This study attempted to characterise the deliberative role of the Curriculum Co-ordinator by comparing case study accounts and Schwab's theoretical model. The case studies provide some insight into the following questions.

- How have Curriculum Co-ordinators in the selected Girls' Schools been trained for their position?
- What is the role of the Curriculum Co-ordinator in the selected Girls' Schools?
- To what extent do Curriculum Co-ordinators in the selected Girls' Schools perceive and fulfil their leadership role according to Schwab's theoretical scheme?
- What is the role of the Principal in the selected Girls' Schools in curriculum decision making?
- Can the deliberative processes of curriculum decision making in the selected Girls' Schools be characterised?
It is only possible to discuss these questions in relation to the three Curriculum Co-ordinators, who were surveyed, and their schools. The following remarks cannot be blindly extended to include all Curriculum Co-ordinators in Girls' Schools.

**How have Curriculum Co-ordinators in the selected Girls' Schools been trained for their position?**

This study found that the nature and quality of training undertaken by the three Curriculum Co-ordinators varied considerably.

The Curriculum Co-ordinator in School A was not formally trained. However her experiences as a consultant at a School Support Centre prepared her for the position to which she was subsequently appointed. Although this Co-ordinator had no mentor, she felt that she was able to contact people she had previously worked with for support and guidance.

The Curriculum Co-ordinator in School B was studying a postgraduate course in curriculum at the time of her appointment and felt that this was suitable training for the position. In addition, the Principal, who had held the position of Curriculum Co-ordinator prior to her appointment, acted as mentor to this Co-ordinator.
Curriculum Co-ordinator C had no formal training for the position and no mentor. In this case, the Curriculum Co-ordinator Network provided support and a forum for the sharing of ideas. It is interesting to note that this Curriculum Co-ordinator now has a Curriculum Assistant who is being "trained" to take up the position in the future. This training does not conform to Schwab's conception of intellectual "training".

Schwab suggested that Curriculum Co-ordinators should be trained for their job and that this training should take the form of university study in specific courses related to curriculum and further that Curriculum Co-ordinators would benefit from the advice of a mentor, a person who has experience in the role. As can be seen from these three instances, this is not the norm at present. This was hardly surprising as, in two of the three schools, the position of Curriculum Co-ordinator had been in existence for less than ten years and in no school was it a full-time position.

What is the role of the Curriculum Co-ordinator in the selected Girls' Schools?

Schwab assumed that the role of a Curriculum Co-ordinator would be a full-time one concentrating on curriculum related issues. In practice, this was not
the case. In addition to curriculum co-ordination, all of the Curriculum Co-ordinators, who were surveyed, taught at least one, and more likely, two classes which comprised between 20% and 40% of their time during school hours.

The areas of responsibility of each Curriculum Co-ordinator also varied in each school. In one of the schools, the Curriculum Co-ordinator was responsible for Staff Professional Development, as well as curriculum co-ordination. Another of the Curriculum Co-ordinators had many duties not associated with the curriculum in her role as the Deputy Principal of the school. Thus it was difficult for Curriculum Co-ordinators to concentrate solely on curriculum related issues.

In answer to the question: “How do you characterise your role?”,

Curriculum Co-ordinator A gave the following response:

I do think that I am the person who is the lynch pin in the curriculum. I am the right hand person of the Principal in terms of the whole school programme and have to understand how every little part relates to the rest, how it all fits together, and to ensure that all the parts work in a synchronised, coherent way in accordance with the mission statement. (Helen, tape no.1, side A, approx 600)

This response seemed to indicate a role directed by day to day management needs.
Curriculum Co-ordinator B gave a similar response in answer to the same question; "I see my role as making all aspects of the curriculum function smoothly." (Mary, tape no. 2, side A, approx. 460) This Co-ordinator also remarked that "I do a lot of bureaucratic tasks rather than curriculum."

When asked "How has your role changed over the years?", Curriculum Co-ordinator B responded that when she was appointed as Curriculum Co-ordinator, eleven years ago, there was very little curriculum documentation. One of her first jobs was to get people to actually write curriculum documents. Her second major task was the development of a plan for curriculum review as part of her studies. Over the subsequent years, Curriculum Co-ordinator B assisted in the development of a curriculum study structure at VISE, then came the advent of the VCE where she was involved in developing Australian Studies curriculum within her school. (Mary, tape no. 2, side A, approx 350)

Curriculum Co-ordinator C when asked the question: "How would you characterise your role?" responded by saying "To a certain extent monitoring what is going on and then responding to need; being both proactive in terms of initiating change but also responding to needs as they are perceived." (Margaret, tape no. 3, side B, approx. 35). The role indicated in this statement includes curriculum management and co-
ordination ("monitoring what is going on") and process evaluation ("identifying needs").

To what extent do Curriculum Co-ordinators in the selected Girls' Schools fulfil their leadership role according to Schwab's theoretical scheme?

This question related to the characteristics outlined by Schwab, namely:

- putting the special knowledge and modes of knowing of teachers into greater service in curriculum development;
- enhancing the possibilities of attracting a greater number of daring, experienced, and intellectually active people on staff and from outside into curriculum discussions;
- establishing challenging decision-making and collaborative planning as part of the function of teachers;
- providing a basis for teachers to recognise themselves as possessed of special knowledge and competence by providing them with a sense of intellectual resources;
- critically reviewing changes in knowledge and attitudes inherent in proposed and actual changes in the curriculum;
- writing short issue-based papers and formal papers which demonstrate both understanding, comprehension, and a well-developed capacity to report.

Schwab outlined this list envisaging that the Curriculum Co-ordinator would chair curriculum discussion and deliberation in the school. His idea was that the Curriculum Co-ordinator would be aware of the outside influences on the school curriculum, of the latest developments in curriculum, of the various ways that curriculum may be viewed and the manifestations of these views in terms of curriculum practice, and of the latest educational thought relating to student learning. The task of the Curriculum Co-ordinator under these conditions may be to educate the Curriculum Committee in the deliberative arts and to guide the Committee in deliberations based on the broad issues relating to curriculum. The three Curriculum Co-ordinators observed that often curriculum discussions revolved around the person who has the loudest voice or were based on factors unrelated to curriculum needs and more related to personal needs of the staff at a particular school.

It has been shown in the preceding chapter that the Curriculum Co-ordinators were usually not the leaders of curriculum deliberation in terms of policy or vision but more along the lines of the implementation of curriculum reform or innovation that had been determined by the Principal,
sometimes in consultation with the Curriculum Co-ordinator and/or the Heads of Department Committee, and management of the curriculum. Schwab’s Curriculum Co-ordinator may well be seen usurping the role of the Principal in curriculum matters and be seen, therefore, to be inappropriate. Curriculum Co-ordinators are, however, centrally involved in the implementation of curriculum initiatives and the management of the curriculum, which may be considered facets of curriculum development. In this context, each Curriculum Co-ordinator was able to recognise themselves in certain aspects of the role suggested by Schwab.

What is the role of the Principal in the selected Girls’ Schools in curriculum decision making?

Schwab (1983) suggested that nowadays “managing is what most Principals mostly do.” (p. 244) Hence it seemed impractical, to him, to suggest that the Principal should be the overseer of the curriculum, in addition to his/her prescribed managerial duties. It should be noted that this statement presupposes that the Principal is willing to appoint/accept a curriculum leader and to delegate curriculum related tasks to the committee under this person’s leadership.
In the course of the study the importance of the Principal's role and the identification of curriculum co-ordination with management structures became apparent. No hard data was collected on relationship between the Principal and the Curriculum Co-ordinator or of the Principal's perception of curriculum co-ordination. Nevertheless some observations were made. The extent to which the Principal had entrusted curriculum leadership to the appointed Curriculum Co-ordinator varied from school to school.

In School A, the Principal worked very closely with the Curriculum Co-ordinator and in most instances made the curriculum decisions. These decisions were often, but not always, made in consultation with the Curriculum Co-ordinator and the Timetabler and the Heads of Department Committee. At this school, the Curriculum Co-ordinator implemented the decisions made by the Principal.

Curriculum Co-ordinator in School B, on the other hand, had more autonomy in curriculum decision making. The Principal of her school was a curriculum co-ordinator before her appointment as Principal and for the first four or five years of her appointment made most of the curriculum decisions with some consultation with the Curriculum Co-ordinator. Now, however, the Curriculum Co-ordinator, who had been at the school for eleven years, has the trust of the Principal and was thus able to initiate curriculum
discussion and curriculum change. However the Principal met with the Curriculum Co-ordinator on a regular basis to discuss school-based issues and to ratify any curriculum decisions before implementation.

The Curriculum Co-ordinator in School C met regularly with the Principal and initiated curriculum change. However, the Curriculum Co-ordinator remarked that everyone in the school was aware that all decisions relating to curriculum were ultimately made by the Principal. The Curriculum Co-ordinator and the Heads of Department Committee may suggest ideas for curriculum change, but the change would not occur unless it had been discussed with and ratified by the Principal.

The function of a curriculum committee in the eyes of the Principal and the members of the committee needs to be clarified. Schwab's statement that

the nature of curriculum change, that is, the identification of the places where change is wanting, the borrowing or invention of alternative ways of fulfilling identified wants, deliberation on the costs and benefits of these alternatives, and, at last, their initiation with convinced and ready teachers (1983, p. 224)

seems to outline what is required of the committee. However, it seems likely that if the curriculum body is to function in this manner, the Principal's blessing and agreement needs to be ensured. The committee would need to feel that their deliberations are of consequence to the Principal and to the welfare of the school. Otherwise deliberations will be to no avail and the
members of the committee will not feel valued nor will they be able to readily accept ownership of curriculum changes. If the committee is a committee in name only and has little input into major curriculum decisions, then the presence of the Principal at meetings may act as a deterrent to discussions. Members of the committee may feel that their opinions, and, more importantly, their knowledge and experience are irrelevant, as the Principal will do as he/she wishes anyway.

To summarise, in two of the three schools surveyed, the Curriculum Co-ordinator and the Heads of Department Committee advised the Principal only on an informal basis. In these two schools the Principal was fully involved in curriculum change, which they saw as interpreting the ethos and style of the school, often in consultation with the Curriculum Co-ordinator. It seemed that these Principals, at least, retain their interest and hold on the curriculum, often being the initiators and instigators of curriculum change. The Curriculum Co-ordinator was, then, the instrument of the implementation of the Principal’s ideas and worked with a committee, usually the Heads of Department Committee, to ensure that the curriculum change was put in place. In the third school, the Principal retained an interest in the curriculum while allowing the Curriculum Co-ordinator some freedom to initiate curriculum policy review. The Curriculum Co-
ordinator's ideas were discussed in regular scheduled meetings during which
the Principal would accept or modify the proposals.

It appeared that Principals and the Curriculum Co-ordinators they appoint
literally define the role of the Curriculum Co-ordinator in terms of the
identity of the school and thus, in these three schools, the term "co-
ordination" comes to mean the day to day maintenance of the school
programme. This was, in effect, curriculum management.

Further to this study, responses to the question "What is the role of the
Principal in curriculum development in your school?" were recorded at an
independent Girls' School Curriculum Co-ordinators' Network meeting.
Responses included: "The Principal is very interested in curriculum.", "The
Principal is our Curriculum Co-ordinator!", "I am given guidelines as to
where I might be considering going." (Interview tape no.4, side A, approx.
265) These responses correlate to the situation that appears to exist in the
three schools studied and indicate that Principals, in these schools at least,
are reluctant to collaborate with the Curriculum Co-ordinator in the manner
proposed by Schwab.
Can the deliberative processes of curriculum decision making in the selected Girls' Schools be characterised?

While Schwab's schema provided a liberal democratic perception of curriculum deliberation, the actual practice in these three schools was found to be based on other perceptions. Curriculum policy formation had been "captured" by the management and was seen as part of the management function. Schwab's six functions of curriculum co-ordination or curriculum leadership were cogent and useful but could be used to characterise any change process instituted by the Principal or the Curriculum Co-ordinator or a Head of Department to facilitate deliberation at any level.

Smith (1990) suggested a way to depict schematically the relation of ends and means of curriculum deliberation to the departmental and school wide levels of management. In very general terms, Principals were seen to deliberate authoritatively at a whole school level concerned with the ends and systemic wholes of change. Heads of Department were seen at the other end of the scale to deliberative authoritatively at a level concerned with the means and specifics of change. The Curriculum Co-ordinators deliberations could be seen to link policy and practices and were generally responsible for synthesising the ends with the means and the specifics with the systemic wholes. Schwab saw the Curriculum Committee as a forum in which both
the key staff and the Principal could practise and refine their deliberative arts.

CONCLUDING REMARKS:

In the general terms of responsibility to the reader, the author has met her obligations, defined by Ball (1983), of ethnographers to provide a statement of the political and theoretical commitments of the researcher, in as much as these illustrate the conception and delimitation of the research and the main focus of interest and initial sensitising concepts employed. .......... also raise issues of choice and opportunity involved in the setting and the timing of the fieldwork, the assumption and development of the research roles by the field worker, modes of entry and leaving the field, procedures of data collection and elicitation. (p. 147)

The typicality, or not, of the events reconstructed in, or the conclusion drawn by, this study are inevitably for others to decide and will be difficult to determine in abstract terms.

This thesis was concerned with a critique of Schwab’s theory and its elaboration in the characterisation of the role of the Curriculum Co-ordinator in the three schools studied. Schwab’s liberal democratic model supported classical processes and argued that schools should involve all key members of the school community in curriculum deliberation. In reality, it appears that the three independent schools studied have not traditionally operated in
this way but rather reflect more closely the personality and style of the Principal. The Principal of each school was appointed by the School Council and is ultimately responsible for all school related issues including curriculum deliberation. This system assumes a hierarchical rather than democratic process, in which the School Council's vision of the school is entrusted with the Principal to secure co-operative and collaborative spirit amongst staff and students. This immediately places the Curriculum Co-ordinator in the position of one who affects change rather than one who initiates change. Ultimately the role of the Curriculum Co-ordinator is articulated in terms of the relationship between the Principal and the person appointed by the Principal to the role. In this sense there was little correlation between Schwab's classical theory and practice. The nature and culture of each school were determined by the School Council and the Principal thus dictating the role of the Curriculum Co-ordinator. In such a hierarchical structure, Schwab's Curriculum Co-ordinator could be seen to be usurping the Principal's role.

The question remains of the timelessness (House, 1994) of Schwab's model of curriculum leadership. This study, like that of Schwartz (1984) and Atkins (1993), elaborates the model by attempting to apply it. It proposes three levels or modes of deliberation which must be supported in order to address long and short term issues of importance to the whole school; that is
to respond to challenges which emerge as curriculum dilemmas imposed by
government policy, such as the Curriculum and Standards Framework of
Victoria (VBOS, 1994), and those relating to the educational mission of the
school. Both would ideally be perceived within the matrix of fields of
cultural action and the four commonplaces identified by Schwab. As Cuban
(1992) observed, in practice curriculum dilemmas must be handled while
maintaining the intellectual communities within the school. The latter are
seen currently as the domain of the separate Heads of Department.
Curriculum dilemmas, of which there are many in this period of social
restructuring (Newman, 1993), currently fall to the Principal for
implementation through the Curriculum Co-ordinator. However policy and
practice must be seen as interdependent. Curriculum deliberation must be
evoked and sustained to deal adequately with current change. The Principal
and Curriculum Co-ordinator must be able to engage in more comprehensive
and penetrating curriculum reform which involves all four commonplaces.

The ethical paradox of the current social condition is that it restores, as
Schwab insists, to the individuals and the school the fullness of moral choice
and responsibility while simultaneously depriving them of the comfort of
universal guidance. Thus it has become apparent that in these times of great
complexity and uncertainty increasing demands are being made on schools
and teachers by external bodies and by school communities. It is necessary
for "someone" or, as Schwab saw it, a well trained curriculum committee, to provide the bridge between the management, or Principal, and the key teachers so that the most appropriate curriculum reform will be made. Such a view of educational leadership recognises the importance of the Curriculum Co-ordinator in maintaining a commitment in the school to deliberation about the curriculum, teaching and its pedagogical relations.
Appendix A: Dimensions of the role of the outside agent of change

Appendix B: Note to the Curriculum Co-ordinators outlining my research project.

Appendix C: Role Statements

Appendix D: Diaries

Appendix E: Agendas and minutes of Heads of Department or Subject Co-ordinators’ meetings

Appendix F: New and used textbook sales for 1994. Information and Questionnaire (School B)
APPENDIX A

DIMENSIONS OF THE ROLE OF THE OUTSIDE AGENT OF CHANGE (MURDOCH 1992)

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APPENDIX B

NOTE TO THE CURRICULUM CO-ORDINATORS OUTLINING MY RESEARCH PROJECT

To: The Curriculum Co-ordinators
From: Bev
Date: 16 May 1994

Re: MY RESEARCH PROJECT

Please find attached an outline of my final intended project. I am clearer in my mind about this project and thank you for offering to assist me in collecting data.

The first page contains an abstract of my final thesis. The second outlines what I would like you to do and the process that I will follow with each of you. The last two pages list the questions that I will be asking you in the interview.

Once again, thank you for your help. I am looking forward to the discussions that I will have with each of you and hope that my findings will be of interest to you.
CURRICULUM CO-ORDINATION IN GIRLS’ SCHOOLS

The aim of this study is to investigate the role of the Curriculum Co-ordinator in relation to Schwab’s (1983) model. The study will focus on curriculum co-ordination in girls’ schools.

Until recently the position of Curriculum Co-ordinator did not exist in most schools. Schwab has outlined a valuable theoretical analysis of the role of the Curriculum Co-ordinator which includes the requisite knowledge and skills required of the Co-ordinator as the chair of the Curriculum Committee responsible to the Principal for curriculum decision making and action. His characterisation of the deliberative function of the Curriculum Co-ordinator is clearly differentiated from other aspects of the role, which may include the daily organisation of teachers’ work - timetables, programmes and staffing, and the implementation of policy initiatives requiring labour relations management, and conflict resolution over subject status, boundaries, categories and resourcing.

This study will aim to investigate the ways in which Curriculum Co-ordinators idealise their role and the ways in which they experience their role. Schwab’s analysis will be critiqued by the Curriculum Co-ordinators.

The study will be limited to three girls’ schools and is only intended to provide anecdotal evidence that could be used for further study. This is not intended to be a comprehensive study of all Curriculum Co-ordinators in Girls’ Schools nor is it intended to be a study of representative Curriculum Co-ordinators in Girls’ Schools.

The Curriculum Co-ordinators in the selected schools will be asked to keep a comprehensive diary of their activities for one week. They will then be interviewed and asked to comment on their diaries, focussing on an issue of concern to them and to the school. This issue will be documented in some detail and the role undertaken by the Curriculum Co-ordinator in relation to the issue analysed according to Schwab’s characteristics.
Diaries:

Could you please keep a comprehensive diary for one week (for seven days including the weekend). Record everything that you have done related to school, eg:

- teaching
- meetings - who with?
- phone calls
- interruptions by staff, students, the telephone, etc.
- attending seminars, workshops
- attending school based activities, eg: plays, excursions, sporting activities
- school, house, form, etc assemblies that you attend

Suggestions for recording entries:
1. Relate to the school day:
   - Before School
   - Period 1
   - Period 2
   - Recess
   - Period 3, etc
   - After School
   - At home

2. Use timeslots:
   - 7.00 - 8.00 am
   - 8.00 - 9.00 am
   - 10.00 - 11.00 am, etc

3. Any way you like.

Process for the Research:

- You keep a diary for a specified week.
- You send (c/o Ruyton Girls' School, 12 Selbourne Rd, Kew, 3101) or fax (818 4790) the diary to me. At the same time, if you have a curriculum committee at your school, could you please send me the agendas of the last two curriculum committee meetings. (see the interview questions under curriculum decision making)
- I will phone you to make an appointment for an interview. We will probably need about two hours. I will have to tape record these interviews.
- I will write up the interview and fax/send it to you for checking for accuracy of the facts.
APPENDIX C

ROLE STATEMENTS

School A: Role Statement of the Curriculum Co-ordinator 124
School B: Role Statement of the Director of Studies 125
School C: Curriculum Co-ordinator does not have a Role Statement.
SCHOOL A:

ROLE STATEMENT OF THE CURRICULUM CO-ORDINATOR

Job Description:

Curriculum:
- plans curriculum 7-12, ensuring that teaching programmes in each department for each year are current and in accord with the philosophy of the school and State and Federal Governments’ policies
- liaises with Junior School Curriculum Co-ordinator so coherent cross-school policies and practice are developed
- leads Heads of Department meetings; prepares papers; records and publishes minutes
- has general oversight of VCE and liaises with staff and bodies such as VBOS and VTAC
- reviews curriculum regularly and proposes directions for development
- organises and conducts Information Evenings for parents and students Years 7-12 as required
- liaises with Special Resources Department where special programmes for those with learning difficulties, ESL students and the gifted are being developed
- provides contact/advice to parents about their daughter’s academic progress/relationship with teachers
- organises and co-ordinates staff curriculum days
- establishes and maintains links with other educational organisations such as IARTV, ACER, Support Centres, Networks, DEET and business and industry generally.

Assessment and Reporting:
- liaises with bodies such as VBOS where required for internal records
- develops assessment and reporting policy Years 7-12
- designs, processes and purchases reporting materials
- administers reporting procedures Years 7-12
- liaises with Junior School as policy and procedures are complementary
- is responsible for VASS procedures and processes
- directs the VCE Implementation Assistant in all matters to do with VCE, VASS, testing cycles, Consideration for Disadvantage, and other special student circumstances.
SCHOOL B:

ROLE STATEMENT FOR THE DIRECTOR OF STUDIES

The Director of Studies is directly responsible to the Principal. This role involves:

- overview of the existing Curriculum Prep -Year 10 in conjunction with the Subject Co-ordinators, Deputy Head of the Junior School and teacher librarians and under the direction of the Principal:
  - content
  - consistency across levels vertically
  - intrinsic educational value
  - relevance to the School aims, State goals, National objectives
  - on-going evaluation
  - staffing
- overview of Post-Compulsory Certificates in conjunction with relevant co-ordinators:
  - logical continuation of Prep-Year 10 curriculum
  - liaison with IB, TAFE, AVC and VCE certificates
  - Enhancement Studies
  - staffing
  - dissemination of external information
- development of curriculum initiatives as needed, with reference to the School and external education bodies’ needs
- management of assessment and reporting
- management of all curricular-related publications:
  - course description booklets
  - booklists
  - photocopying and copyright
  - liaison with the Development Office re curriculum promotion booklets
- member of curriculum-related committee:
  - within the School, eg: time-tabling, Professional Development
  - external, eg: RVIN, KLAC, IARTV representative
APPENDIX D

DIARIES

Curriculum Co-ordinator A 127
Curriculum Co-ordinator B 139
Curriculum Co-ordinator C 142
Monday 16 May

8:15 am - saw computer coor. about HODS agenda and about pros and cons and procedures for my changing to a laptop computer and moving my equipment into computing classroom
8:20 briefing (and saw Urban Adven. Coord. about what was happening at HODS in relation to Urban Adven)
8:30 - saw Year 9 Coord. re Personal Development lesson/setting up another planning session
8:35 - photocopying
8:40-9:10 - morning assembly
9:10 - saw English HOD to check on possibility of changing our meeting time so that I could attend the Year 7 Geog. special international luncheon/HOD not pleased with my request
9:15 - saw Counsellor to debrief about support for Trek teacher and to discuss Personal Safety lessons for Year 9
9:25 - phoned Eng. HOD back and compromised meeting arrangement-still to be held on Tuesday as planned but to finish 20 min. earlier than planned
9:30-9:40 - caught up on diary, wrote to Year 7 Geography class, walked to bookroom to exchange supplies (confused order)
9:45-10:30 - taught Year 9 English
10:35-11:05 - dealt with stolen CAT material (contacted VBOS, student and Year 12 coord., provided direction and clarified procedures, called for documentation, made another appointment with student.
11:05-11:15 - membership work for HEAV - mailing out information to prospective members (finishing up work started on weekend/didn't have all info at home)
11:15 - 11:35 - saw student who attends Geog. at who was confused about procedures for applying for an extension for a CAT/talked to her about Consideration of Disadvantage (during morning tea/must have grabbed a coffee at some stage but did not go to staff lunch room and so missed a good opportunity for connecting with a range of staff members)
11:35-12:00 - Personal Safety Year 9 planning for lesson tomorrow with Counsellor and Year 9 Coord. - I promised to write the lesson by tomorrow based on what we agreed in this lesson
12:00 pm - 12:10 - mail/ misc. phone calls
12:10-1:00 - worked on Personal Safety lesson for tomorrow (a few minor interruptions/people poking head in door to give info or ask small questions/I could not possibly have worked in sustained fashion for 50 minutes!)
1:00 - 1:10 - mail/rushing around staff room popping printed info in trays and posting professional development notices/ checking daily board to remove things left from Th and Friday
CURRICULUM CO-ORDINATOR A's DIARY

1:10-1:40 - student of another Year 9 English teacher came to me as planned - had lost her self evaluation due to inexperience on computer - I retyped it for her and had her get me my lunch - gave her her original and asked her to take the two versions away and highlight the differences

1:40 - 1:55 - saw Year 11 student about request for a change in program for semester 2/counselling and referral to other experts in school (during this interview 2 other Year 11 students popped in for a 2 minute hit of info on change in program for sem 2 - off they went forms in hand - back to student who had the appointment - good example of handling more than one thing at one time)

1:55 - 2:05 - saw Year 12 student again about stolen computer - talked about police report and gave more info on process - student amazingly in control / collected info on how she is coping and exactly what was lost

2:05 - 2:20 - organised extensions/memos to her teachers and coord.

2:20 - 2:25 - more Year 9 work on the lesson

2:25 - 2:20 - visited with Mrs. Smith to talk about effects of Urban Adventure and her trouble attending HODS meetings / her work load in general and the need for more staff

2:20 - 2:30 - wrote letter about the stolen CAT work (while eating lunch - terribly unhealthy)

2:30 - 2:40 - tried to phone Geography teacher about the extension confusion / not available / sent a fax instead

2:40 - 3:05 - unpackaged, stamped, named VBOS publications and distributed them, scanned info to see what needed a mention in HODS

3:05 - 3:15 - checked some reports and passed them on for photocopying or sent them back to publications person / we are in the home stretch and these must be completed / realised not everyone has turned them in

3:15 - 3:45 - last minute prep for HODS meeting

3:45 - 5:10 - HODS meeting (ran 8-10 minutes overtime / unusual / am making it a point to get through the agenda by 5:00 or negotiate a small extension of the meeting)

5:10 - 5:25 - looked for my glasses - spoke to cleaners (good p. r. exercise but concerned about glasses / found them stuffed in my jam-packed pencil / pen drawer minus their case!)

5:25 - 6:15 - finished Personal Safety Year 9 lesson, photocopied it and distributed it

6:15 - 6:30 - few pieces of mail distributed and two order marks given / went home

approx. 9:00-11:30 pm - spent about 2 1/2 hours finishing up my Masters paper which I planned to turned in Wed. / interspersed with helping son and daughter with their homework and debriefing about their days
Tuesday 17 May

8:20-8:30 morning briefing
8:30-8:35 spoke to student teacher about his research and promised to get him some data
8:35-9:10 assembly
9:10-9:20 - received phone call from concerned parent (Relig. Ed.) and promised to phone back because on way to meeting/collection info for student teacher
9:20-9:45 - last minute briefing of Year 9 teachers in prep for period 5
9:45-10:30 - saw Counsellor about the concerned parent's call (she too had had a call/links into previous calls we have had from these people/ went to Relig. Ed. teacher's desk to photocopy relevant extracts/he was not in the school today)- waited while Counsellor talked again to the same parent
10:30-10:45 - phoned the parent back and ended up talking to both parents/advising them as to course to take and promising to speak to Principal and RE teacher/knew this could be a test case/a concern we needed to listen to
10:45-11:15 started memo to RE teacher with copies to Principal and Counsellor - my recommendation
11:15-11:35 - morning tea (met with Principal, Year 10 Coord. and Counsellor about the RE concern over coffee)/grabbed a couple minutes to caution Year 11 coord. about too freely encouraging girls to cut back to 6 studies (clarified policy and clarified industrial issues involved but agreed girls' best interests must come first/coordinator seems unaware that often they need the 7 studies to cut back to 5 studies the following year)
11:40-12:20 - taught Year 9 English
12:20-1:05 - taught Year 9 Personal Development to 9B (last of four Personal Safety lessons)
1:10-1:40 - meeting with English teachers and English HOD on our role in Year 9 Urban Adventure writing of self evaluations/suggestions for improvement/debriefing/reassuring/required great deal of assertiveness
1:40-2:10 attending Year 7 Geog international luncheon/talked to quite a few girls inquiring about their costumes etc.
2:10-2:25 saw Counsellor about my suggestions and memo for the Relig. Ed. business/modified my original plan as a result and thus needed to rework the memo
2:25-2:35 - received phone call from ill Year 11 student - inquiry on whether she needs a doctor's certificate/scribbled a note to the Year 11 coord to fill her in
2:35-2:45 - saw Special Resources teacher about plans for professional develop at next week's full staff meeting (gifted and talented inservice)
CURRICULUM CO-ORDINATOR A's DIARY

2:45-2:55 - saw Careers teacher re girls wanting to change programs/she called in on me (focused on the girl struggling with IT/linked in my concern about having too many girls on 6 studies when we are set up for 7/Careers teacher agrees with the policy of 7 studies for most girls but will need to tell most girls there is no career reason why they must stick to the 7 studies)
2:55-3:05 - saw another Year 11 girl wanting to change her VCE program
3:05-3:20 - visit from Year 9 coord who needed to debrief after a phone call from a Year 9 girl's parents about her Urban Adventure report-very glad we had so carefully worded the report - support for school leader that she had handled the call well - planning our strategy for further response to the call
3:20-3:30 - phoned parent of Year 9 girl in my English class and requested that she and the student come in for an appointment with me and Year 9 coord.
3:30-3:40 - rec'd phone call from HEAV re curri standards framework and how we link in/asked to attend another workshop/made apology for not making a contact with Dir. of School Ed about an extension ed officer yet/seem not to find a spare minute at work
3:40-4:15 - marked English work (probably not that long/probably interrupted 10 times)
4:15-4:25 - saw Maths teacher about need for an extension for a Year 12 student
4:25-4:40 - saw Info Tech teacher about a struggling student and whether she should have a change of VCE program/the teacher approached me
4:40-5:00 - more documentation on stolen CAT
5:00 - 5:15 - talked with 7-10 Maths coord. about Personal Safety and links to our own lives as well as about Maths extensions for two Year 12s
5:15-5:40 - worked on checking semester reports putting some in for copying and some in for further amendment (interrupted by a few people popping in)
5:40-6:10 - mail-opening, sorting, distributing, scatching memos
6:10-6:30 - redrafted memo now to Principal not RE teacher and delivered it
6:30-6:45 - phoned parent back again (he'd rung back) about Relig. Ed.

approx. 8:45 - 10:15 pm- finished list of references for my paper and tried once more to get the computer to page number properly - gave up - read half an article on mentoring and fell asleep

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Wednesday 19 May

8:00-8:40 - took books for Masters work back to Hawth. Inst.
8:40-9:10 - assembly
9:10-9:40 - caught up with Deputy Principal on a number of issues: to let me know if she's not well or (Timetabler will be late) and I will make sure I get to school earlier/debriefing with her on a misconduct situation and discussing whether she should write "serious misdemeanor" on a detention notice (seems a contradiction in terms to me) - we agreed to disagree-very collegial and supportive meeting - filled her in on the Relig. Ed situation and she provided more background - agreed that me that the girl should be dismissed from RE on the grounds of special needs (to keep the issue separate from the family's concern about the program)
9:40-9:55 - returned books to library and made bookings for my Year 9 English class in Library
9:55-10:10 - left message for 9C and ran into someone I know who was at Korowa supervising student teachers
10:10-10:25 - saw counsellor re. C of D for Year 12 student
10:25-11:00 - meeting with Timetabler and Careers teacher and Year 12 I.T. student re. possibilities for a change of program at semester/great teamwork and much happier girl!
11:00-11:15 - paper shuffling - mail etc. - trying to bail out-wish people would just use my intray in the staff room!
11:15-11:50 - so called morning tea (saw Year 9 coord. again about the parent with the Urban Adventure report concern/saw Counsellor about Maths Dept and teamwork -ways to support and challenge ways of working/action planning and debriefing/info sharing)
11:50 - 12:15 - saw Computing/Maths teacher about plans for computer homework for staff and Computing Committee strategy for greater consistency in computer generated semester reports/I did some obstructing, some "what ifing" but I thought we came to some agreements/I started to draft a policy and implementation guidelines statement while he was present and he seemed satisfied with what I was recording - need to finish this later
12:15 - 12:40 - drug ed faxes to AISV and Directorate/talked again to Year 9 Coord./caught up with Deputy Princ. on her and Principal's views on our involvement in this Drug Ed. work/compromised and sent info off to Year level coord. about this
12:40-12:50 - saw Special Resources teacher about her prof devel application to attend national conference- cost sharing requested - treading on shaky ground - I am not sure what Principal thinks she has negotiated - I will write to Principal for clarification/ feeling a bit torn between loyalty to Spec Res specialist and my role in making sure the prof devel monies are spent according to needs of school but bearing in mind equity of individuals and departments (not easy)
12:05-1:05 mail/organisation/catching up on diary
CURRICULUM CO-ORDINATOR A's DIARY

1:05-1:55 - chaired meeting of those intimately involved in assessment and reporting of the Year 9 Urban Adventure (chairing and recorded minutes) - felt I had to be very assertive about keeping the meeting in control on focused on each part of the agenda - felt it went well in the end and received positive feedback from Year 9 Coord., Urban Adven coor and Principal later - English coord. came uninvited - am tempted to point this out to her but little can be gained and much can be lost

2:00-2:15 - caught up with Timetabler (the person who I work most closely with on curriculum matters - that is, the Principal, Timetabler and I work as a senior management team - Timetabler and I have more time together than the three of us have) - we reviewed my computer (he advised against going for a laptop/ showed him the draft computing policy and he made suggestions/shares some of my concerns in being too restrictive with the staff in what they can and cannot do with computers/ also answered his questions about Music and Art requests for special arrangements with relation to scheduling of common tests - he likes to get my approval before departing from policy - we often check out each other's views especially when our views don't marry with that of others

2:15-2:25 - caught up with Year 9 coord. at my request about a letter I have just received from my Year 9 English special needs student agreed to phone her mother

2:25-2:40 - saw Year 11 student about foreign language strategies (started with a request to take German by correspondence) - no appt made in advance

2:40-2:45 - saw Timetabler to brief him on this Year 11 student - to see if we can change her into the other German class and to talk about starting to collect study details from for our handbook - letting him know I am starting the process of revising our subject selection handbook for VCE (far too early given reaccred. process but we cannot do otherwise)

2:45-3:00 - saw Productions Dept about VCE studies handbook and asked her to work with Registrar to estimate needed copies and to contact the printer to get quotes

3:00 - 3:10 - saw Registrar about the above and requested she work on this with Prod. Dept (Giulietta) by Friday this week

3:10 - 3:30 - mail/distribution/self organisation

3:30 - 3:15 - ESL students come requesting Maths extensions/paperwork and distribution of memos for that - wish the Maths Dept would handle this as all other depts do

3:15-3:45 - continued work on computer document and mail

3:34-3:55 - saw Maths HOD about C of D student needing extension

3:55-4:00 - photocopying for Year 12 coord. who is also doing Monash course/needed an article I have

4:00 - 4:05 - last minute mail again - my in tray seems to stay empty for only a few minutes

4:05 - 7:30 - uni "Leaders and Leadership" at Monash - turned in my paper

7:30-9:30 pm - went to Monash Library and Deakin Burwood for books for next paper and to return books and check on my holds

9:30 - tried to phone back teacher from Surrey Hills Primary - engaged
Thursday 19 May

6:45 - 7:30 am - no walk because walking partner sick/worked again on paper submitted last night/decided the last two pages don't quite finish properly/used note cards to plan a rewrite
8:15-8:20 - talked to Computer/Maths teacher about survey - he became very upset/made a time to meet with him to resurrect our working relationship. I still have concerns about too much restriction and regulation on way reports are to be generated—he was just poised and ready to make the announcement about the computer homework for those wanting to generate semester reports - very bad timing on my part - I misread his cues badly - he also overreacted
8:20 - 8:35 - morning briefing and survey sheets distributed
8:35-9:05 - morning assembly
9:05-9:45 - Period 1 in Library with 9C English - marked as much as I could whilst they read - know that I should be reading too but cannot keep up with correction if I do that
9:45-9:55 - Year 7-10 Maths coord talked to me about some exciting links with a university research team in problem solving (wanted to share info and get my approval - wonderful - I tried to draw links with the PEEL work already going in our school - Maths Dept are the only ones not involved in that in any way - not sure she was interested)
9:55-10:10 - administration: professional development applications (processing, approving, putting on database, sending fax etc.)
10:10-10:25 - saw Timetabler about my memo on Religion memo and hoped for plan of action/checked to see if all syllabi for RE are in/showed Timetabler some of the text material
10:25-10:35 - wrote to Chaplain for Year 7 syllabus for 1994
10:35 - 10:50 - saw student concerning for application for Con of Disad
10:50-10:55 - quick follow-up from Year 10 coord who had rec'd a letter from Holmesglen about joint holiday programming for ESL students/wish I could give her more attention/asked her to also see Spec Res teacher
10:55-11:00 - saw Computer Coord re her subject report
11:00-11:15 - mail, prof devel applications, organisation (if you can call it that!)
11:15-11:30 - morning tea
11:35-11:55 - saw Computing/Maths teacher to apologise for this morning/good connective discussion/ feel we're back on even keel
11:55-12:15 - visit from Counsellor to fill me in on some staffing issues asked me to speak to principal and needed to make me aware of some dynamics going on
12:15-12:30 - returned call to Hamilton College about them wanting to visit our school re curriculum issues
CURRICULUM CO-ORDINATOR A’s DIARY

12:30 - 1:00 mail/admin. organisation etc.
1:05-1:20 - visit from Year 9 English teacher - debrief about Tuesday’s meeting and general sharing about teaching Year 9 English (we both have Year 9 English)
1:20-1:35 - lunch (I think)
1:35-1:55 - seeing Dep. Princ. and Registrar to clear space for exam CATS and to discuss again our arrangements for a CAT room for storage in case our CATS are called in for review
1:55-2:10 - photocopying and distribution of materials concerning procedures for review of internally assessed CATs and posting of info in main staff room
2:10-2:25 - saw student about Cons. of Disadv. - information collection and information sharing (coupled with counselling)
2:25 - 2:45 read VDOS document on Mat and Tech and had Mat and Tech teacher down to go through document together/asked her to ring VBOS to further clarify a point about permanent products
2:45-2:55 - worked on semester reports
2:55-3:05 - documentation for student’s extensions/sending memos and photocopying/bureaucracy!
3:05-3:15 - replied to fax from Geog teacher at about extension
3:15-3:30 - mail, distribution of info, posting and fixing up notice board, filing
3:30-3:50 - scheduled appointment with Year 11 student who has seen me several times before about a possible change in VCE program (has seen a number of specialists in the school) - redrew an action plan and congratulated her on all the positive things she has done so far - slowed down her decision making until she gets her report
3:50 - 4:00 spoke to Dep Principal again about the Religion business as I had just received the Principal’s letter to parents on this matter/went to find Principal but she had gone/retrieved her letter from mail tray
4:00-4:30 - appointment with Year 9 Coord and parent and one of my new Year 9 English girls-productive meeting
4:30-4:50 - wrote Principal a memo of advice on an alternative way to respond to parents regarding their concern with RE
4:50-5:30 - worked with Year 10 coord on our application to attend as a team a week end conf on racism
This was spear-headed by the Principal. Paperwork on this and on other professional development applications
5:30 - 6:00 - wrote memo about my attendance at tomorrow’s Year Level Coord meeting, fixed teacher at Surrey Hills (she wants me to be a referee)
6:00-7:20 - clearing decks (no way)
CURRICULUM CO-ORDINATOR A's DIARY

didn't leave until 7:20 or so - spent about an hour following up a few missing reports - most teachers here because of Year 8 parent teacher night/something had gone wrong/a few reports I think were done are not here/ 8:20-8:45 - did my "homework" for computer committee - not nearly as hard as I thought it would be 8:45-9:45 pm - rewrote last 1 1/2 pages and last page of footnotes of assignment turned in last night (Is there a difference between administration/management and leadership and, if so, which if either if more important?) (should have attended Trek slides night/other key personnel were there/know I don't have to be at everything/would have just been an adjunct in this case and besides, I have seen some of the photos)
Friday 20 May

7:00-7:45 - walking partner still sick so tried to reprint Masters paper again
8:10-8:20 - quick catch up with Year 8 coord on how parent teacher night went/perhaps unwisely shared concerns that some Year 8's have told me Year 8 is boring/coord not too concerned about this/need to address it later and collect some more dependable feedback-seems the area of the curriculum that receives the least of my attention 7-12.
8:20-8:30 - briefing
8:30-8:35 - saw Year 12 student again re. her documentation for C of D
8:35-8:40 - saw Computer Coord. about my computer/reports homework-a joke code for her to figure out -also saw Math and Computer teacher about needing to celebrate all our achievements over champagne
8:40-8:55 - see Productions Dept about semester reports
8:55-9:10 - phone call to Monash and fax Monash (my paper changes)
9:10-9:50 - professional development applications and catching up with secretary about photocopying of reports - asked her to double check which ones still aren't generated
10:00-10:20 - catch up with Counsellor re staffing concerns/what has been done/strategy from here on
10:20-10:40 - Principal popped into my office - agreed with my view on the Relig. Ed. letter and decided to work with Timetable to plan a strategy this afternoon - gave me her position on Spec Ed Resources Teacher's prof devel request (sensitive issue) - said she is happy with Computer Policy statement and is not concerned that restrictions could be too frustrating at this stage -
10:40-11:05 - travelled to shops to buy food for Principal, Counsellor and me to contribute to Hump Day celebratory morning tea/arranged food on plates while History HOD told me about the positive feedback she had from parents last night
11:05-11:15 - more work on semester reports
11:15-11:45 - morning tea and chat with student teachers, Spec Resources teacher approached me (upset about the knock back to her nat. conference)
11:45-12:00 - more work on prof devel applications
12:00-12:20 - sent faxes to Tintern for History coord. and AISV re Drug Ed Strategy - mail and distribution of mail - fixed noticeboard
12:20-1:00 - Year 9 English in library again - marked as much as I could while they read
1:05-2:00 - Year Level Coord meeting focusing on Outdoor Education - main debate on nature of 1995 Year 10 Outdoor Ed program and whether horse riding and sailing have a place in it - I pushed for a go slow approach and advised
against working with too many companies at once for the first time - legal liability considerations which some seem oblivious to during meeting Year 12 coord received information about a girl who is sick and thus needs an extension
2:05-2:20 - drafted memo re the Year 12 girl and sent on info to teachers and coord.
2:20-2:25 to Principal's meeting - late for our appointment but she too was late
2:25-2:50 - returned to my office to do more mail, reports, etc., chatted briefly with timetabler, Principal arrived and we had 10 minutes with her, rescheduled our meeting for next week
2:50-3:15 - wrote to Careers Teacher, Relig. Ed. teacher and Psychology teacher to request changes for 1995 VCE studies handbook
3:15-3:35 - semester reports and liaison with Prod. Dept and secretary who is copying them - thanked Geog teacher and IDS teacher for putting their reports in
3:35-3:45 - fax and phone call to AISV re drug ed report
3:45-4:10 - reports, mail, clean up (if you can all it that) and collect papers for meeting
4:10-4:40 - drove to VBOS for KLAC meeting
4:40-6:00 - speed reading on my own at the KLAC - absolutely exhausted and feeling like I couldn't be working up to my capacity - wonder why
6:00 - 7:15 - sharing of reading of the draft of curriculum and standards framework - amazed by the number of errors and yet it is going out in just over a week - had to agree to attend another meeting next week
7:15-7:45 - drove home, petrol in car
9:45-10:15 - read article on mentoring for next univ assignment
SATURDAY 21 MAY

very little work for work

30 minutes in am sending out information for HEAV to prospective members

read Bev's research plan again and looked at a teacher change model at the hair dresser (my appointment) - probably read for 30 minutes, 5 minutes here and there

returned to hair dresser and read a few pages of Drug Ed Strategy (daughter's appointment)

rec'd phone call from colleague (consultancy days) - her new job and also personal scenario - info sharing on world of work partially involved - invited me to go to an art exhibition - can't too much to do tomorrow

read 1 article on mentoring (late pm just before bed and from 7:30-8:00)

SUNDAY 22 MAY

in am read an article on mentoring (1 hour max.)

typed my diary for Bev (about 3 hours/not sure/interrupted)

more reading on mentoring (about 1 1/2 hrs.)

 correction of English papers (2 hrs, 7:00 - 9:00 pm)

read Drug Ed Strategy (about 40 mins.)
<table>
<thead>
<tr>
<th>DATE</th>
<th>NATURE OF TASK</th>
<th>FOCUS, FOLLOW-UP, COMMENTS</th>
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<tbody>
<tr>
<td>2/5</td>
<td>(1) Staff Concern re: Proposed adjustments to day 10 timetable</td>
<td>Met with Timetabler, Director of P.D., Deputy, Principal and staff involved to reverse decision.</td>
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<td>(2) Proofreading and amendment of Curriculum Plan for 1994-6</td>
<td>Return to secretary, then to Principal for approval.</td>
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<td>(3) Photocopy total: adjustment to Junior School; Music queries in Middle School</td>
<td>Junior School Library to amend. Met with Assoc. Director of Music.</td>
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<td>(4) Meet with IB Co-ordinator: proposed change to June timetable</td>
<td>See: IB staff and IB teaching partner.</td>
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<td>(5) See Deputy Head of Junior School re: CSF consultation form</td>
<td>Prepare to fax to VBOS.</td>
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<td>(6) Meet with Timetabler and LOTE co-ord. re: staffing for Enhancement Course Semester 2</td>
<td>Speak with Principal - decision on Thursday when enrolment numbers known.</td>
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<td>(7) English class Per.2</td>
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<td>3/5</td>
<td>VBOS - P-10 Curriculum Standards Frameworks</td>
<td>SOSE Working Party. 9am - 4pm at VBOS. Prepare amendments and fax to VBOS and committees.</td>
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<td>4/5</td>
<td>(1) Interview Bookseller</td>
<td>2nd of 4 submissions.</td>
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<td>(2) Meet with Director of Development</td>
<td>Brief her on conference promotion to date.</td>
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<td>(3) Proofread Newsletter</td>
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<td>(4) Meet with Head of Religion re: 1995 Ethics curriculum</td>
<td>To be decided by end of term.</td>
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<td>(5) Organise faxes to VBOS Australian Studies and 5-10 committees.</td>
<td>VBOS subcommittees' preparation for next week's meetings.</td>
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<td>(6) Finish preparation for H of D meeting</td>
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<td>(7) English class Pers. 4 and 9</td>
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<td>5/5</td>
<td>(1) Executive meeting</td>
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<td>(2) Meet with Maths Co-ordinator re: staffing 1995 grading</td>
<td>Proposal to be completed by end of term</td>
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<td>(3) Chair Heads of Dept meeting</td>
<td>Prepare report for Heads of Dept. See Year 12 Co-ord re: June test CAT week</td>
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<td>(4) Prepare lesson for IB on Friday</td>
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<td>(5) English class Per. 4</td>
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<td>6/5</td>
<td>Meet with 3 members of Exec to develop letter re: June Test CAT week</td>
<td>Speak to Year 11 level assembly and organise Year 12 co-ord to do likewise.</td>
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<td>Discuss curriculum materials, library policy and video borrowing problems at Friday briefing</td>
<td>Finish library policy and new executive position job descriptions</td>
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<td>Weekly appointment with Principal re: Curriculum Planning</td>
<td>Follow-up with relevant Heads of Dept.</td>
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<td>Final proofreading of weekly newsletter</td>
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<td>Organise my tasks re: Issues Conference for the next week</td>
<td>Do them!</td>
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<td>IB ToK class Per.0</td>
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<tr>
<td>7/5</td>
<td>Proofread semester reports</td>
<td>Corrections to secretary</td>
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<td>weekend</td>
<td>English correction</td>
<td>Instructions to typist for preparation and faxing.</td>
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<td>Preparation of SOSE Culture Strand Level 4-6 Curriculum &amp; Standards Frameworks</td>
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<tr>
<td>9/5</td>
<td>Preparation of material for 5-10 SOSE subcommittee meeting at VBOS to prepare curriculum</td>
<td>Proofread, fax</td>
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<td>English class Per. 3</td>
<td>Completion of Levels 4-6 work; incorporation of changes to overview</td>
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<td>10/5</td>
<td>Planning meeting for Issues Conference</td>
<td>Subcommittee meeting with 2 conference organisers. Follow up meetings with Development Office and Business Administrator.</td>
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<td>Bookseller Interview No.3</td>
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<td>Preparation of Curriculum material for VBOS SOSE, KI.A.C working party</td>
<td>Fax to subcommittee</td>
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<td>Memos to Subject Co-ordinators</td>
<td>Conversation with VBOS project officer.</td>
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<td>English class Per. 4</td>
<td>Directive re: report reading.</td>
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<tr>
<td>11/5</td>
<td>Check Hospitality report</td>
<td>Comments to HEC Co-ord.</td>
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<td>Issues Conference</td>
<td>Organise signs</td>
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<td>Check workshop material</td>
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<td>Special Education meeting</td>
<td>Continued next week</td>
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<td>Proofread newsletter</td>
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<td>Chair Australian Studies VBOS meeting</td>
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<td>Interview 4th Bookseller</td>
<td>Organise further investigation with Library and Junior School</td>
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<td>(7) English correction</td>
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<td>(8) English: prepare lesson and teach Per. 2-3</td>
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<td>(9) Reading for IB lesson on Friday</td>
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<td>12/5</td>
<td>(1) Prepare Australian Studies corrections</td>
<td>Fax to subcommittee</td>
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<td>(2) Read suggested comments to 5-10 Curriculum &amp; Standards Frameworks</td>
<td>Photocopy for meeting</td>
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<td>(3) Meet with Snr Teacher-Librarian, discuss various issues</td>
<td>Agenda slot for June</td>
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<td>(4) Weekly Executive meeting</td>
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<td>(5) Chair VBOS subcommittee meeting</td>
<td>Amendments to typist</td>
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<td>(6) Finish newsletter proofing</td>
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<td>(7) Prepare ToK lesson</td>
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<td>(8) English class Per. 4</td>
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<td>(1) Investigate Junior School Booksellers situation</td>
<td>Meet with Deputy Head of Junior School and her secretary.</td>
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<td>13/5</td>
<td>(2) Check further semester reports as returned</td>
<td>To secretary for typing.</td>
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<td>(3) Prepare VBOS Australian Studies document and minutes</td>
<td>Send to: Subcommittee</td>
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<td>(4) Finalise details of conference</td>
<td>TAFE girls: conference bags Development Office - details of organisation Supervise setting up of displays.</td>
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<td>(5) IB ToK class Per. 0</td>
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## CURRICULUM CO-ORDINATOR C’s DIARY

### Monday 16 May

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
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| Before School | Meet with the PR Prefects  
Staff Briefing                                      |
| Period 1  | Finalise Staff Meeting agenda  
Two phone calls from class teachers  
Discussions with Computing Staff re Laptops  |
| Period 2  | Teaching                                        |
| Period 3  | Meeting with prospective student  
Post mortem after Open Day with the organising group  
Discussion re format of IB reports  
Ordering and chasing up computer disks  |
| Lunch     | Meeting with House Staff                        |
| Period 4  | Organisation of rooms for debating nights  
Discussion re allocation of Space during building programme  
Three students re change of subjects for Semester 2.  |
| After School | Staff Meeting                                  |

### Tuesday 17 May

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Before School | Phone calls from staff re Music Rehearsal  
Staff Briefing                                      |
| Period 1  | Appointment with parent  
Two phone calls from parents  
Amendments to VASS database  
Fax to BOS re Chemistry CAT  
Dealt with a staff member re disagreement with student  
Meeting with another staff member re Artist in Residence programme  |
| Recess    | Meeting with a student’s academic progress       |
| Period 2  | Teaching                                        |
| Period 3  | Meeting with the Headmistress                    |
| Lunch     | Year 8 debating adjudication                    |
| Period 4 - 5.30pm | Organising weekly newsletter  
Student requesting extension on CAT  
Meeting with Junior School Head re JS Curriculum meeting  
Loaded VASS upgrade and confirmation of enrolment disk  
Rang AISV re satellite dishes  |
| 8.00pm    | Senior School Concert, Camberwell Civic Centre  |
**CURRICULUM CO-ORDINATOR C’s DIARY**

**Wednesday 18 May**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>Meeting with parents re daughter’s progress</td>
</tr>
<tr>
<td></td>
<td>Staff Briefing</td>
</tr>
<tr>
<td>Period 1</td>
<td>Maintenance 6 months meeting</td>
</tr>
<tr>
<td></td>
<td>Discussion with Curriculum assistant re special Yr 7/8 programme</td>
</tr>
<tr>
<td></td>
<td>Phone call to BOS re CAT 3 (Chem)</td>
</tr>
<tr>
<td></td>
<td>Two phone calls from parents</td>
</tr>
<tr>
<td>Period 2</td>
<td>Teaching</td>
</tr>
<tr>
<td>Period 3</td>
<td>Meeting with Heads of LOTE, Headmistress re language programme at Howqua</td>
</tr>
<tr>
<td>Lunch</td>
<td>IB Teachers meeting</td>
</tr>
<tr>
<td>Period 4</td>
<td>Preparation of weekly newsletter</td>
</tr>
<tr>
<td></td>
<td>Discussion re ordering of Subject Information Book</td>
</tr>
<tr>
<td></td>
<td>Two students for extra help in Chemistry</td>
</tr>
<tr>
<td></td>
<td>Meeting of School Executive team</td>
</tr>
<tr>
<td>4.00 - 9.00pm</td>
<td>Junior School Curriculum dinner meeting</td>
</tr>
</tbody>
</table>

**Thursday 19 May**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>Phone call to Outdoor Ed Centre re semester’s elective</td>
</tr>
<tr>
<td></td>
<td>Staff Briefing</td>
</tr>
<tr>
<td>Period 1</td>
<td>Teaching</td>
</tr>
<tr>
<td>Period 2</td>
<td>Meet with PE staff re Inter School dates</td>
</tr>
<tr>
<td></td>
<td>Meet with Senior Mistress re exam timetable</td>
</tr>
<tr>
<td>Period 3</td>
<td>Parent appointment re Year 11 subjects</td>
</tr>
<tr>
<td></td>
<td>Meeting re satellite dishes</td>
</tr>
<tr>
<td>Lunch</td>
<td>Science Staff Meeting</td>
</tr>
<tr>
<td>Period 4</td>
<td>Discussion with relevant staff re Artist in Residence programme</td>
</tr>
<tr>
<td></td>
<td>Four phone calls from Chem teachers re Chem meeting</td>
</tr>
<tr>
<td></td>
<td>Contact parent re student C of D</td>
</tr>
<tr>
<td>7.00 - 10.00pm</td>
<td>Meeting (Chemistry) at school</td>
</tr>
</tbody>
</table>
## CURRICULUM CO-ORDINATOR C's DIARY

### Friday 20 May

| Before School | Property meeting  
|               | Staff Briefing  
| Period 1      | Organising Career and Course Information programme for Year 10  
|               | Organise printout from VASS of student CAT timetables  
|               | Photocopier broken; organise repair  
|               | Deal with work load schedule dispute with staff  
| Recess        | Reallocation of rooms - heaters broken down  
| Period 2      | Teaching  
| Period 3      | Proofread letters to parents re excursions and careers info  
|               | Prospective parent re curriculum  
|               | Old Girls reunion and lunch - make an appearance  
|               | Meet guest speaker for assembly  
| Lunch         | Lunch with girls and guest speaker  
| Period 4      | Meeting with Head  
| After School  | Organise staff weekly news sheet  
|               | Cover known absences for next week  
|               | Deal with dispute with staff member  
| 7.00 - 9.00pm | Year 8 Parents Cocktail Party  

### Saturday 21 May

2.00 - 4.00pm: Visit students attending Model UN convention - Melb Uni

### Sunday 22 May

Approx 8 hours working on Semester 2 timetable.
APPENDIX E

AGENDAS AND MINUTES OF HEADS OF DEPARTMENT OR SUBJECT CO-ORDINATORS’ MEETINGS

School A 146
School B 148
School C 153
SCHOOL A:

AGENDA FOR HEADS OF DEPARTMENT MEETING

Heads of Departments Meeting to be Held on
Monday, 16 May, 1994
3:45 - 5:00 pm in the Seminar Room

Agenda

1. Apologies

2. Monash Principal's Advisory Group
   (Tertiary Selection/Scoring, LOTE and Tertiary Selection, pathways)

3. VASS Procedures for this Year/Storage of CATs During Holidays and
   for Rest of Year

4. ESL and Plans for Whole Staff Professional Development at Next
   Week's Staff Meeting

5. Method for Urban Adventure Review

Additional Input from HODS

6. Trek Review Report

7. Curriculum Standards Framework

8. VCE Handbook for 1995 and Sem I Reports
   Urgent Reminder about Syllabi/Program Statements for 1994
SCHOOL A:

AGENDA FOR HEADS OF DEPARTMENT MEETING

Heads of Departments Meeting to be Held on
Monday, 30 May, 1994
3:45 - 5:00 pm in the Seminar Room

Agenda

1. Apologies
   - TIMETABLEER

2. Computers Across the Curriculum Yrs 8 and 9
   - TIMETABLEER

3. Input: Blocks for Unit 1-2 Studies for 1995
   - CAREERS COUNSELLOR

3. Work Audit
   - CAREERS COUNSELLOR

4. Urban Adventure 1994-95 - Survey Results
   Distribution and Recommendations from
   Coordinating Group (Materials Distribution)
   - CURRICULUM CO-ORDINATOR

5. Reaccreditation - Sharing of What We Can Expect
   for 1995 Units 1-4
   - CURRICULUM CO-ORDINATOR

6. Report Writing, Reports Generation
   - CURRICULUM CO-ORDINATOR

7. Advance Notice of Preliminary Planning for Professional
   Development Workshops and P.D. for HODS Meeting
   for Day 1, Term 2
   - CURRICULUM CO-ORDINATOR

NOTE: This meeting will be followed by a PEEL (Project for Enhancing
Effective Learning) professional development activity. Participants will
have pre-booked.
SCHOOL B:

MINUTES OF SUBJECT CO-ORDINATORS’ MEETING

Tuesday 15 March 1994

Present:

Apologies:

Item 1: Senior College Flexible Timetable

1.1 Pastoral and teaching duties have equal priority. Negotiations are still proceeding
about personal work time and roll-call. In Years 7-10 roll-call is to take priority.

1.2 Meeting times are to be organised around teaching commitments in P.8 and 9
unless exceptional circumstances arise. If this occurs, then students are to be
given as much advance notice as possible.

1.3 Consultation: it was planned that consultations were to occur in the 10th lesson.
If consultations become 11th and 12th lessons, then this puts added pressure on
students and staff.

Discussion

Hand of Schedule: problems occur in taking class time for consultations as this cuts into
time needed to cover work requirements.

Hand of English procedure for English is:

1. written drafts commented upon by staff and acted upon by student
2. peer review (up to 3 per group)

Then, for consultation, students must have specific questions or areas to work
through; onus is on students to follow through.

Principal: staff try very hard to meet needs of individual girls, but nature of
knowledge means that various approaches do not always fit together. We don’t
want staff/student pressures to increase.

Action

Subject Co-ordinators to meet in small groups to look more closely at
consultation and uniformity across Year 12. Needs to be a balance between
teaching time and pressure on students.

Subjects have been divided into 5 groups. Meeting given tentative meeting times
with further meetings of all Year 12 subject teachers.

Looking at drafting and consultation - outside class, the nature of the CATs,
formal teaching written comments on drafts to protect staff.
SCHOOL B:

MINUTES OF SUBJECT CO-ORDINATORS’ MEETING

Parameters for consultation, equalising pressures across subjects.

Item 2: The New TER and Its Effect on School (PRINCIPAL)

Victoria is being brought into line with New South Wales. Other states to follow.

Publication of top results in press inevitably will bring comparisons among schools. While this is insidious, it is a fact we must face.

How best to respond?

Item 3: Other Business

3.1 DIRECTOR OF STUDIES: circulated order forms for IARTV June Test papers.

3.2 PROFESSIONAL DEVELOPMENT: format for first day of Term 2 (18 April 1994)

Proposed timetable is:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 - 9.30</td>
<td>General staff meeting</td>
</tr>
<tr>
<td>9.30 - 10.00</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>10.00 - 1.00</td>
<td>LOTE</td>
</tr>
<tr>
<td>10.00 - 1.00</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>1.00 - 4.00</td>
<td>HDS</td>
</tr>
<tr>
<td>1.00 - 4.00</td>
<td>Science</td>
</tr>
<tr>
<td>1.00 - 4.00</td>
<td>Computers</td>
</tr>
<tr>
<td>1.00 - 4.00</td>
<td>PE/Sport</td>
</tr>
<tr>
<td>1.00 - 4.00</td>
<td>Drama</td>
</tr>
</tbody>
</table>

There will be staggered lunch to fit in-service plans. These planned meetings take priority over other planned meetings.

3.3 Reminder to allow time in subject meetings for feedback from staff attending Professional Development activities.

3.4 Modified Reports (DIRECTOR OF STUDIES)

Draft policy is in process and will be circulated later. In the interim, we are considering that:

Students undertaking mainstream classes should be assessed on mainstream criteria. Degree of assistance if given will be indicated. This is a move away from modified reports. If modified reports required they will be organised by level co-ordinators.

Meeting closed at 1.55pm.
SCHOOL B:

MINUTES OF SUBJECT CO-ORDINATORS' MEETING

Thursday 5 May 1994

Present:

Apologies:

Item 1: Special Education Report
1.1 Refer to report tabled.

- notebook computers are a tool to facilitate learning. Software assists with spelling checks, organisation of work, efficiency and presentation.

- some students are concerned about using computers in the classroom. Need to collect feedback from staff re how they feel about students using their computers in the classroom.

- attention drawn to last page of report - "how can staff take advantage of Notebooks in the classroom" and "future uses of Notebooks" eg. tests on computers.

1.2 The issue of modified reports for students being supported in the classroom was raised. The format of special education reports is being discussed, to overcome the problems which have arisen from staff giving modified grades on mainstream reports.

Special Education staff will notify staff of the students involved.

Item 2: Year 12 Classes During Test CATs 15-17 June
1.1 1993 organisation:

- girls doing test CATs were excused from classes the day before.
- girls not doing test CATs were in class
- no new teaching was done during that week

2.2 1994: there has been an increase in the numbers of Year 11s doing Year 12 subjects. These students will not be in Year 11 classes during the two weeks of Common Tests.

2.3 Year 12 teachers feel girls should be given the day off before Test CAT.

Recommended: All Units 3 and 4 subject teachers would be available during timetabled lessons for consultation with students. The decision to seek assistance will be left to students.

The last week of term will be "work time". Students will be expected to attend all classes during the week.
SCHOOL B:

MINUTES OF SUBJECT CO-ORDINATORS' MEETING

Item 3: Library Report

3.1 Until the end of Term 1, 1994 the library has spent $10,000 on videos this year. Many are in new areas, but less than 50% of the videos purchased in the past few years have been used. Before purchasing new videos (i) check what is already available and (ii) am I going to use it?

3.2 If you design work sheets to use with videos could you please give a copy to so staff can see how the idea has been used.

Item 4: Book Sales

4.1 THE SCHOOL is looking at the possibility of a different supplier. Letters were sent to four suppliers to submit proposals:

4.2 Secondhand books - keen to have parents take this over. Group has visited school to look at possible ways of managing this. Will be resolved in the next few week. Parents will be contacted to canvas responses.

Item 5: Other Business

5.1 VBOS: Any Year 12 teacher who has used tapes of the transmission fill in questionnaire re the content etc of transmissions.

5.2 Confirmation from AISV re HECs Scholarships. Three staff have received these. Others may be available in second semester.

5.3 Guidelines fro implementation of School Speakers program - Aboriginal and Torres Strait Island.

5.4 Adjudicators required for Tournament of Minds in September. (Friday 5-9pm, Saturday 8-11.30am, 11.30am-3pm, 3-6pm, Sunday same hours). Good opportunity to see creativity across state. If interested contact DIRECTOR OF STUDIES.

5.5 Catalogues: ACER Curass Guidelines

5.6 Change of deadlines for work requirements - complete forms - copy to students, D o F S's and Student Services.

5.7 Reports - Year 9 deadline is Thursday 2 June because of Canberra trip. Elective reports will be added later.

5.8 When charging items to accounts, needs to be cleared as to the students to be charged. Attach class or level lists and cross out those not receiving items.

5.9 VBOS - LAP - standardised testing in primary schools. School will be pilot school.
SCHOOL B:

MINUTES OF SUBJECT CO-ORDINATORS’ MEETING

5.10 VBOS - reaccreditation of VCE study designs. Subcommittees have been set up in each study design in the learning areas - likely to be 2hr Test CATs (English 2½ hours); 3 CATs (2 internal, 1 external CAT).

November: 3 exams per day; weighting will remain the same.

5.11 Materials will be in schools in Term 3 to make changes ready for 1995. Changes are relatively minor, essence of studies remain.

5.12 Curriculum and Standards
Frameworks are being developed in 8 learning areas across 7 levels based on national standards. Process strand incorporates into content strand (attached).

Meeting closed at 5.25pm.
SCHOOL C:

AGENDA FOR HEADS OF DEPARTMENT MEETING

HEADS OF DEPARTMENTS MEETING — 28th MARCH 1994

1. Apologies
2. Minutes of previous meeting
3. Open Day
4. Report and examination times
5. Teaching in half blocks
6. Year 7 and 8 program

5.1 — Enrichment — What is it?  *(ISSUE)*
   - How can it be done?

5.2 — Survey results — Current activities
   - Other offerings

5.3 — Changing the structure of the program

5.4 — Time line for change

Attachments — Survey results for year 7 and 8
   — Sections of two papers produced by the
     Education Department of South Australia
     1) The nature of adolescence
     2) Report of the junior secondary review

12/8
film
5
season
levy/\roman

153
SCHOOL C:

MINUTES OF HEADS OF DEPARTMENT MEETING

28 FEBRUARY 1994

Apologies:

Business arising from last minutes
There was no business arising from the minutes of the last meeting.

V.C.E. 1994

- No visitors came to the meeting.
- GATs assess us not the students.
- There are 2 mixed exams, 3 areas of examination and 3 scores.
- There is a weighted average for subject, if in line marks O.K. otherwise remarked by 2 assessors.

- PRINCIPAL explained that we not to coach for GATs. H. Kelly said that was the official line however students will see a paper at some stage.

- CHAIR advised that technical advice will come from BOS on GATs.

Discussion on GATs took place.
Teachers requested a GAT booklet.

- PRINCIPAL said that we must get it right before we tell parents.

- DEPUTY P. explained that Year 11 student sit GATs and that a Medical Certificate is required for absences. The Universities are not interested in GATs.

- PRINCIPAL asked whether parents will be concerned.

- DEPUTY P. stated that it is the perception of what scores mean that is important.

DEPUTY P. and CHAIR answered questions causing concern to anyone.

TERs

Information was distributed regarding TER.

- PRINCIPAL said that students are to be referred to the ‘experts’.

Round Table Teaching Feedback

- CHAIR asked how teachers are feeling about round table teaching.

- HEAD OF INFO TECH asked whether books could be made available in crates for other classes.

It was stated that this is already an option.
SCHOOL C:

MINUTES OF HEADS OF DEPARTMENT MEETING

- **CAREER ADVISOR** said that Library seems to be resolving itself.

- **CHAIR** asked for any comments, any concerns and if every faculty was happy.

No one said they were unhappy.

- **HEAD OF MATHS** stated that Maths has other problems because Maths is perceived as important. Parents and students become anxious if students are left alone to resolve problems for themselves.

- **PRINCIPAL** said students should become less anxious as time passes and students are successful.

- **CHAIR** feels that some students are insecure - perhaps more direction is needed at the moment.

- **HEAD OF GERMAN** commented that students don’t listen. We need to train them to listen.

- **PRINCIPAL** encouraged teachers to learn new systems if necessary.

- **DIRECTOR OF MUSIC** commented that the anxiety lessens with positive results.

- **PRINCIPAL** believes the you tell me - rather than we tell, is a good system.

- **PRINCIPAL** asked also how much talking now takes place as compared with the past.

- **A HOUSE MISTRESS** said it is hard to assess, there is more equal talk now.

Discussion took place on classroom strategies.

- **CHAIR** enquired whether people are made to feel inadequate if they are not taking it on board?

- **A HOUSE MISTRESS & PRINCIPAL** explained that only year 10 at present are doing round table.

- **PRINCIPAL** emphasised that people should not feel threatened, if they are not using the ‘new way’.

- **A HOUSE MISTRESS** commented that it is not a new methodology - we just have permission to do something we have been doing for years.

- **HEAD OF ENGLISH** commented that a lot of people were doing ‘round table’ teaching and not calling it such.

- **A HOUSE MISTRESS** assured the meeting that there is no desire to polarise staff and discussion should be with the ‘pilot group’.
MINUTES OF HEADS OF DEPARTMENT MEETING

Feedback from Year 7 Information Evening

- **Head of Science** raised the point that some parents seemed anxious about their children not being extended, however, he feels it is too soon to tell.

- **Head of Info Tech.** commented that parents fears are unfounded.

- **Head of Science** stated that we need to be concerned about parents worries but keep the right perspective.

- **Head of Aust. Studies** said that reality differs from perspective.

- **Principal** enquired whether parents expressed fears?

A discussion took place on providing stimulating content for students.

- **Principal** believes we must listen; but all parents know about the courses before they enrol.

- **Head of Maths** stated that parents misunderstand the differences between acceleration and enrichment.

- **Chair** commented that students need to be aware of facilities available.

- **Head of Aust. Studies** enquired whether teachers who were criticised been made aware.

- **Deputy P.** explained that individuals were not attacked but general curriculum was.

- **Deputy P.** asked whether a working party for enrichment should be established.

General comments seemed to indicate that greater development is needed for Years 7 & 8. It was asked if Years 7 & 8 neglected.

- **Deputy P.** asked whether cross curricular activities would be possible. If so new and exciting ideas are possible. Perhaps a representative from each department could form a working party.

Representatives from each department were appointed and the working party will have a meeting soon.

It was suggested that homework for Year 7 needs addressing - in particular making it more specific.

Close of Meeting

The meeting closed at 5.05 p.m.
APPENDIX F

NEW AND USED TEXTBOOK SALES FOR 1994
INFORMATION AND QUESTIONNAIRE

NEW TEXT BOOK SUPPLIERS
As part of our ongoing planning, the school recently invited four textbook sellers to tender for the contract to supply textbooks for the 1995 school year. As a result, two booksellers have been awarded the contract.

BOOKSELLER A will be the official supplier for Years 1 to 8 (Junior and Middle Schools).

BOOKSELLER B will be the official supplier of Years 9 to 12 (Senior School and Senior College) including the IB, VCE and TAFE certificates.

The school appoints official textbook suppliers for the following reasons:

a. to work with teaching staff in obtaining new copies of texts for our close inspection prior to the setting of texts for the next year

b. to keep us up-to-date on new editions as well as new texts

c. to work with the school Libraries in the renewal and expansion of our library collection

d. to better ensure that all students commence the year with a complete set of text books

e. to provide a reliable, efficient, innovative service to school families so that the annual purchase of text books goes happily and smoothly.

The school does respect parents’ need to use the bookseller that best meets their family requirements, but in working with an appointed supplier and with the support of families using pre-pack orders, sufficient supplies are ordered from the publisher so that we can better ensure that our teaching programme can proceed as planned.

In return for our custom, our official suppliers forward to us a commission of 10% of all school orders, whether purchased through prepack, over-the-counter or home delivery. This commission can be used to purchase class sets of text books which then helps to reduce the number of text books to be purchased by students.

TIMING FOR END OF YEAR TEXT BOOK ORDERING AND PURCHASES
In order to meet effectively the needs of our parents and girls, PROPOSED timing and booklist procedure would operate as follows:

Monday 14 November: Booklists for 1995 texts distributed to all students

Wednesday 16 - Friday 18 November: Deposit of used Year 12, 1994 texts to be sold through Tintern secondhand books.

Thursday 24 & Friday 25 November: Deposit of used Years 7-11, 1994 texts for sale.

Monday 28 & Tuesday 29 November: Sale of secondhand books.

Wednesday 30 November: All unsold secondhand books to be collected by students or parents on this day only. Otherwise books are donated to a local charity.

Wednesday 30 November: NEW TEXT BOOK ORDERS FOR YEARS 1 - 12, 1995 RETURNED TO SCHOOL.
Week commencing 5 December: English texts on sale for Years 7 - 12, 1995. Pre-pack text books available for collection Years 9 - 12, 1995.

Week commencing 23 January: Prepack text books for Years 1 - 12 available for collection.

Details and venues for all of the above will be confirmed much closer to the time.

FEATURES AVAILABLE TO PARENTS FOR 1995 ARE:

For Years 1 - 8 from BOOKSELLER A.
Free home delivery, over-the-counter sales in December - January as well as prepack collection in January.

English texts for Years 7-8 available in December to enable girls to enjoy prereading in a leisurely manner over the summer.

For Years 9 - 12 from BOOKSELLER B.
Choice of December or January prepack. Over-the-counter sales at
or home delivery at a modest charge.

Sale of English texts and December prepack may well be on the same day, for family ease and simplicity (We await your comments on the questionnaire attached).

For those families wishing to purchase English texts in December but order and collect the balance in January, BOOKSELLER B is willing for the students to sign for their English texts. The amount for the English texts will then be added to the total to be paid in January when the rest of the order is collected.

Weeks 1-3 of Term 1, 1995. BOOKSELLER B will maintain a mini-bookroom at school for the exchange of unmarked, unused texts in case of change in subject choice and for overseas students to purchase their texts.

- BOOKSELLER B will also provide a mini-bookroom at school in late June if there is sufficient need and interest among parents to purchase their daughter's second semester elective texts then. Again we need your response on the form attached.

SECOND HAND BOOK SALES FOR YEARS 7 - 12
We have been investigating a reorganisation of the sale of secondhand texts with a sub-committee from the school Association and Parents Club. This sub-committee of parents have indicated that they would like to co-ordinate secondhand text book sales for 1994/95 with the aim of maintaining a service to the school community. To achieve maximum benefit for all families, it will be important to have committed parent support for such a programme. Any profit from the activity will be used to provide educational facilities for the benefit of all students.

To operate a secondhand book service, the sub-committee will be asking for voluntary assistance from parents and senior students to help in the collecting, sorting and selling process.

The attached questionnaire also seeks your response to the establishment of a procedure for the sale of secondhand books. Could you please take a moment to complete it.

If we are to work with you and our booksellers to provide the best service possible, we need every Year 7 - 12 family to respond. Please have your daughter return it to her form teacher.

Thank you for your time and interest.

Director of Studies
QUESTIONNAIRE FOR YEARS 7 - 12 IN 1995
ABOUT THE PURCHASE OF NEW AND USED TEXT BOOKS

PLEASE RETURN TO FORM TEACHER NO LATER THAN TUESDAY 14 JUNE except Year 10 on MONDAY 20 JUNE

Thank you for your co-operation.

Director of Studies

PLEASE COMPLETE ONLY ONE FORM PER FAMILY

YOUNGEST DAUGHTER'S NAME _________________________________ FORM __________

For 1994 -

1. I purchased new text books from _________________________________
   because _________________________________

   secondhand books from _________________________________
   because _________________________________

Please tick applicable box:

2. I did [ ] did not [ ] use the prepack service because _________________________________

3. All of my daughter's text books were [ ] were not [ ] received before the commencement of the school year.

4. I was [ ] was not [ ] pleased with the service because _________________________________

5. Approximate number of texts bought secondhand end 1993:
   1-3 [ ] 4-6 [ ] 7-9 [ ] more than 9 [ ]

6. Number of daughters currently at Tintern  Year level
   1 [ ]
   2 [ ]
   3 [ ]
   4 [ ]

New Text Book Sales

7. I prefer to purchase:
   over-the-counter [ ] prepack [ ] home delivery [ ]
   because _________________________________

8. If I have a choice of prepack time, I would use:
   December prepack [ ] January prepack [ ]
   because _________________________________

9. I believe the English text and December prepack should [ ] should not [ ] occur simultaneously because _________________________________

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10. My preference for these sales in December would be:

Monday 5 [ ]
Tuesday 6 [ ]
Thursday 8 [ ]
Friday 9 [ ]
N.B. Wednesday 7 is Speech Night Rehearsal at the Concert Hall.

11. Time preferred:
   Morning 9.00am - 12.00pm [ ]
   Midday 12.00pm - 3.00pm [ ]
   Late Afternoon 3.00pm - 6.00pm [ ]

12. I believe the concept of a mini-bookroom Years 9 - 12 for late changes is [ ] is not [ ] worthwhile:
   because ____________________________________________

13. If my daughter’s elective text books could be purchased in late June,
   I would [ ] would not [ ] avail myself of this service because
   ___________________________________________________

14. I do [ ] do not [ ] support the concept of an official school textbook supplier because
   ___________________________________________________

15. Other concerns or comments I wish to include are:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

16. **SECONDHAND BOOK SALES**
   For the secondhand book sales to function smoothly, volunteers would have to make a firm commitment. We are looking at teams of 6-10 people for each timeframe. Parents are most welcome to help more than once!

   I would be willing and available [ ] Name: __________________________ Phone: __________

   to help with the secondhand book sales in November 1994. If I were asked to assist for a 2 - 3 hour period, I would prefer:

   **Thursday 24 or Friday 25 for:** receipt of books to sell
   morning [ ] afternoon [ ] evening [ ]

   **Saturday 26 or Sunday 27 for:** setting up of book sales
   morning [ ] afternoon [ ]

   **Monday 28 or Tuesday 29 for:** actual sales
   morning [ ] afternoon [ ] late afternoon [ ]

   **Wednesday 30 for:** reconciling of accounts, disposal of remaining texts etc.
   morning [ ] afternoon [ ] evening [ ]

   Please return to form teacher no later than Tuesday 14 June except Year 10 on Monday 20 June.


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UNPUBLISHED SOURCES:


CASSETTE TAPE NO. 1, side A, Curriculum Co-ordinator A, 9 June 1994

CASSETTE TAPE NO. 2, sides A and B, Curriculum Co-ordinator B, 25 May 1994

CASSETTE TAPE NO. 3, sides A and B, Curriculum Co-ordinator C, 2 June 1994

CASSETTE TAPE NO. 4, side A, Girls' School Curriculum Co-ordinators' Network meeting, 16 June 1994

FAX from Curriculum Co-ordinator A, 2 May 1994

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NOTES from telephone conversation with Curriculum Co-ordinator B, 26 June 1994

NOTES from telephone conversation with Curriculum Co-ordinator C, 25 June 1994
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