical result and because these two domains together with *Co-operation/participation* are critical to SBCE, the three domains were analysed to determine group differences.

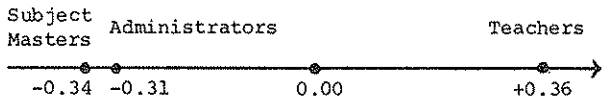
#### Decision Making

One function discriminated among groups ( $X^2 = 62.02$ ;  $df = 8$ ;  $p = 0.000$ ): a summary of coefficients and centroid values is given in Table 2.

Teachers are set apart from administrators and subject masters: they (teachers) do not value the subject master's autonomy to make all decisions or to consult with the principal in curriculum decision making. To a lesser extent, they do not see the value in a subject master's briefing

new staff about decision making procedures within a subject department. Administrators and subject masters value their autonomy over teachers in decision making processes.

Table 2 Group centroids in space and discriminant function coefficients for curriculum statement variables in the domain of Decision Making.

	
Curriculum procedure statements	Coefficients
14.* autonomy to make all curriculum decisions.	-0.63
15. allow students to influence curriculum decisions.	+0.05
16. consult with principal when curriculum decisions are made.	-0.65
17. brief new staff about decision making procedures.	-0.23

\* numbering refers to Table 1.

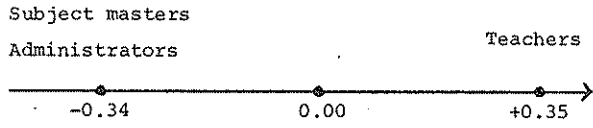
#### Co-operation/Participation

One clearly defined discriminating function separated the three groups ( $X^2 = 47.04$ ;  $df = 10$ ;  $p = 0.000$ ) accounting for 89.22 percent of the eigenvalue associated with the function.

Group centroids again highlight differences in preference positions of teachers on the one hand and on the other hand administrators and subject masters. Teachers value highly the procedures established by subject masters, to influence policy making within subject departments. They place a lesser but significant preference value on a subject master's using assistance from outside the school. They do not see the value in a subject master's gaining the co-operation of administrators or themselves. Similarly, allowing student influence on policy is not a valued function of the subject master. Administrators and subject masters indicate

identical positions particularly in valuing co-operation and participation among themselves and to a lesser degree in the subject master's provision of procedures for student influence on school policy.

Table 3 Group centroids in space and discriminant coefficients for curriculum statement variables in the domain Co-operation/participation.

	
Curriculum procedure statements	Coefficients
1.* Establish procedures for teachers to influence policy making.	+0.66
2. Gain cooperation of administrators.	-0.62
3. Use assistance from outside school.	+0.38
4. Provide procedures for student influence school policy.	-0.26
5. Gain co-operation of classroom teachers.	-0.30

\* numbering refers to Table 1 : Item 6 'Discuss new courses with parents' did not discriminate among groups and was lowly valued and practiced.

#### Hierarchy/organization

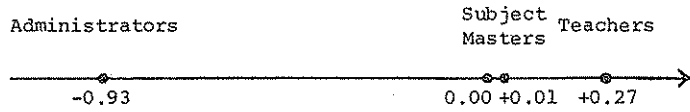
One discriminant function highlighted differences among groups ( $X^2 = 81.27$ ;  $df = 14$ ;  $p = 0.000$ ) accounting for 71.2 percent of the eigenvalue associated with the function.

The group centroids indicate that teachers see little value in a subject master's uniting with the principal when not in complete agreement; they do not see the subject master's function to liaise with the principal on their behalf. Teachers and administrators differ significantly in preference positions : teachers reject the subject master as an administrator in the school hierarchy : administrators see the subject master's authority



residing in their right as leaders to make decisions and resolve problems within the school. Administrators place significant value on a subject master discussing problems with him and in taking an active administrative role in decisions relating to the school. Subject masters appear close in preference values to teachers about their valued functions within the hierarchy.

Table 4 Group centroids in space and discriminant coefficients for curriculum statement variables in the domain Hierarchy/Organization.

	
Curriculum procedure statements	Coefficients
54. Discuss problems with principal.	+0.26
55. Take positive liaison role between principal and staff.	-0.44
56. Unite with administrators although not in complete agreement.	-0.76
57. Have adequate authority to discipline.	+0.02
58. Disregard constraints of school policy which interferes with subject interests.	+0.10
59. Delegate authority.	+0.06
60. Take active administrative role in decisions relating to the school.	+0.27

### Conclusion

The findings of this study suggest that the term participation when used in the context of existing structures in Queensland schools is little more than a slogan. Teachers place a high preference value on their involvement in curriculum decision making and development but they deny students and parents the right to participate in the curriculum process. Subject masters value teacher co-operation but curriculum decisions they make tend

to be authorised by the direction and approval of administrators. Administrators require subject masters to be managers of teachers and to determine curriculum matters as known by them. The notion of participation is entrenched within administrative hierarchies and the rational models of curriculum development that are maintained by these hierarchies. The introduction of SBCD within this concept of participation and within the authority control structures given in the definition, has a high probability of failure.

If, as the definition states, SBCD initiates from a school principal who sees his primary responsibility as a curriculum initiator and builder, and if rational approaches which according to White (1973) have a greater probability of developing authoritarian overtones, are integral to the formal introduction of schools to SBCD, the scene is set for 'top-down' decision making and rigid prescription of teacher and sectional initiative. Decision making and curriculum development at school level will continue to occur in a social setting apart from the instructional setting and curriculum will enter the classroom as a given for instruction. When due reflection is given to SBCD in this context, and consideration is taken of recent announcements by the educational hierarchy<sup>3</sup> about core curriculum, teachers may well predict greater and more stringent controls over their curriculum and schooling activities.

SBCD implies more than "the development of a more participatory form of decision making." The results suggest that not merely the "modification of traditional structures" is necessary but Participation requires a different set of structures and values. That is, 'executive management' does not belong in a context where Participation guides development in an open model of curriculum. The total sample analyses does reveal that the teaching profession rejects Participation as it is defined in the design of the study but *only in as much as the profession is aware of it*. As a principle guiding SBCD, it is worthy of further testing in practice.

This testing is justified not only from the empirical results that there are differences in the perspectives of groups within schools about many aspects of curriculum, but also from the observation that preferences and norms in schools are not tight (Shaw, 1976). The preferences, values and motivations with their underlying presuppositions (Ryan, 1978)<sup>4</sup>, need to be redefined in schools *before* social assent is given to a particular

approach to SBCD. Assent cannot be achieved by rational consensus but through valuing activities (Bartlett and Holland, 1978) guided by principles such as Participation.

The empirical results outlined in this paper identify preference positions of groups across Queensland considered as an entity. As a form of knowledge contributing understanding to the purposes and meaning of curriculum-in-context, the results are limited. Further empirical analysis ought to focus on the case study approach and the redefinition and contesting of critical concepts in the way Gallie (1964) suggests. This investigation ought to be attempted in an individual school community of parents, students and teachers who provide the principal inputs for curriculum design and who are guided by their perspectives and experiences embedded in the traditions and socio-cultural context of their environment.

## Notes

1. Hirst's notion of curriculum focuses on the planned programme of learning activities aimed at some specific end. There are many dimensions of schools which have no relationship or a peripheral connection with curriculum. Hirst argues that what is required is a clearer understanding of the meaning of curriculum and then the recognition of the school as the institution specifically established with such a curriculum. It is suggested however that whilst the curriculum needs planning, the objectives of learning ought to explore what is possible, not what is rationally given.
2. The term 'rational' is equated with arguable or based on premises which themselves are arbitrary. Walton, J. (1976) in describing four curriculum innovations uses the term "as implying, amongst other things, that the several components of the curriculum were *logically* interrelated and were underpinned by certain premises from which they were derived" p.95.
3. Discussion about core curriculum by State curriculum committees in Queensland has been a political response to the Scott report: core is referred to as types of knowledge, skills and competencies: definition of this core at system level provides a very pungent means of curriculum control across the state.
4. Egan suggests that the beliefs and presuppositions underlying value positions of individuals and groups ought to be resolved through a valuing activity based on Gallie's notion of contested concepts. Some examples illustrative of this notion are given from an exercise with M.Ed.St. students in a curriculum design course at the University of Queensland.

### KNOWLEDGE

Historical	←————→	Objective
Reality	←————→	Human construction
Essential	←————→	Existential
Rationality	←————→	Experience
Transmission teaching	←————→	Interpretative

### SOCIETY

Needs of society	←————→	Needs of individual
Vocational	←————→	Liberal
Cognitive	←————→	Affective
Rigid control	←————→	No control
Unity	←————→	Diversity

### HUMAN NATURE

Teacher: professional	←————→	Technician
Egotistic	←————→	Altruistic
Fear, coercion	←————→	Interest, relevance
Childhood: respected	←————→	Regulated
Absurd	←————→	Purposeful

Members of curriculum teams identify and make explicit their positions on a continuum and negotiate (but not necessarily rationally agree) to a point of common understanding prior to planning the curriculum.

References

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Appendix A

THREE MODELS OF CURRICULUM

The C19th Customary Model

The C20th Contemporary Model

The C21st Open Model

<p>STYLE : Education sponsors customary habits, values, beliefs and social structures.</p> <p>VALUES : Custom and belief supporting established interests mask the basic assumptions of curriculum. Traditional values are transmitted.</p>	<p>Technology displaces customary social structures. The curriculum, influenced by the rationality of science, specifies the ends of learning and means to their attainment.</p> <p>Transitions in technology favour value change, and learning which serves <i>ad hoc</i> purposes and invites counter-cultural protests against the consequences of impersonal designs.</p>	<p>A leisured society uses the curriculum to relate people to people and to enable them to transcend the past and the special interests of class and power.</p> <p>Values sponsoring interpersonal relationships also open a dialogue which inducts the differences of people into the purposes of design. Values are emergent.</p>
<p>OBJECTIVES : Customary categories of belief and behaviour are the objectives of learning. They confine intellect and society within conservative models.</p>	<p>A means-end rationale uses objectives which support fashionable roles and skills. They ignore the need of people to express themselves beyond the prescribed and defining outcomes of design.</p>	<p>The objectives of learning explore the bio-culturally possible rather than the rationally given. Design develops individuality beyond the stereotypes of custom.</p>
<p>KNOWLEDGE : Knowledge for the elite is classical and decorative; for the middle classes a compromise between the decorative and the useful; for the working classes instrumental and minimal.</p>	<p>Knowledge is specialized, organized and disseminated to serve the interests of politically powerful groups.</p>	<p>Knowledge describes and tests the dependence of people upon each other and upon their environments.</p>
<p>TEACHING METHOD : Techniques of class management are used to replicate the given.</p>	<p>Teaching is programmed by vocabularies of strategies which mediate the values and skills of 'progress'.</p>	<p>Dialogue displaces teaching method and opens learning transactions to humanize curriculum and culture.</p>

Source Holland and Bartlett  
Unicorn, 4, 1, 1977, 43-49.

EFFECTIVENESS OF A "TALKING BOOK" APPROACH  
IN HELPING POOR READERS USE ASEP MATERIALS\*

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Paper presented at the Annual Conference of the Australian Association for Research in Education, Perth, 1978.

\* This research was supported by funds from the Curriculum Development Centre, Canberra.