London University : Institute of Education

STRATEGIES TO REDUCE STUDENT ALIENATION IN COMPREHENSIVE HIGH SCHOOLS

by

RAMON EDWIN DIXON LIVERMORE

A THESIS SUBMITTED TO THE INSTITUTE OF EDUCATION DOCTOR OF PHILOSOPHY EXAMINATION PANEL IN FULFILMENT OF THE REQUIREMENTS FOR A DOCTOR OF PHILOSOPHY

CURRICULUM STUDIES DEPARTMENT

LONDON

AUGUST 1994

ABSTRACT

The aim of this research study was to explore strategies for reducing student alienation in comprehensive high schools. In the first instance, the study investigated three major high school reports, one in Britain and two in Australia, commissioned in the early 1980's.

Curriculum strategies were believed to be the possible way forward in reducing student alienation but early in the research it became clear that curriculum strategies on their own were not enough. As such, a selection of strategies was determined from the literature and a model for the reduction of student alienation developed. Surveys of over 2500 students were analysed and a longitudinal case study of the implementation of the model in a comprehensive high school followed.

Initial research identified a fundamental weakness with the over-all approach taken in the reports. The established structures of the comprehensive high school tended to dominate over the new strategies. Individual strategies for reducing alienation were in the main ad hoc additions to the existing structure of the school. The research undertaken endeavoured to show that strategies for reducing student alienation can only be effective using an integrated approach, implying a new approach for the school and the system itself.

The alignment model as developed has the potential to change the alienating features of a school. Ideally the impact of such an integrated strategic approach on policy, operations, curriculum, and relationships as well as system support and physical resources needs to be undertaken in such a way as to produce a positive comparative advantage for all students, teachers and parents of the school. For the principal of a comprehensive high school this offers an alternative management of change approach to the needs deficiency or system directed approaches.

TABLE OF CONTENTS

LIST OF TABLES

ACKNOWLEDGEMENTS

Chapter 1

Introduction to the Research Study

Background to the Study

The early 1980's were periods of high levels of youth unemployment in both Australia and Britain. These high levels of unemployment have persisted into the 1990's. Alienation, which was not uncommon in previous generations of students, became more pronounced as opportunities for employment and independence were reduced for young people (Fensham et al 1986, Steinle 1983, Furlong 1985, and Reid 1986). This condition may be further intensified if international competitiveness is reduced, stagnant growth occurs or rapid capital substitution reduces employment levels still further into the 1990's.

The alienation problem remains despite attempts at major restructuring and reforms in comprehensive highs schools in Australia and Britain. The cumulative effects on all students needs to be evaluated. For instance, high school improvement strategies could be implemented in such a way that student alienation may be heightened if change is distributed to benefit one group of students whilst creating additional resentment amongst the other students. As such, the identification of ameliorating strategies and the associated effectiveness of the implementation processes in terms of reducing over-all alienation remains central to improving comprehensive high schools.

In relating alienation to school operations Fensham et al (1986:270) in their study identified and contrasted the 'turned off ' or subjective psychological view of alienation with the sociological view as expressed through the curriculum, school organisation and the teacher behaviour. They point out that the symptoms of alienation are more commonly agreed on than are its origins and point out:

Absence, rudeness, and general disruption of learning was one
constellation; low achievement and absence was another; and passive,
non co-operation without confrontation a third. Causal suggestions of
the more psychological type were 'imported with the students from
outside' or ' the way some teachers treated students'... There are those
in each study who see the curriculum as the alienating agent and who
believe some sort of curriculum would not alienate. There are others
including powerful authorities in each school whose behaviour and
comments express the belief that it is not a case for tinkering: the ⁻
curriculum in school is in essence alienating for some, perhaps many,
students. There are mutable views and immutable ones.

It is clear that the curriculum was seen as a common sociological theme in the alienation of students in the three case studies reported by Fensham et al (1986). However, finding a remedy through curriculum renewal alone has proved to be difficult and evasive (ibid). David Hargreaves at the National Educational Administration Conference in Australia (1990) expressed the view that the curriculum alone may not be the way forward to address the problem. These and other studies to be discussed have shown that the problem does not lend itself to isolated, one off, short term or ad hoc solutions. Even more important it does not seem to lend itself to improvement in one area or level of the operations of the school such as the curriculum.

It would appear that a rethink of the nature of the organisation, curriculum and relationships in high schools is needed. A search for a more co-ordinated and comprehensive set of strategies to address the problem may prove to be a fruitful research direction to take. Care is needed to ensure that the strategies are relevant and accepted within the levels of tolerance and educational demands of the respective school communities.

The three reports of the early 1980's (Australian Schools Commission 1980; ACT Schools Authority 1983 and I.L.E.A. 1984) indicated substantial levels of student alienation to be found in the

comprehensive high schools. Such developments may not be very surprising given that the comprehensive schools by their very nature are faced with the difficult task of trying to meet an array of demands, which are at times conflicting and imposed on them by a rapidly changing society.

Significant social changes identified included the diminished family influence and control, a media led awareness of the world, a growing separation of youth from adult culture, a heightened global competitiveness, and the high sustained levels of youth unemployment. The schools are expected to serve the full range of socio-economic groups, minorities, and students with wide ranging abilities and a variety of handicaps. The students are maturing earlier and yet they are expected to stay at school longer than any previous generation in what many may perceive as an alienating environment (Steinle 1983). Schools are under constant pressure to accommodate to new curriculum needs and interests, and at the same time demonstrate success with the traditional academic program.

Student alienation in comprehensive high schools has been linked to the rapid social and technological changes taking place outside the school (Steinle 1983; Conway 1983). The social context of the contemporary student may be seen as very different to that of the student of 25 years ago. When youth employment was higher, secondary schooling was seen by many as providing assistance with employment prospects and for others the opportunity to leave for a job provided a ready release from continuing alienating school experiences. Modern technology has reduced the number of unskilled jobs available and de-skilled many other forms of employment (Bates et al 1984; Beare 1983).

Tensions and conflicts are likely to arise as schools attempt to balance a variety of demands from different sources. These include the

various interest groups in society, the policies of education departments and governments, the day to day administrative and organisational requirements of a large institution, and the different educational perspectives of the students, parents, teachers and administrators. Closer investigation has tended to show that comprehensive high schools throughout their history and current organisation, curriculum and pedagogical practices seem ill prepared to respond to and meet the needs of contemporary alienated students. Up to the present the many tensions, conflicts and competing ends have made it difficult to identify and give a high priority to reducing student alienation in schools.

Students are forced to stay on at school as they perceive little else for them to do. Over time, more and more students may find themselves in families or associated with families where a cycle of unemployment has developed and this may produce a pessimistic view about their future. With their aspirations not being met they become disenchanted and subsequently alienated from the school and many aspects of the adult society (Bates et al 1984).

By the mid 1980's the external forces were still regarded by most system and school administrators and teachers as all powerful and school energies tended to still be restricted to meeting the needs of the academically gifted students. However, evidence was emerging that high schools might make a difference to outcomes using appropriate strategies with subsequent reduction in alienation. A shift in the paradigm was occurring with the school becoming the focus of more attention.

At the same time, following the growth of comprehensive high schools in Britain and Australia during the 1960's and 1970's, concerns were being expressed about the level of student alienation in such institutions. To illustrate one of these concerns, the alienation condition, Mary Dynan's study Do Schools Care - the Student View (1980) uses an

introductory prologue to summarise the quotations of some of the students interviewed. Among the quotations were:

> Grey chairs...grey desks. I think of a long boring day that'll
>
> never end.(Year 8 girl).
>
> Yes- I feel pushed around. I don't think I've had a say in
>
> anything I wanted to do. I don't think the subjects are doing
>
> anything for me but I just have to accept it. And that
>
> makes me angry.
>
> (Year 11 girl).
>
> Teachers think I am no good. It shows all over their face. You
>
> can really see it - you can see the teachers talking more to the
>
> other kids. They treat the duller kids unfairly. If they were good
>
> to me I would be good to them. (Year 8 boy)
>
> (op cit :Prologue)

These quotations, while not representing the majority of high school students, were not just isolated responses and reflected a growing anxiety about the possible increasingly alienating nature of comprehensive high schools. This view was highlighted in the three reports used to initiate the study.

The Three Reports

The Schooling for 15 and 16 Year-olds (Commonwealth Schools Commission 1980) study reported a general unease with compulsory secondary schooling. The report opened with a comment from a Year 10 student:

> "Staying at school is a waste of time. You don't learn anything
>
> worthwhile. The teachers don't even mark your exercise
>
> books."(op cit :1)

This student was regarded as typical of the nearly 50% who were leaving school at or before the end of Year 10. Even among the majority who were generally satisfied with their schooling, there were many who were uneasy about some aspects of their secondary schooling. Students in general felt that at least some aspects of high schools should be improved. The concerns ranged from how each student was being treated and the level of care exercised in their development to the difficulties faced by young people in a rapidly changing society with high levels of unemployment. These concerns focused attention on low achievements, alienation and the limited value of schooling for unsuccessful and even successful students.

To make comprehensive high schools more effective in meeting the aspirations of all young people was and still is a major aim of education authorities. The Australian School Commission in its report (1980) was significant in drawing attention to the problem and suggesting possible remedies. This report followed a three year Australia wide investigation gathering information from teachers, parents and students about schooling for 15 and 16 year olds. The report listed the following six characteristics which might reduce student alienation and so enable schools to meet the needs of all students (Commonwealth Schools Commission 1980: 51):

- warm and friendly relationships between students and mutual respect;
- a range of course options which gives the emphasis to both practical and theoretical knowledge and to practical and theoretical skills;
- comprehensiveness, not merely in the range of students for whom they cater but also in the range of educational services they offer;
- an awareness that the prime purpose of their existence is to serve all students while they are within the compulsory schooling period;
- programs consistent with the notion that all post-school options for students require them to be able to function autonomously and effectively;

• close connections with the community being served and through it
with the wider society.

Psychological, sociological, and structural strategies were identified. Mutual respect and programs that enable students to function autonomously and effectively could be seen as improving the psychological well being of the student while a close connection with the community and the wider society could be argued as improving the social development of the student. The structural strategies identified were providing a range of course options both in practical and academic terms, comprehensiveness in the range of students catered for as well as in the provision of services and being able to serve all students in the compulsory schooling period. All the suggestions had the potential to be interrelated and mutually supportive. At the same time they also had the potential to be taken up in a piece meal fashion.

The Australian Schools Commission Schooling for 15 and 16 Year-old Report provided an influential starting point in investigating the reduction of student alienation in comprehensive high schools. It synthesised the findings of late 1970's research about the needs of secondary schooling in Australia. It put forward a range of strategies and provided a catalyst for education systems and schools to review and attempt reforms that could improve compulsory secondary schooling. It put a case for school effectiveness to be developed. At the same time it spurred an interest, both at the system and personal level, in identifying ways of reducing student alienation.

The ACT Schools Authority -Challenge of Change Report pointed out that research undertaken in the ACT, as well as in other parts of Australia, showed the presence of a significant level of alienation among high school students (op cit :113). Students were concerned about unnecessary restrictions, lack of the development of self-respect, and

unsatisfactory relationships with teachers, peers and parents. There were strategy suggestions for changes to curriculum, teaching methodologies, treating students as young adults, providing opportunities for self-discipline, students having school and class responsibilities, and being able to participate in negotiations within the school. Again integrated or piece meal approaches were possible within the framework suggested.

The Inner London Education Authority (I.L.E.A.) Report 'Improving Secondary Schools' drew attention to the dilemma that whilst an over-all improvement in the levels of attainment had been one of the major goals and measures adopted by the education service the relative pattern of attainment between children of different classes and groups had remained largely untouched by existing strategies. As part of the examination of this under achievement the report was to consider curriculum and organisation strategies as they affect 11 to 16 year old high school students with particular reference to working class students.

The report was viewed as one of the most important and detailed investigations of the curriculum and organisations of schools ever undertaken by the Inner London Education Authority. Its terms of reference were as follows:

> The Committee will consider the curriculum and organisation of I.L.E.A.
> secondary schools as they affect pupils mainly in the age range 11-16, but
> also those remaining in the sixth form for one year, with special reference
> to pupils who were underachieving, including those taking few or no
> public examinations, and those who show dissatisfaction with school by
> absenteeism or other unco-operative behaviour. The Committee will take
> account of work in assessment and recording
>
> (I.L.E.A. 1984:1)

At a later stage the Committee was asked to pay particular attention to working class students. The report proposed a five-year plan

aimed at combating students' rejection of school, improving their achievement, and providing greater all-round satisfaction and benefits from school. One of the crucial strategies identified to help achieve these aims was linked to four kinds of achievement-

> Aspect 1 is the one most strongly represented in current 16+ examinations
>
> dealing with the capacity to remember and use facts.
>
> Aspect 2 is concerned with the practical and spoken skills rather than those
>
> which are theoretical and written.
>
> Aspect 3 is concerned with personal and social skills and the ability to
>
> communicate and co-operate with other people.
>
> Aspect 4 is the ability to accept setbacks without losing heart or the
>
> determination to succeed, readiness to persevere and the self-confidence to learn
>
> in spite of the difficulty of the work; the Committee considers this to be an
>
> achievement in its own right and very important because the other three are
>
> improbable without it. (I.L.E.A. 1984: 2)

Another important strategy identified was a fourth and fifth year (years 9 and 10 in Australian schools) curriculum restructure including a series of six-to eight-week units, each having clearly defined purpose, content and method of assessment and reporting. At the end students would gain a credit and it was argued the students were more inclined to undertake such short educational journeys with clear aims than the existing two year courses which had ill-defined and distant goals. A common curriculum was also proposed for all fourth and fifth year students which would take up about two-thirds of the timetable. The Committee believed that making subjects more meaningful and relevant would prevent boredom and discontent among students.

Other important strategies were staff development of teachers and head teachers, parental involvement, pupil involvement, attendance and a five-year plan to implement the report's proposals. The Committee

advised against piecemeal implementation of the strategies which it believed would have little effect. It suggested that all schools make staff development their top priority and that some proposals could be undertaken in the short term but most changes should occur using a phased in five-year plan. On reflection this phased in approach was to have a significant influence on the implementation process attempted in the case study school reported on later in this study . In all, over 100 recommendations were made that might have the capacity to improve secondary schools with many having the capacity to reduce student alienation. However, in terms of implementation schools could still use piece meal instead of integrated approaches.

Significance of the Study

The proper education of high school students and a re-evaluation of their schools remain of major concern. Many reports and funding initiatives have taken place aimed at improving our high schools. A more suitable curriculum, alternate programs for certain students, more effective methods of teaching, greater use of modern technology, more success orientated assessment practices and more negotiation opportunities for students are just some of reforms to be initiated. Valuable as these initiatives may be, even excellent high schools can only provide the means by which students may learn. The student must be willing and able to take advantage of what is offered.

To be effective high schools must aim at more than school improvements and they must find ways of making it possible for more students to be able and willing to learn from the new developments as they are put in place. Ascher (1982:4) makes the point that some educational theorists believe schools should be places to redress the

inequalities of society while other theorists view schools as evolving passively in response to society's needs.

Ascher goes on to argue quoting Grannis (1967) that both the factory system and the service industries through the corporate bureaucratic structure have had a strong influence of the nature of high schools. These forces are combined with the long standing influence of tertiary selection and the newer development of comprehensiveness and co-education to produce a fairly rigid curriculum and operational structure. As such these schools are not geared to dealing with personal needs and how to benefit from social intervention and changing society for the better.

It is clear that alienation has been a pervasive force for some time in society. Such alienation does place limits on the capacity for school strategies to reduce alienation. However, there is little justification for abandoning efforts at creating less alienating schools. Newmann (1981: 545) makes the point:

> So long as there is some possibility of improving school life, the well -documented human need to diminish alienating experiences as much as possible establishes a moral obligation to work in that direction.

On the surface school vandalism, teenage violence and crime, truancy, school and class disruptions, early leavers, and teacher stress and victimisation receive a great deal of media, political and school system administrative attention. The economic costs are analysed and well documented. Yet there has been little attention paid to the underlying causes of such outcomes.

There tends to be a disregard for the alienation issue in general. Solutions are sought through consultations with specialists on each of the surface issues rather than by making a concerted attack on the cause; student alienation. No society can continue to waste the time of 30% or

more of its students. There is a real danger of developing a permanent underclass, with little opportunity for employment , living in or on the fringe of poverty.

Both for moral and economic reasons a study that has the potential to identify strategies for reducing student alienation in comprehensive high schools is significant. As recently as November 1993 the principals of Tasmania and the ACT highlighted the following areas in need of national co-operation and collaboration:

•diminishing resources

•the changing role of the principal

•violence in schools

•alienated youth

•compulsory years of schooling

•middle schooling

Student alienation can impact on all these areas. As stated elsewhere student alienation may have the positive influence of challenging accepted practices and so offer a catalyst for high school improvement. The student alienation problem remains and this study attempts to provide strategies for its reduction.

The research at first concentrated on identifying the potential for curriculum renewal strategies for reducing student alienation in comprehensive high schools. This was partly because of a belief that a more meaningful curriculum would overcome the boredom and negative feeling about school. Another reason was the writer's own interest and strong belief in the benefits of curriculum development and innovation and their potential to improve education outcomes for all students.

In facilitating and reviewing a number of curriculum projects it was surprising to observe that only in a few instances was the issue of reducing student alienation explicitly stated in the aims of the project.

There seemed to be an implicit assumption by those concerned that if the change produced a curriculum benefit all students would be better off and student alienation would be reduced as a consequence. In a school setting the implementation of any curriculum change has difficulty in focusing on alienated students given the many competing demands. It may actually heighten alienation levels if applied and distributed in such a way as to create added resentment among alienated students. Early into the study it became clear that curriculum strategies on their own were not enough to reduce student alienation. This progression of thought, and to make the research study manageable, a set of parameters were put in place.

Delimitation of the Study

The research focused on comprehensive high schools during the compulsory years of student attendance. It was recognised that external influences, such as economic conditions, family background, peer group attitudes, and personality factors; all play an important role in the development of this complex condition. However, from studies undertaken on effective schooling the results indicated that high schools could do more in ameliorating student alienation than was currently the case.

To make the research manageable and so contribute to the understanding of this controversial and complex problem the study was delimited by starting with an analysis and identification of the strategy recommendations from the three reports that may have a capacity to reduce student alienation in comprehensive high schools. These reports were the 'Schooling for 15 and 16 Year Olds' Report of the Commonwealth Schools Commission (1980), the 'Improving Secondary Schools'(I.S.S.) Report made by the Inner London Education Authority

(1984) and the 'Challenge of Change' Report made by the Australian Capital Territory Schools Authority (1983).

In order to determine the effectiveness of such strategy recommendations on-site investigations were required. In London a number of pilot I.S.S. schools were visited, reports were analysed and administrators, teachers and students interviewed in school settings. To gather additional data and gain a fuller understanding of the efforts and effectiveness of other projects in Britain that may impact on student alienation further interviews and on-site visits were undertaken. The projects investigated included examples of the Technical and Vocational Education Initiative, Secondary Profiling in the I.L.E.A. and Oxford, developments in the introduction of the 16+ G.C.S.E., a school-based centre for alienated students in Cumbria, the curriculum alternative project in Nottingham , and a mixed ability humanities program in a I.L.E.A. school.

The Australian data concentrated on investigating the implementation of the 'Challenge of Change ' Report in A.C.T. schools and the Commonwealth School Commission Participation Equity Program (P.E.P.) using documentation, interviews and observation. These methods were used to give a fuller view of the effectiveness of the implementation of the recommended strategies and their possible impact on student alienation.

A theoretical model was formulated from these reports in association with research evidence and exemplar practices identified in the literature and from interviews with relevant project managers, and participating teachers and students. The 'alignment model' developed through this process was used in the first instance to illuminate the potential for the recommendations of the three reports to address the

student alienation issue. Operational characteristics of open educational and traditional schools were identified and used to illustrate the model.

After the initial investigations of research studies and reports on strategies and specific projects that may have an impact on reducing alienation in high schools, the 'alignment model' was used to provide a theoretical framework and a possible way forward to ameliorate the complex problem of student alienation. Significant school organisation, curriculum and school relationship strategies were identified for further investigations. The possible co-ordination and mutual support of these major areas in addressing the problem were explored.

In order to research student views on their background, alienation and the level of support for the recommended strategies included in the model, a 2500 student survey was undertaken using a sample of A.C.T. schools in 1987 and 1988. This survey identified the physical and system support environment as another level with related key strategies that needed to be added to the model. The research was flexible enough to incorporate this development and then apply the model to a school. A case study of the applicability of the alignment model (with its levels, strategies and tactics) within a school in the A.C.T. was undertaken.

The over-all study had the added benefit of attempting to investigate the common concern of student alienation in a comparative setting of Britain and Australia. An attempt was made to identify general amelioration strategies used in both countries as well as identify an approach to the problem that may have value for each country.

In terms of research methodology the study offered the opportunity to explore the potential for the school principal to conduct research, develop a model for reducing alienation, implement action on the model in her/his own school and produce a case study report on the

implementation. As such three roles were undertaken concurrently. The benefits and limitations of conducting such an approach are identified as objectively as possible in order to assist with determining the effectiveness and viability of such a research approach.

The study focuses on understanding student alienation and identifying appropriate strategies for its reduction in comprehensive high schools. In comparison to primary schools, post-compulsory colleges and private schools, schools in this sector were identified in major reports of the early 1980's as having the highest level of concern with student alienation (Commonwealth Schools Commission 1980; ACT Schools Authority 1983; I.L.E.A. 1984) . The focus problem investigated was the identification of the most suitable strategies for reducing student alienation in such schools. In order to fully understand the problem a number of emergent sub-problems were identified within the scope and manageable limits placed on the study.

The Focus Problem

A major assumption in undertaking this research was that a comprehensive high school has the capacity, using appropriate strategies, to reduce the level of student alienation. A great deal of the research literature tends to assume that schools play a neutral or very limited role in the alienation issue, with the student being seen as the variable and the one needing to adjust to the school, not the school to the student. However, research studies over the last eighteen years pointed to schools having the potential through various strategies to make a difference and possibly ameliorate student alienation (Rutter et al 1979; Reynolds 1976; DES Report 1989; A.C.E.R. -Effective Schools Project 1991).

Given this development, the research study was to determine the possible renewal strategies and their effectiveness in reducing student alienation in comprehensive high schools.

Statement of the Focus Problem

What is the nature and effectiveness of recommended strategies in reducing the level of student alienation during the compulsory years of comprehensive high schooling?

A number of sub-problems are identified for further investigation and for illuminating the focus problem.

Statement of the Sub-Problems

Sub-problems identified for investigation are:

1. Does the nature of student alienation and the strategies for its amelioration change as students move through a high school?

2. What is the relative significance of external factors and school-based factors on student alienation?

3. What are the main strategies for reducing student alienation?

4. Does the alignment strategy theory of schooling, as developed, facilitate a reduction in student alienation?

5. Are there other significant school-based factor levels beside those of organisation, curriculum and relationships?

6. What are the distribution patterns in the acceptance and implementation of suggested renewal strategies between low alienated and high alienated students?

7. What are the main driving and blocking forces in the high schools influencing the implementation and effectiveness of the suggested renewal strategies?

8. What are the limits to the suggested strategies caused by the nature and structure of comprehensive schools in each country?

9. What are the limitations and benefits of the principal acting as the implementor of the model and case study researcher?

The Plan of the Research Study

This chapter gives the background to undertaking research into strategies for reducing student alienation. It states the purpose, major focus problem and sub-problems to be researched. Parameters are set to delineate the study in terms of strategies to reduce student alienation within the context of the comprehensive high school. As an over-view the research study started by identifying the nature and type of major recommendations for change in high schools in both Australia and Britain in the early 1980's. From the initial research undertaken a theory was developed that emphasised an alignment approach based on the systematic review of key strategies and an integrated incorporation of organisational, curriculum, and relationships level strategies within a comprehensive high school. This model was further explored using surveys of 2500 students in six A.C.T. high schools. From the results of the survey a physical and support environment level of strategies was added to the three other level of strategies previously identified. A case study investigating the implementation of the model followed.

The next chapter examines the concept of student alienation and significance of the study in relation to theories of secondary schooling. Shifts in educational theory are reviewed in the process.

Chapter three examines the nature of comprehensive schools and the curriculum orientations of such schools. This emphasis on curriculum reflects the belief at the start of the study that curriculum renewal

strategies would, on their own, have the capacity to reduce student alienation. This view changed as the research evidence was examined.

Chapter four reports on the research literature and identifies the amelioration strategies recommended in reports, educational programs and research studies to redress the problem. In the main material from Australia, Britain and U.S.A. was used. Key strategies were identified for incorporation in a theoretical model.

Chapter five develops a theoretical model. This was based on an initial paradigm provided by Newmann (1981). This work provided a key insight into the possibility of bringing the many diverse strategy suggestions into a cohesive and integrated model. The paradigm was extended beyond Newmann's initial organisation level and its effects on student alienation. The organisation level and the other two levels, curriculum and relationships, were expanded to include key strategies identified from the research investigations. The research explored the possibility of identifying appropriate strategies, having them aligned and mutually supportive, and implementing them in such a way as to reduce student alienation. As a consequence an 'alignment model' was proposed as the basis for reducing student alienation.

The sixth chapter focuses on research design. Use was made of quantitative and qualitative research methodologies to investigate this complex problem. A literature search conducted in 1986 was analysed to identify further the key strategies that may assist in the reduction of student alienation. A questionnaire was designed, applied and analysed using six A.C.T. comprehensive high schools. Qualitative measures involved interviews, records and reporting on the development and implementation of the model in a comprehensive high school involving a longitudinal study lasting eight years.

Chapter seven discusses the findings of the questionnaire survey. The results were analysed and used to provide general information on A.C.T. high schools. The results were also used to assist in the directions to be investigated in the case study in one of the schools surveyed. The surveys identified an additional level of strategies for inclusion in the model.

Chapter eight reports on the findings of the implementation of the alignment model in one school. This is done by tracing the background of the school and by analysis of the survey data, policy development, interviews and observations in the context of the implementation of the main strategies and the tactics used.

The final chapter provides a summary of the study and conclusions as they pertain to the main focus problem and the sub-problems. The implications for further research, limitations of the study and the scope for transferability of the findings to other settings are discussed.

Chapter 2
Student Alienation and Secondary Schooling

The Concept of Student Alienation

From time to time students truant, misbehave and are uninterested in part or all of their activities at school. The history of public schooling from its beginnings in the 1870's reflects in general a conflict of interests, between students and teachers (Furlong 1985). As a consequence, a great deal of time and effort in education has been directed to the management of school and classroom activities aimed at controlling truancy, classroom disobedience and the rejection of learning and overt defiant behaviour by students.

Terms such as 'poorly motivated', 'off-task', 'persistent misbehaviour', 'disruptive influence', 'uncontrollable at times', 'easily distracted', 'poor concentration' and 'generally unco-operative' have a long history in schools and are still being used by many teachers when they fill out school reports on certain students. Students 'having a laugh', 'mucking around', 'trying it on', being a drop-out, deviant, disengaged, maladjusted, disaffected and alienated are common statements or terms used in the literature to describe negative student behaviour in high schools. As such, student alienation may be viewed as one way of describing such behaviours.

On investigation it became clear that a general definition of alienation is an evasive concept in terms of its nature, causes and manifestations. Any attempt to define alienation tends to lead to frustration because the interpretation varies according to the academic discipline in which it is being used.

Student alienation has a number of facets and influences. It is most often used in the negative sense, but it may also be a source for major

social change; it may alert educators to what should be corrected. Jackson (1965) pointed out that the alienated student was different from the alienated adult, and many rebellious students were simply going though the development stage of adolescence; many, however, may emerge with deep scars. Distinguishing the alienated student from those who are merely critical of their schooling Anderson et al (1980:48) make the following definition:

> ... it is the psychological withdrawal from the role of student. It is an alternative to the responses of either accepting the roles and norms prescribed for students, or rebellion. The alienated student goes though the motions of attending school and pretending to learn. He invests minimum energy in his role as student.

This definition tends to play down the alienated student who prostitutes her/him self for the future rewards of the system (Broadfoot 1979), and the alienated student who is rebellious. It tends to emphasise passivity as the distinguishing characteristic of the alienated. It should be remembered that students who demonstrate chronic disenchantment in active ways or who have negative reflections about schooling may also be alienated (Steinle 1983).

It is certainly difficult to pin point an alienated stereotype. Students seem to express their alienation in a variety of ways including withdrawal from learning, disruption, truancy, vandalism, and acting-out. In the past the emphasis of research on school and classroom behaviour has tended to focus on truancy and school phobia, disruptive behaviour, school sub-cultures and possible socio-economic or psychological causes. During the early 1980's some researchers directed their attention to overt behaviour problems that may act as a warning signal to the stresses and strains of high school education itself. For example, studies by Bird et al (1980) and Tattum (1982) highlighted the role of the students, by

their overt actions and outbursts, in drawing attention to the negative features of school life. Other less demonstrative fellow students may find school equally uninteresting, frustrating and unjust. The long term consequences of such behaviour remains important for the students' schooling and their future role in the society.

In partial recognition of such a possibility the term disaffection emerged in the research literature, being loosely defined as the apparent unwillingness or inability on the part of the student or students to take advantage of the education being offered to them in schools, whatever the manifestation or the possible cause (Chessum 1980). The term alienation also gained prominence in the educational literature over the last 20 years. It refers to students' negative reactions to the educational offerings of the school. The depth of reaction may have long term influences on the remainder of the student's schooling. It may also influence each succeeding group of students' attitude to the school. Thus in a sense alienation may be seen as institutionalised disaffection passed on from one group to the next or even one age cohort to the next through anti-school behaviour and attitudes. A useful distinction might be made between disaffection which is more ephemeral and alienation which has the potential to be perennial and infectious.

Although the concept of alienation has had a prominent place in the fields of sociology and psychology for a long time it has had limited application to education until recently. Initially alienation in society was explained as a metaphysical phenomenon, being represented as the discrepancy between higher order spiritual ideals and the lower order materialistic existence of the individual determined by nature. Throughout its evolution as a concept beginning with early Christian thought, to writers such as Hegel, Feuerbach, Marx and Durkheim, and into contemporary sociology and psychology, the persistent themes of

separation, estrangement, fragmentation, and lack of engagement can be identified (Newmann 1981:547).

The current debate tends to focus on whether to regard alienation as an objective structural phenomenon of western society or as a subjective psychological state. The structural perspective , derived from the works of Marx and Durkheim, stresses the dominating influence of social , economic and institutional frameworks, functions and roles. The problem lies with the structure of the organisation. The view held is that people are alienated when they are treated as objects or inert parts of a productive process. High mobility, specialisation and separation reflect a fragmented existence and produce an alienating environment. In many ways high schools have been designed and operated to mirror these aspects of the broader society. Grannis (1967) highlights the factory school, still prevalent today in its operational characteristics, which originated in the cities to prepare working class youth for factory employment. Grannis (op cit) also identified the corporate school operating from the mid-1950's to inculcate in youth role-models or adaptations needed to function in a service-bureaucratically organised society. Whether students perceive this interrelationship or perceive schools and the broader society as separate identities with different rewards and punishments is at this time unclear.

The psychological state has been characterised as a sense of social isolation, powerlessness, a feeling of meaninglessness, normlessness, cultural estrangement, self estrangement, or some combination of these categories (Seeman 1975). From this perspective the problem lies within the psychological make-up of the person.

In the school context one or both perspectives may be employed in understanding the student who actively or passively withdraws from institutional engagement. This condition usually results in the alienated

student expending minimum energy, lack of interest in formal school pursuits, and in general resenting challenges from the teacher for greater learning output or the controls placed on her/his classroom behaviour.

It has been demonstrated that the alienated student tends to lead a dual life at school getting some satisfaction from the peer group , the youth culture setting and 'having a laugh' in the classroom while remaining negative or indifferent to the formal education program of the school (Willis 1977; Woods 1979; and Anderson et al 1980).

It was assumed for the purpose of this research that for the majority of alienated students there is an interaction between the structural and psychological factors. However for a few students the psychological perspective dominates and for a similar small number the structural perspective dominates. If the cause is structural then changes to the institutional arrangements maybe beneficial and if the cause is psychological then changes to the human relationship approaches maybe beneficial.

Newmann (1981:547) stresses:

> The distinctions remain important, however, because they imply different remedies and alert us to the likelihood that improvement in one area will not necessarily entail progress in another : helping persons to sense power and mastery, or to find rewarding work, is different from helping them to become socially integrated or to resolve conflicts between individual values and the culture at large.

While agreeing with this distinction there remains the possibility of interactive processes being more powerful and cumulative. The reduction of alienation that requires the adjustment of the workplace or school structure might be accomplished in ways that would also have a positive effect on the more subjective psychological state of the student. Therefore fundamental conditions that produce alienation of the individual have to be addressed as well as the more overt incidences or

arrangements that are perceived as critical in determining the degree of alienation . Newmann (ibid :548) argues that it is regrettable that much of the effort in reducing student alienation has concentrated on overt incidences of such issues as truancy and control of disruptive behaviour whilst leaving untouched the more fundamental school related causes that may be found in the nature of the curriculum, school organisation and school relationships. By addressing the school related causes it may be possible to reduce alienation for a significant number of students.

Student alienation is one of many terms put forward to identify students as a control problem and their non-engagement with the goals, values and rewards attributed to schools and classrooms. The preference for the use of the term 'alienation' in this study, as against the equally prominent term in the literature of 'disaffection', is contained in the notion of the student turning away from education in a more permanent way and the infectious effect this may have on the younger students and even future generations of students. As such, alienation tends to be a more analytical concept category than the more ephemeral notion of disaffection. In this regard Newmann(1981) points out that the condition of alienation itself may have a positive influence on challenging accepted practices and so offer a catalyst for improvement. This possibility promotes interest in researching the relationship between student alienation and school improvement strategies.

Given the above discussion, for research purposes, the following working definition of student alienation will be used:

> Individuals or groups of students who openly or passively
> reject many of the rules, programs and values of the
> institution; and such rejection may have long term consequences
> for existing and future generations of students.

Student Alienation and the Theories of Secondary Schooling

Student alienation within the context of the theories of secondary schooling is analysed in terms of the positivist empiricist paradigm, reproduction and resistance paradigms, and school effectiveness movement. From these perspectives an investigation was made of the nature, purposes and practices of comprehensive high schools. Curriculum orientations in such schools and the findings of effective schools were then analysed to identify the context for researching possible relationships between student alienation and ameliorating strategies. The aim was to provide the foundation to review major research studies into comprehensive schools and student alienation in both Australia and Britain. Such reviews formed part of the search for ameliorating strategies.

As stated previously research studies into student alienation were primarily concerned with psychological factors or socio-economic causation factors (external to the school). Corrective strategies concentrated on controlling truancy, disruptive behaviour and poor school work habits. During the 1960's research tended to follow the positivist empiricist paradigm within the structural functionalist theoretical orientation (Reynolds 1981). Society was usually perceived as an ordered and commonly agreed whole with functional pre-requisites having to be met to ensure the maintenance of societal viability. These pre-requisites were seen to be met by the activities of the inter-related sub-systems with education being regarded as one the most significant sub-systems. Education was designed to perform functions that contributed to an agreed social pattern as were the other sub-systems. As such, research studies tended to concentrate on whether and how far the education system perfected and adjusted to the needs of a growing economy. The main concern was to design an education system that

provided the prospect of increased numbers of trained personnel necessary for sustained economic growth.

At the same time another concern was the distribution of academic credentials produced by the education sub-system. A disproportionate number of working class children, in both countries, were not finding places in selective schools and tertiary education. This condition had the potential for a high wastage of talent . These concerns for improved social justice and economic efficiency influenced the re-organisation of secondary schools into comprehensive school sites. Intellectual merit was seen as replacing merit based on social privilege. It was argued that comprehensive school sites were the way forward. Reynolds (1981:5) summarises this paradigm and related research as:

> ... functionalist in orientation, empiricist in method and committed to the
> furtherance of the twin policy goals of economic efficiency
> and social justice ... In general the members of the paradigm
> held that the traditional curriculum was 'excellent knowledge'
> - education policy was to open access to it.

The issue of student alienation was conceived as the inability of the individual to adjust to the highly regarded competitive academic curriculum with its traditional organisation and relationships. The causation of the alienation was attributed to personal and social factors external to the school, with remedies stressing student control.

By the early 1970's the functionalist paradigm was being seriously questioned. There was a growing perception that the new educational policies, backed by a significant increase in expenditure were not achieving their goals. There seemed no noticeable increase in standards or reduction in the inequalities between the different socio-economic classes in terms of the qualifications received from the high schools. Increased access to provision for on-going education did not necessarily induce lower income children to continue their education. In

the furtherance of social justice and greater contributions to economic growth, extra expenditure on education was judged as not being successful. Even compensatory programs and special provision were judged as only producing short term improvements with little effect on cognitive functioning and retention rates within the education system. Reynolds (ibid: 7) points to the lack of quantitative support for the reforms of the late 1960's:

> ... specific programs of planned curriculum change, innovation
> in the use of educational technology and even change in the
> formal organisation of schooling either a more 'open plan'
> or 'progressive' structure have had in Britain remarkably
> little effect upon any of the measures of outcome that
> have been used.

At the same time the theoretical and methodological orientation of the structural functionalist paradigm for education was being challenged due to major shifts emerging in the parent discipline of sociology itself. Structural functionalism was regarded as unable to explain degrees of value dissonance, social conflicts, ideological pluralism, alienation and social disturbance that characterised the late 1960's and early 1970's (ibid :8). Research studies split into two camps with the macro theorists searching to find ways of explaining the social order and the micro ethnomethodologists and phenomenologists seeking to explain the social world through exploring the subjective reality and subjective perceptions of the actors involved in situ. For the latter researchers quantitative positivist methodology was increasingly rejected for more qualitative methods.

In place of the old paradigm a number of new paradigms appeared. One such influential paradigm is associated with the writing of Bernstein (1971,1973,1975) and Young (1971). They pointed out that teachers' problems with students, including alienation, which were

assumed to originate in individual material deprivation or cultural pathology may in fact arise from the organisation of schooling and the kinds of knowledge and culturally determined teaching styles used in schools. An exploration of why certain legitimised categories of knowledge dominated and persisted in schools as well as the relationship they had with the broader macro socio-economic system became the focus of influential research and debate (Althusser 1971, Willis 1977, Giroux 1981, Bowles and Gintis 1976, Bourdieu and Passeron 1977, Gramsci 1973, Corrigan 1979, Humphries 1981, Anyon 1981a, 1981b, Gilbert 1984). Theories of reproduction and resistance or school deviance became the centre of the research agenda (Furlong 1985:157). In characterising reproduction theories Furlong stated:

> Theories of reproduction are essentially concerned with the
> way in which the economic mode of production of a society
> is reproduced; the way in which individuals are equipped
> with suitable skills and qualifications for a stratified
> occupational structure and the way they are socialised into
> an existing political and moral order.

Schools were seen as being a major contributor to the reproduction of an unequal society. Research evidence pointed to educational achievements remaining heavily structured by class. Theorists concerned themselves with searching for how the process of reproduction was achieved. Giroux (1981) argued that in schools there existed a deep structure and grammar of class domination and inequality. Theorists differ on the nature and orchestration of these conditions in schools. Althusser (1971), for example, argued that schools acted as the sites for reproduction by transmitting the dominant ideologies. These ideologies provided the skills, the predispositions, the attitudes, values and norms for maintaining the existing class relations of production. Schools communicate the ruling class ideology through sets of ideas. The

traditional subjects themselves represent the dominant ideologies with the aim to reproduce the conditions of capitalist relations. Any autonomy or space to manoeuvre in schools was seen by Althusser as resistance or sluggishness of the school's cultural superstructure to respond to the demands of the economic base. It would seem the capacity to filter using the dominant ideologies was difficult during periods of rapid social and economic change.

Bowles and Gintis (1976) were influential in analysing the possible explanations for the achievement of social reproduction. For them structural features of the school organisation were central to the process of social reproduction rather than adherence to the dominant ideology. They asserted that there was a direct 'correspondence' between the social relations of school and those of production. Roles, relationships and processes in schools were seen as replicating the hierarchical division of labour found in the work place. A series of parallels or correspondences to the relations of production in the workplace were drawn and these included autocratic and bureaucratic practices including hierarchies among teachers and students, fragmentation of learning, lack of decision making responsibilities, student alienation from the schooling process and the hidden curriculum, and extrinsic rewards. Their conclusions suggested that extra educational resourcing and compensatory programs aimed at reducing inequalities and producing the sort of workforce needed for a modern economy were a smokescreen. It was pointed out that beyond the facade the real function of education was to produce a work force that fitted and accepted as legitimate the pattern of inequality required by the economic system (Whitty 1985:25).

Other theorists such as Bourdieu (1977; Bourdieu and Passeron 1977) concerned themselves with cultural reproduction. Their main emphasis was on how class societies reproduce themselves with the

economy playing a less direct role than that identified by the social reproduction theorists. Bourdieu argues that while schools have a relative autonomy from direct economic forces they are structured to help produce and distribute the dominant culture identified with the ruling class. Reproduction is not achieved through crude economic control but through the more subtle process of 'symbolic violence'. That is that one class is able to impose its interpretation of the social world on others. Schools were seen as a key institution in transmitting the dominant culture. By selecting different sorts of 'cultural capital' schools disadvantage those students whose background is not aligned with the dominant middle-class linguistic and cultural competences in place. Bernstein (1971) was one in particular who attempted to show how such knowledge was organised within the British education system. In his early work on sociolinguistics he attempted:

> ... to demonstrate how the class structure affected the social distribution
> of the privileged meanings and the interpretative procedures which
> generated them. (ibid:239)

Bernstein, Bourdieu and others perceived language as the means of segregating and preserving the place of the privileged. The formal academic curriculum was central to achieving cultural reproduction while for the economic reproduction exponents it was the traditional structure of schooling that allowed the reproduction to occur.

These theorists were pursuing highly complex problems yet their theories seemed too deterministic and tended to ignore the exceptions such as working class educational successes and middle-class or upper-class educational failures. Relative autonomy, subjectivity and the raising the level of consciousness are discussed yet the role of the dominated is neglected (Furlong 1985:159). A number of theorists began to pursue this issue. This is well illustrated by Giroux's comment (1981:11-12):

The notion of domination at the heart of these two sets of
theories (social and cultural reproduction) is one-sided
and undialectical. Power is seen as purely negative.
Whether it is located in the state, the mode of production
(or) the cultural sphere ... power emerges in these
accounts as a form of imposition. Power as a form of
production, intervention and resistance is not considered.

Willis (1983) takes a similar view criticising Althusser for his mechanical inevitability, Bowles and Gintis for omitting the independent efforts of the working class and the dynamics of the social process, and Bourdieu for not attempting to account for why the working class accept their unequal lot.

The reproduction paradigm (social or cultural) makes little allowance for other forces operating on schools such as the power of intellectual pedagogical positions usually reflected through the universities, minority group interests, religious rights, gender and race relations, bureaucratic norms and on going schooling practices. As a result of these criticisms the notion of resistance emerged as a significant concept in the development of contemporary reproduction theory (Apple 1981, Willis 1977).

Since the mid-1970's the notion of 'resistance' and the concept of hegemony gained central places in the sociology of youth. Gramsci (1973) used the term hegemony to denote the way in which certain ruling groups in our society achieve ascendancy in the economic, social, political, and ideological spheres. Force may be used but a more potent approach is to use civil institutions such as schools to win the hearts and minds of the subordinate classes.

Researchers began to investigate the nature of opposition to the reproduction paradigm. Schools were now viewed as places where the deep structure and grammar of class domination could be challenged. Gramsci's concept of hegemony introduced a dynamics to the theories of

reproduction. The hegemony equilibrium is constantly changing because of new alliances and compromises being reached by ruling class factions and by all people having the capacity for conscious criticism. For Gramsci schools are major sites for the achievement of hegemonic control yet they offer the possibility for achieving a counter to hegemony through conscious resistance.

The nature of consciousness was used in empirical research to distinguish two views of working class resistance to school. One group (Corrigan 1979 Anyon 1981a, 1981b) assume that working class students are conscious of the dominant hegemony and overtly rebel through such acts as truancy, disruptive behaviour or violence. Another view is that of Willis (1977) where students develop a culture of opposition based on a 'resonance with the experience of subordination'. Certain ways of acting out feel right and are transferred from one group of students to the other. Even with these two view points, student alienation is still seen primarily as the result of factors external to the school. Teachers are seen to adopt accommodating strategies such as a truce or strong control strategies to guide their way through the opposition from such students.

By the 1980's a number of questions were being asked about the usefulness of reproduction theory (Whitty 1985:31; Green 1986:3). As already indicated, Giroux (1981) argued that teachers should look to ways they can contribute to social transformation rather than just social reproduction. A return to the 'new sociology' of the early 1970's (Young 1971) seems to be suggested by Giroux, re-emphasising that teachers should be viewed as having the power to lift the level of critical consciousness within the community. Whitty (1985:32) drew attention to the need to re-emphasis education and its role in theoretical and empirical research analysis:

> Initially, this often involved a re-legitimation of those forms

of theory that emphasised the specific role of education

and its apparent autonomy in cultural and social

reproduction ... Gradually, the relative autonomous

dynamics of ideological/cultural practice came to take on

more significance than merely that required for the

efficient reproduction of capital relations of production

The relative autonomy that certain aspects of schooling may enjoy became a focus of important theoretical considerations, with research by the interactionists playing a leading role. The possibility of expansion or an extra degree of authority over the operation and curriculum of schools imposed a threat to school autonomy. This potential for a shift in the control of education from local level to system level emerged as a central issue for theoretical and political debate on the role of education. Increasingly, the school came to be seen as a site of struggle for opposing views, where hegemonic outcomes could not be taken for granted, and the morality and practical impact of the competitive academic curriculum began to be seriously questioned (Johnson 1979; Connell 1982). Concern over the direction and control of schools and their curriculum as well as identifying classroom hegemonic processes lead to the emergence of the so called 'reconceptualist school' (Marsh and Stafford 1984: 27). Its supporters were attempting to develop a sounder theoretical framework to many of the practices attempted during the progressive movements of the late 1960's and early 1970's. Basically the reconceptualists began to question existing school practices, their impact on values and attitudes of students and teachers, and to suggest alternatives.

Whitty (1985:37) identifies with the possibility of such an approach :

Recognising the importance of the power- knowledge

> relationship... an important contribution to social
>
> transformation can be undertaken in school by
>
> developing approaches to teaching which shatter
>
> the naturalisation of school knowledge via a
>
> deconstruction of the dominant "realist" discourse
>
> and the identification of other discourses

The questioning of the dominant discourse and the exploration of alternative discourses focused attention once more on the school and its curriculum. Schools and curriculum practice emerge as important sites for research in their own right. Whitty (1985:40) cites the work in the U.S.A. by Apple, Anyon, Giroux, and others who attempted a rapprochement between the macro theoretical position and the micro position of the interactionists by exploring school practices. The overt curriculum, the hidden curriculum, the curriculum in use, effective schools, schools making a difference to particular groups, and the successes or failures of comprehensive high schools emerged as important areas of study.

An initial interest in the overt curriculum centred on school textbooks and other instructional materials. The research studies attempted to explore why certain texts took the form they did and why some messages were transmitted while other messages were not included. The omissions, distortions and misrepresentations were seen to reflect the social structure and to contribute to its legitimisation. For instance Anyon (1979) investigated the importance of content inclusions and exclusions as they related to the interests of capital, in particular multi-national corporations. Poulantzas (1973) had previously discussed how texts masked class differences and economic contradictions and at the same time facilitated the dismantling of the working class and even elements of the middle class.

Apple (1984) takes this issue further by looking at the content, form and production of curriculum material packages. He stresses the potential for these packages to depower the teacher and isolate the student within the school environment. In one sense these studies add support to the determinists' view, yet in another sense such studies expose the issues and point to possible resistances as well as transformation potentials. Critical appreciation and analysis of curriculum biases offered opportunities to resist the reproduction hegemony.

Wexler (1982) aimed to go beyond the limitations of reproduction theory and provide a theory that stressed the role of the school in the production of meanings. The dominance of middle-class symbolic capital, while being seen as reflected in the academic tradition of high school's pedagogy, curriculum, organisation structures and role relationships, was also seen as producing tensions, boredom and problems with relevance (Hargreaves 1983; Willis 1977; Wood 1979; Ball 1981). In particular, the form in which curriculum materials were presented in new programs may be significant in the generation of alienation. Certain students may reject much of the teaching styles and materials in use as irrelevant to their aspirations early in their high school career (Willis 1977). As such, much of the teaching practice may be more effective in moulding the minds of the academic stream and less effective in controlling the minds and activities of the potentially more alienated students.

In addition some material is so foreign in terms of language, attitudes, values and skills required when compared to certain students own experiences (first-order compared to second- order socialisation -Woods 1979) that they become alienated by the deficiency gap between the material in use and their own constructs of society and knowledge. The development of strategies to reduce student alienation may be seen

by some as just a subtle way of re-imposing reproduction of the dominant order on more students. It is important to note even at this early stage of the research into student alienation that it is difficult to identify and adjust to unspecified and unconscious pressures already motivating a study of this type.

Gilbert (1984) draws attention to the failure of outcomes in social science programs to match their pre-determined goals. He uses a critique of textbook and course images to provide evidence of the lack of relevance to certain important problems facing society and adolescents in a range of social science materials. He appeals for a genuine commitment to student interests in the curriculum. The omission of certain contemporary issues was put forward as a possible reason for the indifference expressed by many students. Even when such issues were introduced they failed to stimulate students because of inappropriate epistemological and theoretical perspectives (ibid:231). The possible filtering and distortion of such powerful knowledge remains a key issue for any success with implementation of appropriate strategies to reduce student alienation.

A second area of focus in American studies has been the hidden curriculum. Such research was originally influenced by the correspondence theory with its stress on the transmission of social class norms, values and beliefs through a covert curriculum. However the theory itself fails to explain and describe classroom life in practice. Apple (1981a: 32) makes the point :

> ...a good deal of the impressive literature on the political economy of
>
> education - literature whose importance must not be denied - has been
>
> challenged because of the overtly deterministic outlook, its lack
>
> of examination of the internal qualities of schools and its neglect
>
> of the cultural sphere and lived responses of class and gender actors.

Apple (1980) and Giroux (1981) drew attention to the effects of class culture on the ways young people made sense of and responded to the dominant ideologies and culture of the school. They argued that the hidden curriculum was not merely a force of social control but was also a force for transformations and real change. A number of studies (Willis 1977; Corrigan 1979; Anyon 1980; Aggleton 1985; Kickbusch and Everhart 1985) question the crude reproduction theory and their observed outcomes support the argument of cultural spheres of influence found in the more sophisticated versions of the same theory. Anyon (1980), investigating primary schools, identified some working class children developing abilities and skills of resistance to the social and industrial routines operating in classrooms. Middle class children were also identified as resisting certain classroom practices. Kickbusch and Everhart identified certain humanistic approaches to teaching that may open up more opportunities for resistance by middle -class students. Aggleton's study (1984) showed similar tendencies for resistance from middle-class college of further education students. This position was supported by teachers interviewed, throughout the period 1985-93, and points to both middle class and working class children being disruptive and alienated.

In terms of the over-all context of schooling the resistance paradigm itself has been subject to criticism. Andy Hargreaves (1982) pointed out that only some aspects of student behaviour can be considered resistance and the amount of resistance compared to conformity over the period of schooling must be considered minimal.

Even so, efforts to ameliorate resistance and the condition of student alienation remains the concern of politicians, education authorities, teachers, parents and the students themselves. The reasons for the concerns may differ depending on whether the condition is perceived

as resistance or alienation. If alienation results from in-school factors that impacts on all students then strategies for its reduction maybe readily accepted and justified. However, if the strategy changes impact on one group at the expense of another group there may be no gain and simply a shift in the impact of the alienation. External structural factors may produce a hard core group gaining power from behaviour stemming from the alienated condition. Attempting to reduce alienation may be viewed by such students as an attempt to disempower them.

The work of Michel Foucault became significant during the course of the study as an historical background to the power of normalisation and the formation of knowledge in modern society (1991: 308). By normalisation Foucault meant the establishment of measurement, hierarchy and refined technical regulation to achieve desired social norms. Corrective judgements can be made on what is normal and what is abnormal, requiring discipline, which can be a reward or a punishment.

Discourse is a central concept in Foucault's analytical framework. The concept of discourse incorporates the mobilisation of meanings, social relationships, subjectivity and power bases (Ball 1990 : 2). When such discourses are generated within State institutions they tend to control meanings from the point of view of the state. Actual meanings, however, come from the implementation of institutional practices and the inter-play of power relations on site. Discourses include some thoughts and exclude others. This allows for both the acceptance of existing ideal meanings and planned practices as well as enabling other possibilities for meaning and possible practices in particular circumstances, which allows for opposing meanings and strategies. However, in the main Foucault would see institutions such as schools as controlling access to various discourses though the examination technique. The examination relates power-knowledge in a technical structure involving sophisticated hierarchical

practices dividing time, space, records and regulations. These dividing practices are seen to be connected to psychological and sociological reasons for the problem of working-class under achievement or delinquent behaviour. Schools and classroom are viewed as disciplinary sites for the defining of power relationships needed for the normalisation of society aimed at ideal meanings.

Education not only renders students submissive, docile and subject to powerful forces, it also empowers some to be powerful subjects (ibid :5). The bulk of Foucault's study on Discipline and Punish (1991) is weighted towards the subjection of the individual to the accumulation of power by the state using technologies of discipline. He does provide valuable insights into the macro and micro forces at work in institutions like schools. However, he uses the concepts of illegalities and delinquency to discuss the way the dominated may resist or subvert the structures imposed on them and tends not to suggest changing the structures and relationships to a less alienating environment (ibid :264-270).

The views of the students or teachers are not sought and the possibilities of the discourse producing a re-alignment of forces to produce a less alienating environment is not addressed. Foucault does provide the opportunity for a critique of existing meanings and for discourse to act as a tool for subversion. His work identifies the subtleties and nuances at work in an institution like a comprehensive high school while at the same time giving his historical perspective. The fact that the implementation processes tend to produce estrangement, isolation, detachment and fragmentation and as a consequence alienation or thresholds of alienation remain of limited concern in his analysis. New or repeated discourses have emerged since the start of the study on student alienation. Among them are tendencies to increase centralised control over accountability, curriculum and assessment in Britain and Australia

and the grass roots movements in education in the U.S.A. Using his framework for analysis may provide valuable insights into these two opposing developments and their likely impact on schools. However, reducing student alienation in comprehensive high schools remains problematic using his analysis, as does the docile acceptance of the normalisation process by students and teachers.

As stated previously much of the research has been concerned with investigating surface problems or causation factors external to the school. The effective school movement offered another way of investigating the relationship between student alienation and suggested strategies for change.

The alternative paradigm of the effective schools' movement views schools as having the potential to make a difference to student alienation by identifying and implementing viable ameliorating strategies. As such, the analysis endeavours to explore this paradigm keeping in mind the limitations that may be imposed by external factors. Reynolds (1984:13) makes the point:

> Whilst there may well be family factors and wider social
>
> class influences responsible for school failure both
>
> in the cognitive and affective areas, much evidence
>
> suggests that it is the workings of the educational
>
> system itself that is responsible for much student
>
> alienation. The existence of certain rules, the ethos
>
> of schools, their curricula, their pupil/teacher
>
> relations have all been suggested as school factors that
>
> are implicated... It is simply very difficult to see how
>
> capitalism is in any way served by an educational
>
> system that generates these outputs.

David Hargreaves made a similar conclusion at the National Conference in Australia (1990) when he stated that no nation can afford to have 30% of its student alienated from education and poorly equipped for operating in a high technological society. Ways must be found be incorporate the potentially alienated students into productive learning. The ad hoc and piece meal approach normally adopted for school reforms may have little or even negative effects on student alienation. Even targeted projects may remain an enclave within a school with an entrenched set of alienating forces still impacting on the affected students most of the time. Given these concerns about student alienation and secondary schooling it was important to establish the study more specifically within the context of the comprehensive high school.

There is an obvious need for a broad theoretical basis for the study of student alienation and its amelioration in comprehensive high schools that could be sustained over time. To develop such a theory it was important in the first instance to examine the nature, purposes and curriculum orientations of comprehensive high schools. The ideologies behind the establishment of such schools, the stated purposes, their effectiveness and the actual operations as they all impacted on the alienation question need investigation.

Chapter 3
Student alienation and Comprehensive High Schools

The Nature and Purposes of Comprehensive High Schools

The principal idea behind the establishment of comprehensive high schools was that of a common schooling for all children. The concept was to incorporate the individual and the local community within a single school and as a consequence attempt to provide cohesion, co-operation and mutual understanding to all concerned.

In the country areas of Australia, where comprehensive high schools have existed for a long time, basically because they were cheaper, such schools provided a place to focus the community life for adults as well as children of a particular district. However, the ideal of a common schooling for the whole society has remained elusive in Australia or Britain. A number a selective private schools, heavily subsidised in some cases, and some selective State high or grammar schools remain. In the cities of both countries, land or housing prices, rents and government housing effectively segregate many school populations. The division into cheap, average and expensive suburbs and some ethnic clusters has produced a hierarchy of comprehensive schools in the minds of the teachers, parents and the general community. In recent years, the advent of private sponsorship for government schools has added to the possibility of a strengthening of the hierarchy of schools. The concepts of a common schooling and equity of access to resources are now under great pressure with the potential for an increased gap between rich and poor government comprehensive high schools.

The creation of new comprehensive high schools did not extend to requiring major renovations of school operations, the curriculum or classroom practices in Australia or Britain. In most cases the curriculum

remained traditional under the strong influence of academically oriented examination boards. Teaching and school organisation in the main is still under the influence of the regimen of the traditional selective schools. Streamed classes, an academic hierarchy of subjects, competitive examinations and authoritarian practices still dominate many comprehensive high schools today.

At first sight the establishment of comprehensive schools in Australia while at the same time the continued support of many of the traditional practices would seem a contradiction, even more so given the high degree of central control, in most States, that could influence significant changes to practices in schools if directed. However, providing open access and endorsing meritocratic aims would seem to have been sufficient to meet the equality of opportunity ideal espoused for the establishment of such schools. This seems to be in keeping with the educational views tolerated, albeit with some reluctance, by the politicians, influential parents, education administrators and most teachers.

Students seem to be less tolerant of current school practices. The Australian Schools Commission Report on 15 and 16 year-olds (1980) found many a student not identifying with the meritocratic approach and the general nature and operations of high schools. Even those generally satisfied with their own personal experiences of schooling felt that at least some aspects of comprehensive schools should be improved. They were concerned about under achievement and alienation and raised doubts about the value of continuing with schooling even if they were successful students (ibid 1).

Concerns about lack of direction were expressed about British comprehensive high schools. Ball (1981) concluded that the present provision of comprehensive schools in Britain defied analytical meaning. In both

countries there seemed no agreement either in government policy or in educational theory about the goals and purposes of comprehensive schools (Ball 1981; Steinle 1983). It was clear that an agreed set of general expectations about what comprehensive schools should be striving to achieve did not accompany the spread of such schools. Piecemeal or ad hoc approaches were combined with different schemes being adopted by various education authorities, in many cases determined by the type and location of existing buildings, to produce a variety of educational arrangements with a strong emphasis on traditional curriculum and pedagogical practices. The various reports and working-parties used to justify comprehensive high schools tended to go no further than to state educational ideals. The vacuum created by the absence of a co-ordinated implementation strategy for comprehensive schools tended to perpetuate an alignment with values and practices of the selective academic schools.

A similar view was expressed about these schools in Australia with particular reference being made to the finding that teachers were only comfortable with the competitive academic curriculum (Steinle 1983 ; Fensham 1986). Not only has there been a lack of co-ordination of implementation strategies capable of going some way to realising the ideals of comprehensive schools, there also has been a lack of general agreement on a supportive educational theory for such schools.

Ball (1981:5) makes it clear that basing one's faith on the re-organisation without changing the components of the previous structure can lead to disappointment :

> In the same way that it was naively assumed that the creation of
>
> the tripartite system in 1944 would automatically provide for
>
> 'meritocratic selection' and 'parity of esteem', many supporters of
>
> comprehensive education assume that calling a school 'comprehensive'
>
> and sending all the children from the immediate catchment area to it

will eradicate the inequalities and unfairness of the tripartite system.

This position fails to take into account either the different, some times

conflicting, priorities that are held by the various advocates of comprehensive

education, or the likelihood of the carry- over of attitudes and practices

by teachers, from the grammar and secondary modern schools.

The establishment and subsequent operation of comprehensive schools paid little attention to the development of new classroom practices and to overcoming previous reactionary perspectives. The early comprehensive schools in the rural areas of Britain , as in Australia, were more a response to lower economic costs than a commitment to the comprehensive ideal. Ball(ibid :5) makes the point that many schools set up since 1965 were simply a reluctant response to the D.E.S. Circular 10/65. The move away from the 11 plus examination and the formation of comprehensives on a single site would seem to be only first steps in the process. The egalitarian principle that the education of all children was held to be of worth seems a long way from the practices adopted for most comprehensive schools (Daunt 1975: 10). The egalitarian principle tended to be placed a poor third compared to the two other principles used for the formation of comprehensive schools, these other two principles being the meritocratic (equity of opportunity) and social integration or social engineering depending on the position taken.

The dominant principle used for comprehensive high schools has been meritocracy and schools have been modelled on the notion that with all children going to the same school they will have equal opportunity to be an educational success. In general such schools may still be traditional with many of the features of the selective schools in place yet they are regarded as fairer and more accessible. Ball (ibid) believes the model operates in a cultural vacuum and assumes that access alone will enable the

full potential of students to be realised. As such the meritocratic comprehensive school can be highly academic and competitive with the students in the main taught in streamed or set classes.

The social integration principle stresses the moral aspects of the curriculum in developing qualities of citizenship and the contribution that can be made to produce a tolerant and coherent society through the common attendance at the same school. The primary emphasis is on the breaking down of social class differences through a common schooling environment for all students. Crosland (1956:178) and his stress on the creation of tolerant citizens is cited by Ball(ibid) :

> In these schools it is hoped that the class barriers will be
> broken down, children will mix freely with the 'all sorts'
> that are supposed to make a world and thus learn the
> tolerance so essential in their education in and for
> democracy.

Other writers such as Benn and Simon (1972: 110) put an even greater stress on schooling as a mechanism for producing socially conscious citizens:

> In a society with class and race differences, a school that
> reflects all sections of a local community will often reflect
> these differences in the school. The comprehensive school
> does not offer the pupils the chance to hide from society,
> but the opportunity to learn, in the conditions of social
> reality that prevail in the wider community. Where there
> are tensions, the opportunity to come to terms with them...
> and in the end, lasting, when approached by men and
> women who have had a comprehensive education rather
> than a segregated education.

The social integration principle alone requires no radical change from the traditional schooling approach. Crosland (ibid) stated that the abolition of streaming was 'against commonsense' and Harold Wilson implied a similar stance in his reference to comprehensives as 'grammar schools for all'. Any change to such factors as school environment -physical and social, internal organisation, curriculum, classroom practices and relationships was not regarded as important in the move to comprehensive schools. The common site was believed to allow the social integration and meritocratic principles to apply.

In contrast the egalitarian principle stressed changes to the educational vision, climate, and learning processes for each main stakeholder, so that a meaningful education can be provided for all students. The resulting implementation model did not oppose excellence or the promotion of improved social relations. However, in addition to these ideals, the model sought a range of different teaching methods, an innovative, inclusive and open curriculum, and better relationships within and outside the school than that required from the traditional academic school. A new vision, a progressive vision, was required and it had to be matched by an aligned framework which saw each child of equal worth and implemented strategies to this end. Such demands have made it difficult to establish the model and limited the development of egalitarian schools. Ball (ibid : 9) states:

> It would seem most of the comprehensive schools created during
>
> the 1960's were of the meritocratic type, streamed academically
>
> and socially, and geared to the competitive academic examinations.
>
> The meritocratic view of the comprehensive school thus replaced
>
> the ' three types of child' ideology of the tripartite system with the
>
> ideology of equal opportunity based on the achievement of an
>
> efficient education system.

The meritocratic and social integration models gave little consideration to internal changes to the operations of any new comprehensive high schools. The assumption seemed to be that the very existence of such schools guaranteed the goal of equal education for all. In fact there was considerable influence transferred from the selective schools or grammar schools on the organisation, curriculum, senior staffing, and relationship patterns into the newly created comprehensive high schools.

Even though the traditional pressures were dominant most comprehensive schools display elements of the three principles. This display may only operate at the ideological level, and conflicts may tend to exist between stated objectives, day to day classroom practices and the alternative ideologies supported by various sections of the school (Grace 1978).

Stemming from the confusion and conflict Ball (1984) and the ACT Schools Authority Report (1983) stressed that one of the major problems is the lack of a commonly agreed meaning for comprehensive high schools. This lack of an agreed vision or purpose for such schools has meant that it has been difficult to mount a concerted effort to address the amelioration of student alienation. In addition, the demands of the examination system together with the academic expectations of influential parents and the desire for greater accountability by governments has tended to concentrate school efforts on examination preparation and the capacity to differentiate amongst students for this purpose. Comprehensive high schools have been dominated by the grammar school ethos yet have attempted to incorporate, in a conglomerate approach rather than in an integrated way, the best features of the secondary modern and the technical trades schools.

Given the above limitations on change, it must be remembered that for a brief period in the late 1960's and early 1970's an innovatory climate did exist for the comprehensives to experiment with new pedagogues and curricula. Open space classrooms, sub-schools, integrated studies, continuous assessment, mixed ability classes, vertical grouping, and discovery learning were just some of the 'progressive' educational innovations introduced at the time. However, even in this period the rhetoric was not matched by substantial changes to practices in schools and the classroom. The Centre for Contemporary Cultural Studies (1981:129) reflected on this condition:

> Comprehensive schools did remove forms of separation to some degree; they did allow a greater autonomy of teachers and pupils. Yet they were not encouraged even to implement stronger definitions of equality, nor was the public support for them secured.

This situation has tended to occur in most areas. However, there were some educational authorities and a few schools where a stronger association with the egalitarian principle was taken seriously. These schools and their Authorities provided alternative strategies for the operations of high schools. However, in the main after a brief period of optimism and innovation the comprehensive schools have tended to operate under constant pressure and criticism from the supporters of selective traditional education. In Britain the first 'Black Paper', Fight for Education (Cox and Dyson 1969), attacked the ideas of comprehensive schools, egalitarianism and progressive teaching. The subsequent 'Black Papers' continued to focus the education debate for most of the 1970's by drawing attention to such issues as declining standards, political indoctrination, classroom violence and student delinquency. It was claimed that comprehensive schools had failed to support the needs of industry and Beck (1983:225) states :

... the cultural ethos of British schools had contributed

to the decline of the industrial spirit

The Great Debate following the Ruskin speech (1976) brought basic skills and vocationalism to the fore. Similar claims and criticisms have dotted the Australian media scene on education during the same period.

During the 1970's and early 1980's a more influential role was being identified for the Department of Education and Science (DES) and Her Majesty's Inspectorate (HMI) in relation to the curriculum in English schools. A series of curriculum discussion papers, curriculum reviews, the establishment of the Assessment Performance Unit, an active Manpower Service Commission role in education, and the abolition of the Schools Council played a major part in strengthening the centralisation of education and reduced school based developments in the comprehensive schools. The National Curriculum and National Assessment Program have centralised the curriculum even more. It should be noted that both centralised and devolved systems in Australia have not resolved the alienation issue and all education systems may find a similar lack of impact from increased centralised tendencies with the curriculum.

The commitment to improving the provision for girls and working class and ethnic minority children, while at the same time attempting to improve secondary education for all, was significant in instigating reviews in the early 1980's in both countries. However, attention in high schools since that time has tended to be dominated by accommodating accountability, restructuring requirements, National curriculum initiatives and reduced resourcing, leaving little time, resources and energies available for internal strategies to ameliorate alienation. The line of least resistance seems to be to concentrate on the competitive academic curriculum and use strong discipline procedures for the non-conforming

students. It would seem that even where the stated aims and planned strategies point to a less alienating environment the actual practices to achieve this are far less successful, and it is very difficult to implement stated aims and planned one off strategies that conflict with established practices. Before looking at the research literature for answers to the alienation question the nature and impact of the curriculum in comprehensive high schools was investigated. At the start of the study curriculum reforms were expected to provide the desired strategies to reduce student alienation. This expectation changed as the study proceeded.

Curriculum Orientations in the Comprehensive High School

As indicated, one of the major challenges of the comprehensive school was to provide a clear mission statement that was matched by a meaningful learning program and an appropriate school environment that maximised the potential for all students and minimised the alienation. Matching this mission statement to the maturity, interests and capacities of all students as well as to the on-going learning and decision-making processes of the school and classroom remains a formidable task.

For a start a number of different curriculum theory orientations can be identified as contributing to the mission and operations of a comprehensive high school. From the outset it seems clear that no one theory can explain clearly the dynamic nature and implementation of the curricula in most schools or guarantee improved education for all students and a reduction in student alienation. Even the actual production of a positive education for more students brings into question the nature of learning and the implications educational change has on the distribution of power and equity in education. That is, who gains and who loses from the change.

Three curriculum theory orientations were suggested as having most influence on the operations of comprehensive high schools. From the work of such writers as Eggleston (1977), Skilbeck (1982) and Kemmis(1983) these can be classified into traditional, progressive, and community orientation theories.

The traditional orientation theory takes the view that the substance of education is the fundamental and time honoured beliefs about knowledge. Such beliefs have evolved into subjects with department names to legitimate their place in the curriculum. This orientation has been implanted in the teachers through their own education and such process devices as syllabi, textbooks, teacher training programs and examination systems. A similar process has occurred with students using rituals, long established expectations about school behaviour, didactic classroom management procedures, curriculum rigour and academic standards. Such an approach was supported by many parents and teachers successfully educated in a similar vein and with high expectations of similar successes flowing on to the children. Successful students normally have fertile luggage in their possession from home to draw on during each school day. Beyond the school this orientation was supported by many influential people as being the best preparation for work and achieving a place in society. Supporters of this view saw the world as hierarchically ordered and those most successful in the academic program and suitably socialised would be placed into the most powerful positions. Equal opportunity and meritocracy were espoused for all students because of the opportunity to succeed through the competitive academic curriculum.

Disadvantaged students can be given additional resources and such enrichment it is argued should give them a greater chance to succeed in the competitive academic curriculum. Changes do occur when there is a

need to update with new knowledge and so bring the curriculum into line with prevailing economic and social trends. The degree of prescription at the system level, funding incentives, pressing new needs and the ability to absorb change help determine the nature and rate of change in schools. In the traditionally oriented school past practices tend to dominate over new developments. A sifting process to determine the academic elite has a strong influence in such schools. The various research studies and reports analysed for this study suggest that a significant number of students may be alienated by the curriculum practices and operations of schools strongly influenced by this orientation.

The second curriculum theory orientation of progressive education was based on the belief that the individual should be the centre of learning. This orientation was reflected in the social integration and egalitarian principles espoused for comprehensive schools. The aim was to maximise the potential for each individual with the society being open and in need of constant reconstruction. The preparation of each student to actively participate in the improvement of society and the conscious development of autonomous individuals capable of undertaking such a task were viewed as outcomes of such an orientation.

The emphasis was more on educational processes and less on curriculum content and final examinations. Activities that promoted self-worth, decision making and engender real responsibility were argued to better equip students in these ideals. Curriculum change required the teacher to act in the best interests of all students providing stimulating and student centred activities. Current and future trends in socio-economic and political issues tend to play an equal if not more important role than the past in classroom activities.

Many teachers and schools have been poorly equipped to implement such an orientation because of their training and past experience. This,

combined with negative statements by influential politicians and academics, has meant that many of the progressive schools opened in the 1960's and early 1970's have incorporated more of the traditional orientation features in an attempt to reduce such criticism. Lack of a theoretical model and broad based co-operative support in implementation strategies have restricted the capacity of the progressive orientation to have a greater and more sustained impact on comprehensive high school operations.

The third theory of community orientation puts the case for students to be more directly involved in the community and the community structures. It is clear that students are not taught only within the confines of the school. This orientation argues for direct learning experiences in the community which will give students responsibility while developing a more positive attitude to future learning and also allow students to complete tasks successfully. The community orientation involved tapping the resources available beyond the school buildings and grounds. It was argued that there should be ample opportunities to explore a variety of learning activities based on community resources. A time balance needs to be struck between providing for academic excellence, special interests and community experiences.

This curriculum orientation sought a greater community involvement than at present and at the same time offers a greater opportunity for negotiation of pedagogy, content, skill development and assessment requirements by teachers and students. It is argued that greater levels of involvement and commitment by students will occur through the direct contact with the adult community and genuine decision making responsibility. Curriculum change is viewed as a collaborative process involving students, teachers, parents and the community. Students would be given the opportunity to explore the latest technology and other recent

developments in the community. Direct experience of recent developments should be more dominating in the educational program than the more artificial stimulations provided by the normal classroom situation. This orientation required the participation of the school in the life of the community and the community in the life of the school.

The community orientation does have a number of strategies that could produce a less alienating environment. However, the lack of or inaccessibility to the richness of the local community, both physical and human, may place limitations on benefits accruing to particular schools. The traditional custodial function of schools, the nurturing role, associated legal responsibilities and the widely held perception that real learning only takes place in the classroom tend to limit the wide use of this orientation. This orientation does have biases towards the social integration and the egalitarian models and introduces a liberating element as the student is no longer constrained by the teacher's pedagogy and the four walls of the classroom.

The three reports discussed in chapter 1 suggest a more balanced position between the three orientations may be a less alienating curriculum environment for students. Such a position would attempt to allocate more equal time, energy and commitment to be applied to each orientation. In developing the theoretical model this possibility was explored in terms of the curriculum strategies to be included. The planned and actual curriculum orientations were compared and illustrated in figure 3.1.

FIGURE 3.1- CURRICULUM ORIENTATIONS

A-CURRENT POSITION OF MANY
COMPREHENSIVE HIGH SCHOOLS

B-POTENTIAL LEAST ALIENATING POSITION

COMMUNITY ORIENTATION ————>
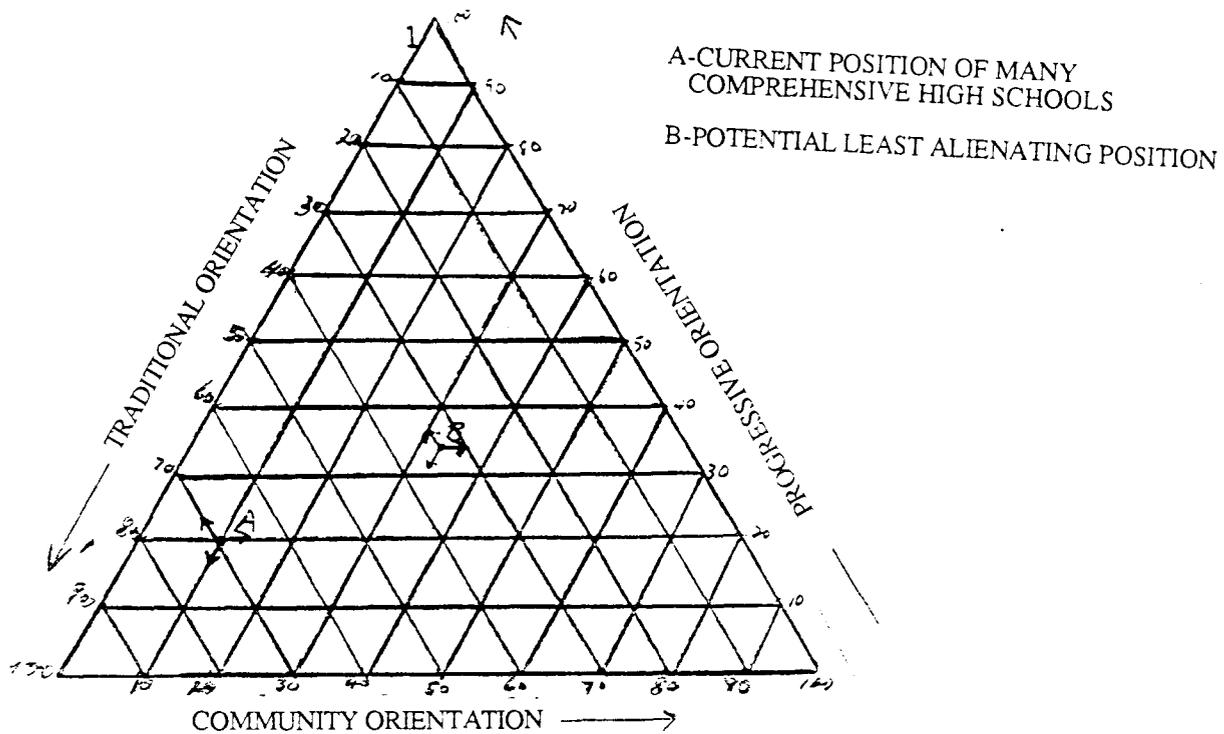
A move from position A to position B in Figure 3.1 would shift the emphasis from the traditional curriculum orientation to one equally shared between the three orientations. Most schools combine various elements of the orientations in search of direction for meeting the needs of students including the alienated students. Students testing the classroom situation will cause teachers and principals to vary the emphasis between control of students and effective learning strategies. This adds in a dynamic way to the influence of the three orientations and their impact on student alienation.

Chapter 4
Research on Student Alienation in Comprehensive High Schools

In the decade leading up to the start of this study a significant amount of research attention was directed towards the operations and performance of comprehensive high schools. Serious concerns were expressed by parents, administrators, teachers and students. These concerns led to a number of research studies into comprehensive high schools, with direct and indirect implications for strategic recommendations for reducing student alienation. A number of key strategies were identified by the end of 1986 that may ameliorate alienation and were used to form the initial research base for this study. In the first instance Australian and British studies were investigated.

Australian Studies on Comprehensive High Schools and Student Alienation

Early in the period under consideration a study by Wright and Headlam (1976), conducted in Victoria, interviewed 150 eighteen year-olds and found that in general they perceived much of their school experience as irrelevant. The eighteen year-olds reflected on their schooling and wanted improved personal relations with teachers and asked to be treated with the respect. They sought increased participation in the organisation of their education, were concerned that career education should be made more relevant and felt that the schools over-emphasised competition.

In 1978 a major survey was conducted in Victoria and New South Wales of parents, students and teachers regarding their expectations of comprehensive high schools (Collins and Hughes 1978). The traditional

emphasis on academic subjects was not seen as a major priority concern by any group. The basics of reading, writing, arithmetic and oral skills were seen as the most important priority with the discrepancy between expectation and perceived achievement being highest for oral skills. It should be noted that whilst acquiring basic skills would seem a precondition to start addressing alienation, their acquisition alone did not prevent the condition emerging in high school students (Garbarino and Asp 1981). At the same time, for parents and students the greatest discrepancies between expectations and perceived achievement were in the areas of practical learning, development of personal autonomy and social awareness in students. For teachers the greatest discrepancies were in the areas of personal autonomy and social awareness. It was suggested that schools need to do more in these areas (Collins and Hughes 1978).

In a follow-up study of twenty year-olds it was found that there was considerable criticism of the dominance of traditional academic subjects in the comprehensive high schools (Collins et al 1980). These subjects were seen as having only instrumental value and tertiary entry requirements were over-influential throughout the years of high schooling. This study drew attention to what was called the 'bruising nature' of high schools as a learning environment for many adolescents whilst more relevant areas of learning were neglected (Collins and Hughes 1982). The authoritarian approach to discipline was seen to undermine the student's self-respect and the need for more positive student-teacher relationships was once again stressed. Many of the student respondents felt that favouritism applied to the academically able students with the rest being regarded as unimportant. The curriculum was seen as too narrow to gauge and develop competencies and interests.

Towards the end of the 1970's a study of high school students in Sydney was under taken with special reference to migrant students

(Martin and Meade 1979). This study took three years and involved 3043 students from sixteen high schools. One general finding was that despite some racist attitudes and limited encouragement from the school the migrant students maintained high aspirations and stayed on at school even though the school may have assessed their education performance as weak. A similar finding was found among students of West Indian origin in Britain (I.L.E.A. 1984:48) . The Australian researchers recommended that the institutional ideology of indifference and discouragement of those perceived as having a low IQ or a low socio-economic status had to be broken. To do this they believed involved specific changes to the current practices of assessing ability, streaming, student-teacher relationships, curriculum and allowing for the non-English speaking background of many students (ibid 1979:21).

In the conclusion of the second volume of the report schools were criticised for not evaluating the general appropriateness of curriculum content and schooling practices (Meade 1981: 262). It was also noted that parents were largely isolated from schools, teachers were struggling to maintain the competitive academic curriculum and maintain order at the same time, and reforms were needed once again in the relationships, school rules and the relevance of curriculum content.

In 1980 a Western Australian study, already cited in the introductory chapter, interviewed 92 students from all years in five comprehensive high schools and followed this up with a survey of 1077 students from another group of schools (Dynan 1980). Dynan was particularly interested in exploring the concept of alienation as defined by Seeman (1975) to be found in high school students. She found a significant minority to be highly alienated (ibid :59). In the interviews the students, even the committed ones, implied that school was:

... a chore to be got through and finished with as soon as possible, and saw it only as value for certification and for obtaining a job (ibid:53).

Alienation levels were seen as relating to poor student-teacher relationships and to low levels of academic performance. Alienation was higher amongst boys and students from lower socio-economic backgrounds but lower in smaller schools. In particular, small rural schools had lower levels of alienation. In general many students felt that schools were too impersonal , they wanted to be treated more as adults, and to have more freedom (ibid :86-97). Suggested changes were in the areas of student -teacher relationships, pastoral care, school goals and curriculum , and the negative aspects of streaming.

Anderson et al (1980) undertook in 1979 a follow-up study using a previous survey instrument of students' preference for Years 11 and 12 secondary colleges in the A.C.T. The initial research had been reported in 1972. After seven years it was found that there was little change in the negative views of the year 10 students, in the years 7 to 10 comprehensive high schools, on the structure of schooling and assessment. There was a moderate improvement in the year 10's perception of the teachers' ability to communicate yet there was increased dissatisfaction with general teacher behaviour. The students wanted to be given more freedom and have greater responsibility with more open and informal relations with teachers.

Connell et al (1980) produced a study aimed at trying to understand the ways in which the secondary education process in Australia both shapes and is shaped by the processes of class-gender construction and division. The authors attempted to identify aspects of equality in education and were highly critical of the concept of equality of opportunity as it applied in the meritocratic high school. They identified the process of meritocratic selection causing a division between the

academically able (the brains) and the less able (the dumbos). There were those who seem to handle the competitive academic curriculum and those who would benefit from a more practical hands-on program. Some may see this as an argument for a return to the tripartite past.

Many of the British studies reviewed also emphasised this dual division of interests and attitudes in the neighbourhood comprehensive high school (Willis 1977, Grace 1978, Corrigan 1979, Ball 1981, Hargreaves 1982, and Turner 1983). Other divisions along gender and racial lines were also identified in the Connell et al study. The suggestions for improvement involved giving working-class student access to formal knowledge beginning with their own experience and circumstance. There was a need to provide a critical perspective on the oppressive aspects of working-class life to enable teachers to be more supportive of such students. At the same time students should be given a far greater involvement in the selection and organisation of curriculum, and a greater use should be made of negotiation in assessment to foster further learning rather than competitive ranking.

Fensham et al (1986) in a series of ethnographic case studies of alienation in comprehensive schools found the curriculum to be a common concern(ibid : 271). It was indicated that even though each of the schools studied was officially a comprehensive school from at least 1970, the traditional competitive curriculum was the only one the teachers felt they could offer with confidence. In two of the schools studied the need for an alternative program was acknowledged for a minority of students. However, involvement in such a program should be only for the gross failures of the normal academic program. Some teachers in the three schools concerned did perceive that the curriculum could be different and were prepared to question the basic content.

However, they were not the prevailing group in any school and the authors stress:

> There is a need to reconsider the alternatives for the
> organisation and provision of schooling. The idea of
> comprehensive schools for secondary education has
> been, for a generation of education thought, an expected
> panacea. But comprehensive education must extend
> beyond the point of entry. It must be still visible at the
> point of exit from schools.(ibid : 278)

These Australian research studies and concerns expressed by schools and educational authorities prompted a number of reviews directed to improvement programs for high schools. The reviews into secondary education in the first half of the 1980's conducted by most State authorities in Australia analysed the various research findings. They set up their own research studies, and suggested a number of reforms aimed at making comprehensive schools more effective in a number of areas including the possible reduction of student alienation (South Australia- The Keeves Report 1982; A.C.T. -The Steinle Report 1983; New South Wales- The Swann Mckinnon Report 1985; Western Australia - The Beasley Report 1984).

The ACT Schools Authority -Challenge of Change Report (1983), commonly referred to as the Steinle Report, drew attention to the high degree of national consensus that can be found on the sort of curriculum that high schools should be offering:

> This curriculum should ensure that all students are well grounded in
> the basic skills, gain the knowledge and skills that will enable them
> to take their places as responsible members of society and 'the world
> of work' and provide the basic learnings for further study or vocational
> training. This formal teaching should take place in a caring, but
> disciplined environment in which students are given the opportunity
> to develop self-confidence and social skills. (ibid 1983:124)

The report goes on to suggest that the above features were generally not realised in high schools, even in schools or systems where such views were stated in the aims. The core plus elective program and the stress on subject-centred organisation did not seem sufficiently flexible or comprehensive enough to incorporate change and respond to the educational needs of contemporary high school students. Suggestions for reform included a full and real partnership of parents, students and teachers to develop school policies and curriculum directions. Greater collegial co-operation from within and outside the school. Of particular importance was the need to examine critically the subject content of the current courses with the aim of eliminating and replacing material that may be considered trivial, irrelevant or inappropriate to the real needs of young people.

The new criteria for relevance would be an inclusive curriculum responding to the demands for a non- sexist and multi-cultural society. The major stress would be on the importance of work relevance and for learning to contribute to the students' power over their environment with growing self-confidence and independence. Schools were also viewed as needing to create conditions for learning that related more directly to the student's lives in the community, and to overcome the isolation of the school from the community by increasing real links with employment, adult society and further education (ibid : 125-144). As such a greater emphasis was being given to a community curriculum orientation identified in chapter two.

The Participation and Equity Program (P.E.P.) was introduced by the Australian Commonwealth Government in 1984 in response to concerns about the outcomes of secondary schooling. The program was set up to increase retention rates and reduce inequalities in high schools. The program was not only a response to concerns expressed in the

reports but also to the low retention rates identified in Australia compared to overseas trading partners, the high levels of youth unemployment, inequalities, and the need for a more technologically literate population. A conscious effort was made to build on and broaden existing initiatives already being developed by particular state and territory education systems. Funding for the program was directed at reforms in curriculum, assessment, teacher/student/parent interaction, teacher development and support, school structure and organisation, post-school links, groups with special needs and public support for education.

This program and the other research studies produced a great deal of data that needed analysing in terms of the nature and possible amelioration of student alienation. This Australian data was used in combination with the British studies data, reviewed in the next section, to identify the most significant strategies to be included at this stage in a theoretical model to address the reduction of student alienation.

British Studies on Comprehensive High Schools and Student Alienation

As stated in the introductory chapter the historical perspective demonstrates that students truanting, disrupting or being unco-operative in schools and classrooms is nothing new in British education. Humphries (1981) reviewing the oral history of working class education between 1889 and 1939 highlights the repressive nature of early public schooling and the widespread resistance it provoked in the form of truancy, classroom unrest, the refusal to learn and even school strikes. Much of the early research into non-conforming student behaviour concentrated on exploring external factors, rather than school factors, these being psychological, family, and environmental explanations and their appropriate treatments.

Grace (1978) points out that historically teachers tend to feel personally committed to the ideals of improvement and rescue that the profession implies for working class children. However, it was also important to the existing social and political order that teachers did not become over-critical of the status-quo or their own or their students place within it. As a consequence research into school refusal, truancy and disruption tended to look at poor behaviour as an interesting symptom of underlying individual and/or family malfunctioning requiring analysis and treatment. The school was assumed to have a neutral to minor influence on negative behaviour (Hersov 1960; Tyerman 1958, 1968; Chazan 1962). Strategies concentrated on reconciling the student to the existing demands of the competitive academic curriculum and the school's role as an authoritarian institution.

A study by Chessum (1980) offers two perspectives that might be used by teachers to justify not blaming the school. One was based on the cause originating in the personal and family pathology of disaffection with strong links to sociological determinism. The other was the hard-core theory of deviance based on the cause being a group of chronic offenders generating deviance within the school. These two perspectives are used by some teachers to reconcile any alienation they experience as being insurmountable problems generated by the social class or within the individual or being concentrated in certain deviant members of the peer group.

Such perspectives can be seen as fall back positions when the standard intervention and social engineering strategies fail to redress the alienation. As such, the emphasis on ameliorating alienation will be control through discipline and counselling with the basic curriculum and operations of the school left unchanged. The explanatory value of such

perspectives in the main tended to go unchallenged and contradictory evidence was seen as the exception or ignored.

By the 1980's research in Britain began to look at the possibilities of absenteeism and disruptive behaviour as being an outcome of the school processes themselves. Studies by Bird et al.(1980), Galloway et al. (1982), Tattum (1982) and Grunsell (1980) identify certain behaviour as dissent on the part of the students to particular institutional practices and a challenge to school authority. Such research into the role of the school as a contributing factor in student alienation, overtly demonstrated by high absenteeism, disruptive behaviour and passive resistance to class work, gained attention from studies that investigated school effectiveness and differences between schools.

Power (1967) and Gath et al. (1977) claimed that there were considerable difference between schools in the rates of suspensions, referrals and delinquency. Later studies by Galloway (1980), Galloway et al. (1982) and Grunsell (1980) support these claims. It was important to note that these differences were identified as being unrelated to the catchment areas of the different schools. Other studies went on to analyse the various aspects of school organisation and school ethos as being the possible causes of different rates of student absenteeism, performance, student behaviour and delinquency (Reynolds 1976, Reynolds et al 1979; Rutter et al. 1979).

Reynolds (1976), investigating comprehensive schools in South Wales found that those with similar intakes varied significantly in the level of attendance, delinquency and academic performance. It is found that schools with a relatively low attendance level achieved relatively low academic attainment and high delinquency rates. Schools with a high attendance level tended to have a high level of academic attainment and low delinquency rates (ibid:223). The high attendance schools were

characterised by small size, lower institutional control, less rigorous enforcement of rules, higher co-option of students into posts of responsibility and closer parent- teacher relationships. The low attendance schools appeared to have a narrow custodial function with a high level of control through strict rules and low levels of involvement for the students or parents.

Rutter et al. (1979) in their study identified school ethos as a significant factor with the most successful schools being those having a prompt start to lessons, strong emphasis on academic progress and attainments, low frequency of punishments, high level of rewards for positive achievements, well cared for building and approachable teachers. It was important to note that the physical environment emerged as a significant factor identified by year 7 and 8 students surveyed and reported on later in this study.

The report, Ten Good Schools (H.M.I. 1977), had previously stressed the need for sound preparation, variety in approach, regular and constructive correction of students' work and consistent encouragement. Both Rutter et al and the Ten Good Schools report tended to support the existing emphasis on the competitive academic curriculum with the perfection and monitoring of current practices being of prime concern. Reynolds (1975, 1977) and Bird et al. (1980) raised a note of caution. They suggest that some schools with lower truancy and delinquency rates may have established a truce with certain students by ignoring absences, excluding them from certain classes and generally letting them opt out of the mainstream program. Such practices may produce satisfactory output statistics for the school but need to be objected to because they let schools avoid addressing the alienation issue itself and tend to perpetuate the conditions contributing towards the transference of alienation to the next generation of students.

To further identify the alienation issue in Britain, some research studies sought the students' perceptions of secondary schooling. Curriculum practice, student-teacher relationships and school rules were highlighted as problematic issues. Bird et al. (1980:40), in seeking students' views, identified three main features of the curriculum that might produce a negative response, these being if the curriculum programs were irrelevant, if one could not relate to the academic emphasis, and if one found it too difficult and was left with a sense of failure. The students who found the curriculum irrelevant considered they had achieved all they needed from formal schooling once they had acquired the basic skills. Enlarging their general knowledge could be done out of school without the need for a structured timetable, prescribed content and a mode of learning with its emphasis on theory and writing. It should be noted that a community education component to overcome some of the weaknesses of the curriculum suggested by Bird et al emerged as one of the significant strategies to be included in this study.

The complexities of the high school timetable, the specialist subject empathy of the secondary teacher and the requirements of the examination system all align to press most students towards the competitive academic curriculum. Such an alignment seems to have alienating consequences for certain students.

For the students who prefer to learn by hands on experience many subjects and their teaching methods tend to alienate (ibid :42). The inability to understand the classwork and the resultant sense of failure produce a variety of responses from the students. For some students the fear of failure and inadequacy cause them to rebel in the classroom situation and draw attention away from their weaknesses. An even more dynamic picture emerges from the student comments recorded by Buist

(1980). Anderson et al (1980) states similar finding in the Australian context. It was suggested that in the early secondary years students were sensitive to school assessment of their performance and will not only disrupt lessons as a planned strategy but will miss specific lessons to avoid the possibility of failure and having their weaknesses identified. As they get older the school's assessment of their work and general competence as a student may assume a different significance as outside experience takes over a greater influence in their lives (Bird et al 1980:19).

This raises the possibility that alienation may fluctuate as students move through the compulsory years of schooling. This conception of alienation as dynamic and differential over time adds an important dimension or sub-problem to the study and supports the idea of a threshold of alienation identified in the Australian study by Tripp (Fensham et al 1986). Tripp makes the point that alienation may have a threshold below which the student tolerates a level of dissatisfaction and beyond which the student becomes alienated. A distinction was made between alienation as a permanent state arrived at by a few students and the dissatisfactions encountered by all pupils as they respond to the contributory causes of alienation (ibid :120). The possible existence of a threshold raises questions such as whether alienation is permanent, is reversible, what its origins are and whether it is active or passive (Musgrave ibid :293-94). Bird (Woods (ed) :1980a) makes a similar point about the over-emphasis on the extreme case and the neglect of important variables in her article on deviant labelling in schools.

The research study by Bird et al. (1980) found the teacher the important focus of student hostility:

> Resentment, and the hostile attitude which many of these pupils displayed, hinged on the fact that, whether good or bad at their job, teachers had authority, and in some cases were using it to bore pupils, or to suppress or ignore pupils, conducting the lesson in a way that took no account of how it was received.

Other studies by Buist (1980) and Tattum (1982) cite the teacher as the cause of the poor teacher-student relationships and as a major reason for students staying away from school or disrupting lessons. For some students, alienated by the institutional life of the school, the teacher was seen as the instrument of the frustrations. It would seem that both students and teachers have developed strategies for coping with conflicts in the classroom.

Teacher strategies are aimed at anticipating and preventing possible challenges to their authority. Hargreaves et al (1975), Leach (Wedell ed:1977) and Woods (1980b) demonstrate how this can take the form of stereotyping the individual according to their capacity to create trouble. Information on deviant students, it was argued, was shared in the staff-room so potential trouble makers could be identified. Even so the case remains problematic and Bird's study of labelling(1980) casts doubt on its impact contributing to deviant outcomes except in the extreme cases. It would seem that teachers vary in the strictness of the regime they maintain in their classroom. The range can be from deviance-insulative to deviance-provocative with the former maintaining a truce where possible while with the latter views verbal or physical abuse as the first sign of a challenge to authority.

While this range occurs a possible consequence of a student gaining a reputation as a trouble maker is that it may prevent improved relationships at a later date with existing teachers or with new teachers. Harsh use of authority can provoke reactions and Shostak's(1982) research on student attitudes indicates deep resentment at being called names, being physically man-handled, never being allowed to use initiative and being constantly supervised.

The study by Woods (1979), 'The Divided School', highlights that a ritualised teacher-student power play existed in the classroom for some

time with the teachers 'showing the students up on one side' and the students 'having a laugh' on the other side. Attempts to understand power interactions in the classroom and school, between students and students as well as students and teachers, have produced some influential studies with pupil strategies being examined in some detail. Hargreaves (1967) and Lacey (1970) in their research identified pro-school and anti-school groups of boys in the school. The groups were seen to develop through the processes of polarisation and differentiation facilitated by the school organisation, particularly streaming. Ball (1981) found similar processes at work in a banded comprehensive school some years later.

Willis(1977) and Corrigan(1979) put the case that working class boys do not reject school but try to negate its effects. There would seem to be a resistance to the attempts of teachers to change the boys life styles and cultural norms. In the case of girls studies have shown that early socialisation into the norms of gender differences was reflected in the different dispositions toward school, school organisation and subject selection (King 1971; Byrne 1978; Meyenn 1980; Ball 1981).

Other British studies looked at students' backgrounds and their reaction to the prescribed school goals and means of implementation. This has been called the 'cultural norm approach' (Woods 1983) with a strong emphasis on cultural reproduction theory. Student adaptation to the school goals and means is identified as ranging from conformity to rebellion with changes possible during a student's career (Wakefield 1969; Woods 1979). However, consistent evidence to support the cultural norm approach to deviance and alienation has not been easy to find. Turner's study (1983) points out that there were different and contradictory pressures operating on students. Peer group pressure, good teaching, and opportunities for decision making will affect student reactions in school. The alignment of the school operations with existing

student social structure may be possible through the school organisation and curriculum (Whitty and Young 1976), by the use of different pedagogical styles (Sharp and Green 1975); by identification with different teacher ideologies (Grace 1978) and by the operation of pupil cultures of resistance (Willis 1977). Such an alignment would allow for greater flexibility and a greater tolerance of different student behaviours.

Most schools have rules concerning such issues as dress standards, school attendance and interpersonal behaviour. These rules tend to create confrontation for particular students in their operations outside the classroom. Reynolds (1980), suggested that the degree of stringency with which certain rules are enforced such as those against smoking and chewing gum is positively associated with increased level of absenteeism and delinquency. However, it is in the classroom that a different and more complex set of rules apply. Hargreaves et al (1975) and Tattum (1982) investigated the different types of rules which are normally enforced in the classroom centring in the main on talk, movement and behaviour. Particular attention was given to the occasions when the rules where relaxed. The Hargreaves et al study (1975) observed that teachers were either moralistic or pragmatic in their attitude to classroom rules. They were either enforcing them stringently or assessing each situation separately, weighing the costs and benefits of enforcement. The changing demands of the student in a single classroom lesson or the different subject requirements of various teachers creates many possible variables for a lesson. It was argued that a high degree of sophistication was required by students in adapting their behaviour to the range of situations possible. Students may find themselves in trouble with one teacher for behaviour that was readily tolerated by another.

Summary of the Literature

In summary these studies in Britain and Australia motivated a number of reports and associated reforms aimed at providing a more equitable and productive learning environment for more students. In both countries many of the reforms reflected an urgent response to rapidly changing economic, technological and social conditions. The reforms were seen to produce a greater cost benefit if they could reduce levels of inequities, under-achievement and negative attitudes towards schooling. Aspects of system wide strategy initiatives can be identified in changes to the GCSE, the trialling of TVEI, student profiling, Alternative Schools Programs, Participation and Equity and the Disadvantaged School Program as well as recommendations such as those in the Schooling for 15 and 16 Year-old Report, ISS Report , and the Challenge of Change Report. All of these strategy initiatives offer some constructive suggestions for action.

At the school level, in conjunction with some system initiatives, a number of reform strategies have been introduced by schools to try to correct the disturbing aspects of student behaviour and limited learning outcomes. These attempts have included greater curriculum choice, mixed ability class groupings, pastoral care programs, integrated studies, work experience programs, peer support programs, student involvement in school decision making, negotiated courses of study , negotiated assessment, technology programs, parent involvement programs and student management programs.

The research literature in Australia and Britain suggests that student alienation in the comprehensive high school results from a complex interaction of individual, family, peer sub-culture, socio-economic and school factors. Educational authorities and individual schools have found it very difficult to provide a satisfying environment

for all students. Negative family backgrounds, class structures, gender and racial influences and attitudes remain major obstacles. However, the message from Reynolds (1976) and Rutter et al (1979) is that schools do make a difference and the combination of practices they choose to adopt can reduce alienation and make a substantial contribution to the quality of the educational experiences for all students.

By recognising such issues as school organisation, ethos, physical environment, rules, pastoral care, community involvement, unit-credits, clear learning guide-lines and assessment requirements, parent involvement, teacher-student relationships and clear vision statements it may be possible to develop a integrated model that is able to direct and sustain promising strategies to reduce student alienation. The following chapter attempts to place the research findings and prioritise the most promising strategies into an overall theoretical model. The aim is to provide a process model rather than a check list that can sustain a reduction in student alienation.

Chapter 5

Towards a Theory of Reducing Student Alienation-The Alignment Model

Developing the Model

The initial research undertaken so far revealed the potential to develop a theoretical model to address student alienation in comprehensive schools. The major problem addressed by the study, reducing student alienation in comprehensive high schools, did not lend itself readily to one off solutions. A holistic or integrated approach seemed to offer greater potential for making a real attempt to reduce alienation for most students.

The research studies, reviews or report strategy recommendations do not have a strong theoretical base or capacity to significantly change the traditional comprehensive high school structures. The established structures of the school tend to dominate over new strategies and the strategies themselves tend to be absorbed within the traditional network. In other cases the strategies are restricted to a peripheral group away from the main stream of the school.

After the initial exploration of identified strategies to reduce student alienation, the research targeted on developing an integrated model. As such, this chapter uses the research literature combined with a particular focus on the work of Newmann (1981) in order to formulate a such a model. Newmann identified alienation in terms of estrangement, detachment, fragmentation and isolation as did Seeman (1975). He claimed that to minimise their impact three fundamental needs should to met, these being integration instead of fragmentation, co-operative individuality or engagement instead of estrangement and lack of engagement, and communality or connectiveness instead of detachment

and isolation. The strategies should be aimed at three different levels of activity within the school- organisation, curriculum and human relationships. The levels are not hierarchical but closely related broad activities within the school. As consistency and concomitance between the levels and associated strategies are stressed the model derived from Newmann's work is called the 'alignment model.

Newmann (1981:546) reiterated the point that alienation has been a pervasive theme in the analysis of Australian and British society yet it has not been used as a central concept in the study of schooling. This is particularly difficult to understand given that key elements identified with alienation - estrangement, detachment, fragmentation, and isolation- have been regarded as powerful factors in school related problems such as early leaving or drop out, truancy, vandalism, delinquency and minimum commitment to schoolwork.

Many reforms aimed at school improvement such as smaller schools or more manageable sub-school units, integrated studies, team teaching, pastoral care programs, increasing the level of student decision making in school governance, community involvement programs and less authoritarian school climates have been practical attempts to reduce student alienation. They have aimed to increase student involvement, engagement and integration within the school (Newmann 1981:546). The success rate in implementing such reforms, over time and in different schools, has varied considerably between schools, suggesting a complexity in the nature of the alienation phenomenon that has not been fully appreciated and suggesting that its amelioration cannot be achieved through piece-meal and ad hoc measures. Most of the progressive education reforms have suffered from not having a theoretical base to fall back on when difficulties were encountered with the implementation of individual aspects of the reform.

A more comprehensive theoretical base is needed that can relate such strategies to the essential elements of alienation, these being fragmentation -the specialised division of learning into meaningless parts and students treated as abstract units, estrangement- lack of identity with the values and rewards espoused by the school, and isolation-a sense of exclusion from or rejection with the school.

The review of the research literature indicated that it is not enough to construe alienation in just psychological or structural terms. In order to gain a more complete understanding of the phenomenon an analysis of student perspectives needs to be combined with the more general perspectives that prevail in terms of political-economic control, the accepted practices for the organisation of learning and school relationships.

Newmann(1981:548) stresses:

> Reduction of alienation requires altering structural
>
> aspects of labour and human relations in ways that
>
> affect subjective states...Assessing and reducing alienation
>
> therefore requires attending to conditions that transcend
>
> reported perceptions of participants, even though those
>
> perceptions are critical in determining the degree of
>
> alienation.

To some extent every comprehensive high school faces the problem of students rejecting the rules, the curriculum and the values espoused formally and informally. It would seem that over the period of compulsory secondary schooling the enthusiasm with which many students begin high school can turn to apathy or hostility in a short time. Reports of high absenteeism, vandalism, poor motivation and under-achievement indicate a significant number of students may be estranged and consequently alienated as they move through a high school. To

address the problem by simply attempting to eliminate conflict and stress or by requiring less effort from students may be counter-productive given that students desire marketable skills and a sense of purpose from their life at school. Lack of fulfilment in these areas is likely to produce a negative view of schooling to be passed on from one generation to the next.

To provide a theoretical base for reducing alienation, as suggested by Newmann (ibid:548), requires the arranging of the various organisational components and conditions of learning so that students are encouraged to expend their energy in engagement with their studies, with the needs of other people and the broader society. The cult of individualism needs to be balanced with a critical appreciation of others and the broader society (Hargreaves 1982). What and how students study as well as the ways they relate to other people and the rest of the community needed to be addressed to prevent energies being dissipated. The energy needs to be directed to rewarding school experiences.

In order to recognise the implied opposites to the essential elements of alienation, Newmann suggests focusing on integration instead of fragmentation, engagement for estrangement and lack of engagement, and connectedness instead of separation. Ollman (1971) showed that strategies for attacking alienation derived ultimately from assumptions about human nature. As such it is assumed, following from Newmann, that three fundamental needs have to be met to minimise alienation: the need for integration, consistency and continuity in one's experience (integration); the need for co-operation while maintaining individuality and self-worth (engagement); and the need for communality (connectedness).

By proposing a theory that sees the reduction of alienation as a consequence of promoting integration, co-operative individuality and communality a number of theoretical traditions of alienation may be

brought together. Newmann (ibid :550), draws attention to these as being at the individual level Seeman's analysis of alienation and Katz and Kahn's review of intrinsic motivation; at the group psychological level Oliver's review of biosocial needs; at the social structure level the works of Marx, Durkheim and Weber; and at the policy level political philosophy from Plato to Rousseau. This basic conflict and the attempts to balance the individual's demands with society's demands provided a central theme to these theoretical considerations of alienation.

School based theoretical efforts to promote the ameliorating conditions of integration, co-operative individuality and communality were initially applied by Newmann (1981). The efforts were based on theoretical analysis of the literature and related research and applied at three different levels in the school- organisational, curriculum and relationships. The theory being advocated starts with the premise that changes at one level to reduce alienation may have minimal impact unless accompanied by changes in the other two levels. Non-alignment of the strategies between or even within these levels may cause dysfunctional consequences of unco-ordinated reform strategies. Later chapters investigate the support for the suggested aligned strategies and the capacity for implementation of the model in a school.

The Organisation Level

Newmann (ibid) identified from organisational theory and the literature on the social psychology of organisations six general strategies relevant to reducing alienation at the organisational level. Each is aimed at producing effective integration, co-operative individuality and communality. These strategies were the bases of membership, the nature of organisational goals, organisational size, decision-making structure, member's roles and the nature of work. These strategies are

operationalised as voluntary choice, clear and consistent goals, small size, participation, extended and co-operative roles and integrated work. Newmann makes a strong case for the inclusion of these six organisational level strategies.

Voluntary choice or freedom of choice of school was regarded as an important starting point in promoting integration, co-operative individualism and communality. Student alienation is likely to be reduced if students and their parents voluntary develop and attend schools whose educational purposes they share in common. The reason given for this is based on intrinsic commitment and the likelihood that normative sanctions rather than more alienating coercive or remunerative sanctions would apply (ibid; Etzioni 1961).

Freedom of choice of school has been made available in many states of Australia and in Britain. However, alienation levels for out of area students being lower than in-area students remains problematic. With this in mind the comparison of alienation levels for in-area and out of area students was identified for inclusion in the survey of the six A.C.T. high schools where freedom of choice has existed for some time (see chapter 6 for results of survey).

Clear and consistent goals have been difficult to prioritise and articulate in a complex organisation such as a comprehensive high school (see chapter 2). Such schools are expected to perform a variety of functions including self-actualisation, socialisation, custodial control, certification and career selection. These functions may conflict with each other and with teaching methods employed in different subjects. The fragmentation of the school staff into subject departments may produce further conflict and ambiguity of purpose. This may also occur as a result of discrepancies between published ideals and actual institutional practices. Sharper goal definition and matching implementation practices

are required so that each student can continuously pursue a reasonably well defined and integrated set of learning challenges within a communal identity.

Rutter et al (1979) in their study found that effective schools were those with a high degree of consensus on goals and enforcement of rules. That is, little ambiguity was found as to the school's expectations by the variety of actors of the school. The difficult challenge facing high schools today is to develop clear and internally consistent goals which can be empathised with by the school's partners, and respond to individual diversity while still promoting co-operation. The recent development of focus schools in Australia such as those concentrating on high technology, the arts, languages and sport attempt to address this issue. The old academic focus for an elite is difficult to maintain in the context of mass secondary education. The case study research examines this difficult task of attempting to have a shared vision operating in a school (see chapter 7).

The optimum school size has been one of the perplexing questions in education. A conflict emerges between the most desirable size for curriculum offering and that most likely to produce harmonious relationships. It would seem that schools should be large enough to offer a variety of courses for the satisfaction of individual difference and communal goals yet small enough to facilitate bonds among the partners in the school. The smaller school does provide the opportunity for greater interaction of all members with each other and this may act as a significant safeguard against high alienation. The larger school while being able to provide greater diversity by catering more for individual differences may find setting clear and consistent goals, the promotion of participation and the creation of positive student-teacher relationships more difficult.

The need to provide for sufficient student numbers in the senior years has tended to make British schools larger than their A.C.T. counter parts where the senior students go to a separate year 11/12 institution . However small size alone may not be sufficient to promote integration, co-operative individualism and communality. The research study attempts to investigate this school size question and student alienation levels.

Participation involves the school in maximising the opportunities for the parents, teachers and students to contribute to school policy and management. Participatory organisations are seen as allowing individuals to express their interests and open up the opportunity for collective decision-making and so take into account all options. Highly autocratic and hierarchical organisations suppress the interests of the members individually and collectively, and tend to promote fragmentation rather than integration. In organisations such as schools where clients have limited opportunities to go elsewhere, dysfunctional institutions can remain in operation for some time.

It has been pointed out that if organisations are to be renewed, they must retain a critical mass of loyal followers to help with the process rather than turning elsewhere (Hirschman 1970; Fullan 1982) . Real commitment to a school implies students having a say in school affairs, and contributing their time and effort to school operations (Newmann 1981:553). Unfortunately the commitment and operational involvement generally falls short of the aims of the formal structure and the rhetoric of student, parent and teacher involvement. Even when there is representation it is still difficult to acquire active involvement of the different interest groups in the process. One such group would be the alienated or potentially alienated students. The support for greater student, parent and teacher participation and possibilities for reducing alienation are explored in the survey and the implementation study .

It is argued that if students are to perceive integration between their own interests and their school environment more trust is needed. This may occur through extended periods of time on an individual basis with teachers or working in small groups. If possible the involvement should include a range of different experiences and activities. This extended and regular contact was seen to generate greater opportunities for integration, co-operative individualism and communality. Far greater opportunities than the transitory and fragmented classroom experiences with different subject specialists encountered in a crowded timetable.

Crime, vandalism and disruption tend to be lower where teachers have fewer students to deal with on a daily basis and have more time to handle personal relationships. In general high schools classes were organised in ways that discourage co-operative work among students . Group projects tend to be discouraged because of need for individual competitive assessment procedures. Peer friendships may be broken up as a control policy or by using exam results to determine class allocations. The predominant place given to competitive individual achievement has been criticised for its neglect of the value of co-operative work in building personal competence and a sense of community in the individual. Newmann (1981:554) put a strong case for a co-operative approach:

> Cusick (1973) and others have shown, students maintain a strong
>
> peer culture, but this affiliation is based largely on accentuating
>
> a common alienation for school. More constructive forms of
>
> communality could be promoted if students were expected to
>
> listen to, counsel, and lend support to one another, and if they
>
> were to function in groups to accomplish academic goals,
>
> provide recreation, and offer community service.

It would seem that co-operative work with a broad range of peers and adults has the potential for providing a more integrated experience at school, mutual support work among individuals and a greater sense of communality (ibid).

The characteristics of integration that redress alienation in the work place suggest strategies that might have a reasonable chance of success if applied to students in high schools. This strategy of integrated co-operative programs has been the basis of a number of high school reforms designed to retain and motivate at risk students. Of course there is the danger that low alienated students may increase their level of alienation once different strategies are implemented. Six tactics for non-alienating integrated work have been identified by Newmann. These are individual production of a unique product, control over the pace at which work was performed and some freedom of movement during working hours, social interaction being encouraged and collective identity formed, a large part of the work completed rather than a small fragmented section, responsibility given for several phases of the production process and their congruence of commitment beyond the work place.

A number of studies have pointed out that school work incongruent with student experiences and cultural commitments can be an assault on self-esteem (Bernstein 1975; Willis 1977; Connell et al 1982). Another perspective was proposed by Oliver (1976) and Woods (1979) arguing that work must respond to primal (1st order) and modern (2nd order) aspects of human nature. Such a view blames school work concentrating on the 2nd order side of human nature and for failing to take into account the 1st order constructs of the student. The result of such practices is that much of schooling is a mysterious experience relying on messages from the teacher to certify success or failure. There is a strong contrast to the out of school experiences with their self-evident

indicators of success or failure. Newmann (1981:555) relates the concept of integration to the need for concrete experiences:

Schoolwork that incorporates more activities directly

related to human survival, involving concrete signs of

success and failure, and that highlight unique contributions

of individual students, would help to increase students'

sense of integration.

Taken together at the organisational level, these six strategies suggest that in order to reduce alienation, schools should support small school units; have a clear mission statement and limited goals; provide freedom of choice in selecting a school; have participation in the governance by parents, students and teachers; provide extended roles for students and teachers including co-operative endeavours and general contributions to school wide activities; provide time for continuous development of finished products with opportunities for flexible individual pacing to be given; and plan provision for both 1st order and 2nd order work activities.

The review of the literature provided evidence supporting these and other organisational level strategies. The verification of the alignment model started with Newmann's organisational level strategies. The opinion remains to include other organisational level strategies provided their inclusion can be justified in a particular time and situational context.

To illustrate the model Newmann uses a number of high school reforms. School units provide one grouping of reforms with schools within schools, specialised schools and alternative schools given as examples. A second grouping was school processes and practices. The reforms chosen were the house system, personalised advising, flexible scheduling, individualised programming, promoting pro-social conduct, and participation in governance. A third grouping focused on the

curriculum. The reforms illustrated were greater concentration on the basics, career-vocational education, challenge education and community based learning.

Table 5.1 Ratings of Extent to which Reform Tactics Implement Strategies for Reducing Alienation (Newmann 1981:558)

	Voluntary Choice	Clear Consistent Goals	Small Size	Participation	Extended & Cooperative Roles	Integrated Work	TOTALS +	?	/	-
SCHOOLS WITHIN SCHOOLS	?	?	+	?	?	?	1	5	0	0
SPECIALISED SCHOOLS	+	+	?	?	?	?	2	4	0	0
ALTERNATIVE SCHOOLS	+	?	+	+	?	?	3	3	0	0
HOUSE SYSTEM	?	?	+	?	?	/	1	4	1	0
PERSONALISED ADVISING	?	+	/	?	?	/	1	3	2	0
FLEXIBLE SCHEDULING	+	/	/	/	?	?	1	2	3	0
INDIVIDUALISED PROGRAMMING	?	+	/	+	?	?	2	3	1	0
PRO-SOCIAL CONDUCT	/	+	/	?	+	/	2	1	3	0
PARTICIPATION IN GOVERNANCE	+	?	/	+	?	/	2	2	2	0
THE BASICS	?	+	/	/	?	?	1	3	2	0
CAREER -VOCATIONAL ED	+	+	/	/	?	?	2	2	2	0
CHALLENGE EDUCATION	+	?	/	/	?	+	2	2	2	0
COMMUNITY BASED LEARNING	+	?	/	/	?	+	2	2	2	0

TOTALS										
+	7	6	3	3	1	2	22			
?	5	6	1	5	12	7		36		
/	1	1	9	5	0	4			20	
-	0	0	0	0	0	0				0

ORGANISATIONAL LEVEL

Table 5.1 summaries the extent to which each reform strategy promotes a reduction in student alienation (+), violates a reduction in student alienation (-), either promotes or violates depending on how it is implemented (?), or has no apparent impact on student alienation (/). Newmann points out from Table 5. 1 schools within schools , alternative schools, and house systems as being judged as likely to promote small size (+). Yet students may be assigned either by choice or no choice to schools within schools (?) and the educational goals may be either clear or ambiguous (?).

None of the reform tactics identified by Newmann seem likely to contradict the strategies for reducing student alienation and each tactic is likely to promote at least one of the strategies. However, no single tactic is likely to have a promotional impact on more than three strategies. Almost half of the cells are filled with (?). This means the reform tactics are heavily dependent on how the changes are implemented. This table shows that most of the reform tactics identified by Newmann are capable either of reducing or increasing student alienation in a comprehensive high school, if the tactics have any impact at all. Although a number of the tactics promote some strategies for reducing student alienation the impact of the tactics can be dissipated in the implementation phase.

It would seem that school organisation policies on students are a response to specific concerns and concentrating on a limited aspect of school life. The focusing issues tend to be truancy, disruptive behaviour, poor school work habits or violence. Such focusing Newmann (1981:559) argues tends to deflect attention from an over-all approach to reduce student alienation. The fragmentation of the comprehensive high school environment makes in very difficult to adopt an integrated approach to school improvement directed at reducing alienation.

From the research previously undertaken organisational level changes alone would not be sufficient to reduce alienation. Using the research literature, curriculum and relationship levels were further examined to determine complementary strategies that may assist in reducing alienation .

Curriculum Level

At the curriculum level a number of significant strategies were identified that may assist integration , co-operative individualism and communality. In doing so they could contribute to reducing student alienation. Those identified as most likely to reduce alienation in the first instance were mastery of basic skills, development of general living and marketable skills, provision of clear aims and guide-lines for learning units, opportunities for choice and individual initiatives, integrated learning and community based programs. Again other curriculum strategies may need to be added or substituted if sufficient justification can be identified in another time or situational context.

The mastery of basic skills is regarded, by most educators, as a fundamental requirement for success at high school. A student is unlikely to be successful in high school unless the basic skills of literacy, oracy, numeracy and institutional roles are mastered (Collins and Hughes 1978; Garbarino and Asp 1981). Today computer literacy may need to be added to the list. Unless students have mastered the basic cognitive and social skills necessary for adoption and progression in the student role as they grow older, then stress, frustration and alienation are likely to occur. Such conditions are possible because the student would have difficulty in reconciling the dissonance between identification with the role of a student and degree of incompetence in that role.

The potential for alienation will be great when the student fails to master basic learning and social skills in the later years of primary school and deficiency is widened in the early years of high school. This gap is prone to produce a risk condition of marginality within the school context (Garbarino and Asp 1981). Junior high school students tend to fail to turn up for tests in order to hide their learning difficulties while older students may attempt to draw attention away from their weaknesses through a range of strategies or invest their energies in activities outside the school (Bird et al 1980:19).

The need to address this issue has been within the assumption that few students are cognitively unable to master basic skills required to continue their high school education. This does not necessarily mean they would all be successful in the competitive academic curriculum. The proposition adopted for the study was that different learning competence and social background of students on entering high school should be the starting point to develop competence in the mastery of basic skills. Students with average or limited basic skills at the start of high school need more than tolerance and lack of failure situations in their experiences with teachers. They need encouragement, acceptance, challenge and success in basic skills mastery from their teachers. Meade and Martin (1981) put a strong case for a change in the ideology of teachers. Teachers need to start by regarding all students as having the potential for successfully mastering basic skills, not by prejudging students or their academic standards on entry to high school. High expectations of teachers of students and students of teachers are identified as positive features of effective schools.

Academic excellence does not seem to play as crucial a role in the peer social system of the school as generally expected. On the contrary in many schools a number of the more able academic students tend to prefer

to disguise their ability in lessons while working conscientiously at home. This situation seems particular evident in the early years of high school. Even so a minimum level of basic competence was regarded as an important and necessary condition for general peer acceptance.

Complementary evidence (Garbarino and Asp 1981) suggests that if minimum competence and progress in mastery of basic skills are not attained the student develops negative tendencies towards school learning with associated truancy, behaviour and delinquency problems. The mastery of basic skills enables the student to lead a fuller life at school. The student with mastery has a greater scope to develop learning and personal interest in schooling in a co-operative and confident manner within and outside the school. Mastery provides the opportunity to enjoy learning while without mastery alienation becomes a strong possibility. Given this, mastery alone is no guarantee that alienation will be low. The complex needs of each student may require more than just mastery of basic skills. Capable students in basic skills may still become alienated.

The provision of a marketable and living skills strategy in the curriculum gives opportunities for direct application of what was being learnt to be transferred to adult lives and working roles. The acquisition of skills in such areas as computing, finance and home management, high technology, law, politics and career planning would be important supplements to academic learning. They provide a way forward to a more meaningful, relevant and concrete approach to learning favoured by many students (Collins 1983). The academic competitive curriculum, building on lock step mastery of basic skills and academic concepts, has dominated classroom time and produced a significant number of failures. It has little relevance for a significant number of students. Its dominance causes a downgrading of non-academic skills or activities that may be of value in later life. Many students feel undervalued and cheated by the

narrow focus of the academic curriculum. Efforts are needed to provide a broader program building on individual students interests and competencies. Collins (1983:11) while agreeing with such an approach stresses the need for a more sophisticated understanding and warns against just adopting a few trendy new skills:

> ...that junior schooling years must be detached from tertiary preparation
>
> study and treated separately as years of preparation for adult life...There
>
> are things which students must know to have full adult lives in our society
>
> and the role of the school is to ensure that these things are learned. They are
>
> arguing for relevance, but relevance for them was not just skills and know
>
> how or even a development matter... They need to understand the social
>
> issues and be able to participate rather than simply be acquiescent or
>
> self-serving employees in social structures they don't understand.

With this in mind Collins (ibid:11) asked for a clear sense of purpose for high schools and a finely tuned sense of what is powerful learning and what is trivial in the curriculum. The development of new initiatives in the marketable and living skills areas will need to take cognisance of this view. Even so what the important relevant learning issues are in the curriculum remain problematic. The school based implementation study reported in Chapter 8 investigates the possibility of identifying and implementing powerful knowledge.

The development of clear aims and guide-lines to give students information on the direction and requirements of their studies was argued as a necessary step for effective learning (I.L.E.A.,1984). This development provides a basis for informed learning and the negotiation to meet student needs. Integration, co-operative individualism and communality can be included in the negotiation and subsequent approaches to learning and assessment. Learning and assessment can be divided into informed, manageable proportions and students can have a

say in the learning process (I.L.E.A. 1984; ACT Schools Authority 1989). However, whilst guide-lines can be established the most effective approaches for their implementation remains problematic in terms of reducing alienation.

The provision of opportunities for choice of studies at frequent intervals is one way to meet the development needs and emerging interests of students. The provision for individual choice within subjects and the ability to proceed at different paces contribute to improved motivation and confidence. Difficulties may arise if open choice neglects rigour and consolidation of learning (Steinle 1983). The amount of time and effort devoted to essential learnings as opposed to elective choice remains problematic in terms of the relative impact on reducing alienation.

Integrated learning is an approach to learning that attempts to minimise subject boundaries, and gives greater contact time between teacher and students. It presents a wholeness to learning not usually found in the individual subject approach. Grace (1978:199-200) puts the teaching perspective, at a time when integrated learning had a higher profile, of such studies having the potential for reducing alienation:

> Problems of alienation in urban schools were seen to be related
>
> to a lack of meaning and involvement in the curriculum, arising
>
> out of the distorting effects of arbitrary subject barriers. If these
>
> were removed then an important part of the problem would be removed.
>
> A different quality of learning and a different quality of relationship would be
>
> realised.

Grace points out that such a realisation depends on significant changes in powerful forces and practices in the normal high school. Included here would be the distribution of power of the existing subject departments, influences of the various ideologies, the prevailing strategies

for change, the provision of resources and external constraints (ibid:201). From the analysis so far a similar comment can be made about the other identified strategies to reduce alienation. These forces will become particularly evident when trying to implement the various identified strategies of the alignment model. It should be noted that integrated work was defined as a total school project or across the curriculum activity while integrated studies was the combining and subsequently teaching of two or more subjects.

Community education programs were seen to be beneficial because they involve the student more directly in the society and its social structures. A clear and closer identity with adults can occur. Time needs to be provided in high schools for leisure activities, work experience, community service, pre-vocational training, the performing arts and career related activities (I.L.E.A. 1984; ACT Schools Authority 1983). Students should not be limited to the confines of the school and its classrooms. Given the increased maturity of young people it is important that increased community responsibility and involvement matches this. Such developments require significant adjustments to the ideology of some teachers and the organisation of schools as well as gaining greater co-operation from the community. Concepts such as part-time work, part-time training and part-time school required significant shifts in current practice. A shift in the direction of the community curriculum orientation model needs to occur (see Chapter 3).

The research studies suggest that all of the above curriculum strategies may assist in reducing alienation for they have the potential to foster integration, co-operative individualism and communality. However gaining acceptance of one or more of these strategies in curriculum is only the first step. The way these strategies are implemented, the tactics used and the degree of alignment of the school organisational and human

relationship levels still provide the key to the success or failure of reforms to reduce student alienation. These strategies, their implementation and alignment are investigated in the survey and implementation study.

Relationship Level

The third level identified by Newmann was human relationships. These can be any combination of parent-teacher- student relationships operating in a school. Positive student-teacher relationship was identified as a crucial strategy to reduce alienation (Wright and Headlam 1976; Dynan 1980; ACT Schools Authority 1983; I.L.E.A. 1984). Many students did not feel they got to know their teachers as persons or that the staff took the time and effort to know or care about the student as an individual. When they did experience a sense of personal care from staff they saw this as a high point in their school life (Collins 1983:4).

The teachers' authority position and how it was used in the general setting of the school and the particular setting of the classroom seemed to play a very significant role in student alienation. Teaching is first and foremost a profession based on communication and interpersonal skills. Yet the demands of the competitive academic curriculum leave little time or incentive to refine skills in such areas.

Student-teacher relationship need to be characterised by mutual respect, with an emphasis on social interaction skills and co-operative studies with scope for negotiated learning and assessment if a non-alienating school is to be possible (ACT Schools Authority 1983; I.L.E.A. 1984). Even so, student-student relationships remain a complex and volatile phenomenon in high school.

Given the transference potential of alienation and the strong influence the peer group has on school behaviour (Hargreaves 1982) the

development of a focused and positive school ethos was identified as another important strategy in having students identify with their high school. The school ethos needed to recognise a wide range of achievements and build positive relationships across the school (Rutter et al 1979).

Hargreaves (1982) puts a cautionary note in developing a school ethos in that safeguards need to be put in place to limit the cult of individualism. The possibility of developing a non-alienating school ethos based on co-operative individualism together with promoting integration and communality needs further investigation. Any conclusions reached need to take into account the strong influence of the peer culture in shaping students' lives. Determining and influencing the right balance between the role of authority, a non-alienating ethos, the cult of individualism, the peer culture and school relations remain difficult.

The relationships between the three main partners in education parents, teachers and students, have tended to be fragmented and isolated from each other. In high schools students actively discourage too close involvement of parents with the school and many parents still feel intimidated by the complexity and their own past negative memories. However it would seem where parents take an active interest in the day to day learning of their children alienation may be reduced.

In summary six key strategies were identified at the relationship level, these being mutual respect, social interaction skills, negotiated learning, negotiated assessment, student identification with the school ethos, parent involvement with the school, and parent involvement with the learning program. Other human relationship strategies may be added or substituted as their case is justified.

As with the other two levels this level and its six strategies only offers the potential to redress the alienation problem. It is possible in

theory to align each strategy within each level as a school policy . However there is still the need to implement an array of tactics impacting on each strategy and affecting all levels. The solution does not seem to lie in using official school policy or a selection of single strategies to ameliorate alienation .

Illustrating the Alignment Model

The three levels and the eighteen strategies, six in each level, are proposed as a model with the potential to reduce student alienation. The number of strategies is limited to six priorities at each level in order to apply the alignment model equitably and to make the implementation of the research model manageable. A fourth level was identified from the survey data and this was incorporated in the model and the implementation study.

The alignment model was used to illustrate two comprehensive high school orientations, the three reports and two funded programs designed to improve high schools. The strategies of the model are presented in the first instant using Tables 5.2 to 5.7 to assess the possible impact of prevailing tactics on improving high schools. A traditional comprehensive high school is notionalised in Table 5.2 and a progressive comprehensive high school is notionalised in Table 5.3. The literature search material and site observations were used to make judgements to illustrate the potential of the alignment model in each example .

Table 5.2 Traditional Comprehensive High School
Ratings of Extent to which Identified Tactics Implement Strategies for
Reducing Student Alienation

	Voluntary Choice	Clear Consistent Goals	Small Size	Participation	Extended & Cooperative Roles	Integrated Work	Mastery of Basic Skills	General Living & Marketable Skills	Clear Aims & Guidelines	Choice & Individual Initiatives	Integrated Learning	Community Education Programs	Mutual Respect	Social Interaction	Negotiated Learning	Negotiated Assessment	School Ethos	Parent Involvement	+	?	/	-
BASIC SKILLS	_	?	_	?	/	/	+	?	?	/	_	/	?	/	_	_	?	/	1	6	6	5
ACADEMIC SUBJECTS	_	?	_	?	/	/	?	?	?	/	_	/	?	/	_	_	?	?	0	8	5	5
EXTERNAL EXAMINATIONS	_	+	_	/	/	/	?	?	?	/	_	/	?	/	_	_	?	?	1	6	6	5
STREAMED CLASSES	_	?	?	/	/	/	+	?	?	/	?	?	?	_	?	?	?	?	1	11	4	1
ADMIN AND SUBJECT DEPART	_	?	/	/	/	/	+	?	?	?	?	?	/	/	/	/	?	?	1	8	9	1
RULES AND STRONG DISCIP	_	+	/	/	/	/	/	/	/	/	/	/	?	?	/	/	?	/	1	3	13	1
SCHOOL UNIFORM	_	+	/	/	/	/	/	/	/	/	/	/	/	/	/	/	?	?	1	2	14	1
TOTALS +	0	3	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	6			
?	0	4	1	2	0	0	2	5	4	1	2	2	5	1	1	1	7	5		44		
/	0	0	3	5	7	7	2	2	2	6	2	5	2	5	3	3	0	2			57	
-	7	0	3	0	0	0	0	0	0	0	3	0	0	1	3	3	0	0				19

ORGANISATION LEVEL   CURRICULUM LEVEL   RELATIONSHIP LEVEL

TOTALS

Table 5.2 illustrates that the traditional tactics used in a comprehensive high school may violate (-) 19 times or 15% the reduction in alienation. The tactics are judged as having no impact 57 times or 45% of the cells used. On the other hand 44 of the cells or 35% were filled with (?), meaning that the tactic may either promote or violate the reduction in alienation depending on how it is implemented. In only 6 cells or 5% were the traditional comprehensive school tactics judged as promoting the reduction of student alienation. Clear and consistent goals as well as mastery of basic skills were strategies most supported by the traditional comprehensive school. Concerns still remain over supporting such strategies as voluntary choice of school, school size, integrated learning, negotiated curriculum and assessment, general living and marketable skills, clear aims and guidelines for units of study, choice and

individual study initiatives, mutual respect, identification with school ethos and parent involvement within the traditional approach to comprehensive high schooling. Measures to provide greater choice of schools, assist with parent involvement in school decision making, and a greater range of study options have been conscious attempts to improve the nature of comprehensive high schools. Another attempt was the progressive or open education orientation to high school organisation and operations and this is illustrated in Table 5.3.

Table 5.3 Progressive Comprehensive High School
Ratings of Extent to which Identified Tactics Implement Strategies for Reducing Student Alienation

	Voluntary Choice	Clear Consistent Goals	Small Size	Participation	Extended & Cooperative Roles	Integrated Work	Mastery of Basic Skills	General Living & Marketable Skills	Clear Aims & Guidelines	Choice & Individual Initiatives	Integrated Learning	Community Education Programs	Mutual Respect	Social Interaction	Negotiated Learning	Negotiated Assessment	School Ethos	Parent Involvement	+	?	/	-
SMALL SIZE	?	?	+	+	?	?	?	?	?	?	?	?	+	+	+	?	?	?	5	13	0	0
SUB-SCHOOLS	?	?	+	?	+	?	?	?	?	?	?	?	+	+	?	?	?	?	4	14	0	0
INTEGRATED STUDIES	?	?	/	/	+	+	?	?	?	?	+	?	+	+	?	?	?	?	5	11	2	0
MIXED-ABILITY CLASSES	+	?	/	/	+	?	?	?	?	?	?	?	?	?	?	?	?	?	2	14	2	0
PASTORAL CARE GROUPS	?	?	/	?	+	+	/	/	/	?	/	/	+	+	?	?	?	?	4	8	6	0
SCHOOL BOARDS	+	+	/	+	+	?	?	?	?	?	?	?	/	/	?	?	?	?	4	11	3	0
SB CURICULUM AND ASSESS	?	?	/	?	?	?	+	+	+	+	+	?	?	?	?	?	?	?	5	12	1	0
TOTALS +	2	1	2	2	5	2	1	1	1	1	2	0	4	4	1	0	0	0	29			
?	5	6	0	3	2	5	5	5	5	6	4	6	2	2	6	7	7	7		83		
/	0	0	5	2	0	0	1	1	1	0	1	1	1	0	0	0	0	0			14	
-				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				0

TOTALS

ORGANISATINAL LEVEL   CURRICULUM LEVEL   RELATIONSHIP LEVEL

Table 5.3 illustrates that the progressive comprehensive high school orientation's identified tactics may promote the strategies for the reduction of student alienation 29 or 23% times, with no impact judged in 14 cells or 11%. Whilst there were judged to be no violations there were 83 cells identified or 66% where alienation may be promoted or violated depending on implementation. From the results provided, concerns remain over the impact of the identified tactics on such strategies as the implementation of voluntary choice of school, clear and consistent goals, integrated work, mastery of basic skills, general living and marketable skills, clear aims and guidelines for study, choice and individual initiatives for study, community education programs, negotiated learning and assessment, school ethos and parent involvement. The selection of appropriate tactics and the subsequent implementation approaches adopted remain crucial to any improvement in the reduction of student alienation. Given the perceived limitations of the two comprehensive high school orientations, alignment model tables were constructed to explore the potential of the three reports and two high school improvements.

The 15-16 Years Study is illustrated in Table 5.4 (Commonwealth Schools Commission 1980), The Challenge of Change - A Report (A.C.T. Schools Authority 1983) is illustrated in Table 5.5 and the Participation and Equity Program (Commonwealth School Commission 1985) is illustrated in Table 5.6 within the Australian setting. In Britain the model is applied to the 'Improving Secondary Schools' Report (I.L.E.A. 1984) illustrated in Table 5.7 and The Technical and Vocational Educational Initiative in the London Borough of Enfield (1986) illustrated in Table 5.8.

Table 5.4 Schooling for 15 & 16 Year-olds-The Adaptive School

Ratings of Extent to which Identified Tactics Implement Strategies for

Reducing Student Alienation

	Voluntary Choice	Clear Consistent Goals	Small Size	Participation	Extended & Cooperative Roles	Integrated Work	Mastery of Basic Skills	General Living & Marketable Skills	Clear Aims & Guidelines	Choice & Individual Initiatives	Integrated Learning	Community Education Programs	Mutual Respect	Social Interaction	Negotiated Learning	Negotiated Assessment	School Ethos	Parent Involvement	+	?	/	-
MUTUAL RESPECT	?	+	/	?	+	+	?	+	?	+	?	?	+	+	?	?	?	?	7	10	1	0
RANGE OF COURSE OPTIONS	+	?	/	+	?	?	?	+	?	+	?	?	?	?	?	?	?	?	4	13	1	0
COMPREHENSIVE SERVICES	?	+	/	/	?	?	+	+	+	?	?	?	+	+	?	?	?	?	6	10	2	0
SERVING ALL STUDENTS	?	+	/	?	+	+	+	+	?	?	?	?	+	+	?	?	?	?	7	10	1	0
PROGRAMS FOR AUTONOMY	?	+	/	?	+	+	?	+	?	+	?	?	+	+	?	?	?	?	7	10	1	0
CLOSE WITH COMMUNITY	+	/	/	/	+	+	?	+	?	+	+	+	/	/	/	/	?	?	7	4	7	0
TOTALS +	2	4	0	1	4	4	2	6	1	4	1	1	4	4	0	0	0	0	38			
?	4	1	0	3	2	2	4	0	5	2	5	5	1	1	5	5	6	6		57		
/	0	1	6	2	0	0	0	0	0	0	0	0	1	1	1	1	0	0			13	
-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				0

TOTALS

ORGANISATION LEVEL | CURRICULUM LEVEL | RELATIONSHIP LEVEL

Table 5.4 illustrates the adaptive school tactics, recommended in the 15 & 16 year-olds Report. Those being judged as promoting the reduction in student alienation occurred 38 times or in 35% of the cases. Again a significant number of cells, 57 or 53% , were judged as promoting or violating depending on implementation. Another 13 or 12% of the cells were judged as having no impact. Even with an adaptive school approach, concerns still remain over the ability to address such strategies as clear aims and guidelines of study, integrated learning, community education programs, negotiated learning and assessment, school ethos and parent involvement.

Table 5.5 ACT Schools Authority -Challenge of Change Report
Ratings of Extent to which Identified Tactics Implement Strategies   for
Reducing Alienation

	Voluntary Choice	Clear Consistent Goals	Small Size	Participation	Extended & Cooperative Roles	Integrated Work	Mastery of Basic Skills	General Living & Marketable Skills	Clear Aims & Guidelines	Choice & Individual Initiatives	Integrated Learning	Community Education Programs	Mutual Respect	Social Interaction	Negotiated Learning	Negotiated Assessment	School Ethos	Parent Involvement	TOTALS +	?	/	-
RANGE OF OPTIONS	+	?	/	+	?	?	?	+	?	+	?	?	?	?	?	?	?	?	4	12	20	0
MUTUAL RESPECT & MOBILITY	?	+	/	?	+	+	?	+	?	+	?	?	+	+	?	?	?	?	7	10	1	0
PARENT INVOLVEMENT	+	?	/	+	?	/	?	?	?	?	?	+	?	?	?	?	+	+	5	11	2	0
STUDENT RESPONSIBILITY	+	?	/	+	+	+	?	?	?	+	?	?	+	?	?	?	?	?	6	11	2	0
NEGOTIATED CURR. & ASSESS	+	?	/	+	+	+	?	?	?	+	?	?	+	?	+	+	?	?	8	9	1	0
LOCAL EDUCATION NETWORK	/	?	/	+	+	?	+	?	?	?	+	?	/	/	/	/	+	?	5	7	6	0
COMMUNITY RESOURCES	/	/	/	/	+	+	?	+	?	+	?	+	?	?	?	?	/	?	5	9	4	0
TOTALS +	4	1	0	5	5	4	1	3	0	5	1	2	3	1	1	1	2	1	40			
?	1	5	0	1	2	2	6	4	7	2	6	5	3	6	5	5	5	6		69		
/	2	1	7	1	0	1	0	0	0	0	0	0	1	1	1	1	0	0			17	
-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				0

ORGANISATION LEVEL   CURRICULUM LEVEL   RELATIONSHIP LEVEL

A similar pattern to Table 5.4 emerges in application of the model to the Challenge of Change Report- Table 5.5. There were judged to be 40 cells or 32% promoting the reduction of student alienation. Again more than 50% of the cells are judged as promoting or violating depending on implementation. There were 17 cells or 13% judged as having no impact. Strategies such as clear and consistent goals, mastery of basic skills, clear aims and guidelines for study, integrated learning, community programs, social interaction, negotiated learning and assessment, school ethos and parent involvement remain of concern.

Table 5.6 Participation and Equity Program
Ratings of Extent to which Identified Tactics Implement Strategies for Reducing Student Alienation

	Voluntary Choice	Clear Consistent Goals	Small Size	Participation	Extended & Cooperative Roles	Integrated Work	Mastery of Basic Skills	General Living & Marketable Skills	Clear Aims & Guidelines	Choice & Individual Initiatives	Integrated Learning	Community Education Programs	Mutual Respect	Social Interaction	Negotiated Learning	Negotiated Assessment	School Ethos	Parent Involvement	+	?	/	-
SERVING ALL STUDENTS	?	+	/	?	+	+	+	+	?	?	?	?	+	+	?	?	?	?	7	10	1	0
PROGRAMS FOR POST- SCHOOL	?	+	/	?	+	+	?	+	?	+	?	?	+	+	?	?	?	?	7	10	1	0
REFORM AND DIVERSITY IN CUR	+	?	/	+	+	+	?	?	?	+	?	?	+	?	+	+	?	?	8	9	1	0
REFORM IN ASSESSMENT	?	+	/	/	?	?	?	+	+	+	?	?	?	?	+	+	?	?	6	10	2	0
CHANGING TEACHER ATTITUDES	?	+	?	?	?	?	+	+	+	?	?	?	+	?	?	?	?	?	6	12	0	0
IMPROVE RELATION WITH COMM	+	/	/	/	+	+	?	+	?·	+	+	+	/	/	/	/	?	?	7	4	7	0
TOTALS +	2	4	0	5	4	2	2	5	2	4	1	1	4	2	2	2	0	0	41			
?	4	1	1	1	2	4	4	1	4	2	5	5	1	3	3	3	6	6		55		
/	0	1	5	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0			12	
-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				0

ORGANISATION LEVEL | CURRICULUM LEVEL | RELATIONSHIP LEVEL

TOTALS

Even where the reform program is targeted at the 'at risk students', as was the case with the Participation and Equity Program- Table 5.6, a similar pattern to Tables 5.4 and 5.5 emerges. There were 41 cells or 38% judged as promoting the reduction in student alienation. Yet there were 55 cells or 51% still depending on the implementation of the tactics. There were 12 cells or 11% judged as having no impact. Concerns remain in a number of strategy areas such as parent involvement, school ethos, integrated learning and community programs. An added concern is because this was a targeted program there may or may not have been transference to the benefits to other students within the school as well as the dependence on external funding for its on-going existence.

In the British setting the I.L.E.A. Improving Secondary Schooling Report is illustrated in Table 5.7 and the TVEI Program in Table 5.8.

Table 5.7 I.L.E.A. - Improving Secondary Schooling Report
Ratings of Extent to which Identified Tactics Implement Strategies for
Reducing Student Alienation

	Voluntary Choice	Clear Consistent Goals	Small Size	Participation	Extended & Cooperative Roles	Integrated Work	Mastery of Basic Skills	General Living & Marketable Skills	Clear Aims & Guidelines	Choice & Individual Initiatives	Integrated Learning	Community Education Programs	Mutual Respect	Social Interaction	Negotiated Learning	Negotiated Assessment	School Ethos	Parent Involvement	+	?	/	-
UNITS AND CREDITS	?	+	/	/	?	?	+	+	+	?	?	?	?	?	+	+	?	?	6	10	2	0
TEACHER-PARENT RELATIONSHIP	+	+	/	+	+	/	/	/	/	/	/	?	/	/	/	/	+	+	6	1	11	0
PUPIL INVOLVEMENT	+	+	/	+	+	/	?	?	?	?	?	?	+	+	?	?	+	?	7	9	2	0
ARTICULATION WITH PRIMARY	/	+	/	?	+	?	+	?	?	/	+	/	/	?	/	/	+	?	5	6	7	0
COMMUNITY LINKAGES	+	/	/	/	+	+	?	+	?	+	+	+	/	/	/	/	?	?	7	4	7	0
FOUR KINDS OF ACHIEVEMENT	?	+	/	/	?	?	+	+	+	?	?	?	+	+	?	+	?	?	7	9	2	0
STAFF DEVELOPMENT AND SUPPORT	?	+	?	?	+	?	+	+	+	?	?	?	?	?	?	?	?	?	5	13	0	0
TOTALS +	3	6	0	2	5	1	4	4	3	1	2	1	2	2	1	2	3	1	43			
?	3	0	1	2	2	4	2	2	3	4	4	5	2	3	3	2	4	6		52		
/	1	1	6	3	0	2	1	1	1	2	1	1	3	2	3	3	0	0			31	
-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				0

TOTALS

ORGANISATION   CURRICULM   RELATIONSHIP

LEVEL   LEVEL   LEVEL

When comparing reports in Tables 5.4 and 5.5 from Australia with the British I.L.E.A. Improving Secondary Schools Report- Table 5.7 a similar pattern emerges. There were 43 cells or 34% judged as promoting the reduction of student alienation. The major difference was the perceived judgement in that a greater percentage of the cells had no impact and there was a reduction in the percentage of cells promoting or violating (?) the reduction in alienation. All the relationship level strategies remain of concern as did participation in management, integrated work choice and individual initiatives in study and community program strategies. Of all the examples used the TVEI program produced the most promising results and this is illustrated in Table 5.8.

Table 5.8 Technical Vocational Education Initiative (TVEI)
Ratings of Extent to which Identified Tactics Implement Strategies for
Reducing Student Alienation

	Voluntary Choice	Clear Consistent Goals	Small Size	Participation	Extended & Cooperative Roles	Integrated Work	Mastery of Basic Skills	General Living & Marketable Skills	Clear Aims & Guidelines	Choice & Individual Initiatives	Integrated Learning	Community Education Programs	Mutual Respect	Social Interaction	Negotiated Learning	Negotiated Assessment	School Ethos	Parent Involvement	+	?	/	-
HIGH TECH AND VOC EMPHASIS	+	+	?	?	+	+	?	+	+	+	+	+	?	?	+	+	+	+	12	6	0	0
NEGOTIATED CURRICULUM	+	+	/	/	/	+	?	+	+	+	+	+	+	?	+	?	?	?	10	5	3	0
STUDENT PROFILING	?	+	/	/	?	/	+	+	+	+	?	?	+	?	+	+	+	?	8	7	3	0
JOINT CERTIFICATION	?	?	/	/	/	/	+	+	+	+	?	+	?	?	?	+	+	+	7	7	4	0
EXPERIMENTAL LEARNING	+	+	?	+	+	+	?	+	+	+	+	+	?	?	?	+	+	?	11	7	0	0
DIFFERENT WAYS OF LEARNING	+	+	?	+	+	+	?	+	+	+	+	?	?	?	+	+	+	?	11	7	0	0
TOTALS +	4	5	0	2	3	4	2	6	6	6	4	4	2	0	4	5	2	0	59			
?	2	1	3	1	1	0	4	0	0	0	2	2	4	6	2	1	4	6		39		
/	0	0	3	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0			10	
-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				0

TOTALS

ORGANISATION LEVEL | CURRICULUM LEVEL | RELATIONSHIP LEVEL

The TVEI Program illustrated in Table 5.8 shows that the number of promotion cells to be 59 or 55%. There were 39 cells or 36% identified as depending on implementation and 10 cells or 9% judged as having no impact. The restricted access to the program, the limitations on transference into the mainstream school and the dependence on substantial extra funding again make in difficult for this program to change the nature of comprehensive high schools. However the integrated approach and the triggering of a number of strategies with appropriate tactics were key elements in this program. Such a program offers a way forward if these key elements can be transferred from the targeted program into the mainstream comprehensive high school. Even so, there

These applications of the alignment model provided a vehicle for further exploration of an integrated approach to reducing alienation. Figure 5.1 illustrates the conceptual nature of the model.

Figure 5.1
Alignment Model
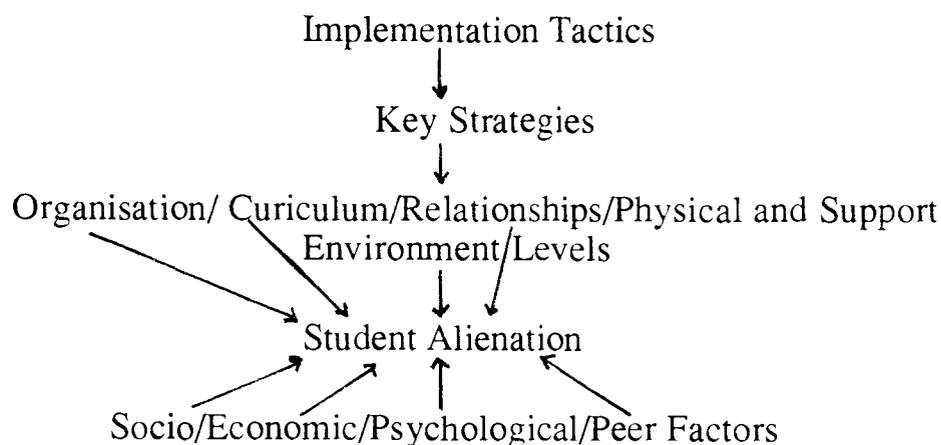
Implementation Tactics
↓
Key Strategies
↓
Organisation/ Curiculum/Relationships/Physical and Support
Environment/Levels
↓ ↓
Student Alienation
↗ ↗ ↑ ↖
Socio/Economic/Psychological/Peer Factors

The application of the model was the starting point and more research on the strategies included in the model and its application were now required. The relative worth of different tactics and their capacity to be implemented in a way that promotes the reduction in student alienation was given prime consideration in the design of the rest of the research study. Two further aspects were included in the research design, a questionnaire survey of 2500 students from six comprehensive high schools and a longitudinal study in a single high school in which the researcher was also the principal. Before proceeding to report on the survey and application of the model the next chapter presents the methodology approaches used in all stages of the research study.

Chapter 6
Methodology

Design, Size and Scope of Research Study

The research design involved a number of methodological steps in approach. The opportunity to study the problem in Australia and Britain, while increasing the complexity of the research design, added a comparative richness to the methodological approach. The study started by gathering data from previous educational reports and research studies. The research literature on student alienation was examined in Britain, Australia and the U.S.A. From this data key strategies were identified. These strategies were conceptualised and used to build on Newmann's work to construct a theoretical model.

As illustrated in the previous chapter the model can be notionally applied to existing or future operations of schools. The high level of indeterminate outcomes because of the uncertainty of the implementation tactics used by teachers caused the later stages of the study to focus on the application of the identified strategies.

In 1985-86 it was only possible to investigate the potential of the model levels and suggested strategies to ameliorate student alienation. However, this initial investigation highlighted the need to analyse in depth and over time the impact of the implementation of the various strategies. The implementation of all the I.S.S. report recommendations was slow and limited mainly due to a long industrial dispute. For the same reason access to schools was limited until well into 1986. Even so school visits were made to five pilot schools where teachers, administrators and students were interviewed and audio-taped, lessons observed and school program evaluation reports gathered for further

analysis. Interviews and evaluation data were also collected from the assistant co-ordinator of the I.S.S. Pilot Project.

In order to overcome the slow progress due to limited access caused by the industrial action and to try to give a fuller coverage of secondary school developments in Britain that may ameliorate student alienation a number of other projects were included in the preliminary data gathering stage. Interviews and school visit observations were undertaken to gather information on the implementation of Technical and Vocational Educational Initiative (T.V.E.I.), secondary student profiling in I.L.E.A. schools, a school based centre for alienated students based in a Cumbrian comprehensive high school, alternative curriculum aimed at reducing under-achievement, boredom and poor student attitudes in two Nottinghamshire comprehensive schools, and a mixed ability program in an I.L.E.A. comprehensive high school. Involvement with the later three schools occurred after discussions with project officers and directors working on the Alternative Curriculum Project in Nottingham and the C.S.C.S. Centre at York.

A request for more information was sent to 59 projects out of the 394 recorded in the School Curriculum Development Committee's Director of Teachers' Fund Awards in 1985. From the 59 projects 39 were identified as having the potential to use strategies that may reduce student alienation.

The data was analysed in order to identify the common strategies that could be used in a priority listing of strategies for inclusion in the alignment model. Triangulation of the projects with the major reports, the research literature and Newmann's model enabled a refinement and a support for certain strategies to be included in the study. Interviews with inspectors of schools in Scotland, Ireland and Denmark added further refinements to the model.

Given the high level of uncertainty of the implementation possibilities displayed in the applications of the alignment model and the desirability of gathering a broad based view of the recommendations from the students, it was decided to conduct a survey using a three part questionnaire. This was undertaken in the A.C.T. on returning to Australia in 1987-88. The alignment model was modified from the results of the survey. The implementation of the modified alignment model in an A.C.T. comprehensive high school is reported on from 1987 to 1993.

The research started with a comparative analysis, based mainly on quantitative techniques and an historical review, of the 15-16 Year Olds (Australian Schools Commission), I.L.E.A.(Improving Secondary Schools) and A.C.T. (Challenge of Change) Reports. Their potential to impact on alienation was the guiding factor in selecting strategies for further investigation. Towards the end of the first year, given that many well intentioned strategies have operational difficulties, it was decided that the research should include an implementation study. By adding such an approach it would be possible to allow for further refinement or a funnelling down and greater illumination of the multi-site and multi-strategy data collected from Australia and Britain. The implementation site was the school where the researcher was principal and both qualitative and quantitative data were gathered for analysis.

On returning to Australia the A.C.T. Schools Authority was interested in gathering broad based data on the student alienation issue and its amelioration strategies. I conducted the survey over two years, in 1987 and 1988, and the results were incorporated in the study. The strengths and weaknesses of using first a survey questionnaire followed by a case study report of the implementation of the alignment model needs to be recognised in order to put the over-all research into perspective.

There are a range of perspectives about the strengths and weaknesses of both the quantitative and implementation qualitative research approaches being used in the study. Much education research has been in the tradition of gathering observations and survey data and then reducing these to numbers. The resulting numbers are categorised, identified, and intervening variables are assessed and related to various inputs, processes or outputs. From the statistical analysis, often using sophisticated calculations, inferences are made about the effects of circumstance and the possible correlations to outcomes. Direct contrasts can be observed from different researchers using quantitative approaches that were significant to this study. Rutter et. al. (1979) and Reynolds (1981) argue from their quantitative results that schools do make a difference to student outcomes while the quantitative results of Coleman(1966) and Jencks et al (1972) were very influential in arguing that schools did not make a difference. Basic research assumptions and weaknesses inherent in the order of multi-variant analysis used may to be possible reasons for the different conclusions.

Even where researchers believe that they have established a causal connection through quantitative analysis and then recommend certain changes to produce desired outcomes, most of these recommendations still remain as leaps in faith. In alienation type studies or other social research studies it is rare that such causation can be established beyond doubt. Unidentified factors, different combinations of factors, the influence exerted by the researcher, statistical analysis limitations or the intervention strategy itself may be just as influential on outcomes as identifying a naturally occurring causative factor. In quantitative analysis the researcher must start from a theoretical viewpoint making assumptions about the nature of society and in this case the nature of the school, teachers, students and parents. These assumptions influence the

questions that are asked, the issues examined and they shape the answers obtained. As such any advice given about the facts obtained by examining a problem is a function of the initial assumptions about those facts. This may be referred to as a theory-fact dilemma. In the case of qualitative approaches they may delay making assumptions or remain flexible when exploring a situation. Such an approach was useful for this research.

There are two other criticisms of the quantitative approach that need to be mentioned. One is that the measures used are never completely valid or reliable and as such tend to distort the reality which they purport to reflect. The second problem is the assumption that what cannot be measured does not matter. The reality portrayed by the quantitative approach is only a fraction of the totality and it may be a biased fraction. The distortion caused by attempting to place numerical values on behaviour will vary with the nature of the study and the questions being asked.

In many cases the distortion is not so much within the original observation or survey data as in the reduction of information that occurs as complex responses are compressed into numerical averages and distribution cut-off points. For example, a correlation coefficient between a measure of alienation and subsequent scholastic attainment may indicate a result being significantly negative yet the deviant cases may be missed, for instance the rebellious or passive student who did well in their studies or the conformist student who dropped out of school. Correlation analysis, which dominates the quantitative approach to research, focuses attention on the mainstream effects and tends to suppress contrary tendencies which frequently illuminate underlying processes of at least equal importance. Eisner (1979:212-213) writing about systematic observation schedules makes the point that they are pre-defined and

prescribe what counts while the qualitative approach is more open ended and flexible.

From the point of view of this study the important question was to match the methods of analysis to the complexity of the alienation phenomenon being studied. By using a combination of quantitative and qualitative research approaches the opportunity was provided to use a variety of data gathering techniques at appropriate times. These included implementing the strategy of student profiling on returning to the school and tracing its progress through formal meetings and interviews with students, teachers, consultants and parents. During 1987 teachers and students were interviewed to determine priorities for implementing tactics to improve the school. These were incorporated into the alignment model.

Given these reservations and appropriate use of checks and balances a system survey was used to gather numerical data on students. These were sex, year at school, languages spoken at home, attendance, family situation, education qualifications of parents, retention rates, assessment performance and suspension rates, student alienation attitudes scales, making friends, and suggested amelioration factors. Categorising of the data using percentages and crosstabs (Chi-square) were used to relate alienation levels to the other identified factors. High and low alienation students were set against a number of personal and school factors as well as the initial amelioration strategies identified in the literature. Open ended questions, interviews and observations formed a triangulation approach to verify issues and identify new directions.

The Quantitative Survey Used in Australian Capital Territory Comprehensive High Schools

It was decided that a survey in the form of a three part questionnaire involving four high schools could provide important information on student alienation and the strategies identified for inclusion in the alignment model. The results of the survey would provide indicators for modifications to the model. As the A.C.T. Schools Authority was a major sponsor of the initial research and was interested in more comprehensive data on student alienation it agreed to assist and adopt the three part questionnaire developed for this research study. Part A was about the student; Part B was the student alienation measure; and Part C was the list of suggested strategies for reducing student alienation (see Appendix 6.1 for a copy of the questionnaire). The initial four schools were selected from the northern area of Canberra. Two of the schools were older and of traditional design and two were newer and of a more flexible design. One of the latter schools was the school where the alignment model was applied . The aim was to survey as many students as possible in the four schools.

Part A gathered data on in-area and out-of-area enrolments, gender, school year of student, language spoken at home, level of English attainment, level of mathematics attainment, student's perception of general attainment, student's perception of making friends, student's living arrangements, mother's education background and father's education background. This Part A of the questionnaire was designed to get information on external and internal school factors as they may impact on the students. These factors were identified in the research literature, applied in Dynan's (1980) study and selected after discussions with Evaluation and Research personnel of the A.C.T. Schools Authority. These were then correlated, using chi-squares, to Part B, a student

alienation measure adopted from the Dynan (1980) study. Data on absenteeism and suspensions from official records for each school were also collected in response to the work by Reynolds (1976) which demonstrated that these measures can be indicators of schools making a difference.

Part B was slightly modified, to take into account A.C.T. nomenclature, from Dynan's alienation instrument. Dynan (1980) points out that the conceptual basis for the three sub-scales, (meaninglessness, powerlessness and social-estrangement) was derived from the work of Seeman (1959), Dean (1961) and Middleton (1963). The work undertaken by Burback (1972) established the level of validity and reliability of the alienation scale (see Appendix 6.2 for details on validity and reliability). As relationships with teachers and the fact that teachers' represent in the eyes of the students the institutional nature of the school, it was decided to incorporate the teacher-student relationship items in the overall alienation scale. Questions 2, 5, 7 and 14 called for opposite responses to the other questions and were reversed scored.

Part C of the questionnaire was made up from the suggested strategies aimed at reducing student alienation identified from an analysis of relevant research studies literature (see chapters 2, 3 and 4). Questions 1 to 8 and 24 formed the organisational level questions for school improvement related to reducing student alienation using the strategies identified by Newmann (1981) . These related to voluntary choice, clear and consistent goals, small size, participation, extended and co-operative roles, and integrated work. Questions 2 and 3 asked about two separate aspects of clear and consistent goals, the first being having goals and the second achieving them. Questions 7 and 8 asked about two separate aspects of integrated work-work on a whole school activity and clear signs of success for work completed. Questions 4 and 24 asked

about school size. This was classified into categories of being large or small.

Questions 9 to 15 and 25 formed the basis for gathering information on the curriculum strategies identified as being able to assist in reducing student alienation. Developed from the research literature, these strategies were mastery of basic skills (Garbarini and Asp 1981, Collins and Hughes 1982), general living and marketable skills (P.E.P. 1983 ,T.V.E.I. 1985, and Collins 1983), clear course aims and guide-lines (I.L.E.A. 1984), choice and individual initiatives (I.L.E.A. 1984, ACT Schools Authority 1983), integrated learning (Grace 1978) and community education programs (ACT Schools Authority 1983, Kemmis 1983). Questions 10 and 11 separated general living skills and marketable skills. Questions 14 and 25 asked about separate subjects and using information from different subjects.

Questions 16 to 23 formed the basis for gathering information on the human relationship strategies identified from the initial research as being able to assist in reducing student alienation. These strategies were mutual respect (Collins 1983, ACT Schools Authority 1983, I.L.E.A. 1984), social interaction (ACT Schools Authority 1983, I.L.E.A. 1984) , negotiated learning (I.L.E.A. 1984), negotiated assessment (I.L.E.A. Student Profiling 1985, I.L.E.A. 1984), school ethos (Rutter et al 1979) and parent involvement (I.L.E.A. 1984, ACT Schools Authority 1983). Questions 17 and 18 asked about two separate aspects of social interaction, developing skills to be comfortable with other students and developing skills to be comfortable with teachers and the adult community. Questions 22 and 23 asked about two separate aspects of parent involvement, parents being closely involved with learning and parents making regular contact with the school.

The number of questions was increased from 18 to 25 to avoid asking about two issues within a single question . Two questions were asked about school size and integrated studies in order to provide an internal check on responses. To gather additional data on these and other strategies the students were asked to list three things that would make school better for them. In the follow up survey in 1988 using the same questionnaire an additional open question was included on current strategies appreciated by the students. This was in response to some comments, on the first use of the survey in 1987, that the over-all instrument was too negative with regard to the current operations of high schools in the A.C.T.

The three part questionnaire was administered to the four schools in the 2nd last week in November 1987 (towards the end of the school year). This time was chosen to ensure that the year 7 students had sufficient time to establish opinions about various aspects of high school. The Assistant Principal-Curriculum of each school agreed to help with the administration of the questionnaire. The questionnaire forms were collected in the first week of December 1987.

The questionnaire was administered to all year groups in the four schools using core classes such as English . At the commencement of the administration of the survey the students received a verbal explanation of the three parts and were given the option of withdrawing. Every effort was made to offer the questionnaire to all students in attendance on the day of its administration. Unfortunately in one school it was not possible to administer the questionnaire to its year 10 group of students.

The students were given up to 50 minutes to complete the questionnaire. Most of the responses indicated that the students were pleased to answer the questions and many made suggestions for school

improvement in the open comment section. Similar administrative arrangements were made in 1988.

The Qualitative Approach

The case study approach was chosen to allow for the investigation of the effectiveness of change strategies and the process needed to apply the alignment model. Two advantages of this approach can be emphasised. One was that it did not rely solely on refined measurements and statistical techniques and allowed for the incorporation of the deviant and exceptions found in student and teacher behaviour. Secondly the approach set out with the minimum of assumptions about the nature of the phenomena being studied. As the writer was the case study researcher it was possible to be present and be able to observe the processes involved as the students interacted with one another, the amelioration strategies, and their teachers.

The case study did not preclude the use of quantitative measurements; at particular points in this study it was important to use an attitudinal inventory, attendance and assessment records. The case study approach was used to combine the need for a longitudinal approach with the flexibility to investigate unanticipated developments. The implementation component consisted of the applying intervention strategies for change, integrating the strategies, intensifying appropriate tactics, monitoring the changes in terms how they were applied and their effects on reducing student alienation and then using reflexive adaptability for subsequent strategies and processes.

This has been a nine year study. By starting with the minimum of assumptions the results were less likely to be encapsulated in the initial approach and a number of subsequent adjustments were made as the study proceeded.

One of the disadvantages of the case study approach adopted is that the results are difficult to generalise in any rigorous fashion to other schools or the total high school population. Limited generalisation is the sacrifice paid for the concentration and intensity of research energy on a range of issues found in a particular school. However there was an implied invitation to generalise. This should be seen as an invitation for other researchers or other principals to further investigate an emerging hypothesis, not as accepting a single case study as being representative of the general state of affairs.

It was clear that a case study was not exempt from the strictures applied to quantitative research, purporting to make minimum assumptions being no exception. Every researcher must stand somewhere with the issue under investigation. The decision to study student alienation and amelioration strategies in comprehensive high schools in Australia and Britain presupposes a particular set of assumptions. Political, moral and intellectual support was assumed for such a study.

Reid (1986:90) provides reasons for questioning this assumption of support.

> Probably the greatest drawback, however, lay in the fact that some early studies in Britain into the relationship between schools and their effects upon pupils met with considerable opposition from teachers, teachers' unions and local education authorities. Such work was perceived as posing ideological, practical and political threats to schools. Thus, potentially important work by Power and his colleagues (1967, 1972), for example, into the link between schools and delinquency was stopped by the Inner London Education Authority and the National Union of Teachers before meaningful results were achieved- partly, if not wholly, because of the delicate nature of the subject.

The work of Bird et al (1981) in Britain and Dynan (1980) in Australia received limited publicity at the time and no immediate action was taken in respect to the findings. There would seem to be some

influential forces not wanting to link school changes to the student alienation problem. Yet a paradigm shift was occurring from at least the mid-1980's. For example, in Tasmania the Alienated, Disturbed and Disruptive Students' Task force (ADDS) was set up in 1983 at the request of the high school principals. It was to research in the extent of the problem and identify strategies for its amelioration. Initially the strategies focused upon recommended disciplinary actions including daily report sheets, progressive reporting to parents, and measures to separate students. In 1986 the Task Force produced a booklet entitled Let's Look at Disruptive Behaviour in Secondary Schools (Education Department Tasmania, 1986). Shee (1992:129) identifies the key features of the paradigm shift in evidence :

> The booklet de-emphasised the prevailing view that misbehaviour and disaffection among students stemmed from factors outside the school's control. Rather, these concerns were placed within an educational perspective, focusing on school and classroom management and enhanced learning opportunities.

The dissolution of the ADDS Task Force in 1986 did not end work in the new direction. The effective schools movement in both Britain and Australia in a reflection of the paradigm shift. Yet there are still many school administrators and teachers that see the alienation problem located with the students and their background and look to off-school solutions

This research is obviously influenced by the researcher's value system, orientated toward a democratic-humanistic approach and an agreement with the paradigm shift to attempt to achieve a school focused integrated approach to reducing student alienation .

While ideological and political questions remain unresolved, the case study researcher is still faced with choices at every point of the development the study. Such choices being where to spend more time on one strategy or another strategy, how to integrate the strategies, which

tactics to use, whether to talk to students, teachers or parents as particular issues come to light, whether to persist in the face of an antagonistic response, how to evaluate the effect of one's own presence on the phenomenon being observed, whether being researcher and implementor of the model was always compatible with the role of principal, what assumptions needed modification and when the study should end.

As new leads and unexpected events were encountered one had the task of exploring one's own assumptions pertaining to new events identified during the investigation as well as those identified at the onset of the study. The object of the case study was not only to tell a story about something already believed to exist, but also to further investigate the nature of the problem. This means that the initial problem had to be stated clearly at the outset; if in the course of the study further issues were identified, these too have to be stated clearly and evidence pointing to their nature and possible solutions gathered and assessed. Because of this flexibility in the case study approach, the opportunity to choose the research technique appropriate to the problem and even redefine the problem, it tended in the end to produce more questions than answers. This combination of flexibility and intensity together with scope for collaboration, negotiation and reflexivity, rather than whether quantitative or interactive methods were used, encouraged the use the case study method for analysing the implementation and effectiveness of the alignment model.

In attempting to implement the model the methodology of case study research and aspects of action research were considered as an important safeguard for reliable research reporting. Action research may be seen as the conscious theoretical and systematic intervention in the functioning of an institution and the close examination of the effects of such intervention with subsequent interventions and examinations. Action

research had been identified as having a number of tangible features to the study as Cohen and Manion (1985:208) identify:

> ...action research is situational- it is concerned with
>
> diagnosing a problem in a specific context and attempting
>
> to solve it in that context; it is usually ... collaborative-
>
> teams of researchers and practitioners work together on
>
> the project; it is participatory- team take part directly or
>
> indirectly in implementing the research; and it is self-
>
> evaluative- modifications are continuously evaluated
>
> within the ongoing situation; the ultimate objective to
>
> improve practice in some way or other. (ibid :208)

This study attempted to incorporate the above features. The questionnaire survey was used to gain broad based data on student alienation and the identified amelioration strategies. This data was used to develop hypotheses for the diagnostic and intervention stages to be used in implementing the model in a school. The second stage, the therapeutic stage, was developed through collaboration and the hypotheses evaluated through consciously directed integrated changes to organisational, curriculum and relationship levels within the school. As the study proceeded it was necessary to add another level to the study, the physical and support system environment level, i.e. the physical state of the school and associated equipment, and system support services. The case study approach of the implementation of the model provided the opportunity to do more than just provide a snapshot of events generally associated with quantitative approaches and untested speculative strategies usually associated with reform or targeted programs. Cohen and Manion (ibid :208-209) point to the real value of such an approach in the institutional context:

... (1) which acts as a spur for action; its objective being
to get something done more expeditiously than would be
the case with alternative means; (2) which addresses itself
to personal human relations and morale and is thus
concerned with people's job efficiency, their motivations,
relationships and general well being;(3) which focuses
on job analysis and aims at improving professional functioning
 and efficiency;(4) which is concerned with organisational
change in so far as it results in improved functioning...;
(5) which is concerned with planning and policy making,
generally in the field of social administration; (6) which
 is concerned with innovation and change and the ways
these may be implemented in ongoing systems; (7) which
concentrates on problem-solving virtually in any context
in which a specific problem needs solving; and (8) which
provides the opportunity to develop theoretical knowledge,
the emphasis here being more on the research element of the
method.

The foregoing provides strong reasons for adopting the case study
research approach. However such an approach was not without problems
of credibility. Winter (1982:162) makes the following criticism:

... case-study tradition does have a
methodology for the creation of data, but not (as yet)
for the interpretation of data... While not wishing to
deny the values of procedures such as triangulation
(Elliott 1981), I would argue that there is a need for
the clear delineation of specific techniques for data
interpretation ... how to carry
out an interpretative analysis of restricted data, i.e. data
which, although voluminous, can make no claim to be
generally representative?

Every effort was made to sift through the data, to identify windows
of opportunity and key decision points, to address the blocking forces and
support the driving forces. Yet this study can only provide an insight into

a possible way forward and other studies would be needed in different contexts to enable any generalisations to emerge.

Enhancing the Credibility of the Case Study Report of Implementing the Alignment Model

The important questions of objectivity, reliability and validity need careful research design considerations if the study was to be of real value. Rist (1977:46) quoted by Owens (1982) addresses these questions in terms of ethnographical research in the following way:

> In order to avoid unreliable, biased, or opinionated data,
> the naturalistic inquirer seeks not some ' objectivity' brought
> about through methodology but, rather, strives for validity
> through personalised, intimate understandings of phenomena
> stressing 'closein' observation to achieve factual, reliable, and
> confirming data.

It is recognised that the understandings as they emerge must be sustained through out the key processes of the research. These processes being the research design, the strategies for collecting data, the development and implementation of intervention strategies and the application of an audit trail. This research study methodology started with the three reports, then a broad based exploration in 1985-86 of the available key published research literature on student alienation and its amelioration strategies. Both Australian and British research literature were used in the first instance with USA research literature subsequently included. Cross-checking for accuracy, significance and confirmation was built in as far as possible. The data was gathered by triangulating the major reports against the various perspectives of administrators, teachers and students as well as by direct observation by the researcher. An important feature in the research design was the broad based exploration of the available data on student alienation and the amelioration strategies

which was then refined and narrowed down to a survey of a sample of schools and finally to an implementation case study of an individual school.

> Owens (1982;11) illustrates the concept:
> ...to proceed through a conceptual funnel - working
> with the data all the while, ever trying to fully understand
> what the data means - making decisions as to how to
> check and how to verify as the investigation unfolds.

The research approach provided the opportunity to investigate unanticipated issues arising during the data gathering stage. To provide additional credibility to each stage of the study an audit trail (Guba and Lincoln 1981) needed to be carefully maintained throughout the course of the study, by documenting the nature of each major decision in the research plan including the reasoning and the influences on which it was based(op. cit :122).The audit trail was intended to leave sufficient evidence to enable internal and external parties to review the processes and results. They should be in the position to ascertain whether the processes were appropriate and results reasonable and credible. As well as these detailed records there is a need to incorporate the reasonings, feelings and perceptions of the researcher that influenced the major decisions and the important decisions that occurred during the study (ibid) . The audit trail for the study consisted of notes and summaries of interviews and observations, minutes of formal school meetings, official records and correspondence about the research, reports and reviews about amelioration strategies, qualitative data on the six schools surveyed, and force-field analysis on crucial decisions and dilemma analysis of the data.

The research design had aimed to provide for multi data sources and methods of analysis. A priority had been given to observing a range

of validating procedures so that maximum credibility was maintained during data gathering and the analysis stages.

Owens (1982) identifies six techniques to increase validation which were incorporated in the study. These are identified as:

Prolonged data gathering on site using a longitudinal study, the case study research component involved the researcher in a close association with the school over a 10 year period. A comprehensive array of data was available including student, teacher and parent surveys and interviews; academic performance, truancy and suspension rates; minutes of meetings; school evaluation reports and the 1991 School Review and Development Report. Every effort had been made to maintain an accurate record of findings and developments as well as to apply a research perspective among the many hats a principal must wear. Care had been taken throughout the process to refrain from 'going native' and so to avoid one of the major criticisms of qualitative research.

Triangulation of a number of data sources, these include the reports on high school improvement in Australia and Britain, the alienation literature search, document-interview-observation of each strategy and related process initiatives, administrators-teachers-student perceptions of alienation and amelioration strategies, and the six school survey of student background- tendency towards alienation and support for various strategies. Each year between 1985 and 1993 year 10 students were interviewed for their references and they were asked about what they liked about the school and their suggestions for improvements to the school.

Member checks of the participants in the study occurred and every effort was made to corroborate data and place it in context. The various perceptions of the students, teachers and parents were sought in the initiation, implementation and evaluative stages of the study. An audit

trail was used to allow for checks to occur and provide feedback for further refinement of the analysis. The key check points on the audit trail were the official meetings of the school and school board. These were the monthly meetings of the School Board, the bi-monthly meetings of the total staff and the bi-monthly meetings of the senior staff. The reports from the three school development days help each year provided key data on existing strategies, the initiation of new strategies, the integration processes and the difficulties encountered or expected.

It was important that an adequate collection of referential material was available. A file was maintained of the broad based material collected from sites in Britain and Australia. The materials included policy statements, reports, notes and minutes of meetings; formative and summative evaluation reports; completed survey forms; audio tapes and written notes of interviews with administrators, teachers and students; and lessons, meetings and observation notes in the initial research stage; and a modification of these approaches as the implementation of the model proceeded on the school site.

Thick description or repeated questioning was used to overcome one off impressions. The various techniques already outlined were used to synthesise and integrate the data to enable the reader to identify with the situation and the study's findings.

The researcher needed to use peer consultation . The initial research design, the progress of the study and the resultant finding were discussed with qualified peers. Apart from two research study tutors critical friends were invited to discuss the study. These included David Reynolds (University College -Cardiff), Roy Mansell (I.S.S. Deputy Co-ordinator), Bill Badger (Co-ordinator of the Alienation Unit at the Wyndham School), and Bob Moon (Head Teacher Peers School) in Britain. In Australia the issues, concerns and findings were discussed with

Neil Russell (senior lecturer C.C.A.E.), Paul Fennell (Evaluation Unit A.C.T. Department of Education), and fellow principals and teachers in A.C.T. schools. A record of peer consultation was kept noting the nature of the feedback received and changes in direction the study took as a result of the feedback.

The need to consult with the formal and informal leaders of the school, to use of the formal meeting structure of the school , to be aware of the day to day school issues and other priorities meant the approach adopted to implement the model relied on appropriate timing and related needs identification.

In order to assist with the collation and interpretation of the data the technique of dilemma analysis was adapted for the research (Winter 1982). The technique involved three stages- identifying the nature of the specific implementation research task, the theoretical bases of the method, and the procedural sequence (ibid:167).

The nature of the task in terms of implementation research was to identify and then introduce strategies to ameliorate student alienation. This involved the interaction with a number of stakeholders. Each stakeholder had different roles in the school, with different aims, priorities, values and perceptions of the evolving situation. Power bases and status needed to be clearly recognised, including those of the in house researcher, and adjustments made so that each party could appreciate the point of view of all the parties involved. The nature of the task was summed up by Winter (1982:167) in terms of giving a faithful account in that it:

> ... had to gain the assent of all parties so that it could be
> used to illuminate for each party the point of view of the
> others... The different views therefore had to be presented
> plausibly as parallel rationalities, without the hierarchical

valuation which conventionally discriminates between them.
In other words the analysis had to gain acceptance as
objective... was precisely that of creating an account of a
situation which would be seen by a variety of others as
convincing, i.e. as 'valid'.

The second stage was an attempt to try and minimise the theory-fact dilemma of theory imposing an interpretation on the researcher. Winter (1982:168-9) proposed a theoretical basis for dilemma analysis using a formal theory based on the work of Hammersley (1980) rather than the more common theoretical interpretation approach using substantive theory. Winter (ibid) puts a strong case for a formal theory:

The formal theory which guides the method of Dilemma Analysis
is what could loosely be called the sociological conception of
'contradiction', which is used here in the form of a series of general,
indeed all-embracing postulates: that social organisations at all levels
(from classroom to the state) are constellations of (actual or potential)
conflict of interest; that motives are mixed, purposes are contradictory,
and relationships are ambiguous; and that the formulation of practical
action is unendingly beset by dilemmas. Hence a statement in an
interview is taken to be a marginal option which conceals a larger
awareness of the potential appeal and validity of different and
even opposed points of view... On this basis, then it became
intelligible to analyse the interview transcripts
not in terms of particular opinions, but in terms of the issues about
which various opinions are held. The method is called 'Dilemma Analysis'
precisely to emphasis the systematic complexity of the situations
within which those concerned have to adopt (provisionally at least) a strategy.

The third stage of the procedural sequencing of the dilemma analysis had been very useful in terms of the implementation study. The alignment model developed in the previous chapter was designed to be flexible and capable of excluding strategies or including new strategies as they emerge. As such, it was used to form the initial basis for applying dilemma analysis to the case study and for including and discarding

strategies and tactics as the implementation research unfolded. Each strategy and related documents were analysed into expressions of support, tension, dilemma or contradiction and these were operationalised using Newmann (1981) approach into 'promotions' (+), 'judgements' (?), 'ambiguities' (/) and 'violates' (-) categories. Promotions were those dilemmas and tensions of a renewal strategy that were found to be validated by the concurrence of the different perspective on the positive values in ameliorating alienation. Judgements were the dilemmas and tensions that promoted or violated a particular strategy depending on how it was implemented which in turn was influenced by the complex mix of blocking and driving forces as well as individual perspectives. Ambiguities were those dilemmas and tensions of a particular strategy which while they provided some background awareness to the issue had no apparent impact on reducing alienation. Violations were those dilemmas and tensions found in a particular strategy that combined to undermine the reduction of alienation and were judged to actually increase rather than reduce alienation.

The different strategies were analysed using these four operational classifications both from the documentation and the various perspectives of the participants be they administrators, students, teachers or parents. This required the identification of the dilemmas as they emerged in the interviews or in the analysis of the documentation or observations. Then it required setting the limits of the dilemma by stating the most extreme opposing views of a particular strategy. Finally each dilemma was balanced between the potentially opposing points of view by triangulating the perspective of the various groups and adding together the various dilemmas as they emerged (Winter 1982:169).

The next task was to gain acceptance of the summary of the perspectives by the various participants. Adjustments were made to

incorporate overlooked or misinterpreted attitudes or opinions. Using formal meetings and school development days the stake holders were able to provide their views of particular concerns and suggest possible tactics. This provided data for analysis and the opportunity to test the effectiveness of strategies and the process and to develop new tactics as the implementation of the model evolved.

The research design stressed the importance of rigour while at the same time sought to provide for the provisional, interactive and emergent issues. The orientation was towards processes and having a reflective response to the continuous flow of data (Chisholm 1985). Co-operative initial negotiation and detailed planning and sequencing of the strategies of the alignment model was crucial to the continuation of the research.

As stated previously, the research design operated like a funnel; within one sense the data-gathering was progressively reduced, refined in extent and scope in favour of more attention being given to analysis, reflection and interpretation (Owen 1982:12). In another sense the broad based data gathered on certain amelioration strategies proposed and implemented in Australia, Britain and the USA were triangulated and the promotions and judgements used to generate the survey instrument for a sample of schools and the strategies, tactics and processes to be used in the implementation of the alignment model in a single school. The driving and blocking forces involved in the implementation of various strategies provided an important management of change aspect to the study (French and Bell 1973). It has already been identified by Olson (1980) that teachers habitually engage in the reconstruction of innovations into the workable and familiar. Locating the reasons for this requires investigation of a series of ambiguities and conflicts surrounding the teaching profession.

Principal as Implementor of the Alignment Model and Researcher

One other significant research methodological approach to be addressed was the role of principal as an implementor of the model and researcher with its problems of involvement and detachment. Trying to implement the alignment model while at the same time being principal of the school raised a number of research design, management of change and ethical issues. While being aware of some of these issues at the start of the study other issues emerged as the study proceeded and adjustments had to be made. Fullan's work (1991) was helpful in identifying these adjustments as the study evolved.

Principals in the main are expected to orientate their work towards maintenance. Implementing system directives, providing student discipline control systems, dealing with staff conflicts, servicing school board and community groups, budgeting and keeping the school supplied with adequate resources as well as marketing the school and these usually take up much of the principal's time. The principal is often faced with a teaching staff who in general emphasis maintenance and stability (ibid:148). The principal as implementor of the model clashes with both the normally expected role of the principal as well as the discredited top-down approach to change. A number of change strategies were used to try to minimise these perspectives.

The change strategies initially concentrated on resource needs, a role for the principal in providing curriculum and student management implementation support, open communication about the model and how it fitted into the needs of the school, and spending time working with others in implementing the model. Being aware of the driving and blocking forces in play during the Participation and Equity Program's

implementation (1984-86) into the school provided useful tactics in place for use in implementing the model.

Providing sufficient time to implement the model in a top-down way would have been difficult and lacked credibility in the ACT setting. To develop a collaborative approach to implement the model was the more acceptable approach to follow based on past practices and management style. However, finding time against all the conflicting demands placed on a school and a principal providing a fully collaborative approach remained a constant problem.

In the past the principal's role in change within the school had been with specific programs or programs targeting specific groups. The Participation and Equity Program did provide some insights into ways of changing the culture of the school. In particular as principal it was possible to be familiar with what was being attempted, to discuss in detail the development with the teachers and students, and to give time to work through issues. Being fully involved in the program meant planning with individual staff and teams, working with consultants and teachers, negotiating financial support, and assisting in a collaborative way with planning days, workshops and meetings as well as seeking evaluation and feedback. Much of this involvement was established as the normal role for the principal in the school over the previous two years.

Moving from a system funded project such as PEP to one supported as a research study without other financial backing proved to be very different. The same can be said of moving from a specific or targeted program to one involving the whole school aimed at school improvement through reducing student alienation. It was clear that to be a successful innovator for overall school improvement will require even more sophisticated managerial behaviour than in the past (ibid: 150). Being a problem solver with the capacity to take into account the

perceptions of others, viewing problems in the larger context, and clearly interpreting and describing problems while giving reasons for their interpretation is suggested as a way forward (ibid :160). At a deeper level Fullan (ibid) points out that the principal needs to get agreement for staff about goals, be more cognisant and explicit about values, anticipate and identify deeper problems, use collaborative problem solving, and not let frustration get to him. The principal needs to generate better tactics to problems, develop teacher commitment to implementing such tactics and foster long term staff development. These were very useful concepts to form the basis for implementing the model in one's school.

As the implementation proceeded it was necessary to re-assess the principal's role. Fullan's 10 guidelines for principals formulating holistic changes in the school proved useful in managing the implementation of the model in the school. These guidelines were (ibid:167-168):

1. Avoid "if only" statements, externalising the blame, and other forms of wishful thinking.
2. Start small, think big. Don't overplan or overmanage.
3. Focus on something concrete and important like curriculum and instruction.
4. Focus on something fundamental like the professional culture of the school.
5. Practice fearlessness and other forms of risk-taking.
6. Empower others below you.
7. Build a vision in relation to both goals and change processes.
8. Decide what you are not going to do.
9. Build allies
10. Know when to be cautious.

As a principal wanting to make changes one needs to reflect on the ability to make changes. Collaboration and feedback from teachers, fellow principals, administrators, students and parents are needed. The management of the change process require knowledge, planning, strategies, communication and interpersonal skills. Reducing student alienation using the alignment model requires more than a single reform

and is directed at changing the culture and structure of the school. The principal's ability to implement the model can be judged from the report in chapter 7.

As well as the principal's involvement in the change process, there are a number of research methodology issues to be considered. What should be the limits on the degree of intrusiveness and intervention in implementation of the model and their impact on the research findings? The need to negotiate the degree of confidentiality and ownership i.e. the nature and manner of obtaining information, who owns and receives information and how and for what purposes was it to be presented, the professional conduct of the research and the code of ethics to be applied; the political implications that lie behind the gathering, analysing, interpreting, intervening and dissemination of data. Careful consideration and negotiation of such issues formed an important part of the initial and subsequent phases of the implementation of the model and the reporting of the research findings from the school study.

Chapter 7

The Survey on Student Alienation in A.C.T. High Schools.

A three part questionnaire was used to gather information on high school students' backgrounds as well as to survey students' perceptions of student alienation and the strategies included in the alignment model. The results of the survey were used to provide important information on the usefulness of the alignment model and establish directions for implementation of the model at a single high school site. Four schools in the A.C.T. were surveyed in 1987 with two additional schools surveyed in 1988. The analysis of results of the questionnaire are reported in this chapter. New developments to be explored in the implementation of the model in a school are also identified. Data on absenteeism and suspensions was also collected.

Data on Absenteeism and Suspensions

As part of information about the four schools data on absenteeism and suspensions was included. Table 7.1 shows formal suspensions registered with the A.C.T. Schools Authority for 1987 to 27 November.

Table 7.1 Formal Suspensions for Survey Schools 1987

Number of Suspensions

School	Male	Female	All
A	7	1	8
B	41	11	52
C	0	0	0
D	24	11	35
Total	72	23	95

School A -8, School B -52, School C -no suspensions reported, and School D-35 for a total of 95 for the four schools. Males accounted for

72 of the suspensions and females 23. Broken down into year groups the figures were for year 7 -7 males no females, year 8-36 males and 7 females, year 9- 19 males and 11 females and year 10- 20 males and 5 females. Apart from school C the pattern of suspensions matched the alienation ranking of the schools.

Table 7.2 Absenteeism by Gender and Year of Schooling

for Survey Schools 1987

Average Number of Days Absent

Year	M	F	All
7	11.6	11.8	11.7
8	12.9	15.3	14.1
9	15.4	14.7	15.1
10	14.1	15.9	15.0
Total	13.5	14.5	13.9

Table 7.2 illustrates the number of days absent for the 1987 school year (excluding December). The average per student for the four schools was 13.9, with males averaging 13.5 and females 14.5. The breakdown per year was year 7- 11.6 days per male and 11.8 days per female, year 8- 12.9 days per male and 15.3 days per female, year 9 15.4 days per male and 14.7 days per female and year 10 14.1 days per male and 15.9 days per female.

The figures indicate an increase in absenteeism as the students move from year 7 to year 10. There was a marked variation between schools ranging from 6.4 females in year 7 in one school to 21.0 for males in year 8 in another school. The two schools with the lowest alienation means had the lowest absenteeism levels at 9.85 and 12.87 respectively. The two schools with the highest means interchanged their ranking with

levels of 15.68 and 17.54 days absent per year. The analysis of the data tends to confirm that absenteeism is a symptom of the student alienation problem.

The 1987 Questionnaire Survey Results

Part A of the survey investigated a number of external and in-school factors which were identified as possibly influencing student alienation. The external factors included in the questionnaire were school architecture of traditional design as opposed to flexible open plan design, in-area and out-of-area enrolments, gender, language spoken at home, student's living arrangements, mother's education background and father's education background. The in-school factors were school year of student, level of English attainment, level of mathematics attainment, student's perception of general attainment, and student's perception of making friends. Chi-square tests were used to test the levels of significance of the Part A factors with Part B the student alienation measurement instrument.

Part B had a range of possible student scores from 15 to 60 with high scores indicating a high degree of alienation. The mean score was 37.4. If reduced to the 9 items of the Dynan (1980) Western Australian study which had a mean of 24.2, the overall ACT survey mean would be 24.04 within the range 9 to 45. The inclusion of all items in the scale assumed that teachers represent a significant symbol of the operations of a high school and alienation is reflected in a negative view of teachers in their operations and relationships. As such it was decided to include the responses to the student attitudes to teachers in the overall calculations of alienation. The mid point of this expanded scale was 35 and the mean for the respondents was 37.5. There was a substantial number of students likely to have some degree of alienation, with a small

proportion exhibiting high alienation. High and low student alienation levels were identified as being 1.5 standard deviations above and below the mean (the mean being 37.5 and 1.5 standard deviations equalling 13.07).

The student alienation mean range of the four schools was 36.24 to 38.4. At .05 probability the school with the lowest student alienation mean was significantly lower than the two schools with the highest means. The implementation of the alignment model was conducted in the school with the second lowest alienation mean. The school's mean was not being significantly different to the other three schools.

The Relationships between Part A and Part B of the Questionnaire

In comparing Part A with Part B it was decided, in consultation with the Research Section of the ACT Schools Authority, to use 1.5 standard deviations above and below the mean to identify the high, average and low student alienated groups. Three of the external factors were found to be not significant when measured against the student alienation responses. The mean results for student alienation indicated no distinct pattern between traditional design and flexible open plan comprehensive high schools. It was expected that the two open plan schools would have had lower alienation means than the two traditional designed schools. Another surprise was there were no significant differences in alienation levels between in-area and out-of area enrolments as illustrated in Table 7.3.

Table 7.3 Student Alienation Scores and In-area/Out-of-area

Enrolments

Count Row Pct Column Pct Total Pct	From Area	Out of Area	Shared Area	Row Total
High Alien	1	54 55.1 7.3 4	39 39.8 7.2 2.9	5 5.1 6.3 0.4	98 7.2
Average	2	642 54.7 86.8 47.1	462 39.4 85.1 33.9	69 5.9 87.3 5.1	1173 86.1
Low Alien	3	44 48.4 5.9 3.2	42 46.2 7.7 3.1	5 5.5 6.3 0.4	91 6.7
Column Total		740 54.3	543 39.9	79 5.8	1362 100

Chi-Squared	Significance	No of Missing observations
1.72513	0.7861	231

In terms of living arrangements which were categorised as living with two parents, one parent and a step parent, one parent or other; another unexpected result occurred. No group from the results of the over-all survey as illustrated in Table 7.4 were significantly different. It was expected that children from two parent families would have recorded significantly lower alienation results.

Table 7.4 Student Alienation Scores and Family Living

Arrangements

Count Row Pct Column Pct Total Pct	Two Parents	One Parent One Step-Parent	One Parent	Other	Row Total
High Alien	1	69 67.6 6.8 4.9	13 12.7 8.7 0.9	17 16.7 8.1 1.2	3 2.9 11.5 0.2	102 7.2
Average	2	882 72.9 86.3 62.6	124 10.2 82.7 8.8	182 15 86.7 12.9	22 1.8 84.6 1.6	1210 85.9
Low Alien	3	71 74 6.9 5	13 13.5 8.7 0.9	11 11.5 5.2 0.8	1 1 3.8 0.1	96 6.8
Column Total		1022 72.6	150 10.7	210 14.9	26 1.8	1408 100

Chi Squared	Significance	No of Missing observations
3.74	0.71	185

Statistically Significant Results

Statistically significant results were recorded for the remaining external factors and all the identified in-school factors. From the analysis of the data the results for the remaining external factors were:

•Gender and student alienation levels.

Males had a mean of 39.47 and females had a mean of 35.65. A greater number of males were highly alienated compared to females. Table 7.5 shows 66 males compared to 37 females being highly alienated while the number of females recording low alienation was 71 compared to 27 males.

Table 7.5 Student Alienation Scores and Gender

Count Row Pct Column Pct Total Pct		Male	Female	Row Total	
High Alien	1	66	37	103	
		64.1	35.9	7.2	
		9.1	5.3		
		4.6	2.6		
Average	2	633	594	1227	
		51.6	48.4	85.9	
		87.2	84.6		
		44.3	41.6		
Low Alien	3	27	71	98	
		27.6	72.4	6.9	
		3.7	10.1		
		1.9	5		
Column Total		726	712	1428 100	

Chi-Squared	Significance	No of Missing observations
28.76	0.00	165

The results illustrated in Table 7.5 contrasted with the absentee data showing more female absences as displayed in Table 7.2. However, the higher female absentee rate would seem to be caused by a small number of females having many absences. Over-all gender and student alienation were significant with a mean range for the four schools of .0815 to .6098.

•Year of school and alienation levels.

The most significant year for schooling and student alienation was Year 7 with an alienation mean of 38.63. This was followed by Year 8 with a mean of 38.08, year 9 with a mean of 35.75 and year 10 with a mean of 36.92. This contrasted with the lowest level of absenteeism being recorded for Year 7 as illustrated in Table 7.2. Yet it is clear Year 7 as illustrated in Table 7.6 had the highest percentage of most alienated students . The results being 11.3% for Year 7 with Year 8 -6.2%, Year 9 -5.1% and Year 10 -5.1%.The year of schooling for the four schools and student alienation was significant with the range for the four schools being .0023 to .3835. Year 7 being the most alienated year was an unexpected finding.

Table 7.6 Student Alienation Scores and Year of Schooling

Count Row Pct Column Pct Total Pct		Year 7	Year 8	Year 9	Year 10	Row Total
High Alien	1	48 46.6 11.3 3.4	23 22.3 6.2 1.6	17 16.5 5.1 1.2	15 14.6 5.1 1.1	103 7.3
Average	2	343 28.1 81.1 24.2	327 26.8 88.6 23	288 23.6 86.5 20.3	261 21.4 88.8 18.4	1219 85.9
Low Alien	3	32 33 7.6 2.3	19 19.6 5.1 1.3	28 28.9 8.4 2	18 18.6 6.1 1.3	97 6.8
Column Total		423 29.8	369 26	333 23.5	294 20.7	1419 100

Chi-Squared	Significance	No. of Missing observations
19.33	0.0036	174

•Ethnic background and student alienation.

To gather data on the relationship between ethnic background and student alienation it was decided to use language spoken at home as the means of identifying the ethnic factor. English spoken at home had a

mean of 37.27, a continental European language had a mean of 39.20, an Asian language had a mean of 37.09, an Aboriginal language had a mean of 49.1 and other languages had a mean of 41.2. Aboriginal students were the group with the highest level of alienation and this is illustrated in Table 7.7 with 5 or 50% highly alienated. For the four schools ethnic background and student alienation was significant with the range for the four schools being .001 to .9993. The issue of Aboriginal students was identified as an important factor requiring alienation reducing strategies.

Table 7.7 Student Alienation Scores and Ethnic Background

Count Row Pct Column Pct Total Pct		English	European	Asian	Aboriginal	Other	Row Total
High Alien	1	89	5	3	5	5	103
		86.4	4.9	2.9	4.9	1	7.3
		7	6.3	9.7	50	5.3	
		6.3	0.4	0.2	0.4	0.1	
Average	2	1089	72	28	5	18	1212
		89.9	5.9	2.3	0.4	1.5	86.1
		85.8	91.1	90.3	50	94.7	
		77.3	5.1	2	0.4	1.3	
Low Alien	3	91	2				93
		97.8	2.2				6.6
		7.2	2.5				
		6.5	0.1				
Column Total		1269	79	31	10	19	1408
		90.1	5.6	2.2	0.7	1.3	100

Chi-Squared	Significance	No of Missing observations
34.07	0.00	185

•Socio-economic background and student alienation.

In order to provide a measure of socio-economic background that students were likely to be able to know, it was decided to use the education background of the parents. For the four schools Mothers' educational background and student alienation was not significant being .1096 with the range for the four schools being .1601 to .9134. The results are illustrated in Table 7.8 and are inconclusive as to the impact of mother's education on alienation levels.

Table 7.8 Student Alienation Scores and Mothers' Educational Background

Count Row Pct Column Pct Total Pct		Degree	Trade	Year 12	Year 10	No Qualifications	Row Total
High Alien	1	23	3	19	19	16	80
		28.8	3.8	23.8	23.8	20	6.8
		7.6	3.2	7.2	6.5	7.3	
		2	0.3	1.6	1.6	1.4	
Average	2	254	80	224	250	198	1006
		25.2	8	22.3	24.5	19.7	85.8
		84.1	86	84.8	85	90.4	
		21.7	6.8	19.1	21.3	16.9	
Low Alien	3	25	10	21	25	5	86
		29.1	11.6	24.4	29.1	5.8	7.3
		8.3	10.8	8	8.5	2.3	
		2.1	0.9	1.8	2.1	0.4	
Column Total		302	93	264	294	219	1172
		25.8	7.9	22.5	25.1	18.7	100

Chi-Squared	Significance	No of Missing observations
13.07	0.11	421

However, Table 7.9 below shows that fathers reported as having a degree produced a significantly lower level of alienation than the categories 2-trade qualification and 5-no qualifications while having no qualifications indicated a significantly higher level of alienation to all other categories except category 2-trade qualification. For all the schools combined this factor and student alienation was significant with the range for the four schools being .0345 to .3645. The percentage of fathers with degrees was 49.8% for the school with the lowest mean for alienation, 31.5 % for the school with the second lowest mean, 45% with degrees for the second highest alienation mean and 25.8% for the highest alienation mean. The interchange of ranking of the school with the second lowest alienation mean with the school with the third lowest mean opens up the possibility that schools may be able to make a difference to the levels of student alienation. Such an impact may be possible to some degree even though the over-all level of education for fathers was significant.

Table 7.9 Student Alienation Scores and Fathers' Educational

Background

Count Row Pct Column Pct Total Pct		Degree	trade	Year 12	Year 10	No Qualifications	Row Total
High Alien	1	27	15	0.7	11	17	77
		35.1	19.5	9.1	14.3	22.1	6.6
		5.9	6.9	4.2	6.8	10.2	
		2.3	1.3	0.6	0.9	1.5	
Average	2	382	197	148	134	144	1005
		38	19.6	14.7	13.3	14.3	86.1
		83.8	90.4	89.2	83.2	86.7	
		32.7	16.9	12.7	11.5	12.3	
Low Alien	3	47	6	11	16	5	85
		55.3	7.1	12.9	18.8	5.9	7.3
		10.3	2.8	6.6	9.9	3	
		4	0.5	0.9	1.4	0.4	
Column Total		456	218	166	161	166	1167
		39.1	18.7	14.2	13.8	14.2	100

Chi-Squared	Significance	No of Missing observations	
23.89	0.00	426	

The analysis of the data on the in-school factors produced the following significant results:

•English performance and student alienation.

Those perceiving their English performance as good had a student alienation mean of 35.38, performance as satisfactory had a mean of 39.39, performance as unsatisfactory had a mean of 42.26 and performance as bad had a mean of 45.32. Perceived good performance in English had a significantly lower level of alienation than students perceiving their performance as satisfactory, unsatisfactory or bad. Even satisfactory level of perceived performance was significantly lower than perceived bad performance. Table 7.10 shows that for the four schools this factor and student alienation was significance within the range for the four schools of .001 to .9993.

Table 7.10 Student Alienation Scores and English Performance

Count Row Pct Column Pct Total Pct.		Good	Satisfactory	Unsatisfactory	Bad	Row Total
High Alien	1	37 36.6 4.8 2.6	43 42.6 7.8 3.1	13 12.9 21.7 0.9	13 12.9 21.7 0.9	101 7.2
Average	2	653 54.2 84.8 46.5	490 40.7 89.4 34.9	45 3.7 75 3.2	45 3.7 75 3.2	1205 85.9
Low Alien	3	80 82.5 10.4 5.7	15 15.5 2.7 1.1.	2 2.1 3.3 0.1	2 2.1 3.8 0.1	97 6.9
Column Total		770 54.9	548 39.1	60 4.3	25 1.8	1403 100

Chi-Squared	Significance	No of Missing observations	
78.04	0.00	190	

• **Mathematics performance and student alienation**

A similar result to English occurred in mathematics with good perceived performance being significantly lower in alienation levels than students perceiving satisfactory, unsatisfactory or bad performances. A bad performance had a significantly higher level of alienation than unsatisfactory and satisfactory. Table 7.11 shows for the four schools this factor and student alienation was significant with the range for the four schools being .0818 to .7199.

Table 7.11 Student Alienation Scores and Mathematics
Performance

Count Row Pct Column Pct Total Pct		Good	Satisfactory	Unsatisfactory	Bad	Row Total
		40	41	13	7	101
High Alien	1	39.6	40.6	12.9	6.9	7.2
		5.6	7.1	15.9	24.1	
		2.9	2.9	0.9	0.5	
		608	508	67	22	1205
Average	2	50.5	42.2	5.6	1.8	86
		85	88.3	81.7	75.9	
		43.4	36.3	4.8	1.6	
		67	26	2		95
Low Alien	3	70.5	27.4	2.1		6.8
		9.4	4.5	2.4		
		4.8	1.9	0.1		
Column		715	575	82	29	1401
Total		51	41	5.9	2.1	100

Chi-Squared	Significance	No of Missing observations
39.23	0.00	192

•General performance level and student alienation.

The perceived general performance question produced a similar pattern to the English and mathematics results with a perceived good overall performance being statistically significantly lower than perceived satisfactory, unsatisfactory and bad performances. Satisfactory performance was significantly lower than unsatisfactory and bad perceived performances. Again for the four schools this factor and student alienation was significance as illustrated in Table 7.12. within the range for the four schools of .001 to .9860.

Table 7.12 Student Alienation Scores and General Performance

Count Row Pct Column Pct Total Pct		Very Successfully	Fairly Well	Unsat.	Bad	Row Total
High Alien	1	27 26.2 3.8 1.9	57 55.3 8.9 4	10 9.7 17.9 0.7	9 8.7 47.4 0.6	103 7.2
Average	2	604 49.4 85.4 42.5	564 46.1 88.1 39.7	45 3.7 80.4 3.2	0 0.8 52.6 0.7	1223 86
Low Alien	3	76 79.2 10.7 5.3	19 19.8 3 1.3	1 1 1.8 0.1		96 6.8
Column Total		707 49.7	640 45	56 3.9	19 1.3	1422 100

Chi-Squared	Significance	No of Missing observations	
101.49	0.00	171	

•**Making friends and student alienation.**

Being successful at making friends recorded significantly lower levels of alienation than the other categories used in the making friends responses. Fairly successfully was also significantly lower than the very badly category. As illustrated in Table 7.13 for the four schools making friends and student alienation was significant with the range for the four schools being .001 to .9804.

Table 7.13 Student Alienation Scores and Making Friends at School

Count Row Pct Column Pct Total Pct		Very Successful	Fair	Just Average	Badly	Very Badly	Row Total
High Alien	1	35 34 6.8 2.5	47 45.6 6.8 3.3	13 12.6 7.7 0.9	3 2.9 11.5 0.2	5 4.9 31.3 0.4	103 7.3
Average	2	418 34.2 81.5 29.4	6i6 50.5 88.5 43.4	153 12.5 90.5 10.8	23 1.9 88.5 1.6	11 0.9 68.8 0.8	1221 86
Low Alien	3	60 62.5 11.7 4.2	33 34.4 4.7 2.3	3 3.1 1.8 0.2			96 6.8
Column Total		513 36.1	696 49	169 11.9	26 1.8	16 1.1	1420 100

Chi-Squared	Significance	No of Missing observations	
48.21	.00	173	

Summary of Relationships between Part A and Part B

The pre-conceived ideas about the factors that would influence alienation produced varying results. In comparing the responses of Part A and Part B some of the external factors to the school did influence the level of alienation. In particular the gender issue was highly significant as was language spoken at home and this was directly related to Aboriginal children being present in the school. Fathers' level of education was another significant finding. Other external factors thought to possibly influence student alienation such type of school architecture, in-area and out-of-area students, living arrangements at home and mother's education level, did not record significant results.

The internal school factors all recorded significant results against the measure of student alienation. The year of schooling had an over-all level of significance with years 7 and 8 more alienated than years 9 and 10. Progress in English, progress in mathematics, general progress in studies and making friends at school all had levels of significance. From the results of the survey school factors were of equal importance if not more important than the external factors in influencing student alienation in A.C.T. high schools. These findings were used to assist in framing an approach to the implementation of the alignment model into the writer's school.

Results of Part C of the Survey

The results of Part C on suggested improvements were analysed using percentile ranking by combining definitely agree with agree combinations. The highest and least supported suggestions were determined using these combinations. The responses of low, medium and high alienated groups identified from Part B were then compared in terms of their level of support for the suggestions for high school

improvement. The three open ended suggestions for school improvement by the students were analysed and categorised into organisational, curriculum and relationship level categories.

An additional level category titled the physical and support environment was created to take account of the many suggestions about the school's physical environment and the system support environmental needs. These latter suggestions included the physical and human resource limitations imposed on schools by the system through budgetary and staffing levels.

Ranking of Suggestions for School Improvement

The over-all suggestion responses are listed in Table 7.14. (see Appendix 6.1 for a copy of the questionnaire and Part C questions).

Table 7.14 1987 Student Responses to the School Improvement
Suggestions

Question	% definitely agree	% agree/ definitely agree
1	75.1	97.2
2	48.9	93.1
3	49.5	92.8
4	11.8	42.4
5	34.4	81.4
6	19.5	63.0
7	56.5	90.8
8	34.4	78.6
9	63.0	93.4
10	56.2	95.1
11	49.2	91.7
12	65.3	94.8
13	84.6	96.6
14	55.7	88.4
15	59.9	94.0
16	55.3	90.2
17	60.4	94.2
18	53.2	91.2
19	50.9	90.9
20	49.2	86.1
21	47.9	89.7
22	33.4	75.7
23	15.1	54.0
24	9.5	27.8
25	40.5	85.9

Table 7.14 indicates strong support for most of the suggested strategies for improvement.. The definitely agree category had a percentile range of 84.6 % to 9.5%. Ten items had over 50% support and in order of support they were:

- Q13- choice of subjects
- Q1 - choose the school you attend
- Q12- clear guidelines given in advance for the topic being studied
- Q9- master basic skills whilst at school
- Q17- develop skills that enable them to be comfortable with other students
- Q15- have as many opportunities as possible to learn in the community
- Q7- be able to work on a whole school activity such as a camp , drama production, or work experience
- Q10- school provide skills in general living
- Q14- subjects are taught separately
- Q16- students and teachers have mutual respect for each other

These Definitely Agree responses ranged in percentage terms from 84.6% to 55.3% support.

The combining of the percentage responses of the definitely and mostly agree categories produced a slightly different ranking. The percentage responses for all suggestions ranged from 97.2% to 27.8 %. However, only six of the questions had less than 80 % of responses in the definitely/mostly agree categories. The ten most supported responses were:

- Q1- choose the school you attend
- Q13- choice of subjects
- Q10- school provide skills in general living
- Q12- clear guidelines given in advance for the topic being studied
- Q17- develop skills that enable them to be comfortable with other students
- Q15- have as many opportunities as possible to learn in the community

- Q9- master basic skills whilst at school
- Q2- the school has clear and consistent goals
- Q3- the school achieves its goals
- Q11- assisted to develop marketable skills at school

These responses ranged in percentage terms from 97.2% to 91.7% level of support.

The least supported suggestions, combining percentages for mostly disagree and definitely disagree were:

Q 24- It is important that schools are small (72.2%)

Q 4 - It is important that the school be a large size (57.6%)

Q 23- It is important that parents make regular contact with the school (46.0%)

Q 6 - It is important that teachers extend their role to developing close relationships with a small group of students (37.0%)

Q 22-It is important that parents are closely involved with your learning (34.3%)

The answer to the question of what should be the optimum size for a school to minimise student alienation was not clear from the survey of students. The four schools ranged in size from 540 to 900 yet the vast majority did not want their school larger or smaller. Changes to school size did emerge as a more important strategy when analysis of the responses of the highly alienated group was undertaken. A possible reason given was that they dislike their present school including its size and a change in size may be seen as an improvement.

A significant minority of the respondents did not want an extended role for teachers with a small group of students or the involvement of their parents with the school or their general learning.

Strategy Support from High, Average and Low Alienated Students

In order to determine any differences between groups of students with high, average or low alienation levels, 1.5 standard deviations from the mean were used to divide the groups. The responses for each group were then analysed. The comparisons of the percentages definitely agree/ mostly agree support for the suggestions and the high, average and low alienated groups are shown in Table 7.15.

Table 7.15- Responses of High, Average and Low Alienated Groups

	Hi Alien	Av.Alien	Low Alien	P
Q1	95.0	97.4	100	.01
Q2	85.0	93.5	100	.001
Q3	82.0	93.0	100	.001
Q4	50.0	42.5	14.8	.001
Q5	57.5	82.7	96.3	.001
Q6	46.1	64.2	51.8	.01
Q7	92.3	90.7	100	.1522
Q8	69.3	79.2	62.9	.01
Q9	76.9	93.8	100	.001
Q10	82.9	95.4	100	.001
Q11	76.9	92.2	100	.001
Q12	79.5	95.4	100	.001
Q13	92.1	96.6	100	.01
Q14	87.2	88.3	96.4	.01
Q15	92.3	94.2	100	.05
Q16	61.5	90.8	100	.001
Q17	82.0	94.2	100	.01
Q18	73.6	91.7	96.4	.001
Q19	81.1	90.9	92.9	.001
Q20	81.6	86.7	75.0	.001
Q21	89.2	89.6	100	.01
Q22	58.3	76.2	89.3	.001
Q23	39.5	53.5	67.8	.001
Q24	50.0	27.3	14.3	.001
Q25	72.9	86.5	92.9	.01

The five suggested improvements of lowest support by the highly alienated group were that parents make regular contact with the school, teachers extend their role to developing close relationships with a small

group of student, the school be a large size, schools are small, and parents, students and teachers contribute to school policy. Students' responses did not give a clear indication as to whether schools should be large or small.

The five suggested improvements of highest support from the highly alienated group were that students could choose the school they attended, could work on a whole school activity such as a camp, drama production or work experience, could have as many opportunities as possible to learn in the community, have choice of subjects, and could identify with the way the school operates.

For the average alienated group of students the least supported suggestions were that schools should be small, that schools should be large, that parents make regular contact with the school, that teachers extend their role to developing close relationships with a small group of students, and that parents were closely involved with your learning. The five most supported areas by the average alienated group were students should be able to choose the school you attend, that students have choice of subjects, that schools provide skills in general living, that clear guidelines are given in advance for the topic being studied, that students have as many opportunities as possible to learn in the community, and students develop skills that enable them to be comfortable with teachers and the adult community.

In terms of the low alienated group of students the least supported suggestions were that schools are small, that the school is a large size, that teachers extend their role in developing close relationships with a small group of students, that work completed has clear signs of success or failure, and that parents make regular contact with the school. The pastoral care approach of using a teacher with a small group of students received low support from all groups.

There were thirteen strategy suggestions with 100% support from the low alienated group of students. These were, at the organisational level, being able to choose the school you attend, the school has clear and consistent goal, that a school achieves its goal and being able to work on a whole school activity such as a camp, drama production, or work experience. At the curriculum level they were mastering basic skills whilst at school, skills in general living, assisted to develop marketable skills at school, that clear guide-lines are given in advance for the topic being studied that students have choice of subjects and there being as many opportunities as possible to learn in the community. At the relationship level maximum support was for students and teachers have mutual respect for each other, students to develop skills that enable them to be comfortable with other students, and students identify with the way that school operates.

Over-all there was strong support for many of the suggested strategies identified from the research literature and the major reports. School size, parental involvement and pastoral care programs using a teacher and small student groups had low support and therefore problematic results from the students' perceptions in terms of reducing student alienation.

Major variations between the highly alienated group and the lowly alienated group in percentage terms of the suggested strategies were as follows: (note: the percentage difference shown as negative reflects the degree to which the high alienated group fell below the low alienated group)

- that parents, students and teachers contribute to school policy
  (-38.8)

- that students and teachers have mutual respect for each other
  (-38.5)

- that students master basic skills (-33.1)

- that parents are closely involved with you learning (-31.0)

- that parents make regular contact with the school (-28.0).

On four occasions the suggested strategy responses of the highly alienated group exceeded those of the low alienated group. These suggested strategies were:
(note: The percentage shown is the degree of difference between the two groups)

-that schools are small (35.7)

- that the school be a large size (34.2)

- that students should be able to negotiate with their teachers how
  they are assessed (6.6)

- that work completed has clear signs of success or failure (6.4).

Question (7) on a whole school activity and the two questions on school size were the only suggestions with greater support coming from the highly alienated group compared to the average alienated group.

Follow-up Survey 1988

In November 1988 the same three part questionnaire was administered to two additional schools. This additional survey was the result of a report on high school education published earlier in that year and a desire to cross check the findings of the 1987 survey. In its report on high schools the A.C.T. Secondary Principals' Council (1988) stated that student alienation was seen as an aspect requiring further follow up:

> A systematic study into the levels of student alienation be undertaken
>
> by the Evaluation Section of the A.C.T. Schools Authority. Results
>
> of this study would be then used by individual schools to formulate
>
> action plans designed to reduce any level of alienation which is
>
> regarded as unacceptably high.

As an outcome of this request two additional schools were surveyed using the 1987 questionnaire. One was of a traditional design with 690 students and other of a more flexible design school with 775 students. At the same time the 1988 year 7 enrolments were surveyed again at the school undertaking the implementation of the alignment model and the results compared with the 1987 responses.

In comparison to the 1987 survey the mean for alienation of 39.63 for these two schools was higher. One of the schools had a mean of 40.84 significantly above all other schools surveyed in both years. The in-area and out-of -area factor was insignificant as was the case in the first survey.

In terms of the alienation measure used gender was again significant with an over-all level of .01 probability and 13% of males highly alienated compared to 6.9% for females.

The year the student was in at school was not significant at .1710 probability. While the percentages of the highly alienated were year 7-7.7%, year 8-13.3%, year 9-8.4%, year 10-10.2% they were not as significant as the 1987 results which identified years 7 and 8 as the most alienated year groups.

The language spoken at home produced an insignificant result compared to a significant result in 1987. The over-all significance level for the two schools was .1934 probability. The sole Aboriginal response was in the highly alienated category. Although a one off result it supported the high level of alienation found among Aboriginal students identified in the 1987 survey.

English , mathematics and general progress results for the two schools were all significant at .001 probability similar to the 1987 results. As in the previous survey there was a strong indication that

progress in English, mathematics and general progress were important factors in the student alienation question.

Getting on with making friends at school produced an insignificant result at .2189 probability. The results in this category were not as conclusive as in the first survey. However School E with its high mean score on alienation had a statistically significance result at .05 probability.

The domestic living arrangements for the two new schools surveyed produced the significant result of .005 probability. The percentages for the highly alienated group were both parents 8.1%, one parent-step parent 15.6%, one parent 14.0%, and other situations 36.4%. School E reflected a very strong relationship between this factor.

The mother's education level for the two schools again produced an insignificant result with 22.6% of mothers having a degree. The education level of the fathers was insignificant with the over-all significance level being .1043 probability with 33.8% of fathers having a degree. This differed from the 1987 four school result with the father's education background being measured as significant.

Part C responses produced similar results to the 1987 survey results. Nineteen of the suggestions received over 80% support (see Appendix 7.1- Table 7.A1). The least supported suggestions were again that the school was small, that parents make regular contact with the school, that the school be large, that teachers extend their role to developing close relationships with a small group of students, that parents are closely involved with their children's learning, and parents, students and teachers contribute to school policy. The latter suggestion had a 7% drop in support between the two surveys.

The comparison of the highly alienated group with the average alienated group and low alienated group produced the following results

(for details see Appendix 7.1- Table 7.A2). All three groups gave strong support to being able to choose the school you attend, developing marketable skills, providing guide-lines in advance, having choice of subjects and subjects that are taught separately. The average alienated group gave the most support to a large school size (still less than 50% support), that the school provides skills in general living, being able to negotiate what they learn, identifying with the way the school operates and it being important to learn by using information from different subjects. The highly alienated group gave most support to being able to negotiate with their teachers how they were assessed and the school be small (still below 40% support). In twelve suggestions the low alienated group were most supportive. In conjunction with the results of the 1987 survey, negotiating how students are assessed and what they learn were reinforced as promising strategies to be incorporated in the implementation of the alignment model.

Open Ended Questions of the 1987 and 1988 Surveys

The open ended questions produced a new level to be included in the study. The student responses in the 1987 questionnaire survey on the three things that would make school better for them covered a large number of issues. The most frequent suggestions included more choice in elective subjects, more camps and excursions, assignments and tests better spaced, no uniform, nicer uniform, longer lunch and recess time, students having more say in what was happening in school, teachers not to teach too fast and help more, better teacher-student relationships, better desks and furniture, new gymnasium and cheaper canteen prices.

To assist with the analysis of the responses the data was categorised into organisational, curriculum, relationship, and physical and support environmental level suggestions. This last level was added to the original

model as a result of the suggestion made by students on improvements to the physical environment of the school and external system support environmental factors. This environmental level was identified in the Fifteen Thousand Hours study (Rutter et al 1979). However it did not stand out in the literature search and it was only the numerous student suggestions for improvements to the physical and support environment that the need for its inclusion in the alignment model was recognised.

The suggestions were placed on a computer data bank with each suggestion recorded against the year of schooling, frequency and the category level . The categories were symbolised by:

E-physical and system environment level strategies and tactics

O-organisational level strategies and tactics

C-curriculum level strategies and tactics

R-relationship level tactics

There were 3250 responses with over-all percentages were environmental level 26%, organisational level 26%, curriculum level 29.5%, and relationship level 18.5%. The responses by school year are shown in Table 7.16.

Table 7.16 -Open ended Responses by Year of Schooling

(Percentage responses)

	E	C	O	R
Year 7	30.3	30.9	23.7	14.9
Year 8	27.9	28.7	24.5	18.3
Year 9	25	27.9	30	17
Year 10	19.9	29.2	24.8	24.7

The student suggestions indicate that in years 7 and 8 strategies to improve to curriculum and environmental level issues were important ways of making the school better. Curriculum and organisational level issues seemed more important to year 9. Curriculum level issues were

important for the year 10's with relationships level issues gaining in importance to equal organisational level issues.

The comparison of the traditional designed schools and the newer flexible designed schools produced the following results as shown in Table 7.17. and 7.18:

Table 7.17- Suggestions from Students Attending Traditional Designed Schools   (Percentages)

	E	C	O	R
Year 7	37	33.5	18	12.5
Year 8	30	29.5	18	23
Year 9	26	26	30	18
Year 10*	27	28	25	19

*(Note one school Year 10 results missing)

Table 7.18- Suggestions from Students Attending Flexible Designed Schools (Percentages)

	E	C	O	R
Year 7	21.5	28	31.5	19
Year 8	20.5	30	33.5	16
Year 9	22.5	33	28.5	16
Year 10	16.5	29	26	28.5

The environmental improvements were perceived as more important for the students of the older near capacity traditional schools. The need for a gymnasium in one of these schools was strongly supported by its students. Relationship level issues were perceived of high importance for the year 10 students of the flexible plan schools. Curriculum issues were perceived as important for both types of school and across all years of schooling. Organisational issues were perceived as important for all years of the flexible plan schools and for the year 9 and 10 students of the traditional schools.

The research site school results indicated strong support for curriculum and organisational level improvements with a marked increase in support for relationship changes from the year 10 students. The suggestions put forward from the students are shown in Table 7.19.

Table 7.19 -Student Suggestions from Research Site School
(Percentages)

	E	C	O	R
Year 7	15	25	38	22
Year 8	19	27	38	16
Year 9	24	27	32	17
Year 10	17	27	25	30

The 1988 survey produced 2288 open ended suggestions from the students of the two schools and 293 responses from students from the research site school. The over-all percentage breakdown for the combined suggestions of the two schools was environmental issues 24%, curriculum level issues 28%, organisational level issues 31% and relationship issues 17%. The over-all responses are shown in Table 7.20.

Table 7.20- Suggestions from Students Attending the Two Schools Surveyed in 1988
(Percentages)

	E	C	O	R
Year 7	27	32	24	17
Year 8	26	26	33	18
Year 9	26	27	28	18
Year 10	18	29	36	17

The student suggestions indicate that at year 7 level curriculum and environmental level strategies and tactics were important as ways of making the school better for them. Organisational, curriculum and environmental strategies and tactics were important for year 8 and year

9. Organisational level and curriculum level issues were most important for year 10.

The most significant difference was that the pattern of relationship level strategies and tactics emerging as important in year 10 in the 1987 results, and this did not occur with the two schools surveyed in 1988. However, in frequency terms the issue of mutual respect and more understanding teachers were prominent suggestions.

The responses on relationships shown in Table 7.20 may account for this result. A possible explanation for the low percentage response may be a Maslow (1954) order of need effect. With the solving of environmental, curriculum and organisational level problems being needed before addressing relationship issues. Once the other levels needs are meet, then relationships may gain priority attention in the minds of students. If issues most frequently advocated such as more subject choice and electives, better spread of tests and assignments, better discipline system, better canteen facilities, longer lunches, more camps and excursions, better equipment and cleaner toilets were addressed then the students may have commented more on relationship issues. Only asking for three priorities for improvement may have pushed relationship issues into the background for these two schools. (see Appendix 7.1 Table 7A3 and Table 7A4 for 1988 comparison of traditional and flexible plan schools).

Open Ended Positive Responses from the 1988 Survey

To provide data on what students perceived was positive about their high school they were asked to list what they liked about their school. There were 3525 positive suggestions categorised into frequency and the four levels of classification. The most frequent of the positive comments about the two schools were making friends, the range and choice of

subjects, some teachers having a good attitude to students, physical education and sport program, lunchtime, size of school, canteen and non-compulsory uniform. The responses of the two schools were recorded in Table 7.21.

Table 7.21- Positive Suggestions from the Two Schools
Surveyed in 1988

Percentages

	E	C	O	R
Year 7	24.0	34.9	15.4	25.6
8	17.5	34.4	19.5	28.6
9	17.5	31.3	25.4	25.8
10	14.7	37.8	17.7	29.7

For year 7's curriculum level issues were most supported with relationships and environmental level issues also well supported. For year 8 curriculum and relationship level issues gained the most positive support. For year 9 curriculum level issues were most supported with relationship and organisational level issues being well supported. For year 10 curriculum and relationship issues gained the most support. This strong support for positive relationships was noted for inclusion in the implementation plan of the alignment model. (See Appendix 7.1 Table 7A5 and Table 7A6 for 1988 comparison of traditional and flexible plan schools).

Gender Responses in the 1987 Survey

As a separate exercise the gender responses were analysed from the 1987 survey. Given that significant differences that emerged between males and females in the survey it was decided to investigate the gender responses to the suggestions made in Part C. From the analyses of

the data (see Appendix 7.2-Table A7) there were only three questions, two on the size of a school and the one on extended role for teachers, where the males supported the suggestion more than the females.

Females strongly supported five suggestions while the boys only gave mild support. These being to work on a whole school activity, mutual respect, developing skills to be comfortable with teachers and the adult community, negotiating with teachers what they learn and being able to identify with the way the school operates. The fact that four of the five suggestions were all concerned with the relationship level indicated a need to investigate ways of developing better relationships for females and males in high schools. The actual tactics may have to be different for each gender.

The survey results of the research site school produced the following results for gender and school improvement suggestions as shown in Table 7.22. These issues were followed up in the implementation of the alignment model.

Table 7.22- Gender Support for Suggestions from Research Site School
Percentages

Suggestion	Female Support	Male Support	Significance
Q5	84.7	72.3	.01
Q6	61.8	65.3	.01
Q7	92.9	88.1	.05
Q11	96.4	88.8	.01
Q16	92	86.5	.05
Q18	93.6	87.6	.05
Q22	79.4	64.1	.05
Q24	24.9	41.2	.05

From Table 7.22 far more females supported involvement in school policy, whole school activities, mutual respect, being comfortable with teachers and the adult community and having parents closely involved with their learning. Males were marginally more supportive of pastoral care in small groups and significantly more supportive of smaller schools. Females seem to have a stronger identity with relationship level issues.

Summary of 1987 and 1988 Questionnaire Surveys

The survey conducted in the six schools indicate a number of factors worthy of further investigation for reducing student alienation within a school site. These factors were gender, year at school, Aboriginal students, English performance, mathematics performance, performance in studies in general, making friends at school, living arrangements at home and fathers' educational background and strategies needed to be identified. Then a place needs to be found in the schools operations and planning for such strategies to be implemented using appropriate tactics.

In terms of Part C of the survey the strategies identified for particular attention in the implementation at the school site were those that enabled choice, skills in general living and marketable skills, clear guide-lines in advance, students to be comfortable with other students, providing opportunities to learn in the community, mastery of basic skills and the achievement of clear and consistent goals.

The evidence provided from the survey on the highly alienated group also pointed to strategies requiring further investigation within the school site. These included involvement in a whole school activity such as a camp, drama production or work experience, identifying with the way the school operates, students being able to negotiate with the teachers how

they learnt and were assessed and clear signs of success or failure being given for completed work.

The open ended suggestions highlighted the need to improve the physical environment and change some of the external system support arrangements influencing the school operations. The changes in the importance of the four levels-environment, curriculum, organisation and relationships varied with year groups. Such responses and the gender results were applied to the school study as were the positive suggestions reported in the 1988 survey on curriculum and relationship level strategies.

Chapter 8
Implementing the Alignment Model in a Comprehensive High School

It was evident from the work undertaken and reported on in the preceding chapters that a new approach to dealing with the student alienation problem was needed. The analysis of the literature and the survey data provided insights into the nature of student alienation and the potential for its reduction through use of the alignment model. A new integrated approach applied to the four levels of the model with up to six identified strategies in each was argued as the way forward. While it was possible to justify the theoretical contribution of the alignment model to reducing student alienation the real test of such an approach was the capacity to implement the model in a comprehensive high school setting. As such a longitudinal study was made of the attempt to implement the model at the school where the researcher was the principal.

The approach was to apply selective tactics to the strategies as identified in the alignment model, and to do so in a systematic way. A broad based co-ordinated approach to reducing student alienation was attempted in the implementation of the alignment model. It was possible to use the model's flexibility to take into account concerns or difficulties as they occurred.

To this end all the identified strategies were reviewed and reflected on to determine the degree of attention they had received in the past. The capacity to integrate the tactics to activate particular strategies as well as with other strategies was an important consideration. This approach was in contrast to the more common approach of identifying a needs deficiency within the school and responding with a one-off tactic.

The School Implementing the Alignment Model

In illustrating the potential of using the alignment model to address student alienation in chapter 5 one of the examples used was a progressive high school (Table 5.3). The school illustrated was to be the site for the implementation of the alignment model. The tactics in place in 1985 and applied to the model were small size, sub-schools, integrated studies, mixed-ability groupings, pastoral care groups, school boards with parent-teacher-student representation and school based curriculum and internal assessment.

In notionally applying the dominant school tactics to the alignment model in Table 5.3 it was judged that only three out of the eighteen strategies recorded above average positive results for reducing student alienation. These were extended and co-operative roles, mutual respect and social interaction. The vast majority of tactics were viewed as have positive or negative outcomes on the strategies in terms of reducing student alienation. The outcome judgement depended on how the each of the tactics was implemented by the teachers.

The tactics identified in Table 5.3 were introduced and developed by the first group of teachers appointed to the school. The tactics had originated from different sources but all related to the secondary education movement of open progressive education. Many of the early appointed senior staff identified with the movement and its egalitarian thrust. However, the tactics themselves were not necessarily compatible or grounded in any integrated educational model. Each tactic showed a dependence on teachers' implementation which could have positive or negative outcomes for student alienation. Therefore the capacity to impact across the levels of the alignment model was limited.

The changes were introduced as single pathway solutions to a particular problem previously identified in high schools in different parts

of the country or overseas. Each of the changes tended to be implemented in such a way that many of the traditional characteristics of high schooling did not change. The capacity to integrate across the alignment model levels was limited. Another problem was the inability to provide for the transfer of the commitment of the developers and their implementation approaches to new teacher appointments to the school. This tended over time to produce conflicts in ideology and approaches within the school.

Even more illuminating in reflecting on Table 5.3 was that the egalitarian open education ideals and the tactics applied did not extend in a clear positive way to a number of the identified alignment model strategies such as clear and consistent goals, integrated work, mastery of basic skills, general living and marketable skills, clear aims and guidelines for subjects being studied, choice and individual initiatives, community education programs, negotiated learning and negotiated assessment, school ethos and parent involvement. The existence of such strategies in the school was dependent on the style and approaches of individual teachers rather than an integrated plan expressed in policy and implementation practice.

While the aims and ideals of the school had been, from its inception, egalitarian many of the practices of the school as it evolved still reflected many aspects of the traditional model. The curriculum delivery and assessment practices produced tensions between supporters of progressive education and traditional education. For instance the need to be accountable as a new progressive high school had produced a more conservative approach to the provision of A level grades for students than found in the more established traditional schools in the ACT, resulting in less than 5% of students receiving the highest grade compared to the norm of 10% in the older schools.

Implementation of the tactics identified in Table 5.3 in terms of reducing alienation varied from positive results for some of the foundation teachers who developed the tactics to negative confrontations with teachers who had difficulty assimilating with the tactics. New staff were given little training to take on such tactics. Over time the memory of those early development days faded and a number of staff changes occurred. As a consequence 83 out of 126 possible categories in Table 5.3 were judged as uncertain because the implementation of the tactics could have a negative or positive impact on student alienation. Such a judgement on outcomes, based on observations and interviews within the school, required a rethink of the effectiveness of identified strategies and the related tactics themselves. More importantly how strategies were identified and tactics were initiated, developed, implemented and sustained needed to be re-assessed. Such a re-assessment was particularly important for new staff.

The Principal's Roles in Implementing the Alignment Model in the School

Returning to the school towards the end of 1986, after a year of initial research, I expected to refine and then to systematically trial the alignment theory in the school. Having left with good rapport with staff, a reputation for innovation management and the belief that the knowledge gained in Britain would be beneficial, I expected minimum obstruction to a well presented strategic plan to implement the model. This belief was particularly strong given the way the Commonwealth Government initiative, the Participation and Equity Program, had been accepted by staff over the previous year. However trying to be principal, initiator of the model and researcher of the implementation process proved to have conflicts of interest. Being principal of the school was seen as my main

role, initiating the alignment model strategies and the integrated processes was a secondary role that had to be negotiated.

Being a researcher and an implementor of a model in one's school were not normal roles for a principal and not easily accepted by staff. Providing advice and support in the school for more effective student management, curriculum renewal, professional development, higher duty opportunities, budget allocations, and the maintenance of the building, furniture and equipment were accepted roles for the principal. Educational leadership was expected to solve needs deficiencies with manageable one off solutions. The lack of external funding together with the complex and integrated nature of he alignment model caused a slow and cautious approach to the implementation to be adopted. My professional ethics were questioned by staff, particularly those associated with university research themselves, requiring careful consideration of the changes possible using the alignment model.

Combining the three roles proved to be very difficult in the first instance. The school had changed its concerns over the 12 months of my absence and the question of student alienation was still viewed as an issue for control and discipline by most staff. New programs were being discussed to address the student management issue such as peer support and the Glasser discipline system (Glasser 1987). Many of the staff believed the school was doing all that was possible given its clientele and reputation. A discipline based student management model was still preferred by a significant number of staff. This was evident in the many comments made at staff meetings and individual interviews about the need to be firmer and more consistent in dealing with students. Other priorities competed with reducing student alienation for attention, and these were being put forward by parents, teachers, students and the education system.

I had assumed that this emphasis on the discipline based student management model could be changed given my reputation as an innovator and the general awareness by staff of the nature of the research being undertaken. In several meetings in late 1986 and early 1987 I carefully outlined my research findings and proposed a program of initiating and activating the various strategies using appropriate tactics in an integrated manner. However the response, of being interesting but difficult to solve and we have more important issues to deal with, at general staff meetings and senior teachers' meetings in the school and at Principal Council meetings outside, quickly brought to my attention that the existing practices, general resistance to change and more importantly the value systems of teachers needed to be carefully considered.

My motives could be called into question and other priorities were being put forward for priority attention. For instance the use of a cassette recorder at various meetings abruptly stopped and notes made during or after the meetings as well as minutes were used to record discussions. Staff did not identify this practice with the role of the principal or even a change agent. My role was questioned, some staff viewing the project as personally motivated for promotion opportunities or academic rewards. The ethics were clouded for myself on two grounds. One was trying to combine the three roles of principal, alignment model initiator and researcher. The other was that students should not be involved in research projects unless clear gains to their learning and well-being were possible. It became obvious after six months of returning to the school that a different approach to that used in managing system change initiatives such as the Participation and Equity Program. or other funded projects was required.

After trying to negotiate a clear mandate to trial the model during the later part of 1986 and early in 1987 alternative research approaches

were explored. One way forward was to develop in conjunction with the Evaluation and Research Section of the A.C.T. Schools Authority the survey described in Chapter 7. The Schools Authority was still interested in gathering broad based information on student alienation and a survey research study was an acceptable and conventional way for a principal to do research in the ACT system.

A second course, somewhat uncharted both in terms of approach and ethics, involved using the existing checks and balances in the operation of the school as well as the established formal consultative arrangements to initiate and develop strategies, tactics and processes based on the alignment model. In applying this second course opportunities existed for immediate initiation and implementation of certain strategies while for other strategies a great deal of time was required to identify issues, consult and negotiate with all partners of the school. Gaining acceptance of the implementation of various alignment model strategies required constant use of checks and balances. The checks and balances involved discussions, seeking opinions, modifying ideas, getting agreement to pilot certain tactics and receiving feedback on developments from the formal and informal leaders within the school. These negotiations involved students and teachers, as well as parents, consultants, fellow principals and central office administrators. These negotiations with the partners of the school started soon after finding difficulties with the formal trialing of the alignment model. As already alluded to, these difficulties included the place of reducing student alienation in the priorities of the school and the system, as well as the teachers' acceptance of new strategies and associated tactics for change. Finding the time, energy and space within the routines of the school to implement the new tactics and integrate the strategies required patience.

The nature of the principal's role in the whole process required a subtle balancing of roles.

The checks and balances emerged through the consultative processes. Formal consultation, unlike that for most researchers, was built into my role as principal. As a principal one had an influential position at the formal monthly meetings of the School Board, the general staff meetings, the Parents and Citizens, Student Representative Council, Senior Teachers and the Secondary Principals' Council. This involved over 50 meetings a year where it was possible to raise issues including those related to the alignment model. Once raised it was possible to triangulate the views between other administrators, teachers, parents and students. Student-free school development days three times a year provided another opportunity to consult in detail on any proposed changes to the school. Restraining enthusiasm for the model required constant reflection on, while still being able to respond readily to the immediate needs of the school.

By the end of 1986 it was clear some strategies of the alignment model were already receiving attention or were easy by their nature to activate within the school, as they were already part of the school operations or in need of attention through deficiencies identified at the school or system level. Other strategies had to be introduced gradually. It was important to demonstrate that the changes proposed were coming from the role of principal, not from the role of implementing the model or that of a research student. The changes had to be educationally sound and meet the high priority needs of the school. Research findings identified were of a formative nature and had to be used as part of the continuing change process.

The roles of principal, initiator of the model and researcher produced perceived conflicts of purpose and it was difficult at times to

convince people of the benefits of a particular strategy given the many issues competing for attention. Some strategies had to wait for the right timing for introduction, and this was possible only after an extended period of consultation. In the case of the negotiated curriculum it took five years for it to reach the action agenda. Table 8.1 outlines the time-frame taken for the introduction, using appropriate tactics, of the various alignment model strategies.

Table 8.1 Introduction of the Alignment Model Strategies

Prior to 1987-   Voluntary choice of school

                Participation in management

                Small size

                Extended and co-operative roles

                Choice and individual initiatives in subjects

                Integrated learning

                Community programs

                Mutual respect

                Social Interaction Skills

1987-88   Mastery of basic learning

                Negotiated assessment

                Integrated work activities

                General living and marketable skills

                Clear aims and guidelines for courses of study

                Greater parental involvement

                Physical and system support environment

1989-93   Clear and consistent goals

                School ethos

                Negotiated learning

The audit trail used to track this sequence was the records of the various monthly meetings, the interview records of the year 10 students made at the end of each year (see Appendix 8.1) and the individual teacher interviews (see Appendix 8.2). The timing of the meetings during the month allowed for interchange of views on alignment model strategies

in a formal setting from the staff, parents and students. The strategies, such as negotiated assessment, clear and consistent goals or improving the physical environment, were discussed in the context of other changes and commitments identified at the school and education system level.

A concerted effort in terms of time, energy and commitment to the alignment model and the integrated approach was possible within the twenty two planning days held between 1986 and 1993. Balancing the capacity to implement the alignment model with the emerging system and school needs meant the process had to be sustained over a long period of time. However, these planning days enriched the audit trail with input from teachers, parents, students and central office administrators on particular strategies, associated tactics and their implementation.

Provisional, interactive and emergent issues were identified on these planning days as well as at staff meetings and School Board meetings. In most cases further negotiation with the school partners was required. After being approached the central office provided support to the alignment model strategies within the context of system changes. The support was usually in the form of presentations to staff or being workshop leaders and in one case the central office provided evaluation analysis for a semester on the trialing of student profiles. It is clear that the process allowed for increased awareness, piloting and implementation of certain strategies and in some cases the questioning of certain values and attitudes to teaching and learning.

By using the alignment model as a reference point it was possible to assess the impact of previous and current policies in the school in terms of student alienation. This was done by reflecting on those student alienation reducing strategies that had received least or no attention over the last five years and giving them equal priority to the needs deficiency gap issues identified by the school or by the system .

At the same time this second approach was being introduced, the three part questionnaire was developed for responses in November 1987. In addition, it was possible in my role as principal to interview all staff at the school in a formal structured way. These structured interviews occurred in mid- year 1987 and were used to find out from the teachers their views on the recent changes and future directions. Four basic questions were asked:

- How were they finding their job in the school in relation to the recent changes?
- What they liked about the school?
- What they disliked about the school?
- What they would like to suggest to improve the school?

Information on student alienation and possible strategies was a by-product from the interviews. The main objective of the interviews was to provide advice to me as principal on ways of improving the school. These comments were systematically gathered by interviewing each teacher at the school in 1987 (see Appendix 8.1 for summary of teachers' comments). However, just as the use of cassette recorder was not viewed as acceptable within the role of a principal, these interviews were not continued for the same reason. Subsequent teacher interviews providing data used in the study were based around issues brought to the principal's attention by individual staff from time to time. While this was more opportunistic and less systematic in nature, care was taken to seek the views of the isolates on the staff about key issues. From these comments and the students' comments it was possible to identify immediate needs that could be addressed as well as those that could be alleviated by the application of the alignment model.

As had been the practice before undertaking the study I interviewed all year ten students for their references on leaving the school. I used an established practice to find out the opinions of the year 10 students about

the school and gather information on the student to write their reference. These interviews occurred during their last term at the school and have continued up to the present (see Appendix 8.2 for summary of 1993 students' comments).

Alignment model strategies matching those identified from planning days, student interviews and staff interviews were triangulated and presented to the various formal meetings. The strategies are then prioritised and incorporated in a strategic plan after agreement by the School Board. There was and still is a constant need to be aware of other priority issues as they were identified at the school or system level.

In summary by early 1987 it was decided to approach the research on two fronts. One approach was a general survey on student alienation and the strategies of the alignment model in a sample of A.C.T. high schools, including the writer's school. The second approach was to attempt to implement the alignment model in the school in which the writer was principal. In undertaking change it is important to understand the context of the school in terms of resources, processes, values, attitudes and expectations as best as one can at the time. Even a new school has an imported context in which to operate. A school of over ten years old has established practices and nuances that must be respected. It was this attempt to identify the context, implement the model and the processes involved that the remainder of the chapter reports.

Needs Deficiency Analysis

In the period 1984 to 1986 a needs deficiency gap analysis (Kaufman 1972) was used to identify concerns and initiate change in the school. This was an accepted practice in ACT schools. It required the identification of the gap between the ideal and actual practice on priority issues. The best possible strategy and appropriate tactics available at the

time were identified, action planned and they were implemented to the best of one's ability. The approach initiated many changes aimed at school improvement. Even so the problem of student alienation was still evident. The problem was identified in both the aggressive and passive forms.

The context of the school is presented in two stages. The first is the context at the time of appointment to the school in 1984. The second at the time of attempting to implement the alignment model in 1986.

A key tactic for reducing student alienation introduced when the school started in 1976 was the formation of Sub-Schools. By 1984 sub-schools had developed cultures of their own. Teachers were assigned to a sub-school. Student stayed in the same group for their core subjects over the four years at the school. Teachers moved to the home classrooms of the students. The sub-school ethos was stronger than the school ethos. Sub-schools had assemblies and there were few whole school assemblies. The sub-school teachers had a significant impact on and control over courses of study, teaching practices and student welfare as well as school policy. It was possible for a number of students to be taught by one teacher in a particular subject for the four years. New teachers found it difficult to operate with the strong peer culture of the sub-school class groups. The ability to use teacher expertise across the whole school had been difficult as was supporting the students in need of learning assistance and extending the very able under the sub-school system. These difficulties needed to be addressed given that the school was viewed as having the widest spread of ability and socio-economic background in the A.C.T. as well as being one of the smallest high schools. Student alienation was still held by the majority of teachers to be caused by external to the school factors.

Prior to the leaving to take up the research grant and after much debate over an extended period it was resolved to adopt faculty areas with

teacher based rooms. The sub-school role was re-defined as one of pastoral care and as a focus for school competitions. The argument most supported was that the excellent student -teacher relationships developed must be preserved while at the same time the quality and variety of teaching and the curriculum should be improved.

At the same time students in year 9 and 10 were asked to elect to go into level 1 advanced classes as an extension of the core subjects mathematics, science and Integrated English. This broke down the strong peer pressure links with the sub-school classes, as now students would be mixed across sub-school groupings. It also weakened the strong peer pressure being exerted to restrict academic effort and performance. Capable students had been forced to find a niche between mastery of basic skills and not being seen as a high academic performer. From the interviews with students and comments from teachers and parents the level 1 classes changed this perception and high academic performance became more accepted by students.

When the school first started in 1976 it had an egalitarian mixed ability approach to class organisation. The mixed ability classes were part of the sub-school system and the level 1 classes caused students to move out of their sub-school groupings. Some staff felt this would undermine the sub-school system. New and old staff tended to take opposing views. Some very capable students refused to enrol in the level 1 classes, preferring to stay with their friends in the sub-school classes. It may be argued that the meritocratic approach to high schools gained a little and the egalitarian approach lost a little in the process of meeting the School Board's priorities for the school. However, the negotiating processes used to initiate and implement these change in these early years established an approach that I was able to draw on when the system project approach to implementing the alignment model ran into difficulties.

All the changes, while not at that time based on the alignment model, strengthened individual strategies of the alignment model such as general living and marketable skills, community education programs and improved physical facilities for students. Such developments provided an established framework for the future application of the model.

On another front in 1984 surveys were undertaken of student perceptions of the value of the school's programs and organisation in helping them in their transition to college and post school life by the P.E.P. school based co-ordinator. At risk students were targeted and data was gathered using both questionnaires and interviews. As a result more changes were introduced at the beginning of 1985. These included the introduction of an extension science elective concentrating on chemistry and physics, increased emphasis in the English component in the Integrated English course as compared to social education, incorporation of computers across the curriculum to be extended to all students, particularly years 9 and 10 .

During 1985 other strategies emerged to meet identified needs. These included computer electives, a new student representative council structure, extension mathematics and English electives and a gender equity program. Again, strategies later identified within the alignment model were being given attention in a one off isolated way without any awareness of trying an integrated approach. The emphasis and possible benefits of reducing student alienation remained problematic.

In 1985-86 funding and subsequent implementation of the Participation and Equity Program (P.E.P.) allowed the school to develop projects to improve retention rates into year 11. These projects included providing additional work experience and career education, review and changes to the assessment and reporting system, and provision of additional professional development for staff with a particular emphasis

on computer education. The planning day conference in April 1985 while focussing on P.E.P. brought together fifteen months of development at the school. The P.E.P. initiative was a system funded resource for change within the school. It allowed national identified needs deficiencies to be targeted at particular schools in a similar manner to the T.VE.I. in Britain.

The trend at the school prior to P.E.P. was for a significantly lower proportion of year 10 students to proceed on to year 11 compared to most other high schools in the A.C.T. The submission for P.E.P. funding had the following aims: (Melba High School's Application for P.E.P. Funding 1985)

1) To improve the retention rate of students in the final two years of senior
   secondary schooling.

2) To increase further participation that would be significant and worthwhile,
   leading to valuable personal, social and educational options.

A major program of high school change sponsored from government funds was embarked on at the school with emphasis on student assessment, community liaison and curriculum re-design. While focussing on the P.E.P. the planning day identified a number of other issues that could contribute to school improvement. The issues raised at the conference and recorded in the report of the conference for further policy development were ability grouping, streaming and remediation, discipline, communication, elective range and choice, role of support teachers, extended contact/pastoral care system, community relations, timetabling, orientation provisions for new staff and gender equity. All these changes required setting priorities and providing the necessary time, energy and commitment to allow such changes to occur. Even so, I believed at the time the P.E.P. system management approach to change

could be built on and used on returning to Australia to implement the strategies to reduce student alienation.

The needs deficiency approach had generated the changes discussed. The problem with the needs deficiency approach was that each tactic could have negative effects and was implemented in isolation from other practices in the school. Some teachers took the new practices on board and others resisted them. Implementation was partial and objections were raised that required modifications and compromises. It was very easy to undermine new policies and implementation tactics. The needs deficiency approach dominated the 1984-86 period with some issues and related strategies demanding constant attention. Repetitive feedback occurred with certain problems requiring continued attention. Other issues and possible strategies subsequently identified in the alignment model were neglected because of the needs deficiency analysis and the implementation of isolated strategies and related tactics.

The context of the school was changing by 1986 and the needs deficiency approach was generating additional initiatives. These included the implementation of a Glasser discipline model (Glasser 1987), changes to the sub-school organisation, restructuring of staff caused by a reduced staffing formula, a new science complex, a third computer centre and a new assessment and reporting policy.

The actual impact of these and the previous changes on student alienation was still problematic. There was no co-ordinated and systematic approach to influence school operations so that a conscience effort could be made to reduce student alienation. As already indicated there was still a strong belief in the school that student alienation could be addressed through control and effective discipline. The traditional teaching and learning model was still in place in many instances.

All the reforms outlined so far were the reaction to a priority needs deficiency gap and the changes were introduced as a one off strategy to rectify a particular problem or satisfy a need. The opportunity to study strategies to reduce student alienation in comprehensive high schools in Britain and Australia made it possible to identify weaknesses with the isolated or ad hoc needs deficiency approach. This was particularly so when attempting to redress major issues such as student alienation or school improvement in general. Theoretically it was possible to identify key strategies that could be incorporated in a planned integrated approach to contribute to the reduction of student alienation.

The results of the 1987 survey of the four schools were available at the beginning of 1988. The implementation of the model site provided the opportunity to monitor the possibilities and effectiveness of the various identified strategies. It made it possible to systematically review the identified strategies and decide on which needed priority attention and which strategies of the alignment model had been neglected in recent years. The interchanging of the results from these two sources provided the opportunity to use an alignment analysis linked with identified needs deficiencies for school improvement. This contrasted with the previous approach directed by priority needs deficiency analysis on its own. The most appropriate tactics to impact in an integrated way on the various strategies were identified, selected, implemented and evaluated.

From 1987 the emphasis on change in the school was to attempt a more integrated approach involving the different levels of the alignment model. The school's capacity to attempt the implementation of such a major change program had to be balanced against a number of other system and school initiatives all at different stages of development.

The approach used was not a systematic application of the various strategies of the alignment model. Instead the implementation of the

model relied on windows of opportunity, a time-scale and negotiation. The windows of opportunity came from different sources. These being needs deficiencies identified in the school, issues identified in the survey analysis and research findings, strategies in the alignment model not receiving attention in recent years, system initiatives, developments in other states and overseas, external threats to the school, and issues identified by the highly alienated group of students.

The four examples used to illustrate the implementation of the model are reported in chronological order determined by the availability of windows of opportunity. There is an interaction between the model and the school context over time. The model itself cannot tell the researcher where to start or predict a necessary sequence of events. Time and circumstance allow for the window of opportunities for the implementation of a particular strategy and the ability to integrate across to other strategies and levels. The introduction of a particular tactic requires not only the activating of a particular strategy, but the triggering of as many of the other strategies and levels as possible. The aim was to produce a synergy of forces and a cultural shift towards the reduction in student alienation. The model acts as an on-going aid to memory.

Implementation of the Alignment Model

The approach adopted was to plan the sequencing and systematic introduction of new tactics in the first instant around priority needs deficiency gaps. It was possible to link the implementation of the alignment model with the old process of identification of needs deficiency gaps and the initiation of appropriate action. The main difference was the attempt to involve the four levels and as many strategies as possible from the alignment model in the process of implementing particular tactics or a series of tactics.

Mapping of past and present practices was undertaken to determine the sequencing of the strategies to be addressed. Some of the strategies were identified as already receiving attention as outlined in Table 8.1. For example, at the system level the decision had already been made that parents and students had voluntary choice of school and there was participation in the management of the school by parents, teachers and students through School Boards. Demographic and community perception factors had produced a relatively small sized comprehensive high school.

At the school level the sub-school system extended this small size strategy. Other school based strategies receiving attention were co-operative roles for teachers; choice and individual initiatives in subjects; integrated learning; community education programs and mutual respect between teachers and students.

Needs deficiency gaps on a number of issues had been identified for attention though normal school committee and planning day practices. Some of these gaps corresponded with alignment strategies. With School Board approval it was possible to introduce new policies and move on implementing changes. The strategies identified through established negotiating practices and implemented through appropriate tactics using an integrated process were mastery of basic learning; integrated work activities; general living and marketable skills; clear aims and guidelines for courses of study; negotiated assessment and parental involvement. All were introduced within the first year of returning to the school through subject departments and identified project teachers.

Medium and longer term consultation and negotiation were required on other alignment model strategies. Time, energy and commitment had to be generated to implement new approaches to clear and consistent goals for the school; social interaction skills; negotiated learning; school ethos; and changes to the physical and the system support

environment level strategies of providing an efficient building, quality furniture and equipment, effective amenities, quality teachers, modern teaching resources and equipment, and effective counselling and alternative programs. Consultation and negotiation had to be extended over the next five years and beyond. Other issues generated from the research literature and the ACT questionnaires were also introduced into the formal consultative mechanisms of the school. These issues were gender, year of schooling, Aboriginal students, living arrangement at home and father's educational background.

Four Alignment Model Strategy Examples

The four examples are chosen in chronological order to illustrate the implementation of the model using windows of opportunity, time-scales and negotiation. These strategies are presented to identify the interaction and various approaches used to initiate, implement and evaluate the effectiveness of the alignment model. The particular strategy examples were chosen to explore the range of opportunities and difficulties faced in introducing the alignment model into the school. The first strategy reported was that of negotiated assessment. This was chosen because it offered an immediate direct link with a priority needs deficiency gap identified by the school community and a corresponding alignment model strategy. The second strategy example was improvement in the physical environment of the school. This was chosen because the principal was expected to play a key role in this area. It was possible to demonstrate tangible changes to the school environment as well as readily discuss the impact of the change with students. Of particular importance was the identification of the school environment and system support as significant concerns by the younger high school students. The third strategy example was the provision of clear and consistent goals. This

was selected because of its neglect over previous years and once implemented it showed the capacity to impact across all levels of the alignment model. The fourth strategy example was negotiating learning in the classroom. This was selected because of the difficulties encountered in trying to implement a strategy when significant changes to teachers' attitudes and values were required. An outline of the tactics used to implement other alignment model strategies is found in Appendix 8.3. Negotiated assessment was the first strategy to be activated because it matched a priority needs deficiency identified by the school at the time.

Negotiated Assessment

On reflection negotiated assessment was a very significant strategy in terms of moving the whole research study forward. Timing and circumstances made it possible at an early stage to focus on this strategy in the application of the alignment model in the school. For a long time assessment reports have been used to convey to parents, future employers and other members of the community information on students' performance. Assessment and reporting had received a great deal of attention through the school's curriculum committee and the April 1985 planning day on the Participation and Equity Program initiative. A set of criteria was agreed to by parents, students and teachers in early 1986 while I was on study leave. The three part criteria set for year 9 and 10 reports stated:

- they should indicate application for effort
- have a grade for achievement
- have a diagnostic comment

In year 7 and 8 there should be non-graded descriptive reports provided frequently with:

-comments on performance for effort

-comments on achievements
-diagnostic comments

The group reports from the planning day indicated a range of opinions among staff as to the appropriate role of assessment in the teaching and learning process. It was seen by some as having a strong motivational role, by others as being confined mainly to grading and reporting and by others as adding to student development.

Assessment and reporting were identified as of major importance by students, staff and parents alike. A critical mass for review and development was generated from the reviews of the school community and the strategic importance given to assessment in the Participation and Equity Program in 1985. The research undertaken in Britain facilitated further this critical mass with student profiling emerging as a key tactic. As such negotiated assessment was the first strategy of the alignment model identified for implementation, because it was easy to combine the alignment model with the previously used needs deficiency gap analysis. It was thus possible to introduce this strategy even before the survey of the four schools was undertaken.

After negotiating agreement at senior and general staff meetings in October 1986, the minutes of the School Board meeting November 1986 record that it agreed to trial student profiles in 1987. In the process of negotiation and implementation of student profiles other strategies across the four levels of the model were activated.

In 1987 student profiling was trailed by a group of voluntary teachers across all 12 subjects in years 7 and 8. Copies of profiles from British schools were provided, a teacher was given a time allowance and access to relevant support material to assist teachers develop profiles. I conducted in-service courses for teachers using the experiences gained in Britain about student profiles. A member of the Evaluation and Research

Section of the A.C.T. Schools Authority assisted with the evaluation of the trial and provided feedback on the changes needed. A formal evaluation of the trial occurred after two terms. The change process adopted was similar to that used for other system initiatives.

It was agreed at a staff meeting in August 1987 to introduce student profiles for all subjects and students in Years 7 and 8, with a review of the process at the end of 1988. At the October, 1987, meeting the School Board approved student profiling as a way of implementing the policy of descriptive and frequent assessment reporting for years 7 and 8. The implementation process was to be reviewed at the end of 1988.

The profiles were issued at the completion of each unit of work in each subject. Clear guidelines in advance were incorporated in the student profile policy of the school and so was activated another alignment model strategy into the operations of the school. The profiles included comments from teachers and students on their achievements in terms of the major objectives of the unit. Comments were made on strengths and areas needing future attention. A space was also provided for parent comment. (see Appendix 8.4 for an example of a student profile)

Moving from a trial with committed voluntary teachers to a total school program proved to be difficult. During 1988 a number of concerns were raised over the implementation of profiles. There was a perceived heavy additional workload in preparing and completing profiles. The implementation of the profiles raised a number of additional issues, the uncoordinated distribution of the profiles when sent home to parents, the untidy look of the profiles (particularly the student comments), the boring and repetitive nature of the process, the lack of uniformity and pressure of copying the profiles for official records. At the end of the year the use of profiles was modified by agreement from the school Board to concentrate on year 7. A more standard format was

applied and the profiles were issued together at the end of each term, four times a year.

These modifications did not prevent progress with a greater degree of negotiated assessment occurring in the school. Many of teachers adopted the approach in formulating their assessment planning for all years 7 to 10 demonstrated by the assessment records in student notebooks. Student profiles provided the opportunity for the organisational, curriculum and relationship levels to be mutually supportive. In particular profiles provided opportunities for a number of alignment model strategies to be activated as illustrated in a Newmann type Table 8.2. In quantitative terms 15 strategies were activated. The three strategies of negotiated learning, quality teachers, and effective counselling and alternative programs remained uncertain as teacher implementation varied from promoting to violating. In qualitative terms, meaning sustained commitment and involvement, a number of strategies were identified as mutually supporting each other. There was greater participation in the management of the school by staff, parents and students. Extended and co-operative roles for teachers through their contact role with the profiles occurred. Clear aims and guidelines for the topics being studied were issued. Mutual respect, negotiated assessment and greater parent involvement with their child's learning were encouraged. While student profiles produced some changes to teaching and learning, the profiles themselves remained limited to year 7 . There is a renewed opportunity to explore profiles further now they are included as a National and ACT system initiative. The next window of opportunity occurred with the results of the survey at the beginning of 1988 indicating the benefits of improvements to the physical environment to the school.

Physical Environment

The second example was the improvement to the physical environment of the school. Up to the end of 1987 the physical condition of the school was a matter of routine importance with a systematic building and equipment refurbishment occurring on a five year cycle.

From the open ended questions survey data a new fourth level was added to the alignment model (see chapter 6). The six strategies identified at this level were efficient buildings, furniture and equipment, effective amenities, quality teachers, modern teaching resources and equipment, and effective counselling and alternative programs.

Analysis of the survey data indicated that years 7 and 8 had the potential to be more alienated than other years and at the same time these students indicated a preference for environmental improvements with their open answer responses. This information prompted a more pro-active approach to the physical environmental conditions in the school. Carpets, furniture and curtains were replaced, walls added and deleted, the school painted, a new drama studio built, another bus purchased, and a dividing net in the gymnasium was installed. These were just some of the tactical improvements undertaken. As principal I put greater resources into the general cleaning of the school. On reflection this was one of the easiest strategies to implement for it was seen as the principal's role to provide a high quality physical environment and it did not conflict with the power bases in existence within the school.

A major project was the enclosing of a 'breezeway area'. The project took three years after a great deal of negotiation with parents, teachers, students and central office staff. Initially the project was to be carried out by self help with the parents suppling most of the funds, expertise and labour. However, it was eventually completed by the central authority in 1991. This project activated organisational, relationship, and

physical and system support environmental levels in a mutually supportive manner. Qualitative changes occurred, in particular participation in management, the extended and co-operative role of teachers, school ethos and parent involvement along with the physical environment and system support were integrated. Having to overcome threats of school closure and a subsequent delay in starting the project added to the bonding within the school.

In quantitative terms 15 strategies were activated promoting the reduction in student alienation as illustrated in Table 8.2. In five strategies the teachers' varied responses to the improvements either promoted or violated the reduction in student alienation. Three were at the curriculum level, these being mastery of basic skills, development of general living and marketable skills and clear aims and guidelines. Two were at relationship level, these being negotiated learning and negotiated assessment.

As stated the role of principal made me responsible for the negotiation and implementation of the improvements to the physical environment of the school. The provision of central funds for minor maintenance and parent support in terms of funding and labour allowed most of the projects to be implemented with common agreement. The improvements to the physical environment of the school is an on going process yet it is one that the principal can be directly involved. The benefits were clearly demonstrated from the comments by students both during individual discussions during the year and the Year 10 interviews, and they impact on other strategies in such a way as to assist with reducing student alienation. The meeting of the concerns of Year 7 and 8 on this issue while at the same time activating other strategies was a useful approach to help to reduce the potential for student alienation before they move onto Years 9 and 10.

The next window of opportunity occurred with the threat to the school closure and development of technology high schools in another state. These forces produced a critical mass to enable the review of the goals of the school and introduce a high technology focus to the school.

Clear and Consistent Goals

The adoption of the high technology focus was the third example to illuminate a key tactic used in gaining acceptance and implementing an alignment model strategy in an integrated way. The original focus on the school had been established when the school started as an open plan comprehensive high school. Little attention had been directed at formally changing the focus over the years yet there had been many changes to the practices of the school as well as new needs identified by the community requiring attention. One such need was the provision of an understanding of high technology within the curriculum of the high school.

To meet this need and to explore the possibility of a new focus for the school a planning day in November 1990 was organised to investigate the concept of high technology schools (see Appendix 8.5 for copy of agenda of the day). As New South Wales had identified such a focus for a number of their schools it was possible to draw on their early experiences with the concept. I was made aware of the potential for the concept through an interview for the position of principal at a new purpose built high technology school in Sydney. This experience was combined with the fact that many ACT schools were under threat of possible closure as part of a 25% proposed cut back in schools. It was opportune to initiate such a planning day and seek a new focus for the school.

The planning started with a number of staff sceptical of the day and wanting other issues addressed, yet the day finished with staff going out of their way to say it was one the best planning days they had

experienced. As a result of the day the School Board in December 1990 approved the high technology focus for the school. The issue of clear and consistent goals could now be activated through the new high technology focus. This new focus quickly replaced the obsolete and discredited open plan image of the school. The majority of parents, students and teachers identified with the high technology focus through such practices a new mission statement, logo, handbook, teacher training programs, staff recruitment, visits to similar schools and regular promotion of high technology development in the school. This has generated a great deal more positive identification with the school by most students reflected in their comments about the high technology focus.

Providing the high technology focus activated strategies in all four levels of the alignment model. In quantitative terms 20 strategies were activated as illustrated in Table 8.2. In qualitative terms, as well as clear and consistent goals other strategies activated and sustained were participation in management, community education, general living and marketable skills, choice and individual initiatives, school ethos, parent involvement and a modern well equipped physical learning environment. The provision of clear and consistent goals was time consuming and requiring a great deal of consultation and negotiation. However, it acted as a catalyst for change and provided the means for the integration of a number of the strategies aimed at reducing student alienation.

The next window of opportunity occurred with the A.C.T. Department of Education School Review (School Performance Review and Development -SPRAD) of the school in 1991. Arising from the student comments it became possible to activate negotiated learning as strategy for development in the education plan.

Negotiated Learning

The fourth strategy was negotiated learning and it was found to be the most difficult to implement of those attempted. Many teachers did not give a high priority to developing related tactics within their classrooms. Some teachers did from time to time report on jointly planning their work with students and students choosing topics and projects. For the majority of teachers the main use of classroom time was directing learning using the teacher designed course.

The previous modifications to student profiles meant that negotiated assessment was limited to Year 7 and a few other classes in Years 8 to 10 where some teachers applied the tactic. The original plan on returning to the school and finding the opportunity to introduce student profiles was to consolidate negotiated assessment across the school and so produce a natural link with negotiated learning. The unit credit system used in the I.L.E.A. Improving Secondary Education Report was to form the basis to develop both strategies.

The negotiation of assessment and learning with students did require a significant shift in the values and attitudes of teachers. On a one off basis and with sufficient in-service support some teachers were prepared to give negotiated learning a trial. However, there was resistance and the level of in-service support required was not sustainable. It was possible in my role as principal to suggest student profiling as a way to meet the School Board's new assessment policy of being frequent and descriptive. It was also acceptable as principal to be active in improving the physical environment of the school. Few would argue with the principal playing an active role in setting a new focus for the school. Giving students more control over their learning was not easily accepted by most teachers.

Negotiated learning was a different matter. With most changes in a school it is possible to make others aware of a new idea and even have some teachers trial the new approach, but it is much more difficult to persuade individual teachers to change their values and attitudes about teaching and learning. This difficulty and being aware of the ethical issues raised about my role in the introduction of student profiles meant a long term approach had to be used to explore the possibility of implementing negotiated learning. Such an impasse has remained of particular concern as the survey results reported on in chapter 6 indicated that the highly alienated group were most supportive of the opportunity for negotiated learning.

Windows of opportunity did occur from time to time to develop this strategy. The 1991 School Review, a formal review of the school required by the ACT Schools Authority, raised negotiated learning as an issue to be addressed by the school. The student survey used in the School Review indicated strong support for students having a say in the running of classrooms. After all the discussions with teachers, parents and student representatives, the School Review Report included in the five year educational plan 1992-96 negotiated learning as a strategy for development. It was also included along with other curriculum development strategies in the November 1993 planning day discussions. Even so progress on this strategy has been slow and limited. A dichotomy of values and attitudes can be identified from the comments of teachers and parents about negotiated learning. One view supports the position that students should be free to determine and investigate their own learning as much as possible while the other view is that high school students are still too immature to make such decisions and still need structured guidance.

In quantitative terms 18 of the strategies illustrated in Table 8.2 could promote or violate the reduction in student alienation from the

varied responses identified through the attempts to implement this strategy. Even though little real progress has been made on this strategy to date, another window of opportunity is appearing with the inclusion of negotiated learning in the advanced skills teacher assessment criteria.

The notionalised impact of the four strategies examples is illustrated in Table 8.2

Table 8.2 Four Strategy Examples of Alignment Model

	Voluntary Choice	Clear Consistent Goals	Small Size	Participation	Extended & Cooperative Roles	Integrated Work	Mastery of Basic Skills	General Living & Marketable Skills	Clear Aims & Guidelines	Choice & Individual Initiatives	Integrated Learning	Community Education Programs	Mutual Respect	Social Interaction	Negotiated Learning	Negotiated Assessment	School Ethos	Parent Involvement	Efficient Building	Quality Furniture and Equipment	Effective Amenities	Quality Teachers	Modern Teaching Resources and Equipment	Effective Counselling and Alternative Programs
Student Profiles	/	+	/	+	+	+	+	+	+	+	+	+	+	+	?	+	+	+	/	/	/	?	/	?
Improved Physical Environment	/	+	+	+	+	+	?	?	?	+	/	+	+	+	?	?	+	+	+	+	+	/	+	/
High Technology Focus	+	+	/	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	/	+	/	+	+	/
Negotiated Units of Study	/	?	/	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	/	/	/	?	/	?
TOTALS +	1	3	1	3	3	3	2	2	2	3	2	3	3	3	1	2	3	3	1	2	1	1	2	0
?	0	1	0	1	1	1	2	2	2	1	1	1	1	1	3	2	1	1	0	0	0	2	2	2
/	3	0	3	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3	2	3	1	0	2
-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Organisation level				Curriculum Level				Relational Level				Physical and System Support Environmental Level											

Totals

+	?	/	-
15	3	6	0
15	5	4	0
20	0	4	0
0	18	6	0

50			
26			
	20		
			0

Summary of Implementation of the Alignment Model

The information provided from staff and student interviews (see Appendix 8.1 and 8.2) and the 1987 and 1988 questionnaires allowed for the perceptions of the most alienated group to be taken into account in identifying and implementing school improvements. In particular

opportunities to learn in the community, choice of subjects, being comfortable with other students and adults were given priority. As previously stated it was not possible to fully introduce negotiated learning at an early stage even though it was strongly supported by the most alienated group. The 1991 School Review did clear the way for the strategy to gain some prominence. However, it still has to compete with curriculum networking between primary-high -college, the high technology focus and in 1994 National Statements and Profiles as well as the need to overcome teacher resistance.

The strategy of quality teaching still remains in need of urgent development. However, finding appropriate opportunities and support resources has been difficulty given the shifts in values and attitudes required. Sustaining all the changes required with shifts in staff, new system priorities, gaining system support and ensuring ethical issues could not be used to nullify development require constant attention. However, the strategies of quality teaching and alternative programs remain key priorities for the future.

By using different approaches it was possible to introduce various strategies of the alignment model over a eight year period. However, I was unable to ignore the system priority directions and other needs deficiency gap issues of the school as they emerged. These included restructuring of staffing caused by funding cuts, program budgeting, a protective behaviours program, a more forceful public relations marketing program and possibilities for school based management. Attempting to implement the various strategies and assessing the impact on student alienation was important in the first instance. As the study proceeded the use of the four levels of the alignment model for general analysis of the issues as well as for future development and planning of

the school gained in importance. (see 1994-95 Educational Plan Appendix 8.6).

The highly successful School Review results (see Appendix 8.7) in the first half of 1991 were an encouraging externally generated source of evaluation data on the school's performance. The Quality of School Life (Secondary) Report on the responses of a random sample of 168 students at the school is illustrated in Table 8.3.

Table 8.3 The Quality of School Life (Secondary) Report Results

Item	Favourable	Unfavourable	Mean Score
Proud to be a student	88.5	11.5	3.22
I like learning	87	13	3.05
I enjoy being there	70.4	29.6	2.77
I like to go daily	65.2	34.8	2.75
Learning is lots of fun	63.4	36.6	2.7
Involved with my school work	83.5	16.5	3.01
Achieve satisfactory work standard	87.2	12.8	3.18
Know how to cope with work	91.3	8.8	3.18
Know I can succeed	91.4	8.6	3.32
Successful as a student	78.3	21.7	2.9
Have learnt to work hard	85.9	14.1	3.17
I feel depressed*	76.8	23.2	3.01
I feel restless*	73.5	26.5	2.93
I feel lonely*	82.8	17.2	3.34
I get upset*	81.6	18.4	3.16
I feel worried*	84.4	15.6	3.17
Teachers treat fairly	93.4	6.6	3.16
Teachers give marks deserved	90.9	9.1	3.21
Teachers help me with school work	70.4	29.6	2.79
Teachers help me do my best	82.1	17.9	3.08
Teachers fair and just	79.1	20.9	2.9
Teachers listen to me	76.3	23.8	2.91
People look up to me	55.5	44.5	2.52
Others care what I think	67.3	32.7	2.69
Other students respect me	77.8	22.2	2.87
People think a lot of me	51.9	48.1	2.49
I feel important	62.3	37.7	2.64
I feel proud of myself	69.3	30.7	2.82
Easy to get to know others	87.1	12.9	3.17
Other students are very friendly	82.2	17.8	2.94
Mixing helps self understanding	76.7	23.3	2.91
Learn to get on with others	86.9	13.1	3.09
Other students accept me	85.1	14.9	3.11
Relate well in class	92.6	7.4	3.23
Things I learn are important	93.9	6.1	3.36
Have learnt useful skills	87.2	12.8	3.27
Learning is helpful for adult life	86.3	13.7	3.27

Chance to do work that interests me	76.2	23.8	2.99
What is taught interests me	79.8	20.2	3.07
Work is good prep. for the future	82.9	17.1	3.15

* Item responses recorded in reverse direction

(See Appendix 8.8 for full table of results)

In most cases the results were above other ACT high schools surveyed and the means were above 2.5. However, there were up to 20% of the students dissatisfied in some way and with the potential to be alienated by the school processes. The provision of quality teachers capable of working with highly alienated students and the development of alternative programs that activated other strategies and levels needs further attention.

These results indicated that it may be possible to use the alignment model to help guide in implementation of strategies to reduce student alienation in high schools while at the same time meeting the many other demands placed on the operation of a high school. The model allows for the focusing on a full range of school priorities rather than being dominated by a few recurring priorities or external demands. The approach used allows for the interaction of the model with the context of the school and the use of an open ended time-frame. Such a position together with the other findings of the study are presented in the concluding chapter as a way forward in reducing student alienation. These findings are presented keeping in mind there will still be a need for complementary but possibly alternative strategies for the hard core alienated students. The three roles needed to be played by the principal emerged as more difficult than expected in attempting to implement the model.

CHAPTER 9
SUMMARY, CONCLUSIONS AND IMPLICATIONS

SUMMARY OF RESEARCH STUDY

This study reports a methodologically complex attempt over a period of nine years to investigate the possibility of reducing student alienation in comprehensive high schools by implementing an integrated model of change. The research falls into three, often overlapping phases. The first phase was the literature search concentrating on the decade up to 1986 and development of the alignment model. The second phase was the development and application of the questionnaire survey. The third phase was the application of the alignment model in a comprehensive high school setting over an eight year period. This chapter summarises the findings and conclusions of these three phases.

The Literature Search and Development of the Alignment Model

The study started with an investigation of three major high school reports and their renewal strategies aimed at reducing student alienation. The reports, one in Britain and two in Australia, were commissioned in the early 1980's. However, the alienation problem remained despite such attempts at major restructuring and reforms in comprehensive high schools in Australia and Britain. It was still possible that the identified improvement strategies may heighten student alienation if change was implemented and distributed to benefit one group of students whilst creating additional resentment amongst the other students. As such, the identification of ameliorating strategies and the associated effectiveness of the implementation processes in terms of reducing over-all alienation remained central to improving comprehensive high schools.

Curriculum strategies were believed to be the way forward in reducing student alienation but early in the research it became clear that curriculum strategies on their own were not enough. Other additional strategies affecting at least the organisation of schools and the relationships within them were needed.

On investigation it became clear that a general definition of alienation is an evasive concept in terms of its nature, causes and manifestations. Any attempt to define alienation tends to lead to frustration because the interpretation varies according to the academic discipline in which it is being used. The definition of student alienation used in the study was:

> Individuals or groups of students who openly or passively
> reject many of the rules, programs and values of the
> institution; and such rejection may have long term consequences
> for existing and future generations of students.

Student alienation within the context of the theories of secondary schooling was analysed in terms of the positivist empiricist paradigm, reproduction and resistance paradigms, and school effectiveness movement. From these perspectives an investigation was made of the nature, purposes and practices of comprehensive high schools. Curriculum orientations in such schools and the findings of effective schools were then analysed to identify the context of possible relationships between student alienation and ameliorating strategies. The aim was to provide the basis for a review of major research studies into comprehensive schools and student alienation in both Australia and Britain. Such reviews formed part of the search for ameliorating strategies.

The vacuum created by the absence of a co-ordinated implementation of strategies to reduce student alienation in

comprehensive high schools tended to perpetuate an alignment with values and practices of the selective academic schools. One of the major challenges was to provide a clear mission statement that was matched by a meaningful learning program and an appropriate school environment that maximised the potential for all students and minimised alienation. Matching this mission statement to the maturity, interests and capacities of all students as well as to the on-going learning and decision-making processes of the school and classroom remains a formidable task.

Three curriculum theory orientations were suggested as having most influence on the operations of comprehensive high schools and these were classified into traditional, progressive, and community orientation theories. A balanced position between the three orientations was postulated as the least alienating position to take. Such a position would allow equal time, energy and commitment to be applied to each orientation. In developing the theoretical model this possibility was explored by the inclusion and evaluation of related strategies.

The literature search in Britain and Australia identified a number of reports and associated reforms aimed at providing a more equitable and productive learning environment for more students. In both countries many of the reforms reflected an urgent response to rapidly changing economic, technological and social conditions. The reforms were seen to produce a greater cost benefit if they could reduce levels of inequities, under-achievement and negative attitudes towards schooling.

At the school level, in conjunction with some system initiatives, a number of reform strategies were introduced by schools to try to correct the disturbing aspects of student behaviour and limited learning outcomes. These attempts included greater curriculum choice, mixed ability class groupings, pastoral care programs, integrated studies, work experience programs, peer support programs, student involvement in school decision

making, negotiated courses of study, negotiated assessment, information technology programs, parent involvement programs and student management programs.

The research literature in Australia and Britain suggests that student alienation in the comprehensive high school results from a complex interaction of individual, family, peer sub-culture, socio-economic and school factors. Educational authorities and individual schools have found it very difficult to provide a satisfying environment for all students. Negative family backgrounds, class structures, gender and racial influences and attitudes remain major obstacles to non-alienating school environments. However, the message from Reynolds (1976) and Rutter et al (1979) was that schools do make a difference and the combination of practices they choose to adopt can reduce alienation and make a substantial contribution to the quality of the educational experiences for all students.

By recognising such issues as school organisation, ethos, physical environment, rules, pastoral care, community involvement, unit-credits, clear learning guide-lines and assessment requirements, parent involvement, teacher-student relationships and clear vision statements it is possible to develop a integrated model that is able to direct and sustain promising strategies to reduce student alienation.

After the initial exploration of strategies to reduce student alienation, the research study focused on developing an integrated model. A particular aspect of the work of Newmann (1981) was used in order to formulate such a model. Newmann identified alienation in terms of estrangement, detachment, fragmentation and isolation as did Seeman (1975). He claimed that to minimise their impact three fundamental needs should to met, these were integration instead of fragmentation, co-operative individuality or engagement instead of estrangement and lack of

engagement, and communality or connectiveness instead of detachment and isolation. The strategies should be aimed at organisation, curriculum and human relationships levels of activity within the school. The levels are not hierarchical but closely related broad activities within the school. As consistency and concomitance between the levels and associated strategies are stressed. The model derived from Newmann's work was called the 'alignment model'.

The three levels and the eighteen strategies, six in each level, were proposed as a model with the potential to reduce student alienation. The number of strategies was limited to six priorities at each level in order to apply the alignment model equitably and to make the implementation of the research model manageable. A fourth level was identified from the survey data and this was incorporated in the model and the implementation study. The alignment model was used to analyse two comprehensive high school orientations, and the three reports as well as two funded national programs designed to improve comprehensive high schools.

The resulting tables illustrated that tactics currently used in comprehensive high schools, or the reform tactics suggested, may in many cases be capable of either reducing or increasing student alienation depending on how they are implemented by the teachers at the school. These applications of the alignment model provided a vehicle for further exploration of an integrated approach to reducing alienation. The application of the model was the starting point and more research on the strategies included in the model and its application was found to be necessary. The relative worth of different tactics and their capacity to be implemented in a way that promotes the reduction in student alienation was given prime consideration in the design of the rest of the research study.

Development and Results of Questionnaire Survey

By this stage the research design had evolved into number of methodological steps. The opportunity to study the problem in Australia and Britain, while increasing the complexity of the research design, added a comparative richness to the methodological approach. The study started by gathering data from previous educational reports and research studies. The research literature on student alienation was examined in Britain, Australia and the U.S.A. From this data key strategies were identified. These strategies were conceptualised and used to build on Newmann's work to construct a theoretical model. To test the model a questionnaire survey of 2500 students from six comprehensive high schools and a longitudinal study in a single comprehensive high school in which the researcher was also the principal were conducted.

The survey in six schools indicate a number of factors worthy of further investigation for reducing student alienation within a school site. These factors were gender, year at school, Aboriginality, English performance, mathematics performance, performance in studies in general, making friends at school, living arrangements at home and fathers' educational background.

In Part C of the survey the strategies identified for particular attention in the implementation of the model at the school site were those that enabled choice, skills in general living and marketable skills, clear guide-lines in advance, students to be comfortable with other students, providing opportunities to learn in the community, mastery of basic skills and the achievement of clear and consistent goals.

The evidence provided from the survey on the highly alienated group also pointed to strategies requiring further investigation within the school site. The highly alienated group wanted involvement in a whole school activity such as a camp, drama production or work experience, to

identify with the way the school operates, to be able to negotiate curriculum and assessment with their teachers and to receive clear signs of success or failure for completed work.

The open ended suggestions highlighted the need to improve the physical environment and change some of the external system support arrangements influencing the operations of high schools. The changes in the importance of the four levels of the model -environment, curriculum, organisation and relationships- varied with year groups. Such responses and the gender results were applied to the study of the one school as were the positive suggestions reported in the 1988 surveys.

Application of the Alignment Model

The application of the alignment model relied on windows of opportunity, an open ended time-scale and negotiation. The model could not be applied using a systemic approach and top-down management. An interaction needed to occur between the model and the school context. In each case outlined a particular strategy was introduced through a contextual situation. Needs deficiency, survey results, external threat, development in other states, and the normal external review all played a part in providing windows of opportunity to implement the model.

It was not possible to implement all the strategies at once. Also it was not possible to indicate which strategies to activate until the opportunity arose. What remained important was to take a holistic view of change, to recognise it as an on-going process, contested and interrelated to events affecting the school, teachers, parents and students. The model acts as an on-going aid to memory.

The information provided from staff and student interviews (see Appendix 8.2) and the 1987 and 1988 survey questionnaires allowed for the perceptions of the most alienated group to be taken into account in

identifying and implementing school improvements. In particular opportunities to learn in the community, choice of subjects, being comfortable with other students and adults were given priority. It was not possible to fully introduce negotiated learning even though it was strongly supported by the most alienated group.

The strategy of quality teaching and alternative programs still remain in need of urgent development and are key priorities for the future. However, finding appropriate opportunities and support resources has been difficult given the shifts in values and attitudes required at the individual teacher, school and system levels. Sustaining all the changes required with shifts in staff, new system priorities, gaining system support and ensuring that ethical issues could not be used to nullify development required careful negotiation. By using different approaches it was possible to introduce various strategies of the alignment model over a eight year period. However, as principal of the school I was unable to ignore the system priority directions and other needs deficiency gaps as they emerged. These included restructuring of staffing caused by funding cuts, program budgeting, a protective behaviours program, a more forceful public relations marketing program and possibilities for school based management.

Attempting to implement the various strategies and assessing the impact on student alienation was important in the first instance. As the study proceeded the use of the four levels of the alignment model for general analysis of the issues as well as for future development and planning of the school gained in importance. (see 1994-95 Educational Plan Appendix 8.6).

The highly successful School Review results in the first half of 1991 were an encouraging externally generated source of evaluation data on the school's performance. In most cases the results were above other

ACT high schools surveyed and the means were above 2.5.(see Appendix 8.3). Whether these results were a consequence of the implementation of the alignment model or its combination with other factors or other factors entirely remains problematic. However, there were up to 20% of the students dissatisfied in some way and other and having the potential to be alienated by the school processes or already alienated. The provision of quality teachers capable of working with highly alienated students and the development of alternative programs that activated other strategies and levels will be put forward for priority attention and may provide clear insights into the effectiveness of the alignment model for all students.

These results indicated that it may be possible to use the alignment model to help guide implementation of strategies to reduce student alienation in high schools while at the same time meeting the many other demands placed on the operation of a high school. These findings are presented keeping in mind there will still be a need for complementary but possibly alternative strategies for the highly alienated students. The three roles needed to be played by the principal emerged as more difficult than expected in attempting to implement the model.

The dilemma analysis identified three interlocking tensions with no easy solutions. The first was the tension between the felt need for an integrated development model, one that avoided piecemeal one-off solutions, and the pragmatic need to respond to real events in the school or from outside. Responding to people, events, constraints and differing perspectives without relinquishing the holistic vision of the model required constant adjustment. In practice, particular strategies were incorporated using tactics that were reactive and pro-active. It was possible to incorporate reaction into the projected vision but it had to be worked through in practice.

A second major dilemma was the tension between the roles of principal and researcher. This was linked to the first dilemma by the need for pragmatic responses. Being principal required responses to daily events and the research activities had to be modified (tape-recording and teacher interviews) to reduce the tension between the two roles.

A third major tension remained over the problem of establishing outcomes. The wide-ranging focus to reduce student alienation while at the same time responding to other events meant that it was difficult to control outcomes. The full impact of the implementation of the integrated strategies remains uncertain, yet the indications from such sources as the School Review 1991 gave positive support to the model.

Conclusions

•The Focus Problem

What is the nature and effectiveness of recommended strategies in reducing the level of student alienation during the compulsory years of comprehensive high schooling?

From the research undertaken it was found that the major problem of reducing student alienation needs an integrated strategic approach to be beneficial and sustainable. Little benefit will come from the application of individual strategies or even a series of reforms as they have limited impact on the over-all functioning of the organisation. It has been argued that only through a co-ordinated and integrated approach can sufficient re-alignment of the various levels within the school be made to impact on reducing student alienation. This implies a new approach to change for the school and the system itself. The research into the implementation of change in schools suggests a gradual incremental piecemeal approach (Fullan 1991, Nicholls 1983). The success of such an approach tends to be measured by the degree of fidelity or institutionalisation of the change. The new approach suggested here requires a series of co-ordinated and integrated strategies and tactics focusing on reducing student alienation rather than the success or otherwise of institutionalisation of a single strategy or tactic.

All of the important aspects of the school must be analysed to find their relationship to other parts and must be activated for change where possible. Placing emphasis on one level such as the curriculum, as the initial research proposed, was too limiting and tended to neglect of the remaining levels and their potential to assist in reducing student

alienation. Addressing a few strategies or even a total level such as the curriculum may have low impact on student alienation.

The alignment model developed in this study was found to have the potential to change the alienating features of a school . The changes to the operations of the school have to be integrated in such a way as to produce a comparative advantage for most teachers. From the study reported in chapter 8 it is suggested that it may be possible to make changes using timely strategies and tactics without antagonising or threatening most teachers.

Research indicated that a well co-ordinated alignment of organisational, curriculum, relationships and the physical and system support environment levels has the potential to reduce student alienation. The approach gives the principal of a school an alternative to the needs deficiency approach or system directed programs for change. It provided the opportunity to plan over a period of time and systematically introduce strategies to bring on-line the alignment strategies that would not necessarily be addressed using other approaches.

•The Sub-Problems

1. Does the nature of student alienation and the strategies for its amelioration change as students move through a high school?

Sub-problems identified by the research and the related findings gave a clearer insight into this complex phenomenon in high schools. The nature of student alienation and possible strategies for its reduction does seem to change as students move through the four years of high school. School seems to be more important for the junior students (years 7 and 8), being a significant part of their lives. Yet, these junior year students were identified as having the potential to be the most alienated group. The 1987 survey brought to the researcher's attention that the early years were where efforts needed to be made particularly to curriculum, and physical and system support environment levels. Relationships and organisational levels were less important and only important in later years with relationships gaining prominence with year 10 students.

From the evidence gathered in this research it seems reasonable to state that the nature of alienation does vary as students move through a high school. From school student welfare records and personal observation of individual students it seems likely that there is a threshold of alienation that students move in and out of during their high school lives. Of significance here is the need to be aware that differing levels, strategies and tactics may be have to be deployed to address alienation for different years of schooling. This does not negate the need for particular strategies for chronic cases of alienation. However the implementation of the model as outlined in chapter 8 indicates that systematically working to improve all levels and the physical environment level in particular, while a benefit to all students, may lower the alienation of the junior students with a carry over effect for a more positive attitude to schooling in later

years. New facilities, furniture, carpets and equipment are tangible improvements to the school environment that students can relate to if an integrated alignment model process is followed.

2. What is the relative significance of external factors and school based factors on student alienation?

Another sub-problem addressed by the research was the significance of external and internal factors on student alienation. From the survey gender, Aboriginality, living arrangements at home and fathers educational background were identified as significant external factors to the school. The most alienated students (this was up to 10% of students in the school being researched with up to another 10% moving through the threshold of alienation at particular times) did show evidence of these factors as well as personality factors influencing their behaviour. However, the traditional approach of setting up strict controlling mechanisms was likely to make more students alienated and extend the problem beyond the highly alienated group. The fourth level identified from the surveys was the need for a supportive system environment capable of providing quality teachers and alternative programs. These two strategies seem to offer the most scope for reducing alienation for the highly alienated group. Changing values and attitudes of teachers as well as providing training and resources remain barriers to the development of these two strategies. In particular, being aware of the potential for Aboriginal students to be alienated and introducing a range of tactics designed to encourage Aboriginal students involvement in their schooling had only limited success. This occurred after a great deal of personal involvement, meeting and interviews with the students, parents ,teachers, school counsellor and Aboriginal community officers. Far more needs to

be done to assist Aboriginal students enjoy and benefit from secondary schooling.

The internal factors such as year of school, performance in English, mathematics and studies in general and making friends at school were equally significant factors in the alienation problem as the external factors. There are a number of students from a poor background not alienated and some well-off students highly alienated. Having a separate alternate school program may be necessary for some of the highly alienated group. However, the research undertaken indicates that more rewarding for most students would be strategies that embrace whole school activities, having the students involved and identifying with the way the school operates, being able to negotiate how they learn and how they are assessed and receiving clear signs of success and failure for completed work. It would seem from the research undertaken that addressing in-school factors can bring about a reduction in student alienation even though the alienating influence of external factors may still dominate for some students.

3. What are the main strategies for reducing student alienation?

In terms of the sub-problem of identifying the appropriate strategies, the research identified no one strategy or group of strategies for reducing alienation. What emerged was evidence to support an integrated approach using an alignment analysis across the four levels. Moving on particular strategies at appropriate times and selecting tactics and related processes that incorporated across level involvement was beneficial. By developing an alignment model strategy based around a needs deficiency issue, an independent survey, recent developments in other systems or at the national level resistance was minimised. Such an approach proved to be successful in introducing various strategies of the model within the school.

4. Does the alignment strategy theory of schooling, as developed, facilitate a reduction in student alienation?

The sub-problem of whether the alignment model facilitated a reduction in student alienation remains problematic. As principal and implementor of the model it provided the potential to address the issue of student alienation. Other researchers and evaluators will need to examine the model within the school, in other schools and in different contexts before any generalisation can be made. In attempting to make a judgement on this sub-problem it should be noted that the school did have the second lowest alienation mean from the 1987 survey while as the study proceeded some of the feedback to the principal would be filtered. The independent 1991 School Review data did indicate an effective school with higher the average levels of quality of school life responses from students (see appendix 8.7). These results were above the A.C.T. standards. The impact on student alienation of implementing the model over the preceding eight years while indicating success is difficult to

quantify. Even so the other indicators of school success such as high retention rates onto Years 11 and 12, excellent Year 12 Certificate and university entry results, increasing enrolments, positive comments by Year 10 students with constructive suggestions for improvements, relatively stable staff and strong parent support suggest the alignment model as a school change and development process is worth pursuing.

5. Are there other significant school based factor levels beside those of organisation, curriculum and relationships?

Another significant school based level was identified from the 1987-88 survey data. The elements identified were summarised under the label of physical/system support environment level. On reflection the importance of the physical environment was in evidence in the research literature (Rutter et al 1979) and the quality and quantity of resources available to a school are clearly critical to its capacity to achieve any of its objectives, no less so in the case of reducing student alienation.

In terms of action to be initiated for this new fourth level, the improvement to the physical environment proved to be the easiest to undertake. There were resources available from the system and from the parents. The improvements were linked to other strategies across the other three levels. However the system support environment was far more difficult to influence, particularly in the appointment of quality teachers with capacity for reducing alienation. In 1989 -90 additional funds were forthcoming for new facilities and equipment at the expense of reduced staffing in future years. This reduced staffing, and limited influence on the type of staff appointed combined with threats of closure, promotion of larger schools, a strong emphasis on marketing schools in an open market and accountability made for a difficult system support environment in which to fully operate the alignment model.

There is a need to explore further this additional level and articulate the various significant strategies. At this stage from the evidence available the most significant strategies of the physical environment of the school would seem to be a pleasant and efficient building, well maintained and appropriate furniture, equipment and resources, and client orientated amenities for students such as the canteen, toilets and playground areas. The system support strategies may be summarised as sufficient quality teachers; adequate resources and equipment; and counselling and alternate programs for highly alienated students.

6. What are the distribution patterns in the acceptance and implementation of suggested renewal strategies between low-alienated and high alienated students?

Low and high alienated students did show similarities and contrasts in support for the suggested strategies. There was a general overall acceptance of many of the suggested strategies. Twelve of the suggestions had over 80% support from the most alienated group. In the main the low alienated group gave greater support for the suggestions. However the high alienated group gave more support for negotiating learning and assessment, and having clear signs of success or failure. These were influential in planning initiatives, albeit somewhat protracted in the case of negotiated learning, quality teaching and alternative programs.

In terms of implementation of student profiles a change in the nature of the relationship between teachers and students occurred, particularly in the case of the passive alienated student. Their passive alienation was more difficult to sustain and they had to interact more with their teachers. On the other hand some reports indicated the low alienated

group resented the repetitive nature of the student profiles. Again a part explanation for this would be the way certain teacher implemented the profiles. For some they were an administrative chore, for others a benefit to learning. Over-all changes in the interaction patterns between students and teachers occurred with greater one to one contact time. To a lesser extent parents were more involved with their children's learning through the introduction of clear course guidelines, negotiated assessment, community programs and parent participation activities. At least a more tolerable school environment for the most alienated group was sought within the many demands on a school.

7. What are the main driving and blocking forces in the high schools influencing the implementation and effectiveness of the suggested renewal strategies?

Driving and blocking forces for the application of the model were many as one would expect in a complex organisation like a comprehensive school. The driving forces were the many national and system reports arguing for improvements to high schools with the desire to benefit all students, my own desire to make the school an effective place for all students particularly the potentially alienated, resource availability through programs such as P.E.P., the research findings from the literature and the survey, the system's general support, and the ability to apply aspects of the model within the formal framework of decision making and implementation arrangements of the school.

The blocking forces were the other priorities for action, traditional attitudes, staff reductions and changes, past attitude and resentment to change, power structures within the school, the conflicting roles of being principal, alignment model implementor and researcher, teacher readiness for the different changes, finding time, energy and space for

effective negotiation and having to link the changes with established structures. A force field analysis (French and Bell 1973, Mulford 1978) needs to be constantly in place attempting to find ways of moving the changes forward by strengthening the driving forces and weakening the blocking forces.

8. What are the limits to the suggested strategies caused by the nature and structure of comprehensive schools in each country?

In determining the limits of the suggested strategies caused by the nature of comprehensive schools in both countries it is important to note many of the strategies (in isolation) have been given official approval during the 1980's, if not before, these being voluntary choice; clear and consistent goals; participation in the management of schools; emphasis on basic, general and marketable skills; clear signs of success or failure; community education programs and parental involvement. Recent A.C.T. education system level changes such as school based management, the introduction of a national curriculum, accountability measures and school closure policies all impact together with the existing requirements on the time, energy and opportunities to address the alienation issue. Clearly the nature and demands on comprehensive high schools in each country are different and priorities will vary. However the use of the integrated approach of the alignment model opens up the opportunity to utilise the limited resources in a different way. By using the formal structure of the school and negotiating the introduction of needs priority strategies of the model it should be possible to move forward within the internal and system parameters of the comprehensive high school whether in Australia or Britain

The role of external examinations, national guidelines, system guidelines, accountability controls, school reviews, directors or inspectors

and system structures all interface with the internal operations of the school. The flexibility to apply the alignment model will depend on the amount of autonomy available to a school and the level of system support for such an approach. Currently the needs deficiency approach absorbs a great deal of time and effort around a limited number of, and in some cases constantly recurring, issues. Ad hoc solutions tend to be limited to a particular group of students and to have little impact on the rest of the school. The alignment analysis model offers the opportunity to develop a strategic plan within the normal checks and balances of a comprehensive school. The 24 strategies identified are not fixed, nor is the order of initiating strategies. The process is flexible and opportunity to initiate a change left to the circumstances prevailing from time to time. The important point is not to lose sight of the significant strategies and their potential to integrate with the other levels, and find the time to create opportunities to negotiate their appropriate introduction with the teachers, students and parents.

9. What are the limitations and benefits of the principal acting as the implementor of the model and case study researcher?

Acting as the implementor of the alignment model and researcher from the role of principal of the school seemed to have many advantages in the first instance. As principal one is expected to provide leadership for change. Being in the position to help frame and manage the over-all strategic plan using the alignment model was a major benefit. Being a researcher at the same time was a benefit in terms of reviewing the research literature, developing the model, producing and applying the survey, analysing the results and initiating implementation of the alignment model. Even when the approach had to be modified to working within the checks and balances of the school, particularly the formal

management structure, the various strategies were introduced and implemented more slowly but with general support from the school community.

The effectiveness of the principal as an evaluator and researcher of the implementation of the alignment model changes remains difficult to assess. The very position of principal causes some people to filter the information they provide and this is even more likely when the information sought is on changes instigated by the principal. As such one of the major problems has been the reliability of feedback on the implementation and effectiveness of the changes.

Trying to maintain a predominantly principal's role in the school restricted the research techniques used. Early in the process my motives were questioned, any tape-recording stopped, formal interviews of staff occurred only once, use of the external consultant was not continued and even discussion of the model occurred only when related issues were raised by other administrators, staff, parents or students. The ethics of using one's position to undertake research over such a long time and set priorities for the school using the over-all model remains unclear. To maintain credibility as a principal meant using the existing formal decision making structure of the school and being patient.

With hindsight I should have persisted with an independent researcher assisting with the evaluation and research on the implementation of various aspects of the model. With the implementation of the student profiles an external consultant assisted in the process. However the consultant's time was limited and her presence was seen by some staff as being part of a system wide initiative and not as a school based project. As such her services were not persisted with and subsequent feedback was left to my interpretation even though the information was coming from a variety of sources.

The school review in 1991 did provide an independent survey and the results did show a school above the average of the other schools surveyed in the ACT. However it also showed that the teachers were more critical of the principal than the average for other high schools surveyed. At the same time the students and parents were more supportive of the principal than the average for other high schools. Two of the complaints from the staff were that the principal was more supportive of students and parents than staff and that changes were introduced without proper consultation. On reflection trying to implement the model and conduct the research even within the formal decision making structure of the school may have diminished my effectiveness as a principal at least in the eyes of the teachers at the school.

Implications of the Research Study

The notion that schools played a neutral or very limited role in the student alienation problem was a starting point for the research. The evidence presented indicated that schools have the capacity to do more in addressing the alienation problem.

Studying the problem of student alienation in both Britain and Australia added to the richness of material available. The reports and the research literature identified a number of strategies that may reduce alienation. However, the study identified a fundamental weakness with the over-all approach. These reports were basically concerned with measures working alongside the established structures of the traditional school and suggested no alternative model that could influence over-all effectiveness. The established structures of the traditional school tended to dominate over the new strategies with the result that certain students remained alienated. These traditional structures were very strong forces

within a comprehensive high school. Chadwick (1979:22) makes the case for a new model:

> the pressure to change , the so-called Baumal crunch (Heinich: 1974), is undeniable. Educators and education must shift their focus from systematic but partial efforts to broad system approaches-building new , more comprehensive models which will be able to respond to social issues and requirements.

Attempting to improve the traditional model has tended to dominate consideration of the implementors if not the proposers of the reforms researched. The individual suggestions for reducing alienation have been ad hoc additions to the existing situation or have had their effectiveness drastically reduced by failure to control or change major aspects of the traditional approach to the operations of comprehensive high schools.

This study attempts to raise awareness of the need to fully grasp the implications of an integrated approach when dealing with such powerful issues as student alienation. The alignment model is put forward as a way of directing the school's energy and commitment to reducing the problem. The model remains a useful way of planning future directions and priorities for the school (see Appendix 8.7 Education Plan 1994-95)

The strategies that involved values, attitudes and established practices required the greatest care and patience in implementation. In particular developing quality teachers needs a great deal more work on promoting invitational education (Purkey and Novak 1984; Novak 1992), collaborative teaching (Fullan and Hargreaves 1991) and teachers as learners (Barth 1990) to name just a few promising tactics. Providing alternative programs whether on-site or outside the school requires attitude and established practice changes in teachers as well as resource commitments.

The model has the potential to be generalisable but the pathways will remain unpredictable. The sequence of strategies used and the

integration with other strategies and levels will depend on the particular school context. The alignment model would be quickly dated if it relied on the strategies identified in the mid- 1980's. The model needs to be constantly up-dated with such strategies as school size, parent involvement and integrated learning being evaluated to determine their continued inclusion. Contemporary issues in Australia that may have an impact on reducing student alienation are key competencies, National profiles and statements, school based management, educational advances in using high technology and vocational training initiatives.

Trying to implement the alignment model was assisted by being principal of the school. At the same time the capacity to fully implement the model was limited by being a research student.

Suggestions for Further Research

The alignment model should be implemented into a school using a team approach. The implementation of the model will need both system and school support. No member of the implementation team should be seen as a research student.

An alignment model should be developed and implemented in a primary school setting. Another alignment model should be develop and applied to the post- compulsory education setting.

The effectiveness of quality teaching programs directed at reducing student alienation needs to be researched and evaluated. At the same time the effectiveness of alternative programs to address the needs of the highly alienated group should be researched and particular attention should be given to assisting Aboriginal students.

The capacity to further develop the integration processes of the model should be researched in different settings and in other education

systems. Particular attention should be paid to streamlining the process to reduce the time frame for implementing the identified strategies across all levels of the model. The more recent work on student alienation in Britain reported in Docking (1990) shows the thrust of this research is still current.

Tye (1992) is quoted in the ACT Report of the Ministerial Advisory Council on Public Education (1994:8) as one who recognises the complexities of schooling and that to be successful in influencing student outcomes change must integrate the whole fabric of schools and school systems.

> It should incorporate review of the relationships
> between school communities and schools, the structure
> and content of curriculum, the teaching and learning
> practices adopted in schools and training and professional
> development of teachers. Only then can restructuring and
> reform of schools be taken " beyond mere rhetoric
> and simplistic tinkering"

This study argues the case for reducing student alienation as important outcome and an integrated process using the alignment model as a way forward. A holistic approach across a broad front not a piece-meal or individual tactic is required. There is a need for continual resolve and reflection in applying the model as new students, staff and parents tend to pressure the school to return to the old practices. Docking (1990:ix) highlights this difficulty:

> Alienation becomes symptomatic when the maintenance
> of discipline and dignities have to be upheld and other
> channels of resolving conflicts are closed.

At this point the thesis must end but the development of an integrated approach to reducing student alienation will continue.

Appendices

Minute:

To: Students at Kaleen High School

Reference:

Date: 28/10/1987

Telephone: 957871

Subject: High School Improvement Project

This project aims to collect information which will help in planning for improvements in high schools.

We would like you to tell us your views about your high school. To do this we are asking you to fill in a brief questionnaire of three parts.

Part A: is about you;
Part B: is about how you view your school, and
Part C: has some suggestions for school improvement.

No staff from your school will see what you write and we do not wish that you include your name on the survey.

We hope that what you tell us will provide valuable information that will help high school administrators and teachers in their work.

Dr Ed Murtagh, (Planning and Research Section)
Paul Fennell (Evaluation Unit)
ACT Schools Authority

QUESTIONNAIRE TO HIGH SCHOOL STUDENTS

P A R T   A

In which suburb do you live ? _____

INSTRUCTIONS :

> Mark your answers with a single pencil line.
> For example - In what year are you at school?
>> Year 7   ➖
>> Year 8   ==
>> Year 9   ==
>> Year 10   ==
>
> Do not go over the edges of boxes.
> Use HB or B pencil.
> Erase mistakes fully.

DIRECTIONS :

> For the following questions, choose the alternative
> statement which is most appropriate to you and shade
> in the answer in the space provided.

1.   Are you male   ==   (1)
        female   ==   (2)

2.   In what year are you at school?
        Year 7   ==   (1)
        Year 8   ==   (2)
        Year 9   ==   (3)
        Year 10   ==   (4)

3.   What languages are spoken in your home?
        English   --   (1)
        European   ==   (2)
        Asian   ==   (3)
        Aboriginal   ==   (4)

        Other (specify) _____   (5)

4.   At what level were you assessed in English in the half-yearly
     reports?
        Good   ==   (1)
        Satisfactory   ==   (2)
        Unsatisfactory ==   (3)
        Bad   ==   (4)

PART A (continued)

5.   At what level were you assessed in Mathematics in the half-yearly reports?

        Good   ==   (1)
        Satisfactory   ==   (2)
        Unsatisfactory   ==   (3)
        Bad   ==   (4)

6.   How do you think you are getting on with your studies at school?

        Good   ==   (1)
        Satisfactory   ==   (2)
        Unsatisfactory   ==   (3)
        Bad   ==   (4)

7.   How do you think you are getting on with making friends at school?

        Very successfully   ==   (1)
        Fairly well   ==   (2)
        Just average   ==   (3)
        Fairly badly   ==   (4)
        Very badly   ==   (5)

8.   Do you live with

        Both parents   ==   (1)
        One parent and a step parent   ==   (2)
        One parent   ==   (3)

        Other (please specify) _____   (4)

9.   Has your mother

        A University Degree   ==   (1)
        A Trade Certificate   ==   (2)
        A Year 12 Certificate   ==   (3)
        A Year 10 Certificate   ==   (4)
        Left without a certificate   ==   (5)

10.   Has your father

        A University Degree   ==   (1)
        A Trade Certificate   ==   (2)
        A Year 12 Certificate   ==   (3)
        A Year 10 Certificate   ==   (4)
        Left without a certificate   ==   (5)

INSTRUCTIONS :

    Mark answers with a single pencil line, thus

              DA   MA   U   MD   DD

    Do not go over the edges of boxes.
    Use HB or B pencil
    Erase mistakes fully.
    Example : If you definitely agree with the first statement, mark
              the BOX provided under DA.

DIRECTIONS :

    Below are some statements about your school which some people would
    agree with, and some would disagree with.   Please read each item
    carefully and mark the answer which best describes how you feel about
    your school.

KEY :   DA   means you definitely agree with the statement
           MA   means you mostly agree with the statement
           U   means you partly agree and partly disagree with the statement
           MD   means you mostly disagree with the statement
           DD   means you definitely disagree with the statement

		DA	MA	U	MD	DD
1.	I cannot make sense out of my school experiences	==	==	==	==	==
2.	I feel that I am really a part of this school community	==	==	==	==	==
3.	More and more I feel helpless in the face of what is happening at this school	==	==	==	==	==
4.	It is difficult for a student to know where to get help and advice in this school because it is big and complicated	==	==	==	==	==
5.	Students at this school feel friendly towards the teachers	==	==	==	==	==
6.	A student's personal interests are ignored when they go against the interests of the school	==	==	==	==	==
7.	I seldom feel "lost" or "alone" at this school	==	==	==	==	==
8.	Teachers just do not care about students as individuals	==	==	==	==	==
9.	Life at this school is confusing at times so that a student does not really know where to turn	==	==	==	==	==

PART B (Continued)

		DA	MA	U	MD	DD
10.	A student cannot influence what happens at this school	==	==	==	==	==
11.	It is difficult to get to know the teachers at this school	==	==	==	==	==
12.	This school is just too big to really look after each individual student	==	==	==	==	==
13.	Students think of teachers as the enemy	==	==	==	==	==
14.	I like my teachers	==	==	==	==	==

INSTRUCTIONS :

Mark answers with a single pencil line, thus

DA   MA   MD   DD
▬▬   ==   ==   ==

Do not go over the edges of boxes
Use HB or B pencil
Erase mistakes fully
Example : If you <u>definitely agree</u> with the first statement,
           mark the BOX provided under DA.

KEY :   DA   means you definitely agree with the statement
                         MA   means you mostly agree with the statement
                         MD   means you mostly disagree with the statement
                         DD   means you definitely disagree with the statement

DIRECTIONS :

Below are some suggestions about making schools a better place for
students which some people would agree with and some would disagree with.
Please read each item carefully and mark the answer which best describes
how you feel about the suggestion.

		DA	MA	MD	DD
1.	It is important to be able to choose the school you attend	==	==	==	==
2.	It is important that a school has clear and consistent goals	==	==	==	==
3.	It is important that a school achieves its goals	==	==	==	==
4.	It is important that the school be a large size	==	==	==	==
5.	It is important that parents, students and teachers contribute to school policy	==	==	==	==
6.	It is important that teachers extend their role to developing close relationships with a small group of students	==	==	==	==
7.	It is important to be able to work on a whole school activity such as a camp, drama production, or work experience	==	==	==	==
8.	It is important that work completed at school has clear signs of success or failure	==	==	==	==
9.	It is important to master basic skills whilst at school	==	==	==	==

		DA	MA	MD	DD
10.	It is important that school provides skills in general living	==	==	==	==
11.	It is important that you are assisted to develop marketable skills at school	==	==	==	==
12.	It is important that clear guidelines are given in advance for the topic being studied	==	==	==	==
13.	It is important that students have choice of subjects	==	==	==	==
14.	It is important that subjects are taught separately	==	==	==	==
15.	It is important that students have as many opportunities as possible to learn in the community	==	==	==	==
16.	It is important that students and teachers have mutual respect for each other	==	==	==	==
17.	It is important that students develop skills that enable them to be comfortable with other students	==	==	==	==
18.	It is important that students develop skills that enable them to be comfortable with teachers and the adult community	==	==	==	==
19.	It is important that students should be able to negotiate with teachers what they learn	==	==	==	==
20.	It is important that students should be able to negotiate with their teachers how they are assessed	==	==	==	==
21.	It is important that students identify with the way that the school operates	==	==	==	==
22.	It is important that parents are closely involved with your learning	==	==	==	==
23.	It is important that parents make regular contact with the school	==	==	==	==
24.	It is important that schools are small	==	==	==	==
25.	It is important to learn by using information from different subjects	==	==	==	==

Write down three things that would make school better for you :

1.

2.

3.

Additional open ended question in 1988 questionnaire.
Write down three things that you like about school.

Appendix 6.2
Validity and Reliability of Part B -
The Student Alienation Measure

Validity of the Instrument

The corrected split-half reliability co-efficients for powerlessness, meaninglessness and social estrangement were .79, .89 and .72 respectively. For the total scale the corrected reliability was .92. Validity for the various scales was established using factor analysis and item-to-total correlations (Dynan, 1980).

Cohen (1974) chose the same items from Burback's scale (1972) and wrote them with the school as the focus. In the pilot study in British schools he obtained a correlation co-efficient of .64 between his scale and the remaining 15 items of the original scale. Prior to using the Cohen scale and the modified version by Dynan (1980), changes in wording was made to some items to make them more readily understood in the A.C.T. context. The changes were as follows:

Original Wording	Dynan Revised Wording	A.C.T. Revised Wording
I can't seem to make sense out of my university experience	I can't make much sense out of what happens at this school	I cannot make sense out of my school experiences
I feel that I am an integral part of this university community	I feel that I am an really part of this school community	Same as Dynan
More and more I feel helpless in the face of what's happening at this university today	More and more I feel helpless in the face of what's happening at this school	Same as Dynan

The size and complexity of this university make it very difficult for a to know where to turn	It is difficult for a pupil to know where to get help and advice in this school because it is big and complicated	Same as Dynan except for student used instead of pupil
Not asked	Pupil at this school feel friendly towards the teachers	Same as Dynan again student used instead of pupil
The student has little chance of protecting his personal interests when they conflict with those of the university	A pupil's personal interests are ignored if they go against the interests of the school	Same as Dynan again student used instead of pupil
I seldom feel lost and alone at this university	I seldom feel lost and alone at this school	Same at Dynan
Classes at this university are so regimented that there is little room for the personal needs and interests of the student	Teachers just do not care about pupils as individuals	Same as Dynan again student used instead of pupil
Life at this university is so chaotic that the student really don't know where to turn	Life at this school is so confusing at times that a pupil doesn't really know where to turn	Life at this school is confusing at times so that a student does not really know where to turn
It is only wishful	A pupil cannot influence	Same as Dynan with

thinking to believe that one can really influence what happens at this university	what happens at this school	student used instead of pupil
Not asked	It is difficult to get to know the teachers at this school	Same as Dynan
This university is just too big and impersonal to provide for the individual student	This school is just too big to really look after each individual pupil	Same as Dynan with student used instead of pupil
Not asked	Pupils think of teachers as the enemy	Same as Dynan with student used instead of pupil
Not asked	I like my teachers	Same as Dynan

Substituting the word students for pupils was the main change to Dynan's questions to them make more appropriate in the A.C.T. context.

Item-to-total correlations and standardised alpha co-efficients for each sub-scale and for the total alienation scale are shown in table 6A-1. (Dynan 1980: 125)

Table 6A-1 (Numbers quoted refer to question items in Part B of the student questionnaire)

Alienation Scale

Item	Item-to-total Correlation
1	.46
2	.38
3	.47
4	.41
6	.32
7	.11
9	.46
10	.37
12	.24

Sub-Scales

	Item	Item-to-total Correlation	Standardized Alpha Co-efficient
Meaninglessness	1	.40	.60
	4	.38	
	9	.44	
Powerlessness	3	.27	.46
	6	.27	
	10	.3	
Social Estrangement	2	.13	.20
	7	.1	
	12	.08	

Dynan used five items to measure teacher-student relationships as perceived by the students. These were developed from the range of comments made by the students during interviews and in the pilot stage of the questionnaire construction. Analysis and student feedback conducted by Dynan indicated that the scale items together provided a valid and reasonably reliable measure of student-teacher relationships. Reliability data for this measure are shown in Table 6A-2 presented by Dynan

(1980:126).

Table 6A-2

Item-To-Total Correlations and Standardised Alpha Co-efficients for Teacher Relations Measure:

Items	Item-to-total correlations
5	.46
8	.50
11	.31
13	.50
14	.54

(Standardised Alpha Co-efficient)

In terms of validity of the Part C instrument it was useful to reflect on Kerlinger's statement (1964:447):

> Content validation consists essentially of judgement. The items of
> a test must be studied, each item being weighed for its presumed
> representativeness of the universe...the judges must be furnished
> with specific directions for making judgements, as well as with
> specifications for what they are judging. Then, some method of
> pooling independent judgements must be made.

The judgements made to determine the suggestions for reducing alienation that finally appeared on the questionnaire were made on the following basis:

1. Identifying significant issues raised in the review of the literature on student alienation in comprehensive high schools in Britain, Australia and the USA.

2. An analysis of the recommendations made in three major reports on secondary schools in Britain and Australia in the first half of the 1980's.

3. Comments made by a panel of experts.

From the review of the literature and the major reports, a preliminary list of 18 components that may contribute to reducing student alienation were identified. This tentative list was distributed to four members of the Planning and Research Section of the A.C.T. Schools Authority, two members of Faculty of Education at the University of Canberra and four fellow principals in A.C.T. high schools. The panel members were asked to study the areas listed and respond to the following questions;

1. Does each area listed represent what you consider as an important area for reducing student alienation?

2. Are there areas that should be combined on the basis that it is difficult for you to conceive them as being independent? Please indicate those areas you feel should be combined.

3. Are there questions that should be separated on the basis that it is difficult for you to give an overall response? Please indicate those that you feel should be separated.

4. Are there areas that you think should be added if the list is to truly represent the more important areas for reducing student alienation? Please list areas which you think should be added.

The responses from the panel members were used to modify the wording of questions, separate combined areas into single strategies and add additional questions about two strategies. The number of questions increased from 18 to 25. The panel suggested that an open ended question on improvements to their high school would allow students to prioritise the suggestions and add any additional strategy important to them.

An open ended question was added to Part C of the questionnaire. This being:

Write down three things that would make school better for you.

In the follow up survey in 1988 the two schools added an additional open question on current strategies appreciated by the students. The question being:

Write down three things that you like about school.

This was in response to some comments that the over-all instrument used in 1987 was too negative with regard to the operations of high schools in the A.C.T.

Reliability of the Instrument

The usual procedures for estimating the reliability of data obtained from the research instrument were not suitable . Guilford (1965) argued that internal consistency procedures are not applicable to heterogeneous type tests while test re-test procedures, according to Festinger and Katz (1953), are not suitable to attitudinal type responses where such responses are subject to actual change over short periods of time as is likely the case with high school students. In addition it was necessary to conduct this study over a eight year period.

According to Kerlinger (1964) one of the most suitable methods of obtaining reliable responses from an instrument was to remove ambiguous items and to provide clear instructions. With these two conditions in mind the instrument was developed in close consultation with the Planning and Research Section of the A.C.T. Schools Authority and trialled with a sample of students drawn from Years 7, 8, 9 and 10. As a result of these checks , ten questions were modified to eliminate specialised nomenclature and ambiguity.

Appendix 7.1

Responses to the 1988 Questionnaire

Table 7A1 1988 Student Responses to the School Improvement Suggestions

Question	D.agree	D.agree/Agree	M.disagree/D.disagree	Significance
1.	79.8	97.2	2.9	.9301
2.	50.5	93.7	6.3	.0000
3.	53.0	92.8	7.1	.0000
4.	14.0	45.6	54.4	.0228
5.	32.2	74.9	25.1	.0000
6.	21.8	61.2	38.8	.0000
7.	54.6	87.9	12.1	.0046
8.	42.7	82.9	16.9	.0273
9.	69.8	93.2	6.7	.0018
10.	60.1	94	6.0	.0114
11.	52.1	93.1	6.9	.2194
12.	67.4	95.2	4.9	.0003
13.	84.9	96.7	3.2	.0029
14.	63.6	91.4	8.6	.1669
15.	59.5	93.4	6.6	.0003
16.	52.8	87.9	12.1	.0000
17.	60.5	92.5	7.5	.0000
18.	52.9	90.1	10.0	.0000
19.	58.6	92.1	7.9	.0002
20.	58.9	88.4	11.6	.0009
21.	47.6	89.4	10.6	.0000
22.	28.8	68.5	31.5	.0000
23.	8.4	41.4	58.0	.0000
24.	9.3	26.3	73.6	.0063
25.	40.7	87.2	12.7	.0001

From the responses the definitely agree top five rankings were:

1. It is important that students have choice of subjects (84.9 %)

2. It is important to be able to choose the school you attend (79.8%)

3. It is important to master basic skills whilst at school (69.8 %)

4. It is important that clear quidelines are given in advance for the topic being studied (67.4%)

5. It is important that subjects are taught separately (63.6%)

From the responses the definitely/mostly agree top rankings were:

1. It is important to be able to choose the school you attend (97.2%)

2. It is important that students have choice of subjects (96.7%)

3. It is important that clear quidelines are given in advance for the topic being studied (95.2%)

4. It is important that a school has clear and consistent goals (93.7%)

5. It is important that students have as many opportunities as possible to learn in the community (93.4%)

The least six supported suggestions were:

24. It is important that the school is small

23. It is important that parents make regular contact with the school

4. It is important that the school be a large size

6. It is important that teachers extend their role to developing close relationships with a small group of students

22. It is important that parents are closely involved with your learning

5. It is important that parents, students and teachers contribute to school policy

Table 7A.2 -The comparison of the high, average and low alienated groups from the 1988 survey of two schools

Q1. It is important to be able to choose the school you attend

Strong support from the V.H.alien group-97.9%

Strong support from Aver.alien group -97.0%

Strong support from V.L. alien group-96.7

Significance-.9301

Q2.It is important that the school has clear and consistent goals

Mild support from V.H. alien group-80.2%

Strong support from Aver. alien group-95.3%

Total support from V.L.alien group-100%

Significance-.0000

Q3. It is important that a school achieves its goals

Mild support from V.H. alien group-81.0%

Mild support from Aver. alien group-84.0%

Total support from V.L. alien group-100%

Significance-.0000

Q4. It is important that the school be a large size

Low support from V.L. alien group-40.6%

Low support from Aver. alien group-46.6%

Low support from V.L. alien group-34.4%

Significance-.0000

Q5. It is important that parents, students and teachers contribute to school policy

Low support from V.H. alien group 46.8%

Mild support from Aver. alien group-77.9%

Mild support from V.L. alien group-82.8%

Significance.0000

Is this just lack of interest by the V.H. alien group?

Q6. It is important that teachers extend their role to developing close relationships with a small group of students

Low support from the V.H.alien group-49.5%

Mild support from Aver. alien group-62.3%

Mild support from V.L. alien group-69.0%

Significance-.0000

Q7. It is important to be able to work on a whole school activity such as a camp, drama production, or work experience

Mild support from V.H. alien group-79.2%

Mild support from Aver. alien group-88.7%

Strong support from V.L. alien group-93.2%

Significance -.0046

Q8. It is important that work completed at school has clear signs of success or failure

Mild support from V.H. alien group- 75.8%

Mild support from Aver. alien group-83.7%

Mild support from V.L. alien group- 86.2%

Significance-.0273

Q9. It is important to master basic skills whilst at school

Mild support from V.H.alien group-87.3%

Strong support from Aver. alien group-94.6%

Total support from V.L. alien group-100%

Significance-.0018

Q10. It is important school provides skills in general living

Mild support from V.H. alien group-89.6%

Strong support from Aver. alien group-94.6%

Mild support from V.L. alien group-89.7%

Significance-.0114

Q11. It i s important that you develop marketable skills at school

Mild support from V.H. alien group-87.5%

Strong support from Aver. alien group-93.5%

Total support from V.L. alien group-100%

Significance-.2194

Q12. It is important that clear guide-lines are given in advance for the topic being studied

Mild support from the V.H.alien group-89.5%

Strong support from Aver. alien group-95.7%

Strong support from V.L. alien group-96.6%

Significance-.0003

Q13. It is important that students have choice of subjects

Strong support from V.H.alien group-94.8%

Strong support from Aver. alien group-97.1%

Strong support from V.L.alien group-93.1%

Significance-.0029

Q14. It is important that subjects are taught separately

Mild support from V.H. alien group-88.6%

Strong support from Aver. alien group-91.6%

Strong support from V.L. alien group-96.5%

Significance-.1669

Q15. It is important that students have as many opportunities as possible to learn in the community

Mild support from V.H. alien group-83.0%

Strong support from Aver. alien group-94.5%

Strong support from V.L. alien group-96.6%

Significance-.0003

Q16. It is important that students and teachers have mutual respect for each other

Mild support from V.H.alien group-64.3%

Strong support from Aver. alien group-90.3%

Total support from V.L.alien group-100%

Significance-.0000

Q17. It is important that students develop skills that enable them to be comfortable with other students

Mild support from V.H. alien group-78.1%

Strong support from Aver. alien group-93.9%

Total support from V.L. alien group-100.0%

Significance-.0000

Q18. It is important that students develop skills that enable them to be comfortable with teachers and the adult community

Mild support from V.H. alien group-72.9%

Strong support from Aver. alien group-92.0%

Strong support from V.L. alien group-93.1%

Significance-.0000

Q.19. It is important that students should be able to negotiate with teachers what they learn

Mild support from V.H.alien group-87.4%

Strong support from Aver. alien group-92.7%

Mild support from V.L. alien group-89.7%

Significance-.0002

Q20. It is important that students should be able to negotiate with their teachers how they are assessed

Mild support from V.H.alien group-89.5%

Mild support from Aver. alien group-88.9%

Mild support from V.L. alien group-69.0%

Significance-.0009

Note: V.H. alien group had a 71.6% definitely agree response compared to 57.5% for Aver. alien group and 55.2% for the V.L. alien group.

Q21. It is important that student identify with the way that the school operates

Mild support from V.H.alien group-74.5%

Strong support from Aver. alien group-91.2%

Mild support from V.L.alien group-86.2%

Significance.0000

Q22. It is important that parents are closely involved with your learning

Mild support from V.H. alien group-53.2%

Mild support from Aver alien group-69.1%

Mild support from V. L. alien group-72.4%

Significance-.0000

Q23. It is important that parents make regular contact with the school

Low support from V.H.alien group-19.9%

Low support from Aver. alien group-43.6%

Mild support from V.L. alien group-53.6%

Significance-.0000

Q24. It is important that schools are small

Low support from V.H. alien group-38.9%

Low support from Aver. alien group-25.5%

Low support from V.L. alien group-13.7%

Q25.It is important to learn by using information from different subjects

Mild support from from V.H. alien group-80.0%

Mild support from Aver. alien group-88.2%

Mild support from V.L. alien group-86.2%

The comparison of the suggestions of the traditional designed school and the flexible plan school surveyed in 1988.

Table 7A3- Suggestions from Students Attending Traditional Designed School

(Percentages)

	E	C	O	R
Year 7	22	38	19	21
Year 8	15	36	33	16
Year 9	25	29	32	15
Year 10	13	34	37	17

Table 7A4- Suggestions from Students Attending the Flexible Plan School (Percentages)

	E	C	O	R
Year 7	29	29	27	15
Year 8	33	19	32	15
Year 9	28	26	25	21
Year 10	33	24	35	18

It would seem that the curriculum level and organisational level issues were perceived as most important for the students of the more traditional designed school. The relatively low support for environmental issues may be explained by the fact that the traditionally designed school was only 14 years old at the time and not at its capacity as was the case of the two older traditional schools in the survey of the previous year. The flexible plan school did place environmental level issue as most important. The fact that this particular school was near its capacity compared to the under capacity of the two flexible plan schools of the previous survey may account for this shift in emphasis. In addition organisational issues were particular important for year 10 and curriculum issues were important for year 7 in the flexible plan school.

For the flexible plan school the positive suggestions were recorded in Table 7A5.

Table 7A5

Flexible Plan School Positive Responses %

	E	C	O	R
Year 7	29.3	31.4	14.6	24.4
8	22.9	27.1	20.6	24.4
9	19.9	30.5	27.7	21.9
10	20.6	33.0	20.6	25.7

For year 7 the curriculum and the environmental level issues received most support. For year 8 relationship and curriculum level issues gained most support. For year 9 curriculum and organisational level issues were most supported while for year 10 the curriculum and relationship level issues were seen as most positive.

For traditionally designed school the positive suggestions are recorded in Table 7A6.

Table 7A6

Traditional School Positive Responses %

	E	C	O	R
Year 7	10.2	43.8	17.1	28.7
8	8.8	45.7	14.7	27.7
9	8.8	34.4	22.7	33.8
10	7.3	43.2	13.9	34.5

The curriculum and relationship level issues gained the most support from all years at the school. These results on the positive aspects of the two schools were incorporated in the implementation of the alignment model research study.

Appendix 7.2

Table 7A7- Gender Responses in the 1987 Survey

Q1- It is important to be able to choose the school you attend

    Strong support from both sexes

        Female-98.1%

        Male-96.5%

Q2.- It is important that the school has clear and consistent goals

    Strong support from both sexes

        Female-94.2

        Male-91.1

Q3- It is important that a school achieves its goals

    Strong support from both sexes

        Female- 93.8%

        Male- 91.1%

Q4- It is important that the school be a large size

    Low support from both sexes

        Female-38%

        Male-46.7%

Q5- It is important that parents, students and teachers contribute to school policy

    Mild support from both sexes

        Female-84.5%

        Male-78.4%

Q6-It is important that teachers extend their role to developing close relationships with a small group of students

    Mild support from both sexes

        Female-61.6%

        Male-64.4%

Q7-It is important to be able to work on a whole school activity such as a camp, drama production, or work experience

    Strong support from females-93.8%

    Mild support from males-88%

        Significance .0000

Q8- It is important that work completed at school has clear signs of success or failure

    Mild support from both sexes

        Female-86.4%

        Male-80.8%

Q9-It is important to master basic skills whilst at school

    Strong support from both sexes

        Female-93.9%

        Male 92.8%.8%

Q10-It is important that the school provides skills in general living

    Strong support from both sexes

        Female-97.4%

        Male-94%

Q11-It is important that you are assisted to develop marketable skills at school

    Strong support from both sexes

        Female-93.5%

        Male-90%

Q12-It is important that clear guide-lines are given in advance for the topic being studied

    Strong support from both sexes

        Female-96.9%

        Male-92.6%

Q13-It is important that students have choice of subjects

    Strong support from both sexes

        Female-98%

        Male-95.2%

Q14-It is important that subjects are taught separately

    Mild support from both sexes

        Female-89.4

        Male-87.5

Q15-It is important that students have as many opportunities as possible to learn in the community

    Strong support from both sexes

        Female-95.4%

        Male-92.5%

Q16-It is important that students and teachers have mutual respect for each other

    Strong support from females-93.3%

    Mild support from males-87.3%

        Significance-.0000

Q17-It is important that students develop skills that enable them to be comfortable with other students

    Strong support from both sexes

        Female-95.8%

        Male-92.6%

Q18-It is important that students develop skills that enable them to be comfortable with teachers and the adult community

> Strong support from females-92.8%
>
> Mild support from males-89.6%
>
>> Significance-.0012

Q19-It is important that students should be able to negotiate with teachers what they learn

> Strong support from females-92.9%
>
> Mild support from males-88.9%

Q20-It is important that students are able to negotiate with their teachers how they are assessed

> Mild support from both sexes
>
>> Female-88.4%
>>
>> Male-85%

Q21-It is important that students identify with the way the school operates

> Strong support from females-92.8%
>
> Mild support from males-86.7%
>
>> Significance-.0008

Q22-It is important that parents are closely involved with your learning

> Mild support from both sexes
>
>> Female-79.6%
>>
>> Male-72.1%

Q23- It is important that parents make regular contact with the school

> Mild support from both sexes
>
>> Female-54.8%
>>
>> Male-53.2%

Q24- It is important that schools are small

> Low support from both sexes
>
>> Female-22.8%
>>
>> Male-32.6%
>>
>> Significance-.0005

Note this was one area where male support was significantly greater even though the level of support was low for both sexes.

Q25- It is important to learn by using information from different subjects

> Mild support from both sexes
>
>> Female-86.9%
>>
>> Male-85.2%

Appendix 8.1
Teachers' Comments 1987

Issues and Concerns	Frequenc	Level
LIVING SKILLS BORING AND CLASHES WITH SCIENCE AND HOME SCIEN	1	C
LIVING SKILLS NEEDS THREE PERIODS	1	C
LIVING SKILLS- SEX EDUCATION SHOULD BE IN YEAR 8 PROGRAM	1	C
NEED FOR AN ACTIVITIES AFTERNOON	4	C
EXTENTED CONTACT NEEDS MORE PREPARATION	2	C
LEARNING ASSISTANCE NEEDS IMPROVEMENT	2	C
SET UP READING PROGRAM	1	C
CONCERN OVER DEVELOMENT OF BASIC SKILLS	1	C
ACROSS SUBJECT SUPORT NEEDED IN ENGLISH	1	C
KIDS LIKE TO KNOW WHERE THEY STAND	1	C
PEP POSITIVE RESULTS	1	C
LEVEL 1 CLASSES DRAWING THEM OUT	2	C
CAREERS PART OF LIVING SKILLS PROGRAM	1	C
MORE NEEDED FOR GIFTED AND TALENTED STUDENTS	1	C
PROBLEMS OF CONTNUING A LANGUAGE	1	C
CURRICULUM OVERLAPS NEED TO BE RESOLVED	1	C
APPLIED SCIENCE ELECTIVE NEEDS WORK	1	C
CLEAR UNIT OUTLINES AND STUDENT PROFILES	1	C
UNITS OF STUDY SHOULD BE A TERMS WORK	1	C
NEED COMPUTER SOFTWARE SUTABLE AT HIGH SCHOOL LEVEL	1	C
BETTER YEAR 10 AND YEAR 11 SCIENCE ARTICULATION	1	C
NEED MORE FUNDS FOR SCIENCE EQUIPMENT AND TEXTBOOKS	1	C
NEED TO DO MORE FOR HIGHER AND LOWER ABILITY STUDENTS	1	C
MORE RESOURSE FOR LOWER ABILITY STUDENTS	1	C
HOW ARE GRADES DETEMINED IN YEARS 9 AND 10	1	C
MORE TEXTBOOKS AND CALCULATORS FOR MATHS	2	C
FORMAL EVALUATION OF BRIDGING CLASSES NEEDED	1	C
NEED FOR SYSTEM FRAMEWORKS FOR SCHOOL BASED CURRICULUM	1	C
NEED FOR A PRACTICAL SKILLS CLASS	1	C
NEED TO PROVIDE COMPUTER AIDED DRAFTING	1	C
MATHS TUTORIAL WORKING	1	C
DIVERSITY AND CHOICE OF COURSES	1	C
CONSTRUCTIVE AND CRITICAL THINKING NEEDED	1	C
MORE PROBLEM SOLVING APPROACHES	1	C
SOME STUDENTS LACK INTEREST IN ELECTIVES	1	C
ALL STUDENTS SHOULD DO ONE OF THE ARTS	1	C
NEED FOR ONE STAFF AREA	5	E
NEED FOR MORE COMPUTER FACILITIES	3	E
MORE SPACE FOR DRAMA		E
NEED FOR MORE ANCILLARY SUPPORT	1	E
OPEN AREAS TO NOISY AT TIMES	3	E
DEADWOOD IN SCHOOL	1	E
OPEN PLAN AREAS ADDS TO FRIENDLINESS	1	E
NEED FOR WINDOWS IN PE STAFF ROOM		E
BAND 2 IA NEEDS TO DO MORE	3	E

Issues and Concerns	Frequenc	Level
GENDER EQUITY AND ELECTIVE PROGRAM NEED TO BE BALANCED	1	O
NEED TO IMPROVE CONTACT SYSTEM	1	O
IDENTIFY YEAR 6 EXPECTATIONS	1	O
NEED FOR MRE FORMALISED TEACHING	1	O
NEED TO IMPROVE COMMUNITY IMAGE	1	O
MORE PLANNING NEEDED	1	O
NEED FOR A SCHOOL MANUAL	1	O
AGREE WITH AWARD SYSTEM	1	R
TEACHERS WORKING UNDER A LOT OF PRESSURE	2	R
OFF-TASK CLASS HARD WORK	1	R
STUDENT PROFLE WORKING	2	R
INDIVIDUAL PROGRAM FOR YEAR 10	1	R
NEED FOR STAFF TO BE MORE OPEN	1	R
NEED FOR MORE DISCUSSIONS ON ISSUES	2	R
GLASSER NOT APPROPRIATE FOR CERTAIN STUDENTS	2	R
GREAT DEAL OF ENERGY IN THE SCHOOL	1	R
GOOD TEACHER/STUDENT RELATIONSHIPS	3	R
RACIAL PROBLEMS HANDLED BETTER THAN MOST SCHOOLS	1	R
DID NOT GET FORMALLY INTRODUCED TO PRINCIPAL AND STAFF	1	R
LOTS OF HELP FROM OTHER TEACHERS	1	R
COMPUTER USE CLASSES POSITIVE ATTITUDES	1	R
YEAR 10 NEED TO IMPROVE ATTITUDES OF THE LOWER GROUP	1	R
SCHOOL IS POSITIVE, COHESIVE AND PROFESSIONAL	1	R
TEACHERS NEED TO BE TOLD THEY ARE NOT DOING THE RIGHT THING	1	R
GOOD INTERACTION AT RECESS	1	R
PROFESSIONAL APPROACH EXTRA CURRICULA ACTIVITIES	1	R
HAPPPY STAFF	1	R
COMBATING PREJUDICE AND PEER SUPPORT POSITIVE	1	R
STAFF COMMITTED	1	R
STUDENTS GENERALLY O.K.	1	R
ETHOS PROBLEM	1	R
PEER SUPPORT OPPORTUNITY FOR YEAR 10 TO TAKE RSPONSIBILITY	1	R
PROBLEM OF TRUCE WITH STUDENTS	1	R
SUPPORTIVE SENIOR STAFF	1	R
YEAR 10 SETTLED DOWN	1	R
HEARING MOREE FROM STUDENTS ABOUT RACIAL PROBLEMS	1	R
YEAR 10 TOO MUCH POWER	1	R
CARING ENVIRONMENT	2	R
SELF-MOTIVATED STUDENTS	1	R
CO-OPERATIVE STAFF	2	R
GLASSER WORKING	1	R
STUDENT SHOULD BE ABLE TO SELECT CONTACT TEACHER	1	R
DISCIPLINE POOR ATTITUDE	1	R
PEER PRESURE CAUSE PROBLEMS	1	R
NEGATIVE ABOUT SCHOOL AT FIRST	1	R
PASSIVE OPTING OUT	1	R
PARENT/TACHER EVENING POSITIVE	1	R
SOME STAFF LOOKED DOWN IF IN CERTAIN FACULTIES	1	R
INCONSISTENCES IN DEALING WITH STUDENTS	1	R
GET TO KNOW ALL THE STUDENTS	2	R
SELF-ESTEEM CAN BE IMPROVED	1	R

Issues and Concerns	Frequenc	Level
PE NEEDS TOP STAFF	1	E
NEED CARPET IN TECHNICAL DRAWING AREA AREA	2	E
SUPERVISION A PROBLEM IN ART AREA	1	E
SOME ROOMS NEED TO BE LARGER	1	E
NEW CURTAINS NEEDED IN LANGUAGE ROOOM	1	E
NEED AGRICULTURAL PLOT	2	E
NEED TO BE ABLE TO TEACH AT COLLEGE	1	E
MANY ADVANTAGES OF A SMALL SCHOOL	3	E
NEED MORE STORAGE FACILITIES	1	E
TOO MANY CHANGES OF TEACHERS	1	E
TEACHERS OWN ROOM WORKING	5	O
SUB-SCHOOL HEADS OVER WORKED	1	O
SUB-SCHOOL LEVEL1 AN ALLOWANCE TO ASSIST	1	O
MISS YEARS 11 AND 12	1	O
NEED MORE INTERACTION WITH PRIMARY SCCHOOLS	2	O
CONCERN ON MIXED-ABILITY CLASSES	1	O
BETTER ORIENTATION OF NEW STAFF TO SCHOOL OPERATIONS	1	O
ELECTIVES SHOULD HAVE FOUR PERIODS	3	O
STUDENTS GIVEN A COLLEGE PERSPECTIVE	1	O
SIZE OF MEDIA CLASSES TOO LARGE	2	O
PRIMARY SCHOLS NEED TO IMPROVE THEIR ACT	1	O
HOMEWORK NEEDS TO IMPROVE	1	O
FACUTY MEETINGS SHOULD BE IN SCHOOL TIME	1	O
BETTER LESSON PREPARATION NEEDED BY SOME TEACHERS	1	O
SCIENCE NEEDS A GOAL	1	O
NO BELLS NOT ABUSED BY STAFF	1	O
GOOD PARTICPATION IN ATHLETICS CARNIVAL	1	O
STUDENTS NEED TO CHANGE INTO SPORTS UNIFORM	1	O
IA STUDENTS SHOULD NOT GO INTO ART AREA	1	O
SUPPORT TEACHERS FOR LANGUAGE CLASSES	1	O
NEED TO RESTATE SCHOOL POLICIES	1	O
BAND 2'S PROVIDE INFORMATION ON REPORTS	1	O
LONG DOUBLE-PERIODS NOT APPROPRIATE FOR ART STUDENTS	1	O
NEED FOR SINGLE PERIODS IN ELECTIVES	1	O
TEACHERS SHOULD INSIST THAT STUDENTS USE HOMEWORK DIARIES	1	O
AP STUDENTS WORKS HARD	1	O
NEED FOR A CLEARLY WRITTEN DISCIPLINE POLICY	1	O
NEED FOR A SCHOOL UNIFORM	5	O
DOUBLE PERIODS TOO LONG	1	O
FOUR PERIODS NEEDED FOR LANGUAGES	1	O
ANNOUNCEMENTS SHOULD HAVE BROAD RELEVANCE	1	O
ADVANCED NOTICE OF STUDENTS LEAVING FOR EXCURSIONS	2	O
HIGH SCHOOL NEEDS TO BE MORE STRUCTURED	1	O
MATHS NEEDS TO BE STREAMED	2	O
YEAR 6 ELECTVES NEED TO BE RE-ORGANISED	1	O

Appendix 8.2
Students' Comments 1993

	Comments	Freq	Level	Ag/Dis
	A	B	C	D
1	A SECOND WEEK WORK EXPERIENCE	1	C	D
2	ACTIVITIES DURING THE WEEK	1	C	D
3	ACTIVITIES WEEK MID YEAR SHOULD BE BACK	2	C	D
4	ACTIVITY WEEK SHOULD NOT HAVE BEEN CANCELLED	4	C	D
5	ANOTHER LANGUAGE	1	C	D
6	ARTISTIC PE OK	1	C	A
7	DIFFERENT YEAR 9 AND YEAR 10 DRAMA PROGRAM	1	C	D
8	DRAMA PRODUCTION EVERY TWO YEARS	1	C	D
9	EXTENSION WORK IN MAIN STREAM MATHS	1	C	D
10	INCONSISTENCY OF MARKING BETWEEN TEACHERS	1	C	D
11	LESS HOMEWORK	1	C	D
12	LEVELS IN YEAR 8	3	C	D
13	LIVING SKILLS NEEDS TO IMPROVE	1	C	D
14	MAJOR ASSIGNMENTS SPREAD OUT MORE	5	C	D
15	MAKE TO CHALLENGING	1	C	D
16	MODERATION TEST TOO EASY	1	C	D
17	MORE CAMPS AND EXCURSIONS	1	C	D
18	MORE CHAALENGING SCIENCE AND MATHS	1	C	D
19	MORE CHALLENGING PROGRAM IN H.EC	1	C	D
20	MORE COMMUNITY COURSES	1	C	D
21	MORE COMMUNITY SERVICE	2	C	D
22	MORE EMPHASIS ON ARTS	1	C	D
23	MORE EMPHASIS ON CAREERS	1	C	D
24	MORE HOMEWORK IN MATHS AND SCIENCE	1	C	D
25	MORE INFORMATION ON ASSESSMENT	1	C	D
26	MORE PRACTICAL SCIENCE	1	C	D
27	MORE RETAILING/ HOSPITALITY COURSES	1	C	D
28	MORE SCOPE FOR NEGOTIATION AND SELF- DIRECTION	2	C	D
29	MOTOR TECH MORE INTERESTING	1	C	D
30	NEED TWO SEPARATE COURSES IN ART IN 9/10	1	C	D
31	NOT ENOUGH HOMEWORK	1	C	D
32	OUTDOOR EDUCATION ELECTIVE 1994	1	C	D
33	PE AND H.SC OK	1	C	A
34	PHYSICS IN BOTH CORE AND ELECTIVE YEAR 10	1	C	D
35	PROBLEM OF DIFFERENT WAYS OF MAKING ESSAYS		C	D
36	RUGBY UNION TEAM		C	D
37	SPORT OK	4	C	A
38	SPORTS COACHING OK		C	A
39	TEACHERS MARK TOO HARD		C	D
40	UP FRONT ABOUT CAMPS/YEAR 10		C	D
41	YEAR 8 CAMP	3	C	D
42	YEAR 9 CAREER ED	1	C	D
43	CANTEEN AREA EXPANDED	1	E	D
44	CHAIRS IN ASSEMBLY	2	E	D
45	COMPUTERS IN EVERY ROOM	1	E	D
46	DAINTREE STAIRS A BLOCKAGE	1	E	D
47	HEATING AND AIR CONDITIONING IN SOME ROOMS	2	E	D
48	HIRE LABOUR CLUB FOR SOCIALS	1	E	D
49	LARGER AREA FOR YEAR 10	1	E	D
50	MINIMISE TEACHER CHANGES ENGLISH AND SOCIAL ED	1	E	D
51	MODERN EQUPMENT- TECHNOLOGY AREA		E	D
52	MODERN PAINTING AND MURIALS		E	D
53	NEW FURNITURE	2	E	D
54	NEW SOUND SYSTEM FOR MUSIC DEPARTMENT	1	E	D

	Comments	Freq	Level	Ag/Dis
	A	**B**	**C**	**D**
5 5	OPEN AREAS A PROBLEM	1	E	D
5 6	OPEN BASKETBALL PLAYGROUND AREA	6	E	D
5 7	OPEN GYM AT LUNCH TIME	1	E	D
5 8	ROOM NAMES AND NUMBERS	1	E	D
5 9	SMALLER SCHOOL	1	E	A
6 0	TOO MANY TEACHER CHANGES IN MATHS	1	E	D
6 1	UP-DATE EQUIPMENT IN TECHNOLOGY	1	E	D
6 2	4 CHOICES OK	13	O	A
6 3	ANOTHER WORK EXPERIENCE WEEK	4	O	D
6 4	ASSEMBLIES ONCE A MONTH	1	O	D
6 5	ASSEMBLY ON MONDAY OK	1	O	A
6 6	ASSEMBLY SEATING	6	O	D
6 7	CHANCE TO HAVE A STUDENT SAY	3	O	A
6 8	CLASHES IN ELECTIVES NEED TO BE AVOIDED	1	O	D
6 9	COMMUNITY SERVICE IN DISCIPLINE PROGRAM	1	O	D
7 0	CONTACT 2.55	1	O	D
7 1	CONTACT AT RECESS OK	1	O	A
7 2	CONTACT BEFORE SCHOOL	2	O	D
7 3	CONTACT IN MORNING	1	O	D
7 4	CONTACT OK	3	O	A
7 5	CONTACT ONCE A WEEK	1	O	D
7 6	CONTACT TWO A WEEK	1	O	D
7 7	CONTACT WASTE OF TIME	1	O	D
7 8	FINISH FRIDAY AT 12.45	1	O	D
7 9	FREE PERIODS FOR 9 AND 10	1	O	D
8 0	HAVING TO PAY EXTRA LEVEES	1	O	D
8 1	NO DRESS RESTRICTIONS	1	O	A
8 2	HIGH TECHNOLOGY FOCUS NEEDS MORE EMPHASIS	1	O	D
8 3	LARGE LEVEL 2 CLASSES IN MATHS	1	O	D
8 4	LATENESS TO CLASS BY TEACHERS AND STUDENTS	1	O	D
8 5	LEVELS OK	5	O	A
8 6	LIBRARY OPEN MORE	1	O	D
8 7	LIVEN UP ASSEMBLY	1	O	D
8 8	LUNCHTIME 1 HOUR	1	O	D
8 9	MINI FETE OK	1	O	A
9 0	MORE GENERAL MEETINGS OF SRC	1	O	D
9 1	MORE LUNCHTIME AREAS	3	O	D
9 2	MORE SAY IN THINGS IN YEAR 10	1	O	D
9 3	MORE TEACHERS AND LEVEL 2'S ON PLAYGROUND DUTY	1	O	D
9 4	MORE USE OF COMPUTERS FOR ALL STUDENTS	2	O	D
9 5	NEW LOCATION FOR YEAR 10 COMMON ROOM	3	O	D
9 6	NEW SCHOOL HOURS -MON / THURS LONGER, FRID SHORTER	1	O	D
9 7	NO DRESS RESTRICTIONS	1	O	D
9 8	NO SET UNIFORM	1	O	A
9 9	OPEN SUGGESTION BOX FOR IMPROVEMENTS	1	O	D
1 0 0	OPEN TOP PLAYGROUND AREA	5	O	D
1 0 1	PEOPLE FROM OTHER SCHOOLS COME TO SOCIALS	1	O	D
1 0 2	RANGE OF ELECTIVES OK	3	O	A
1 0 3	ROLLMARKING INSTEAD OF CONTACT	1	O	D
1 0 4	RUNNERS A GOOD IDEA	1	O	D
1 0 5	SHOULD HAVE UNIFORM	1	O	D
1 0 6	SOME TEACHERS DONT USE THEIR MARK BOOKS	1	O	D
1 0 7	SPLIT CLASSES AND CHANGES OF TEACHERS	1	O	D
1 0 8	SRC ASSEMBLIES ONCE A MONTH	1	O	D

Comments	Freq	Level	Ag/Dis
A	**B**	**C**	**D**
109 START SCHOOL TOO EARLY	1	O	D
110 STUDY PERIOD	1	O	D
111 SUB-SCHOOLS OK	1	O	A
112 TEACHER ANNOUNCEMENTS SHOULD AFFECT MOST STUDENTS	1	O	D
113 THREE SINGLE PERIODS FOR LANGUAGES	1	O	D
114 TIME OUT NOT WORKING	1	O	D
115 TOO MUCH DRESS COMPETITION	1	O	D
116 USE IN SCHOOL SUSPENSIONS NOT OUT OF SCHOOL	1	O	D
117 WORK EXPERIENCE OK	6	O	A
118 YEAR 10 CAMP AT RIGHT TIME	5	O	A
119 YEAR 7 LINE IN CANTEEN END OF TERM 1	2	O	D
120 YEAR 8 CAMP	2	O	D
121 YEAR MEETINGS	1	O	D
122 COMMUNITY SERVICE TO HELP PUT SEATS OUT	1	R	D
123 CONTACT SHOULD NOT MIX OLDER AND YOUNGER STUDENTS	1	R	D
124 DIFFERENT CONTACT TEACHERS	1	R	D
125 FRIENDLY RELATIONSHIPS	5	R	A
126 GET TO KNOW PEOPLE MORE	1	R	A
127 GREAT TEACHERS	3	R	A
128 IMPROVE STUDENT- TEACHER RELATIONSHIPS	1	R	D
129 INVITE FRIENDS TO SOCIALS	1	R	D
130 MORE A FAMILY SCHOOL	1	R	A
131 MORE FREEDOM IN 9 AND 10	1	R	A
132 OPPORTUNITIES FOR NEGOTIATED ASSESSMENT	1	R	A
133 PEER SUPPORT OK	1	R	D
134 SOME TEACHERS BE OVER THE TOP-TALKING	1	R	D
135 SOME TEACHERS MUST TAKE FEEDBACK	4	R	D
136 SOME TEACHERS NOT GIVING CLEAR DIRECTION	1	R	D
137 SOME TEACHERS WITH TOO HIGH EXPECTATIONS	2	R	D
138 STUDENT WELFARE APPOACH OVER-BOARD	2	R	D
139 TEACHER DOES NOT REALLY CARE	1	R	D
140 TEACHER NOT IN CLASS	1	R	D
141 TEACHER/ STUDENT RELATIONSHIP TREATED LIKE ADULT	3	R	A
142 TEACHERS NEED TO TURN UP ON TIME	1	R	D
143 YEAR 10 COMMON ROOM NOT MUCH USE	1	R	D
144 YEAR 10'S MORE SAY ON CAMP ORGANISATION	1	R	D
145			
146			
147			
148			
149			
150			
151			
152			
153			
154			
155			
156			
157			
158			
159			
160			
161			
162			

Appendix 8.3

Tactics Used to Implement other Alignment Model Strategies

As outlined in chapter 5 additional information was sought through interviews of staff and students. As an established practice each year all year 10 students were interviewed towards the end of their studies for their reference. The same four questions were asked:

•*What are your plans for next year?*

•*What courses are you going to study?*

•*What do you like about the school ?*

• *What improvements would you recommend?*

The answers to last two questions together with discussion throughout the year allowed for student suggestions to be brought to the attention of teachers, parents and the School Board while at the same time allowing for school features currently in place that the students liked to be defended by the principal on their behalf. Their comments included liking the wide choice of subjects, the fast paced and levels in the core subjects, the small size of the school allowed for a friendlier atmosphere, there were excellent student-teacher relationships, there was value in work experience, need for better playground seating, more computers, better teachers in some subjects, better discipline practice, less prejudice by some students and staff, paint the school, better uniform and a better planned allocation of homework and tests across subjects. As previously stated the main purpose of the interview was for the student's reference with feedback on student alienation and related strategies being a by-product.

The staff interviews conducted in mid -year 1987 on a one to one basis in the principal's office and represented a departure from established practice. However the staff revealed a number of issues that were supported or needed addressing. Some were organisational level issues such as the need for more discussion on changes before decisions, a better orientation program for new teachers, fast paced classes were drawing the students out, more professional supervision of staff, the school had a positive coherence of professionalism, uniforms to be worn on excursions, need for an effective discipline policy, home room system works and more ways for year 10 students to take responsibility. Some were curriculum level issues such as students liked to know where they stood on courses , sex education should be introduced into year 8, on-task classes were working, bridging classes working, problem of soft and hard options, more drama opportunities, some year 10 still poor in English skills, more programs for gifted and talented students and better articulation of the subjects primary-high and high-college.

The relationship level issues identified in the interviews were good student-teacher relationships, the school had an ethos problem, problem of trucc with students, caring environment, students should be able to select their contact teachers, students respond to effective teachers, peer group pressure causes a problem and need to develop a supportive community network.

Comments on the physical environment of the school included the need for a single staff room, more science equipment, more space for computers, more resource material for weaker students, open areas interfering with the operation of nearby classes and need for new furniture and the updating of equipment in some areas.

The strategies needing most attention identified from the interviews as part of the alignment model were: clear goals, mastery of basic skills,

school ethos, general living and marketable skills, integrated learning and parent involvement. The survey data on the school and the other three schools in 1987 were combined with the interviews to give direction for the alignment model analysis by setting priorities over the next four years.

The survey data, by combining definitely agree and mostly agree, indicated that fifteen of the suggestions for school improvement had 90% support or more. In order of support ranking they were questions C 13, C1-C15, C17, C10, C12, C2, C3, C9-C11, C21, C7-18, C16-C19 (see Appendix 6.1 Part C)

After negotiation at the formal meetings with staff, parents and students policy changes and structures were put in place to ensure that maximum flexibility of choice existed for students in the subjects they selected (C13). These changes included voluntary choice into computer use pilot classes in year 7 and 8, more electives choices and a greater range of subjects made available, and the choice of levels within the core subjects of English, mathematics and science for years 9 and 10. The interviews with year 10 students over the last 8 years have produced strong support from the students for the degree and range of choices available at the school. This was used to counter the view of some faculties that should be parity of time and a reduced number of choices in subjects.

The A.C.T. system had for some years as already explained provided for choice of schools (C1). The opportunity to learn in the community (C15) was fostered by increasing the emphasis on work experience, excursions, visiting experts coming to the school, high technology initiatives with the community, sports coaching and drama programs together with a science show at the local primary schools and community service programs such as the Duke of Edinburgh Awards

Scheme. All these initiates were given special recognition at school assemblies. In broad terms the community curriculum orienation was encouraged and gained more acceptance and in so doing moved the school closer to the equilibrium curriculum position proposed in figure 3.1 in chapter 3.

One of the main tactics that enabled students to be comfortable with other students (C15) and adults (C17) was peer tutoring with year 10 students assisting with year 7's orientation to high school for one or two terms. Students were also encouraged to speak at assemblies, act as guides for parents and new students on open nights, participate in public speaking and debating, play a more active role in school decision making through the SRC, and be active in school-community activities such as fund raising.

The general living (C10) and marketable skills (C11) strategies were enhanced by increasing the range of relevant electives, updating the science, mathematics and computer electives, the introduction of Japanese studies , the integration of career education into the social education program for year 10's, the revision of the living skills program to include such issues as AIDS education and in 1991 the 10% enrichment of all subjects with the high technology focus.

Clear guidelines (C12) were provided with all teachers agreeing in 1989 to issue unit topics and assessment outlines at the beginning of each new unit of study. The four term year, introduced system wide, allowed for student profiles, semester reports and parent-teacher interviews to be more immediate and more relevant to the unit outlines. The year 7 profiles had already had this strategy included from 1988.

Providing clear and consistent goals (C2), evidence of achieving these goals (C3) and providing opportunities for the students to identify with the way the school operates (C21) all required important negotiation

considerations. The approaches adopted through the formal consultations including the School Board, were the provision of a clear mission statement for the school with the statement revised at the end of 1990 to incorporate the high technology focus (the mission statement is attached to this appendix), the publication of the school rules and the Glasser discipline policy, and regular information to the school community on development with the high technology focus (the fortnightly newsletter has a regular feature- high technology update).

Rewards for effort and achievement are given at the end of each school year. School ethos is being addressed with moves to improve the school dress code, better publications on the school, presenting academic and community service awards and regular Monday morning total school assemblies. These assemblies allowed total school issues to be discussed and the students to identify with the many activities occurring in the school. The previous emphasis on sub-school meetings tended to fragment information and identification with the whole school.

Mastery of basic skills (C9) was encouraged with bridging classes for years 7 and 8 , and core workshop electives for years 9 and 10 for students with learning difficulties. In 1988 a learning centre was established for students in the area with special learning difficulties and level 3 courses were introduced for the core subjects of English, mathematics and science in years 9 and 10 in 1990.

Integrated work (C11) was encouraged through the introduction of a camp week in term 2 in 1988 , overseas trips to New Zealand and Japan in 1990, activities weeks at the end of each semester from 1990, and across the school drama productions. Mutual respect (C16) was future addressed by the development of a clear statement on student management policy readily available for students, parents and teachers, weekly meetings of a Student Welfare Committee, and public recognition

of the excellent student-teacher relationships already in place in the school. Making it known on a number of occasions that an effective school was one where the teachers have a high expectation for all their students and the students have a high expectation of their teachers' abilities was beneficial in promoting this strategy.

In addition the open ended suggestions from the questionnaire 1987-88 provided other specific issues to open up debate between the partners of the school. The issues were for a general flexibility with school uniform, better teachers in some subjects, more excursions and camps, even more subjects and choice, students having a greater say in school policy, a clean up of the school and a better physical environment in which to work. The later suggestion of a better physical environment in which to work was pursued in a vigorous manner as previously outlined.

On examining the responses of the most alienated group within the school the strongest support in order was for having opportunities to learn in the community (C15), choice of school (C1) , choice of subject (C13), having clear and consistent goals (C2) and being comfortable with other students (C17). In all fourteen suggestions had over 80% support from the most alienated group of students.These suggestions, beside the first five listed above, in percentage order were C10-C12 -C20, C16, C9-C14, C18, C19 and C7.

MELBA HIGH SCHOOL

A High-Technology School

This is a broad and philosophical statement of the missions to which the members of Melba High Technology School aspire. It is intended as both a framework to guide decision-making and a public declaration of that which the members of the School value. Priorities within the School are determined by the extent to which it can be demonstrated that the objectives of any proposed actions contribute to these missions; the **Education Program** provides details of the ways in which Melba High Technology School enacts these missions.

A STATEMENT OF MISSIONS

Melba High Technology School is a community of learners and is committed to providing a safe, enjoyable and productive educational environment for its students with a high technology focus. In framing its Education Program, Melba High Technology School seeks to foster in its members those qualities which:

A   **Provide a foundation for social harmony and equity**

Melba High Technology School envisages a world in which all individuals are committed to acting in socially responsible ways, in which all individuals are knowledgeable and respectful of both personal and cultural heritage, and in which all individuals value cooperation, collaboration and personal contribution.

B   **Promote critical, reflective and broad-based thinking**

Melba High Technology School is committed to its motto **Clever Learning and Living With High Technology.** It seeks to empower its members through the development of informed, critical and global perspectives about the social and physical environments of the individual, the community and the Earth.

C   **Enhance self image**

Melba High Technology School seeks to promote in its members a successful and positive self-image. The School values and fosters personal excellence in all fields of endeavour, especially in the pursuit of those creative, intellectual, social and physical attributes which maximises opportunities to influence future learning, employment, and the shaping of society.

A high-technology school is a new concept in education that builds upon the best practices in schooling, by allowing students to experience technology as they learn. At Melba High students will be involved in problem solving and decision making through the impact and use of technology in all subjects.

Appendix 8.4

MELBA HIGH TECHNOLOGY SCHOOL -STUDENT PROFILE.
STUDENT _____ YR 7 S/S TERM 1.1993
CLASS TEACHER _____ CONTACT TEACHER _____

PHYSICAL EDUCATION / HEALTH.

CODE   1= UNSATISFACTORY   2= SATISFACTORY   3= GOOD   4=EXCELLENT

PHYSICAL EDUCATION

PERSONAL WORK HABITS	Student's Assessment	Teacher's Assessment
Able to listen, interpret and follow instructions.	1 2 3 4	1 2 3 4
Aware of rules and safety.	1 2 3 4	1 2 3 4
Respects others rights and equipment	1 2 3 4	1 2 3 4
Works co-operatively in skills practice and game situations.	1 2 3 4	1 2 3 4
Understands the need for teamwork, co-operative play, rules, and umpires.	1 2 3 4	1 2 3 4
Participates with enthusiasm.	1 2 3 4	1 2 3 4
Changes for Physical Education.	1 2 3 4	1 2 3 4

SPORTS SKILLS EXPERIENCED - LEVEL OF PERFORMANCE.

	Student's Assessment	Teacher's Level of skill	Assessment Effort
Fitness, X-country, jump rope.	1 2 3 4	1 2 3 4	1 2 3 4
Volleyball.	1 2 3 4	1 2 3 4	1 2 3 4
Gymnastics.	1 2 3 4	1 2 3 4	1 2 3 4

HEALTH

UNITS COVERED:

1. Introduction to Melba High Technology School.
2. Building self confidence through better communication and understanding.

	STUDENT'S ASSESSMENT	TEACHER'S ASSESSMENT
Is courteous and respects the rights of others.	1 2 3 4	1 2 3 4
Uses class time constructively.	1 2 3 4	1 2 3 4
Co-operates in group and partner work.	1 2 3 4	1 2 3 4
Works well on individual tasks.	1 2 3 4	1 2 3 4
Listens to, interprets and follows instructions.	1 2 3 4	1 2 3 4
Participates in discussion.	1 2 3 4	1 2 3 4
Listens to others during discussions.	1 2 3 4	1 2 3 4
Bookwork - keeps an accurate, neat and well organised record of all work covered in class.	1 2 3 4	1 2 3 4
Assigned work.	1 2 3 4	1 2 3 4

TEACHER'S COMMENT: _____

_____

_____

_____

CLASS TEACHER _____ DATE _____

HOME   ECONOMICS

CODE	1 = Unsatisfactory,	2 = Satisfactory,	3 = Good,	4 = Excellent

		Student's Assessment				Teacher's Assessment			
		1	2	3	4	1	2	3	4
Performance	Managing Resources								
	Manipulative Skills								
	Design Skills								
	Quality of Work								
Evidence of	Initiative								
	Consistent Work								
	Written Record								
	Co-operation								
Attitude to	Safety								

STUDENT COMMENTS:

1. What did you learn from this unit?_____

_____

_____

_____

2. Have you really tried hard in your work?_____

   If not, can you think of any reasons why?_____

3. Can you think of any changes that would improve the unit?_____

_____

TEACHER COMMENTS:

_____

_____

_____

_____

Teacher's Signature:_____   Date: _____

SOCIAL EDUCATION

UNIT

_____

KNOWLEDGE & UNDERSTANDING
(Course concepts & content)

SKILLS

. Information gathering (research)

. Analytical (thinking & decision making)

. Graphic (mapping, statistics .....)

. Communication (presentation &
   expression)

. Social development (self discipline....)

VALUES & ATTITUDE

INVOLVEMENT & ACTION

Needs to work on this area	Minimum competency Try harder	Improving & developing	Well developed area

Student:

I feel I have done well at _____

Skills I have learnt or improved on are _____

I still need to work on _____

STUDENT SIGNATURE _____

TEACHER COMMENTS: _____

_____

_____

TEACHER SIGNATURE _____

Appendix 8.5

MELBA HIGH SCHOOL

Planning Day - 20th November 1990

High Technology at Melba

9.00 -10.35am	Input Principal's Introduction - Multi Campus, High Technology and School Review		10 mins
	David Jenkins	- Technology Consultant OEC)	10 mins
	Michael Dupe	- Information Technology OEC)	
	Brian Jarman	- Planning and Development of Cherrybrook High School	20 mins
	Jeff Wallace	- Keira Technology High	20 mins
	Wayne Price	- Nowra Technology High	20 mins
	Dr Stephen Boyden - ANU, Future of Society		10 mins

10.35-10.55am Morning Tea

10.55-11.35am Small Groups to discuss issues from the morning session and their application to schools in the ACT. Each group is to decide on two issues to be raised by a spokesperson from the group with a panel in the Panel Session.

11.35-11.50am Professor Walker - Canberra University, Faculty of Education - High Technology in Education - the Social Issues.

11.50-12.35pm Panel Session. The panel will consist of the invited speakers. The two issues discussed in the small groups are to be put to the members of the panel by the spokesperson from each group.

12.35-1.35pm Lunch

1.35-3.30pm Faculty Evaluation.
Faculties are to discuss possible ways of implementing high technology in their faculty - e.g., 10% enrichment, pilot classes in Years 7 and 8 and other strategies. Other topics relevant to faculties may also be discussed at this time.

Appendix 8.6

EDUCATION PLAN 1994

Curriculum Level Strategies

A)   Curriculum Renewal

Tactics
- Revision of existing courses
- Use of ACT Frameworks Format in drafting new courses
- Incorporate High Technology Focus Developments
- Implement Year 8 fast paced programs across eight key learning areas
- Have articulation meetings with primary schools,college and CIT
- Ensure students are well prepared for future college courses
- Develop advance standing courses for Year 9 1995
- Identify cross curriculum perspectives in all courses
- Clearly identify the inclusive nature of all courses
- Provide part-joint school development day with Kaleen High to share course developments

B)   Student Profiles and Assessment

Tactics
- Revision of assessment practices incorporating profiles
- Trial negotiated assessment
- Provide clear evidence of student outcomes in reporting to parents and students

C)   Basic Skills

Tactics
- Develop and implement approaches to improve literacy
- Develop and implement approaches to improve numeracy
- Develop and implement a new living skills program
- Develop and implement approaches to improve computer literacy

D)   Aboriginal Education

Tactics
- Increase the teaching of Aboriginal history and culture
- Provide motivation and support to encourage Aboriginal students to go
onto   Year 11 and 12

E)   Languages Other than English (LOTE)

Tactics
- Provide Year 8 LOTE programs for all students
- Encourage more students to do LOTE in Years 9 and 10 for 1995

F)	Physical Education and Sport

Tactics
• Increase level of participation in sport by all students
• Increase participation of Year 9 and 10 girls in PE and sport

G)	Students with Special Curriculum Needs

Tactics
• Develop and implement approaches that improve the outcomes for
learning	assistance and resource centre students
• Develop and implement approaches that improve the outcomes of
English	as a second language (ESL) students

H)	Activities Program

Tactics
• Provide a first semester activities week program
• Provide work experience for Year 10 week 8 term 1
• Provide camps for Year 7,8 and 9 in week 8 term 1
• Provide for Year 6 visit Friday week 8 term 1
• Provide for open night in June term 2
• Provide for school socials once a term

I)	Parent Involvement

Tactics
• Trial parents as resource people for students
• Provide parent -teacher evening for Year 7 students mid-term 1
• Provide parent-teacher evenings week 1 term2 and week 1 term 3
• Provide unit outlines in advance for student and parent planning
• Provide regular comments in homework diaries for parent follow up

Organisational Level Strategies

A)	Improve school policy development

Tactics
• Review school committee and task force structure to align with school
  review requirements
• Trial resident expert concept
• Analysis market area with particular attention to gender balance,
  Aboriginality, non-English speaking background, disabilities and socio-
  economic disadvantages

B)   High Technology Focus

    Tactics
- Review school facilities so that they reflect advances in technology
- Seek access to sponsorship for staff training, expert advice, work experience and equipment
- Investigate Integrated Services Digital Network (ISDN) for school and classroom use
- Investigate Australian and International data bases for use by the school and classrooms
- Provide opportunities for staff development with new technological modes of teaching and learning
- Develop and implement electronic mail system across school
- Provide a school development to investigate the latest development in high technology teaching and learning

C)   Recognition of Achievement

    Tactics
- Provide awards recognising achievements by students and staff during and at end of year
- Market Melba High Technology School (MHTS) in the Belconnen region and across the ACT

D)   Improve Communications

    Tactics
- Develop and monitor approaches to improve communication lines with staff, students, parents and the community
- Implement procedures to ensure that grievances and essential communications between school and parents are speedily addressed
- Communicate and consult with school staff and the school community about the nature, implementation and outcomes of the 1994 Education Plan
- Invite parents of students with special needs to be involved in the development and implementation of Support Resource Programs
- Invite people of Aboriginal background and of NESB onto School Boards, School committees and the P&C

E)   National Program on Quality Teaching and Learning

    Tactics
- Consult and trial alternative school organisations and structures as part

of   the NPQTL including changes to the school day
- Trial computerised attendance system
- Trial computerised report system

F) Improve School Budgeting

Tactics
- Set clear priorities for 1995 expenditure
- Develop detailed guidelines for the distribution of the finances within program budgeting principles
- Develop an approach for incorporating equity funding within the budget

Relationship Level Strategies

A)   Improve Student Welfare

Tactics
- Open a new student welfare Centre including the time-out room
- Provide a school development day on bullying and student
management
- Appoint staff to follow up students at risk
- Provide a Student Welfare Report each month to the School Board

B)   Improve Staff Development

Tactics
- Provide professional development planning for all staff
- Evaluate the TRAD program
- Provide opportunities for advance skill teachers to influence quality teaching
- Trial colleagial and co-operative learning approaches
- Provide opportunities for teacher to progress from three to four year
trained
- Link staff development to identified key competencies
- Develop a code of conduct for teachers
- Provide training and support to implement the code
- Provide opportunities for school-business exchange, high-college exchange, and high -primary school exchange
- Support opportunities for professional development, multi-skilling and retraining courses with universities and CIT
- Support skills training and professional development opportunities for support staff
- Develop and implement approaches for enriching staff morale
- Develop and implement student management approaches that are
clear   and firm in teaching and learning requirements while at the same time

supportive to each student's needs
- Monitor and implement Equal Employment opportunity Policy (EEO)

- Monitor, develop and implement grievance procedures and provide training   in resolving issues

Physical Resources and System Support Environment Level Strategies

A)   Upgrade the physical environment of the school

    Tactics
    - New carpets in main teaching areas of the school
    - Floor covering for breezeway
    - New bike compound
    - New bank of leased computers
    - New ventilation and natural lighting in PE staff area
    - Replace and repair furniture and equipment

B)   Occupational health and safety

    Tactics
    - Develop and implement occupational health and safety monitoring and action in all areas of the school
    - Implement policy and guidelines for environmental health issues in the school
    - Encourage recycling of materials throughout the school and develop co-operative and integrated resource and energy conservation approaches

C)   System support

    Tactics
    - Invite consultants and policy officers to visit the school
    - Invite Secretary of the Department to visit the school
    - Provide opportunities for applying for system innovation grants
    - Provide opportunities for staff to participate in system professional development programs

Appendix 8.7

School Review 1991-An External View

The findings of the School Review Surveys conducted by the ACT Schools Authority in April 1991 reveals a high school above the A.C.T. average for high schools in many aspects. The general parent satisfaction with the school was 91.4% compared to 84.9 % for all high schools surveyed. School effectiveness as judged by the teachers was 94.1% compared to 80.1% for all high schools surveyed.

The parent support in all areas- general satisfaction (91.4% to 84.9%), education direction (79.9% to 76.1%), management (86.7% to 80.9%) and community involvement (83.6% to 79.6%) were above the average of the other high schools surveyed. The teachers support in all areas-school effectiveness (94.1% to 80.1%), professional satisfaction (82.9% to 72.9%), Management (55.5% to 55.5%) , community involvement (79.6% to 71.5%) and professional development (55.5% to 40.9%) were equal to or above the other high schools surveyed.

The students support in major groupings- the education direction (2.62 to 2.22), resources availability (2.75 to 2.64), management (2.5 to 2.36) and student involvement (2.63 to 2.41) were above the average for the other schools surveyed. In particular questions on such issues as proud to be a student recorded 3.22 to the A.C.T. mean of 2.86, I like learning 3.05 to 2.84, I enjoy being there 2.77 to 2.56, and I like to go daily 2.75 to 2.39. indicated a positive attitude to the school from the majority of students. However even with 79 items out of 88 above the A.C.T. mean, responses of definite disagreement can be identified for 10 to 20 % of students on a number of issues. Such responses, the concerns expressed in the open ended questions of the school review and the research findings of this research open up the question of effective strategies for

the group of highly alienated students. (see Appendix 8.8 for Quality of School Life Survey Results)

Over the period 1992-95 it is envisaged that the school will institutionalise the high technology focus, continue mapping and development of staff professional needs; promote a positive image of the school within the community, continue to develop strategies to maintain a low level of student alienation with special attention to negotiating curriculum and assessment, continue to provide a pleasant working environment for staff and students, and work towards greater participatory decision making. The overall vision is embodied within the new school motto "Clever Learning and Living with High Technology". As indicated, aiming to have a low level of student alienation was included in the (1992-95) educational plan for the school.

QUALITY OF SCHOOL LIFE (SECONDARY) REPORT

```
**********************************************************
*                                                        *
*                     POSITIVE AFFECT                    *
*                                                        *
**********************************************************
```

Percentage of responses
- unless otherwise indicated

No. of respondents = 168

MELBA HIGH SCHOOL	ITEM 2 Proud to be student	ITEM 8 I like learning	ITEM 9 I enjoy being there	ITEM 31 I like t go daily	ITEM 39 Learning is lots of fun
Melba HS					
No. of respondents	165	162	162	161	161
Definitely agree (score=4)	35.8%	21.6%	13.6%	19.9%	18.6%
Mostly agree (score=3)	52.7%	65.4%	56.8%	45.3%	44.7%
Mostly disagree (score=2)	9.1%	9.3%	22.2%	24.2%	24.8%
Definitely disagree (score=1)	2.4%	3.7%	7.4%	10.6%	11.8%
FAVOURABLE	88.5%	87.0%	70.4%	65.2%	63.4%
UNFAVOURABLE	11.5%	13.0%	29.6%	34.8%	36.6%
Mean score	3.22	3.05	2.77	2.75	2.70

Survey conducted at
MELBA HIGH SCHOOL
School Review
MARCH 1991

MELBA HIGH SCHOOL

	ITEM 5 *	ITEM 11 *	ITEM 19 *	ITEM 24 *	ITEM 33 *
	I feel depressed	I feel restless	I feel lonely	I get upset	I feel worried
Melba HS					
No. of respondents	164	162	163	163	160
Definitely agree (score=4)	29.9%	23.5%	57.7%	40.5%	38.8%
Mostly agree (score=3)	47.0%	50.0%	25.2%	41.1%	45.6%
Mostly disagree (score=2)	17.7%	22.2%	11.0%	12.3%	10.0%
Definitely disagree (score=1)	5.5%	4.3%	6.1%	6.1%	5.6%
UNFAVOURABLE	76.8%	73.5%	82.8%	81.6%	84.4%
FAVOURABLE	23.2%	26.5%	17.2%	18.4%	15.6%
Mean score	3.01	2.93	3.34	3.16	3.17

Survey conducted at
MELBA HIGH SCHOOL
School Review
MARCH 1991

No. of respondents = 168

* Item responses recoded in reverse direction. Hence 'agree' & 'mostly agree' have become favourable responses for these items.

MELBA HIGH SCHOOL	ITEM 1	ITEM 12	ITEM 16	ITEM 23	ITEM 29	ITEM 40
	Teachers treat fairly	Teachers give marks deserved	Teachers help me with schoolwork	Teachers help me do my best	eachers fa and just	Teachers listen to me
Melba HS						
No. of respondents	166	164	162	162	163	160
Definitely agree (score=4)	22.3%	31.7%	16.0%	30.9%	16.6%	23.1%
Mostly agree (score=3)	71.1%	59.1%	54.3%	51.2%	62.6%	53.1%
Mostly disagree (score=2)	6.6%	7.3%	22.2%	13.0%	15.3%	15.0%
Definitely disagree (score=1)	0.0	1.8%	7.4%	4.9%	5.5%	8.8%
FAVOURABLE	93.4%	90.9%	70.4%	82.1%	79.1%	76.3%
UNFAVOURABLE	6.6%	9.1%	29.6%	17.9%	20.9%	23.8%
Mean score	3.16	3.21	2.79	3.08	2.90	2.91

Survey conducted at
MELBA HIGH SCHOOL
School Review
MARCH 1991

No. of respondents = 168

MELBA HIGH SCHOOL	ITEM 4 People look up to me	ITEM 15 Others care what I think	ITEM 17 Other students respect me	ITEM 21 People think a lot of me	ITEM 28 I feel important	ITEM 35 I feel proud of myself
Melba HS						
No. of respondents	164	162	162	162	162	163
Definitely agree (score=4)	7.9%	8.0%	13.6%	6.2%	9.9%	17.8%
Mostly agree (score=3)	47.6%	59.3%	64.2%	45.7%	52.5%	51.5%
Mostly disagree (score=2)	33.5%	26.5%	17.9%	39.5%	29.0%	25.2%
Definitely disagree (score=1)	11.0%	6.2%	4.3%	8.6%	8.6%	5.5%
FAVOURABLE	55.5%	67.3%	77.8%	51.9%	62.3%	69.3%
UNFAVOURABLE	44.5%	32.7%	22.2%	48.1%	37.7%	30.7%
Mean score	2.52	2.69	2.87	2.49	2.64	2.82

Survey conducted at
MELBA HIGH SCHOOL
School Review
MARCH 1991

No. of respondents = 168

MELBA HIGH SCHOOL	ITEM 6 Easy to get to know others	ITEM 10 Other students are very friendly	ITEM 18 Mixing helps self-understanding	ITEM 32 Learn to get on with others	ITEM 36 Other students accept me	ITEM 38 Relate well with class
Melba HS						
No. of respondents	163	163	163	160	161	163
Definitely agree (score=4)	31.9%	16.6%	20.2%	26.9%	28.0%	31.3%
Mostly agree (score=3)	55.2%	65.6%	56.4%	60.0%	57.1%	61.3%
Mostly disagree (score=2)	10.4%	13.5%	17.8%	8.8%	13.0%	6.7%
Definitely disagree (score=1)	2.5%	4.3%	5.5%	4.4%	1.9%	.6%
FAVOURABLE	87.1%	82.2%	76.7%	86.9%	85.1%	92.6%
UNFAVOURABLE	12.9%	17.8%	23.3%	13.1%	14.9%	7.4%
Mean score	3.17	2.94	2.91	3.09	3.11	3.23

Survey conducted at
MELBA HIGH SCHOOL
School Review
MARCH 1991

No. of respondents = 168

MELBA HIGH SCHOOL

Melba HS	ITEM 3	ITEM 13	ITEM 20	ITEM 25	ITEM 27	ITEM 34
	Things I learn are important	Have learnt useful skills	Learning is helpful for adult life	Chance to do work that interests me	What is taught interests me	Work is good preparation for the futur
No. of respondents	165	164	161	164	163	164
Definitely agree (score=4)	43.6%	42.1%	42.9%	29.3%	30.1%	33.5%
Mostly agree (score=3)	50.3%	45.1%	43.5%	47.0%	49.7%	49.4%
Mostly disagree (score=2)	4.8%	11.0%	11.2%	17.7%	17.2%	15.9%
Definitely disagree (score=1)	1.2%	1.8%	2.5%	6.1%	3.1%	1.2%
FAVOURABLE	93.9%	87.2%	86.3%	76.2%	79.8%	82.9%
UNFAVOURABLE	6.1%	12.8%	13.7%	23.8%	20.2%	17.1%
Mean score	3.36	3.27	3.27	2.99	3.07	3.15

Survey conducted at
MELBA HIGH SCHOOL
School Review
MARCH 1991

No. of respondents = 168

MELBA HIGH SCHOOL	ITEM 7 Involved with my schoolwork	ITEM 14 Achieve satisfactory work standard	ITEM 22 Know how to cope with work	ITEM 26 Know I can succeed	ITEM 30 Successful as student	ITEM 37 Have learnt to work hard
Melba HS						
No. of respondents	164	164	160	163	161	163
Definitely agree (score=4)	18.9%	32.3%	28.1%	42.3%	15.5%	34.4%
Mostly agree (score=3)	64.6%	54.9%	63.1%	49.1%	62.7%	51.5%
Mostly disagree (score=2)	14.6%	11.0%	7.5%	6.7%	18.0%	11.0%
Definitely disagree (score=1)	1.8%	1.8%	1.3%	1.8%	3.7%	3.1%
FAVOURABLE	83.5%	87.2%	91.3%	91.4%	78.3%	85.9%
UNFAVOURABLE	16.5%	12.8%	8.8%	8.6%	21.7%	14.1%
Mean score	3.01	3.18	3.18	3.32	2.90	3.17

Survey conducted at
MELBA HIGH SCHOOL
School Review
MARCH 1991

No. of respondents = 168

throughout the ACT.	ITEM 7 Proud to be student	ITEM 8 I like learning	ITEM 9 I enjoy being there	ITEM 31 I like to go daily	ITEM 39 Learning is lots of fun
HIGH SCHOOL					
No. of respondents	1643	1630	1637	1631	1630
Definitely agree (score=4)	20.9%	20.7%	12.5%	12.1%	12.0%
Mostly agree (score=3)	51.9%	51.7%	44.0%	36.1%	40.3%
Mostly disagree (score=2)	19.8%	18.8%	30.7%	30.3%	31.3%
Definitely disagree (score=1)	7.4%	8.8%	12.8%	21.5%	16.4%
FAVOURABLE	72.8%	72.4%	56.5%	48.2%	52.3%
UNFAVOURABLE	27.2%	27.6%	43.5%	51.8%	47.7%
Mean score	2.86	2.84	2.56	2.39	2.48

Surveys of students conducted
throughout the ACT.
School Review
1991

No. of schools = 5

respondents = 1658

throughout the ACT.	ITEM 5 * I feel depressed	ITEM 11 * I feel restless	ITEM 19 * I feel lonely	ITEM 24 * I get upset	ITEM 33 * I feel worried
HIGH SCHOOL					
No. of respondents	1623	1626	1630	1622	1616
Definitely agree (score=4)	33.8%	23.9%	56.6%	45.1%	42.0%
Mostly agree (score=3)	42.9%	46.9%	28.5%	36.6%	39.5%
Mostly disagree (score=2)	16.8%	21.7%	9.9%	12.7%	13.5%
Definitely disagree (score=1)	6.6%	7.4%	5.0%	5.6%	5.0%
FAVOURABLE	76.6%	70.8%	85.1%	81.7%	81.5%
UNFAVOURABLE	25.4%	29.2%	14.9%	18.3%	18.5%
Mean score	3.04	2.87	3.37	3.21	3.19

* Item responses recoded in reverse direction.
Hence, 'definitely agree' & 'mostly agree' have
become favourable responses for these items.

Surveys of students conducted
throughout the ACT.
School Review
1991

No. of schools = 5

respondents = 1658

throughout the ACT.

	ITEM Teachers treat fairly	ITEM 12 Teachers give marks deserved	ITEM 16 Teachers help me with schoolwork	ITEM 23 Teachers help me do my best	ITEM 29 Teachers fair and just	ITEM 40 Teachers listen to me
HIGH SCHOOL						
No. of respondents	1667	1633	1638	1633	1625	1633
Definitely agree (score=4)	15.7%	21.9%	13.7%	22.6%	12.7%	15.3%
Mostly agree (score=3)	69.2%	57.6%	38.8%	47.1%	49.8%	41.6%
Mostly disagree (score=2)	11.2%	14.4%	33.5%	22.6%	25.6%	25.7%
Definitely disagree (score=1)	4.0%	6.2%	14.0%	7.7%	11.9%	17.4%
FAVOURABLE	84.8%	79.4%	52.5%	69.7%	62.5%	57.0%
UNFAVOURABLE	15.2%	20.6%	47.5%	30.3%	37.5%	43.0%
Mean score	2.96	2.95	2.52	2.85	2.63	2.55

Surveys of students conducted
throughout the ACT.
School Review
1991

No. of schools = 5

respondents = 1658

throughout the ACT.	ITEM 4 People look up to me	ITEM 15 Others care what I think	ITEM 17 Other students respect me	ITEM 21 People think a lot of me	ITEM 28 I feel important	ITEM 35 I feel proud of myself
HIGH SCHOOL						
No. of respondents	1612	1642	1639	1617	1626	1629
Definitely agree (score=4)	8.3%	9.9%	11.3%	7.2%	11.7%	16.3%
Mostly agree (score=3)	37.7%	44.8%	53.5%	41.9%	43.4%	48.6%
Mostly disagree (score=2)	37.4%	32.2%	25.4%	38.7%	33.7%	26.8%
Definitely disagree (score=1)	16.1%	13.0%	9.8%	12.2%	11.3%	8.3%
FAVOURABLE	45.9%	54.8%	64.9%	49.1%	55.0%	64.9%
UNFAVOURABLE	54.1%	45.2%	35.1%	50.9%	45.0%	35.1%
Mean score	2.37	2.52	2.66	2.44	2.55	2.73

Surveys of students conducted
throughout the ACT.
School Review
1991

No. of schools = 5

respondents = 1658

throughout the ACT.	ITEM 6 Easy to get to know others	ITEM 10 Other students are very friendly	ITEM 18 Mixing helps self-understanding	ITEM 32 Learn to get on with others	ITEM 36 Other students accept me	ITEM 38 Relate well with class
HIGH SCHOOL						
No. of respondents	1658	1633	1630	1625	1636	1634
Definitely agree (score=4)	28.6%	15.4%	19.7%	27.4%	28.5%	31.2%
Mostly agree (score=3)	54.2%	56.8%	46.8%	56.4%	52.6%	55.6%
Mostly disagree (score=2)	15.5%	21.2%	24.5%	12.2%	14.4%	10.0%
Definitely disagree (score=1)	3.9%	6.6%	9.0%	4.1%	4.5%	3.2%
FAVOURABLE	82.8%	72.2%	66.5%	83.8%	81.1%	86.8%
UNFAVOURABLE	17.2%	27.8%	33.5%	16.2%	18.9%	13.2%
Mean score	3.08	2.81	2.77	3.07	3.05	3.15

Surveys of students conducted
throughout the ACT.
School Review
1991

No. of schools = 5

respondents = 1658

throughout the ACT.	ITEM 3 Things I learn are important	ITEM 13 Have learnt useful skills	ITEM 20 Learning is helpful for adult life	ITEM 25 Chance to do work that interests me	ITEM 27 What is taught interests me	ITEM 34 Work is good preparation for the future
HIGH SCHOOL						
No. of respondents	1643	1638	1625	1638	1634	1629
Definitely agree (score=4)	40.8%	39.1%	40.9%	21.6%	27.0%	33.2%
Mostly agree (score=3)	48.1%	47.4%	45.0%	41.8%	51.6%	47.6%
Mostly disagree (score=2)	8.9%	10.6%	10.0%	25.3%	17.1%	15.0%
Definitely disagree (score=1)	2.2%	2.9%	4.1%	11.4%	4.3%	4.2%
FAVOURABLE	88.9%	86.5%	86.0%	63.3%	78.6%	80.8%
UNFAVOURABLE	11.1%	13.5%	14.0%	36.7%	21.4%	19.2%
Mean score	3.27	3.23	3.23	2.73	3.01	3.10

throughout the ACI. HIGH SCHOOL	ITEM 7 Involved with my schoolwork	ITEM 14 Achieve satisfactory work standard	ITEM 22 Know how to cope with work	ITEM 26 Know I can succeed	ITEM 30 Successful as student	ITEM 37 Have learnt to work hard
No. of respondents	1644	1638	1630	1639	1622	1631
Definitely agree (score=4)	16.5%	32.2%	26.0%	39.2%	17.4%	27.7%
Mostly agree (score=3)	58.8%	53.9%	59.6%	50.0%	57.4%	49.4%
Mostly disagree (score=2)	20.0%	10.8%	11.6%	8.5%	19.5%	17.8%
Definitely disagree (score=1)	4.7%	3.1%	2.9%	2.3%	5.7%	5.2%
FAVOURABLE	75.4%	86.1%	85.5%	89.2%	74.8%	77.1%
UNFAVOURABLE	24.6%	13.9%	14.5%	10.8%	25.2%	22.9%
Mean Score	2.87	3.15	3.09	3.26	2.86	3.00

Surveys of students conducted
throughout the ACI.
School Review
1991

No. of schools = 5

respondents = 1658

School Review - Planning for the Future

Quality of School Life
A Questionnaire for Secondary Students

This questionnaire is about life in secondary school. There are no right or wrong answers - we are just trying to find out what students of different ages feel about school life. All your answers are confidential. First of all, could you please provide the following information about yourself.

What school do you attend? ....

What year are you in? 7 8 9 10 (circle one)

What sex are you? Male Female (circle one)
　　　　　　　　　　　1　　　2

Each item on the next two pages says that My school is a place where ... some particular thing happens to you or you feel a particular way. You should give your opinion for each statement by putting a circle around the numbers:

　　4　　if you **Definitely Agree** with the statement,
　　3　　if you **Mostly Agree** with the statement,
　　2　　if you **Mostly Disagree** with the statement, and
　　1　　if you **Definitely Disagree** with the statement.

- Please read each item carefully and circle the answer which best describes how you feel.
- If you change your mind about an answer, just cross it out and circle another one.
- Please try to answer every statement.

Don't forget that you have to put "**My school is a place where ...**" before each item for it to make sense, eg. "**My school is a place where I feel important**".

My school is a place where ...

(circle one answer per line)

		Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree
1.	teachers treat me fairly in class	4	3	2	1
2.	I feel proud to be a student	4	3	2	1
3.	the things I learn are important to me	4	3	2	1
4.	people look up to me	4	3	2	1
5.	I feel depressed	4	3	2	1
6.	I feel it is easy to get to know other people	4	3	2	1
7.	I really get involved in my school work	4	3	2	1
8.	I like learning	4	3	2	1
9.	I get enjoyment from being there	4	3	2	1
10.	other students are very friendly	4	3	2	1
11.	I feel restless	4	3	2	1

My school is a place where ...

		Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree
12.	teachers give me the marks I deserve	4	3	2	1
13.	I have acquired skills that will be of use to me when I leave school	4	3	2	1
14.	I always achieve a satisfactory standard in my work	4	3	2	1
15.	other people care what I think	4	3	2	1
16.	teachers take a personal interest in helping me with my schoolwork	4	3	2	1
17.	I am treated with respect by other students	4	3	2	1
18.	mixing with other people helps me to understand myself	4	3	2	1
19.	I feel lonely	4	3	2	1
20.	the things I learn will help me in my adult life	4	3	2	1
21.	I know people think a lot of me	4	3	2	1
22.	I know how to cope with the work	4	3	2	1
23.	teachers help me to do my best	4	3	2	1
24.	I get upset	4	3	2	1
25.	I am given the chance to do work that really interests me	4	3	2	1
26.	I know I can do well enough to be successful	4	3	2	1
27.	the things I am taught are worthwhile learning	4	3	2	1
28.	I feel important	4	3	2	1
29.	teachers are fair and just	4	3	2	1
30.	I am a success as a student	4	3	2	1
31.	I really like to go each day	4	3	2	1
32.	I learn to get along with other people	4	3	2	1
33.	I feel worried	4	3	2	1
34.	the work I do is good preparation for my future	4	3	2	1
35.	I feel proud of myself	4	3	2	1
36.	other students accept me as I am	4	3	2	1
37.	I have learnt to work hard	4	3	2	1
38.	I get on well with the other students in my class	4	3	2	1
39.	I find that learning is a lot of fun	4	3	2	1
40.	teachers listen to what I say	4	3	2	1

Do you have any suggestions about changes to the school that would make it a better place?

Abbreviations

A.C.E.R.	Australian Council of Educational Research
ACT	Australian Capital Territory
A.N.U.	Australian National University
C.C.A.E.	Canberra College of Advanced Education
C.C.C.S.	Centre for Contemporary Cultural Studies
C.S.C.S.	Centre for the Study of Comprehensive Schools
D.E.S.	Department of Education and Science
G.C.S.E.	General Certificate of Secondary Education
H.M.I.	Her Majesty's Inspectorate
I.L.E.A.	Inner London Education Authority
I.S.S.	Improving Secondary Schools
P.E.P.	Participation and Equity Program
T.V.E.I.	Technical and Vocational Educational Initiative

BIBLIOGRAPHY

ACER-Australian Council Of Education Research (1991) The Effective Schools Project Hawthorn, Victoria, Griffen

ACT Ministerial Advisory Council on Public Education Report No1 May (1994), Canberra, ACT Government Printer

ACT Schools Authority (Steinle et al) (1983) The Challenge of Change- a review of high schools in the ACT, ACT Schools Authority, Canberra

ACT Secondary Principals' Council Report (1989) -Cohesion, Coordination & Communication - A report for the improvement of Canberra High Schools, Canberra, ACT Schools Authority

Aggleton, P. and Whitty, G. (1985) Rebels Without a Cause : Socialisation and subcultural style amongst the children of the new middle classes, Sociology of Education, 58(1).

Althusser, L. (1971) Ideology and ideological state apparatuses - in Learn and Philosophy and Other Essays, London, New Left Books.

Anderson, D., Saltet, M. and Vervoorn, A. (1980) Schools to Grow In, Canberra, Australian National University.

Anyon, J. (1981) Social Class and School Knowledge Curriculum Inquiry 11(1).

Anyon, J. (1979) Ideology and United States History Textbooks. Harvard Educational Review, 49(3).

Apple. M. (1979) Ideology and Curriculum, London. Routledge & Kegan Paul.

Apple, M. (1980) The Other Side of the Hidden Curriculum, Journal of Education CLX11(Winter) 47-66.

Apple, M. (1981) Social Structure , ideology and curriculum, in M. Lawn and L. Barton (eds) Rethinking Curriculum Studies, London, Croom Helm

Apple, M. (Ed) (1982) Cultural and Economic Reproduction in Education, London, Routledge & Kegan Paul.

Apple, M. W. (1984) The Political Economy of Text Publishing, Educational Theory, 34.

Ascher, C (1982) Student Alienation, Student Behaviour and the Urban Schools. ERIC/CUE Urban Diversity Series Number 82, Columbia Uni. New York, N.Y.

Australian Schools Commission (1980) Schooling for 15 and 16 Year Olds, Canberra, Commonwealth Schools Commission.

Ball, S. (1981) Beachside Comprehensive, Cambridge, Cambridge University Press.

Ball, S. (Ed) (1984) Comprehensive Schooling : A Reader, Lewes, Falmer Press.

Ball, S. (ED) (1990) Foucault and Education - Disciplines and Knowledge, London, Routledge.

Bates, I., Clarke, J., Cohen, P., Finn, D., Moore, R. and Willis, P. (1984) Schooling for the Dole. (The New Vocationalism), London, Macmillan.

Beasley Report (1984) Western Australia. Department of Education: Education in Western Australia: Report of the Inquiry into Education in Western Australia, Perth, WA Department of Education

Beck, J (1983) Accountability, industry and education, in Ahier, J. and M. Flude (eds) Comtemporary Education Policy, London, Croom Helm

Benn, C. and Simmon, B. (1972) Half Way There. Harmondsworth, Penguin Books

Bernstein, B. (1971) Class, Codes and Control (Vol 1), London, Routledge & Kegan Paul.

Bernstein, B. (1973) Class, Codes and Control (Vol 2), London, Routledge & Kegan Paul.

Bernstein, B. (1975) Class, Codes and Control (Vol 3), London, Routledge & Kegan Paul.

Bernstein, B. (1982) Codes, modalities and the process of cultural reproduction : a model - in Apple, M. (Ed) Cultural and Economic Reproduction in Education, London, Routledge & Kegan Paul.

Bird, C., Chessum, R., Furlong, J. and Johnson, D. (Eds) (1980) Disaffected Pupils, Brunel University, Educational Studies Unit.

Bird, C (1980) Deviant labelling in School; The Pupils' Perspective in Woods (1980) Pupil Strategies Explorations in the Sociology of the School, London, Croom Helm

Bourdieu, P. and Passeron, J. (1977) Reproduction in Education, Society and Culture, London, Sage Publications.

Bowles, S. and Gintis, H. (1976) Schooling in Capitalistic America. Educational Reform and the Contradiction of Economic Life. London, Routledge & Kegan Paul.

Broadfoot, P. (Ed) (1984) Selection, Certification and Control, Lewes, Falmer Press.

Buist, M. (1980) Truants Talking, Scottish Educational Review 12,1, 40/51.

Burbach, H. J. (1972) The development of the contextual measure of alienation, Pacific Sociological Review, April 1972

Byrne, E (1978) Women and Education, London, Tavistock

(CCCS) Centre for Contemporary Cultural Studies (1981) Unpopular education, London, Hutchinson

Chadwick, C. B. (1979) Why Educational technology is Failing (and what should be done to create success)?, Educational Technology, January, 1979, 7-19

Chazan, M. (1962) School phobia, British Journal of Educational psychology, Vol 32, November, 209-217

Chessum, A. (1980) Teacher Ideologies and Pupil Disaffection, in Barton, L., Meigham, R. and Walker, S. (Eds) Schooling, Ideology and the Curriculum , Lewes, Falmer Press.

Chisholm, L. (1985) Action Research in Education, unpublished paper, MA Curriculum Studies Unit 4, Institute of Education, University of London.

Cohen, L and Manion, L. (1985) Research Methods in Education, Kent, Croom Helm

Collins, C. W. and Hughes. P.W. (1978) Expectations of Secondary Schools : A Study of the Views of Students. Teachers and Parents. Canberra. C C A E.

Collins. C.W.. Clark. M.P.. Moran. P.G. and Warkurst. J. (1980) Looking Backward - Views of secondary schooling held by recent school leavers and those who work with them, Research Report for the Commonwealth Schools Commission 1980.

Collins, C.W. and Hughes, P.W. (1982) Where Junior Secondary Schools are Heading, Australian Education Review No.16, Hawthorn : N C E R.

Collins, C. W. (1983) Curriculum Practice, Policy and Theory: Reflections on Changing the Secondary School, Canberra, ACT Schools Authority

Colman, J. S. (1966) Equality of Educational Opportunity, Washington, U. S. Government Printing Office

Connell, R.W., Ashenden, D.J., Kessler, S. and Dowsett, G.W. (1982) Making the Difference:Schools, Families and Social Division, Sydney, George, Allen & Unwin.

Conway (1983) Alienating Influences in Australian Education and Society, in the Australian College of Education Conference Report- Alienating Processes in Education- The Australian Scene Carlton, Victoria 1984

Corrigan, P. (1979) Schooling the Smash Street Kids, London, Macmillan.

Cox, C. B. and Dyson, A.E. (eds) (1969) Fight for Education: A Black Paper, London, Critical Quarterly Society

Crosland. A. (1956) The Future of Socialism. London, Cape

Daunt, P. E. (1975) Comprehensive Values. London, Heinnemann

Dean, D.G. (1961) Alienation its meaning and measurement, American Sociological Review. 26, 753-7

(DES) Department of Education and Science (1965) The Organisation of Secondary Education, Circular 10/65, London, HMSO

(DES) Department of Education and Science and the Welsh Office (1989) Discipline in Schools, Report of the Committee of Enquiry chaired by Lord Elton, London, HMSO

Docking, J (1990) Educational Alienation in the Junior School, London, Farmer Press

Dynan, M.P. (1980) Do Schools Care? The Students' View Co-operative Research Series No.6, Perth, Education Department of Western Australia.

Eggleston, J. (1977) The Sociology of the School Curriculum, London, Routledge and Kegan Paul.

Eisner, E. W. (1979) The Educational Imagination: On the Design and Evaluation of School Programs, New York, Macmillan

Etzioni, A. (1961) A Comparative Analysis of Complex Organisations, New York, Free Press

Fensham, P., Power, C., Tripp, D. and Kemmis, S. (1986) Alienation from Schooling, London, Routledge & Kegan Paul.

Foucault, M. (1991) Discipline and Punish -The Birth of the Prison, London, Penguin

French, W.L. and Bell, C.H. (1973) Organisation Development, New Jersey, Prentice Hall

Fullan, M. (1982) The Meaning of Educational Change, Toronto, OISE Press

Fullan, M with Stiegelbauer, S. (1991) The New Meaning of Educational Change, New York, Teachers College Press

Fullan, M. and Hargreaves, A. (1991) Working Together for Your School- Strategies for developing interactive professionalism in your school, Hawthorn, Victoria, Australian Council of Educational Administration

Furlong, V.J. (1976) Interaction Sets in the Classroom - in Stubbs, M. and Delamont, S. (Eds) Explorations in Classroom Observation, New York, Wiley.

Furlong,V.J.(1985) The Deviant Pupil, Sociological Perspectives, Milton Keynes, Open University Press.

Galloway, D., Ball, T., Bloomfield, D. and Seyed, R. (1982) Schools and Disruptive Pupils, London, Longmans.

Galloway, D (1980) Problems in the assessment and management of persistent absence from school, in Hersov, L. and Berg, I. (eds) Out of School, Chichester, John Wiley

Garbarino, A. and Asp, E. (1981) Successful Schools and Competent Students, Toronto, Heath and Co

Giroux, H. (1981) Ideology, Culture and the Process of Schooling, Lewes, Falmer Press.

Gilbert, R. (1984) The Impotent Image. Lewes, Falmer Press.

Glasser, w. (1987) Control Theory in the Classroom. New York. Harper and Row

Grace, G. (1978) Teachers, Ideology and Control. London. R.K.P.

Gramsci, A. (1973) Selections from Prison Notebooks, London Lawrence and Wishart

Grannis, J. C. (1967) The School as a Model of Society, Harvard Graduate School of Education Bulletin 12: 14-2

Grunsell, R. (1980) Absent from School: The Story of a Truancy Centre, London, Writers and Readers

Guba, E. G. and Lincoln, Y.S. (1981) Effective Evaluation, San Francisco, Jossey-Bass

Hammersley, M. (1980) On Interactionist Empiricism, in P. Woods, Pupil Strategies, London, Croon Helm

Hammersley, M. and Turner, G. (1980) Conformist Pupils - in Woods, P. (Ed) Pupil Strategies, London, Croom Helm.

Hargreaves, A. (1978) Towards a Theory of Classroom Coping Strategies- in Barton, L. and Meighan (Ed) Sociological Interpretations of Schooling and Classrooms, Driffield, Nafferton.

Hargreaves, A. (1982) Persistence and Relative Autonomy Theories, British Journal of Sociology of Education 3(2), 107-26.

Hargreaves, A. (199)

Hargreaves, D.H. (1982) The Challenge of the Comprehensive School, London, Routledge & Kegan Paul.

Hargreaves, D.H. (1967) Social Relations in a Secondary School, London, Routledge & Kegan Paul.

Hargreaves, D.H., Hester, S.K. and Mellor. F. J. (1975) Deviance in Classrooms. London. Routledge & Kegan Paul.

Hersov. L. (1960) Refusal to go to School.
Journal of Child Psychology and Psychiatry 1 : 137-45.

Hirshman, A. O. (1970) Exit, voice and loyalty; Responses to decline in firms, organisations and states, Cambridge, Mass, Harvard University Press

(HMI) (1977), Ten Good Schools, London, HMSO

Humphries, S. (1981) Hooligans or Rebels? An Oral History of Working Class Childhood and Youth, 1889-1939, Oxford, Basel Blackwell.

Inner London Education Authority (I.L.E.A.) (Hargreaves, D.H. et al) (1984) Improving Secondary Schools - Report of the Committee on the Curriculum and Organisation of Secondary Schools, London, Inner London Education Authority.

Jackson, P. W. (1965) School achievement and alienation: notes on the psychology of classroom failure, Guidance in American Education , 2, 141-154

Jencks, C., Smith, M., Acland, H., Bane, M. J., Cohan, D., Gintis, H., Heyns, B. and Michelson, S. (1972) Inequality: a reassessment of the effects of family and schooling in America, New York, Basic Books

Kaufman, R. A. (1972) Educational System Planning, new Jersey, Prentice-Hall

Keeves, S.A. (1982) Education and Change in South Australia, Final Report : Committee of Enquiry into Education in South Australia.

Kemmis, S., Cole, P. and Suggett, D. (1983)Towards the Socially Critical School, Melbourne, Victorian Institute of Secondary Education

Kickbusch, K. and Everhart, R (1985) Curriculum, Practical Ideology and Class Contradiction. Curriculum Inquiry 281-319

King, R.A. (1973) School Organization and Pupil Involvement, London, Routledge & Kegan Paul.

King, R. (1978) All Things Bright and Beautiful, London, John Wiley & Sons.

Lacey, C. (1970) Hightown Grammar,
Manchester, Manchester   University Press.

Leach, D. (1977) Teacher Perceptions and 'Problem' Pupils, Educational Review, 29. 3, 188-203.

Marsh, C. and Stafford, K. (1984) Curriculum, Australian practices and issues, Sydney, Mcgraw-Hill

Martin, T.I. and Meade, P. (1979) The Educational Experience of Sydney High School Students, Report No.1, Canberra, A.G.P.S

Meade, P. (1981) The Educational Experience of Sydney High School Students, Canberra, A.G.P.S.

Merton, R.K. (1957) Social Structure and Anomie - in Merton, R.K. Social Theory and Social Structure, New York, Free Press.

Meyenn, R. (1980) School Girls' Peer Groups - in Woods, P. (Ed) Pupil Strategies, London, Croom Helm.

Middleton, R. (1963) Alienation, race, and education, American Soc. Review, 32, 54-64

Mulford, W.R. (1978) Organisational Development in Schools: An Outlet of Development, in ACEA Bullitin 12 (July 1978)

Musgrave, P. W. (1986) Some methodological, substantive and theoretical aspects. in Fensham et al. Alienation from Schooling. London. Routledge and Kegan Paul

Newmann, F.M. (1981) Reducing Student Alienation in High Schools: Implications of Theory, Harvard Educational Review V51, N4 P546-64 Nov 1981.

Newmann, F.M. (1980) Organizational Factors and Student Alienation in High Schools : Implications of Theory for School Improvement, Washington, National Inst. of Education.

Nicholls, A. (1983) Managing Educational Innovations, London, Allen and Unwin

Novak, J.M. (1992) Advancing Invitational Thinking, Caddo gap Press

Oliver, D. W. (1976) Education and Community: A radical critique of innovative schooling, Berkeley, McCutchan

Ollman, B. (1971) Alienation: Marx's conception of man in capitalist society, (2nd Ed), London University Press

Owens, R. G. (1982) Methodological Perspective: Methodological Rigour in Naturalistic Inquiry: Some Issues and Answers, Educational Administrative Quarterly, Vol 18, No. 2, 1-21

Poulantzas, N. (1973) Political Power and Social Classes, London, New Left Books.

Power, M.J., Alderson, M.R., Phillipson, C.M., Shoewbery, E. and Morris, J.N. (1967) Delinquent Schools, New Society, 19 Oct : 542.

Purkey, W.W. and Novak, J.M. (1984) Inviting School Success: a Self-Concept Approach to Teaching and Learning, Belmont, Wadsworth

Reid, K. (1986) Disaffection from School. London, Methuen

Reynolds, D. (1975) When Pupils and Teachers Refuse a Truce - in Mungham, G. and Pearson. G. (Eds) Working Class Youth Culture. London, Routledge & Kegan Paul.

Reynolds, D (1976) The delinquent school, in Woods, P. (ed), The Process of Schooling, London, Routledge and Kegan Paul

Reynolds, D., Jones, D. and St. Leger, S. (1976) Schools Do Make a Difference, New Society, 37, 721, 223-5.

Reynolds, D. (1976) The Delinquent School - in Hammersley, M. and Woods, P. (Eds) The Process of Schooling, London, Routledge.

Reynolds, D. (1981) The naturalistic methods of educational and social research, Interchange, Vol. 11, No. 4

Reynolds D. and Sullivan, M. (1979) Bringing Schools back In - in Barton, L.A. (Ed) Schools, Pupils and Deviance, Driffield, Nafferton Books.

Reynolds, D. (1984) The School for Vandals : a sociological portrait of a disaffection-prone school - in Frude, N. and Gault, H. (Eds) Disruptive Behaviour in Schools, Chichester, Wiley.

Reynolds, D. (Ed) (1985) Studying School Effectiveness, Lewes, Falmer Press.

Rist, R. C. (1977) On the Relations among Educational Research Paradigms: From Disdain to Detente, Anthropology and Education 8, 42-48

Rutter, M., Maughan, B., Mortimore, P. and Ouston, J. with Smith, A. (1979) Fifteen Thousand Hours, London, Open Books.

Seeman, M. (1959) On the Meaning of Alienation, American Sociological Review 24. 783-791

Seeman, M. (1975) Alienation and Engagement : Annual Review of Sociology (Vol1), Pals Alto. Annual Reviews.

Sharp, R. and Green, A. (1975) Education and Social Control, London, Routledge and Kegan Paul

Shee, R. (Ed) (1992) Discipline in Australian Public Education: Changing Policy and Practice, Hawthorn, ACER

Shostak, J. (1982) Black Side of School - Times Educational Supplement,25 June 1982, 23.

Skilbeck, M (1982) Three Education Ideologies, in Horton, T. and Raggatt, P. (Eds) Challenge and Change in the Curriculum, Sevenoaks Kent, Hodder and Stoughton Educational

Steinle, J. (1983) An overview of Alienation in Schools, in the Australian College of Education Conference Report- Alienating Processes in Education May 1983, Carlton, Victoria (1984)

(Swann Mckinnon Report) (1983) New South Wales. Department of Education: Future Directions in Education: A Report, NSW Department of Education, Sydney

Tattum, D. (1982) Disruptive Pupils in Schools and Units, Chichester, John Wiley.

Turner, G. (1983) The Social World of the Comprehensive School, London, Croom Helm.

Technical and Vocational Educative Initiative (TVEI) in the London Borough of Enfield (May, 1986): A Summary Report prepared by R.Cotter, London . University of London institute of Education

Tye, K. A. (1992) Restructuring Our Schools, Phi Delta Kappan, September

Tyerman, M. (1958) A Research into Truancy. British Journal of Educational Psychology 28(3) : 217-25.

Tyerman. M. (1968) Truancy, London, University of London Press.

Wakeford, J. (1969) The Cloistered Elite: A Sociological Analysis of the English Public Boarding School, London, Macmillan.

Wexler, P. (1982) Structure, Text and Subject : a critical sociology of school knowledge - in Apple, M. (Ed) (1982) Cultural and

Economic Reproduction in Education, London, Routledge & Kegan Paul.

Whitty, G. (1985) Sociology and School Knowledge, London, Methuen

Whitty, G. and Young, M. (1976) Explorations in the Politics of School Knowledge, Driffield. Nafferton Books.

Willis, P.E. (1977) Learning to Labour : How Working Class Kids Get Working class Jobs, Kent, Saxon House.

Willis, P.E. (1983) Cultural Reproduction and Theories of Reproduction, in L.Barton and S. Walker (eds) Race, Class and Education, London, Croom Helm

Winter, R. (1982) dilemma Analysis; A contribution to methodology for action research, Cambridge Journal of Education,12.3

Woods, P. (1979) The Divided School, London, Routledge & Kegan Paul.

Woods, P. (ed) (1980a) Pupil Strategies: Explorations in the Sociology of the School, London. Croom Helm

Woods, P. (1980b) Teacher Strategies, London . Croom Helm

Woods, P. (1983) Sociology and the School. London, Routledge and Kegan Paul

Wright, A. F. and Headlam. F. (1976) Youth Needs and Public Policies, Melbourne, ACER for the Victorian Department of Youth, Sport and Recreation.

Young, M. F.D. (Ed) (1971) Knowledge and Control : New Directions for the Sociology of Education, London, Collier - Macmillan.