

CURRICULUM IMPLEMENTATION STUDY:
Background and Preliminary Results

Planning and
Research Branch
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Implementation
Conference

I. BACKGROUND

As part of renewed Department of Education emphasis on curriculum implementation, the Planning and Research Branch is currently conducting a major study in this area. It was felt that an evaluation of some recently implemented curricula would reveal the specific strengths and weaknesses of the present situation, while pointing the way to an improved process.

Therefore, the objectives of this study were:

- to evaluate the effectiveness of the current curriculum implementation process
- to recommend strategies to improve the curriculum implementation process.

II. METHOD

The study is being conducted in two parts.

1. Teacher and Principal Surveys:

In February and March 1984, the Planning and Research Branch surveyed a total of 552 principals and a random sample of 1,357 teachers across the province.

In order to control the amount of time and resources, as well as to provide a focus for the study, Social Studies was selected as the focus at the elementary level, and 100 and 101 Science at the secondary level. In each case, a comparative group of teachers (those not teaching the selected subjects) were also included in the sample. Response rates indicated good co-operation and a high degree of interest.

SAMPLE SIZE AND RESPONSE RATES

Population	Projected Sample Size	Response Rates	
		(N)	(%)
Principal survey	552	495	90%
Secondary teachers	543	420	77%
Elementary teachers	814	556	68%

The results presented in this paper are some of the preliminary findings of the surveys.

2. Case Studies:

In order to take an in-depth look at the process of implementation as it is perceived at the school level, and in order to follow-up on some issues raised by the survey results, ten "case studies" are currently being conducted.

The schools chosen represent a variety of situations, in terms of factors such as geographic region, school size, and background of the students. It is hoped that by interviewing superintendents, principals, and teachers in each case study school, factors affecting the implementation process in specific situations will be identified.

III. WHAT HAPPENS NEXT?

During the fall of 1984 a number of reports concerning issues and findings of the study will be released. Watch for articles in Education Manitoba. In addition, the Planning and Research Branch will make presentations of the findings to interested groups.

If you are interested in further information concerning this study, please contact:

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PRELIMINARY RESULTS

The following graphs and tables present findings concerning the following issues:

1. Factors teachers perceive as being very important in the implementation process (Page 4).
2. Overall principal and teacher satisfaction with the implementation of the new social studies or science curriculum (Page 5).
3. The percentage of teachers and principals who had attended inservices for the new social studies or science curriculum (Page 6).
4. Implementation-related factors over which teachers and principals felt they had great influence (Page 7).
5. Concerns regarding the implementation of the new social studies curriculum at the elementary level (Page 8).
6. Concerns regarding the implementation of science at the 100/101 level (Page 9).
7. Science and social studies teachers' current level of implementation (Page 10).

RANK ORDERING OF FACTORS OVER WHICH RESPONDENTS PERCEIVED
AS HAVING A "GREAT INFLUENCE"

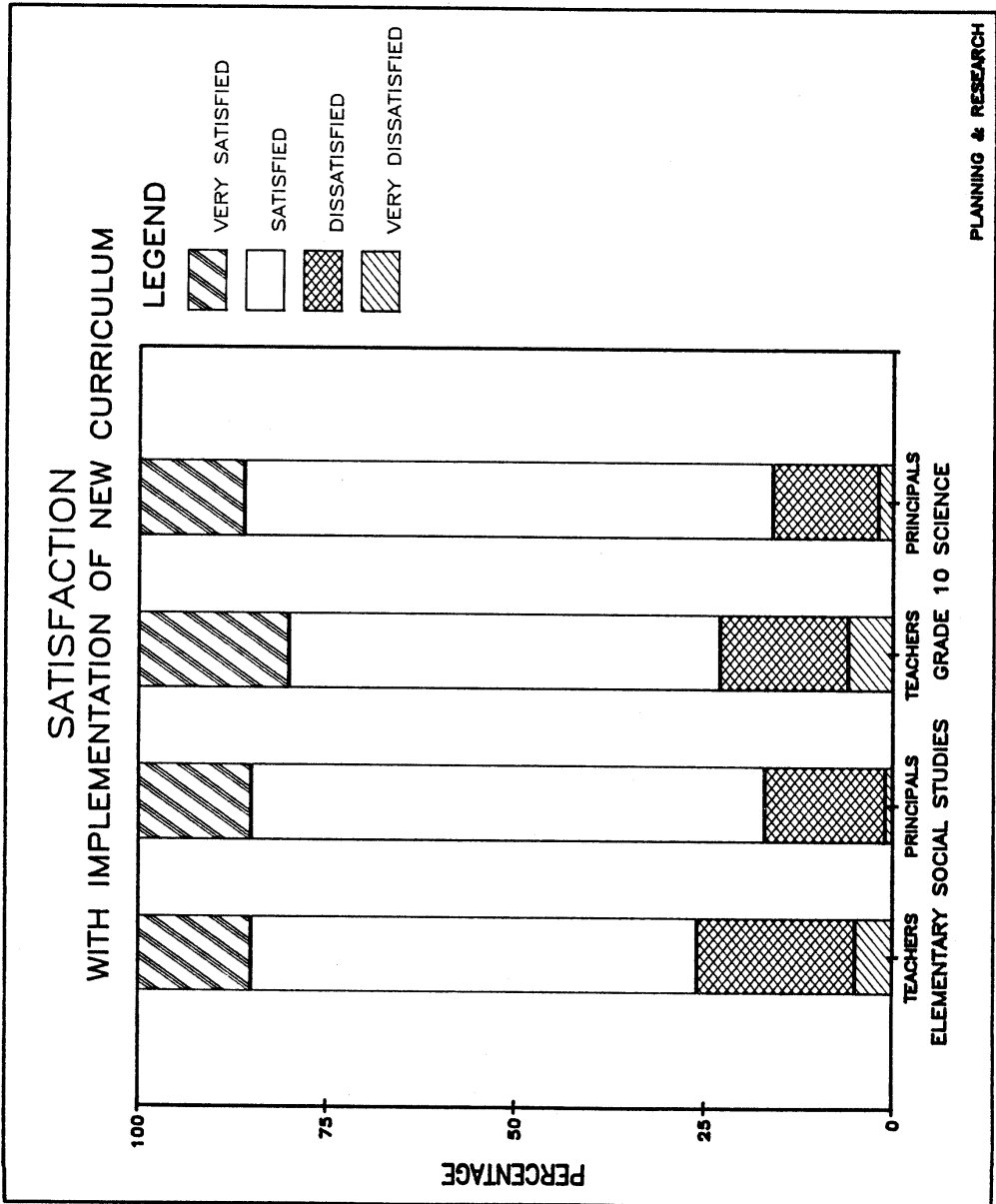
Factors	Elementary Social Studies				Grade 10 Science			
	Teachers		Principals		Teachers		Principals	
	Rank	(%)	Rank	(%)	Rank	(%)	Rank	(%)
Teaching strategies	1	(79%)	4	(12%)	1	(81%)	5	(7%)
Allocation of time for specific topics	2	(68%)	4	(12%)	2	(65%)	4	(10%)
Allocation of time for social studies/science	3	(38%)	1	(52%)	5	(8%)	1	(77%)
Textbook/supplies choice	4	(35%)	2	(40%)	3	(47%)	3	(19%)
Professional development	5	(22%)	3	(28%)	4	(20%)	2	(23%)

Discussion:

This question was designed to address what control teachers and principals perceived themselves as having over a number of factors related to the implementation of curriculum.

Regardless of elementary vs. secondary distinctions, teachers felt they had great influence over what happened in their classrooms (ie. teaching strategies, time allocated for specific topics), and little influence over professional development.

Probably because of the more structured timetabling, the Science teachers felt they had little control of time allocation for their subject. Principals, on the other hand, felt they had great influence in this area, but little in the area of classroom centred factors.



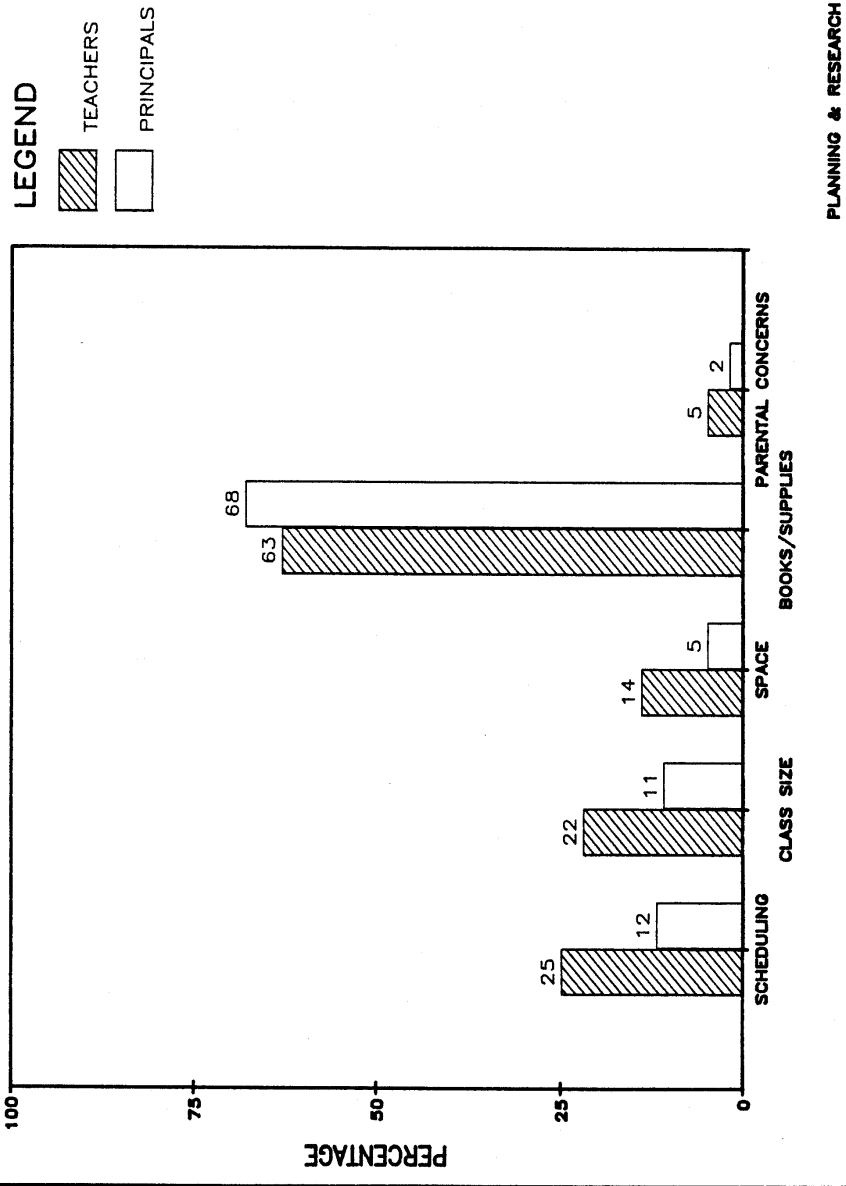
RANK ORDERING OF FACTORS PERCEIVED AS "VERY IMPORTANT"
IN CURRICULUM IMPLEMENTATION

Factors	Population					
	Elementary Teachers		Secondary Teachers		Principals	
	Rank	(%)	Rank	(%)	Rank	(%)
Curriculum guides	1	(80%)	1	(74%)	1	(84%)
Supplementary/resource material	2	(76%)	2	(54%)	3	(62%)
Professional development	3	(66%)	3	(47%)	2	(80%)
Informal interaction with colleagues	4	(59%)	4	(44%)	4	(48%)
School visitations among teachers	5	(32%)	5	(13%)	6	(24%)
Individualized assistance from consultants	6	(26%)	6	(12%)	5	(43%)

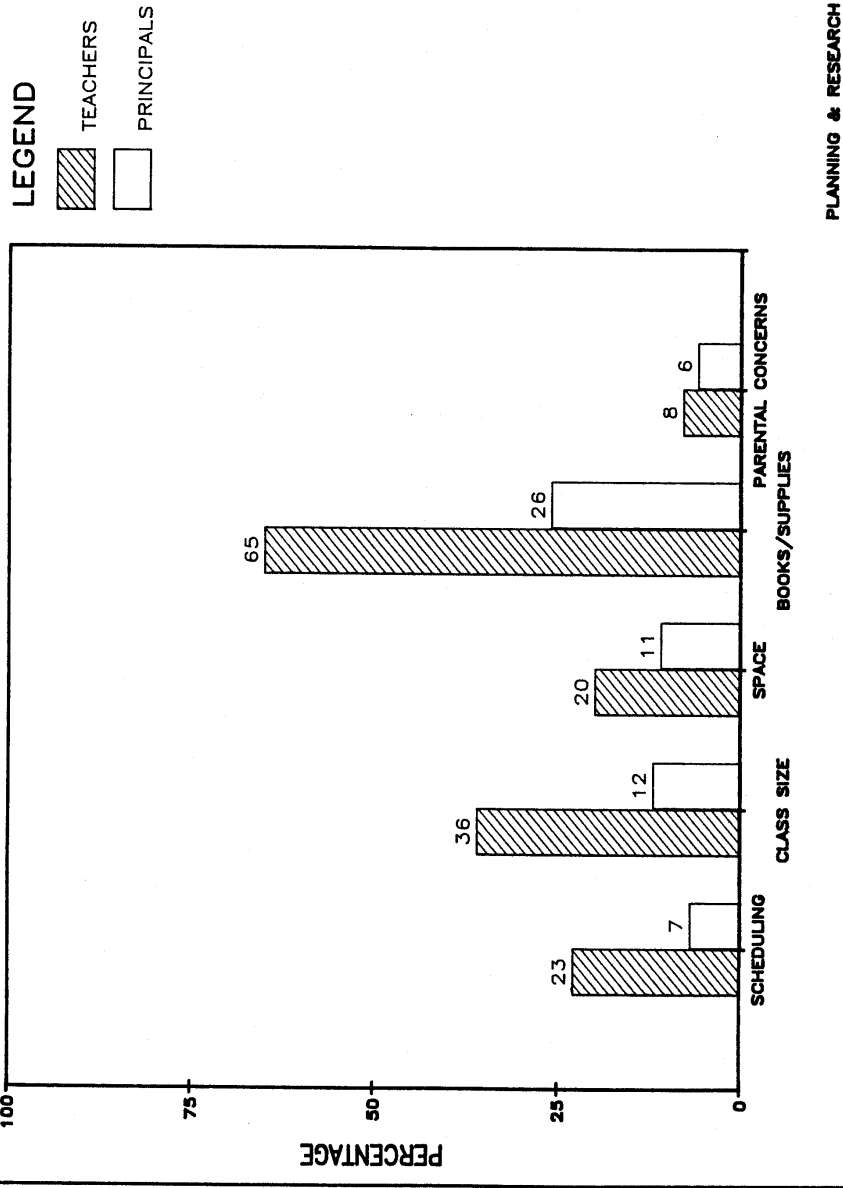
Discussion:

Teachers and principals ranked the same factors as being very important to the process of curriculum implementation. Principals, however, placed a higher emphasis on the importance of professional development. Secondary teachers were less inclined to place a high degree of importance on any of the factors listed.

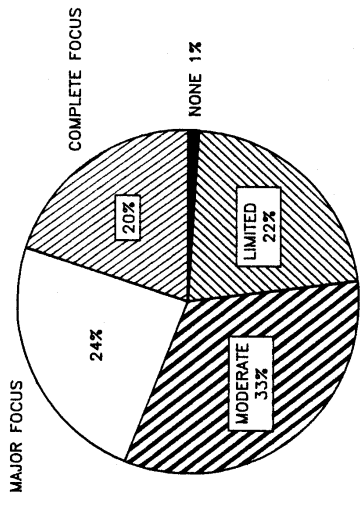
CONCERNS REGARDING ELEMENTARY SOCIAL STUDIES IMPLEMENTATION



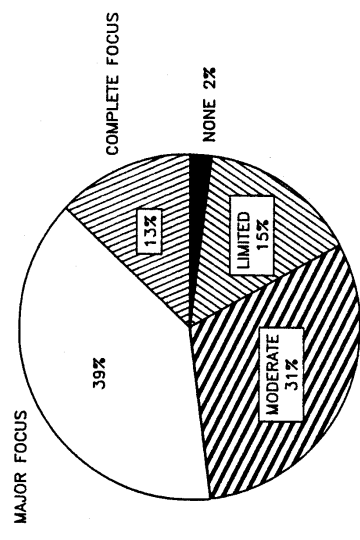
CONCERNS REGARDING GRADE 10 SCIENCE IMPLEMENTATION



TEACHERS' PRESENT IMPLEMENTATION OF NEW CURRICULUM



ELEMENTARY SOCIAL STUDIES



GRADE 10 SCIENCE

