An alternative in education: the effects of grouping primary-age children with adolescents in a self-contained class

Norra Taylor

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NAME OF AUTHOR/NOM DE L'AUTEUR: Norra Taylor


UNIVERSITY/UNIVERSITÉ: University of Windsor, Windsor, Ontario

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An Alternative in Education: The Effects of Grouping Primary-Age Children with Adolescents in a Self-Contained Class

by

Norra Taylor

A Thesis submitted in partial fulfillment of the requirements of the degree of Master of Education University of Windsor

Windsor, Ontario, Canada July 1987
Approval for this thesis has been granted by:

[Signature]
Professor C. Ball
Faculty of Education
Chairman

[Signature]
Dr. R. Staley
Faculty of Education
Committee Member

[Signature]
Dr. R. Johnson
Department of Philosophy
Committee Member
In Memory of Scotty
Abstract

This paper is a study of the development, implementation and evaluation of the grouping of young children with adolescents in a self-contained primary-intermediate split class that took place in a compensatory school during the 1983-84 and 1984-85 academic years in the form of a Grade 2/8 class and a Grade 3/7 class. It was adopted as an alternative to the traditional solutions offered in response to the needs of the compensatory school.

The class was also unique because of the classroom philosophy that synthesized cross age tutoring and vertical grouping, to be defined in Chapter I, and the Montessori method. It was a significant departure from the traditional rotary system common at the intermediate level.

The entire programme was integrated using the "language across the curriculum" philosophy recommended by Ontario’s Ministry of Education. This philosophy suggests that language should transcend the domain of the English teacher and be dealt with effectively in every subject area. It also implemented the whole language approach, to be defined in Chapter I, through the study of theme.
units that was reinforced by extensive field studies and student-produced plays.

The study also examines the change process as it relates to problems encountered when developing and implementing such an innovation.

The final chapter offers recommendations for compensatory schools, suggestions for the adoption of alternatives in education such as the Grade 2/8 class, and assistance to those teachers who would serve as innovators in the educational system.
Acknowledgement

To implement an innovation is never an easy task. It is one that requires the support and assistance of several individuals at a variety of levels.

I would like to acknowledge my gratitude to the Windsor Board of Education for allowing the innovation to take place within the system. In particular, I would like to thank Mr. Frank Johnson, Superintendent of Schools, for his support before, during and after the programme implementation. Special mention should be made of Mr. John Muir, Principal of General Brock School, who allowed the programme to be adopted in his school.

As well, I would like to acknowledge the professional guidance provided by my advisor, Professor Colin Ball, and the input of committee members Dr. Ralph Johnson and Dr. Rosalie Staley, during the preparation and writing of this thesis. Thanks are also extended to Dr. Harry Nephew and Dr. Wilf Innerd of the Faculty of Education, University of Windsor for their administrative assistance and personal support during the time of writing.
I would also like to acknowledge the debt I owe to Mrs. Lynda Maheux, for her many hours spent in typing this manuscript, and in offering suggestions. She has been more than just a good typist; she has been a true friend with whom I could share moments of doubt, despair and joy in writing this paper.

I also wish to acknowledge the special contribution made by the children in the 1983-84 Grade 2/8 and the 1984-85 Grade 3/7 classes at General Brock School. Their enthusiasm, freshness, desire to learn and love made the two years a most unforgettable experience, and one that I will treasure forever.

Finally, I would like to acknowledge the contribution made by my family. Special thanks to my mother and grandmother for always being there. To my daughters Shannon, Tamarra and Rachel who were the inspiration for the split class and guinea pigs for the materials I developed, my love. To Gerry, without whose support and encouragement this paper would never have been written, there are no words.
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I

Introduction

I believe the children are our future;
Teach them well and let them lead the way.
Show them all the beauty they possess inside—
Give them a sense of pride,
To make it easier,
Let the children's laughter
Remind us how we used to be. (Creed, 1977).

Education is a topic about which everyone,
including professional educators and laypersons, has
definite ideas and opinions. At a time when declining
enrolment, closure of schools, split-grade classes,
restrictive budgets, escalating costs and additional
curricula are common in our system, it is imperative
that educators, curriculum theorists, administrators,
and Ministry of Education officials, investigate
alternative approaches to education that will maintain
the child as the focus of the educational process and
ensure every child a quality education in spite of
the above-mentioned restrictions.

This is not easily accomplished, because it can
call into question the effectiveness of traditional
approaches and shake some of the basic foundations on
which our current system is based.
An example of an alternative approach was the intentional grouping of young children with adolescents in a primary-intermediate split class. Such a grouping existed in the form of a Grade 2/8 self-contained class at General Brock School in Windsor, Ontario for the 1983-84 academic year, and a Grade 3/7 class the following year.

It is the intention of this paper to examine the development, implementation and evaluation of this class to determine if such a grouping provides an effective alternative approach that should be encouraged in our system.

To insure that this study is as comprehensive as possible, it is necessary to look at a wide variety of related literature. This includes an explanation of the composition of a compensatory school and the problems inherent in such a school because the class was located in a school with the compensatory designation. It also incorporates the process by which teachers identify the problems of a compensatory school with a search for possible solutions.

The class synthesized the family grouping found in many British infant schools, cross-age tutoring which is used in some North American school systems on
a limited basis, and an approach to learning that modelled the Montessori method. Therefore, an examination of the literature on these three subjects is also included.

Because of the tremendous dislocation to staff that occurred before, during and after the implementation of the Grade 2/8 class, the dynamics of the change process become a critical issue. The literature on the change process, resistance to change, and the role of change agents is therefore necessary to the study.

The philosophy guiding the establishment of grouping children in a Grade 2/8 class is only the initial starting point. Once administrative approval for such a class is given, the problem of programme and curriculum must be addressed. The literature on curriculum, curriculum design, curriculum implementation, whole language, instruction through theme units and extensive field studies is discussed. Learning theory, the teacher-student relationship, and the role of the parent are also examined.

The composition of the Grade 2/8 class also necessitates a reflective analysis of the goals of education and the purpose of schooling in society.
The literature on this subject, coupled with the teacher's own observations, is included.

Finally, since valid evaluation is critical to this study, literature related to the evaluation process is included.

It is time to refocus on the dignity of the child and the individual learning process. Too often for too many reasons the subject content and daily routines of the classroom usurp the child's rightful place as the focus of our attention.

In published material and actual classroom practice, there has been nothing comparable to the grouping that existed in this Grade 2/8 class. Because of the elements of success in the class and its programme, it provides a viable alternative to the traditional approach. In many ways, it is preferable to the standard grouping of children because it necessitates greater planning, more comprehensive evaluation and an understanding of child psychology and learning theory that all work to benefit the child. It conforms to Ministry guidelines and actually makes it easier for teachers to address the many extras that have been assigned as the responsibility of the schools in recent years. It
provides an alternative to failure for the children in our system who have been labelled formally or informally as reading readiness students. It gives adolescents who have physically and emotionally outgrown their elementary school before the end of Grade 8, an alternative to disruptive behaviour. They can become mature, responsible individuals growing in their own self worth while at the same time contributing to the development of younger children and the society of the school as a whole community.

More importantly, the establishment of the Grade 2/8 class demonstrates the need for change in our system and in our approach to children, how teachers should prepare themselves for such change, and how teachers can become active agents in the change process. This paper is necessary because it questions some of the myths that have permeated classroom practices, myths like the negative effect of grouping Grade 6 and Grade 7 children together (or any other split combination), and the subsequent overwhelming workload on the teacher; the emphasis on the role of the teacher as disseminator of information and his structured lessons as the focal point of learning; the
use of only certain textbooks and materials at any given grade level.

This study is a necessary addition to the literature on education because it speaks to the positive celebration of learning, even under negative conditions, and offers suggestions and guidelines to those educators who would share in that celebration.

Repeated reference is made in this paper to a series of terms which should be clarified.

A compensatory school is one in which the members of the general student population are identified as lacking in some specific area which negatively affects academic performance. Such areas include families in which English is not the primary language of family communication, single-parent families with an emphasis on mother-led families, and low socio-economic status in the community. An attempt is made in organizational terms to compensate for these negative factors by allocating additional staff and funding to schools with this designation.

Primary-intermediate split refers to the grouping of primary age children (grades 1, 2, 3) with intermediate age children (grade 7, 8). In this study, the particular grouping involves Grade 2 and Grade 8
children with some reference being made to the Grade 3/7 class that was created the following year.

Self-contained is a class that is under the direction of one teacher for the entire instructional day with the exception of perhaps French and Music. While this is the standard format for primary classes, it is not common to junior and intermediate classes where the rotary format that sends children to several "specialty" teachers for at least half the instructional day is the regular procedure.

Family grouping refers to the type of grouping found in some British infant schools, in which children aged 4, 5, 6 may all be found in the same class. These children often have the same teacher for two or three years in a row, and little or no distinction is made among the children on the basis of age. The idea is to foster a co-operative, family atmosphere.

Cross age tutoring is the practice whereby older students are used to teach, tutor and coach younger children. This practice is used on a formal directed level and on a more flexible less structured level. This study investigates the effects of cross age tutoring when used on a regular, daily basis.
Whole language is the approach to reading and language that was adopted in the Grade 2/8 class. Rather than the separate elements of phonics, sight vocabulary, spelling, grammar, reading and writing being treated independently of each other through basal reader, worksheets and texts, these elements are addressed in an integrated approach using a variety of resources. Such an approach fosters the use of theme units that are developed on the basis of the Ministry's language across the curriculum guidelines.

Procedure

An analysis of the Grade 2/8 programme and its long term effects is accomplished in several ways. As well as the research on the related literature and the teacher's personal observations, formal evaluation reports by the school principal and the area superintendents are included. The responses by the students and their parents to end-of-the-year questionnaires are also taken into account.

While these questionnaires may not be regarded in scholarly terms as hard evidence, they do have merit. At the time (June 1984), they were used by the principal to gauge the attitudes of the students and
their parents about the primary-intermediate class. The teacher recommended the use of surveys because she felt too close to the situation to be objective, and needed to know the perceptions of those involved. The principal approved the format of the survey, assessing it to be objective and free from bias. The principal’s perception of the programme was positive, and this view was reinforced by the students and parents in their responses, leading to the continuation of the primary-intermediate class in the form of a Grade 3/7 the following year.

Other evaluation instruments include student attendance records, student journals, reading scores from standardized tests and a general overview of student involvement in the life of the school.

These items are followed three years after participation in the class by interviews with the children involved and with the school principal, and by completed surveys from the parents of the younger children.

Again, such instruments may not be considered hard evidence, but they do make a contribution to the case study. The teacher had the survey approved by the principal and sent out under his signature, not
the teacher's. The survey was almost a duplicate of the original one sent out in 1984, and focused on negative as well as positive items in an effort to be objective. The teacher felt it was necessary to gauge the attitudes of the parents three years later, when time had distanced them from the issue. It was also important to see if they felt as positively about the programme as they had earlier, especially after some of their children had not achieved academic success after leaving the Grade 2/8 and Grade 3/7 classes.

It is important to note that the parents were under no obligation to participate in this follow-up evaluation, particularly since the teacher had left the school in 1985. The fact that the surveys were all completed and returned is significant. A general pattern exists in compensatory schools where many parents do not even return regular correspondence to the school. They often feel self-conscious about their lack of writing skills; the original correspondence may never make it home; or the instability of the home makes return of information a low priority. The commitment of the parents to the programme was still evident by their co-operation.
three years later. A sample questionnaire and the
summary of responses are available in Appendix XIX.

All the parents agreed to allow their children
to be interviewed as well. Every effort to maintain
objectivity was made, including frequent reminders by
the teacher during the interview that everything had
not always been to the liking of the children during
the two years of the programme.

The teacher conducted the follow-up interview
with the principal in an effort to maintain
objectivity. She needed to clarify some of her
perceptions about her role in and overall effect on
the whole change process during the two years the
class was in existence. The principal agreed with her
conviction that the programme had been successful,
admitting that he would like to try it again. He also
admitted that he would not have adopted the programme
if the teacher had not promoted it so assertively.
Finally, he acknowledged the high degree of staff
dislocation resulting from the innovation, and its
subsequent personal focus on the teacher as the
initiator of that innovation. He could offer no
suggestions or explanations that had not already been
put forward by the teacher, and covered in detail in
Chapter 5, as to how the discomfort might have been avoided, or reduced in intensity.

Limitations

It should be understood that the Grade 2/8 class was not perceived as a revolutionary breakthrough in education at the time of its creation. It was merely an idea designed to address some of the problems encountered in the setting of a particular compensatory school. Therefore, documentation is limited. Because the school climate at the time of implementation was not positive toward the innovation, it was not possible nor perhaps desirable to establish a control group. As a result, we are looking at less than scientifically controlled data.

The limitations of the surveys and interviews have already been alluded to, but on a positive note, the responses are reinforced by the results of standardized tests and the school attendance records.

It should also be understood that a number of variables of necessity affect the study. The close family relationship established between teacher and students unavoidably affects the judgement of both in assessing the programme. The effect of this
particular grouping cannot be identified in isolation without considering certain factors: the teaching style of the teacher; the reputation of the teacher established during the four previous years in the school; the teacher's lack of expertise in dealing with primary-age children; the entry level of the Grade 2 students; the relationship established by the teacher with the Grade 8 students the year before the primary-intermediate class was adopted; the stress of confronting the general opposition of staff members on a regular basis.

While the account may appear one-sided, it is important to understand that attempts by the teacher to obtain feedback and input from other staff members were resisted consistently. Any initial comments about the programme before its adoption were in the form of objections, and the basis of these objections is cited in the text of the paper. The inclusion of the principal's report, the superintendent's correspondence, the parents' perceptions as outlined in the surveys, and the children's comments is an attempt to compensate for the lack of data provided by other members of that particular educational
community. In other words, the paper is not based only upon the teacher’s own perceptions.

While the inclusion of Chapter V on the change process may be viewed as self-serving, it is a situation that is referred to by the principal briefly in his report, and in the subsequent interview. To leave it out would be less than honest, and would do a disservice to other teachers who might find themselves in the same situation.

There are those who would rightfully question a study such as this written by someone so personally attached to the project. Yet an outside observer could not have acquired such a broad and intimate understanding of the situation, the people, and the ideas involved. It is because of the personal involvement of the writer in the programme that the account is so thorough.

Finally, there is no amount of empirical evidence that can measure the success of the primary-intermediate class in the same way that the response of the children to the teacher three years later does. One can only attempt to measure qualitatively the feelings of those who worked
together in an attempt to create a better learning environment.

This study does not claim to be the answer for all the ills afflicting the educational system. It is only one case study of a group of children over a two-year period. Its significance lies in the fact that it achieved a measure of success and opened up a number of educational vistas that needed to be explored. It may only be the tip of the iceberg, but it does claim to provide an effective alternative to some of the problems in education today and is therefore worthy of examination.
Endnotes to Chapter I

Chapter II

The Nature of Compensatory Schools

The failure to learn characteristic of low-income minority-group pupils is due more to deficiencies in the schools themselves than to deficiencies in the pupil or his environment...the mission of the schools is to teach children no matter what their state of readiness. When tradition or conventional practices do not succeed, the school is responsible for finding other means of teaching effectively, and if necessary, for changing its concepts and methods drastically in order to do so. (Weinstein, 1976, p.9)

Though the concept of compulsory universal education has been sanctioned by law in Ontario by the School Act since 1871, educators and Ministry officials have come to realize that universal education is not synonymous with equality in education. Equality is a concept that cannot be so easily legislated into existence.

In the late 1960's, the then Department of Education acknowledged that there were educationally disadvantaged children in Ontario. In an attempt to identify and address the needs of these children in an educational framework, a Provincial Committee on Compensatory Education was formed.
In 1968, the Windsor Board of Education established a Compensatory Education committee whose purpose it was to identify the schools in Windsor most in need of compensatory programmes. While this committee laid the groundwork, the establishment of an Ad Hoc Committee in 1974 under the leadership of Mr. Tom Wear proved to be the turning point. Its mandate was to look at Windsor’s compensatory programme and offer recommendations for improvement.

With the input of administrators, principals, vice-principals and teachers, the committee identified the situation.

Compensatory education was defined...as an educational programme which attempts to equalize academic opportunity for all students. A Compensatory School was defined as one in which a significant number of pupils do not meet expected educational standards because of deficiencies or differences in language, health, attitudes and/or experience. Compensatory factors are those factors which equalize educational opportunity. (Windsor Board of Education, 1980, p.5).

Nine schools were designated compensatory, and this number has now increased to ten. They are Begley, Benson, General Brock, Coronation, Dougall, King Edward, Marlborough, Gordon McGregor, Prince Edward, and Roseville. The identification of these schools is the result of the Compensatory Education
Survey administered annually in the Windsor schools (see Appendix I, pp. 159-175). It combines a series of academic factors with community factors to which a weighting formula is applied (see Appendix I, pp.165-166). The school achieving the lowest score is designated the most compensatory and the other schools are ranked accordingly in ascending order.

Special benefits to compensatory schools are specifically designed to reduce the pupil-teacher ratio to allow for more individualized programmes and greater teacher-student interaction. Seventeen additional teachers are allocated to the ten compensatory schools for this purpose, but the figures do not reflect the reality of the situation. According to the Enrolment and Staffing Statistics for September 1980, (see Appendix I, p.175), the pupil-teacher ratio for compensatory schools is 18.5 compared to 20.1 for non-compensatory schools. These figures are misleading because they do not reflect actual class size. In effect, when the principal, the French teacher, the vice-principal, the librarian and the learning resource teacher are all included in the count, the class size can and does skyrocket to as many as 35 children in a class, even at the primary
level. This practice is in direct opposition to the recommendations of the Early Primary Education Report (Ministry, 1985), and the Windsor Board of Education's support of small primary classes. While the seventeen additional teachers do improve the overall situation somewhat, the stated objective of reducing the pupil-teacher ratio significantly is not realized and cannot be until non-teaching staff (like principals) are eliminated from the overall school count.

Other benefits to compensatory schools include the allocation of 2 1/2 kindergarten teachers to the five (5) compensatory schools with the largest enrolment per kindergarten class, a full-time aide for each of the ten schools, an additional collective equipment/materials budget of $5,200.00 annually to provide funding for extra field trips and supplies, increased field time in compensatory schools by the system's social workers, and special summer coursing and professional development days made available to staff members of compensatory schools.

In addition to these general benefits, General Brock School continues to have a junior kindergarten class and a breakfast programme for children from kindergarten to Grade 4.
In spite of the extra funding and staffing, problems that inhibit the learning of educationally disadvantaged children continue to exist and schools with the compensatory designation seldom, if ever, lose that designation. More needs to be done to address the problems and provide success experiences for the children in these schools.

One suggestion that has been made is the elimination of the academic factors, including the use of the annual Gates-MacGinitie reading scores as a criterion for compensatory designation (see Appendix II; Taylor, 1984, pp. 177-183). The reading scores should be perceived as a result of the compensatory designation, not as a factor that leads to being educationally disadvantaged. Non-use of academic factors is common among several studies of Toronto special needs schools. While this suggestion was not readily accepted at the time (see Appendix II; Berek, 1984, pp. 184-187), it is a possibility currently under investigation by the Survey and Statistics Committee of the Compensatory Education Committee. Another alternative being studied is the adoption of junior kindergarten in the other schools.
Another avenue was explored by the Program and Materials Committee of the Compensatory Education Committee that attempted to identify the major problems impeding attempts to meet the needs of children in compensatory schools. Priority items in order of importance were identified as discipline, pupil-teacher ratio (class size), lack of self-esteem, values conflict (between home and school), special services assistance, program (curriculum), children's attitude, stress, environment and inadequate physical care (see Appendix III, pp.185-190). According to Table I (page 18), these problems are shared by all compensatory schools in varying degrees. Attempts to relieve the problem of discipline have been made by the Program and Materials Committee in its assertive discipline programme scheduled for a series of professional development days.

The fact is that the problems identified in attempts to meet the needs of educationally disadvantaged children are consistently the same year after year. The schools with the compensatory designation are consistently the same year after year. The reading results identify the children in these schools as being academically retarded year after year.
Major Problem Areas in Attempting to Meet the Needs of Children in Compensatory Schools.

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Begley</th>
<th>Benson</th>
<th>Brock</th>
<th>Coronation</th>
<th>Dougall</th>
<th>K. Edward</th>
<th>Marlborough</th>
<th>McGregor</th>
<th>Roseville</th>
<th>Total</th>
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<tr>
<td>Children's Attitude</td>
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<td>Values Conflict (home vs school)</td>
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<td>Lack of Parental Support</td>
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<td>Staffing (selection-movement)</td>
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<td>Program - Curriculum</td>
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<td>8</td>
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<td>Special Services Problems (priorities)</td>
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<td>Discipline (consistency)</td>
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<td>Staff Awareness of Problem Kids</td>
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<td>Social Interaction</td>
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<td>Staff Input-decision making</td>
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<td>Prof. help for students, staff, parents</td>
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(see Appendix I, p.166). These facts would suggest that the efforts and approaches attempted at the classroom level, school level and Board level have not been successful in addressing the needs of these children.

It was this conclusion that led to the development of a Grade 2/8 class at General Brock School as an alternative that might succeed where traditional approaches had fallen short.
Endnotes to Chapter II


Windsor Board of Education. (1980). Compensatory Education is Special; Love Made Visible.
Chapter III

Problems and Solutions

"How does one become a butterfly?" she asked pensively.
"You must want to fly so much that you are willing to give up being a caterpillar."
"You mean to die?" asked Yellow...
"Yes and no," he answered.
"What looks like you will die but what's really you will still live. Life is changed, not taken away. Isn't that different from those who die without ever becoming butterflies?"...
"Once you are a butterfly, you can really love - the kind of love that makes new life. It's better than all the hugging caterpillars can do." (Paulus, 1972, p. 75,78).

There were a number of specific problems at General Brock School that needed to be identified before solutions could be sought. There should be some way to decrease the number of split classes in the school, not because teachers, parents and students view this situation as less than ideal, but rather because teachers do not yet have the appropriate mindset to deal effectively with traditional split classes.

There had to be more balance throughout the school in terms of pupil-teacher ratio. While recognizing the importance of a low pupil-teacher
ratio in the primary grades, it was necessary to understand that teachers of intermediate classes must also contend with similar problems like lack of student skills and low academic and behavioural performance, in a setting with increased class size to accommodate the lower primary pupil-teacher ratio.

A more positive environment should be created for the children in the school traditionally regarded as reading readiness students. While being accommodated with a very low pupil-teacher ratio, they have in fact been labelled and, true to self-fulfilling prophecy, they continue to perform down to low expectations. In fact, after a year in the traditional setting, with a very small class size, they still appeared behind their peer group both academically and socially.

In testing the reading level of the students in all grades annually for the purpose of compensatory placement, a standard pattern of below-level reading results had been observed. This pattern began as early as Grade 2 and continued to mushroom. It seemed that if the reading levels could be improved in the early grades, through an alternative
programme, it might also improve their academic proficiency in the senior grades.

In assessing the problems interfering with pupil achievement in the school, discipline had been identified as the major factor in the survey. It seemed that an alternative approach could deal more effectively with this area than the traditional situations had been capable of doing.

Some internal mechanism should be provided that would better accommodate the individual incompatibility that sometimes existed between teachers and students.

As well, some type of system had to be adopted that would encourage the use of the language across the curriculum approach as outlined by the Ministry of Education even if it meant adopting self-contained classes and eliminating the traditional rotary system at the junior and intermediate levels.

Finally, an approach had to be found that would emphasize characteristics that are often neglected in a traditional setting, items such as decision-making, critical thinking and independent self-direction. Coupled with this was a need to
foster, above all else, a positive self image in the children.

With all of the above-mentioned concerns, it was necessary to find an innovation that would address as many of them as possible. Obviously, a proposal that dealt with either organization or programme exclusively would not be sufficient.

Educational systems can be viewed as an extension of the family unit. With this assumption as a starting point, systematic observations were initiated of the activities of my three daughters, Shannon who was 9, Tamarra who was 2, and Rachel who was 1. Their natural interaction provided fertile ground for ideas from which developed the recommendation for a major change in the traditional grade structure found in contemporary schools.

In watching the three children together, it was impossible not to be impressed with the influence exerted on the young ones by Shannon. They listened attentively, they learned quickly, they interacted enthusiastically, they shared experiences, they developed rather sophisticated skills. Shannon continued to grow in patience, understanding and insight. It was a mutually
beneficial relationship, in which "the work of the child" (Montessori, 1965, p.32,33,34) was not work to them at all, but a series of joyful experiences. It offered a basis in reality to a philosophy of education that had seemed possible only in theory.

Ways can be worked out so that almost every day will be a "teachable day," so that almost every educator can share with his students the inspired moments of learning now enjoyed by only the most rare and remarkable.

Education in a new and greatly broadened sense can become a lifelong pursuit for everyone. To go on learning, to go on sharing that learning with others may well be considered a purpose worthy of mankind's ever-expanding capacities.

Education, at best, is ecstatic. (Leonard, 1968, p.16)

It was this type of learning environment that needed to be developed in the classroom. With this objective in mind, an analysis of various systems, methods and approaches was made, to find a solution that would answer most effectively the problems encountered in a compensatory school, and at the same time make education an enjoyable experience.

The first system studied was cross-age or intergrade tutoring, in which older children are
coached in the means of instruction and then paired with younger children for the purpose of assisting them to learn. Evidence indicated that this practice is used occasionally in schools throughout North America, but never on a continuous basis in a self-contained classroom. Many schools in Windsor, for example, had the buddy system, in which Grade 8 students would work once or twice a week for 40 minutes with a kindergarten or Grade 1 class.

This tutorial system was obviously of benefit to the younger children, but often overlooked was the fact that the older children profited from these encounters as well. While children learn from their peers, they also learn more from teaching other children. While peer tutoring was regarded as a positive approach in education, it was the intergrade tutoring that caught the imagination of the teacher and held more appeal as a solution to many of the problems that needed to be addressed in the school.

...intergrade tutoring means concerned adults...working together for the betterment of the students. It means teachers and student-tutors developing a spirit of colleagueship. It means students of all ages improving in their academic skills. It means students developing positive attitudes toward education, learning, school, other
people and themselves. And it may mean the beginning of changing archaic and sterile institutions into viable, dynamic and human communities. (Melaragno, 1976, p.5).

Intergrade tutoring was certainly an excellent beginning, but it was not enough. In searching out the Hall-Dennis Report, it was discovered that its recommendations had included the enlisting of several of the more positive influential models for promoting the desired goals of education in terms of student attitude and performance. While it emphasized peer models, it also left the door open to variations of this by its definition of the term identification: "a process in which a person patterns his thoughts, feelings or actions after another person who serves as a model" (Miezitis, 1969, p.114). It encouraged the sharing of the responsibility for achieving educational goals with models. More importantly, it emphasized the redefinition of the pupil’s role, by allowing her to share in the teaching responsibility by presenting projects to younger children.

This type of approach has several positive results. The models learn to understand in some measure the problems and challenges of the teacher’s
role. Both the model and the younger child develop
and practise more refined communication skills. 
Because of the positive outcomes, teachers are
obligated "to increase the range of appropriate
models for any one child to imitate" (Miezitis,
1969, p. 117).

While this approach did not specifically
address the establishment of such a wide age
diversity in a totally self-contained environment as
a Grade 2/8 class would be, it did lend credibility
to the concept. It was a non-traditional answer to
traditional problems and met the challenge given to
teachers:

We need to be lifted to the level of
aspiration which enables us to learn
creatively beyond books, beyond facing our
problems, beyond our learned habits and
skills. (Zirbes, 1971, p. 11).

More concrete criteria were needed for the
development of a sound rationale. The next approach
to be examined was the family grouping found in some
of the British infant schools. This type of school
involves a system of arranging classes that contain
children ranging from 4 to 7 years of age in the
same class. Though the British schools do not
provide an example of such a wide range as Grade 2
and Grade 8, there is a positive atmosphere surrounding the family, or vertical, grouping. The success of the primary schools of this nature is largely due to the fact that the teachers involved are strongly committed to the concept of vertical grouping. It is also based on the assumption that children do not necessarily reach the same stage of development at the same time or by the same route. There is no worry of competition, as the younger children look up to the older ones. This co-operation promotes a spirit of unity and a special quality pervades the classroom where it is in progress (Casey Murrow & Liza Murrow, 1971, pp. 58-71). This atmosphere must be akin to the sense of "colleagueship", referred to by Melaragno on page 31, that develops in the process of intergrade tutoring. Because the teacher can work with an individual, a group of students, or a whole class with alternatives that include the utilization of students who work independently, with another individual, or in a group, the system allows for maximum flexibility, conferencing and quality time.

In a study of British infant schools (Barth, 1970, pp. 68-70) the following findings were
reported. Children enjoy school and meet with greater success because options are made available daily; the child is given significant choice in determining his activities; the child is allowed to pose her own problems; the child perceives that he is trusted by adults; there is consistent order with important but limited regulations for behaviour; the child is allowed to collaborate with her peers; comparisons in performance are minimized because of the vertical grouping; and the child usually has the same teacher for several years. The study also reported that not only were the sources of resistance to this concept many and intense, but the magnitude of the change (for the child, teacher and the nature of the school) was also profound (Barth, 1970, pp. 69-70).

It was obvious that both cross-age tutoring and vertical grouping had much to offer and could be considered in some form as possible solutions to the problems in the school. While they provided a good basis for organizational structure and the basis of a rationale, it was decided an investigation of the Montessori method was necessary to round out the overall philosophy relating to an effective approach.
in the education of young children. So profound has been Dr. Montessori's impact on early education that to ignore her contribution would certainly make the study incomplete.

The Montessori method had its beginnings in the slums of Rome in 1907. It was there that Marie Montessori developed and refined her method and the materials that were to be used in the education of young children. Her natural instincts, medical background and belief in the scientific method combined to produce a unique educational theory, according new roles to both teacher and learner.

The teacher, less dominant in the new context, prepared an environment responsive to the needs of the learner, whose liberty was contingent on the teacher's preparation...

The teacher's role in the preparation and mediation of this environment is primarily one of observation...

Montessori's "non teacher" used observations as her principal teaching tool. Her own clinical background convinced her of the importance of detecting the minute differences in individual behaviour of the child which cued the adult to an appropriate response (Rambusch, 1965, pp. 12-13).

The Montessori method makes use of didactic materials for motor education, sensory education, development of language, preparation for writing and
arithmetic, and natural integration of a knowledge of the world. It is a system based upon a profound respect for the child as a person responsible for his own learning and behaviour.

As a rule, however, we do not respect our children. We try to force them to follow us without regard to their special needs. We are overbearing with them, and above all, rude; and then we expect them to be submissive and well-behaved, knowing all the time how strong is their instinct of imitation and how touching their faith in and admiration of us... Let us treat them, therefore, with all the kindness which we would wish to help to develop in them...

Kindness consists in interpreting the wishes of others, in conforming one's self to them, and sacrificing, if need be, one's own desire. This is the kindness which we must show towards children.

(Montessori, 1965, p. 132).

The Montessori method stresses the holistic approach that allows the child the freedom to grow socially, emotionally, intellectually, at his own rate, thus developing his own unique personality. It redefines the role of the teacher, hence the word directress as opposed to teacher, and glories in the child as a lover of work. It emphasizes not the child's misbehaviour, but rather the cause of it and the adult reaction to it (see Appendix IV, pp. 195-200). To watch the system in action is to marvel at the immense potential of a child's mind.
and its capacity for development and creativity, and to appreciate the compassion, patience and understanding of an effective role model, teacher, directress or whatever label you may wish to attach to it.

The hypothesis developed was that self-directed learning would be possible in a child-centered open classroom that could accommodate the logistics of intergrade tutoring, the concept of vertical grouping and the philosophy behind the Montessori method. Such accommodation would be possible because of the integration of subject material, family grouping, flexible timetabling and a redefinition of the role of the teacher who becomes a learner himself (see Appendix V, pp.202-203).

The positive aspects of all these systems and approaches could be applied in the development of a Grade 2/8 class.
Endnotes to Chapter III


Zirbes, L. (1957). That all children may learn we must learn. In M. Cohen (ed.). *Looking Forward to Teaching - That All Children May Learn We Must Learn*. Washington, DC: Association for Childhood Education International.
Chapter IV

Why a Grade 2/8?

Why then is it necessary for teachers' union contracts to specify class size? And why would anyone write about swollen class size as a poison which infects our schools?... We have forgotten that the single teacher in the one-room-schoolhouse was in fact both a teacher and supervisor of many teachers who themselves were students in her classroom. ... Older children taught younger children, quicker children helped slower children... every child was looked after by at least one other child and maybe more. No one got lost inside the classroom. (Fader, 1982, pp. 12,13).

The Grade 2/8 class was not recommended as a solution in isolation. It was suggested in the context of a self-contained class as opposed to the rotary system, in conjunction with the utilization of the whole language philosophy as opposed to the traditional approach to reading that had been used for many years at General Brock School.

Specifically, the Grade 2/8 class was a synthesis of intergrade tutoring, family grouping and Montessori method designed to meet the needs of the children in the class as well as the needs of the school in general. It was an ambitious and all-encompassing proposal. By creating a Grade 2/8...
class, it would be possible to eliminate all splits throughout the school, except two. These two, a Grade 5/6 and a Grade 7/8, would not cross division lines, thus accommodating the teachers and pupils more easily than a series of six split classes which would be the alternative.

By creating a Grade 2/8 split, no class in the school would exceed 25 students (see Appendix VI, p.206), the primary classes would still maintain a lower pupil-teacher ratio as well, and the readiness class of 8 would remain intact. This was a major concern of the primary teachers, who wanted the readiness class to remain very small.

If the Grade 2/8 class was successful, the self-concept of those children who had been labelled readiness students the year before would improve greatly. It might then be possible to establish a Grade 1/8 split and eliminate the readiness class and its accompanying negative self-image. Such a move would also result in a more equitable pupil-teacher ratio throughout the school.

Based on the research done on cross-age tutoring, it was believed that the older students benefited as much as, if not more than, their
younger charges in the area of reading specifically and in academic proficiency generally (Melaragno, 1976, pp. 6-7). This kind of class with its proposed programme could completely alter the way reading and learning were perceived, and be of immeasurable benefit to all students in the school. High student performance would lead to high teacher morale in a cyclical pattern. The school needed both.

A happy, motivated and interested child is generally not a discipline problem. While the assertive discipline policy which had been implemented the previous year had gone a long way in creating a positive environment, there were still recurring problems. If the climate and cohesiveness that existed in the British family schools could be achieved at General Brock School, it was believed that most discipline problems could be eliminated.

For whatever reasons, there also existed from time to time a teacher-student incompatibility which created learning problems for the child and frustration for the teacher. By creating a Grade 2/8 split, two classes would also be created at each grade level (see Appendix VI, pp. 206-207). In this
way, teachers and students could both be placed in a way that would best accommodate their needs.

While paying lip-service to the Ministry philosophy of language across the curriculum, many teachers are ill-equipped to implement it (Ministry, Review of Intermediate Division English and Language Across the Curriculum 1980-81). To create a Grade 2/8 class, the elimination of the rotary system and adoption of self-contained classes was strongly recommended. This would also reduce afternoon discipline problems that teachers had identified as resulting from the movement of children to different rotary classes every forty (40) minutes. It would also provide the necessary consistency of a single teacher for children whose home environment often made them all too familiar with instability (see Appendix III p.192). It would also provide an environment conducive to the language across the curriculum approach, allowing for the integration of lessons and activities from all subject areas.

Creating a Grade 2/8 split would place heavy demands on the teacher, but it would also mean high expectations for the students. Out of necessity, the students would have to do more for themselves
and they would have to be involved in planning and decision-making. Practice and experience in these areas would lead to the development of skills in careful long-range planning, critical thinking and decision-making.

The proposal for a Grade 2/8 class at General Brock School seemed a rational alternative, with a sound basis in research, to the traditional grade structure that had always been used. It seemed to be a more practical approach because it appeared to have a greater chance of success than traditional solutions that had been tried in the past. If the assumptions on which it was based were true, it would certainly benefit the group of children in the class and eventually the school as a whole.

A discussion held with the group of students who would make up the Grade 8 portion of the class in September provided positive input. They were anxious to try it, and willing to spend some of their time learning about coaching and tutoring.

The proposal for a Grade 2/8 class was made to the school principal who appeared very receptive to the idea. To understand what followed, it is
necessary to understand the process of change, particularly as it applies to educational institutions.
Endnotes Chapter IV

New York: Berkley Books


*Intermediate Division English and Language Across the Curriculum*
Provincial Review Report, Volume 4, Number 1.
Chapter V

The Problem of Change

To learn is to change. Education is a process that changes the learner.


This is a continually active process, and we grow to the extent to which we are forced, willing or able to accommodate this onrush of new experiences... Our main challenge in this process is to uncover, develop and hold onto our unique selves. To do this will require that we be fully aware, sensitive and flexible... If we are not becoming all that we are, it is we who are not changing...

(Buscaglia, 1978, pp. 15, 18).

If education is a process that causes real change, not just in one’s ability to manipulate symbols, but in every aspect of one’s being, then what today’s educators are called upon to do may be many things, but it is not education.

(Leonard, 1968, p. 8).

While some people view the process of change as something that is natural and even desirable, others regard it as a nuisance, or worse, a threat. The conviction that a Grade 2/8 class modelled on the systems studied would improve the quality of education and eventually the problems affecting the general organization of the school was not one that was shared by the
remainder of the staff. The proposal for the creation of a Grade 2/8 class was made to the principal who in turn presented it to the rest of the staff. In spite of lending his support to the recommended proposal, the principal was not successful in convincing the staff to accept it. They rejected the basic idea and all of the changes in approach that would accompany it (see Appendix VII, p.213).

According to Owens and Steinhoff (1976),

Change is a planned, systematic, controlled effort to alter more than one of the following aspects of the organization: (1) its tasks (2) its structure (3) its technology (4) its people. (p.32).

The proposed change in the grade structure was made on the mistaken assumption that initially it would only affect the teacher and the children in the Grade 2/8 class, who could be perceived as the client system. However, because the innovation would alter aspects of the organization's four dimensions (the organization being the school), it would affect virtually everyone within the school in some way. Therefore, the staff members did have a vested
interest in the proposal which was manifested in negative reactions that had not been anticipated.

The climate of staff meetings in the school was one in which all members were encouraged to present ideas and offer opinions. When the proposal for a Grade 2/8 class was presented, there was considerable input, most of it negative. Those who objected simply stated it would not work. Their objections were straightforward: the teacher in question had no primary experience; the Grade 8 students would suffer because the teacher would not have enough time for them and they would therefore not be prepared for high school; it would be impossible for the younger children to sit quietly for 20-minute or 40-minute periods while the teacher had to work with the older children; the older students might have a negative influence on the younger ones; the primary children were readiness children that required all of the teacher's time. These were the objections raised, none of which was based on any quantitative or qualitative research.

It was necessary to go back and re-evaluate the research and the assumptions on which the
proposal had been based, if only to remove the self-doubt that now existed. This was encouraged by the principal and the Primary Consultant for the Windsor Board of Education, both of whom remained positive in their attitude toward the proposal.

Change in a pattern of practice will only occur if the persons involved change their normative orientations to old patterns and develop commitments to new ones (Chin & Benne, 1976, p. 23). This normative re-educative strategy could be more effective if it could be demonstrated that the innovation would benefit the students and the school in general and the teachers in particular.

The next presentation to staff was a synthesis of the empirical-rational strategy and the normative re-educative approach. It stressed the advantages provided by the Grade 2/8 class in terms of organization - smaller, more equitable class sizes and more straight grades versus split classes. Both of these items were of great concern to teachers in the school and were used in an effort to convince them of the positive aspects of the innovation.
Unfortunately, the proposal was perceived as altering the equilibrium of the school too much to make it palatable. For example, particularly in the primary division, the staff was extremely cohesive. They shared common academic backgrounds, their teaching experience was virtually all in the primary division, they had all been members of the school staff for many years—in fact many of them had taught the same grade level in the same classroom in the same school for several years—and they dealt with the common problems of this compensatory school in common, traditional approaches. The Grade 2/8 class was an unknown variable thrown into an otherwise non-threatening environment.

The teacher as change agent did not help the situation in any way. Her academic background was very different. Teaching experience was in every grade from 5 to 13 but none in primary, and seniority in the school was only four years. Previous advocacy of self-contained classes, early entry for children, a different approach to reading and teaching in her classroom, personal opposition to the use of detentions as a
punishment, and an outspoken defence of these concepts had already isolated the teacher philosophically from several of the staff members. Added to all of this was the fact that the change agent was not the principal, the formal leader of the school, and the assumption of a leadership role in preparing and presenting the innovation was perceived as a manifestation of personal ambition that caused resentment among other members of staff. This resentment was aggravated by the teacher’s practice of spending preparation time and lunch hours in the classroom instead of socializing in the staff room. She was so preoccupied with the possibilities of the innovation that she could not understand the opposition of other staff members.

Although rational, logical single cause-and-effect approaches to change have great popular appeal, their effectiveness is limited because they largely ignore the nonrational human elements of the organization. (Owens and Steinhoff, 1976, p.32).

Obviously the equilibrium would be disrupted by the mere recommendation for change in the grade structure, to say nothing of the dislocation that would result from actual implementation. Perhaps
the innovation was not objectively or fairly assessed by some staff members simply because of who the innovator was and the fact that her philosophy of education already conflicted with the traditional approach generally used in the school.

A lack of understanding of the change process, organization development and patterns of human behaviour on the part of the change agent made the situation more difficult.

...The change problem shifts to the human problems of dealing with resistance, threats to morale, conflicts, disrupted interpersonal communications, and so on, which prospective changes in pattern of practice evoke in the people affected by the change. So the change agent, even though focally and initially concerned with the thing technology of education, finds himself in need of more adequate knowledge of human behaviour... for dealing effectively with the human aspects of deliberate change.

(Chin and Benne, pp. 22-23).

All of the above problems did, in fact, occur during the proposal stage and continued during the entire time the primary-intermediate split classes remained in existence.

The recommendation for a Grade 2/8 was again presented to the staff (see Appendix VII, p.213),
this time in such a way that the benefits to teachers arising from the innovation were highlighted. The principal again voiced his approval of the idea and the staff was also told of the positive opinion held by the Primary Consultant on the matter.

This entire approach emphasized the importance the principal placed on the democratic functioning of the school. Input was to be encouraged and valued, and agreement on school policies should be reached, if possible, by consensus. In this instance, however, to accept or commit to the new pattern of the innovation involved "changes in attitudes, values, skills and significant relationships, not just changes in information or intellectual rationales for action or practice" (Chin and Benne, 1976, p.23). Many of these were too deep-seated within the individuals and created resisters to change or, at best, persons who could be defined within the framework of the late majority.

According to Robin Barrow (1984),

...teachers are in general conservative by nature. And there are considerations that are liable to make individual teachers
antagonistic to change: there is little incentive in the form of career advancement, or other external rewards, for them to innovate; change would require considerable investment of time and energy on their part. Attempting to engineer change exposes one in a variety of ways to the rebukes of headteachers and School Boards, the cynicism of colleagues, and the possibility of failure. (p. 218).

Specifically in terms of curriculum and problems encountered in recommending changes in it, Barrow explains that

...tradition ranks high as an influence...a lot of what goes on in schools, both at the level of broad subject-matter and that of choice of materials, is there, or done, because it is there. That in turn is often the consequence of fairly obvious factors such as the limitation of resources, limitation of parental expectations, constraints produced by various features of the system... and the conservatism of teachers. This last factor might, in turn, be caused by teachers finding it hard to break away from the tradition in which they were raised, perhaps because they are prone to laziness or feel more secure with the familiar, perhaps because of the difficulty of persuading parents of the desirability of some newfangled course. (pp. 24-25).

These were all factors in the resistance to change that occurred. While the outcomes of the Grade 2/8 split were presented as positive and regenerating, they were perceived by others as threatening. For example, the objective of
eliminating the traditional readiness class was seen as a negative outcome by primary staff members who viewed it as the only way of dealing with children caught between Kindergarten and Grade 1. Even more threatening to them was the altered approach to reading that would be used in the Grade 2/8 class. The primary teachers in the school had fought hard to maintain the use of Distar reading, which was a rigid drill approach, in the primary grades. They perceived the Grade 2/8 class as a medium through which the administration could eliminate the Distar programme, something in which they believed very deeply. If the Grade 2/8 class was successful, other teachers might be forced to change their methods and programmes.

The emphasis on non-traditional skills and the language across the curriculum approach probably posed the greatest threat. Both of these features called for a restructuring of curriculum and a redefinition of the role of the teacher. It hinted at the "deschooling" of society which, Illich claims, is basically a mental process, (Illich, 1971, p.106), almost like
a cultural revolution. In retrospect, perhaps the innovation met with such resistance because some staff members felt that if it was successful, they might be forced to adopt some aspects of it. According to the Educational Innovations Probability Chart (see pp. 59,60), the resistance to the proposal should not have been so intense. The low risk areas were many. The innovation was locally conceived, developed and implemented; it modified existing values and beliefs; it was enthusiastically supported by the official leaders; all planning for change was done at the local site; it had been accepted by the direct clients (the Grade 8 students); the school had already achieved a reputation in the last two years as a place where things regularly succeed; the possibility of aborting the effort was built into the innovation; the specific teacher in question had the major role in the implementation phase and exhibited enthusiasm and a view toward success; the workload of the client teacher increased substantially but that factor had been acknowledged and accepted by the teacher from the initial planning stage.
Table 7.1

Educational Innovations Probability Chart

<table>
<thead>
<tr>
<th>Source of Innovation</th>
<th>Higher Risk</th>
<th>Lower Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superimposed from outside</td>
<td>Developed internally with aid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact of Innovation</th>
<th>Calls for major value shifts</th>
<th>Requires substantial change</th>
<th>Does not substantially alter existing values, beliefs or programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Calls for major value shifts</td>
<td>Requires substantial change</td>
<td>Does not substantially alter existing values, beliefs or programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Official Support</th>
<th>Official leaders active opposition</th>
<th>Officials on record as opposing</th>
<th>Enthusiastically supported by the official leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Officials uncommitted</td>
<td>Officials voice support of change</td>
<td>Enthusiastically supported by the official leaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning of Innovation</th>
<th>Planning processes balanced</th>
<th>Most of planning done locally</th>
<th>All planning for change done on local site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely external</td>
<td>Planning processes balanced</td>
<td>Most of planning done locally</td>
<td>All planning for change done on local site</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Means of Adoption</th>
<th>By superiors</th>
<th>By local leaders</th>
<th>By group consensus</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Change</td>
<td>History of failures</td>
<td>No accurate records</td>
<td>Known as school where things regularly succeed</td>
</tr>
<tr>
<td></td>
<td>History of failures</td>
<td>No accurate records</td>
<td>Known as school where things regularly succeed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possibility of Revision</th>
<th>Final evaluation before committee</th>
<th>Periodic evaluations</th>
<th>Possible to abandon at conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>No turning back</td>
<td>Final evaluation before committee</td>
<td>Periodic evaluations</td>
<td>Possible to abandon at conclusion</td>
</tr>
</tbody>
</table>

<p>|                        | Possible to abandon at conclusion | Possible to abandon at conclusion | Possible to abandon at conclusion                                  |
|                        | Possible to abandon at conclusion | Possible to abandon at conclusion | Possible to abandon at conclusion                                  |</p>
<table>
<thead>
<tr>
<th>Higher Risk</th>
<th>Lower Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of Teachers</td>
<td>Largely bypassed</td>
</tr>
<tr>
<td>Teacher Expectation</td>
<td>Fatalistic</td>
</tr>
<tr>
<td>Work Load Measure</td>
<td>Substantially increased</td>
</tr>
<tr>
<td>Threat Measure</td>
<td>Definitely threatens some clients</td>
</tr>
<tr>
<td>Community Factor</td>
<td>Hostile to innovations</td>
</tr>
</tbody>
</table>

Shade the response in each category which most accurately reflects the condition surrounding the implementation of the middle school. If the 'profile' of your school is predominately in the high risk side of the matrix, substantial work must be done to prepare your school for change.

The only area of high risk was the threat factor. While the innovation did not threaten the direct clients, it did threaten the indirect clients in the structure (that being the other teachers) because it challenged some very important beliefs and traditions. The teacher proposing the innovation should have been more sensitive to this. As a result, cathartic and catalytic interventions were unsuccessful in promoting the desired change in attitude toward the innovation by staff members.

As a result, the principal found it necessary to adopt a power-coercive approach (Benne, 1976, p. 39). The position of the principal carries with it a legitimacy in terms of power within the structure of the institution. This power is an advantage when it comes to using confrontation strategies. In confrontation, it is necessary to not only assist people in conforming or adjusting, but also to assist them in redesigning the situations in which they work and live (Blake, R. & Mouton, J., 1976, p. 56). By doing this, the administrator aids people in challenging the status quo, and rejecting the existing situation
as being less preferable than a stronger situation that could be designed to replace it.

While the principal did not abandon his belief in democratic principles, he found it was necessary to forcefully remind the staff that he was ultimately responsible for the operation of the school, and the final decision rested with him. He arranged one-to-one sessions with those individual teachers who could be classified as resisters, and listened to their concerns. In the end, he exercised his prerogative as principal and informed the staff that the Grade 2/8 structure would be adopted in September of 1983 (see Appendix VIII, p.218).

Implementation of the new grade structure did not end the resistance to the concept. In spite of the fact that the programme met with observable success (see Appendix VIII, pp. 218-219) and was adopted the following year in the form of a Grade 3/7 class, several teachers continued to voice their opposition to it. Too often, this opposition was translated into personal antagonism directed at the teacher of the primary-intermediate split.
Although the principal had supported the adoption of the innovation, had recognized its success and had made the decision to continue it the following year, he was not prepared to divide the staff further by confronting this antagonism and appearing to support the teacher on a personal level. Such an approach suggested tacit approval by the principal of the general attitude of the staff, resulting in a very negative effect on the morale of the teacher. Her self-image was further eroded when the principal suggested that he present any further research, materials or recommendations that she might have, to reduce the possibility of friction at staff meetings. By doing this, the principal demonstrated his awareness of the problem.

The teacher had discussed the problem of staff resistance at length with him and on two occasions had requested an open forum at a staff meeting to clear the air. He rejected this suggestion and took no steps to resolve the problem until the end of the second year. At that time, he forced a one-to-one confrontation between the teacher and another staff member who claimed
to speak on behalf of the other staff members. During this session, the primary-intermediate teacher was made aware of the discomfort and conflict that she had created among the staff.

The demands of teaching in a compensatory school had been intensified by the stress caused by these interpersonal problems. By the end of the second year, some of the junior and intermediate teachers and two of the primary teachers had come to accept the innovation. The Kindergarten teacher had become receptive and agreed to pair her students once a week with the primary children from the split grade who served as tutors. Both groups of children enjoyed this time together immensely.

The non-teacher staff at the school - the secretary, teaching aide, non-teaching aide and caretakers - continued to support the innovation as they had from the beginning, with assistance in the form of donating time, making instructional aids, doing typing, offering suggestions, assisting in physical classroom changes, and providing input and feedback that often resulted in modifying parts of the programme. During the
second year of the innovation, a similar Grade 3/7 class taught by Mr. Doug Middleton, was set up at Marlborough, another compensatory school in the city.

Unfortunately, these positive reinforcers were not enough to offset the sense of ostracism felt by the teacher of the split class. She had become defensive and demoralized and her struggle with self-image at this point was affecting her judgement. The programme was successful and the teacher enjoyed the two teaching years more than any others in her career and had grown to love the children in a very special way. Unfortunately, she felt such an erosion of her self-image that she gave up the programme knowing that it would not be taken up by someone else the following year, and transferred from the school.

Even the transfer did not completely resolve the ramifications of the conflict. Two years later, the social and interpersonal skills problems that had existed at General Brock School for the time period prior to and during implementation of the change in grade structure contributed to a negative evaluation of the
teacher when she applied for a position of added responsibility (see Appendix IX, pp. 221-236). The problems with professional peers were used as examples of such criteria as poor leadership, problems in communication, and not sharing ideas with peers. The results of the review did not coincide with reports written by two evaluators in 1985 and 1986 which made no mention of these problems and even commended the teacher for her dedication, and innovative techniques, and creativity (see Appendix VII, pp. 217-219 and Appendix X, pp. 238-240). It would appear in part, that the teacher was held responsible for the difficulties encountered in the school during 1983-1985 period, in spite of the fact that she was not the formal leader of the school, in spite of the fact that the assumptions on which she based her innovation proved to be correct, resulting in a successful programme and in spite of the fact that no explanation for such great resistance or suggestions for resolution of the problem during and after its existence could be given, even when she sought out solutions and answers.
A lack of understanding about the change process, an overwhelming number of resisters to change, a problem of formal leadership in the school in dealing with conflict situations, ignorance of crisis management techniques, and too wide a diversity in philosophies of education all contributed to the disruption of the school's equilibrium. It was a classic case of a successful operation where the patient dies due to a lack of support systems.

In spite of the difficulties encountered in the change process, the programme operated for two years at General Brock School. An examination of the children involved and the actual programme is necessary to understand the true measure of its success.
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and Winston.


Chapter VI

The People and the Programme

...They learned to esteem each other’s explorations, discoveries, and records with tact and with discriminating enthusiasm, so that a fine collective strength was developed, a strength depending on each child making an individual search and bringing to the group what only he could give. In return the group sustained each child and valued his discoveries; its achievements pressed him on to further exploration. This feeling grew from the direction of the common search and the wholeness it gave the children.

...New techniques were discovered and skills practised as each achievement set new standards. In such an integrated curriculum the integrity of persons is preserved even more than the integrity of topics (Mesler, 1972, p.v).

The people involved in the Grade 2/8 class and later the Grade 3/7 class contributed much to the overall success of the programme. The principal, Mr. John Muir, approved the grouping of the children and allowed the teacher total freedom in designing an appropriate curriculum. This flexibility was crucial to the process of making assumptions, testing hypotheses and drawing conclusions about many of the ideas and approaches with which she experimented.
Four of the fourteen Grade 8 students were from the teacher's Grade 7/8 class of the year before, and had also been together with the teacher before that as a part of a Grade 6/7 class. Teacher and students knew each other very well and a mutual respect had grown steadily among them during that time. To this extremely cohesive group were eventually added ten more students, one of whom was new to the school and several others who had exhibited some problems in learning and/or behaviour the year before. It was felt that by placing them in the Grade 2/8 class, the students experiencing behaviour problems would understand the responsibility of being role models and modify their behaviour accordingly. The children with learning difficulties would improve the quality of their learning by teaching others.

The Grade 2 children, with the exception of three, were students who had been in the readiness class the year before, and had completed only two of the prescribed three units of work for that year. None of the twelve children was really known by the teacher before the beginning of the school year in 1983. Included in this group of
children was a Grade 2 pupil that the teacher knew to be a high achiever. The teacher had convinced the principal that the young child (or someone like him) was needed in the class to serve as a positive role model to his peers.

In spite of the teacher’s recommendation that the class size should not exceed twenty-two (22) children and that the Compensatory Education Committee perceived a pupil-teacher ratio of 18.1:1 as standard, the class began with twenty-four (24) children. This number would fluctuate during the year between twenty-four (24) and twenty-six (26) children, which made it the largest class in the school by the end of the year (see Appendix XI, p.236, for the summary of attendance records).

There were transfers in and out of the class during the year as well, involving both Grade 2 children and Grade 8 students. This did not seem to upset the equilibrium too much, although the younger children needed time to adjust to the unusual routine of the class.

The Grade 3/7 class the following year fluctuated between twenty (20) and twenty-three
(23) children, which was the average class size in the school that year. The class included two Grade 6 children who were admitted in November from other classes in the school because of poor attendance and a lack of co-operation that manifested itself in such ways as incompletion of regular homework and classroom assignments.

Because of the individual nature of the programme, the children could be accommodated at their entry level without feeling frustrated or singled out. The parents of the children in the class also contributed to the success of the programme. They were informed officially by letter of the Grade 2/8 class after school began in September. In retrospect, they should have been consulted and advised prior to implementation. However, for a variety of reasons, they all accepted the new structure in an encouraging manner. Even the few who expressed some initial concerns were willing to give the programme some time to see if it was effective. Over the two-year period, the parents of the children in the class became more supportive and participated in class activities to a greater extent. During that time, there was only one
instance in which difficulty arose between the teacher and a parent about the programme.

The last "people" variable to be considered as a factor in the programme's effectiveness was the teacher. She had been teaching for eight years, all of them in three different compensatory schools. Although a History specialist, she had taught every subject during those years at a variety of grade levels, and had come to accept the importance of the student over the subject matter. She was a convert of the Montessori method, having three young children who had benefited from it in their important early years. During the last four years at General Brock School, she had developed a philosophy of education toward which she had been working since her first year of teaching, when questions about learning, reading, illiteracy in adolescents, and the real-life role of the school had not been answered satisfactorily. It was an easy process to adopt the child-centred open approach that respected the whole child. While seeking to address the needs of the child in a more nontraditional manner, the teacher still
acknowledged the value of the traditional approach at times and utilized it when it seemed more appropriate. The secret was flexibility and choosing what was best at any given time for a particular child. The style of the teacher made the implementation of the new programme a natural and enjoyable process.

The entire programme, including teaching strategies, reading materials, approaches to discipline, evaluation processes, and so on, was subject to change based upon the systematic observations of the teacher (see Flowchart, p.76, designed by N. Taylor, 1984).

The starting point for establishing an effective programme was the translation of the teacher’s general philosophy of education into a practical, workable format. This was done by the delineation of broad goals and a series of accompanying behavioural objectives (see Appendix XII, pp.244-251, for full details).

Of prime importance was the creation of a classroom atmosphere so positive and responsive that the children would want to be there. Next on the agenda was the creation of a literate
Flowchart

INPUT
teacher dissatisfaction
with student behaviour
and academic performance

PRIORITIZE
poor self-image
low reading level
discipline
PTR

DECISION
a change in structure or
programme is necessary

CLARIFY
necessary to improve
student self-image to
reduce discipline and
improve achievement

ALTERNATIVE SOLUTIONS
modified rotary system,
self contained classes
continued reading
special services
increase,
continue assertive
discipline,
maintain status quo,
new primary/
intermediate split

FORCE FIELD ANALYSIS
Workshops time
consuming for all and
treat only symptoms,
modified rotary
difficult to timetable
but both would maintain
equilibrium
new split would disrupt
the status quo and
equilibrium, but it could
have a lasting, longrange
positive effect if it worked

FEEDBACK
parent satisfaction
improved Gr. 2
behaviour,
positive tutoring
atmosphere

ADJUSTMENT
more time with Gr. 2's,
more formal training
for Gr. B
changes in programme,
changes in seating,
altered discipline
structure and reward
system

TRIAL
Format to be revised

EVALUATE FEEDBACK
problems of Gr. 2 at
entry level,
Gr. B adjustment
problems

COLLECT FEEDBACK
class meetings,
teacher observations,
consultant expertise.

IMPLEMENT
Gr. 2/8
self contained class put
in place in September

WRITE AND DISTRIBUTE
research and submit the
rationale to
administration,
approval by principal.

DESIGN AND SPECIFY
timetables,
selection of students,
consultant input,
tutor training
programme revisions,
seating.

SELCT
a grade 2/8 split

Good results in work and
behaviour

DISSEMINATE
implement findings to
improve situation

COLLECT FEEDBACK
from students, parents,
teachers, principals, and
superintendents,
testing results.

EVALUATE FEEDBACK
positive climate and
student attitudes,
reading levels improve,
discipline problems
decreased
improved self-concept,
ninety-two percent success
rate

ADJUST
rework programme and
approach to allow for
more individualization
revised to allow for
different kinds of splits
and groupings,
include more varied
field studies.

DOCUMENT
present report to
principal, superintendent
and teachers who wish to
implement innovation.

STOP
environment, followed by the development of positive and acceptable social behaviour; providing opportunities for choice, problem-solving and decision-making; the development of good organizational skills; the fostering of a positive self-image in each child; and finally, the facilitation of academic learning so that each child could experience a measure of success and develop his own potential to the maximum.

In spite of the fact that this statement of goals appeared to be a departure from the basic approach to academics, it was endorsed at the supervisory level and even distributed in part by the Superintendent of Instruction in one of his regular memoranda to teachers (see Appendix XIII, pp.253-254).

These goals were accomplished in a variety of ways, as outlined in Appendix XII, that began even before the children started school in September. A class list of the names and addresses of all the children, with their birthdates, was obtained. During the summer, birthday cards were sent to children whose special
day was in July or August. A week before school began, welcome back cards were sent to all of the children.

The first day of school reflected the routine and approach that would be used during the rest of the year. In preparation for the children's arrival, the classroom was colourfully decorated, and desks were arranged in groups to make it easier for the children to talk and work together. The notebooks and materials the children would need were on each desk, along with a "Hello" name sticker. Mats were available for children to work on the floor if desired, activity centres were clearly and decoratively marked, and a quiet place was set up in the classroom as a retreat for anyone, even the teacher, who might need it on occasion.

Fifteen minutes before the entry bell beginning the first day of the school year, the teacher went out to the playground to see the children on an informal level. Once assigned to the Grade 2/8, the children were taken by the teacher to the classroom. While some of the Grade 8 students had expected the unusual grouping, the
younger children did not, and suffered some confusion, to the extent that some of them went home at lunchtime and told their parents that they were now in Grade 8.

The class was welcomed by the teacher to the best year they had ever had so far, and each child was invited to share some information about himself. The teacher also shared information of a personal nature and explained how she was also looking forward to learning a great deal during the year.

The children proceeded to cover the notebooks with a variety of wrapping paper that the teacher had purchased and cut to the right size. The children loved the different selections and took a special pride in the attractiveness of their books. This exercise of covering the notebooks gave the teacher the opportunity to see how the children worked together, how they followed instructions, how they completed tasks, how they communicated, and how they manipulated certain materials.

This exercise was followed by the reading of a story to the children and a pre-recess snack.
prepared by the teacher as a special first day treat. Then came recess, followed by the formulation of class rules by the teacher and the children together (see Appendix XIV, p.257). Although the teacher was opposed to using detentions as a negative consequence, the children wanted to include it. Toward the end of the year, however, they agreed that it should be eliminated as a negative consequence.

Time was set aside for talking about the importance of quality work and creativity. This was formalized in a student contract and student handbook (see Appendix XIV, pp.256-267), which were distributed to the children with the first class newsletter to go home for parent signature. Finally, the children completed a full-page journal entry for the day and were assigned title pages for homework. How many they did was not important so long as they were all completed by the end of two weeks. Thus, the first day began in a friendly, relaxed manner that would continue for the rest of the year.

The commitment to the creation of a literate environment was a priority. The teacher
became immersed in the work of Don Holdaway and Frank Smith (see Bibliography) and designed an environment with activities that embodied their philosophies. She made weekly purchases of good children’s books which resulted in a class library with a variety of selections equal to the school library. The teacher shared these books with other primary classes, the Grade 2 children took them to read to the Kindergarten class, and the Grade 8 students read from the primary selection of books as well as books provided at their own reading level. It was moving to see adolescents exposed for the first time to The Velveteen Rabbit (Williams, 1984), or Charlotte’s Web (White, 1952), or The Giving Tree (Silverstein, 1964), or the humour of Robert Munsch. There was something that appealed to everyone in the selection of books that has continued to grow (see Appendix XV, pp.268-286).

Journal writing was given a priority in that there was always fifteen (15) minutes allotted to it daily. Silent reading was treated in the same manner, with the teacher involved in both activities to demonstrate that these
activities were personally important to her. She read to the children daily and allowed opportunities for the children to share their books and their pieces of writing. The writing of books became an important part of the programme, with the teacher modelling literacy by writing her own books at the same time as the class was involved in this activity. The children became such prolific writers that they "published" more books for the Young Author's Conference than the rest of the school's classes combined. The teacher assumed the role of school co-ordinator for the conference to demonstrate again that literacy was important to her personally.

The teacher also insisted that the children learn to write their own assignments, from point form to final draft. The practice of copying notes from the board was virtually non-existent, and children were encouraged to use expressive writing in all subject areas when creating their notes. Another way in which the teacher modelled literacy was to write monthly class newsletters to be sent home, and plays to be produced for the school by the children. Finally,
she would write small informal notes to different children, regularly reinforcing good behaviour or work habits with positive comments.

All of this was done within a flexible timetable using an integrated approach. The whole language approach was one with which the teacher had experimented previously. It was now formalized around a set of theme units designed by the teacher, that included stories, poems, songs, plays and games from different sources, reinforced by activities, discussion, class meetings and field studies. There were no separate spelling, phonics or grammar exercises, although the children developed their own spelling dictionaries. All language-related work was based on the reading material from the theme unit under study. Art, music, drama and social sciences became a part of each unit, so that the learning was not divided into separate distinct twenty (20) or forty (40) minute time blocks (see Appendix XVI, pp.287-314).

At times, the two groups of children were taught separately. Math was generally handled in this manner, though both groups learned the use of
the abacus together. Introducing multiplication and division to the younger children provided a good review for the Grade 8 students. At the same time, many of the younger children were introduced to basic geometric concepts when the Grade 8 group studied geometry.

Because the theme units were developed using sources at all different reading levels, the basic material was the same. Only the assignments and activities varied in the level of difficulty. It was impressive to watch the learning by osmosis that occurred during a Geography lesson on Antarctica, a Science lesson on dinosaurs, or a History lesson on Native Peoples. The children seemed to take more delight in learning at times when they thought they were absorbing something not intentionally meant for them, as evidenced in their conversations and journal entries.

The children were often given choices in deciding what tasks they would like to do and in what order. They were allowed to work together, except at quiet time, and encouraged to discuss ideas and play at the various centres. They had to demonstrate that they were making effective use
of their class time, and all work for the theme unit had to be finished at the end of the four or five-week period. The teacher evaluated their work daily and conferenced with each child on a regular basis.

There was no division of the primary children into separate reading groups as was customary practice at this level. There was no separation of the older children into ability groups, since the teacher believed that this was detrimental to learning, a philosophy expounded by Daniel Fader and reinforced in a memorandum from the Superintendent of Instruction (see Appendix XVII, pp.316-317). The teacher believed that discrimination through any kind of grouping or withdrawal from the class for resource help would impede learning. (Meek, 1983, pp. 16-47). Every effort was made to treat each child as an equal participant.

Because of this approach and the wide diversity in age among the children, competition was replaced by a co-operative spirit that was particularly reflected during tutorial sessions. This community of spirit was observed by people
outside the class (see Appendix VIII, p.218-219). The instructions that had been given to the older children about these sessions were to remain patient and avoid negative comments of any kind. To their credit, the Grade 8 students handled the tutorial sessions very well, experiencing at different times a sense of accomplishment and a measure of frustration.

Another aspect of the programme was the importance placed on field trips. During the two years the primary-intermediate split class existed, the children were involved in apple picking expeditions, trips to Hiram Walker Historical Museum, Fort Malden, the Windsor Star, Skah-Nah-Doht at Longwoods Conservation area, a tour of Windsor and Sandwich area, and two trips to Toronto that took in Ontario Place, Casa Loma, the Toronto Metro Zoo and Royal Ontario Museum. Finances for these trips were arranged by the students, who ran monthly hot dog sales, designed and sold Christmas and Easter colouring books, sold chocolate bars and Christmas candles, organized a school mini-fair, raised money through read-a-thon pledges, and made and sold artificial
Mother’s Day corsages. Added to these monies were grants from the Compensatory Education Fund and donations from service clubs with which the teacher was associated.

While the field trip was a valuable educational tool used to broaden the child’s experience base, the students derived an additional benefit from all of the out-of-classroom excursions. They set up a class bank account and made regular deposits, learned to calculate interest, project costs and arrive at estimates. They were able to put a lot of their "book work" to practical use.

The most memorable field trip proved to be the one to Toronto the second year, because the children and some of their parents travelled by plane, a new experience for most of them. The children raised enough funds during the year so that the entire trip, including air fare, entrance fees, and meals, only cost each child $20.00.

Another aspect of the programme that reinforced in the children a positive self-image was the preparation of school assembly productions. During the two-year period, the
children were involved in presenting eight assemblies at the school (see Appendix XVIII, pp.319-338) — Easter, Christmas, Commonwealth Day, Remembrance Day and Canada Day — two at the Faculty of Education, and one at a Senior Citizens’ home.

The family atmosphere of the classroom was further fostered by the celebration of birthdays with monthly birthday cakes, special monthly lunches at the end of each unit, special occasions like balloon day and dragon festival, and a class barbeque and swim party. Pictures of all of these activities were taken by the teacher and placed in a class album. The teacher’s children often came to visit on special occasions and field trips and added to the family feeling in the class.

It should be noted that, as well as class activities, the children were heavily involved in the life of the school. They were responsible for collecting and distributing attendance daily and the preparation of opening exercises and announcements. The Grade 8 students showed the younger children how to handle these responsibilities. As well the senior students
became outstanding role models for the entire school, participating in choir, band, sports teams, public speaking, Canada Studies and every other extra curricular activity that was offered.

It was not a perfect situation. There were disappointments, adjustments and disagreements, all of which are part of the human experience. In the end, however, the process could be described in the words of John Mesler in his introduction to the book *In The Early World* (1972):

The process was a delicate one, with the teacher leading and directing but at the same time humbly ready to learn from the children. All of them, children and teacher, pursued the one end, which was to realize precisely and to express adequately their growing awareness of the world around them. This kind of school grew out of the nature of its teacher with these children. It was a long, slow process, in which humble beginnings made a foundation for later and better expression and where each new achievement was made a springboard for later leaps in imagination and understanding. (p. vii).
Endnotes to Chapter VI

London, England: Routledge
and Kegan Paul.

Richardson. In The Early World.
Wellington, NZ: New Zealand Council for
Educational Research.
...what characterizes the true master-disciple relationship is its priceless character. According to Aristotle, it is a moral type of friendship, which is not on fixed terms; it makes a gift, or does whatever it does, as to a friend. According to Thomas Aquinas, this kind of teaching is an act of love. (Illich, 1971, pp. 124-125).

In February 1987, a taped interview was conducted between the teacher (who had left the staff of the school in June, 1985) and the children who had been in the primary group of the Grade 2/8 and Grade 3/7 split classes. One child had been transferred from General Brock to a Special Education class in another school, and a telephone call was made to obtain her input.

The children were all in Grade 5, except for two who were in Grade 4, one having repeated Grade 2 and another repeating Grade 4. All of them were extremely co-operative and volunteered a great deal of information. Things they remembered best and enjoyed the most were the field trips, all the storybooks they had written, the kinds of activities that had been part of the classroom
routine, and having the Grade 8 students as class
partners. When asked about things they had
disliked about being in the Grade 2/8 class, they
could think of nothing, except a habit the teacher
had of sometimes shutting the door hard when she
became impatient. They all admitted that school
was different now and they missed the Grade 8
students, the teacher and the old way of doing
things.

They pointed out that they now served
detentions for inappropriate behaviour or
incomplete assignments. They missed having the
option of staying in the class at lunch hour and
recess to work on assignments or at activities.
They explained that field trips were infrequent
and they missed them. As well, they also missed
the flexible timetable and did not like the
practice of doing an assignment for fifteen (15)
minutes, then having to put it away to go on with
something else, or being penalized for not having
a task completed within the allotted time.

They talked about the Grade 8 students and
how they missed them, though they sometimes saw
them around the neighbourhood. They pointed out
that they received detentions for talking while working, which was a practice that had been encouraged in the split class. They were not resentful of this, but rather they appeared to accept this as the way things were now. Two of the children admitted that maybe they had relied on the Grade 8 children too much for help, and found it difficult their first year back in a regular class to do everything on their own.

None of the children regretted having been in the Grade 2/8 and/or Grade 3/7 class, and all of them said they were eager to try it again when they would be the older partner. They appeared happy to see the teacher and relaxed in their school environment. Even the children who had failed a grade and were one year behind their peers accepted this situation with remarkable good grace. They talked about it with maturity and a lack of self-consciousness. Their poise was very impressive. In turn, they were accepted by their peers on equal terms, as only people who have shared a special experience can be. The interview concluded with hugs and kisses. The teacher was reminded of how much she loved and missed the
children, and an agreement was reached to have a reunion at the teacher’s house in the summer.

The children had also been asked to return the survey that had been sent out from the school at the teacher’s request for the parents to complete, expressing their views of the primary-intermediate split three years after their children had participated in it (see Appendix XIX, pp.340-346). All responses received were positive, with some parents even pointing out that subsequent difficulty encountered by their children in the traditional setting should not be attributed to the primary-intermediate class experience. The parents shared some of the same good memories that the children had expressed in the interview particularly how much the children had enjoyed going to school and having an older partner with whom to share thoughts, work out difficulties and good times.

In March of 1987, a similar group interview was conducted with several of the older children in the original Grade 2/8 class. Two of the original group had moved away and could not be located. The rest of the students were attending
Grade 11 at one of two secondary schools in the city, and one was in a vocational programme. All of the students present talked about their plans for further education after graduation, which included attendance at a community college or university in either Windsor or Michigan. They all seemed to know what they wanted, where they were going and how they would get there. This was particularly impressive at a time when the dropout rate from high schools is such a critical issue.

The young people talked about the Grade 2/8 class with fondness, recalling some of the frustrations they had felt at times when working with the younger children. They felt that the younger children had benefited the most from the programme. They also believed that they themselves were more prepared for high school than many of their peers (who had since dropped out of school), because of their unique classroom experience. They all agreed they would do it again if given the choice, and would recommend such a class for younger brothers or sisters.
One of the students admitted experiencing difficulty in Grade 9, but he did not attribute this to being in the Grade 2/8 split; rather, he admitted that his attitude and work habits at the time had not been conducive to success. He displayed an honesty and level of maturity that was really refreshing.

All of the young people appeared extremely mature and exhibited excellent communications skills. They were enjoying varying measures of success in their academic work, but generally found the high school classroom experience boring. They said they were looking forward to graduation the following year with much anticipation.

From the information provided in the two group interviews, and the completed parent surveys, it was obvious that the positive feelings about the primary-intermediate class still existed three years later among the children, their parents and the teacher, all of whom thought it had been a worthwhile educational experience. All that was needed was to translate this feeling of success into more measurable terms.
Endnotes to Chapter VII

Chapter VIII

Conclusions

About School

He always wanted to explain things, but no one cared.
So he drew.

Sometimes he would just draw and it wasn't anything.
He wanted to carve it in stone or write it in the sky.
He would lie out on the grass and look up in the sky and it would be only the sky and things inside him that needed saying.

And it was after that that he drew the picture.
It was a beautiful picture. He kept it under his pillow and would let no one see it.
And he would look at it every night and think about it.
And when it was dark and his eyes were closed he could see it still.
And it was all of him and he loved it.

When he started school he brought it with him,
Not to show anyone, but just to have with him like a friend.

It was funny about school.
He sat in a square brown room, like all the other rooms,
And it was tight and close, and stiff.

He hated to hold the pencil and chalk, with his arm stiff and his feet flat on the floor, stiff, with the teacher watching and watching.

The teacher came and spoke to him.
She told him to wear a tie like all the other boys.

He said he didn’t like them and she said it didn’t matter.

After that he drew. And he drew all yellow and it was the way he felt about morning. And it was beautiful.

The teacher came and smiled at him. "What’s this?" she asked.

"Why don’t you draw something like Ken’s drawing? Isn’t it beautiful?"

After that his mother bought him a tie and he always drew airplanes and rocket-ships like everyone else.

And he threw the old picture away. And when he lay all alone looking at the sky, it was big and blue, and all of everything, but he wasn’t anymore.

He was square and brown inside and his hands were stiff.

And he was like everyone else. All the things inside him that needed saying didn’t need it anymore.

It had stopped pushing. It was crushed.

Stiff.

Like everything else.

(Author Unknown)

The Grade 2/8 class that existed at General Brock School during the 1983-84 academic year was extremely successful in many ways. The target areas that had been identified by the teacher included Grade 2 and 8 negative behaviour patterns; Grade 8 incomplete homework patterns; Grade 2 reading levels; Grade 2 and 8 academic
proficiency; Grade 2 and 8 self-image; general attitudes toward school; parent perceptions of the school, and the dependency of the students on the teacher (see Appendix XX, pp.348-349).

Evaluation instruments ranged from general observations to documented results. Built into the programme was a series of class meetings at which all students had an equal voice. These meetings - usually held weekly - provided the forum for developing class rules, establishing a discipline code, arriving at acceptable work standards and improvising parts of the programme to accommodate individual needs. In this manner, children were encouraged in the process of analyzing and self-evaluation which was reinforced by the practice of writing individual weekly goals. The open, democratic atmosphere was extended to the home as much as possible by weekly notes, monthly newsletters and an open invitation to parents to come to the class whenever they wished.

Visitors provided positive feedback. Their comments and suggestions were gratefully received by the teacher. The students appreciated their
interest and thrived on their praise. Behaviour problems within the classroom and on the playground became more the exception than the rule (see Appendix VIII, pp.220). There was a growth in the autonomy of both the younger and the older children. The older children developed an informal understanding of learning theory and questioning techniques. A contented family atmosphere was created, in which the teacher’s role was redefined as facilitator and observer because the children learned to teach themselves.

Measurable results took many different forms. The children developed a positive attitude toward school that was demonstrated in their attendance patterns. The Grade 2/8 class attendance never dropped below 95% (except for the months of February and May). This meant that they were always in the top half of the school population in terms of attendance. The Grade 3/7 records the following year were even more impressive, with the class winning the best monthly attendance more than all the other classes in the school combined (see Appendix XI, p.342). This record was particularly outstanding because it included two
students who had moved out of the school area during the school year but who continued to attend the class instead of transferring. The teacher picked the one child up every day, but the other student coming from the Roseville School area endured an hour bus ride twice daily to keep attending.

Attendance was not the only criterion on which to base the effectiveness of the programme. While the teacher was concerned about the limitations of standardized tests, as outlined in her report on the Gates-MacGinitie Reading tests (see Appendix II, pp. 178-183), they nonetheless were, and continue to be, used within the system to obtain a measure of student progress. The Grade 8 results from the Gates MacGinitie reading test administered in October 1983 and again in June 1984, showed that during that eight month period, all the students except three maintained their reading level or improved it (see Appendix XXI, p. 351 and p. 352). It was also noted that many of the children achieved results well above grade equivalent (the acceptable average being 8.0 to 8.6). Some had achieved an increase in
individual grade equivalents of three to five years in seven months, and exceeded their peers in the other Grade 8 class considerably. In addition to this information, it should be noted that two of the Grade 8 students stood first and third academically among all of the Grade 9 students in their high school the following year. The conclusion can be reached that the programme did not affect the older children negatively in terms of their academic performance, and may have been, in fact, partially responsible for their level of success.

The measure of academic progress for the Grade 2 children was reflected in the results of the Canadian Achievement battery of tests. Results indicated that all but three children scored the grade standard of 2.6 or higher, and those three were only a fraction behind (see Appendix XXI, p.353). In many cases, they exceeded the scores achieved by their peers in a traditional classroom. This was an impressive accomplishment when one considers that the majority of the children were from the readiness class, had only completed two units in Grade 1, and in some instances could not spell or print
their names legibly on a line at the beginning of Grade 2.

The improved self-image of the children was reflected in their willingness to take risks, to perform regularly in assemblies before unfamiliar audiences as well as the general student body, to accept a leadership role in all extra-curricular activities of the school, and to readily accept student teachers and visitors into the class without feeling self-conscious or intimidated.

The parent perception of the programme was reflected in the responses they made to the original survey distributed in June 1984 at the end of the first year (see Appendix XXII, pp. 355-356). All responses with the exception of one were extremely positive about the 2/8 grouping and the classroom programme. The parents became more involved in the school life of the children, they visited often and they were co-operative when any problem arose that affected their children.

The success of the grouping and the programme was also recognized at the Board level, in particular by Mr. Frank Johnson, the Superintendent of Instruction. He realized the
benefits that such an innovation held for other readiness children in the city schools (see Appendix XXIII, p.358). His support encouraged principals and teachers from other schools to come and view the programme, which they did. A Grade 3/7 class was established at Marlborough School for the 1984-85 academic year. An effort to establish a similar programme at Victoria Public School was made, but proved unsuccessful because of parental opposition.

The most comprehensive report on the success of the programme was written in October 1985 (see Appendix VIII, pp. 217-219), by Mr. John Muir, the principal of General Brock School. In it, he acknowledged the development of self-esteem among the students, the cohesive family atmosphere that had developed and the positive behaviour patterns that resulted from a growing sense of self-discipline to such an extent that he seldom had to play the role of disciplinarian with the children from the 2/8 or 3/7 classes (see Appendix VIII, p.219).

The flexibility he allowed the teacher resulted in several positive changes. When the
teacher expressed a concern that the progress reports did not address some of the major focuses of the programme, the principal gave her permission to design a more appropriate one. The items she included on her improvised report were in large measure reflected in the new report cards that were adopted by the Windsor Board of Education during the 1986-87 academic year (see Appendix XXIV, pp. 361-367). This would seem to indicate that the thrust of the teacher's objectives coincided with board policy, though this may not have been readily apparent in 1983.

The approach to reading and learning was another positive change. The teacher was allowed to experiment with materials and strategies in an effort to find the most effective ways of working with children in the classroom. Whole language was the label applied to the approach, but it was a "whole child" approach where the child and his experiences were not divorced from the life of the school. Curriculum was not compartmentalized into disciplines, but rather addressed that child and his experiences. The family grouping, the Montessori method, the activity approach all
combined for a successful programme. The Windsor Board of Education recognizes the value of such an approach and has planned to implement an activity centred programme in its schools in the primary division in September of 1987 (see Appendix XXV, p.368).

In spite of the positive aspects of the programme, the primary-intermediate split was not as successful as it could have been for a number of reasons. There were two children - one in Grade 8 and one in Grade 2 - who did not succeed academically although their behaviour patterns and attitudes toward school showed a marked improvement. It is felt that they would not have fared any better in a traditional classroom (see Appendix VIII, p.219), but the problems they encountered indicated there were weaknesses that existed in the programme.

One weakness was the teacher herself. While she accepted the striving toward independence for the children, she grew extremely fond of them and at times wanted to do too much for them instead of allowing them to grow in their own unique way. This tendency to serve as a "mother substitute"
(Rambusch, 1965, p. 17), and the forging of emotional bonds with the children was not always a good thing. "As soon as independence is reached the adult who keeps helping is an obstacle" (Montessori, 1965).

As well the concept of assertive discipline in the classroom was initially successful to a certain degree. However, this policy declined in importance as the children increased their ability to self-monitor, and showed continued greater measures of self-discipline. Toward the end of the first year, the teacher eliminated the concept of positive rewards and negative consequences and tried to work toward the development of self-awareness and inner discipline. This was effective in the classroom but it placed the children in an awkward position. On the playground or under the supervision of another teacher at times, they were subject to the behaviour code in the school that encompassed such strategies as negative consequences like detentions for inappropriate behaviour. The exposure to these two inconsistent approaches resulted in frustration for some of the children.
Another factor that inhibited the programme’s effectiveness was the teacher’s formal timetable. When the self-contained classes were set up at the school, some of the teachers expressed their concerns about teaching specialty subjects, like History, in which they had no background. The teacher of the Grade 2/8 was a History specialist and offered to continue teaching that subject to the other Grade 7 and Grade 8 class during her scheduled preparation time. This was an additional workload in terms of preparing lessons and marking assignments. It took time and effort away from her primary responsibility, the Grade 2/8 class, and left her with virtually no scheduled preparation time.

This factor was intensified for two reasons. Time was at a premium. The teacher was doing a lot of professional reading and taking graduate courses on literacy and learning theory in her search for answers. As well, because of the nature of the programme, there were few packages of materials available to accommodate its focus and curriculum. As a result, preparation of teacher-produced materials and activities was
more time consuming than under normal circumstances.

During the existence of the programme, there was no model the teacher could use against which to compare the effectiveness of the programme so that there always existed some doubt that what she was doing was educationally sound. This sense of doubt was reinforced by the lack of professional peer support within the school. Other teachers on staff repeatedly declined the invitation to come to the class to observe and make suggestions that might make the programme more effective. As a result, the programme continued without the benefit of additional professional input and feedback.

While teaching in a compensatory school is very rewarding, it is also very stressful. The personal pressure and stress caused by the negative reactions to the teacher and the Grade 2/8 concept added to the daily emotional draining of the teacher and made her less effective in dealing with the children.

The teacher had also miscalculated the entry level of the Grade 2 children, and as a result,
had to revise the programme almost immediately while it was in progress to avoid having the children working constantly at a frustration level (see Flowchart, p.76). This was very time-consuming but also very necessary. While she revised the pace, the teacher did not alter her demanding standards or high expectations. She taped the classroom rules to each child’s desk the second day of school. While some teachers were amused since they knew that the Grade 2 children could not read the sheet, the teacher believed if one demonstrated positive expectations and a faith in the children, then they could move mountains. Hence, the classroom rules stayed and the children learned to read them.

The progress of four of the children from the original primary group should be noted. One of the children failed in the Grade 2 year, another child had to repeat Grade 4, one of the children was placed in a special education class during the Grade 4 year, and the last child is scheduled for a special education class for the next academic year. Did their experience in the Grade 2/8 and/or Grade 3/7 class contribute to the problems
they encountered later in the traditional class setting?

There are those who would fault the primary-intermediate grouping for the children's future difficulties, but this would be an incorrect conclusion to draw. During the length of the programme, the teacher and principal both agreed that the children "learned more than they would have in any other traditional classroom setting" (see Appendix VIII, p.219). This feeling was supported by the results of standardized tests administered during that time. It was also supported by the parents who, three years later, still regard the programme as a positive and worthwhile experience and by the children themselves, who had only good memories of those two years.

Where, then, had the system failed these children? The teacher believed that the children could make the transition to a traditional classroom when the time came, without too much dislocation, because they would have the skills and work habits to face any challenge presented. While this was true for the Grade 8 children in
the group, perhaps it was expecting too much from the younger children. How could they adapt easily to a quiet classroom of straight rows, externally-imposed discipline structures, a myriad of worksheets based on traditional stories for traditional reading groups when they had enjoyed so much freedom of choice, so many different learning activities, and a closeness to fellow classmates and teacher that so closely approached a supportive family environment. In the end, it was probably too much to expect a group of children so young and impressionable to handle such a transition without suffering some negative consequences. The real tragedy is that it was not the children who failed, although they had to pay the price.

In spite of these limitations, the programme was successful in many areas. Perhaps its most significant contribution was the role it played in changing the teacher's perspective. While family grouping, intergrade tutoring and the Montessori method were certainly not new of themselves, the Grade 2/3 vehicle that produced a synthesis of the three concepts was. The primary-intermediate
structure forced the teacher to formalize a philosophy of education and to reflect upon what the schools were doing and, more importantly, what they should be doing.

Because of the experimental nature of the class, it was necessary to observe carefully, monitor, record and evaluate student behaviour and performance in more detail than previous years of teaching had required. It was this process of observation and evaluation that became the teacher’s medium for learning. The teacher became student and the children became teachers, forcing a reassessment of ideas that resulted in some very disturbing conclusions.

The approach in the Grade 2/8 class supported the belief that children need to talk, to communicate, to share ideas. They learned by working together, teaching themselves and each other in a relaxed personalized atmosphere. During these times, the teacher served as observer and facilitator. At other times, when the teacher directed the lesson, the children were responsive, enthusiastic and attentive. They handled both situations well because they were exposed to both,
and the regular change in routine insured they would not become bored.

Effective discipline appears to be a major concern of teachers (see Appendix III, p.189). Behaviour codes, classroom control, assertive discipline are all catch phrases that circumvent the real problem, respect for the child as an equal participant in the educational process. When teachers experience frustration, anger, depression or simple weariness of the soul, mind or body, verbal outbursts usually directed at the child become commonplace. Often the attempt to maintain classroom control is made by increasing the volume of one’s voice. The result is often the opposite of the intention. Yet when a child experiences anger or frustration, he must suppress it or be labelled with inappropriate behaviour. The problem is two-fold: the child cannot express his frustration, but teachers do not have to follow the same rules. The concept of self-discipline, borrowed from Montessori, with the teacher as model, was extremely effective as an alternative in the classroom.
While problem-solving and decision-making are applauded as laudable goals, children are not given enough opportunities to make vital choices about their own learning. As a result, they cannot practise problem-solving skills. Skills that are not practised cannot be learned or retained. Every opportunity was given to the students to make choices and solve problems.

The grading, grouping and labelling of children is something that teachers practise and the system encourages. While grade levels may seem justified by age levels, such practice ignores the unique way in which each individual child progresses through the developmental stages. Grouping, a common practice particularly in primary grades, serves to reinforce a child’s negative self-image if the child is slotted into the "slow" group. Camouflaging such groups and their purposes with clever (or not so clever) names insults the intelligence of the child. Finally, the labelling of certain children as readiness or trouble makers as a result of teacher observations and conversations or standardized tests often results in low expectations for the
child by the teacher. Such an attitude through hidden and overt messages on the part of the teacher must be transmitted to the child who then works down to these expectations. Children need to be integrated into the life of the class and the school as equal partners. It then becomes the responsibility of the classroom teacher to address their needs. Such was the effort made in the Grade 2/8 class where everyone was an equal, distinct - not inferior - in his own special way.

In developing programmes for the children, the problem again appears to be two-fold. The child’s learning has been divided into neat little packages called subjects. It is this format that is taught to the child - the child is not the object of the learning, but rather the receptacle for the structured, formal lessons. His schema of the world is fragmented in an effort to accommodate the school timetable, but the brain does not function in terms of different subject areas. It must be able to relate, integrate and use whatever it can absorb in its short-term memory to become a retained portion of the child’s cognitive structure.
This does not mean that instruction in the
disciplines should not occur in the higher grades.
Older children should be exposed to the
traditional disciplines as categories of
knowledge, but in a way that is of benefit to the
child. An approach that attempts to integrate the
child’s experiences and the things that are
important to him, that allows him the opportunity
to be actively involved, shows respect for that
child as a person. The content and skills
associated with a particular discipline can be
related to other subject areas, thus making it
easier for the child to learn.

Associated with this problem is a pressure
factor. The teacher who is conscientious wants to
work within the given time frames designed by the
school timetable, often in order to cover certain
content material. What a sad state of affairs!
It ignores the fact that every child’s mind is her
own universe waiting to be explored. How can the
child explore and discover when he is forced to
work within the confines of a 40-minute
teacher-planned, teacher-initiated,
teacher-directed lesson? The pressures of clock,
control and content are transferred, inadvertently or otherwise, from the teacher to the child.

Again, this does not mean the elimination of teacher-directed lessons. Careful planning, interesting presentation and skillful questioning and follow-up by the teacher can be an excellent method of motivating children and disseminating information. It is the dull lectures with the flow of information going only one way for any length of time, and such horrendous practices as copying notes from the board that must be avoided at all costs.

The final factor to be considered is the teacher and her role. The implementation of the Grade 2/8 class forced a re-evaluation of what the purpose of the teacher should be. It rekindled a faith in the child who can, in some measure, be given the responsibility for his own learning. It made teaching an ecstatic experience and one that the teacher felt privileged to share. It also forced an admission that teachers often contribute to the problems a child experiences in education, by not focusing on the child as the centre of the educational system, by not providing quality
education, and by refusing to change philosophies, curriculum, classroom approaches and personal beliefs that do not demonstrate respect for the child.

Where is the enthusiasm for learning? Where is the personal drive in relation to love of literacy? Here is where all the excuses break down. Teachers are too busy to keep up with current research and improved teaching strategies; too busy to pilot new programmes; too comfortable with the old lessons that they perceive as successful; too anxious to fault the child or his environment for a lack of success; too busy or too complacent or too insecure to attempt something different. Too few teachers exhibit that love of literacy which is so vital for children to model, and too many cannot accept that change is a normal, natural, necessary, healthy process. Until teachers are willing to accept partial responsibility for today’s educational problems and exhibit a willingness to change their approach to resolve these problems, we will continue to have a system that does not address the needs of the child where it counts most - in the classroom.
The fault, if it can be labelled that, does not rest with the children. It is the responsibility of the educational system, from the Ministry level to the classroom teacher, to insure a quality education for each child who passes through the schools. Ministry documents are not enough, nor are board resource personnel. Teachers must develop, in themselves, the ability to become as little children, receptive to new ideas, full of enthusiasm for learning, anxious to always do their best, in awe of the power that comes with knowledge, and eager to share these qualities with the children in their care.

Arriving at these conclusions was not a simple task. It meant a re-evaluation of ideas, beliefs and attitudes that are ingrained and accepted by the educational community. It also meant altering personal values and perceptions based upon ten years of teaching experience.

This does not mean that a primary-intermediate split class is the panacea for all the problems afflicting education. It does, however, provide a forum in which the teacher must continually analyze and evaluate, a
process which can result in an altered personal philosophy of education. This is the first step. The follow-up involves a restructuring of our educational system which could, in fact, include primary-intermediate split classes as routine and commonplace. To accomplish this requires changes at all levels, beginning with the Ministry of Education and ending at the front lines in the classroom.
Endnotes to Chapter VIII

Chapter IX

Recommendations

The best way to grow as a teacher is to study something interesting to you that is far removed from your usual teaching...Watch yourself as you learn something new and hard and you'll find out more about learning and teaching. Once you have a handle on the new subject, you can teach it to children...As a grown teacher, you can teach anything you understand to almost anyone. You analyze the components of the thing to be learned, and combine that with your understanding of how you come to know it.
The narrowest approach to teaching is only to teach subjects you were taught in teacher training college; simplistic, factual, rote information everybody "knows" belongs in schools. The opposite is to teach what you are, to expose your process to the children so they can begin to see how you make your choices. (Clemens, 1983, pp. 95-96).

There are a number of recommendations for change that need to be considered at the different administrative and instructional levels to increase the quality of education that each child should be receiving. At the Ministry level, it is not enough to produce documents and conduct reviews of various boards and their programmes. For example, the Ministry has been advocating active learning with an emphasis on the the whole child through development of cognitive, affective
and psychomotor domains, for over a decade. Yet as late as 1985, the Ministry was still admitting to problems in classroom practice, and advocated that teachers develop more lessons around the concept of the "active learning" model and find strategies that involve the student to a greater degree. (Ministry, 1985, p.4).

To a great extent, support documents and resource material generated by the Ministry are not assimilated by teachers to produce intended outcomes in the classroom. Evaluation teams sent throughout the province to determine the degree of effective implementation of Ministry policies have documented this.

Language development and the role of language in learning are not the concerns of English departments alone... The reviewers felt that in only half the schools surveyed do educators appear to understand the concept of LAC (Language Across the Curriculum)... The net result is represented in the reviewers' findings that LAC practices have been implemented "to a significant extent" in only 28 percent of the schools. (Ministry, 1980-81, p.9).

Child centred active learning, language enrichment, primary education, individualization,
the importance of play, approaches to reading and drama, to name but a few, have been dealt with comprehensively by the Ministry, extensively incorporating the latest research into learning and child development. Why, then, have they not been translated extensively into classroom practice (Ministry of Education, 1980-81; 1984-85), and how can the Ministry improve the situation?

The Ministry is in a position to do several things that could result in more receptive teachers. More money needs to be allocated to education in general, and elementary education in particular. Per capita, elementary schools still do not receive the same grants awarded to secondary schools. This practice continues despite the Ministry's acknowledgement of the critical importance of the early primary years.

How uplifting it is to visit a Montessori "children's house" complete with all kinds of material to pique a child's imagination, his place, designed just for him. In contrast, how discouraging it is to enter so many elementary and secondary classrooms that are devoid of creativity
and materials necessary for active learning. Fortunately, the problem of materials can be resolved with money; unfortunately, the problem of creativity is not so easily resolved.

Too often, creativity, in both teachers and children, is stifled by the system. To prevent this from happening, teachers need more in-service programmes accompanied by a new type of supervision, an active supervision that attempts to re-educate as well as evaluate. They must also be given time, to change, to adapt, to learn, and they need a system that will support this growth process not hinder it.

The issue of class size, with the need for a recommended ceiling, also requires the attention of the Ministry. Homeroom classes (even in primary grades) of thirty-five (35) children and rotary classes of forty-one (41) students, which exist in this system, are detrimental to active learning and student involvement. The legislated enactment of maximum class size, not pupil-teacher ratio, is necessary, even though it carries with it an increase in expenditure. Nothing is more critical to the development of a society than the
education of its children. "Whoso strives for the regeneration of education strives for the regeneration of the human race" (see Appendix V, p. 196).

The Ministry also needs to spearhead a public relations campaign to make parents and even teachers more aware of how children learn best. Programmes like the TV Ontario series Hooked on Reading are an important means of informing the public. Encouragement at the Ministry level of multi-age grouping, whole language concepts and other approaches with which parents may be unfamiliar is an important step toward acceptance. The resistance within the school to the Grade 2/8 concept and all its corollaries was based in part on ignorance of current research, Ministry documents and learning theory. The parents did not share in this resistance because they were kept informed by the teacher through monthly newsletters that helped them understand the approach being used in the class (see Appendix XXVI, pp. 371-375, for samples of teacher newsletters). Classroom teachers may be more
willing to attempt an innovation if they know that parents understand why it is being done.

There are those who would advocate "the elimination of educational institutions housed in separate buildings with classrooms and teachers" pointing at "the systematic, innocent destruction of the human spirit that, all too often, is the hidden function of every school." (Leonard, 1968, pp. 102, 110). While this sounds somewhat extreme, a restructuring of the system, including the elimination of grade levels, is an alternative that cannot be overlooked because

the highly interactive, regenerative technological society now emerging will work best, indeed will require something akin to mass genius, mass creativity and lifelong learning. If this premise proves out, schools as they now exist are already obsolete. (Leonard, 1968, p. 115).

Bear in mind that true learning is change (not needless repetition of something already known) and that the learning has to do with the response of the child, not with the presentation of the teacher. (Leonard, 1968, p. 108).

At the pre-service level, student teachers should be exposed to alternative approaches like integrated, child-centred learning, not just the teacher-directed model. They should be exposed to
different logistical arrangements like the Grade 2/8 (with its accompanying rationale) to help them avoid perpetuating myths like the horrendous problems in dealing with a traditional Grade 1/2 or Grade 4/5 or Grade 7/8 split.

By encouraging beginning teachers to analyze, evaluate and attempt a variety of approaches, Faculties of Education can help to create a new generation of teachers who do not fear change, and who can realize that mastering alternative models of teaching helps build competence and effectiveness in the repertoire of classroom teachers. High quality training is the precursor to superior results (Finkel, 1983, p. v).

Finally, the Ministry needs to encourage an even greater involvement of classroom teachers than currently exists in the development of its policies, whether through secondment, questionnaires, more frequent Ministry reviews or the creation of model schools and schools designated for pilot projects. Those teachers already involved need to find ways in which they can have a greater impact on their colleagues at the school level. Increased involvement may help teachers more in working toward a realization that
changes need to be made, and they can be a very real part of that change. There are ideas other than a Grade 2/8 class that need to be tried.

At the local board level, there is also much that can be done. The Windsor Board of Education is conscientiously attempting to address the needs of the children through a variety of programmes and approaches. Its acceptance of the Grade 2/8 class and the thrust of the programme point toward a child-centred approach. It has revised the old report cards to better reflect the kinds of observations that teachers should be making (see Appendix XXIV, pp.360-366); it has targeted September 1987 for putting a philosophy of education into operation that makes the child the centre of the learning process, in the majority of its primary classes (see Appendix XXV, p.368); it has supported a variety of innovations in the last few years; it has adopted the whole language philosophy for the primary grades.

More needs to be done. The Board needs to acknowledge the critical issue of class size. Large classes inhibit the approach used in the primary-intermediate split and even the logistical
formation of such classes. Until legislation puts a ceiling on class size, the Board can improve the situation by agreeing to remove some or all non-classroom teachers from the PTR count. This would include principals, vice-principals (half-time), French teachers, librarians and learning resource personnel.

The elimination of the rotary system or a modified rotary system at the Junior and Intermediate levels should be an alternative considered by the Board. So many areas of responsibility now fall within the jurisdiction of the school and the classroom teacher that there aren’t enough minutes in the day to address them all effectively. The rotary system tends to encourage compartmentalized learning and deters the language across the curriculum approach to integrated learning. Alternatives that need to be considered include a modified rotary system, a reorganization of rotary time blocks, or even the elimination of rotary in some cases.

Many teachers indicated that they had too many different preparations on a single day to plan for student involvement. For example, one teacher, in addition to homeroom lessons in language arts and mathematics, had
to prepare science lessons for Grades 4 through to 8 on the rotary portion of the timetable. Homeroom lessons rated as having priority over science lesson preparation... Grade 7 and 8 science teachers indicated it was difficult to give students individual attention because they saw too many students on the rotary system and there was insufficient time for science. (Ministry, 1985).

An integrated approach, particularly in a self-contained class, could alleviate some of these problems. The writer had a teaching assignment of homeroom in the morning and Science (Grades 5 to 8) in the afternoon, for one year, with no background in Science to assist her. Though it was rotary, and not self-contained, the teacher used an integrated approach. In so doing, it was possible to increase the level of student involvement significantly.

Specialty teachers and the rotary system may no longer be the answer if, in fact, they ever were. The problem of declining enrolment has resulted in many teachers instructing in subjects on the rotary system for which they have no specialist qualifications. At the same time, specialist teachers find themselves teaching out of their area of expertise in as many as five (5) different grade levels daily. The answer to this
dilemma may not always be to maintain the rotary system. In a self-contained class, a teacher can learn to deal with almost any subject, and her concern for the child will drive her to develop a degree of expertise in the subjects required. This type of attitude could ensure exposure of students to essential areas in various disciplines even when taught in an integrated manner. In such a case, the teacher may learn as much if not more, than the children. Such is the essence of real education, one lifelong learning experience.

To accomplish such things, to encourage this type of positive attitude in teachers, a strong support system is obviously needed. In New Zealand, they run a special programme funded by the Department of Education. No less than two teachers from a school are accepted, and they attend the course, LARIC - Later Reading In-Service Course - partially on their own time and partially on school time with the boards and Department of Education paying for the cost of supply teachers. At these sessions they are introduced to a concept or a strategy, they talk about it, they take it back to the school and try
it out, and then they share their findings with other course members. An important element in the success of this programme in helping teachers to change their philosophy is the presence of another staff member in the school to reinforce and support their efforts. It is this kind of professional model that is needed.

Such a professional model and accompanying support system needs to be provided by the authority figures, primarily at the local level. Board consultants, co-ordinators and resource personnel are often responsible for excellent curriculum ideas, teaching strategies, resource material and evaluation instruments which do not make it to the stage of classroom implementation. As with Ministry guidelines, it is the responsibility of the school leaders - the principals - and the superintendents, to insure that implementation takes place. They, like the classroom teacher, should be held accountable for this.

The whole concept of professional development needs to be re-examined. It is not enough to break for a day and be exposed at a workshop to
new ideas and different philosophies. According to Bruce Joyce and Beverly Showers (1983), research has shown that

Continuous practice, feedback, and the companionship of coaches is essential to enable even highly motivated persons to bring additions to their teaching repertoire under control. (p. 4)

This is in direct contrast to the situation in the system today where

Schools provide little time for collective planning. Leadership in most schools is oriented toward the day-to-day problems of management and logistics (Leithwood and Montgomery, 1982). Teachers have little chance to learn the skills of collaborative action, so they are reluctant to give up their limited bits of free time to the vague promises of collaborative activity.

(Joyce & Showers, 1983, p. 1).

Such collaboration, the team approach, the use of mentors, the substitution of grade meetings or division meetings for staff meetings would all increase the collaborative, co-operative effort that is needed for teachers to develop professionally. Had this been done with the Grade 2/8 class and its teacher, the measure of success for the programme would have been greater. It is the responsibility of the principal to encourage this at the school level. Superintendents can
greatly assist as well by taking an active supervisory role in follow-up activities that are essential to the effectiveness of single professional development days.

The authority figures may even have to do more than encourage. In some cases, they must insist on this kind of growth among teachers. This strong approach is often necessary because of the degree of dislocation that occurs when dealing with innovations such as the Grade 2/8 class and its accompanying approach. It is acknowledged that

During transfer, many teachers experience some degree of discomfort for several reasons. To begin with, learning to use new skills involves greater effort than the use of old ones... Until executive control is achieved, the use of the skill can be confusing and laborious. The more important the skill, the more powerful it is, the greater the discomfort will be because it disrupts more behaviours than a trivial skill.

Discomfort reduces the pleasure of practice and leads to avoidance because using the new skill can be more painful than continuing familiar ones. Thus, the teacher who needs the most practice — the one for whom the vertical path will be the steepest — is the most likely to avoid that practice. (Joyce & Showers, 1983, p.9).

Support of this nature was needed for the Grade 2/8 teacher, to lessen the confusion, the
self-doubt, the workload associated with
re-inventing the wheel at times. Support was
needed for other members of staff to lessen the
degree of threat, to create a dialogue complete
with input and feedback, to nudge them toward an
understanding of the rationale on which the Grade
2/8 was based. Such support must come from the
principal - the "principal teacher" - and
supervisory staff, or it will be non-existent.

The entire concept of whole language needs to
be re-addressed so that teachers understand it is
an approach, a mindset, and not a course
synonymous with a particular package like the
Impressions series, edited by Jack Booth and
adopted by the Windsor Board for its primary
classes. Too often the new package is used, but
the approach to it used by the teacher remains
unchanged, thus guaranteeing only limited, if any,
success. Teachers need to be freed from the label
of a particular package so that they can use the
whole language concept at any level, not just
primary, and develop materials with that special
quality that only individual teacher-produced
items have.
The value of special classes for gifted children and those with disabilities that inhibit their learning needs to be reassessed. Every child is gifted in some respect. It is the responsibility of the teacher to identify, develop and nurture that unique giftedness to the best of his ability. Segregation by special classes may be less acceptable than partial or total integration into regular classes. Nowhere has this been more eloquently explained than by Daniel Fader (1982). It is worth reproducing at length:

...Ask them (the students) ... how it is to look about the classroom day after day, and to see your own dulled hope for yourself reflected in the eyes of your classmates? What can be so good, they ask, that it can counter-balance something so bad?

The answer to the question, of course, is nothing. Nothing at all can be so profitable in the segregation of the more able from the less able that it redeems the cost of hope's destruction...

The damage more subtle, if not less destructive, is done to the privileged participants in this system of ability grouping... privileged students now suffer from progressive attenuation and atrophy of their humanity. (pp. 18-20).

The Grade 2/8 class arrangement acknowledged the different levels of each child, and the unique way in which each child would contribute to the
whole entity. No child was segregated or ostracized because of greater or lesser ability. Each child knew that he was special and so worked to the best of his ability, often overcoming problems that might be perceived as disabilities. Strong students were challenged and weak ones were nurtured. The effect on the self-image was much more positive than segregation by way of ability (whether in groups or actual special classes) could ever be.

In studies (Smith, 1983) (Meek, 1983) it has been demonstrated that the withdrawal of a child for purposes of remediation only serves to heighten his sense of failure and places the child in a stressful tutorial situation. Don’t withdraw the child from the security of the classroom for all to see that he is in need of special attention.

While the former practice initially occurred with one of the children in the Grade 2/8 class, the classroom teacher requested it be stopped. The child was relieved and continued to work well in the classroom setting without the assistance of a learning resource teacher. The resource person
should instead become a regular visitor in the classroom who works for a few minutes with children at their activities and finally centres the remainder of her time on the child or group of children most in need of her attention. No embarrassment, no dislocation, no discomfort, no disruption of learning occurs for the child who otherwise must drop what he's doing at a particular time to walk out to the learning resource room.

Again, the traditional method used by learning resource personnel emphasizes the compartmentalized approach to learning, suggesting to the child that the work he has left in the classroom is not as important, and that real learning can only occur in segregation using a one-to-one form of instruction.

The integration of the learning resource teacher into the life of the classroom is feasible in an open, active, child-centred classroom that makes use of a very flexible timetable. It also requires a close liaison between classroom teacher and learning resource teacher, two informed professionals working toward improving the quality
of education. This would be extremely difficult if not impossible in a traditional classroom with structured lessons slotted into specific time schedules. The integration of learning resource personnel should be adopted because it is beneficial to the child. Primary-intermediate split classes, multi-age grouping, open active learning environments can help make it happen, and make all education special.

Local boards need to encourage creativity and innovation in their teachers by providing materials that make such approaches easier. Each classroom should be equipped with tools for literacy that include a tape recorder, record player, typewriter, computer, word processor, printer (though these last three items can be shared among classes initially) and a good classroom library. Many of these did not exist initially for the Grade 2/8 class. To obtain some of them, the teacher took financial responsibility. Others were acquired through schools funds, and still others were never obtained at all. The child needs to be given the instruments by which she can achieve literacy; the
local board must assist in such provisions. Also needed is a solid support system for teachers willing to accept changes or serve as change agents.

In response to a Ministry review, the Windsor Board of Education agreed with the need to foster the active learner model and develop strategies for student involvement. It also acknowledged the ramifications of this recommendation:

The entire issue of in-service and upgrading of staff must be explored for our entire system if this recommendation is to be addressed adequately.

(Ministry, 1984-85, p.4).

At the individual school level, the principal has a key role to play. She needs to take a more active role as a change agent or at the very least, actively support the efforts of a staff member who is serving as a change agent. The principal has an obligation to stay informed, to implement Ministry and Board policies, and to insure that the members of her staff do likewise. At the same time, she must develop an understanding of human behaviour and be willing to deal with problem situations as they arise.
The last level of responsibility for improving the quality of education rests with the classroom teacher. It is the teacher who must demonstrate a commitment to literacy. It is the teacher who must develop a commitment to personal professional development. It is the teacher who must be receptive to change, and willing to re-evaluate his philosophy of education.

Concrete steps that the teacher can take include the elimination of such traditional practices as the establishment of standard reading groups. Parents play a major role in the child's development, and need to be treated as partners in the educational experience. Regular class newsletters keep the parents informed, allow the teacher to model literacy, and relay the message that the children and their work are important to the teacher (see Appendix XXVI, pp.372-376).

The concepts discussed in this paper need to be addressed by all people who would call themselves educators.

"...we have to think about somebody else before we think about ourselves. In education you have two options. You are a saint or you are a fool. Obviously, we all belong to the first category because it..."
is one of the few professions where there’s no real way you’re going to evaluate. You can’t measure - you can’t assess the changes that are taking place within people - so you don’t know. You take the risk. That’s what love is supposed to be all about. You take the risk of exposing yourself to another person, of being the best you that you can be with the hope that the person may use this in terms of his own development.

And that’s the essence of what it means to be an educator. An educator is one who takes the risk of being the best him or the best her that one can be. The 3 R’s are not, the essence of what education is, because if we are to talk about education - not instruction - education is a complete, full relationship with the child. (Johnson, no date, p.11).

This was the essence of the Grade 2/8 class. The risks, the changes, the discovery of significantly effective approaches refined through observations, the lessons in human relations learned by teacher and child were all part of it. The Grade 2/8 class was successful in fostering the academic and social development of the children involved. It was in some measure an educational success.

In addition to this aspect, a no less significant value of the primary-intermediate split class was its role in redefining the meaning of education as a complete meaningful relationship
with the child. This led to an altered philosophy of education for the teacher, adjustments for the children and a teaching experience that could only be described as ecstatic.

For these reasons, the primary-intermediate split class in a self-contained setting is an alternative in education that is worth repeating.
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TORONTO BOARD OF EDUCATION RESOURCES


OTHER

Appendix I

Compensatory Schools Survey

Windsor Board of Education
WINDSOR BOARD OF EDUCATION
COMPENSATORY EDUCATION SURVEY FORM - 1981

SCHOOL: ___________________________  Note: Questions marked with an asterisk (*) are to be answered by school personnel.

PRINCIPAL: ___________________________

DATE: ___________________________

Academic Factors

1. Average raw score - vocabulary - grade 4 reading.

2. Average raw score - comprehension - grade 4 reading.

3. Average percentile - vocabulary - grade 4 reading.

4. Average percentile - comprehension - grade 4 reading.

5. Average raw score - vocabulary - grade 7 reading.

6. Average raw score - comprehension - grade 7 reading.

7. Average percentile - vocabulary - grade 7 reading.

8. Average percentile - comprehension - grade 7 reading.

9. Number of primary pupils as of January 31.

*10. Number of primary incompletes as of January 31.

11. Number of grade 4 pupils taking reading test.

12. Number of grade 4 pupils one or more years retarded in reading.

13. Number of grade 7 pupils taking reading test.

14. Number of grade 7 pupils one or more years retarded in reading.
15. Number of grade 7 pupils as of January 31.

*16. Number of grade 7 pupils one or more years academically retarded.

---

Community - Family Information

*1. Number of families (as of January 31).

*2. Number of one-parent families (as of January 31)

(a) mother-led families

(b) father-led families

(c) guardian-led families (excluding (a) and (b) above)

(d) total of above

3. Number of pupils enrolled (K-8) as of January 31.

*4. Number of pupils (K-8) from home where English (Canadian) dialect is not the usual language of communication.

5. Number of pupils (K-8) who are under the Children's Aid Society.

---

1. Admissions (October 1, 1979 to September 30, 1980).

2. Transfers (October 1, 1979 to September 30, 1980).


*4. Number of pupils living in public housing.

*5. Number of pupils living in multiple dwellings (not including public housing).
*1. Number of pupils improperly nourished.  
*2. Number of pupils improperly dressed.  
*3. Number of pupils not having a vacation away from home.  
*4. Number of pupils coming from a family under stress.  
*5. Number of lates in the month of February.  
*6. Percentage attendance during February: (correct to two decimal places)

\[
\text{Total Days Present} \times 100 \Rightarrow \frac{\text{Total Days Present} + \text{Total Days Absent}}{100}
\]

Are there other factors that you feel would make your school compensatory?

__________________________

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Principal's Signature
SECTION A

9. Primary Pupils - refers to any pupil who has worked in any primary unit (RR-9) during the current school year.

10. Primary Incompletes - for the school year 1980-81 are those primary pupils in #9 above who

   (a) in Grade 1 (Units RR-3) were born in 1973 or prior to 1973.
   (b) in Grade 2 (Units 4-6) were born in 1972 or prior to 1972.
   (c) in Grade 3 (Units 7-9) were born in 1971 or prior to 1971.

   Note: Transfers from the Windsor Separate School system must be looked at individually.

16. Pupils in Grade 7 born in 1967 or prior to 1967.

SECTION B

4. Include those of English tongue who, because of dialect, have communication problems.

SECTION C

1. Admissions: - total number of admissions from September 30 to September 30 minus kindergarten beginners.

2. Transfers: - total number of transfers from September 30 to September 30 minus pupils graduating or transferring to secondary school.

4. Number of pupils living in public housing. Public housing is subsidized rental units administered by a government agency.

5. Number of pupils living in multiple dwellings. A multiple dwelling is any dwelling that houses more than one family unit whether the building was designed as such or not.
1. Number of pupils improperly nourished.
   Improper nourishment may be indicated when a pupil is:
   
   (1) substituting nutritious food with items high in sugar.
   (2) missing meals on a habitual basis.
   (3) eating insufficient amounts.
   (4) overeating and is obese.

2. Number of pupils improperly clothed.
   Improperly clothed is when a pupil is not clothed to cope with the weather; or when clothing is considerably too large or too small; or when clothing is soiled and in a state of general disrepair.

3. Number of pupils not having a yearly vacation away from home providing a stimulating, new experience.
   
   A vacation away from home would mean travelling out of the city, and being away for at least an overnight stay.

4. Number of pupils coming from a family under stress.
   Stress to some degree may be presumed when the following prevails:
   
   (1) sickness
   (2) recuperation from an accident
   (3) death
   (4) extended unemployment
   (5) limited income
   (6) divorce
   (7) separation
   (8) reconstituted family (a "new" mother or a "new" father, or an adoption)
   (9) non-medical use of drugs, also alcohol
   (10) imprisonment
   (11) physical and/or emotional abuse (awareness by school and not necessarily those cases of suspected abuse)
This year we are adding the items below to our Compensatory Survey. These additional areas of information, all of which pertain to primary pupils, were suggested as further areas of study by a number of principals who took the time and trouble to complete section E (Other factors you feel make your school compensatory) on previous surveys.

Although the statistics collected will not affect the designation of compensatory schools this year they will be analyzed and considered for inclusion when we revise our survey form.

1. The number of kindergarten students tested with the Smith/Francis in June, 1980

2. The number of kindergarten students scoring less than 60 on the Smith/Francis in June, 1980

3. The number of kindergarten repeaters as of January 31, 1981

4. The total number of children reported on the primary survey sheet - June, 1980

5. The total number of pupils from grades 1, 2 and 3 identified as one (1) or five (5) in column #18 (inactive-overactive behaviour) on the Primary Summary Sheet - June, 1980

6. The total number of pupils from grades 1, 2 and 3 identified as a one (1) or five (5) in column #19 (passive-aggressive behaviour) from the Primary Summary Sheet - June, 1980

7. The total number of children for whom the WEIP Assessment form has been completed in the current school year

8. The number of pupils on the WEIP (current school year) who obtained a scaled score of one (1) or two (2) in three or more of the five academic areas (colour, receptive language, auditory association, expressive language, mathematics)
THE METHOD USED TO DETERMINE THE FINAL RANKINGS
ON THE ANNUAL SURVEY

(1) All factors weighted $A \times 3$, $B \times 2$, $C \times 2$, $D \times 1$.
(2) Factors $A$ & $B$ weighted $A \times 3$, $B \times 2$.
(3) Factors $A$, $B$, $C$, weighted $A \times 3$, $B \times 2$, $C \times 2$.
(4) Rankings unweighted.
(5) Rankings weighted $A \times 3$, $B \times 2$, $C \times 2$, $D \times 1$.
(6) Factors $A$ & $B$ unweighted.
(7) Factors $A$, $B$, & $C$ unweighted.
(8) All factors unweighted.

**Final Ranking** is determined by adding:

$$1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 =$$

The scores for all schools are computed and then the system ranking is determined.
FINAL RANKING - ANNUAL SURVEY

1. All factors weighted  \( A \times 3, B \times 2, C \times 2, D \times 1 \)
   School 7 \( (35 \times 3) + (16 \times 2) + (13 \times 2) + (34 \times 1) = 197 \)
      \( 28 \) \( (62 \times 3) + (24 \times 2) + (10 \times 2) + (38 \times 1) = 292 \)

2. Factors A & B unweighted
   School 7 \( (35 \times 3) + (16 \times 2) \)
      \( 28 \) \( (62 \times 3) + (24 \times 2) \)

3. Factors A, B, C weighted  \( A \times 3, B \times 2, C \times 2 \)
   School 7 \( (35 \times 3) + (16 \times 2) + (13 \times 2) \)
      \( 28 \) \( (62 \times 3) + (24 \times 2) + (10 \times 2) \)

4. Rankings unweighted
   School 7 2 + 1 + 2 + 2
      \( 28 \) 3 + 4 + 1 + 3

5. Rankings weighted  \( A \times 3, B \times 2, C \times 2, D \times 1 \)
   School 7 \( (3 \times 2) + (2 \times 1) + (2 \times 2) + (2 \times 1) \)
      \( 28 \) \( (3 \times 3) + (2 \times 4) + (2 \times 1) + (3 \times 1) \)

6. Factors A & B unweighted
   School 7 35 + 16
      \( 28 \) 62 + 24

7. Factors A, B, C unweighted
   School 7 35 + 16 + 13
      \( 28 \) 62 + 24 + 10

8. All factors unweighted
   School 7 35 + 16 + 13 + 34
      \( 28 \) 62 + 24 + 10 + 38

Final Ranking
   School 7 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1
      \( 28 \) 3 + 3 + 3 + 2 + 2 + 3 + 3 + 3
## FINAL RANKINGS FOR 2 SCHOOLS IN THE ANNUAL SURVEY

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<p>| <strong>B FACTORS</strong>                    |          |           |
| 1 Parent Families                | 4        | 3         |
| Non Eng.                         | 3        | 13        |
| C.A.S. Contacts                  | 9        | 8         |
| <strong>Total Rank</strong>                   | 16       | 24        |
| <strong>Final Rank</strong>                   | 1        | 4         |</p>
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<th>FACTORS</th>
<th>School 7</th>
<th>School 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nourishment</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Dress</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Vacation</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Stress</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Lates - Feb.</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Attend. - Feb.</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Rank</strong></td>
<td>34</td>
<td>38</td>
</tr>
<tr>
<td><strong>Final Rank</strong></td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
3 YEAR STUDY

School Year 1980-81
Surveys used - 1977-78
1978-79
1979-80

School Year 1981-82
Surveys used - 1978-79
1979-80
1980-81

Method
a) total scores unweighted
b) total ranks unweighted
c) total scores weighted
d) total ranks weighted

Total  A + B + C + D

The lowest score is deemed to be most compensatory.
All schools in the system are ranked in this manner
and the nine lowest scores are designated as the
compensatory schools for the system.
### 3 Year Study

<table>
<thead>
<tr>
<th>School #28</th>
<th>Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977-78</td>
<td>55</td>
<td>6</td>
</tr>
<tr>
<td>1978-79</td>
<td>49</td>
<td>6</td>
</tr>
<tr>
<td>1979-80</td>
<td>22</td>
<td>3</td>
</tr>
</tbody>
</table>

1. \(55 + 49 + 22\) = 126
2. \(6 + 6 + 3\) = 15
3. \((55 \times 3) + (49 \times 2) + (22 \times 1)\) = 285
4. \((6 \times 3) + (6 \times 2) + (3 \times 1)\) = 33
5. **Total** = 459

<table>
<thead>
<tr>
<th>School #16</th>
<th>Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977-78</td>
<td>112</td>
<td>13</td>
</tr>
<tr>
<td>1978-79</td>
<td>117</td>
<td>15</td>
</tr>
<tr>
<td>1979-80</td>
<td>88</td>
<td>11</td>
</tr>
</tbody>
</table>

1. \(112 + 117 + 88\) = 317
2. \(13 + 15 + 11\) = 39
3. \((112 \times 3) + (117 \times 2) + (88 \times 1)\) = 658
4. \((13 \times 3) + (15 \times 2) + (11 \times 1)\) = 80
5. **Total** = 1094
COMPENSATORY - 3 YEAR STUDY


<table>
<thead>
<tr>
<th>School</th>
<th>Final Score</th>
<th>Final Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>109</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>143</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>280</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>459</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>470</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>629</td>
<td>6</td>
</tr>
<tr>
<td>G</td>
<td>649</td>
<td>7</td>
</tr>
<tr>
<td>H</td>
<td>660</td>
<td>8</td>
</tr>
<tr>
<td>I</td>
<td>783</td>
<td>9</td>
</tr>
<tr>
<td>J</td>
<td>383</td>
<td>10</td>
</tr>
<tr>
<td>K</td>
<td>915</td>
<td>11</td>
</tr>
<tr>
<td>L</td>
<td>1094</td>
<td>12</td>
</tr>
<tr>
<td>M</td>
<td>1213</td>
<td>13</td>
</tr>
<tr>
<td>N</td>
<td>1352</td>
<td>14</td>
</tr>
<tr>
<td>O</td>
<td>1357</td>
<td>15</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>School</th>
<th>Final Score</th>
<th>Final Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>150</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>389</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>400</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>492</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>552</td>
<td>6</td>
</tr>
<tr>
<td>G</td>
<td>658</td>
<td>7</td>
</tr>
<tr>
<td>H</td>
<td>711</td>
<td>8</td>
</tr>
<tr>
<td>I</td>
<td>715</td>
<td>9</td>
</tr>
<tr>
<td>J</td>
<td>799</td>
<td>10</td>
</tr>
<tr>
<td>K</td>
<td>911</td>
<td>11</td>
</tr>
<tr>
<td>L</td>
<td>943</td>
<td>12</td>
</tr>
<tr>
<td>M</td>
<td>1103</td>
<td>13</td>
</tr>
<tr>
<td>N</td>
<td>1164</td>
<td>14</td>
</tr>
<tr>
<td>O</td>
<td>1327</td>
<td>15</td>
</tr>
</tbody>
</table>
WINDSOR BOARD OF EDUCATION

BENEFITS TO COMPENSATORY SCHOOLS
( COMPENSATING FACTORS)

1. 15 teachers in the grade 1 to 8 complement (allocated in May for the following September on a needs/size basis).

2. 2.5 teachers in the kindergarten complement (allocated on the second Friday of September to the 5 Compensatory Schools with the largest enrolment per kindergarten class).

3. 8.5 full time teacher aides (1 to each of the 8 largest Compensatory Schools + .5 to Bondy).

4. Special and "extra" P.D. opportunities for Compensatory staff - eg.: 1 day annual conference last Friday of September
   - Cope '78
   - Child '79
   - Care '80

   Special Summer Courses (2 week)
   - T.E.T. - Summer of 1980
   - Maintaining Sanity in the Classroom - Summer 1981

5. Additional supplies money - 1.55 per pupil.

6. Equipment/Materials Budget - $5,200 each year for special needs.

7. Social Workers
   - 1/3 of the time of our systems 3 social workers are devoted to our 9 Compensatory Schools.

8. Student Social Workers - as available are placed in our Compensatory Schools by the University of Windsor - Faculty of Social Work.
   - do individual and group student counselling.


10. Experimental pre-kindergarten class at Brock (1 teacher + 1 full time teacher aide).

11. 2 four-month Headstart Programs.

12. 6 one-month Headstart Summer Programs.
Memo To: Area Superintendents and Compensatory School Principals

From: T. Wear, Chairman, Compensatory Education Committee

At its regular meeting held on April 9, 1980, The Windsor Board of Education re-designated BEGLEY, BONDY, BROCK, CORONATION, DOUGALL, MARLBOROUGH, McGREGOR, PRINCE EDWARD AND ROSEVILLE PUBLIC SCHOOLS as Compensatory Schools for the school year 1980-81. This re-designation was the result of the recommendation of the Compensatory Education Research & Survey Committee and was based on the 1980 Three Year Study (a weighted study of the survey results of 1978, 1979 & 1980).

The distribution of the 15 compensatory staff (gr. 1-8) based on a compensatory need - size basis (section 18.05 (e) of the Collective Agreement as established for 1980-81 by the Compensatory Committee is as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begley</td>
<td>2½</td>
</tr>
<tr>
<td>Brock</td>
<td>2</td>
</tr>
<tr>
<td>Dougall</td>
<td>2</td>
</tr>
<tr>
<td>McGregor</td>
<td>1¾</td>
</tr>
<tr>
<td>Roseville</td>
<td>2</td>
</tr>
<tr>
<td>Bondy</td>
<td>1</td>
</tr>
<tr>
<td>Coronation</td>
<td>1</td>
</tr>
<tr>
<td>Marlborough</td>
<td>1½</td>
</tr>
<tr>
<td>Prince Edward</td>
<td>1½</td>
</tr>
</tbody>
</table>

This additional professional staff is provided "to allow greater pupil - teacher interaction and a more individualized program for each pupil" and "to free the staff for greater professional interaction and program development". It is sincerely hoped that each principal will use the additional staff "to equalize educational opportunities" for the pupils in our Compensatory Schools. In those schools where the additional staff is 2 or greater it is strongly recommended that 1 teacher will be assigned as the Learning Resource Teacher, who, after some experience and training,
will be a true resource to both pupils and teachers in student evaluation, planning and implementation of remedial programs, remedial teacher, etc. In schools given only 1 or 1½ additional staff it is recommenced that at least a half teacher will be assigned to the resource teacher role. Other additional staff allocated should be used to lower the pupil - teacher ratio, provide special subject teachers, provide or increase guidance time, etc.

Each principal in a Compensatory School is to be a full-time principal regardless of the size of the enrolment. The principal, then, can best determine how to meet the needs of his students, staff and community.

Each vice principal in a Compensatory School should have half-time free from the regular classroom position for assignment (community liaison, pupil and/or parent counselling, planning and initiating special programs to meet the needs of students or staff, remedial groups, etc.) as the principal wishes.

1980-81 Staff Allocation

<table>
<thead>
<tr>
<th>Resource Teachers</th>
<th>Pr. Relief</th>
<th>V.Pr. Relief</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begley</td>
<td>2</td>
<td>½</td>
<td>1</td>
</tr>
<tr>
<td>Bondy</td>
<td>1½</td>
<td>½</td>
<td>1</td>
</tr>
<tr>
<td>Brock</td>
<td>1½</td>
<td>½</td>
<td>1</td>
</tr>
<tr>
<td>Coronation</td>
<td>1½</td>
<td>½</td>
<td>1</td>
</tr>
<tr>
<td>Dougall</td>
<td>1½</td>
<td>½</td>
<td>1</td>
</tr>
<tr>
<td>Marlborough</td>
<td>1</td>
<td>½</td>
<td>3</td>
</tr>
<tr>
<td>McGregor</td>
<td>1½</td>
<td>½</td>
<td>1½</td>
</tr>
<tr>
<td>Prince Edward</td>
<td>1</td>
<td>½</td>
<td>1½</td>
</tr>
<tr>
<td>Roseville</td>
<td>1½</td>
<td>½</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>10½</strong></td>
<td><strong>4</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

As well as the 15 additional 1-8 teachers being added to the staff compliment, 2½ kindergarten teachers will be designated by class enrolment on the second Friday of September to the five Compensatory Schools with the largest per kindergarten class number.

I hope this information is useful to you.

Sincerely,

[Signature]
<table>
<thead>
<tr>
<th>School</th>
<th>1 - 8 Enrolment</th>
<th>1 - 8 Staff By Enrolment</th>
<th>Add Comp. Staff</th>
<th>1 - 8 P.T.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begley</td>
<td>333</td>
<td>16</td>
<td>2.5</td>
<td>18.0</td>
</tr>
<tr>
<td>Bondy</td>
<td>140</td>
<td>7 + 1</td>
<td>1.</td>
<td>15.5</td>
</tr>
<tr>
<td>Brock</td>
<td>247</td>
<td>12</td>
<td>2.</td>
<td>17.6</td>
</tr>
<tr>
<td>Coronation</td>
<td>310</td>
<td>15</td>
<td>1.</td>
<td>19.3</td>
</tr>
<tr>
<td>Dougall</td>
<td>377</td>
<td>18</td>
<td>2.</td>
<td>18.8</td>
</tr>
<tr>
<td>Marlborough</td>
<td>488</td>
<td>23.5</td>
<td>1.5</td>
<td>19.5</td>
</tr>
<tr>
<td>McGregor</td>
<td>297</td>
<td>14.5</td>
<td>1.5</td>
<td>18.5</td>
</tr>
<tr>
<td>Prince Edward</td>
<td>403</td>
<td>19.5</td>
<td>1.5</td>
<td>19.1</td>
</tr>
<tr>
<td>Roseville</td>
<td>360</td>
<td>17.5</td>
<td>2.</td>
<td>18.4</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>2,955</strong></td>
<td><strong>144.0</strong></td>
<td><strong>15.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

COMPENSATORY SCHOOLS 1 - 8 P.T.R. = 18.5
NON-COMPENSATORY SCHOOLS 1 - 8 P.T.R. = 20.1
SYSTEM 1 - 3 P.T.R. = 19.7
Appendix II

Correspondence Relating to Academic Factors in Compensatory Designation from file of N. Taylor

Compensatory Education Representative

1980 - 1985
Gates-MacGinitie Reading Tests - N. Taylor

Grade 3 - Grade 7

Introduction - First Grade Takes A Test

Statement of Intent - quick overview of test itself
- examination of 'problem' areas that question validity of the test
- misuse of test results
- conclusions

Test Rationale - (as stated by its authors)
- to assist in determining the general level of reading of a child
- to be utilized as a basis for selecting students for further individual diagnosis and help
- to evaluate the general effects of instructional programs
- to assist in counselling students
- to facilitate reporting to parents
- to assist in making decisions about the grouping of students

Test Description - multiple choice format
- test makes use of 2 components, vocabulary and comprehension
- Grades 3 - 8 use similar format
- Grade 1 & 2 picture-word matching

Test Application - all levels, vocabulary is exactly 20 minutes
- all levels, comprehension is exactly 15 min.

Test Scoring - primary, scoring key
- intermediate, scoring mask

Content Considerations
- international flavour (not just Canadian Authors)
- claim that content items should be within the experience of most students
- passages chosen from published sources that represent a wide range of materials encountered by students
- all items written in 'standard' English
- some 'unexplained' plan for specified proportions of natural science, social science, humanities, and narrative materials
- vocabulary words selected from a study of 16 commonly-used reading series (from primary)
- also based on a special study of decoding skills in these 16 reading series
- vocabulary words chosen on the basis of their general usefulness

According to the Stated Rationale:

- "...the results of research indicate it is not yet possible to measure validly various components of comprehension
- "There are some students whose comprehension is limited by a relative lack of ability to decode or understand the component words. Other students are able to decode and understand words, but have relatively greater difficulty with the semantic implications of syntax or the logical relationship of ideas".

This seems to be the apparent reason for the creation of a vocabulary segment and comprehension portion.

Problem Areas - Specific

1. Format for Primary (level C) test

- examples show appropriate delineation of word choices and answer shape
- in actual test, these 2 items are not lined up. In fact some pages show answer shapes above the words, others are below the word choice.

2. Sample questions are so easy as to insult the child's intelligence, while at the same time, giving him a false expectation of test difficulty.

3. The test is not written in such a way as to account for the child's perceptions of the reality of the classroom examples: 1. education #40 2. pleasure #29 3. vacation #32 4. trace #19 5. behind #5

4. The vocabulary choices are such that they appear designed to encourage errors.
examples: a) Hunt #12 - look for, harm, go out - level C
b) Calamity #35-terrible event, thunderstorm, torrent
c) Strum #38 - string, rhythm, play on, tune up

Reading deals, in part, with the relationships of words to each other. A child who is vaguely familiar with the above words is aware that there is a relationship between the word and all of these particular choices. Having studied India and the disastrous effects of the torrential monsoons, the child may pick torrent as the meaning for calamity. In such context, he is relating this word to his schema of the world. Surely, then this is not a wrong answer. Does it not in fact show a high level of thinking?

5. The authors of the test make the claim that the vocabulary words should be familiar to the children, and are chosen on the basis of usefulness.

Level C-Grade 3 - Dread, cluster, artificial, fashion, organize, struggle.

Level E-Grade 7 - zealous, gaudy, nonpartisan, melancholy, amass, porous, foolhardy.

In conversation and personal written work, I have seldom, if ever seen such words in Grade 3 and Grade 7 usage.

6. The Level C comprehension selections, do not allow the child to predict or draw on past experience, two strategies vital to reading for deep meaning example: #8, #10, #17 - Level C all passages - Level F

7. The comprehension passages in both levels are much too short. In the Level C, the passages average 50 words. In the Level E material, the selections are anywhere between 55-190 words. Research has found that approximately 750 words are required to provide the child with simply an introductory framework in which to work.

8. The authors of the test claim that the content items should be within the experience of most students. The following is a list of topics covered in the comprehension items of the Level E test:

a) mushrooms - edible and inedible
b) Anna Pavlova, Russian dancer
c) growth areas of the pineapple
d) The Quebec Tercentenary and the striking French Canadian Medal
a) science principle - sound is carried by air
f) native riding styles vs white man’s way
g) whale blubber
h) philosophical piece rank-ordering illness, poverty, ignorance
i) the making of china
j) reflections of a person doing what?
k) a boy’s visit to a foundry
l) the break-up of a river at spring time
m) blacksmiths voicing opinion to a friend about a woman
n) establishment of the Nobel Peace Prize and its first winner

The Level C comprehension passages include such topics as:

a) dyes from ancient times
b) the berries of a pepper plant
c) the fisher (animal)
d) a mother running for mayor
e) the early movie studio of Thomas Edison
f) the cotton plant
g) the administrative end of dental check-ups
h) glow worms
i) standing ovations
j) pastoral setting at dawn
k) clothing salesman
l) children playing ‘in a lot’
m) a tired, vicious dog
n) peanut plants

Very few of these topics fall within the realm of a child’s everyday existence.

Problem Areas - General

1. Reading is the active interaction of the reader with print. Not only does the reading test ignore this vital process, it in fact states its emphasis on decoding skills and dissecting the reading process into vocabulary and comprehension drills aimed at reading as a product. In doing so, it becomes a meaningless worksheet exercise.

2. The listing of words in isolation as seen in the vocabulary phase has nothing to do with reading. Give the child the words in context and you give him the opportunity to find meaning, give him these word lists and you give him
nothing, or at best a vehicle for guessing (and not the guessing applauded by Goodman in Reading, a Psycholinguistic Guessing Game).

3. Comprehension of content area materials requires special prerequisites and unique reading strategies.

<table>
<thead>
<tr>
<th>Author</th>
<th>Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Concept</td>
<td>Background experience</td>
</tr>
<tr>
<td>Purpose</td>
<td>Need to Read (purpose)</td>
</tr>
<tr>
<td>Organization</td>
<td>Written</td>
</tr>
<tr>
<td>Message</td>
<td>Familiarity with language patterns</td>
</tr>
</tbody>
</table>

LEADS TO NEW IDEAS, JUDGEMENT OR ACTION

Because of the format of the test, this cannot happen. Therefore it is not reading.

4. The instructions which must be read word for word to maintain the 'validity' of the test. If the teacher were allowed to instruct the child in his own 'language', a closer understanding of the task would result.

5. Reading should be a pleasurable activity. By administering this test in the prescribed manner, unnecessary pressure is placed in the child. The stress factor is further complicated because the child never sees, or discusses the results.

6. The test does not make allowances for visual learners, new Canadians, or such groups as native Canadians. A child who reproduces excellent vocabulary, enjoys reading, and comprehends well, could in fact score so low on this test as to be off the scale. Yet, it is not a true measure of the child's reading level.

7. The reader, when in the process of reading, attempts to actively recreate the author's intended meaning. This cannot be done, given the snippets in the comprehension section of the test.
8.(a) In utilizing the test results, teachers and boards make use of the Grade Equivalent column, and not the percentile column. While anything between 25 to 75 in the percentile range is considered average, a child at the 25 percentile in Grade 7 is recorded with a Grade 3.5 reading equivalent.

8.(b) In submitting results to the board, all G.E.'s are averaged, thus further invalidating the scores, as one or two extremely high or low results can, and do drastically affect overall scores.

9. There is no analysis mode to the type of errors make 'en masse' by students. the only figure of interest becomes the G.M.

10. While the G.M. purports to be a Canadian standardized test, it does in fact draw from specific American sources. For example at least 10 of the 14 comprehension selections in Level F are from American sources. At least six of the passages in the Level C comprehension section are from American readers. With all due respect to this Canadian edition with the exception of the 'our' ending on some words, the reference book used in compilation is an American dictionary (Gage).

11. The test lends itself to ability grouping of students, which is dangerous practice, given the 'questionable' validity of the test. (examples - board use - comp. ed. schools; Grade 9 guidance; primary teachers - reading groups).

12. Although the test was revised in 1978, it still makes use of selections published as far back as 1930, in its comprehension section. While language patterns and the meanings of words are the subjects of change, the actual test and its content have not changed to keep pace with the times.

13. Teachers who do not have a clear understanding of the reading process, often abandon their instincts about children and their reading levels, when confronted with the results of this test.

14. The results of the tests are used in our system to determine to what degree a school is compensatory. What we should be doing instead, is looking at the attitude of our communities toward literacy. (This is not to be confused...
with socio-economic environment which so often receives the blame for our low reading scores)

15. The test results are not a true reflection of the child's ability to read (deep structure) because of the quality of the question utilized:
example: student work: Dawn, Kristy, Paul.

Conclusions

1. The test results should not be used as a factor in grouping children for reading (ability grouping, in fact, should not occur at all).

2. The test results should not be used to timetable high school students into 4 or 5 year programmes.

3. The test results should not be used in the determination of designating compensatory schools.

4. The test results should not be discussed with parents or to counsel students.

5. The test, in fact should not be used, except as an exercise in how to take such a test.
MEMORANDUM TO: Z. Veres
SUPERINTENDENT OF SPECIAL EDUCATION
AND SPECIAL SERVICES

FROM: J. Berek, Ph.D.
HEAD, PSYCHOLOGICAL SERVICES

SUBJECT: Nora Taylor's Comments re: The Gates-MacGinitie Tests

DATE: December 4, 1984

Zoli -

Here are my "quick" responses to the concerns raised by Nora Taylor regarding the Gates-MacGinitie Tests. Each response corresponds to her original comments by area and number.

Problem Areas – Specific

1. This is a well-taken point; however, it should not be too difficult for a pupil to "figure out" that there are 4 choice boxes to correspond to the 4 answers. Yet this should not have to be done.

2. The purpose of the samples is to make the pupil familiar with the test format, not to test their skill.

3. I don't know what the "reality of the classroom" is that is the assumed reference point. I assume that the reality of the classroom is to be an entrance to the larger reality of the pupil's world and cultural history.

4. The nature of multiple choice questions is to select the best answer in general, not just within the realm of a particular meaning or connotation. Therefore, more concrete or particular choices are often given as "distractors" in multiple choice questions.

5. The authors take a general stance, not a particular one. Often non-familiar items are included to identify the more experienced pupil. All learning does not just take place in the classroom. Further, if such items or what they represent are not seldom seen, then the question might be what are the expectations for so-called enriched opportunities. No doubt the notion of "high interest-low vocabulary" in part contributes to the perception of usefulness that a pupil might have of particular vocabulary words. In my mind, all words are useful.
6. I question the use of "deep meaning" as an agreement for the relevancy of a test passage. The issue of the test is to sample skills which are basic to the depth of meaning a pupil might derive from their reading.

7. I would like to see the research being referred to. I don't doubt the accuracy of the comment, I have questions as to its relevancy to the matter at hand.

8. Again the emphasis is on skills and most pupils as identified by the reading series used. My sense is that the criterion of reading matter is not just "every day experience" of the pupil. See #3 above.

Problem Areas - General

1. The comment that the reading test is a "meaningless worksheet exercise" seems over-much. Decoding, vocabulary, and comprehension skills are the building blocks of reading; Interest and attitude are the glue. All are interactive. The criticism seems to be leveled at notions of interest and attitude which the test does not address as strongly as might be desired.

2. To argue that "words in context" make it easier to figure out meaning does not diminish the relevance of words in isolation. Dictionaries are based on the value of knowing words which may have different meanings in particular contexts. See Problem Areas - Specific #4.

3. This argues for a specific, instructional ideal of reading - which has merit. It is this proposed instructional ideal which runs through much of the comments proposed. Even though many of these notions contained in the ideal proposed are not explicit in the responses I am making, you are nonetheless capable of reading them.

4. I don't believe that additional instructions which do not compromise the test are dis-allowed.

5. The time given for each test has been reasonably selected. The test is not a power test per se, but rather what skill can the pupil demonstrate within time limits. Individual reading speed is also an important component of reading skill. I would think the stress or non-pleasure involved is minimal, but working under reasonable stress is a component of every day school life.

6. The issue here is how does one explain the difference between test performance and a so-called "true measure" of the pupil's reading level. Visual learners, new Canadians, or native Canadians are possible explanations as to why a particular pupil may not do well on a reading test, but their test performance nonetheless gives an indication of how they might be performing in relation to the test "average pupil."
7. This may be only one aspect of the reading process as proposed in
the ideal model (See #3 above) to the degree the model suggests.
Surely one can derive meaning from the so-called snippets presented
by the test.

8. I agree the test results regarding grade equivalent are not properly
understood despite repeated efforts to inform "teachers and boards."

8b. Again I agree with the notion that averaging can drastically affect
the summary of scores. However, it does not invalidate the
scores.

9. Such analyses can be done but it takes time and further information
to the teachers to do so.

10. The standardization refers primarily to Canadian norming. The
passages used are North American. I don't think we should be
suggesting the none use of authors because they are not Canadian.

11. First, the issue of the "questionable validity of the test is not
proven but questioned. Second, ability grouping is a common practice.
The test simply provides additional information that may be helpful in
making such decisions.

12. It is always difficult to stay "current" in tests or text books or
teacher's language patterns. Here again, the issue is one of the
scope of education: does the scope only include the current or
also the cultural history of the society.

13. I am not in a position to comment on the numbers of teachers "who
do not have a clear understanding of the reading process" (assumed
and proposed as the ideal). However, instincts are not the sole
basis of judgement, but rather need to be raised to the level of
communicable, intellectual understanding, otherwise it becomes one
"gut reaction" perhaps it adds with other "gut reactions." Until
such instinctual reactions are raised to communicable levels, they
perhaps are best left in one's gut.

14. I agree that the "attitude of our communities toward literacy" is
an important factor that needs to be explored, and perhaps taken
into account. But for the moment reading test performance may be a
manifest product of such attitudes to which we presently have access.

15. I am not sure as to what is meant by "deep structure" but perhaps the
test results do give us indications of other important reading skills,
namely, decoding, vocabulary, and comprehension - according to the
format of a particular reading test.
CONCLUSIONS

1. The test results are another piece of information for ability grouping if it does take place.

2. The test results are another piece of information for such decisions, no more.

3. I disagree. The test results might be better used but they do provide information about the educational needs of a particular school and compensatory education is an educational endeavor.

4. I disagree. Such test result information needs to be understood and explained so that parents and students can make informed decisions.

5. I disagree. Even with acknowledging the limitations that such testing has it nonetheless provides useful information to the system, the school (principal and teacher), the pupil, and the parent/guardian. To correct where possible the limitations should be our task; we should not be throwing the baby (testing strengths) with the bath water (testing limitations).

cc: N. Taylor, Teacher
    Brock School
Appendix III
Program and Materials Committee Findings on Problems in Attempting to Meet the Needs of Children in Compensatory Schools from files of N. Taylor Compensatory Education Representative General Brock School 1980 - 1985
Compensatory Education Priorities

Attached is a summary of the top five problem areas as identified in the exercise completed last June by each Compensatory School. Dougall’s report has not been found.

In some instances items which seemed the same were placed in one category (e.g. Children’s Attitudes - Rebellion Against Authority). We hope we have not changed the intent of any of the items listed by a school. We have kept everything that was sent to us in case changes need to be made.

It seems that the following are priority items to be dealt with in 1984-85:

1. Discipline
2. PTR (class size)
3. Lack of Self Esteem
4. Values Conflict (Home vs School)
4. Special Services Assistance
6. Program (curriculum)
6. Children’s Attitude
6. Stress
6. Environment
10. Inadequate Phys. Care
Your Program and Materials Committee feels that priority number one is being dealt with via the Assertive Discipline Workshop on April 24, 1984, the program for May 18, 1984 P.A. Day and the Compensatory Workshop on September 28, 1984. Through these activities staffs will have the opportunity to look at the problem of discipline and various ways of dealing with it.

We are in the process of dealing with curriculum at the present time. Your comments and suggestions would be appreciated as we focus on our task for the remainder of this school year and the beginning of the next year.
Additional Comments Re: Compensatory Factors

Each school in our system has its own character. This character is influenced greatly by the conditions in the surrounding community. The conditions surrounding General Brock School are not good.

When rating schools as to their degree of "compensatoriness", we have a survey which includes academic and community factors. At General Brock School we are forced to concentrate on social and economic factors in the school and classroom before we look at academic ones. Some of the factors I speak of are not covered specifically by the survey. They are listed below.

a. 37 of 204 families have no telephone. This number fluctuates as phones are taken out and replaced due to individual family situations. This factor directly influences attendance, discipline, referrals and meetings with parents.

b. The Windsor Police report, rather vaguely, that our community has one of the highest instances of calls requiring police intervention.

c. A significant number of our parents have little education. Some are illiterate.

d. A significant number of our parents lack appropriate home management, child management, nurturing and organizational skills.

e. The majority of our families are single parent, mother-led families. The median income, in Jan. 1984 for females in our community was $6,324.00 per year.

f. Of those families living in public housing in our community, fully 82% are supported by some form of public assistance.

g. A significant number of our families are second or third generation recipients of public assistance benefits.

h. Discussions with these parents reveal a significant number who "just don't know what to do with" problem children.

i. There is a great reluctance (even fear) on the part of these parents to seek help through C.A.S.

j. Health concerns in the area are so great that a group has been working for the past year to establish a Community Health Centre in the area.

k. A confidential report from the Metro Health Unit shows that children in the west end of the city have more dental problems than children in the east and south.
1. Teachers must spend an inordinate amount of time dealing with social, emotional and health problems rather than dealing with academics.

2. The principal spends the great majority of his time dealing with these problems.

3. There is some frustration on the part of teachers when dealing with Special Services due to the time lag between referral and action.

It is obvious that the factors mentioned above have a tremendous bearing on the program at our school.

General Brock School is fortunate. We receive the maximum staffing benefit allowable. We have a dedicated, caring, professional staff who give more of themselves than anyone outside the system could understand. We feel that we are making the maximum use of the benefits we receive and are pleased to be held accountable for what we do. Listed below are some of the efforts we are making to "compensate" for our pupils' needs.

a. A teacher is assigned as LRT to work with primary children who have problems.

b. Two teachers are assigned to the grades one to eight complement to create the smallest PTR possible.

c. We have changed to a self contained program for all pupils from K-8 because research (and experience) shows that a stable environment provides a better educational opportunity for compensatory children. (This also creates a much heavier workload for staff and leads to great difficulties in creating the required amount of preparation time).

d. We are involved in a pilot program in the Whole Language Approach to Reading in grades one and two, using the new Impressions series.

e. The whole staff is committed to improving our pupils communication skills through the Whole Language Approach to Reading and Writing; Language Across the curriculum, USSR, Journal writing and reading to children every day.

f. The Assertive Discipline Program is used throughout the school.

g. A primary/intermediate split class is in its second year as we look at different approaches to teaching our children.

h. One staff member has received a small grant and is creating an experimental program of enrichment and remediation.

i. One staff member is working with staff from the University of Windsor to create a phys. ed. program which will build self esteem and
j. We keep abreast of the latest research regarding effective schools through articles and professional journals circulated regularly to the school.

k. Staff are involved in community projects such as the Sandwich Beautification Committee to improve our area and to build the self esteem of everyone in the community.

Besides the above, we also have the pre school program, the breakfast program and a "tuck shop" to provide warm clothing for those who need it.

Yes, there are many factors which make General Brock School a Compensatory School. Yes, there are many ways in which we are attempting to compensate for the needs of our pupils.

Are we doing enough? Do we have enough assistance? The answer to both of these questions is no.

We must find more ways to build self esteem in our pupils. We must find ways to combat the increasing number of unmotivated, apathetic pupils in our school. We need more help. The future depends on it.

J. Muir, Principal
Appendix IV

Materials from the Montessori School of Windsor
THE TWELVE POINTS OF THE MONTESSORI METHOD

1. It is based on years of patient observation of child nature by the greatest educational genius since Froebel.

2. It has proved itself of universal application. Within a single generation it has been tried with complete success with children of almost every civilized nation. Race, color, climate, nationality, social rank, type of civilization - all these make no difference to its successful application.

3. It has revealed the small child as a lover of work, intellectual work, spontaneously chosen and carried out with profound joy.

4. It is based on the child's imperious need to learn by doing. At each stage in the child's mental growth, corresponding occupations are provided by means of which he develops his faculties.

5. While it offers the child a maximum of spontaneity, it never-the-less enables him to reach the same, or even a higher, level of scholastic attainment, as under old systems.

6. Though it does away with the necessity of coercion by means of rewards and punishments, it achieves a higher discipline than formerly. It is an active discipline which originates within the child and is not imposed from without.

7. It is based on a profound respect for the child's personality and removes from him the preponderating influence of the adult, thus leaving him room to grow in biological independence. Hence the child is allowed a large measure of liberty (not license) which forms the basis of real discipline.

8. It enables the teacher to deal with each child individually in each subject, and thus guide him according to his individual requirements.

9. Each child works at his own pace. Hence the quick child is not held back by the slow, nor is the latter, in trying to keep up with the former, obliged to flounder along hopelessly out of his depth. Each stone in the mental edifice is "well and truly laid" before the next is added.

10. It does away with the competitive spirit and its train of baneful results. More than this, at every turn it presents endless opportunities among the children for mutual help - which is joyfully given and gratefully received.

11. Since the child works from his own free choice, without competition and coercion he is freed from danger of overstrain, feelings of inferiority, and other experiences which are apt to be the unconscious cause of profound mental disturbances in later life.

12. Finally, the Montessori method develops the whole personality of the child, not merely his intellectual faculties but also his powers of deliberation, initiative, and independent choice, with their emotional complements. By living as a free member of a real social community, the child is trained in those fundamental social qualities which form the basis of good
OBJECTIVES OF THE MONTESSORI SCHOOL OF WINDSOR IN THE EDUCATION OF YOUNG CHILDREN

Dr. Maria Montessori believed that no human being is educated by another person. He must do it himself. Because he is motivated from within by natural curiosity, and love for knowledge, a truly educated individual continues learning long after the hours spent in school.

The first years of schooling are very important for the child, and the objectives of the Montessori School of Windsor are to direct the children in intellectual growth, as well as helping them grow physically, socially and emotionally.

SOCIAL: to respect the rights of others
to adjust to his fellow companions
to work and play happily with them
to be a leader and a follower
to be courteous in his dealing with classmates and the adults he will meet
to learn to share
to learn to await his turn

EMOTIONAL: to develop a love for learning
to develop emotional stability, independence and self-discipline
to develop a positive self-image
to accept responsibility
to gain satisfaction from work accomplished
to cope with new situations

INTELLECTUAL: to develop his span of concentration
to listen to and follow directions
to contribute to group activities
to develop an appreciation for language
to acquire a rich vocabulary
to form mathematical concepts
to acquire sensorial keys which will lead him to explore the world around him
to work independently and at his own pace and ability
to develop sensory perception and discrimination
to compare and classify objects
to stimulate and challenge his mind
to maintain his natural curiosity

PHYSICAL: to develop muscular skills
to learn proper use and care of materials
to develop good habits of safety and health
to co-ordinate his movements
<table>
<thead>
<tr>
<th>Goal of Misbehavior</th>
<th>What child is saying</th>
<th>How parent feels</th>
<th>Child's reaction to reprimand</th>
<th>Some corrective measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENTION</td>
<td>I only count when I am being noticed or served</td>
<td>Annoyed</td>
<td>Temporarily stops disturbing action when given attention</td>
<td>Ignore Answer or do the unexpected Give attention at pleasant times</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wants to remind, coax</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delighted with &quot;good&quot; child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POWER</td>
<td>I only count when I am dominating, when you do what I want you to do</td>
<td>Provoked</td>
<td>Intensifies action when reprimanded</td>
<td>Extricate self Act, not talk Be friendly Establish equality Redirect child's efforts into constructive channels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generally wants power</td>
<td>Child wants to win, be boss</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Challenged &quot;I'll make him do it.&quot; &quot;You can't get away with it.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REVENGE</td>
<td>I can't be liked, I don't have power, but I'll count if I can hurt others as I feel hurt by life</td>
<td>Hurt, mad</td>
<td>Wants to get even Makes self disliked</td>
<td>Extricate self Win child Maintain order with minimum restraint Avoid retaliations Take time and effort to help child</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;How could he do this to me?&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INADEQUACY</td>
<td>I can't do anything right so I won't try to do anything at all; I am no good</td>
<td>Despair</td>
<td>No reprimand, therefore, no reaction Feels there is no use to try Passive</td>
<td>Encouragement (may take long) Faith in child's ability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;I give up&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Chart designed by Corvallis Oregon Mother Study Group
Joan Beck, a Chicago Tribune writer and Syndicated Columnist, whose "You and Your Child" column has repeatedly turned to Montessori, offers the following guidelines for the application of Montessori principles to the home - as adapted from her column.

1. Whenever you can, arrange your home so that the child can manage for himself. Make his table and chair low enough, his toy shelves easily accessible, his clothing equipped with fasteners he can operate, his clothes rods the right height, etc.

2. Then don't do anything for him that he can do for himself. "Any unnecessary aid is a hindrance to learning," said Maria Montessori.

3. Teach your child with real things. Take the time to show him how to handle materials and equipment carefully, and he will be capable of far more than you realize.

4. When you want to teach your preschooler a new activity or skill, plan it out first as a programmed teaching exercise. Break it down into small precise steps. Ask yourself: What points of interest does this activity hold for my child? How can error be controlled by the activity itself? How can I isolate a single learning element I want my youngster to absorb?

5. When teaching a small child, slow down your movements. Use as few words as possible. Let your movements guide your youngster's eye to what he is to learn.

6. Give your child enough time to do a task without hurrying. He usually works at a slower, more deliberate speed than an adult, needs to repeat activities often, even after he appears to have mastered them.

7. See that your youngster has as much choice as possible for his activities. He can't live up to his potential unless he has the opportunity for independent work.

8. Don't insist that your child try a new activity if he isn't interested. Don't make him stick at a learning task when he doesn't want to.

9. Make discipline interesting whenever you can. Say "See how quietly you can close the door."

10. Make creative use of silence. Encourage your youngster to be still for a moment so he can hear more acutely. This not only stimulates his sense of hearing, but gives him a feeling of self-mastery.

* * * * *

Whenever the child pleads to 'help me do it myself', he means to help him develop his capacities to the fullest, whatever those capacities may be, to become what he is and was meant to be, a unique, remarkable human being.

Emerson tells us that what each one of us needs most of all is someone confidently to expect us to do what we are capable of doing.
BASIC PRINCIPLES IN DEALING WITH CHILDREN
(Dr. Rudolf Dreikurs)

GOLDEN RULE: "Do unto others as you would have others do unto you." This is the basis of democracy, since it implies equality of individuals.

MUTUAL RESPECT: based upon the assumption of equality, is the inalienable right of all human beings. No one should take advantage of another - neither adult nor child should be a slave or a tyrant.

ENCOURAGEMENT: Implies faith in the child as he is, not in his potentiality. A child misbehaves only when he is discouraged and believes he cannot succeed by useful means. This child needs encouragement as a plant needs water.

REWARD AND PUNISHMENT ARE OUTDATED: A child soon considers a reward his right and demands a reward for everything. He considers that punishment gives him the right to punish others, and the retaliation of children is usually more effective than the punishment of adults.

LOGICAL CONSEQUENCES, utilizing the reality of the situation rather than personal power, can exert the necessary pressure to stimulate proper motivation. Only in moments of real danger is it necessary to protect the child from the logical consequences of his disturbing behaviour.

ACTIONS INSTEAD OF WORDS in times of conflict. Children tend to become "mother-deaf" and act only when raised voices imply some impending action, and then respond only momentarily. Usually the child knows very well what is expected of him. Talking should be restricted to friendly conversations and not used as disciplinary means.

WITHDRAWAL - effective counteraction. Withdrawal is not surrender and is most effective when the child demands undue attention or tries to involve one in a power contest. He gets no satisfaction in being annoying if nobody pays attention.

WITHDRAWAL FROM THE PROVOCATION, NOT FROM THE CHILD. Don't talk in moments of conflict, but friendly conversation and pleasant contacts are essential. Have fun and play together. The less attention the child gets when he disturbs, the more he needs when he is cooperative.

DON'T INTERFERE IN CHILDREN'S FIGHTS. By allowing children to resolve their own conflicts they learn to get along better together. Many fights are provoked to get the adult involved and by separating the children or action as judge, we fall for their provocation, thereby stimulating them to fight more.

TAKE TIME FOR TRAINING AND TEACHING the child essential skills and habits. If a parent does not have time for such training, we or he will spend more time correcting an untrained child.

NEVER DO FOR A CHILD WHAT HE CAN DO FOR HIMSELF. A "dependent child is a demanding child. Most adults underestimate the abilities of children. Children become irresponsible only when we fail to give them opportunities to take on responsibility.
UNDERSTAND THE CHILD’S GOAL. Every action of a child has a purpose. His basic aim is to have his place in the group. A well-behaved and well-adjusted child has found his way toward social acceptance by conforming with the requirements of the group and by making his own useful contributions to it. The misbehaving child is still trying, in a mistaken way, to gain social status.

THE FOUR GOALS OF A CHILD’S MISBEHAVIOR. The child is usually unaware of his goals. His behavior, though illogical to others, is consistent with his own orientation.

1. Attention getting . . . . . . . . wants attention and service.
2. Power . . . . . . . . . . wants to be the boss.
3. Revenge . . . . . . . . . . wants to hurt us.
4. Display of inadequacy . . . . wants to be left alone.

OUR REACTIONS TO A CHILD’S MISBEHAVIOR PATTERNS:

1. Feel annoyed . . . . . . . want to remind and to coax.
2. Feel provoked . . . . . . . . "you can’t get away with this!"
3. Feel deeply hurt . . . . . . . . "I’ll get even."
4. Feel dispair . . . . . . . . . . " I don’t know what to do!"

FALLACY OF FIRST IMPULSE. By acting on our first impulse, we tend to testify the child’s misbehaviour pattern rather than to correct them.

MINIMIZE MISTAKES. Making mistakes is human. We must have the courage to be imperfect. Build on strength, not on weakness.

DANGER OF PITY. Feeling sorry for the child, while natural, often adds harm to an already tragic situation and the child may be more harmed by the pity than by the actual tragedy. Life’s satisfactions depend on one’s ability to take things in stride. Feeling sorry for someone leads to his self-pity and to the belief that life owes him something.

A FAMILY COUNCIL gives every member of the family a chance to express himself freely in all matters pertaining to the family as a whole and to participate in the responsibilities each member of the family has for the welfare of all. It is truly education for democracy and should not become a place for parents to "preach" or impose their will on children, nor should it deteriorate into a "gripe" session. The emphasis should be on "What can WE do about the situation?"

HAVE FUN TOGETHER and thereby help to develop a relationship based on mutual respect, love and affection, mutual confidence and trust, and feeling of belonging. Playing together, working together, sharing interesting and exciting experiences lead to the kind of closeness which is essential for cooperation.

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Appendix V

Child Centred vs Traditional Education Charts

from

George Morrison, Early Childhood Education Today,
CHILD CENTERED EDUCATION AS EXPRESSED THROUGH OPEN EDUCATION

SCHOOLS
1. Open concept
   encouragement of movement, opportunities to select areas of interest and become involved.

2. Individualization of instruction, continuous process, nongradedness; multiage grouping; family grouping
   Freedom of movement from arbitrary rules for children to discussion of standards of conduct

4. No rigid time schedule - interest becomes the determiner of how much or how little time is spent on an activity.

TEACHER
Learns with children - teaching learning is a continuous process

Organization of experiences so they are educative, i.e.; reading is involved in many activities

Guide, director catalyst.

Teacher of children not subject manner.

CURRICULUM
1. Child centered - Activities and problem solving experiences are based on interest.
2. Flexible according to interests of children.
3. Activity centered - knowledge is not an end in itself, but a means to an end. Subject matter grows out of
TRADITIONAL EDUCATION AS CONDUCTED IN TRADITIONAL CLASSROOMS

UNIVERSAL BODY OF KNOWLEDGE

Subjects
Reading, writing arithmetic (the basics) social sciences—these determine the curriculum is these subjects. Knowledge is an end in and of itself.

Teacher
1. Curriculum controls the school day.
   a) Time controlled IE;
      9:00-9:45 reading
      9:45-10:00 recess
      10:00-10:45 arithmetic
   b) Subject matter oriented.
   c) Grades are of great importance.
2. Teacher determines specific standards for curriculum and conduct.
3. Teacher controls the learning setting.
4. Emphasis is on orderliness.

Standards of Conduct
Morals, manners (pay attention: be quiet, listen, following directions) mainly determined and reinforced by adults.

Schools Organizations
1. Graded approach
2. Schooling separated from life.
   a) What is studied is preparation for life
   b) Physically, schools are separate from community, in terms of buildings, distance and fences.

CHILD
1. Passive-emphasis on paying attention, following directions, listening.
2. Interests of child are incidental to subject matter.
3. Exit from system determined by subjects passed, time spent in the system, or tests passed.
Appendix VI

Correspondence on Grade 2/8 Rationale

from file of N. Taylor

1984
Mr. F. Johnson  
Superintendent of Instruction  
Windsor Board of Education  
451 Park St. W.  
Windsor, Ontario  

February 24, 1984  

Dear Mr. Johnson,

In reference to our conversation of February 16, please find attached an informal summary of observations as requested in regards to the Grade 2/8 programme at General Brock School. Also included is a brief rationale for the programme as I perceived it in terms of staffing last spring at the school.

I would like to take this opportunity to thank you and Mr. Gordon for the time that you made available for my students and our programme. I am aware of the time constraints of your position and am therefore, doubly gratified by your interest, encouragement and positive feedback.

In conveying your comments to the students, their reaction was one of pride, perhaps best expressed by the child who said, "I guess that means we did alright".

Many thanks again, and please call if you require any additional information.

Respectfully,

Norra Taylor  
Grade 2/8  
General Brock School

P.S. While I have the transition to "a" the "7" will require some time. Thanks for the input.
Rationale

Option #4

Reading readiness 12
Units 1, 2 22
Unit 4 25
Unit 7 26
Units 8, 9, and Gr. 4 20
Grade 5 18
Grade 5/6 24
Grade 6/7 26
Grade 7/8 24
Grade 8 and Units 5, 6 21
Remedial Class Gr. 6, 7, 8 16

Option #4

Units 1, 2 22
Unit 4 25
Units 5, 6, 7 20
Units 7, 8, 9 20
Grade 4/5 20
Grade 5 17
Grade 5/6 24
Grade 6/7 25
Grade 7/8 24
Grade 8 and R.R. 24
The two suggestions submitted for classroom situations have been based on the following concerns:

1. There is a very great need for a remedial class in the senior end. In order to achieve this objective, it would be necessary to "free up" a teacher. Both options would combine groups of children so as to give us a surplus teacher.

2. These two options would also produce double classes at the senior level for all grades 5 to 8, thereby providing an alternative learning environment for any student who experiences a personality conflict with a teacher.

3. Because of the very different academic levels of the students in each grade, these two options would make grouping more homogeneous and more conducive to learning. For example, the Grade 8 class of 25 (suggested in options #1 and #2) would need to be taught to students with skill and knowledge ranging from Grade 5 through 8. This would be the case for all of the classes from grade 5 to 8. This problem could be alleviated greatly under options #3 and/or "x".

4. The figure of 29 students at the Grade 7 class (suggested in options #1 and #2) is not realistic. As well as being a rather too large class, it would be an even more unreasonable assignment because of the number of learning problems in that class.

5. By implementing the 2 attached options, we would have a greater degree of maneuverability in separating certain students who might be fine on an individual basis, but when put together, would create certain situations detrimental to the learning environment.

6. In brief, informal conversations with a small group of Grade 8 students, it was discovered that they seemed eager to work with the younger children rather than with their peers from the remainder of the Grade 8 students.

Concurrent with these basic concerns are the following relevant considerations:
1. There would be no loss of preparation time to any primary or senior teacher as a result of either option.

2. The move to the self-contained classrooms provides the ideal setting for these classroom options suggested.

3. No class size in either option would exceed 25 students.

4. The group of Grade 8 students under considerations has been together for three (3) years with a consistent and uniform system. They have developed excellent work habits, and while they are not exceptionally brilliant, they do work well with a minimum of instruction. They work well together and learn from each other, making the classroom a positive environment.

Finally, although more abstract, the following philosophy forms the basis on which I am convinced the programme should be attempted and evaluated:

1. It is important to provide good role models for your children (not just authority figures). I think the Grade 8 students of next year would fulfill this role more than adequately, and could thus cut down on behaviour problems of the young children, which have inhibited their learning thus far.

2. It is important in education to constantly search for alternatives in strategy, methods and logistics in order to improve the quality of that education. It may work; it may not. I think we owe it to the children and ourselves to give it a try.

3. In all of my experience with children, I am convinced that children learn more from each other than from us, particularly very young children. This kind of arrangement of senior students with primary children, could provide an optimum learning atmosphere, with the teacher as facilitator.

4. I realize the uniqueness of the situation but I also know the depth of my own personal commitment. I really think the children and I could do it!

After five (5) months in the Grade 2/3 room, the following observations have been noted:
1. Both Grade 2 and Grade 8 have developed the ability to work independently for extended periods of time.

2. Both Grade 2 and Grade 8 have continued to develop discussion skills and analysis techniques. There is a comfortable communication within each group setting but also a relaxed manner in exchanges between the two groups.

3. There has been a very positive modification in certain individual and group behaviours.

4. The varied exposure to all different levels has broadened everyone's perspective and cognitive foundation.

5. The quality of notebook work has improved tremendously.

6. Both groups are dealing with concepts, skills and tasks at a higher level.

7. The Grade 8 group has developed an insight into learning theory which they have adapted not only to the Grade 2 programme, but also to their own work.

8. Social and attitudinal skills such as tolerance, patience and forbearance have all been developing well.

9. The children are comfortable with themselves and their role in the school. There is no question of negative self-image.

10. While the class works well on co-operative efforts or assignments, because each grade group is so small, their individual contributions to overall activities and tasks are also more noticeable.

11. Because of time constraints on the teacher, the Grade 8 group has developed independence and self-direction. The teacher serves as facilitator and the discovery method flourishes.

12. The shared experiences of the Primary field trips have proven extremely beneficial.

13. There seems to be a great deal of learning by osmosis in teacher-directed lessons, as each group takes an interest in what the other group is doing.
14. The small Grade 8 group has become extremely supportive of each other and very cohesive. They teach each other.

15. The assertive discipline concept has enhanced the 2/8 program and has worked successfully.

16. The majority of the class has enjoyed attending school. The instance of apathy, even at the higher level, is low.

17. Because of the tutorial aspect of the programme, more creative writing is possible. The primary children dictate their work while the Grade 8 students write, discuss, and then they edit together.

18. It would appear that the Grade 2 children (although most were Reading Readiness students last year) are at a comparable level to their peers in the regular Grade 2 programme.

19. The Programme is, of necessity, very flexible. It is therefore not subject to the same problems (regarding special events and interruptions) as a regular programme. If reading is not taught in the morning, it is simply shifted to another time slot.

20. The programme for the Grade 2 students is not the structure ordinarily followed by primary teachers. It is a totally integrated approach, and has borrowed from methods used at Junior and Intermediate levels. This does not appear to detract from the learning that is occurring within the classroom.

21. There is no grouping of children in either Grade level. Rather, the presentations and concepts are taught to the entire group and the individualization comes in at the task level (e.g., different levels of questioning, different lengths of assignments). Learning is a totally shared experience.

22. Constant student and teacher evaluation and re-evaluation are necessary, and have proven to be a tremendous aid for the teacher.

23. The Grade 2 children have adapted very well to five other teachers on a limited rotary basis to accommodate the teacher's extra Grade 7/8 history/geography classes.
24. While a regular split often experiences problems with negative self-image (e.g. high achievers in Gr. 7 paired with low achievers in Gr. 8) there is no such threat to self-image in such a divergent split as the 2/8.

25. The programme has not benefited every child, as much as anticipated.

26. The programme takes a very positive approach that everyone can do well when provided with the right ingredients.

27. It has been beneficial to the programme for the teacher to have had many of the senior students for two or three years.

28. The class could be even more productive if there were 20 students instead of 25.

29. More interaction with other primary teachers would be extremely beneficial in terms of input, and evaluation.

30. It is not necessary to have exceptionally bright senior students in order for the programme to be successful.

31. An additional rotary assignment would not be recommended in conjunction with this kind of assignment for the teacher.

32. The nature of the programme of necessity dictates that the teacher be extremely organized in terms of overall goals and objectives as well as daily routine.

33. This type of assignment is not recommended for every teacher.

34. I believe that this programme provides a viable alternative particularly in compensatory schools.
Appendix VII

Timeline for Development, Implementation and Evaluation of Grade 2/8 Split Class from the file of N. Taylor 1983-1984
General Timeline

March 1983
- First vocalization of a Grade 2/8 split as the possibility of a change in the organizational and programme structure

April 1983
- Polling of senior students to obtain their reaction to a Grade 2/8 split involving them generally favourably disposed
- Serious proposal based on accompanying rationale presented to administrator
- After consideration, administrator offers proposal to staff as an alternative
- Staff rejection of proposal, particularly resistant in the primary division

May 1983
- Continued research refines proposal and change agent lobbies administrator
- Growing undercurrent of opposition by remainder of the staff
- Conflict brought out into the open by administrator who again presents the proposal according to the rationale
- Administrator allows for private one-to-one consultations with interested members of non-teaching and teaching staff

June 1983
- Proposal formally presented
- Proposal collectively rejected.

June 1983
- Total staff meeting convened by administrator
- Decision to adopt proposal imposed

June 1983
- Input into the Grade 2/8 programme provided by Grade 7 students (who would be in grade 8) and Grade 8 students who were familiar with personalities involved
- Input provided by resource person-primary consultant

July-Aug 1983
- Planning by the change agent of curriculum and programme instruction
- Planning also conducted for logistics purposes (e.g. timetabling, seating)
arrangements, appropriate desks, placement of activity centres, etc.)

Sept. 1983
- change to the initial proposal results in the incorporation of lower-level Grade 2 students as opposed to the higher achievers (readiness children and three Grade 1’s from the mainstream)
- change agent requests addition of a Grade 2 student, who is a high achiever, to the programme
- transfer student to the school also added to the class (functioning at Gr. 1, Unit 2)
- PTR now 24:1 as opposed to proposed 20:1
- information letter sent to parents to inform them of the establishment of the class and to extend invitation to come and visit

Sept.-Nov. 1983
- adjustment period
- teacher expectations based on false assumptions required a restructuring of the programme
- monopolization of teacher time by Gr. 2 children also factor in reorganization
- adjustment of timetable and seating arrangements
- monitoring of Grade 2 children’s reactions to student teacher (October)

December 1983
- turning point
- disappearance of behaviour and discipline problems as a major area of concern
- enthusiastic acceptance of role model responsibility by Grade 8 students
- acceptance of tutor model of Gr. 9’s by Gr. 2 children
- shift to positive work habits by the Grade 2 students and autonomous work habits by Grade 8 students
- invitation to staff members of classroom visitation
- supported vocally by administrator
- invitation not accepted
Jan-Apr. 1984 - observation and development period
- ongoing consultations with parents, students, administrators, superintendents, visiting principals, visiting teachers (inter school)

April 1984 - summative evaluation of programme and list of observations noted by change agent
- request by change agent to adopt similar programme for the coming academic year

June 1984 - tentative adoption of a Grade 3/7 class
- adoption of similar proposal in at least one other school for the coming academic year
- distribution and collation of student and parent questionnaires
Appendix VIII

Report submitted by Mr. John Muir
Principal of General Brock School
on the Grade 2/8 and Grade 3/7 Classes
1985
October 1, 1985

Dear Mr. Hyland,

RE: Primary-Intermediate Split Classes

During the 1983-84 and 1984-85 school years a very valuable program was initiated and refined at General Brock School. I refer, of course, to the grade 2/8 class of 1983-84 and the grade 3/7 class of 1984-85. These classes were the brainchild of Mrs. Norra Taylor who no longer teaches at Brock.

It occurs to me that, because no formal evaluation of Mrs. Taylor's teaching was done during those years, that there is no record in her file, or any Board of Education file for that matter, of the excellent benefits resulting from these classes. I hope to remedy that through this brief report to you with copies to Mr. Frank Johnson and to Mrs. Taylor.

The original 2/8 split was created as the staff searched for answers to the multitude of problems evident in a Compensatory school: discipline, student apathy, poor reading results, lack of student self-esteem etcetera. Mrs. Taylor settled on a model based on family grouping and cross-age tutoring to provide solutions to some of these problems. She believed that a spirit of co-operation and caring would develop between two groups of children of diverse ages rather than the spirit of competition which might develop between children in a traditional split grade. If this spirit of co-operation were to develop, then it might follow that self-esteem would build, apathy would decrease, discipline would improve, and learning would take place.
The idea of a primary-intermediate split class was an innovative one and one not easily accepted by a staff unused to change. Suffice it to say that the class was set up and the innovation begun in September 1983.

While I did not do a formal evaluation of Mrs. Taylor and her program during the two years of its existence, I was involved in each step of the program's development through interviews with Mrs. Taylor. I was in and out of her class on a daily basis and, on several occasions, taught the class myself. Therefore, I feel that I was constantly involved in the development, growth and on-going evaluation of both classes.

The first months of the program required a great deal of preparation and experimentation. Mrs. Taylor had begun preparation in the Spring of 1983 and was as well-prepared through reading research and pre-planned lessons as it was possible to be prepared. She found however, that her interaction with the children and their interaction with her and each other required many changes which evolved over the course of the two year duration of the program.

Mrs. Taylor began with positive expectations of both groups. The children were well aware of these expectations because they were given course outlines. Regular bulletins and notes were sent home. A class handbook was created. Regular class meetings were held. Theme units were developed and pupil expectations were outlined from the beginning of work on each unit. The children knew what was expected of them and where they stood at any point in time.

The intermediate pupils in the class had been prepared the year before entering the class. They knew that they were expected to be role models, tutors and mentors, while, at the same time to keep up their own work. Thus their behaviour grew to be exemplary as they set the tone for the primary children.

The primary pupils learned to organize time because they had to work independently and could call on assistance from one another, their intermediate partners or their teacher only at certain times of the day. They learned self-esteem through being accepted as equals during class meetings and later, by going to read to the kindergarten class where they had the opportunity to be role models. The children soon learned to care for one another and to care for themselves. Neither group wanted to let the other down. Each group actually tried to help the other. A relaxed and comfortable learning environment grew within the classroom. Everyone wanted to be there. This class won the monthly
attendance award more than all other classes in the school combined.

Behaviour improved significantly. It was an extremely rare occasion when I had to deal with a behaviour problem from this class. Peer pressure to behave, to use self-discipline and to learn was very much in evidence.

The positive attitude of the children carried over into the homes. Parents were invited to take part in the program late in the first year. They were happy to do so. Parent responses to end-of-the-year questionnaires were extremely positive and encouraging.

Mrs. Taylor had a strong commitment to Language Across the Curriculum. She created a "literate environment" within her class through the use of a classroom library, the reading of classic books to both grades, journal writing every day and high expectations of written work.

Within the class there were many opportunities to make choices, to make decisions and to solve problems. Questions for both grades were at all levels to stretch the minds of all involved.

I was extremely impressed by what I saw happening in these classes. I am grateful that I had the opportunity to be part of this noble "experiment". I am sorry, however that it might be perceived as just an experiment.

Mrs. Taylor must be praised for her creativity, her originality, her dedication and her caring. She performed admirably under trying conditions. She created the best possible learning environment for these children and they responded to it in such a way that, I am convinced, they learned more than they would have in any other traditional classroom setting.

My hope is, that this brief evaluation, along with copies of her own evaluation (available from Mrs. Taylor) will be kept and that somewhere soon we will try this again. There are many excellent teachers in our system. They are all capable of carrying on programs like this. I hope the opportunity and encouragement are there if they care to try.

Yours truly

D. Muir
Principal
General Brock School

cc: Mr. F. Johnson
    Mrs. Norra Taylor
Appendix IX

Candidate's Profile on N. Taylor

Completed January 1987

for Evaluation for Promotion

According to Windsor Board of Education Policy
CANDIDATE'S PROFILE FOR
PRINCIPAL/VICE-PRINCIPAL APPLICANTS

Candidate's Name: Nora Taylor
Present Position: Substitute Leave
Location: Windoro (Phone 9604114) → Jan. til Feb. 10 Australia
Date of Rating:
Time Period on Which the Rating is Based: January 16/67

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
<td>(7/15)</td>
</tr>
<tr>
<td>2. Decision Making</td>
<td>(7/15)</td>
</tr>
<tr>
<td>3. Leadership</td>
<td>(9/15)</td>
</tr>
<tr>
<td>4. Human Relations</td>
<td>(9/15)</td>
</tr>
<tr>
<td>5. School Community Relationships</td>
<td>(7/10)</td>
</tr>
<tr>
<td>6. Organization</td>
<td>(8/10)</td>
</tr>
<tr>
<td>7. Curriculum</td>
<td>(7/10)</td>
</tr>
<tr>
<td>8. Evaluation</td>
<td>(6/10)</td>
</tr>
<tr>
<td>9. Resilience</td>
<td>(5/5)</td>
</tr>
<tr>
<td>10. Dedication</td>
<td>(4/5)</td>
</tr>
<tr>
<td>Total</td>
<td>(75/110)</td>
</tr>
<tr>
<td></td>
<td>68.18%</td>
</tr>
</tbody>
</table>

COMMENTS OF RATER(S):

John Smith
Beverly Kelley
Frank Johnson

COMMENTS OF CANDIDATE:

This report has been reviewed with me.

Nora Taylor

Original Copy: Superintendent of Operations
Copy: Rater(s)
Copy: Candidate

M110m-4
1986-02-07
ret. indef.
COMUNICATION

This aspect of the job involves that complex process where more than 75% of one's active hours are spent listening, speaking and writing in order to allow a free flow of ideas, the quality of which will enable one to make sound decisions affecting people and to establish a climate of trust and respect within the school and community.

<table>
<thead>
<tr>
<th>Planner</th>
<th>Deficient (1-3)</th>
<th>Needs Improvement (4-6)</th>
<th>Meets Job Standards (7-9)</th>
<th>Exceeds Expectations (10-12)</th>
<th>Outstanding (13-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is frequently antagonistic, rude or insensitive when communicating with others.</td>
<td>Frequently shows a lack of tact and understanding when communicating with others.</td>
<td>Demonstrates understanding and tact when communicating with others.</td>
<td>Maintains appropriate and effective communications in all circumstances.</td>
<td>Excels employing a wide variety of communication techniques.</td>
<td></td>
</tr>
<tr>
<td>Communications are often inaccurate, incomplete, unclear or neglected.</td>
<td>Communicates ideas in ways which are unclear or confusing.</td>
<td>Reports essential information to others.</td>
<td>Communicates messages clearly, concisely, accurately and with a purpose that is easily understood.</td>
<td>Articulates ideas in ways that influence and convince others.</td>
<td></td>
</tr>
<tr>
<td>Fails to convey/interpret essential information for self and others.</td>
<td>Frequently misinterprets communication and often responds inappropriately.</td>
<td>Interprets information appropriately when made aware of concerns or problems.</td>
<td>Successfully understands and interprets communications to self and for others.</td>
<td>Effectively employs innovative methods to interpret information for self and others.</td>
<td></td>
</tr>
<tr>
<td>Ignores/block input or over-reacts to it.</td>
<td>Frequently fails to recognize meaningful input and to respond appropriately.</td>
<td>Accepts input and responds appropriately.</td>
<td>Is alert to ways to encourage and improve communications and responds effectively.</td>
<td>Actively seeks information, synthesizes ideas and responds with insight.</td>
<td></td>
</tr>
</tbody>
</table>

Score = 15
### DECISION MAKING

This aspect of the job involves definition of the problem, collection and evaluation of available information, formulation of alternatives, selection of a solution from among the options, and sharing the decision with others as appropriate.

<table>
<thead>
<tr>
<th></th>
<th>DEFICIENT (1-3)</th>
<th>NEEDS IMPROVEMENT (4-6)</th>
<th>MEETS JOB STANDARDS (7-9)</th>
<th>EXCEEDS EXPECTATIONS (10-12)</th>
<th>OUTSTANDING (13-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Base</td>
<td>Makes decisions too quickly or too slowly.</td>
<td>Decisions are often made on the basis of inadequate investigation.</td>
<td>Identifies immediate problems and gathers and evaluates information from appropriate personnel and written sources before deciding.</td>
<td>When appropriate, involves those groups and individuals in the decision-making process who are most likely to be affected by the results.</td>
<td>Seeks and uses effective, creative and innovative ways to arrive at decisions.</td>
</tr>
<tr>
<td>Problem Resolution</td>
<td>Decisions often lead to conflict, turmoil or delay.</td>
<td>Relies almost solely on past precedent, standard or “textbook” solutions to problems.</td>
<td>Satisfactorily resolves problems presented or which occur in normal circumstances.</td>
<td>Resolves problems in ways that gain acceptance and respect.</td>
<td>Displays foresight in anticipating appropriate alternatives to solve problems.</td>
</tr>
<tr>
<td>Risk Taking</td>
<td>Refuses to make decisions unless forced.</td>
<td>Is haphazard and has frequent “crisis” problems to solve.</td>
<td>Informs superior(s) of a significant decision prior to it becoming an issue.</td>
<td>Recognizes the unusual situation which is not covered by the rules and acts responsibly.</td>
<td>Displays courage in making difficult or high risk decisions.</td>
</tr>
<tr>
<td>Implementing Decisions</td>
<td>Is rigid and unyielding once a decision has been made or vacillates irresponsibly during the implementation process.</td>
<td>Overlooks vital details in formulating implementation plans.</td>
<td>Formulates workable implementation plans.</td>
<td>Consistently follows up on the process for implementing a decision.</td>
<td>Consistently inspires the confidence and support of others in implementing decisions.</td>
</tr>
</tbody>
</table>

**Score:** 15
LEADERSHIP

This aspect of the job involves skills needed to meet group members needs. It includes behavior that increases group members' self-esteem and personal worth, group cohesiveness and team spirit, productivity and the achievement of group goals, as well as planning, scheduling, coordinating, problem solving and providing resources. The leader must be a manager, an integrator and a change agent.

<table>
<thead>
<tr>
<th>DEFICIENT (1-3)</th>
<th>NEEDS IMPROVEMENT (4-6)</th>
<th>MEETS JOB STANDARDS (7-9)</th>
<th>EXCEEDS EXPECTATIONS (10-12)</th>
<th>OUTSTANDING (13-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Others</td>
<td>Tends to openly denounce one's way, fighting for rights to the bitter end.</td>
<td>Takes opportunity away from others; is manipulative and impulsive.</td>
<td>Prefers to direct and coordinate the work of others.</td>
<td>Displays great trust and belief in other people; willingly shares and delegates authority and responsibility.</td>
</tr>
<tr>
<td>Ability to Handle Change</td>
<td>Refuses input or suggestions from others; is resistant to change.</td>
<td>Prefers to maintain the status quo.</td>
<td>Accepts innovation if little is risked.</td>
<td>Recognizes the need for change; seizes an opportunity and is quick to act or take a risk.</td>
</tr>
<tr>
<td>Resources</td>
<td>Is stubborn, cold and withdrawn; disengages from situations and waits for others to seek him/herself when differences arise.</td>
<td>Amasses large amounts of facts expecting others to support one's viewpoint.</td>
<td>Makes use of resources; willingly researches to support a position.</td>
<td>Maximizes the use of procedures, policies, logic and facts.</td>
</tr>
<tr>
<td>Social Skills</td>
<td>Is confrontational, ignoring the needs of the organization and other individuals.</td>
<td>Is rigid, inflexible and ambivalent.</td>
<td>Emphasizes a need for adapting and fitting in with others.</td>
<td>Uses social skills and personal charm appropriately and adroitly.</td>
</tr>
</tbody>
</table>

SCORE = 15
This aspect of the job requires sensitivity, understanding and respect for other people's beliefs, feelings and needs. It includes the ability to be fair, diplomatic and tactful when resolving conflict; to be honest, open and supportive in interpersonal relationships; to make the well-being of others the fundamental issue when making decisions or taking action; and to promote the fullest development of each individual. It also includes the ability to demonstrate and to foster positive cultural/ethnic/sex-role attitudes.

<table>
<thead>
<tr>
<th>Conflict Management</th>
<th>Deficient (1-3)</th>
<th>Needs Improvement (4-6)</th>
<th>Meets Job Standards (7-9)</th>
<th>Exceeds Expectations (10-12)</th>
<th>Outstanding (13-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates conflict by degrading &amp; antagonizing others; offends others with biased or tactless treatment.</td>
<td>Avoids conflict or even contributes to it by ignoring issues or deflecting problems elsewhere.</td>
<td>Handles conflict with others to the extent that obvious hostility is avoided.</td>
<td>Resolves conflict by being eminently fair, diplomatic and tactful.</td>
<td>Foresees areas &amp; issues of possible conflict &amp; inspires human cooperation to minimize such conflict.</td>
<td></td>
</tr>
<tr>
<td>Refuses to relate to other people &amp; maintains a remote distance.</td>
<td>Displays a disinterest in others &amp; lacks time to hear about their concerns or needs.</td>
<td>Takes an interest in others.</td>
<td>Relates to others with a friendly and unblased approach.</td>
<td>Exceels in interpersonal relationships by being consistently honest, helpful, open &amp; supportive.</td>
<td></td>
</tr>
</tbody>
</table>

| Listening Skills | Tends to listen, fails to listen, disbelieves the value of others' ideas & feelings as worthless. | Treats others with impatience or disrespect & fails to consider their ideas and feelings. | Listens to others & acknowledges their ideas and needs. | Listens attentively to others & demonstrates a concern for their opinions, needs & attitudes. | Exhibits a high degree of sensitivity, understanding & respect for other beliefs, feelings & needs when making decisions or taking actions. |

| Encouragement Of Others | Discourages the efforts & activities of others & devalues their contribution. | Overlooks the efforts & activities of others & fails to recognize their potential for development. | Acknowledges the accomplishment & activities of others & expresses satisfaction with their efforts. | Encourages & praises the efforts & accomplishments of others; takes an active interest in each individual's development. | Actively seeks opportunities to promote the fullest development of each individual. |

---

**Cultural/Ethnic Sex-Role Attitudes**

<table>
<thead>
<tr>
<th>DEFICIENT (1-3)</th>
<th>MEETS JOB STANDARDS (7-9)</th>
<th>EXCEEDS EXPECTATIONS (10-12)</th>
<th>OUTSTANDING (13-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays open antagonism, through comment and through attitude, toward members of the opposite sex, and/or toward members of other races, religious or cultural background.</td>
<td>Communicates in language that is free of any expressions of racial prejudice and negative sex-role stereotypes.</td>
<td>Demonstrates respect and consideration for all individuals regardless of sex, or cultural, ethnic or religious background.</td>
<td>Facilitates the development of mutual awareness, understanding and appreciation among all racial, cultural or religious groups and between the sexes.</td>
</tr>
</tbody>
</table>

**Score** - 15
This aspect of the job involves the ability to deal with an expanding pool of job-related information. It also includes the ability to utilize time effectively, to organize events, and to allocate resources.

**Organization**

<table>
<thead>
<tr>
<th>DEFICIENT (1-2)</th>
<th>NEEDS IMPROVEMENT (3-4)</th>
<th>MEETS JOB STANDARDS (5-6)</th>
<th>EXCEEDS EXPECTATIONS (7-8)</th>
<th>OUTSTANDING (9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>Fails to meet deadlines.</td>
<td>Completes job responsibilities on time.</td>
<td>Adapts to interruptions and changes without undue loss of efficiency or effectiveness.</td>
<td>Establishes systems for handling routine or recurring matters so that time is freed for more important responsibilities.</td>
</tr>
<tr>
<td>Coordination of Efforts</td>
<td>Rarely delegates tasks to appropriate personnel.</td>
<td>Takes an inconsistent, unpredictable approach to routine or recurring events.</td>
<td>Delegates appropriate tasks to others and demonstrates confidence in their ability to perform them.</td>
<td>Coordinates complex endeavours so that all components function smoothly.</td>
</tr>
<tr>
<td>Resources</td>
<td>Wastes resources.</td>
<td>Misplaces or loses materials essential to job performance.</td>
<td>Organizes work setting so that needed materials are available and accessible.</td>
<td>Identifies needs for resources and plans ahead to have them available.</td>
</tr>
<tr>
<td>Information Networks</td>
<td>Is unaware of information which is needed for carrying out responsibilities.</td>
<td>Ensures awareness of job-related memoranda, documents, procedures, etc.</td>
<td>Maintains systems for making relevant information readily accessible.</td>
<td>Establishes a variety of information networks and reads widely to ensure awareness of professional events or developments affecting areas of responsibility.</td>
</tr>
</tbody>
</table>

**Score = 10**
5.

PARENT/COMMUNITY RELATIONSHIPS

The aspect of this job-related skill focuses on an attitudinal need for the development of the school-community relationship. Involvement and participation.

It has been discussed to a small degree that some of the criteria and the description may not serve the needs of the candidates for various positions. I feel that this applies to this specific criterion.

The classroom teacher or person applying for a vice-principal position would not need many of the following skills, but a vice-principal applying for a principalship would very well need many of these descriptors.

<table>
<thead>
<tr>
<th>Community Participation</th>
<th>DEFICIENT (1-2)</th>
<th>NEEDS IMPROVEMENT (3-4)</th>
<th>MEETS JOB STANDARDS (5-6)</th>
<th>EXCEEDS EXPECTATIONS (7-8)</th>
<th>OUTSTANDING (9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refuses to participate in programs which involve parents and/or the community.</td>
<td>Solicits community participation in a limited number of student programs when directed to do so.</td>
<td>Usually solicits community participation in some student programs.</td>
<td>Actively involved in soliciting community participation.</td>
<td>Demonstrates leadership in soliciting community participation in a wide variety of student programs and parent activities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilizing Community Resources</th>
<th>DEFICIENT (1-2)</th>
<th>NEEDS IMPROVEMENT (3-4)</th>
<th>MEETS JOB STANDARDS (5-6)</th>
<th>EXCEEDS EXPECTATIONS (7-8)</th>
<th>OUTSTANDING (9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is unaware of community resources to facilitate school programs.</td>
<td>Uses community resources only when approached.</td>
<td>Participates in programs that utilize community resources.</td>
<td>Provides opportunities for students to utilize community resources.</td>
<td>Exceeds in providing meaningful opportunities for students to experience applied learning in numerous community settings.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating School and Board Philosophy</th>
<th>DEFICIENT (1-2)</th>
<th>NEEDS IMPROVEMENT (3-4)</th>
<th>MEETS JOB STANDARDS (5-6)</th>
<th>EXCEEDS EXPECTATIONS (7-8)</th>
<th>OUTSTANDING (9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to give adequate information on school and Board philosophy regarding programming.</td>
<td>Rarely communicates Board and school philosophy to parents.</td>
<td>Communicates essential philosophy to parents as directed.</td>
<td>Informs parents of the philosophy behind board and school educational programs.</td>
<td>Uses a wide variety of effective approaches to communicate the philosophy of the Board's and school's programs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creative Ideas to Involve Public</th>
<th>DEFICIENT (1-2)</th>
<th>NEEDS IMPROVEMENT (3-4)</th>
<th>MEETS JOB STANDARDS (5-6)</th>
<th>EXCEEDS EXPECTATIONS (7-8)</th>
<th>OUTSTANDING (9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resists any suggestions or ideas that would involve public participation in the school.</td>
<td>Is reluctant to involve the public within the school.</td>
<td>Involves the public within the school only when asked.</td>
<td>Encourages others to initiate ideas to involve the community in the school.</td>
<td>Initiates creative techniques to involve the public in the school.</td>
<td></td>
</tr>
</tbody>
</table>

SCORE = 10
### CURRICULUM

This aspect of the job involves the ability to successfully develop, implement, evaluate and deliver curricula. It also includes the ability to accurately and effectively assess student achievement in the areas of cognitive, affective and psycho-motor skills.

<table>
<thead>
<tr>
<th></th>
<th>DEFICIENT (1-2)</th>
<th>NEEDS IMPROVEMENT (3-4)</th>
<th>MEETS JOB STANDARDS (5-6)</th>
<th>EXCEEDS EXPECTATIONS (7-8)</th>
<th>OUTSTANDING (9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development</td>
<td>Refuses to participate in professional development activities on curriculum skills.</td>
<td>Resists carrying out curriculum development and implementation at the school level.</td>
<td>Carries out the development and implementation of curriculum effectively and makes effective use of assistance and guidance from resource personnel and the principal.</td>
<td>Participates in curriculum development and implementation at a system or school level with energy and enthusiasm.</td>
<td>Demonstrates leadership on system and/or provincial curriculum committees in the area of curriculum development or develops and implements innovative curriculum in the school which is later adopted by the system.</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Delivery</td>
<td>Resists suggestions or advice for improvement in curriculum delivery.</td>
<td>Requires continuous assistance and supervision in order to effect minimally satisfactory curriculum delivery.</td>
<td>Maintains good standards in curriculum delivery but does not initiate change for improvement.</td>
<td>Readily accepts suggestions for improving curriculum delivery and is able to successfully implement these suggestions.</td>
<td>Successfully conducts professional activities in the curriculum skills area at a system or school level.</td>
</tr>
</tbody>
</table>

**H10J**

1986-01-30

Ret. Indef.
<table>
<thead>
<tr>
<th>Curriculum Cont'd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing</td>
</tr>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Achievement</td>
</tr>
<tr>
<td>Deficient (1)</td>
</tr>
<tr>
<td>Refuses to keep adequate records of student progress.</td>
</tr>
<tr>
<td>Needs Improvement (2)</td>
</tr>
<tr>
<td>Keeps inadequate records of achievement of student progress.</td>
</tr>
<tr>
<td>Meets Job Standards (3)</td>
</tr>
<tr>
<td>Keeps accurate and adequate records of student achievement.</td>
</tr>
<tr>
<td>Exceeds Expectations (4)</td>
</tr>
<tr>
<td>Uses a variety of effective assessment techniques to evaluate student achievement.</td>
</tr>
<tr>
<td>Outstanding (5)</td>
</tr>
<tr>
<td>Evaluates the affective and psycho-motor areas as well as the cognitive domain in assessing student achievement.</td>
</tr>
</tbody>
</table>

Score = 10
### EVALUATION

This aspect of the job involves the ability to evaluate situations, procedures, individuals and oneself fairly, accurately and consistently. It includes the ability to establish achievable goals and criteria for assessment, the expertise to collect and analyze data from a variety of sources and the vision to respond and plan future actions and to share and implement these plans with others.

<table>
<thead>
<tr>
<th></th>
<th>DEFICIENT (1-2)</th>
<th>NEEDS IMPROVEMENT (3-4)</th>
<th>MEETS JOB STANDARDS (5-6)</th>
<th>EXCEEDS EXPECTATIONS (7-8)</th>
<th>OUTSTANDING (9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting</td>
<td>Rejects the need to establish goals and criteria prior to the evaluation process.</td>
<td>Establishes goals and criteria which are unachievable and unrealistic.</td>
<td>Establishes goals and criteria when instructed to do so.</td>
<td>Establishes goals and criteria which are realistic and achievable.</td>
<td>Establishes goals and criteria which challenge self and others to strive for excellence.</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Refuses to consult others and collect and analyze information from a variety of sources.</td>
<td>Considers a narrow range of opinions and information sources.</td>
<td>Tests and analyzes data as frequently as mandated and with sources of information and techniques that are provided.</td>
<td>Seeks out and considers a wide variety of information sources; tests and analyzes data with accuracy and insight.</td>
<td>Creates reliable and valid measurement and analysis techniques; searches for unusual and unusual information sources.</td>
</tr>
<tr>
<td>Implementation of Change</td>
<td>Resists responding to evidence which indicates a need for change or improvement.</td>
<td>Inconsistently responds to evidence and takes action for change or improvement only when pressured by a superior.</td>
<td>Responds to need for change or improvement only when required in order to meet performance standards.</td>
<td>Recognizes the need for change in self and others based on evaluation results and plans realistically for future actions.</td>
<td>Develops strategies for changes and improvement based on evaluation results plans, implements and follows up on immediate and future actions.</td>
</tr>
<tr>
<td>Working With Others</td>
<td>Refuses to share information with others who may benefit.</td>
<td>Seldom assists others to improve.</td>
<td>Works and plans with others as directed.</td>
<td>Works positively and cooperatively with others to remedy problems and improve performance.</td>
<td>Appreciates and reinforces excellent achievement in others; inspires &amp; actively assists others to remedy problems &amp; improve performance.</td>
</tr>
</tbody>
</table>

**Score:** 10
RESILIENCE

This aspect of the job involves the ability to recover from or adjust to change as well as withstand stress, shock, disappointment, criticism or other negative events. The ability to call upon reserves of energy during periods of high demand or strain is one indicator of this criterion. Attendance is viewed as one indicator of this ability but raters must keep in mind that it is the pattern of attendance over the previous five (5) years that is to be used. Unusual circumstances (injury, surgery, pregnancy related, etc.) are not to be considered indicative of general attendance patterns.

<table>
<thead>
<tr>
<th>Handling Change</th>
<th>NEEDS IMPROVEMENT (2)</th>
<th>MEETS JOB STANDARDS (3)</th>
<th>EXCEEDS EXPECTATIONS (4)</th>
<th>OUTSTANDING (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently refuses to cooperate in the implementation of a change and is constantly critical of the system which requires it.</td>
<td>Usually resists change.</td>
<td>Cooperates in the implementation of a change and does what is required.</td>
<td>Recognizes the positive potentials of a change and actively seeks ways to reinforce and enhance them.</td>
<td>Initiates meaningful change and inspires the active cooperation of others in implementing it.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Is frequently absent.</td>
<td>Is often absent.</td>
<td>Has a good attendance record.</td>
<td>Is consistently present.</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Usually responds to stress by “taking it out” on others.</td>
<td>Often responds to stress through inappropriate displays of emotion.</td>
<td>Keeps the effects of stress under control and does not allow them to influence behaviour on the job.</td>
<td>Analyzes the causes of stress and takes steps to alleviate it.</td>
</tr>
<tr>
<td>Handling Criticism</td>
<td>Blames others for criticism, failure or disappointment and reacts in an aggressive, hostile manner.</td>
<td>Makes excuses for criticism, failure or disappointment and reacts by withdrawing.</td>
<td>Accepts criticism, failure, or disappointment and is willing to renew efforts.</td>
<td>Appraises the reasons for criticism, failure or disappointment and chooses an appropriate course of action to remedy the problem where possible.</td>
</tr>
</tbody>
</table>

SCORE = 5
**DEDICATION**

This aspect of the job involves the amount of personal responsibility taken for the completion of tasks, the amount of work done without supervision, the willingness to put in extra effort, and commitment to professional development.

<table>
<thead>
<tr>
<th>Action Taken</th>
<th>DEFICIENT (1)</th>
<th>NEEDS IMPROVEMENT (2)</th>
<th>MEETS JOB STANDARDS (3)</th>
<th>EXCEEDS EXPECTATIONS (4)</th>
<th>OUTSTANDING (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td>Refuses to participate in job-related extra-curricular activities.</td>
<td>Usually does not initiate action.</td>
<td>Takes action on all tasks which are identified as part of the job.</td>
<td>Takes action on problems even when superior is not available.</td>
<td>Initiates action even when an element of risk is involved.</td>
</tr>
<tr>
<td>Improvement</td>
<td>Completes tasks only with frequent and close supervision.</td>
<td>Neglects aspects of the job he/she is not interested in.</td>
<td>Completes tasks even without specific instructions and supervision.</td>
<td>Conceives and carries through tasks on own initiative.</td>
<td>Initiates innovative ways to advance educational goals.</td>
</tr>
</tbody>
</table>

**Score:** 5

M110J
1986-01-30
Ret. Indef.
GUIDELINES FOR JUDGING PERSONAL COMMITMENT

Candidates should be aware of the following:

1. Evaluators will be most interested in details about each candidate's level of involvement (responsibility/leadership), the degree of involvement (time investment) and evidence of community work that reflects leadership development.

2. Some variety of involvement is desirable.

PROFESSIONAL AND/OR FEDERATION INVOLVEMENT

- member of curriculum writing and revision committees (school, Ministry, Federation or Board)
- member of executive of professional association
- presenter - seminar, workshop or conference
- active member in professional organizations related to job
- participant in task force
- member of system committees
- teacher of Ministry or University courses
- associate teacher
- author of published articles
- completion of non-credit, professionally-related courses
- representative on Federation committees (eg. negotiating committee, etc.)
- member of executive position(s) in Federation (local or provincial)
- member of Teacher Board Complement Committee, Teacher Board Relations Committee or Joint Relations committees
- branch president in a secondary school
- school representative or key teacher - in an elementary school
- delegate to provincial assembly (annual meeting) or other out of school conferences
- other
SCHOOL/SYSTEM LEVEL AND/OR COMMUNITY INVOLVEMENT

School/System level involvement may include: sponsorship of extra curricular activities (e.g. coach, interest groups, clubs, house leagues, choir, electives, science fairs, oral communications. P.A. day(s), presenter or organizer of committee work, graduation awards, student council, dances, yearbook, etc. System level involvement may include organization of conferences, workshops, contests, meets, leadership of committees, initiation of programs, etc.

Organizer of innovative program(s).

Community involvement may include: participation, involvement and demonstrated leadership in agencies, committees, activities, etc. that the candidate feels have contributed to the development of those qualities/skills that will enable him/her to successfully fill the position for which he/she is applying.

The members of the Selection Committee will individually determine what value he/she will give to the Vita in making the selection decisions.
Appendix X

Evaluation Report on N. Taylor

by Mr. D. Cowan, Vice-Principal

Glenwood School,

March 1985
1986-03-19

Mrs. Norra Taylor
Teacher
GLENWOOD ELEMENTARY SCHOOL

Dear Norra,

This letter pertains to my visitation to your room on Monday, March 17, and Tuesday, March 18th.

In our pre-conference we discussed many areas of your Language Arts programme, particularly those areas led to student evaluation. You also provided me beforehand with copies of the following:
  i) your personal goals and objectives
  ii) your personal philosophy of education
  iii) classroom management techniques
  iv) copies of your class newsletters
  v) sample theme units to be developed
  vi) samples of student work.

I would like to begin by stating that I found the above documents to be extremely well-planned and informative to me as well as your students and parents. The information gave me a clear understanding of the techniques you use to provide a total education for your students.

It is certainly evident that the evaluation of your students is done by implementing a wide variety of techniques to arrive at a fair mark for each term. Some of these techniques were:
  i) interdependent tests  vi) diagrams
  ii) reading tests  vii) projects
  iii) title pages  viii) essays
  iv) word lists  ix) bonus activities
  v) assignments

Pupils certainly have the opportunity to excel in many ways to obtain a satisfactory grade. They must feel relatively secure to know that they can be successful in some or all of these methods.

In our pre-conference you mentioned some real concerns about your pupils having a lack of independent work habits. I would tend to think that your homeroom class has been particularly fortunate to excel in just that area. Your language arts programme, especially being theme oriented, provides the students the opportunity to practise continually the mastery of independent skills. As the year progresses, I am sure...
that each of your pupils will have mastered parts of this skill. I suggest that you continue to use a theme approach which will result in many acquiring this necessary skill.

During my visits to your classroom, I was immediately aware of the keenness and enthusiasm shown by the class. In keeping with your goals and objectives you introduced the Easter theme with a story called "The Fall of Freddy the Leaf". Through discussion the moral of the story, a reason for being, was examined. I particularly noticed the way you handled the religious concept of the story and your sensitivity towards those students who do not celebrate Easter the way most of us do.

Through careful planning and questioning, the students developed a framework for this unit. Some of their ideas consisted of the following: 1) writing a play; 2) painting eggs; 3) writing poems; 4) making Easter cards; 5) storybook/compositions.

It is evident that your class is eager to participate in the academic activities as well as the "fun" activities of these themes. The fact that your Language Arts activities (Spelling, reading, writing) center around a simple theme, bears witness to the total learning environment already established.

Your math class centered around a review sheet on the addition, subtraction, multiplication and division of fractions. Each student was involved in the process and difficulties were taken care of as each concept was reviewed. The purpose was to prepare the class for the next unit on decimals.

It is so important for our students to see and understand the correlation between fractions and their decimal equivalents. Your skill at long range planning should assist the supply teacher in reinforcing this concept during the month of April.

The use of the "hurricane maker" really brought the house down with curiosity and instant interest. I am sure the class will associate hurricanes with this apparatus for many years to come. Through pupil discussion, many characteristics of a hurricane were reinforced such as its clockwise rotation and the fact that they start over water. The end product of this demonstration was to create a poem on "Harry Hurricane". I am sure the results will indicate the amount of interest you established in this lesson. The only suggestion I would offer is to make sure all your pupils are listening to what you have to say. I know that you have been extremely diligent in your pursuit of offering a worthwhile science program. In a short span you have acquired through your personal readings much knowledge about various science curricula. Your students should tune in on what you have to offer.

In summary, I believe that the statement of your goals and objectives have been successfully measured against the performance of your classroom expectations. You do set high standards for yourself and consequently much is rubbed off on many of your students. I do hope that you find time for yourself in amongst your many professional duties.
Mrs. Norra Taylor

When you return from your sabbatical, I hope that your assignment will be in your area of expertise (History and Geography).

If I can be of any assistance in the future, do not hesitate to see me.

Sincerely,

Doug Cowan
Vice-Principal

CC: Mr. Frank Johnson
Superintendent of Instruction
WINDSOR BOARD OF EDUCATION
Appendix XI

Summary of Attendance Records for 1983-84 and 1984-85 for General Brock School
### SUMMARY OF ATTENDANCE RESULTS

<table>
<thead>
<tr>
<th>CLASS #</th>
<th>MONTH</th>
<th>CLASS %AGE</th>
<th>SCHOOL %AGE</th>
<th>CLASS STANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Sept/83</td>
<td>95.89</td>
<td>96.28</td>
<td>7/15</td>
</tr>
<tr>
<td>25</td>
<td>Oct/83</td>
<td>95.80</td>
<td>95.66</td>
<td>7/15</td>
</tr>
<tr>
<td>25</td>
<td>Nov/83</td>
<td>97.43</td>
<td>94.17</td>
<td>2/15</td>
</tr>
<tr>
<td>24</td>
<td>Dec/83</td>
<td>96.78</td>
<td>94.56</td>
<td>2/15</td>
</tr>
<tr>
<td>24</td>
<td>Jan/84</td>
<td>95.73</td>
<td>93.45</td>
<td>3/15</td>
</tr>
<tr>
<td>25</td>
<td>Feb/84</td>
<td>91.20</td>
<td>n/a</td>
<td>4/15</td>
</tr>
<tr>
<td>26</td>
<td>Mar/84</td>
<td>96.59</td>
<td>n/a</td>
<td>1/15</td>
</tr>
<tr>
<td>26</td>
<td>Apr/84</td>
<td>95.34</td>
<td>93.71</td>
<td>6/15</td>
</tr>
<tr>
<td>26</td>
<td>May/84</td>
<td>91.30</td>
<td>n/a</td>
<td>6/15</td>
</tr>
<tr>
<td></td>
<td>Jun/84</td>
<td>data not available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Sept/84</td>
<td>99.55</td>
<td>97.47</td>
<td>1/16</td>
</tr>
<tr>
<td>21</td>
<td>Oct/84</td>
<td>98.02</td>
<td>95.63</td>
<td>1/16</td>
</tr>
<tr>
<td>21</td>
<td>Nov/84</td>
<td>98.86</td>
<td>91.90</td>
<td>2/16</td>
</tr>
<tr>
<td>23</td>
<td>Dec/84</td>
<td>97.60</td>
<td>92.26</td>
<td>1/16</td>
</tr>
<tr>
<td>21</td>
<td>Mar/85</td>
<td>94.28</td>
<td>90.21</td>
<td>1/16</td>
</tr>
<tr>
<td>21</td>
<td>Apr/85</td>
<td>97.26</td>
<td>91.70</td>
<td>1/16</td>
</tr>
</tbody>
</table>

Data for other months not available.
Appendix XII

Goals and Objectives

for Primary-Intermediate Class

from the file of N. Taylor

1984
Personal Goals and Objectives - 1984

Goal #1

To create an atmosphere that is relaxed and comfortable to the extent that the children enjoy being here.

This will be accomplished in several ways:

a) decorating the room in a colourful and attractive manner
b) encouraging the children to talk about themselves and their families
c) providing a selection of quiet, soothing music
d) avoiding any discipline-related teacher outbursts
e) eliminating, to a degree, stress-related pressure situations for the children
f) removing the use of detentions as a negative consequence that carried with it the connotation that extra time in school is a punishment

Behavioural Objective:

The children will demonstrate their enjoyment of the classroom by:

i) taking advantage of early entry times
ii) attending school promptly and regularly
iii) using recess time to remain in class voluntarily
iv) participating willingly in classroom activities
v) exhibiting positive, enthusiastic behaviour
vi) remaining voluntarily after school to work or conference or play

Goal #2

To create a literate environment within the classroom. This will be accomplished in several ways:

a) displaying a multitude of children's literature selections (including classics, short stories, poetry, fairy tales) to be available throughout the classroom and appealing to all age levels
b) reading orally to the children daily
c) setting aside a block of 20 minutes daily for USSR
d) setting aside a block of time daily for SWISH
e) encouraging written responses to negative behaviours
f) displaying and utilizing different printed material

g) rewarding individual book list accumulations

h) allowing designated time for sharing student stories

i) "booking" children's selections

j) Participating in all writing and reading assignments on a personal level comparable to that of the children

k) responding in print to children's SWISH and writing efforts

l) treating notes in all subject areas as part of the creative writing programme

m) encouraging children to type their stories

n) arranging a programme in which the Grade 2 children can read twice a week to the Kindergarten children

o) pairing children for purposes of proofreading

p) teaching reading strategies and writing techniques only in an informal direct manner

q) encouraging the reading of various printed materials (such as magazines, newspapers, reference books, text books, kits) by organizing activities that make use of such media

r) instituting student readings as part of the regular programme

s) decreasing the use of worksheets and written literature assignments (in the first term) that emphasize the "teaching of skills" to the detriment of reading for the sake of reading

t) arranging the opportunity and time and motivation for children to write formally as well as informally every day

u) instituting the use of student-created spelling dictionaries as personal reference records

v) developing writing skills by writing class notes, thank you's etc.

w) allowing children to type out their stories

Behavioural Objective:

The children will demonstrate a positive response to a literate environment by -

i) completing a heavy workload of 5 compositions a week

ii) applying writing skills to individual content discipline notes

iii) making optimum use of USSR

iv) showing continued development in daily SWISH entries

v) maintaining individual reading lists with a ratio of 3 to 10 books per week

vi) utilizing various media for research projects
vii) adopting personal reading as a personal choice during activity time
viii) monitoring the types of questions and responses of other children
ix) displaying pride in maintaining neat, complete notebooks as a source of personal literacy
x) caring enough about their own writing to develop proofreading skills
xi) contributing or lending personal books to the classroom library
xii) talking to each other during language related activities

Goal #3

To help the children arrive at an awareness and acceptance of positive social attitudes and behaviours. This will be accomplished in several ways:

a) remaining consistent in the approach to discipline problems
b) rewarding positive behaviour with hugs, kisses, stickers, certificates, etc.
c) arranging for a variety of out-of-school experiences to help children test the validity of certain social behaviours
d) encouraging the children to talk about (and write about) inappropriate behaviours and their effects on others
e) disallowing the use of such vocabulary as (shut up, stupid, jerk, etc) that is derogatory in any way
f) modelling this type of behaviour for the children
g) incorporating social aspects of the children’s lives into classroom programs
h) apologize when mistakes are made (children and teacher)
i) attempting to cultivate patience in such a way that loss of control does not occur
j) conferencing with children who have exhibited inappropriate behaviour
k) creating classroom situations conducive to socialization processes
l) allowing the children to talk while they are working

Behavioural Objectives

The children will demonstrate growth in acceptable social behaviour by -
1) apologizing when they have made a mistake  
2) accepting negative consequences graciously as a response to inappropriate behaviours  
3) employing common codes of courtesy (please, thank you, etc)  
4) working together to complete assigned tasks  
5) helping others who may be having problems with their work  
6) sharing personal materials with each other  
7) co-operating with each other on the playground and field trips  

Goal #4  

To encourage situations that require choice, problem-solving and decision making by the students. This will be accomplished in several ways:  

a) conducting democratic class meetings at regular intervals  
b) responding to children's questions with questions  
c) employing higher level (Bloom) questions that are divergent in nature  
d) organizing theme units in such a way that the children may choose the order in which to complete activities and the depth to which they wish to answer assignment questions  
e) allowing children "free" time on a regular basis so that they can choose appropriate activities  
f) initiating lessons, but allowing the children to direct the way in which the learning will occur.  
g) making optimum use of the DRTA strategies in all academic areas  
h) offering a series of homework alternatives  
i) organizing individual timetables for children so that they can determine their schedule of theme workload  
j) incorporating specific pupil problems into formal lessons  

Behavioural Objective  

The children will demonstrate continued competence in the areas of making choices, problem solving and decision making by -  

a) participating actively in the class meetings  
b) contributing items to agenda for class meetings  
c) offering oral and written responses to problems posed  
d) making effective use of individual work time  
e) completing theme work at their own level
f) varying the choice of activities during free time
g) completing homework activities consistently

Goal #5

To facilitate the child's organizational abilities and pride in work in such a way that these skills become part of his/her innate character. This will be accomplished in several ways:

a) providing attractive covers for notebooks
b) providing children with a student handbook that demonstrates the general organization of the classroom and the program
c) allowing a 5 minute clean-up time at the end of each day to tidy individual desks and classroom appearance
d) posting a schedule of student responsibilities and monitoring
e) maintaining an organized and tidy teacher desk
f) listing activities to be completed, in a series
g) maintaining an up-to-date homework pad
h) distributing individual memo pads for children to record daily homework tasks
i) modelling neat notebook work
j) reading and commenting on every page of work a child does
k) rewarding good notebook effort with attractive stickers
l) appearing to always be in control of classroom situations
m) having all materials and lessons prepared in advance
n) demonstrating, by modelling and through use of a classroom calendar, the importance of keeping a personal record of activities

Behavioural Objective:

The students will demonstrate increased organizational skills by -

i) having appropriate materials available at all times
ii) completing homework assignments consistently
iii) maintaining a neat, orderly desk area and classroom
iv) maintaining attractive, neat notebooks
v) keeping a personal record of activities and/or assignments

Goal #6
To facilitate the development of a positive self-image in each individual child. This will be accomplished in several ways.

a) encouraging all children to participate in classroom activities, whether or not work is completed
b) providing several opportunities for role playing and drama in the classroom
c) arranging opportunities for children to perform in front of large, often unfamiliar, audiences
d) organizing a great variety of field trips to allow children to enlarge their concept of the world and themselves in it
e) making at least one positive comment to each child daily
f) inviting parents and/or brothers and sisters to participate in activities which will highlight the child's talent
g) caring for the low level needs (Maslow) of the children as much as possible
h) reminding the children daily how important and unique they are with verbal and written comments
i) greeting the children every day when they come into the class
j) writing the children thank you notes for special behaviour
k) personally calling home if a child is absent
l) sending flowers to a child who is ill for more than a week
m) celebrating each child's birthday with cake and cards
n) sending special "telegrams" home, applauding appropriate behaviour
o) refraining from losing patience with a child when he does not reach the level of my expectations

Behavioural Objective:

The students will demonstrate increased self-confidence and improved self-image by -

i) performing and participating in special drama situations enthusiastically, having prepared on their own
ii) reciprocating comments on positive performances
iii) taking risks by volunteering answers and ideas consistently in discussions
iv) assuming gradually, through the year, a leadership role in the classroom where the teacher then becomes facilitator
v) writing expressively (in SWISH) in a way that is ego-enhancing, not self-depracating
vi) demonstrating pride and pleasure when meeting with success
vii) encouraging his peers to follow his example
viii) exhibiting a happy, pleasant attitude
ix) responding positively, without embarrassment, to visitors to the class
x) accepting responsibility for behaving and responding positively to other teachers and people in authority

Goal #7

To facilitate the academic learning of the children. This will be accomplished in several ways:

a) preparing general units of work, accompanied by more specific lesson plans
b) integrating the various subject areas into theme units
c) providing a variety of resource materials
d) eliminating the teaching of formal grammar and formal spelling lessons
e) serving as a resource person
f) compiling a list of the various cognitive concepts presented
g) administering a series of tests on certain content material
h) providing a variety of tasks at all levels (Bloom) so that each child may enjoy success while progressing at his/her own pace

Behaviour Objective

The children will demonstrate their cognitive development by-

i) participating at an informal level in discussions on specific academic topics
ii) completing homework assignments that require cognitive information
iii) utilizing the resource materials to record accurate, complete information with explanations
iv) completing assigned tests with satisfactory results.
The delineation of these goals has been a revelation for me. It has made me aware that teaching is the ability to open up a child's mind so that he/she can explore different areas and reach his/her full potential. The art of teaching involves detailed preparation, organization and development of questioning, and sequencing of activities in such a way that a child is led to the point where he wants to discover himself.
Appendix XIII

Correspondence on Goals and Objectives

1984

Mrs. Norra Taylor,
General Brock School.

Dear Norra:

I've just read your brief on teachers and learning. This kind of professional soul searching is what I long for in the development of our staff. Thanks for making the effort and for sharing with me.

I must find the time to talk with you. I want to discuss some of your philosophy but also the overall concept of self evaluation and goal setting.

We probably won't accomplish this before Christmas, but in the new year I'm hoping to make some tapes of conversations with teachers about this kind of thing. Keep prodding me please.

Merry Christmas to you too.

Sincerely,

Frank C. Johnson
Superintendent of Instruction.
PLEASE ENCOURAGE GOAL SETTING

I'm making a New Year's Resolution to be more positive about goal setting. I've decided I'm for
t and that it really does make an impact on teaching. Teachers are beginning to try it out
and they tell me it gives them a renewed awareness of what it's all about. It helps them re-
evaluate and even alter perceptions based on several years of teaching. Classroom problems
are being eliminated and philosophies of a teacher's role are evolving. Here's a sample
of one teacher's effort and I think it's tremendous. There are seven broad goals and for each
goal she has listed six or seven ways the goal is to be accomplished as well as different

Only have space here for the goals. I'm sure the exercise took hours of thought but oh
how the pupils will benefit! Maybe I can use some future "ideas" to share samples of "ways
to accomplish" and "evidences of response." It's even more thrilling to note that this
exercise was not undertaken by a new teacher. This teacher in fact has more than 10 years
experience.

GOALS

1. To create an atmosphere that is relaxed and comfortable to the extent that the pupils enjo.
   being there.
2. To create a literate environment within the classroom.
3. To help the pupils arrive at an awareness and acceptance of positive social attitudes
   and behaviours.
4. To encourage situations that require choice, problem solving, and decision making by
   the students.
5. To facilitate the child's organizational abilities and pride in work, in such a way
   that these become part of the innate character.
6. To facilitate the development of a positive self image in each individual pupil.
7. To facilitate the academic learning of the pupils.

I simply must share with you as well the concluding paragraphs written by our teacher contributor.

It is recognized that some children need more direction than others, depending on their skills
It is the job of the teacher to identify, make allowances and nurture.

To those who would condemn this overall statement of goals as showing too little regard for the
basics, the reply is simple. Long after a child has forgotten the difference between a rhombus
and a trapezoid, he will carry with him the ability to analyze, synthesize and evaluate.
He will be critical thinker, able to make decisions, to contribute to society and to adapt to
any situation with which he will be faced. He will be a learner, independently responsible
for his own learning.

That is the essence of education. It is not to accumulate an unlimited number of isolated
facts. However the child who has learned and practised and retained the necessary skills
cannot help but learn basic concepts in reading, writing, mathematics and social sciences.

To be a self-motivated, self-actualizing individual is the highest level of existence. This
statement of goals aims at the achievement of that level for my children. In spite of the
few nagging doubts that remain when one abandons a structure adhered to for a decade, I make
no apologies.

Frank Johnson
Appendix XIV

Student Contract and Handbook

prepared by N. Taylor 1983
Student Contract

Having read my student handbook and shared it with my parents, I understand that a great deal is expected of me this year.

I will make every effort to make the classroom a pleasant place in which to work.

I will work hard to develop and improve my independent work habits.

I will make every effort to prepare properly for tests.

I will maintain my books in good order and take pride in my work.

I will question whatever I don't understand, knowing there is always someone willing to help.

I will offer assistance to anyone in the classroom who may require help.

I will complete all assignments and projects promptly and to the best of my ability.

I will assist my teacher in the academic and personal development of my classmates.

Student ........................................

Parent ...........................................

Teacher ........................................
1. We will not do or say anything that would hurt or disturb someone else.

2. We will complete all of our work on time, and as neatly as possible.

3. We will try to spend some time every night doing homework or review.

4. We will try to take more responsibility for our own work and depend less on the teacher.

5. We will be good students of Brock School, setting the best example we can when in community or involved in a school activity.

<table>
<thead>
<tr>
<th>NEGATIVE CONSEQUENCES</th>
<th>POSITIVE RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) loss of early entry</td>
<td>a) an enjoyable atmosphere</td>
</tr>
<tr>
<td>b) detention</td>
<td>b) activity time after school</td>
</tr>
<tr>
<td>c) loss of participation in class lunch</td>
<td>c) early entry</td>
</tr>
<tr>
<td>d) principal's visit-contact parents</td>
<td>d) extra field trips</td>
</tr>
<tr>
<td>e) send home</td>
<td>e) class lunches</td>
</tr>
<tr>
<td>f) celebration days</td>
<td>g) Top Dog Lists</td>
</tr>
<tr>
<td>g) send home</td>
<td>h) Lots of hugs</td>
</tr>
</tbody>
</table>

These rules and results are always open for general discussion during our class meetings. Try to remember that rules are to serve as a guide - what we want is for everyone to develop self-discipline.
Becoming More Responsible

To help you become more independent in your learning, the following guidelines and activities are provided:

1. Homework assignments will usually be given on a weekly basis (with some exceptions). You must look at your work load, determine the order in which you will complete your tasks, and how much time you will spend on each task.

2. Make use of class time to work on assignments and talk with other students and share ideas.

3. Use your early entry times and quiet time period to catch up on work that may be incomplete.

4. Turn in work to me only after you have checked it, and two other people have also read it and checked it. This way, your work should be as perfect as you and your friends can make it.

5. Keep a running record of the books that you have read, for enjoyment as well as for assignment.

6. Make special presentations to the class on topics you have researched.

7. Design (in draft form to be approved) a bulletin board that you will put up, to be changed every 3 weeks.

8. Take over the chairing of class meetings.
1. Certain activities are a required part of our programme, which are scheduled in at regular times:

   a) silent reading  
   b) quiet time  
   c) SWISH  
   d) math lessons  
   e) music  
   f) gym  
   g) library and French

2. All other areas are very flexible, and depend on themes or ideas being studied. This usually means the integration, or mixing together, of the following subjects:

   a) reading  
   b) writing (and booking)  
   c) science  
   d) social studies (history and geography)  
   e) art

3. There are 3 major advantages that we enjoy in the classroom, to help us learn:

   a) a listening/taping centre  
   b) hands on materials related to our units of work  
   c) a very wide selection of books, including excellent examples of children's literature, and informative research-type books and magazines.

4. We also have the distinct advantage of having each other as important sources of information, and as helpers.
Quiet time activities may include any of the following:

- silent reading
- writing
- catching up on unfinished work
- colouring and/or drawing
- puzzles
- lite-brite
- extra math papers
- individual games

During your activity time, you may do any of the above, as well as the following:

- reading to each other
- listening to the tapes or records
- playing one of the co-operative games
- playing store
- drilling with the math flash cards
- doing a special project
- making up a play or story to act our
- playing with the play doh, or other crafts

The following tasks must be completed every week:

- turn in each subject notebook to be marked (see list)
- turn in SWISH daily
- complete one booking story
- math work as assigned
- current events stories (3)
- one letter to any teacher
- one letter to parents
- one small project (of your choice) with your partner
- fill in one goal sheet (see attached)
- fill in one performance report
- contribute to the weekly parent report
Notebook Rules

1. All notebooks will be covered and labelled appropriately.

2. All notes will have a title which will be underlined in red ink.

3. All notes will be page numbered and dated.

4. All notebooks will include a table of contents page, and a title page.

5. All notes, except math, will be done in ink.

6. All notes will be written in good sentence form, unless otherwise specified.

7. All diagrams and maps will be coloured and labelled according to instructions given.

8. All notes will be completed and checked at the end of each week.

9. History, geography and science notes must be kept in a 3-ring binder.
Weekly Requirements

The following tasks will be completed and checked weekly:

1. 5 SWISH entries (each of 1 page minimum)
2. 5 creative writing assignments,
3. one history assignment and regular notes
4. one geography assignment and regular notes
5. five (5) tutorial comment sheets
6. one book report (formal)
7. one book summary (informal)
8. 4 mathematics assignments and notes
9. 15 vocabulary words
10. 3 literature lessons
11. current events books
12. miscellaneous activities and assignments
13. science notes as required.

Test Schedule

1. basic skills quiz (math) 1 per week
2. reading comprehension quiz 1 per week
3. vocabulary test 1 every second week
4. history tests 3 per unit
5. geography tests 3 per unit
6. science tests 2 per unit
7. language quizzes at random
8. math unit tests 1 every second week
Math Programme

Grade 8

Sept. 4 - 7
- basic operations - using whole numbers
  - add, subt., mult.

Sept. 10 - 14
- basic operations - division using whole numbers
  - 1, 2, 3 - digit divisors

Sept. 17 - 21
- order of operations
- averages
- exponents

Sept. 24 - 28
- Word problems

Oct. 1 - 5
- prime numbers
- composite numbers
- square roots

Oct. 8 - 12
- number phrases
- number sentences
- sets

Oct. 15 - 19
- word problems

Oct. 22 - 26
- fractions - kinds
  - lowest terms

Oct. 29 - Nov. 2
- fractions - addition
  - subtraction

Nov. 5 - 9
- fractions - multiplication
  - division

Nov. 12 - 16
- decimals - place value
  - add, subt, mult.

Nov. 19 - 23
- decimals - division
  - rounding off

Nov. 26 - 30
- conversion - fractions/decimals

Dec. 3 - 7
- per cent - concept
  - conversions

Dec. 10 - 21
- per cent - types of problems
  - applications

Jan 7 - 11
- measurement - metric table
  - conversions

Jan 14 - 25
- measurement - perimeter, circumference
  - area of: square
  - rectangle
  - parallelogram
  - circle
  - irregular polygons
  - triangle
Math Programme - cont'd

Jan. 28 - Feb. 1  measurement - volume
Feb. 4-8         Measurement - prisms
Feb. 11-22      geometry - angles
                 shapes
                 word problems
Feb. 25 - Mar. 8 geometric construction
Guidelines for Creative Writing Assignments

1. All assignments must be completed neatly and promptly.

2. All final drafts must be kept in the individual student folder.

3. All assignments that have been evaluated by the teacher must be neatly transposed into the creative writing notebook on every line, with accompanying picture or diagram.

4. All final drafts must be edited by the student before submission to the teacher, being as free from error as possible.

5. All final drafts must be submitted on foolscap, written on every other line.
The mode of expressive language is to be developed in every subject area, but in particular, literature, composition, history and geography, as these are all integrated in the daily programme.

1. good sentence structure - varied sentence structure
2. paragraph construction
3. improved selection of vocabulary
4. coherence
5. attention to detail
6. logical progression
7. following directions
8. summarizing
9. concluding/introductory sentences
10. use of imagery
11. collating data
12. refining spelling skills
13. proofreading/editing
14. research skills

Vehicles to be used to accomplish the mastery of these skills.

1. book summaries
2. interviews
3. speeches (continuous)- prepared/impromptu
4. formal reports
5. research projects
6. narratives
7. expositions
8. descriptive paragraphs
9. notemaking
10. personal (friendly) letter
11. formal (business) letter
12. poetry
13. booking
14. daily journals
15. school newspaper

It should be re-emphasized that the students are responsible for selecting 60% of their subject material in writing. Every piece of writing is to be valued and shared with the teacher and/or other students.
Reading and Language Concepts to be developed

1. setting
2. plot
3. theme
4. characterization/character sketches
5. crisis
6. climax
7. conflict (3 types)
8. imagery
9. viewpoint
10. literacy devices - alliteration
    simile
    metaphor
    personification
    onomatopoeia
11. protagonist/antagonist
12. individual writing styles
13. prose
14. poetry - blank verse
    couplets
    limericks
    cinquain
    diamante
    haiku
    Sonnet
    b) rhyming schemes/metres/cadence
15. soliloquy
16. colloquial language
17. idioms
18. irony
19. satire
20. poetic justice
21. humour/puns
22. introduction to classical writers
23. introduction to Canadian writers
Appendix XV

Selected Reading Lists

compiled by N. Taylor 1983-1987
Suggested Reading Lists

The first list presented is aimed at children of pre-school and primary age children. However, it has been my experience that the books in the first list are greatly enjoyed and widely read by older children, so that no age limitation has been put on them. Even adults have been known to enjoy many of the selections secretly.

The second list is specifically designed for Junior and Intermediate age children. Because the range of reading levels for children at any given age is considerable, not all the selections are suitable for junior level children. As well, some reading selections have been included for elementary school age children whose reading level may exceed the Grade 8 equivalent.

These two lists are by no means inclusive. They are merely made up of books that have been used successfully in the classroom to support the whole language approach to the theme units introduced in the Grade 2/8 class. Readers are referred to Michele Landsberg’s Guide to Children’s Books for additional selections.
Suggested Reading List for Children

Ahlderg, Allan and Jaques, Faith - Mr. Tick the Teacher

Allard, Harry and Marshall, James - Miss Nelson is Missing!
   Miss Nelson is Back
   Miss Nelson has a Field Day

Allen, Laura - Otto and the Star

Barbata, Juli - From Bed to Bus

Barrett, Judi - A Snake is Totally Tail

Bate, Lucy - Little Rabbit's Loose Tooth

Bayley, Nicola & Mayne, Wm - The Patchwork Cat

Berenstain, Stan and Jan - The Berenstain Bears and the Missing Dinosaur Bone

Billiam, Rosemary - Alpaca

Brown, Marc - Arthur's Eyes
   Arthur's Tooth

Browne, Anthony - Willy the Wimp

Buscaglia, Leo - The Fall of Freddie the Leaf

Carle, Eric - The Very Hungry Caterpillar

Carrick, Carol - Patrick's Dinosaur

Chislett, Gail - Busy Nights
   The Rude Visitors

Cohen, Miriam - When Will I Read?
   Lost in the Museum?
   First Grade Takes a Test
   "Bee My Valentine!"
   See You Tomorrow Charles
   Jim's Dog Muffins

Christian, Mary - Swamp Monsters
Cole, Babette - The Trouble With Mum

Corsi, Jerome - The King, the Dragon and the Witch

Cosgrove, Stephen - Dragolin
Trapper
The Dream Tree
Serendipity
Morgan and Yew
Leo the Lop
In Search of Saveopotomas
Flutterby
Nitter Pitter

Cowley, Joy - Yuk Soup
The Dragon (a Play)
If You Meet a Dragon

Daem, Mary - The Dragon With a Thousand Wrinkles

Eastman, P.D. - Flap Your Wings

Elliott, Janice - The Incompetent Dragon

Emberley, Ed - Great Thumbprint Drawing Book

Galloway, Priscilla - When You Were Little and I Was Big

Giff, Patricia - Today Was a Terrible Day
In the Dinosaur's Paw
The Beast in Ms Rooney's Room

Gilman, Phoebe - The Balloon Tree

Goodspeed, Peter - A Rhinoceros Wakes Me Up in the Morning

Green, John - There Are Trolls
There's A Dragon in My Closet

Hamilton, Morse - Who's Afraid of the Dark?
How Do You Do, Mr. Birdsteps?

Harrison, Ted - A Northern Alphabet

Hazbry, Nancy - How To Get Rid of Bad Dreams

Hearn, Emily - Woosh! I Hear a Sound
Hines, Anna - All By Myself
Hoff, Syd - Danny and the Dinosaur
Holt, Virginia - Baby Kermit and the Dinosaur
Howe, James - The Day the Teacher Went Bananas
Kasuya, Masahiro - The Beginning of the World
Kaye, Marilyn - The Best Baby Sitter in the World
Kent, Jack - There's No Such Thing as a Dragon
Kerr Judith - Mog and the Baby
Kilroy, Sally - Copycat Drawing Book
Klein, Norma - Girls Can Be Anything
Leaf, Munro - The Story of Ferdinand
Lee, Dennis - The Ordinary Bath
Lemieux, Michele - What is that Noise
Lester, Helen - It Wasn't My Fault
Lobel, Arnold - The Rose in My Garden
Longfellow, Henry Wadsworth - Hiawatha's Childhood
Mahy, Margaret - The Dragon's Birthday
Mathieu, Joe - The Olden Days
Mayer, Marianna - The Unicorn and the Lake
Mayer, Mercer - Me, Too
    Just Go To Bed
    Just Me and My Little Sister
    Just Me and My Dad
    Just Me and My Babysitter
    What Do You Do With a Kangaroo?
    There's a Nightmare in My Closet

McGuire, Leslie - Bialosky's Best Behaviour
Morgan, Allen - Daddy - Care
Muller, Romeo - Puff the Magic Dragon
Munsch, Robert - David's Father
The Paper Bag Princess
Thomas' Snowsuit
The Dark
50 Below Zero
Milliecent and the Wind
Angela's Airplane
The Fire Station
Mud Puddle
Jonathan Cleaned Up, Then He Heard a Sound
Love You Forever
Omerod, Jan - Sunshine
Moonlight
Reading
Piers, Helen - Long Neck and Thunder Foot
Pcalta, Tomie De - The Hunter and the Animals
The Unicorn and the Moon
Parish, Peggy - Ootah's Lucky Day
Paul, Anthony - The Tiger Who Lost His Stripes
Peet, Bill - Cyrus the Unsinkable Sea Serpent
How Droofus the Dragon Lost His Head
The Ant and the Elephant
The Wingdingdilly
Quinlan, Patricia - My Dad Takes Care of Me
Rice, Eve - New Blue Shoes
Ripley, Catherine - Night and Day
Rose, Gerald - The Tiger-Skin Rug
Sendak, Maurice - Where the Wild Things Are
Suess, Dr. - Oh the Thinks You Can Think
The Foot Book
Green Eggs and Ham
I Can Lick 30 Tigers Today
Suess, Dr. (cont’d) How the Grinch Stole Christmas
Horton Hears a Who!
Bartholomew and the Oobleck

Silverstein, Shel - The Giving Tree
Who Wants a Cheap Rhinoceros
A Giraffe and a Half
Where the Sidewalk Ends
A Light in the Attic
Lafcadio the Lion Who Shot Back
The Missing Piece
The Missing Piece Meets the Big O

Sondheim, Ilse - The Boy Who Could Make His Mother Stop Yelling

Stinson, Kathy - Big or Little?
Red is Best
Those Green Things
Mom and Dad Don’t Live Together Anymore

Stevenson, James - “Could Be Worse!”

Stren, Patti - Hug Me
I’m Only Afraid of the Dark (at Night)
Bo, the Constrictor that Couldn’t

Thaler, Mike - A Hippopotamus Ate the Teacher

Trimby, Elisa - Mr. Plum’s Oasis

van Horn, William - The Big Sneeze

von Konigslow, Andrea - Toilet Tales

Viorst, Judith - If I Were In Charge of the World
I’ll Fix Anthony
My Mama Says...
Alexander and the Terrible, Horrible, No Good Very Bad Day

Waterton, Betty - Orff, 27 Dragons (and a Snarkel!)

Whitney, Alma - Just Awful (a story about the first grade class popularized in Miriam Cohen’s Books)

Wild, Margaret - Something Absolutely Enormous

Wilhelm, Hans - I’ll Always Love You
Williams, Jay - Everyone Knows What a Dragon Looks Like
Williams, Margery - The Velveteen Rabbit
Wolf, Jill - I Know God Loves Me
Wolman, Judith - Lizzie and the Tooth Fairy
Wood, Audrey - The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear
Zander, Hans - My Blue Chair
Zolotow, Charlotte - William's Doll
### Suggested Reading List for Children - Part 2

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Adams, Richard</td>
<td>Watership Down</td>
</tr>
<tr>
<td>Alexander, Lloyd.</td>
<td>Black Cauldron Kestrel</td>
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<tr>
<td>Allen, Robert.</td>
<td>The Violin</td>
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<td>AVI.</td>
<td>Sometimes I Think I Hear My Name</td>
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<td>Bagnold, Enid.</td>
<td>National Velvet</td>
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<td>Barrie, J.M.</td>
<td>Peter Pan</td>
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<td>Baum, L. Frank.</td>
<td>The Wonderful World of Oz</td>
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<td>Bonham, Frank.</td>
<td>Durango Street Mystery of the Fat Cat</td>
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<tr>
<td>Brain, Sharon.</td>
<td>My Mother Made Me</td>
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<td>Buchan, Bryan.</td>
<td>The Dragon Children</td>
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<td>Burnford, Sheila.</td>
<td>The Incredible Journey</td>
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<td>Butchart, Jaylene.</td>
<td>Journey Through a Shadow</td>
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<td>Byars, Betsy.</td>
<td>The Two-Thousand Pound Goldfish</td>
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<td>Callaghan, Morley.</td>
<td>Luke Baldwin's Vow</td>
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<td>Cassedy, Sylvia.</td>
<td>Behind the Attic Wall</td>
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<td>Cleary, Beverly.</td>
<td>Ralph S. Mouse</td>
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<tr>
<td>Cleaver, Vera and Bill.</td>
<td>Where The Lilies Bloom</td>
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<td>Clifford, Eth.</td>
<td>Help! I'm a Prisoner in the Library</td>
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<tr>
<td>Coles, Robert.</td>
<td>Saving Face</td>
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<td>Cone, Molly.</td>
<td>Mishmash</td>
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<td>Author</td>
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<td>--------------------------------</td>
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<tr>
<td>Craddock, Sonia</td>
<td>The TV War and me</td>
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<td>Craig, John</td>
<td>The Wormburners</td>
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<tr>
<td>Danziger, Paula.</td>
<td>The Cat Ate My Gymbsuit</td>
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<td>Defoe, Daniel.</td>
<td>Robinson Crusoe</td>
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<td>Dell, Scott</td>
<td>Island of the Blue Dolphins</td>
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<tr>
<td>Dickens, Charles edition)</td>
<td>A Christmas Carol (children's</td>
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<tr>
<td>Dillon, Eilis.</td>
<td>A Family of Foxes</td>
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<td>Doyle, Arthur C.</td>
<td>The Lost World</td>
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<td>Farley, Walter.</td>
<td>The Black Stallion</td>
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<td>The Black Stallion Returns</td>
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<td>Son of Black Stallion</td>
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<td>The Black Stallion and Satan</td>
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<td>Hughes, Monica.</td>
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<td>Livesey, Janice.</td>
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Selected Short Stories

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Lunn, Janet. The Root Cellar

Manes, Stephen. Be A Perfect Person in Just Three
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Miles, Betty. The Real Me

Milne, A.A. The House at Pooh Corner
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Now We Are Six

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Morey, Walt. Gentle Ben

Montgomery, Lucy M. Anne Of Green Gables

Mowat, Farley. Two Against the North
Never Cry Wolf
People of the Deer
The Snow Walker
A Whale for the Killing

Nelson, O.T. The Girl Who Owned A City

Noble, Martin. One Magic Christmas

Odell, Scott The Hawk That Dare Not Hunt by Day

Pfeffer, Susan. What Do You Do When Your Mouth
Won't Open

Richler, Mordecai. Jacob Two-Two Meets the Hooded Fang

Richter, Conrad. The Light in the Forest

Robinson, Barbara. The Best Christmas Pageant Ever

Robinson, Nancy. Wendy and the Bullies
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|                        | The Maldonado Miracle                                                 |
| Terhune, Albert.      | Lad of Sunnybrook                                                     |
| Tolkien, J.R.R.       | The Hobbit                                                            |
|                        | The Fellowship of the Ring *                                           |
|                        | The Two Towers *                                                       |
|                        | The Return of the King *                                               |
|                        | (*The Lord of the Rings Trilogy)                                      |
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<td>Farmer Boy</td>
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<td>By the Shores of Silver Lake</td>
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<td>Wilson, Budge.</td>
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<td>Worline, Bonnie.</td>
<td>The Children Who Stayed Alone</td>
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**ALSO AVAILABLE**

1. Best Loved Selections From Children's Classics - published by Parents' Magazine

2. Illustrated Classic Editions -

<table>
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<tr>
<td>Bligh, William.</td>
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<td>Dickens, Charles.</td>
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<td>Doyle, Arthur C.</td>
<td>The Adventures of Sherlock Holmes</td>
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<td>Dumas, Alexander.</td>
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<td>Melville, Herman.</td>
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<tr>
<td>Parkman, Francis.</td>
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<td>Wallace, Lew.</td>
<td>Ben Hur</td>
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3. Values Tales - by Ann Donegan Johnson
The Value of -

Compassion - Florence Nightingale
Friendship - Jane Addams
Learning - Marie Curie
Understanding - Margaret Mead
Adventure - Sacagawea
Truth & Trust - Cochise
Giving - Beethoven
Sharing - The Mayo Brothers
Determination - Helen Keller
Caring - Eleanor Roosevelt
Respect - Abraham Lincoln
Tenacity - Maurice Richard
Believing in Yourself - Louis Pasteur
Foresight - Thomas Jefferson
Charity - Paul-Emile Leger
Fantasy - Hans Christian Anderson
Courage - Jackie Robinson
Patience - The Wright Brothers
Responsibility - Ralph Bunche
Imagination - Charles Dickens
Honesty - Confucius
Humour - Will Rogers
Kindness - Elizabeth Fry
Dedication - Albert Schweitzer
Love - Johnny Appleseed
Curiosity - Christopher Columbus
Saving - Benjamin Franklin
Fairness - Nellie Bly

This series is included because it is written for children, it is all-encompassing to include different nationalities, sexes and occupations. It also introduces children to positive qualities in biography format.

4. I Want to Know About... Series (Vol 1-26, 1984 and 1985 yearbooks)

Baby Animals / Moon, Sun, Stars
Airplanes / Dinosaurs
Computers / Trains
Volcanoes / Insects
Cats / Holidays
Fossils / Cowboys
Spiders / Science Experiments
Dangerous Fish / Bridges
This series was selected because of its diverse subject matter and the easy to read text. It introduces children to textbook reading in an enjoyable way.
The selections in the suggested list for teachers have been chosen for a number of reasons. They applaud a humane approach in the classroom; they present some alternatives to the traditional classroom; they provide practical suggestions for implementing whole language activities in the classroom; they encourage teachers to seek out the positive aspects of risk taking; they centre on the child as the focus of the educational process; they help us to rediscover the child in ourselves. Except for Marie Clay’s book, they are all relaxing and enjoyable reading. Clay’s selection has been included because it is such a landmark piece of work.
### Suggested Reading List for Teachers

<table>
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<tr>
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<td>Buscaglia, Leo.</td>
<td>Living, Loving and Learning Personhood</td>
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<td>Clay, Marie.</td>
<td>Reading: The Patterning of Complex Behaviour</td>
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<td>Clemens, Sydney.</td>
<td>The Sun's Not Broken, A Cloud's Just in the Way</td>
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<td>Egan, Kieran.</td>
<td>Teaching as Storytelling</td>
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<td>Holdaway, Don.</td>
<td>Stability and Change in Literacy Learning</td>
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<td>The Foundations of Literacy</td>
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<td>Johnson, Terry and Louis, Daphne.</td>
<td>Literacy Through Literature</td>
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<td>Johnstone, Ann.</td>
<td>I Need You When I Need You</td>
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<td>Landsberg, Michele.</td>
<td>Michele Landsberg's Guide to Children's Books</td>
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<td>Paulus, Trina.</td>
<td>Hope for the Flowers</td>
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<td>Richardson, Elwyn.</td>
<td>In the Early World</td>
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Appendix XVI

Sample Theme Units

Developed by

N. Taylor

1983 - 1987
THEME UNITS

1. Dragons
2. Dinosaurs
3. Unicorns
4. Antarctica
5. Native Peoples
6. Plants
7. Space
8. Australia
9. Canada Day
10. Christmas
11. Remembrance Day
12. Hallowe'en
13. Easter
14. Biographies
15. Underwater
COMPONENTS OF THE UNIT

1. Rationale
2. Objectives
3. Concepts and Content to be Developed
4. Skills to be developed
5. Suggested List of Resources
6. Suggested Centres
7. Suggestions for the Teacher
8. List of Materials
9. Lesson Assignments
10. Sample Worksheets
11. Related Articles
Concepts and Content to be Developed

1. literary devices
2. plot/storyline
3. characterization
4. protagonist
5. antagonist
6. irony
7. poetic justice
8. importance of early explorations
9. factual information relating to China
10. latitude and longitude
11. myths
12. the use of the abacus
13. the difference between expository, narrative and descriptive forms of writing
14. setting
15. mood
16. forms of poetry
17. puns
18. theory of heavier than air flight

Skills to be developed

1. Mapping skills
2. Graphing skills
3. Basic Math skills
4. Summarizing skills
5. Revision/editing skills
6. Research skills
7. Categorizing skills
8. Classifying skills
Skills to be Developed - cont'd

9. listening skills
10. recording skills
11. independent work habits
12. group co-operation
13. positive behavioural patterns
14. distinguishing between myth and reality
15. recording skills
16. writing for a specific audience
17. speaking/practiced oral reading for specific purpose
18. following directions
19. good sentence structure - varied sentence structure
20. paragraph construction
21. introductory/concluding sentences

Attitudes to be Developed

1. appreciation of different art forms
2. appreciation of different cultures
3. tolerance towards those who are different in some way
4. a positive attitude toward learning
5. co-operation/desire to help others
6. individual motivation toward tasks
DRAGON UNIT

Rationale: The reasons for working through a unit on dragons with students are many:

Dragons appeal to the imagination; they tread that thin line between reality and fantasy. They demonstrate that all is not strictly black and white in this world.

A unit on this topic exposes children to some excellent reading material, and good literature.

It lends itself to the language across the curriculum approach and incorporates Science, Geography, Art, Music and Drama.

It stretches the imagination as far as one wished to go.

It's fun.

Not all of these activities are suited to every age level. I have presented a number of suggestions and samples of worksheets only as a starting point. Depending upon the range and interest of your children, there need not be any limits to what you can do. Many of these activities have been successfully utilized at the primary, junior and intermediate levels.

Objectives: by the end of the unit, the children will,

a) have read and worked through at least 15 stories/books related to dragons

b) have practised their writing skills in several different modes, including:
   i) narrative story
   ii) descriptive-paragraph
   iii) expository paragraph
   iv) poetry (various forms)

c) demonstrate knowledge of Marco Polo's journey

d) demonstrate awareness of aspects of the Chinese culture

e) demonstrate a knowledge of the historical background of flight

f) create a kite on the sound basis of aerodynamics

g) work effectively with the abacus to solve simple mathematical problems

h) work effectively individually and in groups to complete a variety of tasks
Objectives - cont'd

j) create a dragon mask that reflects his own individuality
k) enjoy the activities of the final dragon festival day
Suggestions for the Teacher

The children should be encouraged to read the selection of dragon books during silent reading or at their leisure, although they may wish to make other choices as well.

The teacher and children should decide which of the learning activities are to be done. The children will choose the order in which they wish to do them.

Individual teacher-directed lessons are given when the child encounters a new concept or he/she doesn't understand something (eg: irony; how to fill out a chart). Conferencing and evaluation should be done with each child daily.

Centres

The listening centre will include the tapes and record versions of Pete's Dragon, Puff the Magic Dragon, the Paper Bag Princess. There will also be blank tapes available for the children to record their own stories.

The Craft centre will include materials needed for the dragon mask, the television commercial, artwork for their books, the dragon kites, and paper mache dragons.

The play centre will include costumes and props for the play The Dragon, and the children's own plays.

A large dragon kite should be displayed in the room. Forty-foot dragon kites are available and can be draped across the ceiling. A bulletin board should display samples of "dragon" work.

The Game centre will include the game "Don't Wake The Dragon".
Centres - cont'd

The Reading centre should include the books listed under Resources complete with a cozy rocking chair and a stuffed dragon animal.

The Math centre should include worksheets on the math subject being studied, embellished with dragon pictures.

The use of stickers and certificates (see attached) of dragons will encourage the overall immersion in the subject.

The culmination of this unit will be a dragon festival day with dragon masks, dragon kites, paper mache dragons, presentation of plays and commercials, a Chinese luncheon and the viewing of The Never Ending Story.

Children are encouraged to bring in any items, objects, stories or books that might contribute to the unit.
SUGGESTED RESOURCES

Corsi, Jerome. The King, The Dragon and the Witch
Cosgrove, Stephen. The Dragonin (Serendipity Series)
Cowley, Joy. If You Meet a Dragon
Cowley, Joy. The Dragon. (A Play)
Daem, Mary. The Dragon With a Thousand Wrinkles
Disney, Walt. Pete's Dragon
Elliott, Janice. The Incompetent Dragon
Grahame, Kenneth. The Reluctant Dragon
Kent, Jack. There's No Such Thing as a Dragon
Mahy, Margaret. The Dragon's Birthday
Mayer, Mercer. There's A Dragon in My Closet
Muller, Romeo. Puff The Magic Dragon*
Munsch, Robert. The Paper Bag Princess*
Peet, Bill. Cyrus, the Unsinkable Sea Serpent
Peet, Bill. How Droofus the Dragon Lost His Head
Taylor, Norra. Learning to be Friends
Teitelbaum, Michael. The Never Ending Story (Picture Book)*
Voirst, Judith. If I Were In Charge of the World
Waterton, Betty. Orff, 27 Dragons (and a Snarkel)
Williams, Jay. Everyone Knows What a Dragon Looks Like

NOTE: * Tapes, records and videos of these resources are also available.

Also Available:

Antle, Nancy. The Lonely Dragon (included)
Bradbury, Ray. The Dragon (Included)
**Suggested Resources - cont'd**

Lacey, Betty. *I Would Never Choose a Dragon for a Pet* (included)

Green, Roger (ed). *A Book of Dragons*

Tolkien, T.R.R. *The Hobbit*

Author Unknown *Darby the Terrible Dragon* (included)

Author Unknown *The Tax Collector* (included)

**Other Resources**

Posters, pictures, dragon-kites, stories relating to the dragon theme taken from a variety of school readers at a variety of different levels, dragon puzzles. (included)
List of Materials

1. chart paper
2. art paper
3. construction paper
4. newspaper
5. paper plates
6. scissors
7. paint
8. markers, crayons, coloured pencils
9. large pictures to be coloured
10. posters
11. glue
12. popsicle sticks
13. round and square stickers
14. old pieces of cloth
15. stuffed dragons
16. record players
17. tape recorder
18. blank tapes
19. boxes
20. string
21. yarn
Selected Activities

READING

1. From the poem The Tax Collector

   a) Review the meaning of each of the following words and use them in good sentences:
      rural ledger
      mogul consomme

   b) What is an antonym for rural?

   c) What are 2 synonyms for mogul?

   d) In what school subject might you use a ledger?
      In what kind of job might you use a ledger?

   e) The poet uses a particular literary device three times in the poem The Tax Collector. Name the device and give the three examples.

   f) What is it about the dragon that most appeals to the tax collector?

   g) How do you think the maiden became a dragon in the first place?

   h) How would you normally expect this poem to end?

   i) Do you prefer the ending in the poem or the normal kind of ending?
      Give a reason for your answer.

   j) This poem and the book The Paper Bag Princess may be considered "fractured fairy tales." Read them again and explain why.

   k) Write your own fractured fairy tale.

2. Many books often have a moral, or teach a specific lesson. In one good sentence, write what you think is the moral for each of these stories.

   a) The Paper Bag Princess

   b) Everyone Knows What A Dragon Looks Like

   c) There's No Such Thing as a Dragon

   d) Pete's Dragon

   e) Puff the Magic Dragon

   f) Dragolin
3. Write a two-sentence summary of each of the following books:

a) Cyrus, The Unsinkable Sea Serpent
b) The Dragon's Birthday
c) The King, The Dragon and The Witch
d) Orff, 27 Dragons (and a Snarkel)

4. Make two good vocabulary lists of words about dragons. The first list should be words that you already know, and have seen in the stories or used in your own stories. The second list should include new words that you have found in the stories or from someone else.

<table>
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<th>NEW WORDS I HAVE FOUND</th>
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<tr>
<td>FIERCE</td>
<td>INCOMPETENT</td>
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<td>MOGUL</td>
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<td>FIRE BREATHING</td>
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You can keep adding to your list throughout the unit. Try and use these words in the different stories that you write.
5. Read the following fairytale by filling in as many of the blank spaces as you can.

a) What is the story about?
b) How is it different from the story you know?
c) What dragon book that we have read also changes the main characters and the ending to give us a surprise?
d) Write your own fractured fairy tale, by changing certain parts or characters from a well-known story.

6. Write an expository paragraph to explain, step by step, how you would capture and tame a fierce fire-breathing dragon.

7. You have lost your pet dragon. Write an ad for the newspaper describing your dragon very precisely, and offering a most unusual reward.

b) Prepare a television commercial, alone or with friends, for the same purpose as the newspaper ad. Present it to the class.

8. In book form, complete with illustrations, write a narrative adventure story about a dragon.

9. In groups, design a big book (similar to If You Meet A Dragon) for primary children.

10. What is a pun?

b) What book title is a pun?
c) Using the book Puniddles, create your own puniddle. It does not have to be dragon related.

11. Choose one form of poetry (diamante, cinquain, haiku, limerick, blank verse, couplets, etc) and write a dragon poem. Each student's poem must be accompanied by a diagram and will be typed up and made into a book of dragon poetry. Suggestions will be accepted for a good title for this co-operative effort.
12. In groups, practise the play Teh Dragon or write your own play to be practised and presented to the class.

13. Make a dragon mask using a paper plate base.

14. Make a paper mache dragon or dragon mask.

15. Using the information provided list a variety of different kites.
   b) design your own dragon kite.

16. Since dragons are often associated with the culture of China, design a book on China to include the following:
   a) draw a map of China (People's Republic of China)
   b) give its location - longitude
      adjacent land
      surrounding water bodies
   c) its size in Km$^2$
   d) its population
   e) comparison of these to Canada
   f) its major agricultural products
   g) its capital city
   h) the journey of Marco Polo
   i) 4 discoveries made by Marco Polo in China
   j) the Chinese calendar
   k) how the abacus works (this will be preceded by a demonstration)
   l) Chinese writing
   m) a famous Chinese leader
   n) any newspaper clippings you can find.
Sample Page for Teacher-made worksheets using characters from book

Learning to be Friends, by N. Taylor, associated with dragon unit.
Rationale for Unit on Dinosaurs

The dinosaur theme unit has been set up with the same kind of background philosophy that has guided the development of other units in this series.

1. It is of utmost importance that the learning experience be an enjoyable one. The selection and variety of topics will help to achieve this objective.

2. The dinosaur unit was chosen as the first subject of a theme unit for several reasons:
   a) Children should have some background knowledge of this topic, and will therefore feel relatively comfortable with it.
   b) It is a fascinating topic that is under current investigation with new finds in Africa and the midwestern United States. Hence, the newspaper will serve as an important resource.
   c) There is much children's literature on the subject, and one of the overall goals of the programme is to expose children to a variety of authors and their respective styles.
   d) A multitude of visual aides is available on dinosaurs, lending the unit to a multi-media approach which utilizes learning through a variety of senses.

In reviewing the unit assignment sheets, it should be apparent that this is an integrated approach which includes language, vocabulary, reading, writing, math and science. This has been done to help children realize that they do not learn in isolated 'chunks' known as disciplines. It is also a stated policy of the Ministry of Education that a child learns best when he/she can relate that learning to something else. Hence, there are no isolated spelling or grammar lessons. Everything is done indirectly through the integrated approach.
The second philosophy guiding this unit is that process is more important than product. To this end, source materials may range in level from Grade 1 to Grade 8. The children are involved in developing a variety of skills, including organizational patterns, time management, independent research, and co-operative learning. It is believed that children learn best when teaching themselves. Hence, the teacher is relegated to the position of a resource person who introduces new concepts when appropriate, and offers guidance and assistance when necessary.

It should also be noted that in the literature work of the unit, an effort has been made to include all the levels of questioning, from simple fact tasks to critical thinking and evaluation problems.

Not all children will meet with the same success, but each child will be evaluated independently of the others, and is encouraged to do the best that he/she can. The unit is designed in such a way that all children will achieve success in some form, which will also contribute to the continued development of their self-esteem.

The craft centre should include skeletal models of dinosaurs that can be put together and taken apart, plastiscene for making fossils, materials needed for designing books and covers, dinosaur tracers and the book "How to Draw Dinosaurs".

The science centre should include tropical vegetation similar to the type that existed when dinosaurs roamed the earth.

The math centre should include graph paper and meter sticks.

The play centre should include a sandbox, a variety of items to be used on a "scientific" dig, pith helmet, canteens, and clipboards.
Rationale - Dinosaurs - cont'd

Also available for bonus activities should be a collection of
dinosaur worksheets. These can be obtained in commercial form
(Dino-bits) etc, or they can be teacher generated (some of these are
included).
Dinosaur Unit

Resources

Berenstain, Stan and Jan. The Berenstain Bears and the Missing Dinosaur Bone
Blance, Elen and Cook, Ann. Monster Goes to the Museum
Carrick, Carol. Patrick's Dinosaur
Farr, Janet. Big Sloppy Dinosaur Socks
Piers, Helen. Long Neck and Thunder Foot
Gale, Ramona-Ann. Prehistoric Life
Hoff, Syd. Danny and the Dinosaur
Hornblow, Arthur and Leonora. Prehistoric Monsters Did Strange Things
LaPlaca, Michael. How to Draw Dinosaurs
Osband, Gillian. The Swampees (series of 4)
Redhead, Janet. The Brontosaurus (with text, no text, and big book)
Roberts, Sarah. The Adventures of Big Bird in Dinosaur Days
Rubel, Nicole. Bruno Brontosaurus
Taylor, Norra. The Importance of Reading
Zallinger, Peter. Dinosaurs
Zallinger, Peter. Prehistoric Animals
Also Available:

Resource booklets by Ross Latham/Peter Sloan

Big and Little Dinosaurs
The Lost Dinosaur
Dinosaurs and Other Reptiles
What Dinosaurs Ate

Dinosaurs (databank)

Selected articles and cartoons (included)

Detroit Free Press Insert, April 1987

Other Resources: Posters, pictures, stories relating to the dinosaur theme taken from a variety of school readers at a variety of different levels, dinosaur erasers, play doh modelling kit, dinosaur bulletin board border, dinosaur colouring books, puppets, stickers, magazine articles, plastic models, dinosaur skeleton models.
Predators

The last, and fiercest carnivore
Who ever roamed the earth;
The king of all the meat-eaters
Whose killing instinct came with birth –
Was Rex, the king – he ruled the land,
Tyrannosaurus Rex.
Like other reptiles hatched from eggs,
His blood ran cold – who would be next?
Four times as high as you or I,
And longer than a bus,
From tip of tail to vicious mouth,
Without a conscience – he'd eat us!
This mightiest of carnivores
Feared water in any form
And so the gentle herbivores
Would swim to keep themselves from harm.
And now this evil dinosaur,
Has perished from our land;
And earth is ruled by predators
Who now are known as man!

by Mrs. N. Taylor
The Importance of Reading

Once there was a dinosaur,
Who couldn't squeeze through any door;
And so his fate appeared to be
To live outdoors eternally.

And so he tried the life outdoors,
But there were too many carnivores!
For, though he had a great expanse,
He only ate green grass and plants.

He was not fierce; he was not brave,
And indoor life was what he craved.
The fierce and mighty vicious beasts,
Considered him their special feast;

Until one day, he read a book,
"The Three Little Pigs" from the shelf he took.
He read how the pigs had outwitted their foe,
So they could live happily and choose where to go.

Then replacing the book on the shelf,
His heart beat wildly, and he smiled to himself.
This dinosaur knew what he had to do,
To avoid becoming some animal's stew.

He bought some bricks and then drew a plan,
In dinosaur print (not understood by man).
He built a huge, gargantuan door,
And a 50 foot ceiling and a very think floor.
And when it was done, he sat back and smiled
At his glorious house, that would keep out things wild.
Then jeering at the carnivore,
He chuckled - "I'll be your supper, nevermore!"

The moral of this little tale
Should be plain to you;
To solve your problems, first you read,
Then think and follow through.

- N. Taylor
Dinosaur Theme Unit

1. Create a cover for your dinosaur resource booklet. It must be creative and informative.

2. Make a dinosaur dictionary in the shape of your favourite dinosaur. Include only words and their meanings that relate in some way to dinosaurs. Your dictionary should be in alphabetical order, and should make use of guide words.

3. There are three different types of fossils. Explain what they are. Then make your own fossil from plastiscene. See how many of your classmates can guess what it is.

4. Compile a list of extinct animals and a second list of endangered species.
   a) What can we do to protect endangered species?
   b) Write a letter to the Canadian Wildlife Foundation, asking for information about Canada's endangered animals.
   c) Create a booklet or display using the information you have collected and material sent from the Foundation.

5. What special name do we give to a scientist involved in the study of dinosaurs and their remains?

6. Find the words that mean the following:
   a) meat-eating
   b) plant eating
   c) eats anything

7. What dinosaur was considered king? Why?

8. How were flying dinosaurs different from birds? Make a chart showing the differences.
9. What kind of natural defensive armor did the Stegosaurus have?
   a) Make a list of contemporary animals having special kinds of protection.
   b) What kinds of protection has man used throughout history?

10. Categorize the major dinosaurs listed in your resource book into two groups, based on their eating habits.

11. List five animals of prehistoric origin that are still living today. Include a diagram of each.

12. Dinosaurs existed 167 million years ago. Write that number in standard form and expanded form.

13. How long has man existed on earth? Write that number in standard form and expanded form.

14. How many feet would be equivalent to 15 meters? What dinosaur was 15 meters?

15. Using graph paper, draw a picture of a person, an elephant, and a brontosaurus to scale showing their proportionate sizes.

16. Compare the rhyming schemes of the poems Predators and The Importance of Reading.
   b) Write your own dinosaur poem using your favourite rhyming scheme.

17. Read Shel Silverstein's poem about dinosaurs.
   a) What other books has he written?
   b) Pick your favourite one and explain why it's your favourite.

18. In groups, draw and paint a prehistoric mural.

19. Make a paper mache model of your favourite dinosaur.
20. Read the following books and write a 2-sentence summary of each. Explain which book was your favourite.

a) Bruno Brontosaurus
b) Long Neck and Thunder Foot
c) Patrick's Dinosaurs
d) Danny and the Dinosaur
e) Big, Sloppy Dinosaur Socks

21. What theories do scientists have to explain the disappearance of dinosaurs?

22. Complete a map of the world as it looks today, and a map of the world as it looked before continental drift occurred.

23. Write an alliterative sentence about each of the following dinosaurs:

a) Stegasaurus
b) Tyrannosaurus
c) Brontosaurus

24. Create your own dinosaur. Give it a name and description. Then draw a picture of it.

25. Read Shel Silverstein's *Who Wants a Cheap Rhinoceros?*

a) Design your own book using this pattern, but substituting a dinosaur for the rhinoceros.
Appendix XVII

Memorandum by Mr. Frank Johnson
Superintendent of Instruction
1985

from file of N. Taylor
REGARDING ABILITY GROUPING


"I want to look briefly at another popular form of grouping which is pandemic in North American schools. I refer of course to ability grouping which, by any name (tracking, streaming), is the single most destructive arrangement of human beings into groups ever invented by other well-meaning human beings.

Some angry teachers, hoping as I do to dismantle the structure of ability grouping, deny any claim that it was ever well-meant. They cannot find a trace of good intention in an act which formally separated more and less able students into groups that have come to know themselves even as they are known - as "promising" and "unpromising", as "continuing" and "terminal", and ultimately (in their own eyes) as hopeful and hopeless.

In view of what it has spawned, perhaps tracking is now inconceivable in its former role as a method of helping teachers to pay more attention to good and bad students alike. "Speak to the students!" my angry friends say. Ask them, and not the well-intentioned arbiters of their fate, how it is to look about the classroom, day after day, and to see your own dulled hope for yourself reflected in the eyes of your classmates? What can be so good, they ask, that it can counter-balance something so bad?

The answer to the question, of course, is nothing. Nothing at all can be so profitable in the segregation of the more able from the less able that it redeems the cost of hope's destruction. That tracking or ability grouping was wrong-headed to begin with, every teacher who ever taught or studied in a one-room schoolhouse must have known. Now, in retrospect, after the in calculable damage of a half-century when able children have learned that they need look after no one but themselves while less able children have learned that they are not worth looking after, many teachers are shocked and frightened at the depth of community alienation directed at our children taught to regard themselves as an inferior species, have become adults and parents who do not value compulsory education and do not teach their children to value it?

A damage more subtle, if not less destructive, is done to theprivileged participants in this system of ability grouping. By contrast to their able counterparts, both in one-room schoolhouses and in the intellectually unsegregated systems which briefly took their place, privileged students now suffer from a progressive attenuation and atrophy of their humanity. So marked is this
debilitating disease, so weakened are they by their unremitting attention to themselves, that they are genuinely startled at classroom demands upon their humanity rather than upon their understanding or memory. And it is this same ceaseless self-attention that causes them to become the manipulative parents who obtain the best schedules and best teachers for their own children, no matter what the cost may be to other students or to the system itself.

Frank C. Johnson
Superintendent of Instruction.
Appendix XVIII

Sample Plays Written by

N. Taylor

1983-1985
THE COMMONWEALTH: CAPER
by Mrs. N. Taylor

Narrator: (when everyone is quiet)

Please stand for the singing of O Canada and remain standing for the Lord's Prayer.

(O Canada)

Narrator: (when everyone is seated and quiet)

We would like to welcome you to our assembly this afternoon. It is called the Commonwealth Caper. From our presentation, we hope that you will gain a good understanding of what the British Commonwealth of Nations is all about. (pause here)

The commonwealth is a voluntary group of 39 independent countries from every part of the world. It includes a billion people of various races, languages and religions. Yet all of these people share many of the same hopes, dreams and ideas. (pause)

Several hundred years ago, the country of Britian, also known as England was the most powerful nation in the whole world. Britain was able to build a huge empire of many different colonies throughout the world. Today, these colonies are fully grown independent countries, but they are still connected to Britain by many things. Britain has helped to develop these countries, and today, they still trade with one another and share many of the same ideas of peace and brotherhood (pause)

All of the countries that you see coloured in pink on maps, globes and atlases are all members of the British Commonwealth of Nations. Let's take a closer look at some of these countries. At the centre of the Commonwealth is the mother country - Britain.

(Curtains open, and a sailor marches over to the microphone, while the piano plays "Rule, Britannia").

Sailor: (when everyone is quiet) When we think of Great Britain, there are many things that come to mind - fish and chips, the Queen, the Beatles, the Union Jack. But the reason why Britain became so powerful was its navy. The British Navy, known as Mistress of the Seas, was
Sailor cont'd: the best navy in the whole world. It helped Britain to control its empire around the world. It also helped to protect the smaller countries that belonged to the empire. Now, many of these nations are independent members of the Commonwealth.

(song - The Last Farewell)
(Sailore moves to centre and rear of the stage)

Narrator: (when song is finished)
With the help of the navy, Britain's empire continued to grow. They reached far away places and opened up the Far East Trade.

Tea Bag: (enters and walks over to the microphone): Britain had many important goods, like lumber, that the country of India wanted, but could not produce on its own. At the same time, India had many silks and spices, and other products like tea that Britain wanted. We started to trade these things, and that trading started a relationship that would develop into the Commonwealth. (tea bag moves to stage beside the sailor)

Narrator: Next we shall take a book at...(narrator stops as theme music from the Pink Panther begins to play. Enter Pink Panther and Shortstuff, over to the narrator).

Narrator: (acting very surprised) Who are you?

Pink Panther: (grandly) Allow me to introduce myself. I am the Pink Panther, and this is my associate Short Stuff. You'll have to forgive him. He's a little short sighted. (rabbit stumbles over narrator)

Narrator: I'm pleased to meet you both; but what are you doing here?
Short Stuff: Tell him, boss. Go ahead Pinkie, tell her why we're here. Go on tell her, tell her.

Pink Panther: Enough you understuffed Easter ornament. (to narrator) We heard about your Commonwealth Assembly, and we've come to offer our services. Since I am the right colour anyway, I have decided to become a member of the Commonwealth of Nations.

Short Stuff: Yeah, me too - me too.

Narrator: You what? (very shocked)

Pink Panther: O, come now, old boy. Let's not go into cardiac arrest. I simply said that I wish to join the commonwealth of nations.

Narrator: Are you crazy? The commonwealth countries have been closely connected with Britain for hundreds of years. You can't just walk in and join the co-monwealth - now get lost! (music plays as Panther and Short Stuff exit.)

Narrator: (regaining her composure) Moving along, we shall make our next stop at the country down under - Australia.

(as theme from the Godfather plays, convict dragging ball and chain, and kangaroo hopping, cross over to microphone)

Convict: Australia began as a British colony because the British needed some place to put all of their bad guys. They sent us to Australia because it was so far away, and being an island, they knew that we would never be able to escape.

Kangaroo: The convicts have been gone a long time, but the kangaroos and kuala bears are still here. Australia still has close trade connections with Britain.
(convict and kangaroo move beside tea bag and sailor)

Narrator: There are many other countries belonging to the commonwealth.
There is Fiji, Ghana, New Guinea... (narrator is stopped abruptly by music.)

(Pink panther and short stuff move to microphone)

Narrator: Are you back again?

Pink Panther: Well, I wasn't exactly sure that you meant absolutely, positively, unequivocally, that we couldn't join the Commonwealth.

Narrator: Of course I did! (now yelling)

Short Stuff: Boy, she sure has a short fuse, doesn't she?

Narrator: (ignoring Short Stuff) Were you ever governed by Britain?

Pink Panther: No.

Narrator: Do you trade with Britain?

Pink Panther: No.

Narrator: Have you ever been protected by the British Navy?

Pink Panther: No.

Narrator: Then how can you be a member of the Commonwealth? Now you 'pink' yourself right out of here or I'll change your pink to black and blue!

(Pink Panther looks at Short Stuff who shrugs)

Short Stuff: He's awful short-tempered isn't he? (they exit together as music plays)
Narrator: Let's make our next stop at a country that we know a lot about - Canada. When we speak of Canada, we think of hockey, maple leaves and snow. When settlers first came to this country, they were welcomed by the Native Canadians.

(Indian maidens enter to tom-tom music)

Indian #1: When the white man first came to this land, we had to teach him many things. How to fish, trap and hunt. How to grow crops and stay healthy. It seemed like we were always telling them how.

Indian #2: We were Canada's first inhabitants. We have watched it grow from a small settlement to a great nation. For many years, Canada was only able to develop with the help of Britain.

(Indians move back beside convict and kangaroo)

Narrator: In case you were wondering...(theme music interrupts)

(enter Pink Panther and Short Stuff)

Narrator: Not you again. Aren't you getting tired of all this?

Pink Panther: Not at all! I'm in the pink you might say. I just thought that there might be a chance that you had changed your mind. After all, I think that I could make a tremendous contribution to the commonwealth. I'm very good in public relations.

Short Stuff: Hey, don't forget me.

Pink Panther: Right. He's my agent, although he's a little short on experience. He seems to have a real ear for the business.

Narrator: For the last time, I told you. No pink panther can be a member of the British Commonwealth. Now get lost, or the fur will fly!
Narrator: Another aspect of the Commonwealth includes Caribbean countries, like Jamaica.

(enter mango, pineapple, grapefruit)

Mango: Because the climate in Britain was so cool, the British were not able to grow their own citrus fruits.

Grapefruit: So Britain set up trading with the warm, tropical islands. They received delicious oranges, grapefruit, molasses and rum. In exchange, we were able to get things from Britain that we needed.

Pineapple: The British navy was also able to protect our tropical shores from mean, blood thirsty pirates who would often raid us. Even they appreciated our 'sun-kissed' shores.

(fruits move back to join others)

Narrator: The symbol that joins together countries as different as Australia, India, Canada and Jamaica, is the queen. Queen Elizabeth represents the special relationship that exists among the Commonwealth Nations.

(singing of God Save the Queen as queen and guards enter through the back of gym)

Queen: As queen of Britain and the Commonwealth, I am proud to be here. I want the crown in Canada to represent everything that is good and right.

(as the group on stage crowds around queen, theme music begins. Panther and Short Stuff enter)
Narrator: (becoming very angry) I thought I told you and your flop-earred friend to stay away from here!

Queen: (interrupting) Wait a minute, what's going on 'hare'?

Narrator: (embarrassed) I'm sorry, your majesty. There creatures have been bothering us all day, trying to join the Commonwealth. I've tried to get rid of them, but they keep hopping back.

Queen: Nonsense. I am very pleased that they could show up. The Pink Panther and I are old friends. I'm tickled pink to see you, my friend.

Group: What? (surprised)

Pink Panther: (stepping forward and acting very important) That's right. The queen and I have been close friends for many years. That's why all the countries of the Commonwealth are coloured pink on maps - in my honour.

Queen: So you and your friend wish to become members of the Commonwealth. All right, then, but we'll have to keep it short. Kneel, Pink Panther. In the name of the queen, I knight you Sir Pink of Panther and you - HMSS - Her Majesty's Short Stuff.

(It's a Small World)
A CABBAGE PATCH EASTER
by Mrs. N. Taylor

Narrator:

Good afternoon, and welcome to the Easter assembly, presented by . We hope that you will enjoy this premier performance of A Cabbage Patch Easter. (curtain)

Xavier: Hi everyone. My name is Xavier Roberts. A while back, I made a fantastic discovery. What? You never heard about it? Well sit right back, and let us tell all about it.

(Cabbage Patch song—by everyone—with the tape)

Otis Lee: Welcome back to the Cabbage Patch, Xavier. We're glad to see you again. What news do you bring us from the outside world?

Xavier: Not too much, Otis Lee. Everyone is busy getting ready for Easter.

Derwin Steve: Easter? What's that?

Xavier: You mean you don't know what Easter is? Didn't Colonel Casey ever tell you about the great holiday that comes along every year and brings spring with it?

Julie Anne: Tell us about it, please, Xavier! Is it something like Christmas, the other holiday you told us about before (Everyone begins to ask at once).

Xavier: Hold on, everybody! I'll do even better than that. Get yourselves settled in a comfortable spot in the patch, and I'll tell you all about Easter, and the year that Easter almost didn't come.

(As the children settle down, the lights dim and the music to the Cabbage Patch theme plays. Scenery change, if required, will be done at this time)
Xavier: Once upon a time, in a land much like the Cabbage Patch, there lived the Easter Rabbit and his family. Their valley was beautiful and green, filled with flowers of all colours.

It was in this valley, that the Easter Rabbit and his family spent the year preparing all the goodies that they would deliver to all the children around the world. But, one year, something happened that would mean the end of Easter.

(Curtian opens)(On stage are the Easter Rabbit, and his son Mortimer).

Easter Rabbit: Well, Mortimer, I'm glad we're alone. I have something very important to discuss with you.

Mortimer: Can you hop to it, and make it fast, pops? I want to go and get my 'hare' trimmed and my ear pierced. 'Anybunny' who is some 'bunny' is doing it, and I don't want to get in on the 'tail' end again.

Easter Rabbit: Oh, Mortimer, why must you try my patience? I've always told you to make your own decisions - be yourself, and don't do something just because everyone else is doing it.

Mortimer: Hold everything! Is this going to be one of those corny father to son lectures, because I don't want to hear it. That type of thing always bores me to death - like real dull, you know?

Easter Rabbit: I'm sorry, Mortimer, I don't want to fight. What I need to talk to you about is more important than a crazy hair cut or a pierced ear.

Now listen, for hundreds of years, our family has been responsible for delivering the Easter baskets to the children around the world. I have done this task for many years, and enjoyed it more and more every year. But I am getting old, and the time has come for you, Mortimer, to take over the job of the Easter Rabbit.
Mortimer: What? You've got to be kidding! You're not getting old. You're getting senile if you think I'm going to spend my whole year getting ready to hop around the world in one night. Do I look like Super Bunny? Come on, that's just not my bag, man.

Easter Rabbit: How can you say that, MORTIMER? If you don't take over the job, as my oldest son, then Easter will disappear from the face of the earth!

Mortimer: So what? You always said that all that candy had too much sugar in it, and kids are never careful enough to just eat a little bit at a time. Well now we won't have to worry about it any more.

Easter Rabbit: Mortimer, you can't mean it! I don't know what to say. I think you better go to your room and think about what you just said. There are some things that are more important than just one little rabbit.

Mortimer: Well, this is one little rabbit who's important. There's nothing special about Easter, and I don't care if you lock me in my room forever, I'm not going to be the Easter Rabbit!

(Mortimer stomps off stage)(He is followed by E.R., shaking his head sadly)

(Curtain closes, and scenery change if necessary)

Derwin Steve: Oh, Xavier, how awful! No more Easter? I just can't believe it! How could Mortimer do such an awful thing?

Xavier: Well, He just hasn't learned yet that it's more important to think of others before himself. But that's going to change - just wait and see.
Mortimer: I just don't understand my dad sometimes. He honestly doesn't expect me to spend my whole life delivering Easter eggs! What's so special about Easter anyway? (With that he settles down to sleep) (Suddenly a mysterious and rather-ominous stranger appears)

Easter Past: Mortimer; Mortimer; wake up. It's time that you learned the real truth about Easter.

Mortimer: Who's there? What do you want? How did you get in? Why are you here? Go away - this must be a real nightmare - too many anchovies on my pizza.

Easter Past: No Mortimer. I am not a nightmare. I am the ghost of Easter Past, and I've come to take you on a little trip. It's time that you learned the real meaning of Easter.

Mortimer: No, I won't go. My mother warned me never to go with strangers. You frighten me - go away.

Easter Past: I'll go away, but first I must take you back to the First Easter.

(As the curtain opens, the stage light goes on and the school is invited to sing "The Old Rugged Cross"). (When singing is finished, an angel appears).

Mortimer: Where are we? What is this strange place, and who is that?

Easter Past: This is the first Easter, when God sent his Son to die so that we could have eternal life. Jesus gave up his life, and dies on the cross, so that we could live with God forever. He gave us a new beginning because he loved us. Listen.
(As Mortimer and the ghost of Easter Past listen, the angel reads the Easter Story).

(Reading is followed by the song, "How Great Thou Art").

Mortimer: I never realized how beautiful and special Easter is. But I still don't understand what the delivering of eggs and chocolate bunnies has to do with God's Son dying for us.

Easter Past: That is not for me to explain. My job here is one. You must wait for your next visitor to understand your role as the Easter Rabbit. Goodbye, Mortimer.

(The ghost of Easter Past leaves, and Mortimer is left alone).

(Otis Lee: Oh, Xavier, now that Mortimer knows the real Easter story, will he take over the job of the Easter Rabbit?)

Xavier: No, not yet. It's a beautiful story, but that's all it is to Mortimer, just a story. He doesn't feel its message in his heart yet.

Julie Anne: Well, I feel it in my heart. It's a wonderful thing to know that God cared enough for us to give us His Son.

Xavier: Sssh - here comes the next visitor.

Easter Present: Mortimer, wake up. It's time for your next trip.

Mortimer: Where are we going this time?

Easter Present: It's someplace you should know. Come along - we haven't much time.

(As Mortimer and the ghost of Easter Present move around the curtain, we sing "Here Comes Peter Cottontail", and the curtain opens)
Easter Present: Getting Ready for an Easter that will never come - just listen.

Rabbit #1: I just love this time of year. It's a fresh new beginning for everything - for the trees, the flowers, the animals - it's a real celebration!

Rabbit #2: Only there's nothing to celebrate this year. Look at the Easter Rabbit. He's tired and worn out, and there's no-one to take his place.

Rabbit #1: Something will happen to make things right. I just know it! In the meantime, let's keep up our end. These eggs are just beautiful - they should make some little boy or girl very happy.

Rabbit #2: I hope you're right, Long Ears. It's a good feeling when you make something out of love for someone else. I hope the children get a chance to enjoy them.

Rabbit #1: Not unless there's some sort of miracle. But then, Easter is a time of miracles. We'll just have to wait and see.

Mortimer: Now I understand. The Easter Rabbit brings the message of giving, and the celebration of spring and new life. It's a wonderful idea - it's just not for me. You understand that, don't you?

Easter Present: It is not for me to say, nor is it my decision to make. You must take responsibility for your own actions, or in your case, you owe inaction. It is time for me to go. (He leaves)

Mortimer: But wait! What do I do now? Don't leave me, please. I just don't know what to do. (Mortimer settles down to an uneasy sleep)

Xavier: Well kids, things look pretty grim. It looks like the end for Easter.
Xavier: Not yet; he has one more visitor, and her he comes now.

Easter Future: Mortimer, wake up man. Like, let's pop this shop and lay some tracks - rabbit tracks, that is!

Mortimer: Finally - someone who talks my language.

Easter Future: Yes, sir, banana ears. Hangin' around vegetating just ain't my style. I got to be on the move, if you catch my drift.

Mortimer: (a little confused): Oh, I understand. It's just that you're so different from my other 2 visitors.

Easter Future: Well, what did you expect fuzz face? Lionel Ritchie? Come on, you got to move with the times, go with the flow, and live! live! live! Hurray now, I'm on a tight schedule.

(As the curtain opens, Mortimer and the ghost of Easter Future are confronted with an egg factory. operated by robots.)

Robot #1: Come on, CXL, you're behind in your egg production quota. You know that eggs are in greater demand at this time of year.

Robot #2: Why do we need so many eggs?

Robot #1: Who knows? Seems to me there used to be some kind of special holiday at this time of year, and eggs were delivered by a rabbit - if you can believe it!

Robot #2: That does not compute!

Robot #1: Who cares? That's ancient history now. The important thing is to get out as many eggs as we can, exactly the same size and shape and of course, all this same shade of metallic grey.
Lavendar: Throw them in the gold mine!

Otis Lee: Wait! Before you do that, we have-something to give you.

Cabbage Jack: No one ever gave me anything before.

Bo Weasel: Me, either. I just take what I want.

Derwin Steve: This is for you Lavendar (gives her a hat)
And this is for Cabbage Jack and Do weasel.

Bo Weasel: Gosh, our very own Easter baskets.

Cabbage Jack: I think I'm going to cry.

Lavendar: Well maybe we can forget about putting you kids down in the gold mine, but just until after Easter.

Everyone: Hurray and Happy Easter.
Chorus: The Herdmans were horrible, horrible, horrible
The Herdmans were horrible, horrible kids.

Narrator: #1
Yes, it was true - sad, but true. The Herdmans were absolutely positively, without question, the most obnoxious, horrible kids in the history of the entire world. They lied and stole and smoked cigars and talked dirty and hit little kids and swore at their teachers. If there was anything rotten that could be done, the Herdmans did it.

Narrator: #2
They were just so all-round awful, you could hardly believe they were real: there was Ralph, Imogene, Leroy, Claude, Ollie and Gladys, the youngest - six skinny stringy--haired kids all alike except for being different sizes and having different black-and-blue places where they had zonked each other.

(Herdmans come out, looking rough and ragged)

Narrator: #1
Everyone remembered the time when Claude Herdman brought their pet cat in for Show and Tell.

Chorus: The cat was a killer, a killer, a killer
The cat was a killer, those Herdmans had trained.

Narrator: #2
Claude has starved the cat for 2 days, so it was very mad. When he let it out of the shoe box, it jumped up, attacking everyone in sight. By the time they caught the animal, the Happy Family Dollhouse, the globe of the world, and the aquarium full of fish all lay destroyed and shattered on the floor.

Chorus: The Herdmans had struck again, struck again, struck again
The Herdmans had struck again, the class was a mess.

Narrator #1
There were some children in particular who were singled out for a special brand of Herdman torture. Alice Wendleken was one. She was so squeaky clean that she actually had detergent hands by the time she was four.
(Alice walks cut and promenades about the stage)

Chorus: Alice was squeaky-clean, squeaky-clean squeaky-clean,
Alice was squeaky clean, she was a pain.

Narrator: #2

Unfortunately for Alice, and through no fault- of her own, she once contracted lice. From that moment on, Imogene Herdman tormented her mercilessly.

Chorus: Alice has cootie bugs, cootie bugs, cootie bugs
Alice has cootie bugs, crawling on her.

Narrator: #1

You can see what kind of kids the Herdmans were, so you can imagine why we were all so upset when they decided to take part in our Christmas pageant at church.

Narrator: #2

It was my brother Charlie's fault actually. Every day he went to school, Leroy Herdman stole the dessert from Charlie's lunch. Finally Charlie told him one day he didn't care because he got all the desserts he wanted - at church! That did it!

Chorus: The Herdmans all went to church, went to church, went to church
The Herdmans all went to church, for ice cream and pie.

Narrator: #2

Mother was busy explaining about the Christmas pageant, because she was in charge that year. The Herdmans were busy robbing the collection plate, because they were the Herdmans. After the service, all the kids had to stay while Mother explained about the rehearsal for the pageant.

Imogene: What's a pageant?

Narrator: #1

We explained that a pageant was a play. For the first time, Imogene looked interested. All the Herdmans are big moviegoers, though they never pay their own way. One or two of them start a fight at the box office while the others slip in. When they heard it was a play about Jesus, though, we thought the Herdmans wouldn't be back. Boy, were we wrong!
Narrator: #2

The following week, Mother was busy selecting children for parts when in walked the Herdmans.

Mother:

The primary class will be our angels and the older boys and girls will be shepherds and choir members. Now all we need are Mary, Joseph and Three Wise Men and the Angel of the Lord. Now, Mary was kind and gentle and quiet. The little girl who plays Mary should try to be that kind of person too.

Narrator: #1

The only person who volunteered for the part of Mary every year was squeaky-clean Alice Wendlekin. But this year, she just stood there, looking down at the floor.

Imogene: I want to be Mary and Ralph here - he'll be Joseph.

Narrator: #2

Mother was shocked. It wasn't until later that we found out how Imogene had threatened Alice so she wouldn't volunteer.

Imogene: And in the spring, when the pussy willows come out, I'll stick a pussy willow so far down your ear that nobody can reach it - and it'll sprout there, and it'll grow and grow, and you'll spend the rest of your life with a pussy willow bush growing out your ear.

Chorus: Yes the Herdmans were horrible, horrible, horrible
The Herdmans were horrible, horrible kids.

Narrator: #1

The other Herdman boys became the wise men and the smallest, meanest Herdman of all, Gladys became the Angel of the Lord.

Chorus: The play's a disaster, disaster, disaster
The play's a disaster, the Herdmans are here.

Narrator: #2

Now, we always assumed that everyone knows the Christmas story, but that's not true. The Herdmans had never heard it before, so our mother had to explain it right from the beginning. The rest of us thought it was a real bore, but we forgot that life with the Herdmans is never dull.
Leroy: That manger, was that like a bed? If it was a bed, what was it doing in the barn?

Mother:

They had no bed. What would you do if you had a new baby and no bed to put him in?

Claude: We put Gladys in a dresser drawer when she was born.

Narrator: #2

Mother explained that the manger was a wooden feeding trough for animals. Then she had to explain that swaddling clothes were big pieces of material, used to wrap babies tightly so they couldn't move, so they would be warm and cozy.

Ollie: You mean they tied up that baby Jesus and dumped him in a bedbox? Where was the Child Welfare.

Narrator: #1

And so it continued, until we got to the part of the Angel of the Lord.

Mother: And lo, the Angel of the Lord came upon them and the glory of the Lord shone round about the, and...

Gladys:

Shazam! Out of the black night with horrible vengeance comes the Mighty Marvo!

Narrator: #2

Of course, Mother had never read Amazing Comics. Try as she might, she couldn't convince Gladys that the Angel of the Lord was not like the Mighty Marvo. They thought the 3 wisemen were nothing but dirty spies. The Herdmans were even more disappointed when they found out there wasn't going to be any King Herod in the play. They wanted somebody to be Herod so they could punch his lights out for trying to kill the baby Jesus.

Narrator: #2

After much rehearsing, the night of the pageant arrived. Mother was afraid it would be the first pageant in history where Joseph and the Wise Men got in a fight, and Mary runs off with the baby. But that didn't happen at all.
Narrator #3

Ralph and Imogene appeared at the door, as if they weren't sure they were in the right place. They looked like the people you see on the six o'clock news - refugees, sent to wait in some strange, ugly place. It suddenly occurred to us that this was just the way it must have been for the real Holy Family, stuck away in a barn by people who didn't much care what happened to them. They couldn't have been very neat and tidy, either, but more like Imogene whose veil was crooked, and Ralph whose hair stuck out all around his ears. Imogene had the baby slung over her shoulder and before she put it in the manger, she thumped it twice on the back, just like a real baby. And that was the whole point. Jesus didn't come down on a cloud like something out of Amazing Comics. He was born and lived...he was a real person.

Narrator #1

Then came the shepherds followed by Gladys, who hollered as if she had the best news in the whole world, which I guess she did.

Gladys:

Hey, unto you a child is born!

Narrator:

The Wise Men came in next, and to everyone's surprise, they brought the ham from their foodbasket. I guess the Herdmans thought the ham was a better gift than oils and perfumes that the Wise Men brought in the story.

Narrator #3

As we sang the last verse, there sat Imogene, awful old Imogene crying and crying. It was the best Christmas pageant ever. We realized how the Christmas story was about a new baby, and his mother and father who were in a lot of trouble - no money, no place to go, no doctor, nobody they knew. And then, arriving from the east, some rich friends. Imogene knew Christmas was special now. It just came over her all at once like chills and fever. No matter how she herself was, Imogene liked the idea of the Mary in the picture - all pink and white and pure-looking, as if she never washed the dishes or cooked supper.

And the Angel of the Lord would never be quite the same to any of us again. She would always look like Gladys, with her skinny legs and dirty sneakers sticking out, saying:

Gladys: Hey, unto you a child is born.

Chorus: It was the best Christmas pageant ever!
Appendix XIX

Parent Survey 1987

and

Summary of Results
Dear Parents,

During the 1983-1984 and 1984-1985 school years, a primary-intermediate class was set up at General Brock School in the form of a Grade 2/3 and 3/7. Your child was a member of that class for one or both of those years. At the end of that time, you were asked to complete a questionnaire to share your opinions of this programme with us. We were very pleased with the positive response at that time and would now like to ask your co-operation once more.

Mrs. Taylor, who was the teacher for these classes, is completing an educational paper on the subject of this programme. Your opinions, now that your children have returned to a traditional classroom environment 2 or 3 years later are critical to the validity of the research. She would also like to interview the children at school on Monday, February 23, to obtain their ideas as well.

If this meets with your approval, please return the completed questionnaire on Monday. Your co-operation is very much appreciated.

Yours truly

J. Muir
Principal

February 19, 1987
Parent Survey - February 1987

Primary-Intermediate Class, General Brock School

1. When you first learned that your child was in a Grade 2/8 or Grade 3/7, how did you feel about it?

2. After completing the year in the class, how did you feel about the programme?

3. Now that a few years have passed, how do you feel about the programme?

4. How did this special grouping of the children help your child?

5. How did this special grouping of the children hurt your child?

6. What did you as a parent like most about this programme?

7. What do you think your child liked most about the programme?

8. List 4 items in particular that you remember most about this class.
   a.
   b.
9. Was there anything that you would have changed about this programme?

10. Did you feel that you had satisfactory input into the programme?

11. Was there sufficient contact between you and the teacher during the school year?

12. Were you satisfied with the teaching methods that were used?

13. Do you feel that your child's presence in this class for one or two years prepared him or hindered his efforts the following year in a regular class? Please explain in detail.

14. If the opportunity was made available again would you want to have your child placed in such a class again?

15. Please add any other ideas, suggestions or opinions that you might have that were not covered in the above questions.
Summary of Survey Results 1987

1. When you first learned that your child was in a Grade 2/8 or Grade 3/7, how did you feel about it?

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<thead>
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<th>Positive</th>
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<th>Negative</th>
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<tr>
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<td>- surprised</td>
<td>- leary</td>
</tr>
<tr>
<td>- fine (2)</td>
<td>- didn't mind</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- curious</td>
<td></td>
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<tr>
<td></td>
<td>- undecided</td>
<td></td>
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<tr>
<td></td>
<td>- confused</td>
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</table>

2. After completing the year in the class, how did you feel about the programme?

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<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>- great</td>
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<td>- leary</td>
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<tr>
<td>- it helped</td>
<td></td>
<td>- unsure</td>
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<td>- beneficial to emotional development</td>
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<tr>
<td>- fine</td>
<td></td>
<td>- unsure</td>
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<tr>
<td>- they learned more</td>
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<td></td>
</tr>
<tr>
<td>- more successful (2)</td>
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<td></td>
</tr>
<tr>
<td>- positive</td>
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<td>- unsure</td>
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3. Now that a few years have passed, how do you feel about the programme?

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>- good (3)</td>
<td>- unsure</td>
<td>- leary</td>
</tr>
<tr>
<td>- great (2)</td>
<td></td>
<td>- unsure</td>
</tr>
<tr>
<td>- wished it was still there</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- was everything I thought it would be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- would like to see it again</td>
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<td></td>
</tr>
<tr>
<td>- fine</td>
<td></td>
<td>- unsure</td>
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</tbody>
</table>

4. How did this special grouping of the children help your child?

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>- learned patience</td>
<td>- didn't really know</td>
<td></td>
</tr>
<tr>
<td>- learned responsibility (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- became independent</td>
<td></td>
<td></td>
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<tr>
<td>- learned to get along with older kids (3)</td>
<td></td>
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</tr>
</tbody>
</table>
4. What has built self confidence (2)
   - worked harder because he had goals
   - willing to help others

5. How did this special grouping of the children hurt your child?

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
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</thead>
<tbody>
<tr>
<td>- it didn't (5)</td>
<td>- too much help from older kids</td>
<td></td>
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<tr>
<td></td>
<td>- found it hard to adjust to a regular class after</td>
<td></td>
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<tr>
<td></td>
<td>- became too attached to the teacher (3)</td>
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</tbody>
</table>

6. What did you as a parent like most about this program?

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>- child had help when he needed it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- child enjoyed going to school (3)</td>
<td></td>
<td></td>
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<tr>
<td>- dealt with total development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- one-to-one with older student (2)</td>
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<td></td>
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<tr>
<td>- child's eagerness to be a part of activities</td>
<td></td>
<td></td>
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<tr>
<td>- child never bored (2)</td>
<td></td>
<td></td>
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<tr>
<td>- child always had something positive to say (2)</td>
<td></td>
<td></td>
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<tr>
<td>- &quot;it's a step in the right direction. The only way to better the system is to experiment&quot;</td>
<td></td>
<td></td>
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<tr>
<td>- made him try harder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- sharing of new ideas</td>
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</tbody>
</table>

7. What do you think your child liked most about the programme?

A) the older children in the class (6)
B) the teacher (5)
C) the trip to Toronto (1)

8. List 4 items in particular that you remember most about this class.

- open concept
- more freedom of speech
- bright, cheerful classroom
- relaxed atmosphere
- good development in all subjects
- Grade 8 partners (3)
- the teacher (3)
- no textbooks
- the trips (2)
- the projects
- Canada Day
- dinosaur day
-growth in self-confidence
-the unusual concept of learning
-everyone treated as equals
-good work was rewarded
-seemed more advanced
-growth in achievement
-the reading material
-sharing time
-student relationships
-the time the teacher gave
-the class worked as a team
-happy well-adjusted kids
-recreational activities

9. Was there anything that you would have changed about the programme?

Positive

Negative

-nothing (8)

-a little more traditional

-use of textbooks

-a different teacher the second year

10. Did you feel that you had satisfactory input into the programme?

Positive

Neutral

Negative

Yes (9)

Unsure (1)

11. Was there sufficient contact between you and the teacher during the school year?

Positive

Neutral

Negative

Yes (8)

No but not the fault of the teacher

12. Were you satisfied with the teaching methods that were used?

Positive

Neutral

Negative

Yes (8)

Sometimes (1)

No (1)

13. Do you feel your child's presence in this class for one or two years prepared him or hindered his efforts the following year in a regular class?

Positive

Negative

-prepared (8)

-he became too attached to the teacher (1)

-he was only in the programme 4 months (1)
14. If the opportunity was made available again, would you want to have your child placed in such a class again?

<table>
<thead>
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15. Additional opinions

"The kids to this day still talk about that class. They really loved the class. They were really looking forward to go to school particularly in this class. They felt it was exciting. I feel they should have kept this class because it really helped a lot of students. A lot of people say that the kids were spoiled. That's not true. They were shown that the teacher really cared and loved, and even though there was 2 grades in the class Mrs. Taylor showed and took time with each individual."
Appendix XX

Target Areas for

Primary-Intermediate Class

1984
Target Areas

1. Grade 2 negative behaviour patterns
   Results: virtually disappeared

2. Grade 8 negative behaviour patterns
   Results: virtually disappeared

3. Grade 8 incomplete homework patterns
   Results: Virtually disappeared

4. Grade 2 reading level
   Results: Increased to the average level of peers and in some cases surpassed peers in a traditional setting.

5. Grade 8 reading level
   Results: Increased and often surpassed the average level of peers.

6. Grade 2 academic proficiency
   Results: measureable improvement

7. Grade 8 academic proficiency
   Results: measureable improvement

8. General discipline
   Results: Positive, responsive climate

9. Grade 2 self-image
   Results: dramatic improvement in self-concept

10. Grade 8 self-image
    Results: continued improvement of self-image
11. Attitude toward school
Results: positive

12. Parent perceptions of school
Results: positive and supportive

13. Dependence of students on the teacher
Results: both Grade 2 and Grade 8 students developed a growing autonomy and independent work habits.

While other factors certainly contributed to these outcomes, I believe the major motivating force was the placement of the Grade 2 and Grade 8 students together in a carefully planned and developed environment.
Appendix XXI
Standardized Test Results
Academic Year 1983-1984
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<th>STUDENT</th>
<th>VOCABULARY</th>
<th>COMPREHENSION</th>
<th>TOTAL TEST</th>
<th>WEIP</th>
<th>BIRTH NUMBER</th>
<th>YEAR</th>
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<td>7.6</td>
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<td>54</td>
<td>8.5</td>
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</tbody>
</table>

**Percentile Categories:**
- 98 and above: Very Superior
- 91-97: Superior
- 85-90: High Average
- 78-84: Average
- 71-74: Low Average
- 61-70: Weak

**Raw Score**

**Percentile Rank**

**Grade Equivalent**
<table>
<thead>
<tr>
<th>STUDENT</th>
<th>VOCABULARY</th>
<th>COMPREHENSION</th>
<th>TOTAL TEST</th>
<th>WEIP</th>
<th>BIRTH YEAR</th>
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**KEY:**
- RAW = Raw Score
- PR = Percentile Rank
- GE = Grade Equivalent

**Percentile Categories:**
- 98 and above: Very Superior
- 91-97: Superior
- 75-90: High Average
- 25-74: Average
- 9-24: Low Average
- 3-8: Weak
- 2 and below: Very Weak
Appendix XXII
Parent Survey
distributed June 1984
June 1994

This year your child was in a unique classroom situation. We are presently evaluating the program and would appreciate your assistance.

Would you please take the time to fill out the questionnaire and return it to the school by Thursday, June 28. It is not necessary for you to sign the form unless you wish to.

1. Was your child in: Grade 2?________

        Grade 3?________

2. When you first heard about the class were you
   Opposed to it?________
   in favour of it?________
   not sure about it?________

3. Have you changed your opinion since that time?
   Yes________  No________

Please explain

4. In what way(s) do you think that being in this class has
   hindered your child's education?
5. In what way(s) do you think that being in this class has helped your child's education?

6. If such a class were to be offered again, what changes would you suggest be made in it?

7. If the opportunity came up, would you recommend such a class to a friend or for another child of your own?

   Yes_____________  No_____________

Please explain

8. Please make any other comments about the program that you feel have not been covered by this questionnaire.
Appendix XXIII

Correspondence from Mr. Frank Johnson

Superintendent of Instruction

1984
February 29, 1984

Mrs. Norra Taylor
BROCK SCHOOL

Dear Norra,

Please accept our sincere thanks for the summary comments concerning your two/eight split program at Brock School. As we indicated to you during our visit, we were much impressed with the results you are able to achieve. We feel that such a program has possibilities for other readiness pupils in our system. In this regard, we have communicated your program to our colleagues, and to several of the principals in our system. We anticipate that you may receive requests for further information and we would appreciate any assistance you may have time to offer.

Aside from the potential benefit derived from the program at Brock or another school, we wish to applaud the professional and creative effort that you have demonstrated in this educational experiment. If the two of us can be of any further assistance to you, please do not hesitate to get in touch.

Sincerely,

Evan Gordon
SUPERINTENDENT OF INSTRUCTION

cc: Mr. John Muir, Principal
    Mr. Don Hyland
    Mr. Tom Wear
    Ret. 1m
    D18h 2

P.S. Congrats for the great job on the radio!
Appendix XXIV

Teacher-Designed Progress Report and
Windsor Board of Education
Report Cards for Primary and Intermediate
old Format, and New Format adopted
in 1987
Preliminary Report

Oct. 1983

Grade 2

Pupil's Name: ________________________________

Reading

1. enjoys silent reading
2. reads to others
3. reads with good expression
4. enjoys oral reading
5. completes reading instruction activities
6. demonstrates reading comprehension
7. uses library time well

Math

1. uses counters to do math questions
2. knows number facts
3. adds with regrouping
4. subtracts with regrouping
5. tells time correctly
6. completes notebooks work well
7. enjoys math

Gym

1. enjoys gym
2. follows directions
3. shows good sportsmanship
4. is developing skills
5. shows good co-ordination
Pupil's Name ____________________________

WRITING

1. enjoys writing stories
2. shows good creativity and imagination
3. develops and uses new vocabulary
4. attempts to spell correctly
5. completes daily SWISH entries
6. completes assignments
7. uses good topic and ending sentence
8. enjoys writing poetry
9. writes good descriptive paragraph

SOCIAL STUDIES

1. enjoys Social Studies
2. keeps a good organized notebook
3. completes assignments
4. writes his/her own notes
5. developing research skills
6. makes decisions wisely
7. participates in discussions
8. shows understanding of the material
9. thinks out problems

ART

1. Enjoys art
2. shows creativity and imagination
3. completes activities
4. makes good use of material
5. cleans up work area
<table>
<thead>
<tr>
<th>Work Skills</th>
<th>VG</th>
<th>G</th>
<th>S</th>
<th>ED</th>
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</thead>
<tbody>
<tr>
<td>1. works independently</td>
<td></td>
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<tr>
<td>2. completes assignments</td>
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<td>3. turns in homework</td>
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<td>4. is co-operative</td>
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<tr>
<td>5. works neatly</td>
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<th>Social Skills</th>
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<tbody>
<tr>
<td>1. is polite and courteous</td>
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<tr>
<td>2. helps others</td>
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<td>3. co-operates with Gr. 8 partner</td>
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<td>4. participates in class meetings</td>
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<td>5. asks questions when he/she doesn't understand</td>
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Principal's Signature

Teacher's Signature

Parent's Comments:

VG - Very good      G - good       S - satisfactory     Ed - experiencing difficulty
WINDSOR BOARD OF EDUCATION (old form)
PRIMARY PROGRESS REPORT

Pupil __________________________ Placement __________________________ Teacher __________________________

School __________________________ Phone __________________________ Principal __________________________

Important: To understand this report please read the evaluation guideline and description of studies on the reverse side.

Progress and Effort Key:—

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<th>Unit</th>
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<td>Needs Improvement</td>
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**Listening**

**Speaking**

**Creative Writing**
## Academic Achievement

**Reading and Literature**

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**Language Arts**

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**Geography**

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**History**

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**Important:** To understand this report please read the evaluation guideline and description of studies on the reverse side.
The checks (✓) in the columns indicate your child's development as observed over a period of time. Items not checked have not been observed or are not applicable.

**LANGUAGE ARTS:**

**LISTENING, SPEAKING, READING, WRITING**

Listen and responds to: stories, music.
- instructions.

Speaks: using language appropriate to the situation.
- participating in and contributing to discussions.

Reads: stories, poems, songs learned through repetition.
- stories, poems, plays in Core Program.
- self selected reading materials.

Reads, using a variety of strategies to unlock unknown words.
- picture clues.
- context and word order clues.
- phonic clues.

Reads, self correcting errors when appropriate.

Reads and demonstrates an understanding of: material read
- skills taught.

Writes, expressing own ideas and feelings.

Writes, demonstrating growth in:
- writing sentences.
  - spelling.
  - use of punctuation/capitals.
Pupil: ___________________ School: ___________________ Grade: 
Teacher: ___________________ Address: ___________________ Year 19 ___ to 19 ___
Principal: ___________________ Phone: ____________

**ENGLISH**

**LISTENING AND SPEAKING**
- participates in oral activities (e.g. discussion, drama)
- uses effective language to inform, predict, summarize, evaluate and solve problems

**READING**
- reads a wide variety of literature and informational material
- reads with understanding
- makes use of the school library

**WRITING**
- expresses own ideas and feelings in writing
- writes for a variety of formats (journals, stories, letters, poems, opinions)
- demonstrates increased proficiency in vocabulary, sentence structure & punctuation
- revises writing for clarity and effectiveness
- demonstrates increased ability to use correct grammar
- demonstrates increased ability to spell correctly

**ACADEMIC ACHIEVEMENT**

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<th>Term 3</th>
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**ENGLISH EVALUATION GUIDE:** (A: 80-100, B: 70-79, C: 60-69, D: 50-59, E: below 50)

**TERM 1**

**TERM 2**

**TERM 3**

**FRENCH**

**TERM 1**

**TERM 2**

**TERM 3**
Appendix XXV

Articles from the Windsor Star
Marilyn Harvey’s Grade 1 classroom at the Campbell Collegiate School resembles a banquet mandeereed by some bizarre collector for color.

“Birch research has indicated that children learn not in compartments like that, but are holistic learners. Kids learn better with hands-on experience, using concrete materials, at the earlier grades.”

In Harvey’s classroom, the activity centres are based from a water table, where children work about measurement of volume, to the listening board, where a group listens to a tape-recorder while following the words in a book.

Activities are simultaneous. By the door, a group digs a sandbox, making burrows for clumsy bunnies and dinosaurs.

In the middle of the room, two others mix colored water in clear containers, watching new colors emerge.

Harvey said it has taken nearly two years to collect the materials and plan activities.

There were seven projects under way when visitors toured the classroom, and although it looked like confusion to the untrained eye, the teacher was clearly in command.

“I wanted a head on at a training practice, she moved from group to group and offered advice. Sometimes she would jot notes on her observations to record a pupil’s progress.

Harvey said she remains a traditional teacher, scheduling activities as they fit into her lesson plan. Sometimes, there may be an activity session only once a week, at other times they could be daily, depending on the subjects being covered.

THE CHILDREN “become totally involved” when the activities are initiated. She has seen improvement in social skills and co-operation, and problem-solving skills have also improved.

Lillian Erickson, a consultant with the board, said the technique is based on “how children learn best.”

“The youngsters “just aren’t geared to sit for long periods of time, and they don’t learn vicariously. Some adults might think little children learn something when they are told, but unless they have experienced it, they can’t use it in their own way,” it is difficult.”

Erickson said the board has decided to “make a real thrust” into child-centred teaching this year.

AARON PALMER, left, and Darrell Fletcher pour water into containers

The teacher federations have co-operated in sponsoring speakers and helping to develop curricular documents.

Nancy Allen, assistant co-ordinator for the junior division, grades 4 through 6, said the board is considering establishing pilot project classroom next year to demonstrate the new approach in higher grades.

THURSDAY, MAY 21, p. A3
Teaching method not new but still commendable

Sir: I read with interest the article in The Star of May 21 entitled: Children learn by doing in pilot classrooms. It was reassuring to read that more Windsor children will have the opportunity to learn through concrete materials and practical activities.

However, it was most disconcerting to read the statement that "The new methods, recommended by the Ministry of Education, make the child the centre of the learning process." These methods are far from new! Montessori educators have been following these methods since their inception by Dr. Maria Montessori in the very early 1900's. She declared that "The hands are the instruments of man's intelligence" and developed an extensive array of educational materials which put this philosophy of child-centred learning into practice.

Today you may enter a Montessori classroom almost anywhere in the world, including Windsor and Essex County, and observe children measuring, pouring, counting beads or sticks, learning sounds with sandpaper letters, multiplying with pegs, learning botany and zoology with puzzles, studying globes and puzzle maps to find out about the world around them, and in general enjoying learning.

Although many people associate the term Montessori with preschools, most cities, including Windsor (actually St. Clair Beach) boast at least one Montessori elementary school and some extend through high school. It may also be of interest to note that several countries, states and in my knowledge, one province (British Columbia) provide Montessori Schools as part of their public education system.

As a Montessori educator, teacher trainer and as a parent concerned with children's optimum physical, spiritual and intellectual development, I applaud the Windsor board's move to provide the type of education which children need and respond to best, but please, give credit where credit is due. Dr. Maria Montessori provided us with beautiful and effective didactic materials and methods, and we rightly acknowledge them as products of her genius.

JANICE COUREY
St. Clair Beach

June 4, 1987 (A7)
Appendix XXVI

Sample Newsletters

by N. Taylor
Dear Parents,

Science Fair

Mr. Pitman continues to make final arrangements for the Glenwood Science Fair in March. Students who have ordered backboards are asked to make arrangements to pick them up from the stock room as soon as possible, as they are rather cumbersome and take up considerable space.

Class News

The Grade 7 classes have been involved recently in the making of a unique form of matter known as "moon goo". This, and their soap carvings next week, are all used to demonstrate states of matter and their physical changes.

The Grade 6 students have just invented their own machine, such as: Sara Gallagher's automatic sock remover. Some of these inventions make such good use of the principles of the six simple types of machines that students are encouraged to build and perhaps use them for their Science Fair projects.

The Grade 8 students are busily preparing to adopt the role of Science teacher as they make final preparations for their individual lesson presentations on weather topics. I only hope Derek Nietzel has no plans to fog us into the classroom indefinitely. Hopefully, Drew Dilkens will make sure his tornado is confined to the classroom, and doesn't send the entire Glenwood School to the land of Oz. I am looking forward to these and other demonstrations in the next two weeks.

Space Shuttle

On Tuesday, January 28, at 11:39, just 74 seconds after lift-off, the United States' Space Shuttle, Challenger, experienced a massive explosion that destroyed the spacecraft and ended the lives of all seven crew members, including civilian, Christa McAuliffe, a high school teacher from New Hampshire.

My first reaction to this news was one of shock and disbelief, followed almost immediately by a great sense of sadness and emptiness. The loss of life always seems tragic to us, but the unexpected and horrifying nature of this accident, broadcast live like some kind of toothpaste commercial, only served to magnify the tragedy and give it an unearthly quality.

So many of the students followed up with special activities related to the shuttle tragedy. Over 147 of these included touching letters to President Reagan, written with the clear innocence of children. Others, like Anita Huang, wrote very moving compositions that reflected their thoughts about the accident. Most children submitted a collection of newspaper articles. I think of the meticulous attention to detail by Joanna Cantle, the emotion-filled poem written by Drew Dilkens, and the sharing of her innermost thoughts by Lori Stammler.
Each project became a struggle to mark, because each one served to remind me of my own feelings. As promised, I can now share them with you.

As a student of History, I glory in man's achievements since the beginning of time. Because I am human, I can cross the barriers of time and share the accomplishments of those people who made our nation great, and our world progressively more civilized and humane.

As a novice in Science, I can revel in all the magnificent discoveries that have brought our technological knowledge to such an advanced level. Every time I learn something new, I can say, "Eureka - I've found it!" - because that magic of discovery is as real for me as it was for the great men and women of Science whose discoveries have changed our world.

As a dreamer, I can share the sense of wonder and adventure of early explorers who, like our astronauts, traversed dangers to reach worlds unknown.

As a mother, I can share in the sense of loss when a young life so full of hope and vitality and life, is snuffed out.

As a daughter, I can feel the agony of a child so cruelly torn from the love and protection of a parent seeking to make the world a better place.

As a teacher, I can appreciate the lessons that such an event teaches us. It speaks to us of our humanity, and our place in the global community; it cries to us of our fallibility and our need to depend on one another; it shouts to us not to become so proud that we forget our humble beginnings and our real purpose in life. We are, after all, all God's children.

The teacher in me looks for the one thing that I can personally learn from any situation. From this, I have decided to keep a journal, as Christa McAuliffe used to keep, to present later to her children so they could share in every aspect of her life. What a treasure that will be for them now. It has also reminded me once again how precious every moment in life is, each one being a gift from God.

I believe there is a God,
I can see His work in rainbows,
I can feel His love in the smile of a child,
I can hear His sigh when the wind blows,
I believe there is a God.

He must be real.
These plagues, these famines, these wars,
This flagrant lack of concern for others
Are merely poor examples of
Man's ineptitude at handling
His own life and that of his brothers.

I believe there is a God
And we have no right to ask -
"Why did you take them from us?"
Instead, we must find comfort
In believing that everything has a purpose
And His love is enough to carry us.
I believe there is a God,
And in His special land;
My youngest brother, my beloved grandfather,
My dear old friend, were waiting hand in hand
To usher those seven space voyagers
Into His lasting peace.

I believe there is a God.

Mrs. N. Taylor
Dear Parents:

With only four weeks of school left, we are busy with our end of the year activities. My special thanks to those children who did such a super job on their units of work during my absence. To those who did less than expected, I hope you will spend the next four weeks doing the best you can.

ACADEMIC CORNER

Our sports unit is completed and the students contributions to the sports trivia board are great. We are now beginning a very special unit of work on Canada Day -- a celebration of national consciousness. The students will be making use of the research, reading and writing skills they have been working on all year to create an attractive, artistic display that will be ready to view by June 13. Essays, poems, posters, maps, drawings are all a part of this theme unit. Attached to the end of the newsletter is a detailed explanation of our Canada Day activities. Please feel free to work with your child on this important unit. We have asked Mrs. Rea's Grade four class to join us in this group effort.

In Math, we are working on per cent conversions from decimals and fractions. Before the end of the year, we hope to do some work on metric measurement as well.

In Science, the children are just finishing up a unit on Flight with a research project on powered aircraft.

On Wednesday, June 18, I would like to have a class barbecue and pool party from 11:00 a.m. to 3:00 p.m., providing the weather co-operates. Hot dogs and pop will be provided. Children may bring desserts or salads if they wish. A few volunteer drivers will be required that day. Parents are invited to drive and spend the day with us. Please indicate on the attached consent form if you can drive that day.

Our end-of-the-year trip to Toronto has been scheduled for Thursday, June 19. The bus will be leaving Glenwood at 6:30 a.m. and returning between 10:30 p.m. and 11:00 p.m. Parents are requested to have the children at school by 6:15 a.m. and make arrangements to pick them up that evening. Total cost for the trip is $45.00, which covers the cost of the highway bus, admission to the Toronto Metropolitan Zoo, the monorail ride, admission to Ontario Place and supper. Children are asked to bring their own lunches and a warm
jacket. Three or four parent volunteers are also required for the day. If you can accompany us, please indicate on the consent form enclosed.

Two Theatre presentations are being offered in the coming weeks. On Thursday, May 29, Great Women in Canadian History will be presented in our school gym. Cost is $2.00 per student. On Tuesday, June 3, You're A Good Man, Charlie Brown is being presented at the Faculty of Education. Cost for this performance is $2.75. A parent consent form is attached for this trip, also.

DATES TO REMEMBER

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<tr>
<th>Date</th>
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<tr>
<td>Thursday, May 29</td>
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<tr>
<td>Thursday, May 29</td>
<td>Area Track Meet (afternoon dismissal)</td>
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<tr>
<td>Tuesday, June 3</td>
<td>play, You're A Good Man, Charlie Brown</td>
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<td>Tuesday, June 17</td>
<td>Safety Patrols to Bob-lo</td>
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<tr>
<td>Wednesday, June 18</td>
<td>Class barbecue, Mrs. Taylor's house</td>
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<td>Thursday, June 19</td>
<td>Class trip to Toronto</td>
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<td>Friday, June 20</td>
<td>Awards Assembly</td>
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<td>Monday, June 23</td>
<td>Canada Games Day (afternoon)</td>
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<td>Tuesday, June 24</td>
<td>Canada Day assembly and Awards</td>
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<td>-report cards; last day of school</td>
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Sincerely,

Mrs. N. Taylor

/nj

ATTACH: 9 sheets
Appendix XXVII

Index to

Whole Language Newsletters
# Whole Language Index

## Whole Language and Reading

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Vita Auctoris

Norra Taylor was born Norra Winterburn on March 6, 1951, in Windsor, Ontario. In 1972 she received an Honours BA in History from the University of Windsor, followed by an MA in History in 1973.

In 1975, she received a BEd from the University of Windsor. She holds teaching qualifications and experience in the Primary, Junior, Intermediate and Senior divisions. For several years, she has served as a sessional instructor at the Faculty of Education, University of Windsor.

She has conducted workshops for the Windsor Board of Education and the Essex County Board, and has written several textbook reviews for the Ministry of Education. Currently, she holds the rank of Lieutenant Commander in the Canadian Naval Reserve.

She is married and has three daughters. Her sabbatical studies in England, New Zealand, Australia, and Windsor, Ontario during the 1986-87 academic year have served to reinforce the philosophy outlined in her thesis.