

SELECTED VARIABLES RELATED TO
THE SUCCESSFUL IMPLEMENTATION OF A
NEW PRIMARY MUSIC CURRICULUM

by

SUSAN ROSEMARY REID

B.A., University of Toronto, 1970

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to the required standard


Dr. M. M. Vaughan


Dr. F. Churchley


Dr. W. Muir


Dr. M. Haughey

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UNIVERSITY OF VICTORIA

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Supervisor: Dr. Margery M. Vaughan

Abstract

Throughout the past decade educators have become increasingly concerned with the failure of many curriculum innovations to result in efficient and complete adoption within the schools. Recent studies have provided some general models for more effective implementation of curricula, but specific information at the school district and school levels is needed to assist local curriculum developers in the process of change.

The purpose of this study is to examine the participation of elementary schools in one school district in the process of implementing a new music curriculum mandated for use in the primary grades.

The thirteen elementary schools were measured in terms of their active participation in organized district implementation activities. This measure, called the SPI (School Participation Index), was examined in its relationship to four factors considered significant in the implementation process: the principal's support of the innovation, the teachers' perception of the support, the implementation strategies used within each school, and the school 'climate' for a subject specialty change.

Two interview schedules were developed for use in the study and were administered to all thirteen principals and to the forty-five teachers of grades one and two in the district.

It was found that the degree of principal support was related to the amount of participation by teachers in the organized district implementation activities. The 'high' support principals engaged in a wider variety and a greater number of implementation strategies and were perceived as more highly supportive of the new curriculum endeavour than the 'low' support principals. The school's and community's total music environment also tends to support an innovation in music instruction and was found to be significantly related to the participation effort by school staff involved in implementation.

The difficulty of encouraging change that has been mandated across a school district is formidable for all those involved. The four factors explored in this study must be examined within all schools if a curriculum innovation is to be assured a fair trial period and adoption in due course.

Examiners:

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CHAPTER 1

THE PROBLEM

Introduction

An unprecedented number of curricular changes in the British Columbia school system over the past fifteen years has brought to light many problems in the development, implementation and evaluation of curriculum. Curriculum developers have tended to assume that implementation at the district and school levels will result in efficient and complete adoption of the innovation. Thereafter, they have shifted their interest towards the monitoring of expected programme outcomes. Certainly this has been the case in elementary music, where no less than seven curriculum changes were made within four years (B.C. Department of Education Curriculum Circulars 31.3.67, 31.3.67, 25.3.68, 26.4.70, 14.5.71, 18.6.71, 18.6.71) and where a major innovation is planned in the near future (Curriculum Planning 1979, Curriculum Development Branch, B.C. Ministry of Education, Science and Technology).

Recent literature, however, remarks upon the failures of so many of the attempts at curriculum change, rather than on its successes. Yet these attempts continue, at substantial cost in terms of human resource effort and material expense. Waste such as this must be avoided within our school systems.

Fullan & Pomfret (1977) concluded that:

In general, current central policies at the school district level at best promote adoption. These policies do not have a strong influence on implementation because they fail to address those factors most critical for implementation. (p.391)

Within the British Columbia context, Doyle & Juk (1973) examined local curriculum attempts and reported:

Recent curriculum changes have been so unsystematic and haphazard in their execution as to suggest the need for a set of sound, basic and clearly understood implementation procedures in which each criterion in the set is given due consideration and emphasis through the process of curricular change. (p.51)

There is an immediate need to identify those factors which can lead to the effective implementation of new curricula. Innovation in the future must be guaranteed at least a satisfactory trial period within our schools.

Significant Implementation Factors

Certain school factors have been found in many of the research studies to have had significant impact in the process of implementation at a local level. Their major relevance within the literature is outlined below.

Principal's Support of Innovation. In the B.C. Administrative Handbook (Draft) 1979, curriculum responsibilities are seen to be "part of the continuing professional responsibility of the principal" (p.78)

once the curriculum has received Provincial approval. Curriculum activity at the elementary school level must directly involve the principal. By virtue of his position as school administrator and instructional supervisor, the principal has both direct access to staff and to curriculum materials as well as the formal authority to ensure that the implementation process is expedited successfully. The degree and kind of influence which a principal can exert has been examined as a function of his attitude towards the proposed innovation, his perception of his role as change-agent, the strategies he uses for effective change and his own personal qualities and communication skills (Deal & Celotti, 1980; Heichberger, 1975; Hellweg, 1973; Licata, 1975; Moyle, 1979).

Teacher's Perception of Support. Looking within particular schools or systems at the elementary level, a hierarchical structure has tended to persist which places the principal in the unique position of being the major curriculum resource for the school. It is to him that elementary teachers look primarily for initiative and for the sustaining of feedback in school programmes. Other sources may be available to the teacher, and these, together with the role played by the principal in support of teacher endeavour, have been discussed in the literature below (Fullan, 1972; Gillispie, 1975; Mahan, 1972; Michaletz, 1975).

Implementation Strategies. Although the fundamental principle within this province places curriculum development decisions under the authority of the elected representatives of the public, and although

locally determined materials require the approval of the Board of School Trustees for the district, it remains that if curricular change of any kind is to occur within an elementary school, then implementation activity must eventually concern itself with strategies for assimilation of the new materials into existing educational programmes in particular schools. Several studies have proposed a collection of ideas and strategies for effecting change within a school or a school system (Ben-Peretz & Kramer, 1979; Fullan & Pomfret, 1977; Gross, Giacquinta & Bernstein, 1971; Havelock, 1970).

The Climate for a Subject Specialty Change. A school's total music environment, as experienced through a combination of school, community and subject specialty factors, may influence the process of implementing a new curriculum in music. Such variables as the school's responsiveness to its local community, the communication networks which are established to transmit specialist-oriented information to the generalist elementary teacher, the recognition by both school and local community of the contribution made by music to the total curriculum and to the development of the whole child, the availability of specialized facilities, the musicality of the principal, all can have considerable impact on a school's commitment to a curriculum change in music. The following papers examine school climate as a determining influence in the implementation of innovations at the school level (Benner, 1975; Meske, 1975; Schall & Heichberger, 1973; Tatarunius & Bessom, 1975).

Implementation of new curricula, whatever the subject area, is not normally a smooth process. The question of identifying and exploiting

those school factors which operate most successfully to implement curricular innovations most urgently requires investigation. The four variables described above may serve to illuminate for the curriculum developer actual strategies which work, and why - a positive step in the continuing desire for curriculum reform.

Other factors can, of course, be considered to have relevance in this process. Within the music education field itself, for example, the influence brought to bear by a subject specialist coordinator at the district level, one who will allocate resources and promote programmes in the elementary schools, has been noted by Jorgensen (1979, p.21). Tali (1979) declared to school music administrators:

As a supervisor of school music, you have the need for a *raison d'etre* for your program, you have a need to know where you want to go, and you must have the tools in hand of your community, your schools, your administration and your governments. With these tools, you can now develop a strategy for the implementation of your desired program as limited or enhanced by the constraints mentioned. Now ...you are prepared to demand your place in line for the school music curriculum. (p.18)

Another musically relevant factor is that of school resistance to new programmes because of strong existing instructional practice which has been well established in the school and which teachers are comfortable with, such as a Kodály approach (Choksy, 1974). This resistance, according to Doyle and Juk (1973, p.39), means that "most teachers stay with the 'old' programme and take a 'wait and see' attitude."

Yet these additional two factors cannot be examined in all studies of implementation of music curricula, as in many school districts there is no coordinator appointed to supervise music at the elementary level,

nor is there any consistent and successful programme in practice in the schools (Van der Ark, 1973).

For general application and usefulness, then, the following four factors are considered to have significant implications for all local school districts who wish to implement a music curriculum change at the elementary level: the principal's support of the innovation, the amount of support perceived by a teacher from his or her principal, the particular implementation strategies used, and the receptiveness or 'climate' (Grieve, 1980) of the school with respect to a subject specialty change.

Statement of the Problem

The objective of the present study was to examine the participation of elementary schools in one school district in the process of implementing a new music curriculum mandated for use in the primary grades, and to determine whether any relationship existed between each school's rate of participation and the four school factors considered in the literature to be crucial to the problem of getting curricula accepted into practice.

The new music curriculum, called the Primary Music Activities Kit, began as a pilot project in the 1978-1979 school year and was to become fully operational within the school district by the following school year, 1979-1980. However, at the end of June, 1980, the support systems for its survival in the primary classrooms appeared weak, and the project begged a more critical appraisal if it was to succeed.

Delimitations

1. This study concerns itself with one group of elementary schools only. These are within a specified school district which has (a) no elementary music supervisor, and (b) no previously existing music programme.
2. The measure of participation in this study (SPI) has been delimited to include only those activities organized within the selected school district, i.e., this does not include teacher visits to provincial workshops or music sessions in other neighbouring school districts.

Definition of Terms

The following terms have been defined relative to their use in this study:

Cataloguing: The process of recording and tallying each school's participation in the organized district implementation activities. One teacher present was sufficient to record participation by a school.

Climate: The conditions surrounding school programme and organization which determine its predisposition towards curricular change (Grieve, 1980).

Implementation: "The process of imposing curricular change upon the user, and the changes that users develop in response

to their own situationally specific exigencies." (Fullan & Pomfret, 1977, p.361)

Implementation Activities: Those activities organized by the school district in order to effect implementation of the new primary music curriculum. These were:

1. initial preparatory survey, requesting a musical interest response from schools
2. an initiating meeting for those to assume leadership in each school's music programme
3. bi-monthly inservice, or 'workshop' sessions, teaching both skills and content
4. formulation of local music teachers' association, to provide specialist help for the generalist teachers
5. a programme of in-school technical assistance given by subject specialists

Implementation Strategies: Those activities engaged in by principals wishing to implement the new primary music curriculum. These include those organized by the district and also school-based strategies which included:

1. holding special meetings to discuss the primary music curriculum

2. providing a music agenda item at regular staff meetings in the school

3. visiting classrooms to observe the teaching of the new primary music curriculum

4. appointing a music "representative" from among teachers, to act as a resource for others

5. providing a music specialist teaching assignment for the school

6. teaching lessons (principal) from the new primary music curriculum in order to assess its impact and practicability in classrooms

7. making a presentation to the local parent and community group

Musicality: This is a summation of the principal's predisposition towards, and experiences of, music, in terms of the following items:

1. music as a major or minor specialty during teacher training or post-secondary education

2. number of years of classroom teaching of music

3. current ability to play an instrument, or participation in a choir

4. attendance at local symphony concerts

5. classical listening library at home

Primary Music Curriculum/Primary Music Activities Kit: This is the programme of studies developed for primary music in the district. It exists at Level I, for Grade 1, and Level II, for Grade 2. It contains programme objectives, lesson plan outlines, score sheets, audiotapes, flash cards, charts and supplementary materials, and is available to all primary teachers in the district.

School District: A grouping of schools under one administrative jurisdiction (Jorgensen, 1980).

Specialist: "A teacher who spends at least one-third of teaching time in the subject specialty." (Reid, 1980, p.2)

SMC Score: The total score generated for a school in consideration of its school climate for music. Factors including school music instruction, extra-curricular music, music facilities, communication networks, links and support from the surrounding community and the musicality of the principal were used to generate this score.

SPI Score: The total score generated for a school through cataloguing its participation in the implementation activities laid on by the District.

Support: This is defined as the degree of importance attributed to the new primary music curriculum by:

1. the principal of each school
2. the primary teachers

Support is expressed in terms of a 5-point scale: very (1), reasonably (2), fairly (3), hardly (4), not at all (5).

Overview of Thesis

The present study investigates the impact of selected school factors in the process of implementing a new music curriculum mandated for use by the school district. Chapter 1 has stated the problem and supporting rationale for its investigation. Chapter 2 reviews the recent literature pertinent to the problem, while Chapter 3 contains an outline of the methods and procedures used in the research study. The data are examined and discussed in Chapter 4. The final chapter, Chapter 5, is a summary of the investigation and its results, concluding with implications for educators and directions for future consideration by researchers.

CHAPTER 2

REVIEW OF LITERATURE

Research literature concerning curriculum implementation in our educational systems has proliferated during the past decade. The failure of the exciting curriculum development of the '60s to achieve adoption in so many schools and school systems, "blunted on the classroom door" (Goodlad, 1969, p.60), has documented very clearly that the implementation and subsequent use of educational innovations is by no means guaranteed. Implementation, in all aspects of the curriculum change process, has demanded closer examination (Hall et al., 1973).

Significant Implementation Factors

Fullan and Pomfret (1977) outlined four groups of specific common factors under which the broad range of research studies in curriculum implementation could be organized. These four groups were: characteristics of the innovation, strategies, characteristics of the adopting unit and characteristics of macro sociopolitical units.

The present analysis focuses on certain specific factors which are subgroupings of two of the categories outlined by Fullan and Pomfret (1977) above. In this study, resource support, both as offered and as perceived, participation, and organizational and environmental climate of the adopting unit are examined.

The major findings pertinent to these implementation variables selected for study in this paper are considered briefly below:

The Principal's Support of Innovation

Many recent research studies comment on the role of the principal as an agent for change within his school. Most view this position as crucial to the successful implementation of planned change (Heichberger, 1975; Lipham, 1976; Sarason, 1974; Tye, 1972), particularly within an elementary school setting. Here the principal acts as the chief accountable member of the instructional staff. Yet, paradoxically, most studies point out the relatively low level of sustained principal influence in attempts to produce curricular change within the classroom (Bredo, 1977; Deal & Celotti, 1980; Hanson, 1977; Leithwood, 1980; Ross, 1981). Several factors have been cited as important in determining the degree of influence which a principal may exert towards curricular change in his school. Those factors which are considered to have a positive effect on the curriculum change process are presented here.

Bredo (1977, p.19) noted that "teachers will better heed a principal whose attempts are accompanied by first-hand knowledge of their work in it." Leithwood (1980) has observed that a principal's knowledge of the curriculum in practice in the classroom appears to exercise a very substantial influence on the participation of teachers in the process of curricular change, while Lipham (1976) draws attention to the importance of the principal becoming thoroughly knowledgeable about the proposed curriculum before, as well as during, its attempted implementation. Tye (1972), moreover, has pointed out the need for the principal to stay

fully aware of the stages of implementation as it proceeds and the particular opportunities for intervention at each stage. A sound and detailed knowledge of all aspects of a teacher's work throughout the implementation period, then, provides valuable opportunity for the principal to influence its success.

An understanding of the change process itself, the dynamic and often precarious imbalance among school factors during periods of experimentation and innovation, can assist the principal to intervene meaningfully in a teacher's progress towards adoption of the new programme. Bockman (1972, p.20) argues that one of the more critical aspects of the change process, in fact, is the principal's focus on the management of change: "active and creative leadership of the change process itself" and Fox (1971, p.13) cautions that "even the best principals need an entirely new set of management skills in order to function effectively as agents of change." In her study of principals of innovative schools, Hellweg (1973) found that these administrators placed more emphasis on coordination and management of change than on the traditional supervisory function. Licata (1976) has noted the importance of professional preparation for principals so that they may acquire the skills necessary to manage and sustain the change process. In Ross' (1981) study of principal influence in the change process it was found that any attempt made by the principal to initiate change without adequate understanding of the change process is itself ineffectual and, at best, short-lived.

The most vigorous attempts to bring about curricular change are made by those principals who are firmly convinced of the advantages of the innovation to their schools and to the students that attend them. This was found by Hanson (1976) and by Heichberger (1975) to be a crucial aspect of the receptiveness of teachers to the principal's proposals for change. Ross (1981) provides evidence to indicate that when an innovation was demonstrated to increase student achievement significantly, far more principals and their teachers became involved in its implementation than previous persuasion had encouraged.

The need for open, on-going and two-way communication has been found to be especially important to the influence which an elementary principal can bring to bear in the change process. Tye (1972) and Regan & Winter (1977) found this to be a significant measure of principal leadership effectiveness in their studies of programme implementation. In Hellweg's study (1973) it was found that where principals took on a 'sharing' of the responsibility for curricular change, planning co-operatively with each teacher and making adaptations as necessary for each particular classroom setting and teacher capability, the process of implementation was well supported by teachers throughout the school. Ross (1981, p.5) found a measure of principal influence to be the degree of his familiarity with "the real problems that teachers grapple with in their classrooms." The responsive principal, one able to respond to the needs of each teacher implementing new programmes in the classroom, or 'pawn by choice,' was perceived in the Hanson study

(1976) as very supportive of the innovation in a very immediate and situationally-specific way. This encouraged teachers to make further efforts in the change process.

The principal's own involvement in organized implementation activities is a vital aspect of his leadership and influence in a curriculum change project. Direct participation by the principal, such as (i) attending training sessions to acquire knowledge and expertise in the new curriculum content and methodology, or (ii) inviting specialized consultants to the school to familiarize himself and other staff with the new programme, was found to be very effective in promoting change within schools (Regan & Winter, 1977; Wayson, 1971). Similarly, principals who provided release time for teachers, or who set up inservice or consultative meetings within the school, or who appropriated extra funding and resource materials to the project, were found to influence their teachers more effectively towards curriculum change than those principals who did not make these provisions (Ross, 1981; Tye, 1972; Wayson, 1971).

Bockman (1972) proposes that a specific plan is needed for each particular programme modification. This specific commitment is seen by Heichberger (1975, p.108) to be the "strongest foundation that can keep a new programme together even through its difficult early stages." Lipham (1976) notes that the more successful attempts for change in his study were accompanied by a staff development focus particular to that innovation which supported classroom efforts and district recommendations. Tye (1972) also found that principals who kept their expectations

limited to the context of the innovation were more favourably received and more successfully involved their staffs in the implementation process than those who maintained global concerns throughout this period of change.

It is evident from these studies that the leadership of the elementary principal is vital in the change process and is effective when he is knowledgeable and actively involved with his staff in the endeavour. To summarize, the factors which assist a principal to promote change successfully within his school are:

1. the extent to which he is well informed throughout the process
2. the amount of knowledge and experience he has of the change process itself and the factors that influence change in a school
3. the benefit which he believes that students in the school will derive from the innovation
4. the degree of involvement and communication with his staff on an on-going, cooperative basis and therefore his knowledge of the staff's particular teaching strengths and talents
5. the extent to which he himself becomes involved in the implementation activities
6. the extent to which he creates conditions favourable to staff participation in these implementation activities

7. the amount of sacrifice he is prepared to make in terms of time and energy diverted from the general programme towards a specific project focus from time to time

Teacher Perception of Principal Support

Throughout the implementation literature, it is reported that the perception of the innovation user, i.e., the classroom teacher, is the most critical variable in relation to successful adoption of new programmes. Several researchers have concluded that unless teachers perceive the actions and strategies employed by their principals as supportive, these will not be of any consequent value in the effort to implement an innovation (Gillispie, 1975; Hughes and Keith, 1980; Mahan, 1972; Novotney, 1972; Shapiro, 1976; Zatz, 1976).

Berman and McLaughlin (1977, p.105) investigated the teacher's need for moral support through the change process and found it to be "valuable for bolstering their confidence and maintaining their enthusiasm: teachers need to feel that they are not working alone, and to be reassured that what they are doing is appropriate and legitimate."

Several important variables have been found to influence the teacher's perception of the support offered by his or her principal. The most frequently mentioned of these is the principal's involvement alongside the teacher throughout the change process. Bredo (1977, p.19) has suggested that "principals who 'get in there' and actively participate in the teacher's work" are most likely to be perceived as offering support.

This participation, however, must be consistent (Zatz, 1976) and authentic (Howes, 1976). Principals' close involvement with the teaching task gives teachers confidence in the instructional leadership provided, according to Estes (1971) who observed this in his exploration of the concept of shared power within school decision-making. An investigation by Leithwood et al. (1978, p.20) which looked at administrative support of innovation concluded that "without the physical and psychological proximity afforded by principal involvement, almost daily, in class activities, the teacher lacks a convincing perception of support, and the degree of influence which a principal can exert in the project lessens considerably."

Cooperative planning has been examined as a dimension influencing teachers' perceptions of support. Fullan (1972) commented on the need for 'collaborative' efforts between principal and teacher while Howes (1976, p.46) observed that "teachers must be involved in the planning and policy decisions which surround implementation of a new programme." In a report by LaRocque and Oberg (1980) of teacher thinking, it was found that administrators, including principals, were viewed as most supportive when the teachers themselves were involved in organizational decisions for implementation. Novotney (1972) concluded also that principals were more likely to be perceived as providing positive leadership when they involved teachers in the decision-making process. If the planning and organizing for the new curriculum are left entirely to the teacher, however, Fullan (1972) reports that this is perceived

as a lack of support on the principal's part. Teachers want a share in the decision-making, but they also want to consult and involve those colleagues (including their principal) in whom they have some confidence (Haughey et al., 1977).

In addition to the principal's active involvement in the classroom and his cooperation with teachers in curriculum decision-making, he may exhibit several other behaviours and actions which have been interpreted as supportive by teachers in several recent studies. Mahan (1972) pointed out the beneficial effect of releasing teachers from their regular class duties to allow time for 'careful and thoughtful preparation' in the new content, while LaRocque and Oberg (1980, p.47) have noted in their investigation the "importance of support in the form of teacher access to one another's classrooms and time for reflection." In an exploratory study in Ontario elementary schools by Ross (1981), those principals found to be 'active' in encouraging curriculum change freed teachers from class duties to participate in small group workshops, interclass visitations and curriculum planning. In addition, this group of principals allocated relevant resources and purchased extra materials for the new programme, and solicited regular feedback from the teachers involved: "allocation of the school budget and disbursement of school funds were increased to purchase materials that supported curriculum alternatives in the priority area. These alternatives were the products of teacher deliberation" (p.25). Leithwood (1980), working also in Ontario elementary schools, found that resource allocation ranked high as an influence on the curriculum

decisions of the teacher, while Grieve (1980), whose involvement is with elementary schools in the interior of British Columbia, proposes that support effectiveness is evident when resource monies and time allowances are allowed to the teacher involved in implementing a new curriculum. He notes that "a financial and time commitment must be made, on a long range basis, so that teachers can feel the new involvement will be sustained" (p.3).

The teacher must perceive support throughout the curriculum project in terms of frequent informed dialogue with the principals on issues and decisions related to the innovation and in tangible measures such as the appropriation of release time and allocation of materials and financial resources towards the curriculum needs of the teacher. The factors most influencing a teacher's perception of support by his or her principal, then, are:

1. the extent to which the principal keeps well informed of teacher instructional and extra-curricular efforts through classroom visits and informal discussion
2. the amount of staff participation in curriculum decision-making
3. the amount of assistance offered by the principal in the organization and planning for curricular change and special projects

4. the extent to which the principal solicits feedback from his teachers, especially when involved in a new curriculum project

5. the provision of release time for teachers involved in a new curriculum project

6. the allocation from school budget of sufficient funds to cover the needs of teachers involved in the new curriculum project.

Implementation Strategies

A component of implementation which is reported in the literature to have been "most often neglected" is the application of strategies for change within the system (Patterson & Czajkowski, 1979, p.205). Many strategies are available to curriculum implementers, yet documentation reveals that very few 'leaders' in curriculum change avail themselves of these planned activities during the attempt at curriculum change (Fullan, 1980).

Hall et al. (1979) define 'strategy' within their 4-level system of implementation interventions as a "major part of the design for implementing an innovation. It is based on a set of implicit and/or explicit assumptions and theory about how people and organizations function. A strategy translates assumptions and theory into action" (p.114). Examples of effective strategies given are: the appointment

of a change facilitator to each school involved in the innovation, a series of workshops to build teacher skills, and extensive advance planning before commencing the project.

Many innovators recommend inservice sessions for teachers as a component of their implementation scheme, yet Fullan (1979, p.6) reports that "most current inservice work is ineffective." He does point out also that "the majority of teachers desire more inservice activities." Elsewhere in the literature, this contradiction appears. Berman and McLaughlin (1976) found that the strategies which most significantly promoted teacher change included frequent and regular inservice training and staff development meetings. Fullan & Pomfret (1977, p.354), however, cite numerous studies where inservice has not been effective, yet they do conclude that "intensive inservice training is an important strategy for implementation." The root of this paradox may lie in the existence of two approaches to the design of implementation strategies. Berman (1980), in a later analysis, contrasts the 'programmed implementation' view (which emphasizes heavily explicit pre-planning and prescriptive procedures) with 'adaptive implementation' (which focuses on the adaptations made to the innovation after it is introduced). According to Berman, if a strategy is pre-selected inappropriately for its receiving unit, implementation is ineffective, while participative, adaptive strategies help to develop a sense of positive involvement among teachers attending the inservice, or other, activities designed to promote adoption of the innovation.

Most studies suggest the need for careful prior planning and pre-service training in advance of the introduction of the innovation (Armitage & Denham, 1974; Dubois, 1974; Fullan, 1980; Fullan & Pomfret, 1977; Havelock, 1970; Walters, 1969), and many include a 'pilot project' stage where the new curriculum is attempted in selected school or class units prior to its widespread application (Maclure, 1967; Niedermeyer, 1979; Walters, 1969; Wheeler, 1974). Access to appropriate materials in advance, also, is proposed as a valuable facet of the pre-planning stage (Ben-Peretz & Kramer, 1979; Fullan & Pomfret, 1977; Maclure, 1967).

Continuing and long-term strategies have been found to be effective (Armitage & Denham, 1974; Berman, 1980; Frey, 1979; Fullan, 1980), and the importance of an on-site 'coach' (Joyce, 1978) or 'expert' (Walters, 1969) in each school helps to maintain this long-term effort (Frey, 1979; Fullan, 1980). Havelock (1970, p.129) emphasizes the need to use "key people as stepping stones" in the process, suggesting that the 'insider' has the advantages of knowing the school's normative system as well as having the special skill required in that setting. Re-evaluation and 'continuousness' (Armitage & Denham, 1974) permit a regular and systematic appraisal by all involved in the process. These are considered to be most important aspects of implementation (Leithwood et al., 1978; Michaletz, 1975).

Finally, the most effective innovators in the Ross study (1981) were notable because of the number and variety of strategies they employed in the implementation process. They were "involved in every

phase of the curriculum process," with most of their efforts being devoted to instructional strategies, coordinating activities and staff support endeavours.

In the application of strategies of implementation, then, it must be concluded that new or revised programmes of instruction, in order to be implemented most successfully, must be:

1. introduced as pilot projects within specially designated school or class units
2. provided with a supportive pre-service and inservice programme which operates on an on-going basis to train and/or re-train teachers
3. preceded by the distribution of appropriate resource materials
4. supported by an on-site resource staff member who can provide expertise and act as a curriculum authority
5. evaluated by teachers throughout all phases and modified according to feedback from these evaluations
6. maintained on a consistent on-going basis through staff discussion, modification and evaluation sessions

The Climate for a Subject Specialty Change

'Climate' has been defined as "a school's responsiveness to outside influences" (Grieve, 1980, p.2) and examined as it affects the curriculum

implementation process (Fullan & Pomfret, 1977). Receptive school climates in periods of innovation have been found to have certain common characteristics: high intra-staff cooperation, high teacher morale and demonstrated support by all involved in the school curriculum (Naumann-Etienne, 1974). Innovations introduced into such climates are assured a successful trial period, at least, and most realize adoption (Fullan & Pomfret, 1977).

Just what produces these receptive climates for effective implementation within the domain of a particular subject specialty has been explored by several investigators within the fields of science, social studies, physical education and mathematics (Downey, 1975; Doyle & Juk, 1973; Fox, 1972; Licata, 1975; Loucks & Pratt, 1979; Orlich, 1976; Regan & Winter, 1977; Shipman, 1974; Walters, 1969). The findings from these investigations point to a heightened need for teacher commitment to the specific subject focus and awareness of the particular benefits which such a focus can bring, for greater and more open lines of communication between subject specialists and/or consultants and classroom teachers, for community sanction of the commitment to the specialty and their involvement in promoting it, for appropriate specialized facilities to support the programme. Yet competing agendas for generalist teachers, the recent "back-to-basics" (Naumann-Etienne, 1974) or "core subjects" (Grieve, 1980) emphasis, and the budgetary restraints imposed on school spending have made the task of implementing specialty curricula difficult indeed.

In music education, the burden of programme development and implementation is even more acute than in the subject specialties considered above. Support for the study of music has been weakened as the result of current economic difficulties (Kneiter, 1979), lack of access to supervisory technical expertise (Jorgensen, 1979), community demands for "a return to the basics at any cost including lack of culture" (Tali, 1979, p.14), the view among teachers and students alike that music is merely a 'frill' or a 'rest break' outside of the accountable curriculum (Nourse, 1979), and the inadequate skill and knowledge of teachers responsible for music instruction (M.E.N.C. Tanglewood Symposium Report, 1968).

Implementation studies in the music education field have noted the deficiencies outlined above and have attempted to identify those school climate factors which should accompany the introduction of a music innovation in order to effect its adoption. Of primary importance, according to Benner (1975), is the common perception held among all school and community members of the value and function of music within the school programme. Coakley (1966, p.64), too, mentions the "general respect for music as an essential part of the curriculum," while Landon (1975, p.1) suggests that implementation is possible "when there are persons in the classroom and administration who believe in the importance of music as an academic discipline and aesthetic experience."

The role of leadership personnel is vital, also, in the process of implementation. Music coordinators, consultants and other music specialists are needed to lend their expertise, to conduct teacher training and

skill development sessions and to support administrative efforts to promote the curriculum (Boyle & Lathrop, 1973; Heller & Quatraro, 1977; Jorgensen, 1979, Tali, 1979; Williams, 1975; B.C. Arts and Education Report, 1979). Principals can greatly influence curricular focus in music through their own 'musical sensitivity' (Tatarunius & Besson, 1975), their efforts to keep lines of communication between classroom teachers and music specialists open (Meske, 1975) and their encouragement and exploitation of community support for the new music curriculum (Otto, 1966; Stoutamire, 1966).

Facilities and specialized equipment are recognized as a contributing factor in the consideration of implementation of new music curricula. Elementary programmes, where music instruction is somewhat eclectic (M.E.N.C. Elementary Programs Report, 1974; Jorgensen, 1975), require a variety of musical instruments and teaching materials and an appropriate facility available to all teachers and students involved (Benner, 1975; Coakley, 1966).

One final aspect of musical climate in the elementary school which may be associated with successful implementation of new curricula is the presence within the school of participation groups which extend the curriculum beyond its classroom focus (Meske, 1975; Tatarunius & Besson, 1975; Wehner, 1977). The pursuit of leisure time activities, such as clubs and school festivals, can establish music as "an integral part of the cultural climate of the school and the community ...and can allow community artists to become our best friends" (Sudano, 1979,

pp.40/41). This support for music as a lifetime enjoyment in leisure hours can place additional emphasis on the school music curriculum itself, where the skills and technical ability necessary for such participation are acquired.

To summarize, those school 'climate' factors which can facilitate the implementation of music curricula are:

1. a shared perception by all staff of the value and function of music within the total school programme
2. open lines of communication among generalist teachers, music specialists and consultants
3. a musically sensitive principal
4. community support for music programmes and activities
5. appropriate supportive facilities and equipment for the programme
6. music participation in extra-curricular hours, such as special clubs or school festivals

Summary of the Literature

Brandt (1979, p.195) has explored the attempts of the past ten years at educational innovation within our elementary schools. His

summary of implementation experiences must draw the immediate attention of innovators to the change-resistant components within most schools and to the need for efficient curriculum promotion despite these. Consideration of the principal's role in implementation, the teacher's perceptions of support offered during the period of innovation, the strategies employed by curriculum teams and of the particular school 'climate' factors for each receiving unit may assist curriculum developers to apply effective implementation procedures in each case. The implementation process, Stoutamire (1968, p.14) claims, "must 'fit' the client, and only critical analysis of each component in each case will assure the effectiveness of the process."

Research Hypotheses

In light of the above considerations, the research hypotheses developed for the purpose of this study are:

- Ho₁ There will be no significant difference on implementation participation scores (SPI) between schools whose principals report a high degree of support for the new primary music curriculum and those schools whose

principals report a low degree of support.

- Ho₂ There will be no significant relationship between the principal's reported support for the new primary music curriculum and the perception of this support by the teachers from his school.
- Ho₃ There will be no significant difference between the number and type of implementation activities engaged in by principals who report a high degree of support for the music curriculum innovation and those engaged in by principals who report a low degree of support.
- Ho₄ There will be no significant correlation between the scores on the School Music 'Climate' (SMC) scale and on the School Participation Index (SPI) for each school.

CHAPTER 3
DESIGN OF THE STUDY

Rationale

This study is of particular significance to the schools involved and to the district administration, where curriculum developers are at present involved in a number of different implementation schemes at the local level. Yet certain school variables, which have considerable general impact on the ease of adoption of innovative materials and on the degree to which this adoption can be effected successfully by a district mandate, can be examined under very close scrutiny at this investigative level. The results of these studies can have significance for application to other curriculum projects around the province. Current research literature strongly suggests the need for further studies of both an intensive and an extensive nature. The present investigation sought to provide data in these areas.

Overview of Design

There were three major dimensions of the study as it was carried out: Phase 1, the documentation of participation rates for each school during two full years of implementation activities; Phase 2, interviews conducted with administrative and teaching personnel from each school at the conclusion of the second year of implementation; Phase 3, analysis

and collation of the data collected in Phases 1 and 2, and testing of the research hypotheses. Figure 1 represents the major dimensions of the investigation below:

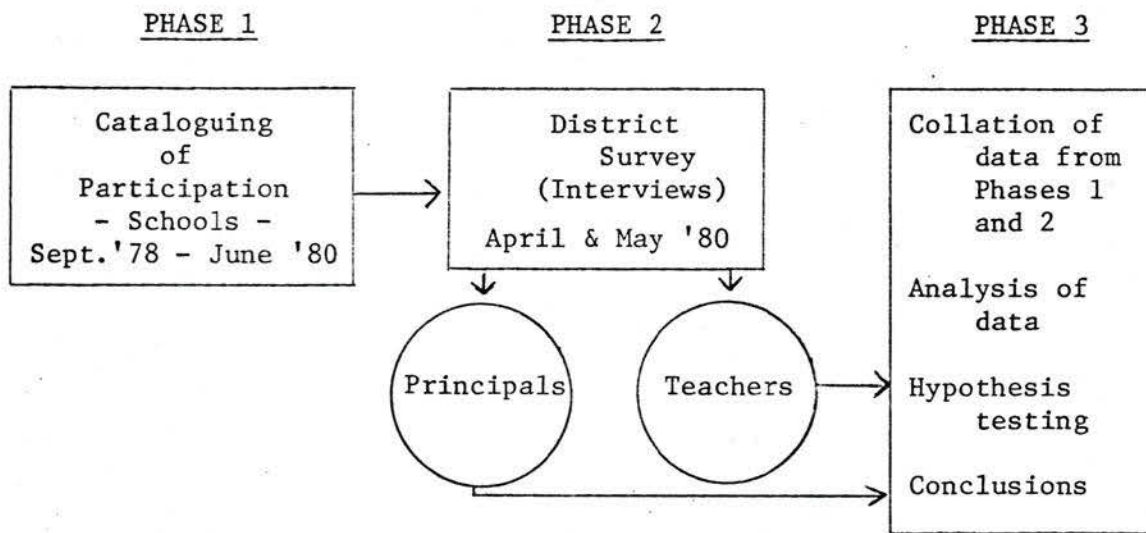


Figure 1
Overview of Research Design

Phase 1: School Participation Index

This phase of the study documented each elementary school's active participation in the scheduled implementation activities provided by the district for schools involved in implementing a new music programme for the primary grades. The recording of each school's participation was carried on for a two-year period, from September 1978 to June 1980, by district curriculum implementation staff. The final tabulation was made available in June 1980 for use in this study.

Choice of School District

This study concerns itself with thirteen elementary schools from one school district within the province of British Columbia. This particular school district was selected for the study because of:

1. its recent involvement in a curriculum development and implementation scheme in primary music at the district level
2. its proximity to the research institution, and therefore the availability of exercising an interview option
3. the prior support of the Board of School Trustees for an investigation of this type
4. the affiliation of the researcher with the school district
5. the availability of participation data, by school, in a curriculum implementation plan.

District Implementation Activities

The following activities were those scheduled by the district for schools involved in implementation:

1. an interest survey, to identify potential leaders in music education in the schools, and to prepare all primary teachers for a change in their core music programme
2. a meeting to draw together those appearing to give musical leadership in their schools (these were selected from survey responders and also by principal recommendation)
3. a series of workshops held bi-monthly from 3:30 - 5:00 p.m. on a selected school day
4. formulation of a local music specialists' association for teachers interested in all aspects of music education at the elementary level
5. a programme of in-school technical assistance was introduced in the second year of implementation, available on a voluntary basis, whenever requested.

SPI Compilation

Attendance at these district activities on a representative basis (i.e., at least one teacher from the school was present or responded) was attributed a score of one, for item numbers 1, 2 and 4; and a score of three for items 3 and 5 (weighted x 3 according to their relative importance to the success of implementation (Fullan, 1980). The

compilation of the scores obtained by each school for items 1 - 5 yielded a composite measure of the school's participation, hereinafter called the "School Participation Index" (SPI).

Phase 2: District Interviews

The second phase constituted a series of individual interviews conducted with school principals and primary teachers from each school involved in implementation. It was agreed by the Board of School Trustees that all schools would participate in the study in order that the full district elementary picture would be obtained.

The interviews were conducted in all elementary schools at the end of the second year of the project.

Selection of the Interview Method

The interview method was selected for this investigation so that data would be collected from 100% of the respondents, and also so that a direct communication link giving feedback from each teacher and principal involved in the project might encourage all efforts made to implement the programme on a district basis (Merton et al., 1965).

Instruments

Two interview schedules were used for the District Survey: one for Principals (Schedule A) and one for teachers (Schedule B).

Instrument Design. The survey instruments were drawn up by the researcher according to the following procedures:

1. An initial list of 60 questions was compiled, related to the three research questions being examined in this study.

2. Two groups of teachers and principals from a neighbouring school district were asked to examine and react to the questions on three different occasions, to:

(a) eliminate those questions considered inappropriate to the study

(b) group together questions which solicited common, or related, information

(c) react to the content and format of the final schedules A and B.

Interview Schedules A and B. The two prepared schedules are described below:

1. Interview Schedule A - Principals

This was designed to obtain information about the principal's view of music in his elementary school and about his own behaviours in support of the new music curriculum.

There were 10 questions.

The first five questions solicited information about the 'climate' for music instruction in the school.

Questions six through ten related specifically to the principal's view of the new primary curriculum and his behaviours to promote it in his school.

Additionally, a 'School Background Information Sheet' was completed by each principal which contained five questions about the student and teacher population of the school and three questions about the principal's own involvement in music and his expertise in this area.

2. Interview Schedule B - Teachers

This was designed to obtain information about the teacher's use of the innovation, individual reactions to the content and format of the new curriculum, and perceptions of support offered to the teacher during implementation.

There were 10 questions.

The first four questions asked specifically about the teacher's impressions of the new music curriculum and how useful it had been to him or to her during the two years it had been available.

Questions 5 through 10 solicited information about the support the teacher had received during this time from the principal and from other resource staff.

Additionally, a 'Teacher Background Information Sheet' was completed by each teacher. This related to the training and expertise of the teacher in music education and the type and frequency of class music instruction.

Content Validity of Instruments. Schedules A and B were administered to two practice candidates from schools in another district. These trial candidates checked the appropriateness of vocabulary and syntax and the ease of response for each question.

It was impossible to check the content exactly, as the subject matter of both schedules dealt very specifically with the implementation of the particular primary music programme in the school district under consideration in this study.

Subjects

All principals from the thirteen elementary schools in the district, and all of their Grade 1 and 2 teachers, were interviewed.

Interview Procedures

Two research assistants were hired to conduct the interviews in the schools. After an initial training session, conducted by the researcher, each assistant held a 'practice' session with a principal from a neighbouring school district. Further interview training was then held by the researcher subsequent to the practice session.

A schedule of school visits was then drawn up, whereby both research assistants interviewed at each school. Alternating, one assistant conducted the interview while the other supervised the class of the teacher being interviewed.

All interviews were audio-taped on cassette tapes so that all relevant comments could be collected in addition to the direct information requested in the Interview Schedules A and B.

All interviews were conducted between April 15th and May 30th, 1980.

Data Preparation

Schools were coded by number so that schools should remain anonymous throughout the research project. Principals and teachers also were assigned a number corresponding to their school in order to guarantee their privacy and confidence.

Phase 3: Data Analysis

After collection of the data, both through documenting participation in Phase 1 and through interviews in Phase 2, the following analysis was carried out:

1. The SPI score was tabulated for each school and ranked.
2. The SMC information was collected from each school's interview responses with respect to school music instruction, extra-curricular music, music facilities, communication strategies, community links and the principal's musicality score. Totals for each school were compiled and ranked.
3. Tables were prepared, comparing
 - (a) the support expressed by each principal for the new music curriculum materials and the SPI score for that school

(b) the support expressed by the principal for the new music curriculum materials and the perception of this support by teachers, as measured on a 5-point scale.

(c) the implementation strategies used by each principal and the degree of support which he expressed for the new music curriculum materials

(d) the score of each school on the SMC scale and on the SPI measure

4. The Kruskal-Wallis One-Way analysis of variance was used to test the significance of the difference between rankings for those variables in (a) above.

5. The two nominal-scale variables in (b) above were then subjected to the chi-square test of significance in order to determine the strength of the relationship between them.

6. The median test was used to compare the variables in (c) above, and a chi-square statistic to test the significance of the relationship between them.

7. The two scores generated for each school and compared in (d) above were correlated in order to determine if the correlation coefficients were significant.

8. Anecdotal data collected were organized and closely examined in the light of their relevance to each research question considered in this study.

9. Two composite profile summaries were developed, illustrative of schools at either end of the participation index, giving an opportunity to examine characteristics typical of schools in these extreme cases.

CHAPTER 4
RESULTS AND DISCUSSION

Phase 1

Each school's active participation in the scheduled implementation activities provided by the district was documented and yielded the aggregate measure SPI (the School Participation Index) for that school. The results of this tabulation may be seen in Table 1. The mean score for all elementary schools considered in the study was 18.9, with a standard deviation of 8.9 (n = 13).

The scores were then grouped as follows:

1. Schools scoring 12.5 or below were placed in the "Low" scoring category (n = 4).
2. Schools scoring between 13.0 and 25.0 were placed in the "Medium" scoring category (n = 5).
3. Schools scoring above 25.0 were placed in the "High" scoring category (n = 4).

The ranked and grouped scores are presented in Table 2, where it may be seen that the range between highest and lowest score on the School Participation Index is 31.

Table 1
 School Participation Index Tabulation
 for Each Elementary School

School	Initiating Meetings	* Workshops 1978/79	* Workshops 1979/80	Feedback Forms Returned	* In-School Assistance Requested	P.S.A. M'ships	Totals
001	0	3	3	1	1	0	22
002	0	3	2	1	0	0	16
003	1	5	3	1	0	1	27
004	0	5	1	3	1	0	24
005	2	4	3	3	0	0	26
006	1	6	3	3	0	0	31
007	0	2	2	0	1	0	15
008	0	3	0	0	0	0	9
009	2	6	3	2	1	1	35
010	1	3	0	0	0	0	10
011	0	3	0	3	0	0	12
012	2	2	1	3	0	0	14
013	0	1	0	1	0	0	4
Totals	9	*46	*21	21	*4	2	245

n = 13

* Scores in these categories were weighted x3 according to the importance of inservice participation to the total implementation plan

Table 2

SPI Ranking of Schools
According to Raw Score and Category
(n = 13)

School	SPI Score	SPI Category
009	35	High
006	31	High
003	27	High
005	26	High
004	24	Medium
001	22	Medium
002	16	Medium
007	15	Medium
012	14	Medium
011	12	Low
010	10	Low
008	9	Low
013	4	Low

Those schools that scored with the "High" category on the SPI shared a notable commonality: each participated very frequently in the inservice Workshops held during the first year of implementation, and maintained this participation at a reasonable level in the second year of the project. In addition, they were represented in most, if not all, of the categories considered. Their participation was generally, as well as specifically, superior.

Phase 2

Results of the interview conducted in the elementary schools are considered as they relate to the specific research hypotheses first, and later in terms of their relevance to 'composite' profiles prepared in order to contrast characteristics typical of "High" and "Low" scoring schools (SPI).

Hypothesis 1

This hypothesis is stated as follows:

Ho₁ There will be no significant difference on implementation participation scores (SPI) between schools whose principals report a high degree of support for the new primary music curriculum and those schools whose principals report a low degree of support.

Support which the principals reported ranged from a "very important" valuing of the new primary music curriculum (score - 1) to "hardly important at all" (score - 4).

Table 3 presents the comparison of school rank on the SPI and principal support score, the two variables under consideration in Hypothesis 1. The Kruskal-Wallis (Ferguson, 1960) test for significance was used for these data, yielding a value of $H = H.2$. With 3 df, this was sufficient to reject the null hypothesis at the 0.05 level of significance.

It may be concluded, then, that principals who were particularly supportive of the new primary music curriculum tended to be from administrators of schools where there was frequent staff representation at the activities organized by the district to assist implementation.

It is possible that those principals who were highly supportive of the new primary music curriculum encouraged (or required) their staff to take advantage of the district implementation activities in order to benefit the music programme in their school. Yet the participation (SPI) for each school may have been influenced more indirectly. The principal's attitudes towards the new music curriculum may have affected teacher thinking on these materials. Therefore teachers' participation in scheduled implementation activities may have been the result of a change in teacher attitude, rather than by direct appeal from their principal.

Table 3
 Principals' Reported Support for
 the New Music Curriculum by School
 Participation Index (SPI) for each school

(n = 13)

School	SPI		Principal's Support	
	SPI Score	SPI Rank	Score	Response Category
001	22	6	1	Very
002	16	7	2	Reasonably
003	27	3	2	Reasonably
004	24	5	2	Reasonably
005	26	4	1	Very
006	31	2	1	Very
007	15	8	4	Hardly
008	9	12	3	Fairly
009	35	1	1	Very
010	10	11	3	Fairly
011	12	10	2	Reasonably
012	14	9	3	Fairly
013	4	13	4	Hardly

H = 8.2 (3 df)
 p < .05

That there existed a high congruence between the principals' and the Grade 1 and 2 teachers' degree of support of the new primary music curriculum is evident from Figure 2 below.

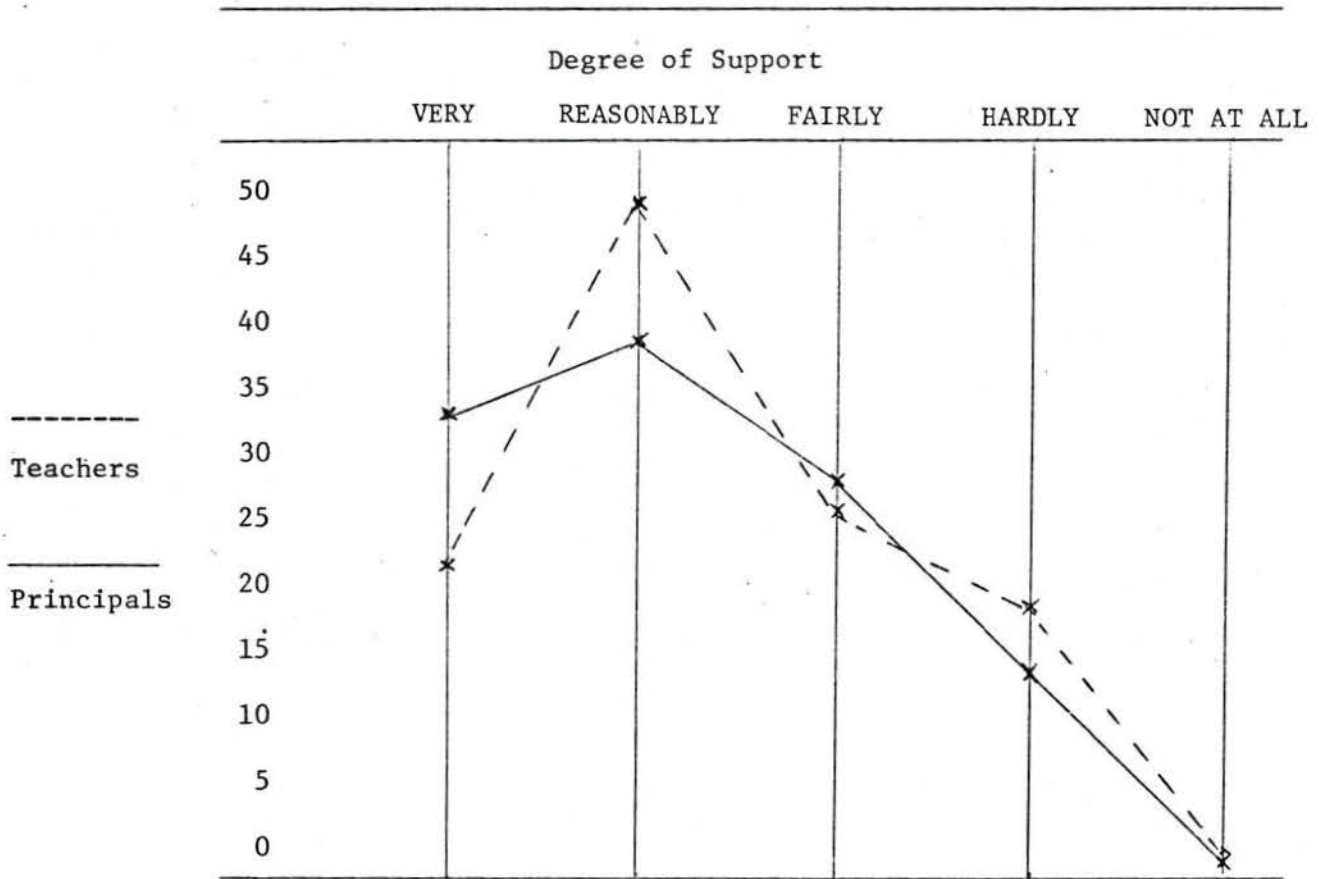


Figure 2

Percentages of Teachers and Principals by
Degree of Support Reported for the New Primary Music Curriculum

This similarity of judgement may reflect, however, an alignment of the principal's view with that of his teachers. After a two year implementation period during which the staff were seen by the principal to be participating enthusiastically and making desirable contributions to the primary music instruction in the school, it is quite possible that there was an alteration in the principal's willingness to support the new curriculum.

What is notable at the end of the two year curriculum implementation period is the relationship between a school's active participation in scheduled activities and the degree of support reported by the principal for the new primary music curriculum.

Hypothesis 2

The second research hypothesis states:

Ho₂ There will be no significant relationship between the principal's reported support for the new primary music curriculum and the perception of this support by teachers from his school

Table 4 summarizes the data from this comparison, yielding a χ^2 result of 5.1 (df = 1), which is sufficient to reject the null hypothesis at the 0.05 level of significance.

Table 4

Principals' Reported Support for
the New Music Curriculum by Teachers'
Perceptions of This Support, for Each School

Principals' Reported Support (n = 13)	Teachers' Perception of Principal Support (n = 45)	
	High	Low
High	5	3
Low	0	5
Totals	5	8

$$\chi^2 = 5.1 \text{ (1 df)}$$

$$p < .05$$

It may be concluded that teachers were able to perceive their principal's support for the new primary curriculum with a reasonable degree of accuracy.

Teachers will perceive their principals as supportive if the latter are knowledgeable about the teacher's curriculum activities (Bredo, 1977). From the data we find that the mean number of information sources utilized by the 'high' support principals (n = 8) to gain knowledge about the curriculum was six, while the mean number for 'low'

support principals (n = 5) was one. It is immediately evident that 'low' support principals did not go beyond the 'general information' stage in acquiring knowledge about the new curriculum materials. They received the original outline at a principals' meeting at central office, and did not consider it necessary to go beyond this. The 'high' support principals gained more knowledge through their own efforts: through their attendance at the district inservice sessions, perusal of the curriculum and related materials, consultation with members of their staff and with the Primary Music Committee, and through class observation, during the music period, of the curriculum in action in their school.

The activity involved in the process of acquiring knowledge by the 'high' support principals may have resulted in greater visibility for their efforts in the project, which teachers then viewed as positive support. Certainly it appears that teachers were generally in agreement with their principal's reported degree of support for the new primary music curriculum.

Hypothesis 3

This research hypothesis states:

Ho₃ There will be no significant difference between the number and type of implementation activities engaged in by principals who report a high degree of support for the new primary music curriculum and those who report a low degree of support.

Looking directly at Table 5, it is possible to see that for each type of implementation activity considered by the principals, the number of 'high' support principals exceeds the number of 'low' support principals. Using the median test to compare the two groups a 2 x 2 table is generated, shown in Table 6. The chi-square test of significance yields a result of 6.0, sufficient to reject the null hypothesis at the 0.02 level. It may therefore be concluded that principals who expressed the highest level of support for the new music curriculum engaged in the greatest number of implementation activities, using a range of the many available to them. Principals who reported the lowest degree of support for the new primary music curriculum engaged in the least amount of activities, some using none at all.

Table 5

Principals' Reported Support for the Primary Curriculum
by Implementation Activities Engaged in Over the Past Two School Years

Principals' Support	Implementation Activities					
	Spec. Mtg.	Mus. Rep.	Req. Help	Extra Mat'ls	Rel. Time	Wkshop Attend.
High (n = 8)	3	5	4	4	2	2
Low (n = 5)	0	0	1	1	0	1

Table 6

Observations Above and Below the Median Number
of Implementation Strategies Utilized by
High and Low Support Principals (n = 12)

	+	-
Principals' Support		
High	4	2
Low	0	6
Totals	4	8

$$\chi^2 = 6.0 \text{ (1 df)}$$

$$p < .02$$

Incidents of implementation activity as reported by the principals were noticeably low in most schools. Teachers report even less activity than the principals themselves report, as is shown in Table 7. It is interesting to note that for the following school year, 1980-81, both principals and teachers recommend a higher level of implementation activity in most categories and also the addition of a new strategy: the placement of a qualified elementary music specialist within each school.

Table 7
Self-Reported Principal Implementation
Activities by Those Reported by Teachers

Implementation Activities	% Principals Who Reported This Activity (n = 13)		% Teachers Who Reported This Activity (n = 45)	
	1978-80	1980-81	1978-80	1980-81
Meetings Held, or Staff Meeting Item	23%	46%	13%	33%
Appointment of Music Rep.	38%	38%	13%	36%
Request Inservice at School, Help for Teachers	38%	54%	16%	49%
Provide Extra Materials	38%	38%	29%	31%
Provide Release Time	15%	23%	8%	34%
Attend Workshops	23%	46%	6%	36%
Other (Music Specialist)	-	38%	-	49%

Hypothesis 4

This research hypothesis states:

H_{04} There will be no significant correlation between the scores for each school on the SMC (School Music 'Climate') and on the SPI (School Participation Index)

Using Spearman's r_{ho} , the correlation coefficient between the two measures for each school (shown in Table 8) is .66.

Table 8
SMC (School Music 'Climate') and
SPI (School Participation Index)
Scores by School

School	SMC	SPI
001	52.0	22
002	36.0	16
003	47.2	27
004	34.0	24
005	72.6	26
006	55.0	31
007	21.0	15
008	37.0	9
009	49.2	35
010	35.0	10
011	39.0	12
012	26.0	14
013	28.5	4

$\rho = .66$

$p < .05$

The test of significance for this obtains a result of $t = 2.91$ ($df = 11$), sufficient to reject the null hypothesis at the 0.05 level of significance. It may then be concluded that there does exist a relationship between a school's music 'climate' and its participation in the implementation activities scheduled by the district in this curriculum project.

A school's total music environment, a combination of administration, school facilities, community links and the communication networks that exist among these factors, may have an appreciable influence on the interest generated for a new primary music curriculum and therefore upon the participation by teachers in the district implementation activities. If a school SMC score is high, this may permit teachers to feel that their musical endeavours are being well supported. They may perceive, therefore, that their efforts on behalf of music instruction will be well received by the school administration and local community. In this way, a school 'climate' that is receptive to music programmes can assist teachers involved in implementing a new music curriculum.

Composite Case Summaries

Characteristics common to schools with 'high' and 'low' support principals have been collated and are presented here as example composite case summaries for comparison.

Case 1: 'High' Support Principal

The principal of such a school would appear to be fulfilling his role requirement as an agent of change. He is knowledgeable about the music programme and facilities in his school, about his staff and their musical expertise. He uses very personal communication strategies, such as taking music notices around to teachers and conferring with them about the content, and he has involved his school in various musical links with the community. In addition to this, he has taken very seriously the role of facilitator of change where the new music curriculum materials are concerned. This very professional attitude is commendable additionally in the light of a not-too-favourable initial impression of the Primary Music Activities Kit. The 'high' support principal is willing to promote the Kit, although he doesn't necessarily think that it is the only way that music instruction could be assisted in the primary grades.

This principal feels comfortable with music, possessing some musical skill and having taught an elementary grade music for some years. Yet this reason alone, in a large school with other competing curricular demands (the new Language Arts programme which has been mandated in the Province) and the administrative load that must accompany these, cannot explain entirely the depth and breadth of implementation activity that he has organized and been himself involved in at his school. His communication skills, openness to new knowledge and conscientious application to the task of supervising and maintaining

programmes within his school would place him well within Corwin's characterization of the 'professional' (Mackay, 1976). Teachers perceive him to be well supporting the music innovation, and both the community and school staff have been kept well informed throughout the process of accepting a new music programme into the primary curriculum.

Case 2: 'Low' Support Principal

The principal in Case 2 has presented a most dismal outlook on the possibility for change within his school. He lacks sufficient knowledge about the music programme in his school, his staff and their music teaching ability. He uses very impersonal communication strategies, such as making a copy of incoming music notices and placing it on display in the office, and feels threatened by the thought of asking his teachers to make changes in instructional practice. He conveys a sense of fear with respect to the music specialty and projects this fear on his staff.

He is perceived as 'reasonably' supportive of the new music programme by his teachers, and has himself taught music for many years, yet he has used very few of the implementation strategies available to him in order to promote the programme or assist his staff in using it.

This principal appears to have become mired in the "principal's dilemma: where he must deal with a particular type of expertise, further aggravated by the fact that the proposed changes do not come from him" (Sarason, 1972). Regardless of the above, however, professional

conscience would demand that whether or not the principal likes the proposed changes, he is in large part responsible for implementing these changes in fact and in spirit.

Cases 1(High) and 2(Low): A Contrast

These schools are similar in size and in pupil-teacher ratio. Both teaching staffs have worked under the same principal for a number of years, and should therefore benefit from his increased knowledge of the staff and school characteristics which could assist them in bringing about change at the curricular level.

A marked difference is evident in the expression of support by the principals for the new primary music programme. Principal 1 appears to support the music programme in general in his school, and therefore sees the Primary Music Activities Kit as assistance for his teachers. The principal in Case 2 exhibits an almost total lack of interest in the school music activities, and censures the Primary Music Activities Kit as a further imposition of music upon his staff and students. It has been found that implementation of new curricula can be very successfully resisted "from within: by the manipulation and internal calculation of the merits of competing claims" (Miles, 1964).

The principal of School 1 appears to be far more involved in the implementation than the principal of School 2, giving evidence of some mindfulness of the demands imposed by innovation and its successful adoption. Suggested principles for innovators state the need for "involvement, actual participation by the change agent; individualization,

where each teacher is an individual; gradualism, where preparation and communication are gently proffered; continuousness, where the change strategies are done constantly in a regular and systematic step-by-step process" (Armitage & Denham, 1974). There appear very great differences in approach between the two principals, not just in the variety and level of strategy chosen, but also in the amount of effort put into such implementation activities. Interestingly, both principals felt a need for an increase in the amount of time they spent watching the new curriculum in practice in the classroom, although the emphasis for the principal of School 1 was on increased familiarity with the programme, involving perhaps some teaching himself of several lessons and also the visitation by a peer resource, the designated music 'rep'. The principal of School 2 mentioned this strategy more definitely as a monitoring or inspection tactic, in the old inspectorial supervision role.

The 'climate' for music instruction, or SMC profile, can offer additional points of difference which may greatly affect implementation of any music curricula in the two schools. The presence of a .2 music 'specialist' in School 1, the strong emphasis on extra-curricular music endeavours; a designated music 'rep' and a free flow of communication both from and towards the local community must all act in a way which the principal alone cannot. In the organization of this supportive setting, the principal of School 1 has exploited all of the resources available to his school for the purpose of promoting school curriculum. The principal of School 2 has not.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to examine selected variables related to the process of implementing a new primary music curriculum in the elementary schools of one school district. The four variables, support of the principal, teachers' perceptions of principal support, implementation strategies and the climate for a subject speciality change, were examined as they related to the process of implementation within each school and also in their interrelationships to each other. The major findings are reported below.

Major Findings

The Principal's Support of Innovation. The degree of principal's support, as reported by the particular principals involved, is associated with the amount of participation by teachers on his staff in the scheduled district implementation activities designed to assist schools in the implementation of a new primary music programme.

To introduce and sustain an innovation requires more than the introduction of a good idea and good will on everybody's part. It requires an understanding of the change process, the culture that one is imposing the change on, and a systematic, knowledgeable manipulation of the factors affecting the change within the classroom setting. For an elementary school setting the solution lies in the change-agent role that must be assumed by the principal. He must be a "research

virtuoso who can bring together materials, resource persons, teachers and students, an intellectual leader and a diplomat, a catalyst to stir the imagination, initiative and creativity of all" (Hutton, 1976). If a School District is to mandate curricular change at the elementary level, it would do well to attend especially to this role that the principals must play, offering assistance and training over and above the regular principals' meetings. The school principal is "becoming a new actor in a new game" (Hutton, 1976).

Teacher's Perception of Support. The amount of support expressed by a principal is perceived quite accurately by teachers involved in the curriculum project. Knowledgeable and involved principals were seen to be 'high' supporters of the endeavour, while those principals with very limited knowledge who did not become actively involved were viewed as 'fairly' or 'hardly' supportive of their teachers. Yet several aspects of the principal-teacher relationship may affect a teacher's perception of that support offered by the principal during the process of curricular change. Mahan (1972, p.153) notes that "teachers are more assured of genuine support in schools where the principal has played an active role in learning about the curriculum, teaching it to the classroom occasionally, for example, to 'get the feel' of the new materials." Unless a principal is seen as "close by, participatory" (Shapiro, 1976, p.70) the teacher finds it difficult to feel the principal's support. Yet this proximity can be perceived as a threat, inhibiting teacher participation. Fullan (1972, p.33) observes that "the average school provides no place where

the teacher can develop new competence in private," yet often "what the principal sees as providing freedom for teachers to innovate, the teachers see as a lack of concern on his part."

Implementation Strategies. Principals who are highly supportive of the new primary music curriculum engage in a greater number of implementation activities than those who do not.

The variety of styles and teaching approaches found in schools today necessitates a great number of alternative strategies for the diffusion of innovations. Brandt (1975, p.195) has cautioned that "school programs are implemented one teacher at a time" while Maclure (1967, p.18) observes that "it is probably impossible to insert one across-the-board plan for innovating in a school: responsible improvement necessitates inequities and differences from teachers to teachers."

The Climate for a Subject Specialty Change. A school's total music environment may support implementation activity in the adoption of a new music curriculum. Allen and Mullarney (1975, p.52) have stated that "community involvement is the key." This has been well supported also by Boyle & Lathrop, (1973), Benner, (1973), and Coakley, (1966), who adds that "a general respect for music as a part of the curriculum is a necessary community influence to promote music education within the school" (p.65). Lines of communication which keep school staff, central administration and the local community actively involved in the curriculum change process

have been recognized by Meske (1975) as essential for its success.

A musically-sensitive principal can do much to promote musical endeavour in his school. In working together with teachers, Tatarunius and Bessom (1975, p.26) note: "the musically-sensitive principal communicates his personal enjoyment of music, his awareness of musical events both in the school and in the community, and his support of musical endeavours in the classrooms themselves."

These aspects of routine school functioning need to be especially considered by music curriculum developers in their efforts to gain access for their innovation.

Implications for Education

In the wake of a resurgence of interest in curriculum innovation and the resultant dilemma of non-adoption in the vast majority of cases, the problem of implementation has received great attention. Brandt (1979, p.195) notes that "to the massive reforms that only a decade ago seemed almost within our grasp, most schools have remained as impervious as Gulliver was to the arrows of the Lilliputians."

The difficulty of encouraging change that has been mandated across a school district is formidable for all those involved. Certain aspects of the process must be emphasized if it is to be assured a fair trial period and probable adoption in due course.

A step-by-step flow for the diffusion of a primary music programme should have obvious and authentic principal support in each school in

which the innovation is to be implemented. Such support need not be founded in musical expertise, although this factor does appear to be moderately influential in the introductory stages of a curriculum implementation plan (Wehner, 1977). A principal's musical sensitivity, although desirable to stimulate interest at the beginning of a curriculum project, does not assure his subsequent actions in successfully promoting and sustaining the new curriculum. More important than musical expertise are the general leadership skills which the principal employs as a facilitator of change in his school. The 'high' support principals in this study (see Chapter 4 'Composite Case Summaries') were not necessarily more musical, but more successful as agents of change through their first-hand knowledge of the curriculum endeavour and their close personal communication with staff and community members. They took responsibility for organizing curriculum-related activities and for their staff development in this subject area. Their support was communicated both meaningfully to teachers in a non-threatening, yet participatory manner, and widely among local community members who were kept well informed throughout the implementation process. A variety of procedures and strategies was employed at the school level in order to accommodate the differences among innovation users, and in order to involve each of them in participation experiences which were both useful and appropriate to their particular skills and talents.

Certainly the role of the elementary principal is the key in the process of curriculum change at this level, and superintendents and

school districts should note that the position is one which is critical if mandated innovation is to succeed. As the pivotal force in the elementary educational structure, Schall & Heichberger (1973, p.4) observe the principal "will set the tone, keep the staff alive with his energy and enthusiasm, and promote and foster a genuinely cooperative spirit through his democratic leadership in any new endeavour. He will be the pace-setter, and linkage communicator, and the one who paves the way for desirable change."

In this school district, principals need to become more actively involved in curriculum implementation so that they may support the curriculum development teams and teachers who are directly responsible for the change at the classroom level. Each principal should examine the curriculum change process within his school's particular context. He should familiarize himself with the design and content of the new primary music curriculum and observe it in practice in the primary classrooms. Every school principal should request direct consultative assistance from music specialist sources for their elementary teachers. Planning and preparation time is essential to support teacher effort; principals must build this into the instructional timetable. Regular feedback elicited from the teachers involved will assist principals to make appropriate assistance available for them and will enable teachers to observe consistent and authentic leadership by the principal as he becomes familiar with the new curriculum.

These curriculum demands will place an added burden on all personnel in any school system. In their leadership roles, principals

must take on a major share of the responsibility for this change, choosing effective tactics and strategies in order to lessen the load for all.

Finally, the process must be seen as one continuing over time. Implementation, as Pressman & Wildavsky (1973, preface) have noted, "does not refer to creating the initial conditions: it is a process, over time, of the interaction between the setting of goals and the many actions geared to achieving them." Effort and interest focus must be sustained for a long period after the original introduction of the new curriculum and its accompanying implementation plan. Schools and school districts must renew their efforts until such time as innovations are adopted successfully according to their particular needs and characteristics.

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APPENDIX A

INTERVIEW SCHEDULE A - PRINCIPALS'

INTERVIEW SCHEDULE (A)

Said by Interviewer to Principal:

Thank you for agreeing to be interviewed. As you know, this interview is to provide information about the specific procedures followed in this school to implement the new Primary Music Activities Kit.

I would like your permission to tape-record this interview so that I can take time to listen carefully rather than merely recording your answers and comments. The interview will be kept confidential and no individual responses will be identified or published. All information collected will be collated and referred to in overall terms as it relates to the feelings expressed in general in the district.

Today I'd like to find out what you think have been the most successful ways of building this new curriculum into your primary programme and what you think should be planned in the future to make sure that this programme does in fact become established in your school.

First, I would like to ask you to describe the music programme currently offered in your school.

1. How is music instruction in class organized?
2. What extra-curricular offerings and regularly-scheduled displays of musical talent are available to students in your school?
3. How would you rate your school facilities available for music
 - excellent?
 - satisfactory?
 - poor?
4. Many procedures are available for making sure that school music information is communicated to all those concerned. What procedures do you use?
5. What role does music play in providing links with the surrounding community?

Let us now look specifically at the Primary Music Activities Kit. This will take some reflection back over the past two years since the new materials first appeared.

6. How did you acquire your knowledge about the new Primary Music Activities Kit?

7. How essential do you consider it to be that these new materials are included in your primary programme?
8. Looking back over this year, what have you yourself done in order to see that these materials are worked into your primary programme?
9. The emphasis for the 1980/81 school year will be on a consolidation of efforts to adopt the programme in all primary grades rather than on the development of any new materials. What do you think the Primary Music Committee should do to help the primary teachers in your school to adopt the programme?
10. In addition to the efforts of the Primary Music Committee, what do you intend to do to see that this is achieved in your school?

Are there any questions which you would like to ask me?

Thank you very much for your cooperation.

Background Information - Schools

1. Total Enrollment 1979/80 _____
2. Total Primary Enrollment 1979/80 _____
3. Number of Primary teachers in the school _____
4. Number of Years with present Principal _____
5. Music Specialist working on rotating basis in all grades YES NO

Background Information - Principals

6. Number of years of music teaching experience as a classroom teacher 1-3 4-7 8-11 12-15 16+
7. Was music one of your major subject areas during your training? YES NO
8. Personal music involvements outside of school?
- Symphony attendance _____
- Play instruments(s) _____
- Choir participation _____
- Classical record listening _____
- Children receive private lessons _____
- Other _____

APPENDIX B

INTERVIEW SCHEDULE B - TEACHERS'

INTERVIEW SCHEDULE (B)

Said by Interviewer to Teacher:

Thank you for agreeing to be interviewed. As you know, this interview is to provide information about the advantages and disadvantages for the primary teacher of the new Primary Music Activities Kit and the methods which have been tried in order to help teachers to use this in the District.

I would like your permission to tape-record this interview so that I can take time to listen carefully rather than merely recording your answers and comments. The interview will be kept confidential and no individual responses will be identified or published. All information collected will be collated and referred to in overall terms as it relates to the feelings expressed in general in the district.

Today I'd like to find out what you think about working this music curriculum into your class programme and what you think could be planned in the future to assist you with this.

First, I would like to ask you some questions specifically about the Primary Music Activities Kit.

1. Would you please think back to when you first heard about the new materials. When and from whom did you acquire your knowledge about the Primary Music Activities Kit?
2. What do you consider to be the major advantages of the new Primary Music Activities Kit?
3. What do you consider to be the major disadvantages of the new Primary Music Activities Kit?
4. Would you please comment in terms of how useful the Kit has been to you personally and how you have been able to accommodate this in your class programme?

Let us now look at the support that you have been given during your participation in this curriculum change.

5. Have you consulted with anyone else in your school about your music programme this year? Who?
6. How would you rate your principal in terms of how supportive he is of music in your school?
7. How would you rate your principal in terms of how supportive he has been of your efforts to adopt the new Primary Music Activities Kit into your class programme?

8. What kinds of activities has your principal organized or become involved in in order to promote the new curricular materials in your school?
9. The emphasis for the 1980/81 school year will be on a consolidation of efforts to adopt the programme in all primary grades rather than on the development of any new materials. What do you think the Primary Music Committee should do to help you to fully adopt the new programme?
10. In addition to the efforts of the Primary Music Committee, what else do you think can be done in your school to make sure that these materials are adopted in your school?

Are there any questions which you would like to ask me?

Thank you very much for your cooperation.

Background Information - Teachers

- | | | | | | |
|---|--------------------|-----------------|--------------------|-------|-----|
| 1. Grade level currently teaching | K | 1 | 2 | 3 | |
| 2. Number of years teaching experience (elementary) | 1-3 | 4-7 | 8-11 | 12-15 | 16+ |
| 3. Was music one of your major subject areas during your training? | YES | | | NO | |
| 4. Have you completed at least one music methods course in the last five years? | YES | | | NO | |
| 5. Have you taken any steps to improve your teaching of music in the last five years? | | | | | |
| University Course | _____ | | | | |
| Private lessons | _____ | | | | |
| Music Workshop | _____ | | | | |
| District Inservice | _____ | | | | |
| Other | _____ | | | | |
| 6. Your class receives music instruction from: | SELF | ANOTHER TEACHER | | | |
| 7. Your class receives weekly music instruction of: | less than 30 mins. | 30-60 min. | more than 60 mins. | | |
| 8. Have you used the Saanich Primary Music Activities Kit this year (1979-1980)? | | | | | |
| Regularly | _____ | | | | |
| Several sequences | _____ | | | | |
| Certain lessons | _____ | | | | |
| Very few activities | _____ | | | | |
| Not at all | _____ | | | | |

APPENDIX C

SCHOOL MUSIC "CLIMATE" TABULATION

SCHOOL

SCHOOL MUSIC CLIMATE
(SMC) TABULATION

SCHOOL	001	002	003	004	005	006	007	008	009	010	011	012	013	ITEM	WEIGHT OF SCORES
	-	-	.2	1	.6	-	-	-	.2	-	-	-	.5	Music Spec't.	1
	5	3	3	3	2	3	5	3	3	3	3	5	2	% Teachers Do Own Music	3
	1	1	-	1	1	1	-	-	1	-	1	-	-	Radio/T.V. B'casts	2
	3	-	-	-	3	3	-	3	-	-	-	-	-	Principal Instructs Primary Curric.	3
	5	5	5	5	5	5	-	5	5	5	5	5	5	Inter. Curric.	5
	-	-	-	-	2	3	2	3	2	2	2	2	2	District Choir	2
	-	3	-	3	3	3	-	3	3	-	-	-	-	School Choir	3
	-	-	-	-	1	1	-	1	1	-	1	1	1	Band	1
	-	-	-	-	1	1	-	1	1	-	1	1	1	Rhythm Band	1
	-	-	-	-	1	1	-	1	1	-	1	1	1	Ukulele	1
	-	-	-	-	2	2	-	2	2	-	2	2	2	Recorder	2
	-	-	-	-	3	3	-	3	3	-	3	3	3	Xmas Concert	3
	-	-	-	-	3	3	-	3	3	-	3	3	3	Annual Musical	3
	-	-	-	-	2	2	-	2	2	-	2	2	2	Gr. Victoria Mus. Festival	2
	-	-	-	-	1	1	-	1	1	-	1	1	1	Dist.-Wide Concert	1
	-	-	-	-	3	3	-	3	3	-	3	3	3	Other	3
	1	3	3	2	2	2	1	1	1	2	2	2	2	Facilities	5
	-	-	-	-	2	2	-	2	2	-	2	2	2	Staff Circular	3
	3	3	3	3	3	3	-	3	3	-	3	3	3	Staff Mtg.	3
	5	5	5	5	5	5	-	5	5	-	5	5	5	Spec. Music Meeting	5
	-	-	-	-	1	1	-	1	1	-	1	1	1	Music "Rep"	5
	-	-	-	-	1	1	-	1	1	-	1	1	1	Notice Board	1
	-	-	-	-	1	1	-	1	1	-	1	1	1	Indiv. Visits	4
	-	-	-	-	1	1	-	1	1	-	1	1	1	Loudspk. Announ.	1
	3	3	3	3	3	3	-	3	3	-	3	3	3	Occas. Parent Obs.	3
	-	-	-	-	2	2	-	2	2	-	2	2	2	Comm. Member Teaches	3
	1	1	1	1	1	1	-	1	1	-	1	1	1	Groups Go Out	2
	-	-	-	-	1	1	-	1	1	-	1	1	1	Comm. Groups Come In	1
	-	-	-	-	1	1	-	1	1	-	1	1	1	Open House	1
	-	-	-	-	1	1	-	1	1	-	1	1	1	P.T.A. Mtgs.	1
	9	7	3	6	8	6	6	7	4	9	8	5	6	Principal's Musicality Score	
	52	36	47.2	34	72.6	55.0	21.0	37	49.2	35	39	26	28.5	TOTALS	

SCHOOL MUSIC INSTRUCTION

EXTRA-CURRICULAR MUSIC

COMMUNICATION STRATEGIES

COMMUNITY LINKS

VITA

Surname: REID Given Names: SUSAN ROSEMARY

Place of Birth: LAGUNILLAS, VENEZUELA Date of Birth: October 25, 1948

Educational Institutions Attended, with Dates of Entering and Leaving:

UNIVERSITY OF TORONTO 1967 to 1970

TORONTO TEACHERS' COLLEGE 1970 to 1971

YORK UNIVERSITY Summer . Summer
1975 and 1976

UNIVERSITY OF VICTORIA 1978 to 1981

Degrees, Diplomas, Etc., Awarded, with Dates and Names of Institutions:

<u>B.A.</u>	<u>1970</u>	<u>University of Toronto</u>
<u>Elementary School Teacher's</u> <u>Certificate: Standard 4</u>	<u>1971</u>	<u>Toronto Teachers College</u>
<u>Elementary Certificate</u> <u>in Special Education</u>	<u>1975</u>	<u>York University</u>
<u>Intermediate Certificate</u> <u>in Special Education</u>	<u>1976</u>	<u>York University</u>
<u>M.A.</u>	<u>1981</u>	<u>University of Victoria</u>

Honors and Awards:

Alumnae Association Scholarship, University of Toronto, 1969

University Scholarship, Goldsmiths' Co., London, England, 1967 - 1970

University of Victoria Staff Associateship, 1979/1980

Publications:

"Anti-Creativity: Implications for Music Education" CME Vol.21 #2, 1980

"Primary Music Activities Kit, Levels I and II" School District #63, 1978

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Title of Thesis:

Selected Variables Related to the Successful Implementation of a New
Primary Music Curriculum

Author



Signature

Susan Rosemary Reid

Name

March 27th, 1981

Date