Where Angels Fear to Tread

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Abstract

This study relates my experience as a new Head of English, facilitating Information Communication Technology Professional Development promote innovative practice in a secondary school. It describes my journey, learning about leadership and change management. I trialled initiatives in an attempt to promote a more constructivist teaching and learning culture within the department.

The story documents English teachers' Information and Communication Technology skills, knowledge and understandings in using ICTs in their classes and examines to what extent and in what ways their beliefs impact on the design of their classroom learning environments. The literature review examines the impact of ICT on teaching and learning, online learning, ICT professional development, and leadership.

Computer access, reliability, time and the teachers' pedagogy (geared to high stakes assessment) were identified as barriers to the implementation of ICT initiatives. Leadership in times of change requires a reflective process which promotes collaboration. An inflexible approach, as outlined in this study, fosters resistance.
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Chapter One: Introduction

1.1 Rationale

The Education Priorities for New Zealand document states that, "building an education system that equips New Zealanders with 21st century skills," is a key priority (Mallard, 2003). Firstly, as teachers we need to ascertain what these skills comprise. What skills and traits for effective citizenry do we want our students to possess? And then once we have taught our students, how do we provide evidence for the community that our students are equipped as citizens?

If we are equipping students with 21st century skills, we need to devolve the power of learning to them so they can interpret the world critically, unafraid to voice their own views, challenging the messages purveyed by mass media. Teachers are challenged to consider the appropriateness of the traditional transmission teaching approach in the light of the growing popularity of constructivist strategies.

"The only way New Zealand will become a healthy and prosperous nation is by fostering a creative society which has, at its heart, not knowledge but the imagination. For, without imagination we are destined and doomed to be a nation of three and a half million people limited by a blinkered vision and a commodity mentality. It is the creative society that will give our country a competitive edge. Because, in the end, all we have to sell is the inch and a half above our eyebrows" (Biggs, 1999).
Teachers who use ICTs (Information and Communication Technologies) innovatively are not merely applying new technologies to implement strategies they have always used. Instead they are challenging their learners with the immediacy of their environment, using new strategies to do new things. These tools enable the learner to spend less time on processing data and more on making connections, contemplating possible meanings.

In order to promote new ways of teaching, it is necessary to facilitate change. This process is a complex one. The forces of conservatism within a school support the status quo and discourage innovation. We become acculturated into our schools. In fact, the prevailing culture, with its powerful underlying values and basic assumptions, can become a prison for those striving to promote change. (Evans, 1996).

1.2 Introduction

This study tells my story as a new HoD trying to facilitate ICT professional development (ICTPD) to promote innovative practice in a secondary English Department. This study describes the process of introducing an innovation and explores the barriers I encountered when attempting to change the learning within the department.

At the beginning of 2003, I became the Head of English at Bulwer High School, where I have been teaching since 1990. (I have changed the name of the town to “Smalltown” and the school to “Bulwer” in order to protect the identities of the participants.) Having a keen interest in the use of ICT, and a specific interest in reflective practice as a tool for teachers to develop a more
critical approach to their pedagogy, I chose to engage in Action Research focusing on the Bulwer High School English Department.

I realised as the study progressed that this was really a study about change management and leadership. When I commenced the study I placed a hefty emphasis on ICTs as the means to promote what I deemed to be "good" teaching. However, as this study progressed, I realised that there was a core phenomenon which was different to the focus on technologies. ICTs make new things possible in the classroom but also they provoke us to examine the deeper issues involved with teaching and learning; engagement, motivation, collaboration and change.

The study comprised a series of Action Research interventions the ICTPD process and my journey, learning about leadership and change management over a four term period.

1.2.1 Bulwer High School: A Background
Bulwer High is a decile two coeducational school in a provincial New Zealand town. The school has been involved with the Ministry of Education's Information Communication Technology (ICT) Professional Development Project since 1999. Teachers throughout the school have been encouraged to undertake professional development in ICTs. Bulwer was involved as one of the initial twenty-three cluster schools of the Ministry of Education's Information Communication Technology (ICT) Professional Development Project from 1999-2001. The monies were mainly spent on professional development with teachers working in study groups on Dip IT Ed papers and developing ICT skills for classroom use. These teachers
produced resources for using ICT in classrooms and learned how to use websites in teaching and learning programmes. Consequently many of the Bulwer staff have already or are currently completing tertiary courses to develop their skills and understanding of ICTs.

Four staff members including the principal travelled to Melbourne Australia to attend the Navigator Schools International Conference at the Bendigo Senior Secondary College in July 2001. The aim was to generate an understanding of current innovations in the ICT field so that a vision for the future could be developed for Bulwer High School.

In 2002 Bulwer became involved in the Digital Opportunities GenXP project. Students and staff have been widely encouraged to access these Microsoft qualifications and some English staff participated in this.

In 2002, there was a new purpose built facility designed for English classes. Although there were faults with the building design, much thought had gone into the design so that classrooms could support ICT equipment.

The Head of English resigned in December 2002 and her position was advertised. On 17th January 2003 I was informed that I was appointed to the role.

The English department staff range in ICT proficiency. Most show an interest in using ICTs in their classes. Before I became Head of English there were ICT Professional Development opportunities targeted at English Department staff. A total of eight delegates from Bulwer went to
Christchurch to the 2002 Navcon conference, four of whom were from the English Department. These teachers consequently led a workshop for the whole staff on addressing “powerful learning” with ICT. Two members of the English department attended Navcon in 2004.

1.3 Problem Statement

According to Charp (1996) educational technology that is effectively integrated into the curriculum provides expanding learning opportunities. The integration of ICTs across the curriculum enables teachers to shift their teaching paradigm from one of lecture/listen to one of hands-on active learning.

From the outset I aimed to implement information technologies into the English Department, for staff to use as a teaching tool. Action research methodology supported reflection-in-action (Schon, 1983) as an approach. I attempted to facilitate, monitor and adapt strategies to make learning powerful for students at Bulwer High School. As part of this process, I identified that some teaching styles within the Department may need to be adapted so that students experience their learning as meaningful and the technical resources available are used to their potential.

1.4 Research Methodology

This study comprised three cycles of action research, conducted over school five terms. The first cycle was completed in term three of 2003. The purpose was to describe the culture within the department as well as to explore teachers’ philosophies of teaching and learning. I needed to determine which ICTs teachers used most in the English Department and how they
used them. Data was also gathered on the perceptions of these English teachers toward the use of ICTs in their classes.

The second cycle took place in term four 2003. During this time an intervention was put in place, an online professional development site was utilised to support teachers with ICT skills and enhance communication and administration. Teacher responses were recorded and a further intervention was planned for the next cycle.

In term one of 2004 I engaged in the concluding cycle of research. I taught online in my senior classes and supported other teachers to do the same. I aimed to implement an intervention to establish an ‘online culture’ in every senior English class. (This did not eventuate.) Teachers gave informal interviews. I used meeting minutes, evaluations and journal data to reflect on this strategy.

1.5 Summary of Findings
The research raised issues regarding the pace of change, the need to building collaborative cultures and to share a vision for development. However, there were diverse views on what our purpose was and how we addressed learning in our classrooms. In my role as HoD/researcher I noticed that there was a philosophical tension between teacher pedagogy and learning experiences which prepared students to live in an information age.
Chapter Two: Literature Review

This chapter focuses on literature relevant to the impact of ICTs on teaching and learning, online learning, professional development, leadership and change management.

2.1 ICTs and Teaching and Learning

Wheeler (2001) claims that ICTs are changing the very nature of teaching and learning. He suggests that in our increasingly visual media-saturated world, the definition of what it means to be literate continuously evolves as new technologies of literacy rapidly appear. This creates both new opportunities and new challenges for educators (Leu, 2001). Leu & Kinzer (2000) believe that informational literacy will be a crucial determinant of success. Individuals who can access information the fastest, evaluate it most appropriately, and use it most effectively to solve problems will be the ones who succeed in the challenging times that await our children.

How do we educate children raised in a world with access to instant information, where interactive technologies are available at the press of a button? Strommen & Lincoln (1992) claim that applying computers to traditional courses will not suffice. In this instance, information technology takes a secondary role and fails to capitalise on its most potent strengths, its interactivity.

Mainstream educational practices in the 20th century according to Dobozy (1999) were and still are primarily based on technical and transmission approaches. Hattie (2003) suggests that our schools look like industrial age egg crates, with 25 students all listening to an adult (80% of all instructional...
time is spent in listening). There needs to be a lively debate about the post-internet, 21st Century NZ schooling that we desire. In this traditional approach, information is received from the teacher and from textbooks, to help students encounter facts and learn well-defined concepts. There is little time devoted to critical thinking (Howard, McGee, Schwartz & Purcell, 2000; Cobern, 1993).

An important characteristic of a progressive technology-using educator is a dynamic, social constructivist vision of technology integration (Vannatta & Beyerbach, 2000). Learners focus on knowledge construction, not reproduction. They are guided through a metacognitive approach to problem solving and the construction of their knowledge through social negotiation (Davis & Mansour, 2001; Lunenberg, 1998; Cobern, 1993). This new paradigm is far more complex than traditional classroom teaching (Dwyer, Ringstaff, & Sandholtz, 1991). It calls on teachers to abandon traditional views of learning that define learners as empty vessels or passive receptacles, that emphasize the role of teacher as a transmitter of knowledge in order to adopt more constructivist approaches (Duffy & Cunningham, 1996). According to Cohen (1997) information technologies will not be used to their potential if the classroom environment does not provide opportunities for communication, decision making, and genuine problem solving to occur.

McKenzie (2005) differentiates between schools that focus on teaching and those that focus on learning.

"Teaching and instruction tend to focus on the actions of the teacher transmitting and conveying content to students. A school committed to
student learning, on the other hand would focus more energy on how teachers are orchestrating the questioning, thinking and discovery of students so they might come up with their own ideas.”

Instruction that is organized around relevant ideas is more likely to motivate students who take ownership of their learning (Tyner, 1994). Students engage in critical thinking, solve real-life problems, collaborate on group projects, write articles or stories, develop models or diagrams, journal, and investigate solutions to research questions (Howard, McGee, Schwartz & Purcell, 2000). Gould (1996) maintains that the Internet can support teachers to organise their instruction around big ideas, empower their students, and create classroom environments that promote learning through social interaction. These educational opportunities which are created by programmes that bring text, sounds, graphics, video clips, student work, and web connections into multimedia experiences are limited only by the imagination (Ackley, 1999).

Giroux, (n.d.) suggests that learning for youth in the postmodern age is located elsewhere, in popular spheres that shape student identities through forms of knowledge and desire that appear absent from what is taught in schools. However, as teachers it is suggested that we can bridge this gap. Using information technologies, we able to provide a number of different learning options to suit a variety of individuals with a broad range of student learning styles (Wishart & Blease, 1999; Ackley, 1999; Tyckoson & Jacobson, 1993). Technology creates the possibility for mass customization (Johnson, 1998).
Crook (1994) argues that socially constructed learning to computer use in schools. The biggest impact that ICTs are having and will continue to have is on the relationships between people and between people and organizations. These new relationships derive from these new electronic forms of communication. Bigum (2003) stresses the importance of relationships rather than information.

2.2 Online Learning

Interactive online activities, which involve the analysis and summarizing of others' ideas, leads to growth (Sands, 2002). There are ramifications for teachers who want to work in this cyber teaching space. Using face-to-face strategies online is ineffective. Posing many questions puts the reader off. By being purposefully vague the course participant is required to do the thinking. When a valuable comment strikes the facilitator he/she draws attention to it making it the focus of discussion (Haavind, 2002). Such research supports my own practice-based understandings that online forums can support learners in their co-construction of ideas.

Scardamalia & Bereiter (2002) describe an initiative which takes online learning further than a “record of naïve understandings.” They advocate knowledge building which requires that ideas be revisited, revised, linked to other ideas, raised to higher status, reframed in light of new findings, and evolved into new forms. The overarching goal is to transform education by shifting emphasis from staying abreast of information to contributing to the development of new cultural artefacts; from individual learning and achievement to the building of knowledge that has social value; from a focus on tasks and activities to a focus on continually improving ideas; from a
focus on set course outlines to systems of emergence and self organization; and from a predominantly facilitator-directed discourse to distributed knowledge building discourses. They piloted a study where they created a miniature, sustainable, mutually supportive, knowledge building society which comprised a network of people from universities, schools, cultural institutions, service organisations and businesses. They suggest that the skills and the technology for a Knowledge Society are here, and school networks that run counter to it are likely to be short lived.

2.3 How to Approach PD?

Each school must build its own model and develop local ownership through its own process, as research can never provide a complete answer (Fullan, 2000). Teacher education can be facilitated in a range of ways; for example, peer mentoring, personal inquiry and exploration, the in-school sharing of ideas (Falk & Ort, 1998), online training, or a "one size fits all" model, of conferences and workshops (Gibbons, Kimmell & O'Shea, 1997). In fact, education is approaching an age of post-modern professionalism, where many approaches are possible and more and more groups have an influence (Hargreaves & Fullan, 2000).

Professional development programmes, it is often argued, must be collaborative, active, connected, and ongoing (Darling-Hammond, 2000) and the pedagogy of professional development should be congruent with pedagogy desired in classrooms (Reys, Barnes, Beem & Papick, 1997).

Coogan’s (2005) study, which surveyed 607 New Zealand English teachers, found that increased funding, better access and better technical support will
not, on their own, bring about changed practice. Teachers participating in the study identified, among other things, that subject specific professional development would assist their ICT uptake.

Pedagogical change is not a static package, which is to be "learned" or implemented. In accordance with the constructivist learning approach, presenters model a facilitative role and provide ample hands-on time (Norton & Gonzales, 1998). Given opportunities to participate in constructivist, problem-based learning, and curriculum development activities, teachers began to adapt and implement ideas in their own classrooms. Teachers cannot prepare their students to be information literate unless they understand how to find and use information for themselves (Carr, 1998). Change requires an investment in those things that allow teachers, as change-agents, to grapple with the transformations of ideas and behaviour: learning about, looking at, discussing, struggling with, trying out, constructing, and reconstructing new ways of thinking and teaching and this all takes time (Darling-Hammond, 1990; McKenzie, 1991a; Norton & Gonzales, 1998; McDonald, 1995).

Effective change takes 2-3 years for specific innovations and 3-5 years for institutional reforms. It is important that we do not assume that the reason for the lack of implementation is outright rejection of the new values. Possibly insufficient time has elapsed (Fullan, 1992).

Training must be ongoing and planned, as teachers with a heavy workload may not seek out further professional development (Johnson & Kennedy, 1998). Finding ways to give teachers time with digital content is an
important part of staff development (Trotter, 1999; Akins & Warner, 1999). Teachers should also be compensated for their time spent (National Education Association, 2000).

Trying to determine a school wide shared vision is complicated by the fact that the student needs of the future are unknown (McGilp, 1998). Teachers, however, should know the direction that the school is taking. Changing the culture of institutions is the real agenda, not implementing single innovations (Fullan, 1992; McGilp, 1998).

Teachers must be supported as they take on the role of change agents, facilitating the integration of technology in schools. This means changing their own teaching and effecting improvements within a wider school context (Norton & Gonzales, 1998; Fullan, 2000). Nevertheless teachers, whether they wish to or not, are increasingly required to adapt as students begin to utilise ICTs across subject boundaries. Fortunately, they do not need a great deal of technical expertise to allow a computer to be used as a tool in their classes. For example, they do not need to be a master programmer to mark a piece of work on screen (McDonald, 1995).

Joyce and Showers (1983) describe the "problem of transfer" where skills learned in isolation are not always applied to classroom settings. Professional development programmes, which trial new teaching skills away from classrooms of children, lack an implementation component to assure that new behaviours are demonstrated in the classroom (Gibbons, & Kimmell, et al., 1997). Increased experience and personal competence using
information technology do not ensure a comparable level of confidence or action in using the computers in the classroom (Parr, 1999).

Teachers need to work collaboratively in a professional learning community, sharing passion and purpose for their work (Fullan & Mascall, 2000). Effective teacher development and support fosters collaborative participation (Fullan, 2000; Gilmore, 1995; Reys et al. 1997; Parr, 1999; Norton, & Gonzales, 1998). There is a close relationship between meaningful collaboration and the successful use of ICTs in teaching and learning (Rich, Robinson & Bednarz, 2000; Fullan, 2000). It is a powerful emotional and intellectual process that creates learning opportunities for teachers and their students (Hargreaves & Moore, 2000).

If schools are communities where teachers talk and think about teaching, collect and analyse data, observe colleagues, and are always searching for ways to improve their performance they will raise the standards much more quickly than forcing teachers' compliance with requirements imposed from outside (Hargreaves, 1997). The lack of a collaborative culture inhibits the implementation of technology in the classroom (Parr, 1999). The most positive impact on classroom teaching comes from formal and informal teacher discussions (Beall, 1999).

Staff development sessions could be enhanced if it includes students. If teachers observe how students use technology to learn, they will better understand how they can use it to support that learning (November, 1998). Ideally, it is connected to daily work with students, related to content areas and organized around real problems of practice instead of abstractions.
Importantly, opportunities need to be provided for teachers to repeatedly experience success with children (Gibbons & Kimmell, et al., 1997). This immersion approach involves the recognition that teachers are learners with individual learning styles, different stages of development, and quite divergent interests and needs (Bents and Howey, 1981; McKenzie, 1991a). It centres on the possibility of shifting the structure of a teacher's educational perspective and belief system (Hunt, 1971; Gibbons, & Kimmell, et al 1997; Parr, 1999).

Action research is a powerful professional development tool, which can be used by teachers to inform their practice. It is a powerful form of professional development as it promotes practical wisdom and situational understanding (Somekh, 1995).

Unfortunately the time involved to engage in reflective practice is not always available to busy education practitioners. Time for reflection is correspondingly reduced by an incredibly heavy workload (Johnson & Kennedy, 1998). Hence, reflective practice has to be made a school wide priority and integral to the overall reculturing of a school. Teachers need more opportunities at school to engage in reflective thinking with other teachers, to share new ideas, to appreciate the positive effects of their efforts measured by student progress in cognitive, as well as affective outcomes and to share new technological discoveries (Spady, 1994; Akins & Warner, 1999).

The support structures created within a school influence the staff members' acceptance of technologies (Fleer, 1989; Norton & Gonzales, 1998). Teachers
who are willing to be first to try integrating new technologies in their classroom need acknowledgment and support or they will burn out (Foa, Schwab, & Johnson, 1998). McKenzie (1999) considers ongoing support to be more important than classes and training. Where support is not readily available, frustration leads staff to discontinue their use of ICTs. The provision of ongoing support after initial school-based courses significantly increases the likelihood of staff making use of computers (Fleer, 1989).

Mentorship involves more than guiding protégés through learning standards and sets of skills. It extends to providing strong and continuous emotional support (Hargreaves & Fullan, 2000). When teachers have difficulties with either hardware or software during class time, they may call upon a teacher colleague with a time allowance for assistance. However, if that person is teaching, the planned computer activities may have to be aborted, leaving students and staff feeling equally frustrated (Fleer, 1989). Technology coordinators need to check, test, and try everything thoroughly before teachers’ use it, especially if that teacher shows the slightest reluctance to using technology (Johnson, 1998). Teachers need the technology to work reliably, and they want someone by their side when anything goes wrong (McKenzie, 1999). It is hard to get a teacher to use a new technology again when it did not work the first time (Johnson, 1998).

2.4 Tackling Change
Hargreaves & Fullan, (1998) suggests for systematic change to occur schools must engage in reculturing and restructuring themselves. Reculturing the teaching profession involves moving from a situation where assessment and pedagogy are not prioritised, to a situation in which teachers routinely focus
on these matters and make associated improvements (Hargreaves & Fullan, 1998; Fullan, 2000). Teachers are urged to be authoritative about their expertise and open about their uncertainties. Restructuring involves change to the school structure, roles, and organization (Fullan, 1996a). Strict adherence to the existing curriculum and testing could make it difficult to concentrate on the process of learning as opposed to the acquisition of content knowledge (Parr, 1999). Coogan (2005) suggests that we need to openly accept the influence of qualifications, continuing to evolve them, increasing the expectation that teachers will use ICTs in what he describes as “high stakes assessment.” He suggests that we should be flexible enough to challenge the current definition of our courses. There is a need to connect technological knowledge with pedagogical knowledge. The connection between technology and teaching is most likely to happen when teachers are able to draw on their teaching experience and knowledge of classroom contexts as a basis for designing successful technology implementation (Parr, 1999).

Instructional change can only proceed with a corresponding change in beliefs about instruction and learning (Dwyer, Ringstaff & et al., 1991). The teaching experience of many teachers adheres to an exam-based curriculum. This traditional delivery mode of education may make it more difficult for teachers to conceive of uses for the computer other than in the role of deliverer of curriculum content. Those who focus on obtaining creditable external examination pass rates, are more resistant to change, enjoying institutional stability, and maintaining their control and management routines (Parr, 1999).
At times of rapid change the challenge of learning new strategies can create great anxiety and insecurity among teachers as their competence and confidence is called into question (Hargreaves & Fullan, 2000). To facilitate effective PD this frustration must to be kept at a minimum. The feelings, fears and anxieties of the learners must be considered (McKenzie, 1991a). However, frustration with technology is inevitable when a system is down or a programme is not as user-friendly as the producers claim and no one is available to solve the problem (Schulz, 1998). Conflict and disagreement are not only inevitable but fundamental for successful change to take place (Fullan, 1992). This conflict could be described as a creative tension, which bridges the gap between reality and the vision (McGilp, 1998). It is important to establish a safe environment within which people can struggle with and adapt to change (Loader, 1992).

Some educators address the ICT movement in schools with a psychological dogmatism that Brown (2003b) describes as revivalist. McKenzie (2004) describes these teachers as evangelists. He suggests that these are not the best mentors for reluctant teachers. ICTs can prove extremely threatening to teachers who do not want to address their pedagogy (McDonald, 1995). Some teachers, according to Somekh (1992), react against the use of new technology, as it constitutes an attack upon their self-image and professional values. To some, computers may suggest an inhuman influence, which promotes pupil isolation (Somekh, 1989). This reticent teacher group, although not experiencing the changes first hand, observe the educational outcomes in other classrooms as they become apparent. Those who avoid change feel increasingly "left behind" as the culture of the school alters (McDonald, 1995).
There is debate whether reluctant learners need unique strategies to motivate them. Gilmore (1995) suggests that when teachers have sufficient confidence to introduce computers they will find innovative and productive ways of utilising them. Conversely, Fullan (1992) maintains that people need pressure to change, but it is only effective under conditions that allow them to react, to form their own position, to interact with other implementers, and to obtain technical assistance.

However, the risk of using technology is so great for some, that they will not use it unless it is impossible to do their job without it (Johnson, 1998). Historically, technology professional development has failed to address the very real concerns of reluctants (McKenzie, 1999; Moore, 1991). McKenzie (1999) believes the assumption that late adopters follow the lead of early adopters to be incorrect. Technology reluctants have special needs, interests and learning styles that must be addressed with respect and ingenuity if we expect to see such teachers embrace the new technologies being placed in their classrooms.

In contrast, Foa et al. (1998) maintain that problems will resolve themselves and time, dollars, and energy should not be wasted on those who are not yet interested. The accomplishment and excitement of those effectively integrating ICT will inspire those who had been disinterested and unwilling. According to Hurst (1994) problems are going to solve themselves as older educators fade from the scene. This could be considered ageist. Prensky (2001) describes older users as “immigrants” and those who have grown up
with ICTs as “natives.” However, some “immigrants” have been teaching with ICTs for as long as the “natives” have been alive.

It is suggested that positive experiences, requiring little risk are vitally important. Making impressive discoveries with a group of confident peers may motivate a reluctant teacher to use ICTs (McKenzie, 1999). Teachers cannot be expected to see the potential of new instructional tools if they have not personally used them for learning something useful themselves (Newman, 1996).

Coogan (2005) suggests that the difficulty does not merely lie in teacher conservatism. Teachers themselves experience constraints which include the lack of appropriate professional development, lack of teacher time, lack of sufficient technical infrastructure and access and, crucially, the direct and indirect influence of high-stakes qualifications.

According to Coogan (2005) the National Certificate of Educational Achievement (NCEA) was a political and pedagogical compromise, designed to enable greater flexibility for secondary schools to offer courses which better met student needs as well as the needs of the “knowledge economy.” He suggests that the English curriculum is, in itself, not a constraint to the infusion of ICTs but high-stakes assessment for qualifications is undoubtedly a constraint. His study cites factors that have a narrowing and conservative influence on the way the curriculum is prioritised and delivered in secondary schools: the need for reliability; workload implications for teachers and students; the pressure to cover
content; the need for assessment to be fair and equitable; and the costs associated with more sophisticated and valid forms of assessment.

“There is also limited time within the daily programme for students to explore and experiment as they too are under considerable time and workload pressures, hence only a minority of English teachers are making authentic use of ICTs in their senior English programmes.” (Coogan, 2005, p.122)

2.5 Leadership

Secondary middle management is a complex role. In Wright’s (2002) research Heads of Department (HoDs) in secondary schools told stories of relationships in which they experienced a pivotal role, as both HoDs and as lobbyists, for their subject with parents, students and principals. Wright (2002) adapted this Earley and Fletcher-Campbell (1989) model for New Zealand circumstances. This depicts the web of relationship connections an HoD must negotiate.

As the diagram below illustrates, Heads of Department in secondary schools juggle many roles. According to Wright (2002), the role comprises the following: classroom teaching; curriculum planning; co-ordinating assessment activities; co-ordinating the work of a team of people; participating in open evenings/days; monitoring student achievement; overseeing the work of beginning teachers; appraising and developing staff; staff appointments; running team meetings; contributing to school-wide initiatives; involvement with subject associations; communicating with staff and senior management; evaluating programmes and plans; delegating tasks to team members; dealing with complaints; resolving conflict within
the team; coaching and mentoring staff; informing team of new curriculum and assessment policies and procedures; giving feedback; and representing the views of the team in other forums.

Figure 1: Roles of a Head of Department

The leader's role comprises being a cheerleader, hero finder, enthusiast, nurturer of champions, wanderer, dramatist, coach, facilitator, and builder (Peters & Austin, 1985).

Vision building (preferably collaborative) is an important role of the leader. Covey (1989) describes a group of workers cutting their way through the jungle with machetes. Behind, the managers sharpen the machetes, write procedures and introduce improved technology. The leader is the one who climbs to the top of the tallest tree, surveys the entire situation and decides...
"wrong jungle!" Covey (1989) maintains that while organisations are so busy cutting through the undergrowth that they do not realise that they are often in the wrong jungle. They need to decide upon, and periodically re-evaluate the driving vision and the principles upon which it is based.

Bass (1981) lists many characteristics that differentiate leaders from followers, these include; vigour and persistence in pursuit of goals; originality in problem solving; a strong drive for responsibility and task completion; the drive to exercise initiative in social situations; self confidence and sense of personal identity; willingness to accept consequences of decisions and actions; readiness to absorb interpersonal stress; willingness to tolerate frustration and delay; the ability to influence other people's behaviour and the capacity to structure social interaction systems to the purpose at hand.

Sergiovanni (1984) identified five leadership forces: technical; the topics covered in administrative and organizational development, human; communication, motivation and facilitation, educational; teaching learning and implementing curriculum, symbolic; what is purposeful an important about the school, and cultural; the ability to articulate the values and beliefs of the organization.

2.5 Conclusion

In our media-rich culture educators must put learners at the centre of the curriculum and encourage them to become actively engaged in knowledge acquisition (Davis & Mansour, 2001). Literacy is no longer an end point in itself but rather a process of continuously learning how to become literate
(Leu, 2001). It involves being able to make sense of and navigate through several forms of information, including images, sounds, animation, and ongoing discussion groups (El Hindi, 1998).

Teachers, like all learners, need the opportunity to make sense of change. Whether it is a philosophy of learning and teaching, or a technology-based innovation, staff must be allowed to experiment, to make mistakes, to explore and to discover (McKenzie, 1991a; McDonald 1995; Fullan, 1992; Fullan, 2000). Hence, it is important for HoDs as leaders in a change age to have an understanding of the process of change. They must also have an opportunity to also explore and sometimes make mistakes.

It was important for me as an HoD to have an evidence base for the change I was promoting, an understanding of the role of new technologies and how teachers are at the interface between changing pedagogy and the new tools. However, in retrospect, I wish I could have engaged with the literature on leading gradual, incremental and inclusive change earlier as I would have made different choices during the research process.
Chapter Three: Methodology

"Life is a path you beat while you walk it."
Antonio Machado. (Spanish poet)

3.1 Introduction
According to Guskey (2002) there are both good and bad things done in the name of professional development. Evaluation is key to making that distinction. By including systematic information gathering and analysis as a central component, professional development efforts can be enhanced. The change process needs to be planned monitored and reflected on before moving on. Action research is a valuable tool which encourages rigorous self reflection. This enables participants to make informed decisions about what and how they are going to implement changes, rather than making choices on an ad hoc basis (Piggot-Irvine, 2002).

This Action Research study of my role as an HoD of English, integrating ICT in a secondary school, commenced in July 2003. Data was gathered over three action research cycles over a one-year period from July 2003 to July 2004. The nature of research was descriptive and evaluative. I examined if and how I could best facilitate the use of ICT in English programmes; how I could acquire and manage ICT resources and how I could best facilitate staff professional development to promote innovative practice.

3.2 Cycles of Research
The first cycle was designed to explore teacher practices and beliefs. I ascertained which ICTs teachers used most in the English Department and how they used it. Data were also gathered on what the perceptions of these
English teachers were in regard to their use of ICTs in their classes. There was data collected on teacher pedagogy. During the next two cycles of research I trialled interventions which built cumulatively on the work done previously. At the end of each cycle of research written evaluations and interviews, formal and informal, were used to gather data on what had happened over the term, what interventions I had facilitated, how teachers had responded and what their perceptions were.

3.3 Research Questions

Main Research Question

• As a new HoD, to what extent and in what ways could I best facilitate ICT professional development to promote innovative practice in a secondary English Department?

Sub Questions for Cycle One: Terms One, Two and Three 2003

• What were the English teachers' prior levels of ICT skills, knowledge and understanding in regard to the integration of ICTs?
• What did English teachers believe about teaching and learning?
• To what extent and in what ways were these beliefs impacting on the design of classroom learning environments?
• Where did this sit with research literature?
• What barriers to using ICTs in their classes did teachers experience and what could I do about it?

Sub Questions for Cycle Two: Term Four 2003

• Given what I learned from the data collected in Cycle 1 what were the best ways to introduce an innovation to the English department staff
and lead an ongoing improvement in ICT integration and pedagogical approaches for English teachers at Bulwer?

- To what extent and in what ways were individual teacher beliefs impacting on the uptake of the innovation?
- What were the barriers to using ICTs in this environment and what could I do about it?

Sub Questions for Cycle Three: Term One 2004

- Given what I learned from data collected in Cycle 2 how could I successfully maintain and build on innovations and lead an ongoing improvement in ICT integration and pedagogical approaches for English teachers?
- To what extent and in what ways were individual teacher beliefs impacting on the uptake of the innovations?
- What were the barriers to using ICTs in this environment and what could I do about it?

Action Research bridges the gap between research and practice providing a potent tool for change and improvement. Cardno (2003) claims that the term ‘action research’ implies that the project is ongoing, with the researcher building on initial work, to address new or emerging issues through the spiralling cycles of research and action. She defines ‘developmental action research’ as research that is carried out by educational practitioners within their own organisations in response to some aspect of professional work that needs to be developed.
A Spiral Action Research Model (Kemmis & McTaggart, 1988) was the chosen vehicle for this project. (See Figure 2.)

Figure 2: Spiral Action Research Model (Kemmis & Taggart, 1988)

According to Kemmis & Taggart (1988), to do action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life; and to use the relationship between these moments in the process as a source of both improvement and knowledge. This approach enables the researcher to be self-reflective; reviewing the teaching/learning process as it goes along (Bigum, 1998). While improving effectiveness, action research aims to support the teachers' understanding and professional development. It creates the expectation that those involved research will bring about change or improvement (Cardno, 2003). The action researcher's role is that of moderator who ensures that
conditions are established and maintained which are necessary for the organisation of enlightenment (Carr & Kemmis, 1986).

There is fluidity about this style of research. It complements the nature of the plan-teach-evaluate cycle that makes up effective instruction. I learned about staff ICT skills and beliefs and trialled interventions. I reflected on which interventions worked and which ones did not. Consequently, I reformulated my focus and adapted my approach for the next cycle of data gathering. This style of research rests on the assumption that by having an opportunity to reflect on feedback my performance as a Head of Department would improve.

More importantly, the action research provided an opportunity for me to reflect on my leadership strategies and the ensuing decisions. It afforded me the opportunity to examine how best I could work alongside the English Department staff to meet their professional development needs. This process enabled me to reflect on what I was doing so I could acknowledge my incorrect assumptions and grow from my mistakes.

By using interview transcripts, journal notes, Departmental meeting minutes and information from questionnaires, I was able to triangulate the data to ensure I had a comprehensive representation of what was happening in the department.

The study was qualitative in nature. Qualitative research stresses the socially constructed nature of reality, the intimate relationship between researcher and what is studied, and the situational constraints that shape inquiry.
Qualitative data-gathering techniques enable the researcher to gather a range of evidence and explore issues that arise (Neuman, 1997). The use of multiple sources, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in question (Denzin & Lincoln, 1994).

The research is embedded in the critical theory paradigm to the extent that the researcher reviews his/her own practice and consequently develops and redevelops his/her personal theories, putting them into active practice, praxis (Zuber-Skerritt, 1996). It reflects the work of Schon (1983) who advocated that teachers engage in reflection-in-action. Educational researchers who are working within the critical paradigm do not merely describe individual perceptions but encourage individuals to question and examine the structures and control mechanisms of society or organisations, with the aim of empowering them (Zuber-Skerritt, 1996). The researcher is not only interested in the values and beliefs of the group, but acknowledges he/she is not neutral and evokes specialist knowledge to stimulate the group into examining their own ethics, morality and politics. The goal of critical researchers is personal or social transformation (Candy, 1990). Critical action research thus creates the expectation that those involved with the research have the intention of taking action that will bring about change or improvement (Cardno, 2003).
3.4 Participant Observation

A participant observer/investigator sustains a many-sided and relatively long term relationship with a human association in its natural setting for the purpose of developing a scientific understanding of that association. It is to the researcher's advantage that he/she already knows the cast of characters (Lofland & Lofland, 1995).

Being a researcher can be an emotionally stressful experience (Lofland & Lofland, 1995). Known researchers must present themselves so as to keep the flow of data coming. They enjoy the tremendous advantage of being able to move about, observe, or question in a relatively unrestricted way.

In consultation with my colleagues, I made decisions about staffing, finance and teaching spaces. The dual role of Head of Department and researcher thus raises the issue of bias. Interviewing my colleagues there is the consideration that they perceive me in this leadership role and the data collected is coloured by this relationship. This data would arguably be different if I was a colleague from outside the department. However, the study gives an account of my learning journey. It is action research of my experience, written from my perspective.

3.5 Ethical Considerations

Written permission was gained from all teachers involved in the research and the school principal. All research data was locked securely in a cupboard at school. If at any time participants chose to pull out from the project they were free to do so and any materials gathered as a result of their participation would have been destroyed. If at any time participants felt
uncomfortable with the data collection methods (e.g. an interview) I offered to adopt other more acceptable research techniques that they felt more comfortable with.

I assured teachers that their participation was on a purely voluntary basis and that they could choose to decline the invitation to participate. It was useful to ask for written evaluations as it appeared two staff, Carol and Urma, obviously felt more comfortable raising their concerns on paper.

3.6 Definition of Terms

ICTs

Communication technologies (CTs) is the term used to describe telecommunications equipment through which information can be sought and accessed, for example, telephones faxes, modems, and computers. Information technology (ITs) are concerned with technology and other aspects of managing and processing information.

The term Information Communication Technologies (ICTs) is the combination of information and communication technologies. ICTs are the artefacts, techniques and knowledge for solving human problems involving information and its communication. I use the term ICTs to describe those technologies which employ electronic rather than mechanical means for storing, processing and communicating information. ICTs in Education can be understood as the application of digital equipment to all aspects of teaching and learning.
Information Literacy

Information literacy is the combination of skills and understandings our students will need in order to fully contribute as members of society in the information age. When students become information literate, they develop an ability to evaluate, select, interpret, manipulate, and present information. (Digital Horizons. Learning Through ICT). Literacy involves integrating reading and writing, navigating through information sources, discriminating between important and unimportant information, responding to e-mail, or engaging in electronic chat sessions (El-hindi, 1999).

3.8 Data Collection Methods

In preparation for my data collection I developed an Action Research Plan, (See Appendix Twenty- Three) linking my questions and methods, outlining my sampling and the frequency of each method’s employment.

Evaluations

Staff completed written evaluations of any initiatives we trialled. These were in the form of questionnaires requesting information on how the teachers perceived the initiative impacted on their teaching.

Journal (Personal action log)

Five A5 exercise books were used to record anecdotal notes, feedback from the staff and any of my own observations relevant to this study. In addition, I recorded in this journal where ICT was at on a departmental level before commencing and during interventions. This method is ideal for gathering qualitative data, evidence of events from which to construe themes. The
journal proved ideal for reflection when deciding what the next cycle of action research would focus on.

With this form of data collection it is necessary for the researcher to be mindful that it is a subjective resource. Attention needs to be given to the quality of entries. Time did not always allow for a detailed entry to be written. It was easy to omit key details unless time soon after an occurrence was spent recording events.

Observation

A broad range of data can be gathered through rich detailed descriptions of what is happening in a classroom. It is a subjective method of data collection in which material is later evaluated for its relevance. These observations were undertaken during the appraisal process.

Appraisal

Staff appraisals commenced in term three and these enabled me to discuss an ICT related objective with the teachers in the department. I decided to appraise eight teachers, more than any other staff person in the school in order to have an input into the direction of staff development. Staff opted on their own volition to include an ICT related objective.

Staff appraisals in Term Two 2004 enabled me to discuss pedagogical issues within the department. Not all staff chose ICT related objectives. I had made the conscious effort to encourage those who showed an interest. For this cycle of appraisal I appraised seven staff members.
Diary
My management diary was another form of data gathering as I would jot notes into it as I worked.

E-mail transcripts
I kept a record of e-mail messages from members of the department.

Departmental meeting minutes
All departmental meeting minutes were kept and used as data. In some meetings I used my journal to respond to what was happening. I did not want to audio tape the meetings as I perceive teachers would have felt uncomfortable with it going while they were voicing their opinions and it would have had an impact on the honesty of the data gathered. Note-taking, although flawed, was a less intrusive form of recording events.

Teacher Interviews
Intensive interviewing or unstructured interviewing is a guided conversation where the goal is to elicit from the interviewee richly detailed material that can be used in qualitative analysis. It is advantageous that the researcher records the interview as there is no strict order of questioning and probing is an important part of the process (Lofland & Lofland, 1995).

These interviews gave me information regarding which teachers were high and consistent users of computer hardware. I learned about the teachers' attitudes to ICTs, their pedagogies and what barriers using ICTs they experienced. They gave me information about PD interventions. These
interviews took place in cafes and in classrooms during their periods free of teaching commitments or what are generally referred to as 'non-contacts'. For the first two cycles all the interviews were recorded. Interview transcripts from the first two rounds of interviews were coded into notes on the following themes: the type of ICTs teachers use, their attitude to information technology use, their pedagogy, their response to my leadership, and their perceived barriers to integration. According to (Lofland & Lofland, 1995) you spend as much time analysing and studying the interview material as you do on the interview itself. By making a grid and juxtaposing the notes I could compare themes across the department and note the differences in the way staff saw the interventions.

All English Department teachers were interviewed once per term. In addition, I interviewed three staff from the Information Technology department. I also interviewed the Head of the Transition department so I could gain an understanding of what he perceived to be the skills our students should possess when they leave school.

Those staff interviewed had their interview transcripts returned in order to clarify any details I may have omitted or recorded erroneously. They also had the opportunity to add any additional information.

The interview questions I drafted were a rough guide as I wanted to ensure the interviews were conversational so that I could glean other information I did not anticipate. (Appendix One: Interview Question Guidelines)
Professional Development...A Record of Events

During Professional Development meetings, I kept notes of teacher actions and reactions to what was happening. We had an advisor visit and I took notes on that session. When we had PD department meeting I would take notes and reflect on them.

Records of ICT bookings

The school uses a booking system for the computer labs. The archived library booking sheets were a useful source of data.

Teacher Survey

A teacher survey was devised, which provided information on how teachers saw my practice and also, what values they held in regard to ICTs and its impact on learning in their classrooms. This was administered at the outset of my formal data gathering in term three 2003.

Evaluations

At the end of the both the online PD and revision courses I requested staff complete and evaluation form (Appendix Two: Online Evaluation Forms). I also conducted end of term evaluations.

Critical Incident Questionnaires.

At the end of the year I wanted to gain feedback on the management of the department. Questionnaires were anonymously filled out and submitted to my pigeonhole. On other intermittent occasions when I wanted to provide feedback to the group of their perceptions I used a critical incident
questionnaire based on the Brookfield (1995) model. (Appendix Three: Critical Incident Questionnaire)

3.9 Limitations of the Research

According to Cardno (2003) there is the expectation that an action researcher will be working with others. This approach is appealing as the purpose for us as practitioners is to enable groups of people to form mutually acceptable solutions to their problems. During this research, although I worked collaboratively in the department, the research itself was an individual project. Action research has the potential to be transformative and a group approach would have better enabled shared reflection and shared ownership of any changes. The participants would have a vested interest in any change promoted. With the implementation of NCEA and the extra pressure of moderation meetings, an extra researcher role may not be appealing to the majority of teachers. The access to qualifications through this project based avenue is an enticement to some teachers to engage in action research, but not to all. Hence, the research was an individual effort, a record of my process more an account of a collective staff input into the changing of a department culture.
Chapter Four: Action Research Findings

4.1 Introduction

In this chapter, I use the data I have collected to tell my action research story. The chapter provides a descriptive and analytical account of the three action cycles. The first cycle involved reconnaissance over terms one, two and three in 2003. Cycle two took place during term four of 2003 and the last cycle happened during the first term of 2004.

This chapter outlines strategies I employed during each cycle of research, the issues that arose as a result of them and what I noted to be my colleague's perceptions.

The first two terms of 2003 proved to be a particularly steep learning curve. I was coming to grips with my new role as HoD. It was also a juggle to manage the dual role of participant researcher and HoD. With so many roles and people to support, it was a challenge to record data while in the field, even though I carried my journal about daily.

Through my data gathering I found that I was dealing with a range of beliefs about teaching and learning. I wanted to encourage my colleagues in the English Department to promote learner centred environments, and to consider ways they could use ICTs to teach differently to the way they had been taught themselves.

The strategies I used to promote professional development in this area included: supporting staff in their use of ICT in their classes, just in time...
help, supporting E-pal programmes, facilitating a teacher professional
development online site, supporting staff in their facilitation of online
classrooms and modelling the use of ICTs in my teaching and learning.

The purpose built English Department building had been completed at the
start of 2003. Our new block, Raukumara, had points in the back of every
classroom where a pod of computers could be placed and a small corridor­
like room in the middle of the block with windows onto the centrally located
drama room. We gradually acquired machines as the year progressed.
However the switch was not installed until term three. This meant that
many English classes were without a pod of computers.

4.2 Bulwer English Staff
An experienced teacher of 16 years, I have been involved with ICT projects
since 1997, when I participated in a virtual classroom project. I have taught
across the primary and secondary sectors. As a secondary teacher I have
taught, Mathematics, Social Studies and English. In 1995 I specialised in
English. I became Assistant Head of English in 1998 and later HoD, in 2003,
when I commenced this thesis. I would describe myself as an early adopter
in regard to technologies, even evangelical at times, as evidenced in the story
about to unfold.

In 2003 the Bulwer High School English Department comprised seven full
time staff, two men and five women, and four part-time teachers, all female.
I was on partial study leave in 2003 so that I could collect and collate data to
undertake this study. I returned full time to the department in 2004. The
names of the teachers have been changed in this dissertation to protect their identities.

There were four teachers in the department new to secondary school teaching in 2003, Tony, Jane, Urma and Yvonne. Tony and Yvonne were primary teachers previously who had made the move to this higher level. Although staff were buddied up to support each other these teachers required a lot of additional support from me to ensure they were receiving appropriate professional guidance.

In 2003, I made the decision to delegate some management responsibilities in the department, to have two Assistant Heads of Department instead of one. Consequently, I devolved one management unit to my colleague, Carol. She was responsible for Year 12 programmes and resource tracking in the department. The other Assistant Head of Department, Elaine, who was long term relieving for the year, while our colleague Kim was out of the school tutoring for Christchurch College of Education, ran the Year 11 programme and liaised with the teachers of the alternative programmes.

In term one of 2004 we had eight full time and two part-time teachers. However, when Tony left we employed two part-time staff to replace him. This was because one class was very small and could be merged into other classes. The school was dramatically overstuffed and the senior management wanted to save money. In addition, employing two part time staff save paying for eight non contacts per week from the staffing budget.
Table 1.1

A list of staff, indicating previous experience and school responsibilities that were involved in the 2003 research cycles

<table>
<thead>
<tr>
<th>Name</th>
<th>Role and Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine</td>
<td>Assistant HoD (Fixed term Management Unit)</td>
</tr>
<tr>
<td>Harold</td>
<td>A teacher with 25 years experience</td>
</tr>
<tr>
<td>Jane</td>
<td>Year One Teacher (Fixed term relieving)</td>
</tr>
<tr>
<td>Sandra</td>
<td>Previous HoD experience</td>
</tr>
<tr>
<td>Tony</td>
<td>Primary Trained, ICT experience</td>
</tr>
<tr>
<td>Yvonne</td>
<td>Primary Trained, (Fixed term relieving)</td>
</tr>
<tr>
<td>Carol</td>
<td>Assistant HoD (Fixed term Management Unit)</td>
</tr>
<tr>
<td>Urma</td>
<td>Year One Teacher (Fixed term relieving)</td>
</tr>
<tr>
<td>Angel</td>
<td>Part time in English HoD Drama</td>
</tr>
<tr>
<td>Janet</td>
<td>Part time in English HoD Special Needs</td>
</tr>
</tbody>
</table>

Table 1.2

A list of staff, indicating previous experience and school responsibilities that were involved in the 2004 research cycles

<table>
<thead>
<tr>
<th>Name</th>
<th>Role and Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine</td>
<td>Leave</td>
</tr>
<tr>
<td>Harold</td>
<td>A teacher with 25 years experience</td>
</tr>
<tr>
<td>Sandra</td>
<td>Previous HoD experience</td>
</tr>
<tr>
<td>Yvonne</td>
<td>Primary Trained, Now Permanent</td>
</tr>
<tr>
<td>Carol</td>
<td>Assistant HoD (Fixed term Management Unit)</td>
</tr>
<tr>
<td>Urma</td>
<td>Year Two Teacher Long Term Reliever</td>
</tr>
<tr>
<td>Janet</td>
<td>Part time in English (HoD Special Needs)</td>
</tr>
<tr>
<td>Raylene</td>
<td>Part time in department</td>
</tr>
<tr>
<td>Mindy</td>
<td>Part time in department</td>
</tr>
<tr>
<td>Kim</td>
<td>Assistant HoD</td>
</tr>
<tr>
<td>Barbara</td>
<td>Long term reliever (Beginning teacher)</td>
</tr>
<tr>
<td>Joanne</td>
<td>Part time in department</td>
</tr>
</tbody>
</table>
Jane (46) a mature beginning teacher, was a mother of four. She used the computer at home to communicate with her grown children and was interested to learn more about its potential assisting students in their learning. She chose to participate in the teacher laptop scheme.

Sandra (42), like Jane, was enthusiastic about ICT use in her classes and believed that a range of technologies could make learning more engaging and contextually relevant for her students. She, like Jane, became a teacher after having had previous work experiences. In her previous job working in a remote rural High School as the HoD of English, she had gained management experience. Sandra had used ICTs to enable her students to access real contexts. For example, she had used a polycom interview so the students could learn about the role of unions. Sandra opted into the laptop scheme and found it useful at home and at school.

I first met Tony (33) in 2002 when he was working as a primary teacher with responsibility for ICT in his school. He had opted to participate in the KAWM (Kaupapa Ara Whakawhiti Matauranga) project which targeted ICT development for teachers in the Tairaiwhiti region. In addition to face-to-face ICT tutoring and support with integration, I had developed an online professional development site to support the initiative. Tony, therefore, had some prior experience with ICTs in a classroom setting. His father and brother worked in the computer industry. He had gained brief but practical experience of the use of Interact. Tony was interested to develop his skills and understanding of teaching with ICTs. He also chose to lease a laptop for home and school use.
Yvonne (34) was a primary teacher who was employed to teach the syndicate of year nine classes. She was interested to learn more about the use of computers. She had attended Navcon in 2002. In a previous teaching position Yvonne had used email to enable her students to connect with another group at a different school. For Yvonne, the use of ICTs in English was primarily for research and word processing.

Elaine (25), was Assistant HoD and was proficient at using the computer for administration purposes, teacher preparation of resources and class research and word processing, although she did not have access at home. A teacher who strived to make her lessons more engaging and student centred, Elaine was interested to learning how ICTs could be utilised for this purpose.

Urma (24) was a first year teacher employed for a fixed term relieving position. She had taught briefly in England before returning to NZ. Urma was not confident using ICTs in her classroom and believed there were other literacy related skills more important than computer skills. She used computers in her class to publish final drafts and conduct Internet research. Urma taught a predominately structured teacher centred programme.

Harold (47) had been teaching for 26 years at Bulwer High School. He was not confident with ICTs, yet he recognised the need to learn more about them. He enjoyed a good relationship with his students and would allow them to use computers as a reward for getting their work done. Harold found keyboarding and learning about software frustrating and time consuming. At the outset of the study, he did not often use a computer with his classes or at home and therefore did not easily consolidate his skills.
When he did use them he allowed his students to word process or surf the Internet, sometimes researching on their own volition. Nevertheless, Harold saw his pathway to ICT proficiency as a necessary evil and he made a concerted effort during professional development sessions to improve his skills.

Carol (42) was meticulous in her attention to detail. Her lessons were always thoroughly planned and all her documentation was exemplary. I devolved one of my management units to Carol so that she could take additional responsibilities in the department as the second assistant HoD. Carol was a reluctant user of ICTs and saw them as an add on. Initially, she appeared keen to progress in her skills and understandings of how to meaningfully integrate ICTs but when different new approaches challenged her beliefs about teaching and learning, she retrenched. Carol was easily frustrated when there were technical problems and would vent her anger to her colleagues, Harold and Urma who shared her view to some extent.

Angel and Janet were part time in the department. They attended some meetings and were generally supportive of the increased use of ICTs in the department. The main focus of this study is on the full time teachers. Kim, 36, was the permanent Assistant HoD. However she was on leave in 2003 to tutor at the secondary teacher education outpost for the Christchurch College of Education.
4.3 Cycle One: Terms 1, 2 and 3 2003.

I commenced this reconnaissance phase of the project in 2003. Although I officially commenced the research in July 2003, some of the data I have chosen to include in this cycle originates from earlier in the year. I have included material collected in the natural course of my role as HoD English.

4.3.1 What happened during the cycle?

During this first cycle there were a number of initiatives developing in the department which I supported and gathered data on. These included professional development for Yvonne and Tony collaborating over a digital video production which they shared with the department. Tony, Jane and Sandra opted for leased teacher laptops under the government initiated scheme. Lucy, the technician attended meetings, supported English staff to access laboratory bookings and offered in class support. She supported Jane with her e-pals project and her senior web quest activity. All staff undertook an ICT related appraisal objective. We had the English advisor in to share her expertise on hyperfiction. We developed an online professional development site to give teachers a chance to learn about teaching online by engaging in discussions with colleagues, and collaborating in an online setting.

In March, Lucy, a teacher whose brief included technical support was invited to an English Department meeting. She had implemented “Epals” and “Learnz” programmes in her classes. She spoke of innovative ways we could use ICT in English. In addition, she encouraged staff to ask her for ICT support. I also made myself available to English staff for “just in time” (Mckenzie, 2001a) support.
4.3.1.1 Professional Development Online

A teacher online professional development course was premised on the idea that teachers need opportunities to reflect, discuss their tentative understandings, actively search for more information to throw light on areas of interest or difficulty and to build connections to their own existing knowledge base. (Appendices Six: PD Course Overview and Seven: Online PD Course Outline.)

I asked the staff if they would voluntarily participate in Professional Development with an online context. (See Appendices Six and Seven) This related to a Christchurch College of Education research paper I was completing for the Graduate Certificate in Online Teaching and Learning. This built on my experience, facilitating online professional development for the teachers participating in the KAWM project.

Prior to the course English staff completed a survey to indicate what professional development they wanted. They were asked to rank from 1 to 7 in order of importance from the following PD options; creative writing, web quests, teaching resource sites, generic lesson plan sites, Microsoft Frontpage for making web pages, writing on the web and using the writing exemplars. The choice to facilitate PD in this way was because it required teachers to use the tools in order to participate. The approach reflected a situated learning paradigm as the teachers had to use computers to learn about their use (McMahon, 1997). It modelled the assimilation of ICT into pedagogy. It was available anytime, anywhere and teachers who had busy schedules could participate at their own levels. Eight staff showed an interest in the project at an English Department weekly meeting. Interestingly, Carol and Urma wanted to participate.
The software Interact was designed by the Christchurch College of Education and logging in proved challenging for staff and later for students. They needed to remember their internet passwords, log into the site and then be added to the group by an administrator.

In order to support the implementation of this initiative and ensure its relevance for the Department I held a meeting with the two Assistant Heads of English Carol and Elaine to discuss site content.

When designing the professional development site, I took into consideration the fact that the participants were busy teachers who were engaging on a voluntary basis. It became clear as I progressed that I needed to build collegiality to promote teamwork. When building the site, I canvassed staff to ascertain what they wanted the PD to comprise.

The purpose of the site was to use online forums to improve the skills and knowledge of English Department Staff in the area of online learning and its use as a vehicle for teaching English.

I aimed to facilitate departmental cohesion and support staff to develop skills and attitudes that would enable them use ICTs their classes. In order to develop this cohesion online participants were asked to engage meaningfully and independently, learning collaboratively with their colleagues.

The teachers required computer access and a commitment to the project. However not all of the teachers participating had access at home. They later identified this as a barrier. Unfortunately, it was a challenge for both Carol
and Elaine to model leadership of the project, as they did not have computer access at home.

I requested that staff log in at least twice a week, use the Internet to access resources, contribute to the discussions and share any materials developed or located. We allocated modules where they would lead discussions online. Each module required at least half an hour of involvement, depending on the skill of the teacher. I offered extra assistance to those who requested it, either through e-mail, or via personal face-to-face support.

The teachers looked at different internet based resources, reviewing, or trialling them, and responding in the discussion forums. In addition, they were asked to submit any resources they had created or located. Incorporating online learning with face-to-face contact enabled the teachers to connect with their colleagues and reinforce their learning.

The professional development comprised five modules over ten weeks. The first module was aimed at raising staff awareness of ‘critical literacy’. The second module aimed for participants to examine what Treasure Hunts and Webquests comprise. They investigated how one was constructed and what constituted good design principles. Module three focused was on how the Internet could be used to locate resources and or with students in class. Teachers had to source links themselves from the resources provided and review them. Module Four comprised a workshop on pedagogy and ICT.

The last module was targeted to support the important end of year dialogue on departmental management and course design for 2004. I believed this
online process was desirable as it would enhance the sharing of ideas in the department and juxtaposed with face-to-face meetings would assist with the clarification of departmental issues.

4.3.1.2 Epals and Webquests

Jane as a year one teacher was struggling with curriculum and behaviour management. However, she made a concerted effort to use ICTs to make her classes as interactive as possible.

Jane wrote a web quest for the novel *Roll of Thunder Hear My Cry* by Mildred Taylor. This was to support the students’ understanding the text and writing about it in the Level One examination.

Jane also facilitated an Epals\(^1\) programme between her students and other students from Holland and later Argentina. She reported that she used her laptop for hours everyday. She said it supported the e-pal programme as she could hook it up in her room. Jane had an immersion class with literacy difficulties. She found them challenging. Nevertheless, she tried to motivate them through the use of Epals. In this programme students write to students from schools overseas.

In consultation with Lucy, the technician, Jane liaised with teachers in Argentina and Holland and paired her students up with a class overseas. This project provided an authentic context in which for learners could write. Jane said that her students were more on task and interested than when they were in the classroom writing.

\(^1\) [http://www.epals.com](http://www.epals.com) ePALS is a community of collaborative classrooms
The school implemented a user pays arrangement where only student who had paid a $15 fee could access the Internet or print material. This impinged on what it was possible to do with classes, as those students who were economically disadvantaged were doubly so in that they also were not able to take part in interesting literacy.

Many of Jane’s students came from low socio-economic backgrounds. They had not paid their $15. They did not all have access to the Internet, but they all had access to the network. It was very time consuming for Jane to work with students under these conditions. It took her a term to ensure the students were hooked up to the Internet.

Because these students could not print the assessment work they were required to complete for the school credit system, Jane was required to go into the system through the student users and printed out student work from their files in hard copy in order to mark it.

Marking online was not a lot more time consuming than the alternative of opening student folders and printing files after class. Jane experienced difficulty with this and invested a lot of time in accessing and printing the work of students without printing funds. Jane attempted to creatively overcome the barriers she experienced. She was willing to trial different approaches to teaching which could potentially engage a very challenging class.
Access was always an issue for staff. There were two computer laboratories housing about 25 computers each which were always heavily timetabled with classes. It was possible to gain access if you were lucky and a class defaulted on their booking or Lucy the technician scheduled you in for a couple of slots, timetable permitting. Juggling booking was problematic for most staff.

"I find access really hard. I think for me it is running all over the place trying to book things in. Then like the other day one of my permanent bookings got booked by someone else and it was a misunderstanding. But you know those sort of things can throw you, so that’s the negative." (Tony)

"A big problem I find with my year 11 class, 28 of them, is that I can’t get a booking for them. There is only one computer lab I can book and they’ve got a permanent booking in that band." (Jane)

Access to computers in the laboratory ‘H1’ was the domain of Lucy, the technician, who arranged the bookings. I included Lucy at meetings so she could inform staff of access. Her availability, I hoped, would encourage teachers to book rooms. The library laboratory of computers had a booking system where teachers could put their names up a week in advance. Access was very tight.

We arranged a Professional Development opportunity for two staff to learn about digital video editing and its integration into the English curriculum. This was an area targeted during the end of year review and was consequently nominated a goal for 2003. Tony and Yvonne were released to
undertake professional development on how to use the digital video camera in class. They visited the Music Department and undertook a workshop facilitated by our colleague the head of Music on using his Apple Macintosh to make an iMovie. To make it reasonable and meet the budget constraints, it was partially conducted during staff non-contact periods. There were also three hours of paid relief. At my request the music teacher facilitated it and Tony and Yvonne spent time considering how they could integrate the ideas into their teaching.

I considered integration to be the most important factor. However there was a hiccup. The video camera is used by the music and drama departments for assessment purposes. Consequently, the Head of Music made it clear that he did not wish to see students using the machine. However, if English students are to make videos then we needed them to have access to equipment. The English Department had to purchase a machine. This technology required monitoring so students did not damage it.

This posed a problem for this PD. How do teachers learn how to teach students to use the tools if students are not allowed to touch the equipment? However, these two teachers made their own iMovies and subsequently brought their newfound skills and expertise into a department meeting, sharing their learning with the rest of the department. It was well received.

Tony and Yvonne conducted a workshop for the staff showing what they did. They identified that they need further professional development on the ‘Language of Film’. Harold was happy to oblige. They identified a difficulty in managing small groups of students using such a fragile resource. The
department also identified that someone should be appointed to look after equipment. Harold had done the audiovisual equipment job for a number of years but was not interested in the responsibility anymore. The staff agreed to sign equipment out and keep it centrally located in the new storeroom.

The procurement and management of resources was an ongoing issue. There was money left over from the funding for the new building. It enabled the department to buy a data projector. At the time I noted in my journal. "The data projector will enable teachers to integrate ICT into their teaching." In retrospect this "toolish" (McKenzie, 2001b) approach seems very naive.

As I did not think the department would gain access to a projector without using these funds, it was the best choice at the time. It was damaged at the end of the year after a Shakespeare in Schools Trip to Wellington. The Principal later replaced it.

Three teachers, Jane, Sandra and Tony chose to accept the government scheme to promote the use of laptops. Teachers Sandra and Jane used their machines at home and with their students in class. They used it to prepare work. Tony created a PowerPoint of student work, hooked it up to the English department data show and profiled the department to parents during an open evening. The staff with laptops reported that they made a significant improvement in their understandings of how ICT can be integrated into their teaching programmes. I believe these staff were a positive model for other department members as they performed a range of tasks on their machines from preparing webquests to using iMovie for digital video editing.
4.3.2 Teacher Perceptions of ICTs and their teaching

To gauge how interested staff were in ICT professional development and to find out what their priorities were, I asked them to indicate their preferences on a sheet, ranking them from 1-7. Teachers could choose from: cooperative learning, reflective practice, time management, classroom management, multi-level teaching, thinking skills, ICT integration and learning styles. The integration of ICT was the most popular category. This gave me the mandate to pursue ICT PD as a departmental goal.

In June, I asked my English department colleagues to complete a survey. This was so that I could find out what the skill levels were of the teachers in the department and their technology usage. I also wanted to find out more about what they perceived to be the role of technology in their practice. (Appendix Four: ICT Questionnaire) From this information I gleaned that most teachers use the computers intermittently, depending on access, to do word processing, research and occasionally, Powerpoint presentations with their classes.

According to the preliminary survey, most English teachers said that they did not believe they needed ICT skills in order to progress in the profession. However, they also said that they needed to develop their skills and knowledge for their pupils' benefit. All the teachers said that they either strongly agreed or agreed that they wanted to know more about ICT.

All teachers reported they were competent or very competent at personal or administrative use of ICTs. Jane, Harold, Yvonne and Carol reported that
they wanted more professional development in their classroom use of ICTs. It is interesting to note that teachers’ personal use of ICTs does not translate into their classroom practice. The scope of ICT as a teaching tool was daunting for teachers and Harold, Carol and Yvonne indicated that they had information overload.

Harold, Carol and Yvonne reported they could do without using ICTs in their classes. Elaine, Tony, Sandra and Jane said they would miss it if they didn’t have it. All teachers said they felt supported in their use of technology. Looking back, this polarising survey, which indicated how teachers felt about ICTs in their practice, later linked to how smoothly these teachers found the path toward ICT integration into their practice.

Having observed English teachers at Professional Development meetings, recorded comments made at English departmental meetings and observed staff in the library computer area, I knew that there were frustrations associated with the reliability of the computers. What was committed to paper in this first cycle of research sometimes differed to what was said to the computer at professional development meetings and in teacher conversations. Teachers didn’t always convey their emotions on paper. It appeared from these anecdotal incidents, recorded in my journal, attitudes in the department ranged from loathing computers to absolute enthusiasm. It was a regular occurrence for computers to freeze or crash. Yvonne commented on the “frustration of things, of not being able to use it when you want to use it.” Many staff felt frustrated when the server crashed and classes of students lost the material they had been working on. This required
teachers to have a “Plan B” organised, which for some was seen as an inconvenience.

From July onwards HoDs were expected to undertake staff appraisals. Consequently we agreed to negotiate one ICT related goal for each teacher. I had eight staff to appraise, including Urma, a new staff member. This was an unusually high number of staff to appraise but I wanted to ensure that each English staff member targeted an ICT related objective and that I could participate in this professional development process (Appendix Five: Appraisal Objectives).

At an English Department meeting on the 23rd of July the English advisor visiting delivered a workshop introducing us to hyperfiction and web based resources, as I requested.

At the ensuing meeting after the advisor’s visit a variety of comments were made which provided insight into how teachers saw the role of computers in their teaching. The connection English teachers made between ICT and their pedagogy varied, from integration as the tool of choice, to a reluctance to use it in class because it undermined skill development, like spelling and grammar.

Urma saw the purpose for her teaching was to assist students to gain credentials through the examination process. ICT use impinged on this.

“ICT slows up kid’s handwriting and impairs students’ ability to perform in exams.”
She also preferred drill and practice methods of teaching spelling and grammar. She believed computers did not assist students with these skills.

"I steer away from computers, as they do not support learning of spelling and grammar."

Indeed, Urma did not have a lot of previous experience with ICTs and found the emphasis at Bulwer new and different.

"It was a real learning curve coming to this school with its advanced use of ICT."

Harold experienced frustration during the PD workshop. He commented, while experiencing technical difficulties, during the workshop.

"That's why I hate these things."

Harold saw the computer as edutainment (McKenzie, 2000).

"Computers are a reward. They are good for able kids and kids who are behind."

Elaine saw that learning new skills was a trial. However, her student centred philosophy was in keeping with the purpose of utilising these tools.

"It is frustrating but can I see the potential."

Carol commented "I am so sick of the word computer. We have spent far too much time and energy over the last few years." This illustrates how switched off the idea of ICTPD Carol was.
Tony preferred to use them within his room so that students could be undertaking different activities.

"I would prefer pods in the rooms. Kids can be working on other things."

Tony also pointed out, in response to Urma’s comment that computers should be used for publishing the final draft.

"If you’re going to use it, you need to use it right from the brainstorming process not after. There’s no point typing it up just to make it look good."

Yvonne embraced the idea of ICTD PD and looked for ways she could apply her programme to ICTs. "Everything I do, I think how I can ICT it." Although her enthusiasm is to be applauded, this attitude can be problematic as some activities are best conducted without ICTs. It is however, valuable to investigate the new directions which ICTs open to us.

The two assistant HoDs Carol and Elaine appeared interested in the professional development online but did not participate regularly. They identified lack of access as a barrier. Tony had worked with me in 2002 as part of the (KAWM) project. Consequently, it was an advantage that Tony had prior experience with the software.

Elaine commenced a discussion on critical literacy (Appendix Eight: Interact Discussion on Critical Literacy). It was insightful as it illustrates the very different thinking within the department. This was a discussion in which Yvonne, Tony, Harold, Elaine, Sandra and Urma participated. Carol did not participate.
This cyber discussion reflects the very different viewpoints of Sandra and Urma. There is a tension in the discussion which stems from their different philosophical stances. Sandra is interested in endorsing students' perspectives.

"This helps highlight the various lenses through which we and they view the world. Doing this then allows choices and control over the way we view the world".

Urma was concerned with the shift in writing style, where students are encouraged to write from their perspectives.

"Do the examiners care what students think? Traditionally not and unless all were to come on board this is a concept that looks good on paper but cannot be put into practice!"

As exemplified in this statement she believed credentialing and basic literacy skills were the main purposes of schooling and students. This belief, that students need a formulaic approach to their studies which did not require them to think originally, was also reflected in a comment that she made to a student in her class. Urma recounted to me that she told him that he just needed to learn what she taught him, as it is not until postgraduate level that you have to think for yourself.

Tony said that he enjoyed the level of conversation on the online site and hearing the different perspectives people brought to the situation. He further commented that a credentialing process would encourage people to engage more.
It was heartening to see Harold and Yvonne participating. Harold gave a considered opinion. When I asked Jane, a first year teacher, she said she felt she didn't have enough knowledge or the confidence to contribute but felt it was helpful professionally.

"The information that was there was wonderful. Also I found being a first year teacher I didn't exactly, fully understand what they were talking about. But being able to read their comments and then go back in and find out a bit more was really good. I mean sit in the background and listen and learn. That's probably one reason I don't say I a lot cause I feel like a, a little bit self-conscious."

Jane said that, as a first year, she found that the online conversation was enriching. She said she was quiet because she was learning the concepts. She was appreciative of the resources because she could access the information herself and find out what we were discussing.

Jane further reported that the online course enjoyable.

"I just love getting on there and chatting." But she commented that ICT skills could be a barrier for some staff. "I think its people's computer literacy....But the teachers who are not used to it find it quite daunting, getting through the technology."
At the end of term three I interviewed all full time English staff, except Harold who was on leave, to find out their perceptions about ICT use in their practice. I wanted to know what they believed about the use ICTs as a result of their professional development experiences over term three.

Carol and Urma placed value on traditional methods of teaching. In regard to the teaching of research, students were taught better with books in hard copy. Students had to read it, find it and highlight it. Computers were publishing devices. In their view it was preferable for students to be literate before they were taught computer skills.

Carol believed that research skills were best taught using library books. She did not see the computer as a tool.

“When you had books you had to read it, find it and highlight it. And they were better at it back then than I think they are now. You have to teach kids properly how to research, before you even let them go near a computer....so how to make notes, how to skim read.....how to scan, how to do all the stuff and you spend a week on teaching them how to research before you even get them anywhere near it.”

Urma’s lessons were teacher directed on the computer.

“With ICT you’ve got to be really structured, like you’ve really got to have, you know, plenty of work....stuff there for them to do for if they’ve finished. Otherwise they just start playing around.. They need to be trained. Ur have taken a whole year to learn to focus.
Carol took a teacher centred role in her classes. I observed a lot of individual work happening in her classes. Carol described teaching as the teacher standing up in front of a class and the students engaging in a whole class discussion.

"I think that there is still an important role to be played by teacher standing up still and teaching and kids still interacting with each other and still verbalising their opinions and ideas in a class forum....and not limiting it to a screen forum. And I still think there has to be a balance. Cause I think, I mean for me I think the importance of teaching is that you actually are there teaching. That your not just here doing stuff and you're walking around the room monitoring them doing stuff. I still feel that there's got to be a balance."

Carol describes the teacher as facilitator role as “doing stuff and monitoring them doing stuff.” This in her view is “not actually teaching.” Carol found it difficult to retain the locus of control whilst the students were using computers. She reported that the “kids would be sneaking onto the Internet and trying to do things they shouldn't.”

Because she wanted all the students to do the same thing at the same time, Carol felt extremely frustrated when there were not enough machines for the whole class,

“A problem I have is that you go book a computer room and then half the computers in the room aren’t working. So then you’ve got half the kids that can’t get up to speed. So if you’ve got a time frame deadline thing, it’s often easier if you’ve got less kids and you can then find more computers working at the same time."
I asked her if she would consider organising students to work on different things simultaneously if there were fewer computers than one per student. Carol considered planning different tasks for her students to work on to be a workload issue.

"I think it also means you have got to double plan which I think is a workload issue. I don’t see an answer to some things is giving more work for people to do. I think you try to go to the cause of the problem which is making sure we are actually sure the IT is efficient for staff and students. Then the crux of the thing is we’ve got to have the equipment up and running, reliable."

Carol equated her reluctance to use ICTs with the efficiency of the equipment.

"And I think it’s always been my bone of contention. It’s all very well to say we’ve got all these wonderful things that can do all these wonderful things, please use it. But the problem is the frustration of not being able to use it when you want to use it."

Urma also reported that her project using the Internet was motivational for students. She said "right up to the end … they don’t want to get off … they’re still going." However, she believed a certain level of behaviour was a prerequisite for the students to have access. She said that due to inappropriate behaviour "they probably couldn’t cope with being on computers at the moment."

Carol was concerned that computers had an isolating effect in society. She worried that technical forms of communication would take over. People would become more isolated.
“Technology takes away that personal, socializing, interacting actually in rooms with people. I think it’s all very well to talk about things online and to discuss things online and all that. But for me I think I also like to be able to tell people things face-to-face, and discuss things face-to-face.”

Carol described pedagogy which focused on individual work. She feared people would lose the ability to communicate in the flesh. Carol saw computers as lacking a social element. Cooperative learning and computers were mutually exclusive.

Sandra, Tony and Jane were high personal ICT users and found their laptops invaluable. Sandra said that she didn’t need to use Lucy, the technician, as much now because she had the Apple laptop. Tony, Jane, Sandra, Yvonne displayed an awareness that ICT could be used as a vehicle for the curriculum. Tony commented that “Maths or English or whatever else. You are looking at learning outcomes for the kids. It was really looking at trying to achieve say a writing objective and to do it through ICT and that was where I was coming from.”

These teachers saw computers as motivational and advocated an approach where students co-constructed their knowledge with other students. They advocated a pod of machines in their classes so that they could use them more fluidly in their programmes. Elaine wanted a pod of machines in her room but described the use of these computers as an addition to her programme.
Elaine’s ideal class had “a pod of computers at the back. I would have students working on something to do with ICT. They would be far enough away so others would not be distracted by the screen all the time and the clicking. So there just those little management issues. And maybe a pod at the side of the room.”

Elaine was open to ICT use and proficient at catering to different learning styles. She described a scenario where her best teaching with ICT was where the class prepared and ran a lesson through online activities. They had different workstations.

“The students were interacting the whole time with the material. There was a nice feel in the class. I felt that I wasn’t needed.”

Like Carol, Elaine found the reliability of the system problematic. There were repercussions for her behaviour management.

“Being upstairs in the library is hell last period on a Friday with 11 Lang. The whole system crashing around them while they are rolling round on the floor and climbing over the banisters.”

However, Elaine did not believe access was a barrier. This may have related to the location of Elaine’s room next to the English pod and the fact that she had three computers in her room. This may also indicate that Elaine used ICTs to a lesser degree in her classes that teachers who were frustrated by their lack of access.

“Unlike some other people I don’t think that resources are a barrier. I think our resources are pretty good actually.”

Elaine believed time was key factor to teacher integration of ICTs.
“Time to do your own research set up templates activities time to research them. You can’t just say search the Internet do a piece of writing on integration you have to why you are doing it. There has to be a reason and that takes time.”

Tony commented that introducing learning technologies into the department would have an impact on teachers’ use of it.

“I think the more technology we have the more changes will sort of come about. The more tools that we utilise allow us to do different things. It allows us to go outside the classroom with the Internet and things like that which is quite exciting.”

Tony obviously found the idea of accessing resources interactively through the internet an exciting prospect.

Jane, who implemented the epals programme and devised a webquest, experienced success with ICTs in her classes. She reported that the use of this medium was more motivational for the boys than the traditional pen and paper technology.

“I think the less-abled boys who really struggle with reading equally struggle with typing as they do with writing and the boys that, that write next to nothing in class still probably do more on the computers than they do writing.”

Jane found that ICTs “supported students with their literacy and social skills. The real audience gave Jane a legitimate reason to ask her students to
expand on their ideas in their writing. They would need to include questions in their e-mails to elicit information from their e-pal.

"...ask them some more questions because you’ve got to keep this going. Do you want to find out about their school, their culture, their food? But you can’t just cut it off, cause then they often don’t know what to say."

This real world context gave students a sense of purpose according to Jane.

"Some of the kids who were just really reluctant are now, they are writing far more. ... They are typing far more than they would ever write in class, and far more confidently than they would ever do in class. ... They want to get it done to get the letter finished."

Jane commented that because she could not gain access to computers when she would have liked, her programmes were not as interesting as she would have liked them to be. There was no room for spontaneity.

"I’d like to use ICT more with my senior classes." There was “no room for instant initiatives.” I can’t get on the computers till next week.” She said “there are just some things that would be more interesting, more exciting. Ok we could go and do this now but we are not booked.”

Jane did not see the computer as merely a publishing instrument.

“I think if you’re going to use it, you need to use it right from the brainstorming process not after. There’s no point typing it up just to make it look good, that you know. To me in many ways, there’s no difference to just writing it out. You’re not actually learning from it.”
She believed that teachers needed a certain level of ICT skill before they would experiment and be creative.

"...you've got to have a certain amount of skill to start with. Because if you've got good teaching practice but are absolutely scared to touch the technology you're not going to do it. And you're not going to really experiment very much."

Yvonne had previously visited Discovery School a student centred school located in Christchurch. She described a form of enquiry learning which could be adapted for an extension class.

"You are in charge of your own learning. You know what things you have to achieve this term. Time is flexible. You are not here from 9 to three. Students keep track. It was a gradual teaching process. They were not given that freedom until they had earned the right to have it. Once they had shown that they could produce. I think the teacher just checked in at certain stages just to make sure that time was not being wasted."

Yvonne also recognised that "it's kind of hard in such a structured school... (to implement a programme that requires a whole school approach)" As a primary teacher, new to the high school setting, she commented that "...this year for me has been focusing on learning the curriculum."

Adapting to a new environment, Yvonne wanted to learn about teaching at high school level before experimenting with new ways of teaching.
However, she did have a range background experiences to draw from.
Sandra said that she “liked the fact that we have got access to the range of technologies now for presenting material.” She was the most student-centred of all the teachers in her approach.

“I am really tolerant of divergent people doing different things... I believe that different people can be doing different things at any one time I can be supportive of individual learning...I think that people can move around and be all learning you know and moving towards completion of goals or tasks.”

Sandra adopted an anytime and anywhere approach in her teaching. She said that students e-mailed their work to her if they could not get it into her hand by the 3 o’clock deadline. In addition, students could e-mail their drafts to her to peruse.

In regard to her pedagogy Sandra said that “...when you are thinking about designing the course you think of the context and the task fits within it.” She advocated the “real world practical use of ICT.” She believed teachers should “select from the huge range of tools and say OK what are the most useful...what are the most practical easy, manageable, effective tools to use?” She was constructivist in her approach “...as long as I could tie it up with something real.....What do you need to know?”

Sandra was a strong advocate of using ICTs seamlessly in her practice. She was very supportive to me in my role as HoD saying that I should keep “fighting for the department to have access to a range of equipment.” She reported that “online PD was really useful....I think you are getting us all excited and hooked into different ideas...” and she found “the mentoring in during the meetings” useful. As there were three English teachers displaced from the
English block, Sandra said "Keep fighting to have us all together (in the English block). We can share the equipment better."

4.3.3 My Learning

Throughout the term access and reliability were major issues for almost all English staff who wanted their students to use computers in their classroom programme. This had a significant impact on the willingness and capacity of teachers to further their skills and understandings using ICTS in their classes.

The time it took for staff to engage with the technologies in order to learn how to use them was a workload issue. Jane reported that she was spending hours at night and during the day on preparing lessons and resources. Sandra also worked long hours and dedicated her self to additional ICTPD to upskill herself.

Access was a major barrier for staff and it was an infrastructure problem that needed to be addressed with senior management over time. Computers were not available when teachers wanted the flexibility to take advantage of teachable moments enabling their students to follow their own lines of enquiry.

Sandra, who would have used ICTs more in her practice if she could have, found it a challenge to operate in the new English block without a switch. The outlets at the back of the classrooms did not have the necessary access to the school network. It was one item on a list of many requiring funding from the ICT school budget.
“The students were really frustrated about the whole thing... we couldn’t open Powerpoints on the laptop as we needed access to network.”

The school’s mandatory ICT fee impinged on student access to ICTs and teacher’s ability to run their programmes. Students could not print out work for assessment. Marking online was a solution but a time intensive one.

Problems of access and reliability had a detrimental effect on teachers who were already reluctant to use ICTs in their programmes. They had yet to be convinced of its value and these barriers compounded their negativity.

It was interesting to note the one size fits all focus of Urma and Carol. They concentrated closely on coverage of the curriculum and expressed frustration when their traditional teaching style did not align with the ICT use in their classrooms. One of my next steps was the address the issue of pedagogy within the department.

The next intervention which comprised Cycle Two had its genesis in the September interview with Sandra. She made the suggestion that “we could set up Year 11 and Year 12 NCEA revision and bursary revision... And then at night time/weekend students could hop in the chat room and say “I am having trouble with XYZ anyone got any ideas?” “What’s the name for...that language feature?” Each teacher might be able to operate a forum. Student could e-mail saying, “Miss what do you think of this paragraph?” Or whatever while they are revising.”

As a result of this conversation I sought permission from the Christchurch College of Education to create a site for student revision during Term Four.
I believed the next steps were to draw the Principal and Board of Trustees' attention to our need for ICT infrastructure and to facilitate opportunities for staff to model best practice ICT use with their students.

4.4 Cycle Two: Term Four 2003

Over term four most English teachers engaged with their students online, and participated in online professional development. I conducted two written evaluations, used online discussion material, meeting minutes, interviews and journal entries as research data. The interviews at the end of the year were brief and informal as I tried not to be obtrusive with my data gathering.

4.4.1 What happened during the cycle?

As a result of Sandra suggesting it would be an advantage to have a revision site for the senior students preparing for the exams, a programme was designed to be a hybrid (online and face-to-face) revision project with students from Years 11 to 13. It was aimed at supporting these students in their NCEA Levels One and Two and Bursary examination preparation. Teachers had used the Interact software during our professional development programme in term three and I deemed them ready to trial in the classroom.

In October, with the permission of Christchurch College of Education, I was able to develop two online revision sites using “Interact” software. Gaining access in week one term four to the necessary software, I quickly constructed different online classrooms for all staff teaching NCEA Level One and Two and Year Thirteen Bursary to use for revision. There were 138 students
participating. Five staff were involved with the student project, Jane, Elaine, Harold, Carol, and Sandra.

Students were able to discuss their study with their teachers and peers. In addition, they had access to online resources on the texts that they studied.

"In designing a web based environment one has to maximise its interactivity as much as possible." (Kwok-Wing Lai, 1999, p.132)

Interactivity was paramount. The focus was to promote peer discussions, guided by English teachers which would encourage students to go deeper with their understandings of their texts. Students were actively encouraged to submit responses to the contributions of others. I sent a letter to the staff outlining this point. (Appendix Nine: Memo to Staff October 6th)

In my role as HoD, I visited classes and explained what was happening so students were encouraged to participate in the project and could see the educational value.

There was frustration setting up the online classrooms initially. Harold thought the students would take two minutes to log in not a whole period. To minimise the inconvenience logging students in I donated non-contacts to support teachers to sign up their students and add them to the site. Selling it to staff and students was very draining.

Building the resources on the site was quite time consuming. However, more time consuming than that was the monitoring and facilitation of
student online discussions. This placed quite a demand on staff who were learning the components of the software and teaching in a face-to-face setting, preparing students for examinations as well as establishing an online classroom.

When staff needed 'just in time' support with their sites I tried to make time for them. I worked with teachers in my lunchtime and non-contacts to show them features of the site, which would support their practice.

Elaine used Interact with her Year Thirteen class and also developed an additional site for her economics class. These students used online tools for their revision in two subjects.

At a staff meeting Elaine shared with the department the strategies she was using online with her Year Thirteen class. She printed out a discussion to illustrate for staff how she had used it as a tool to facilitate student interaction and engagement, not merely as a machine to teach them instead of a teacher.

She shared some interesting points about student experimentation and ice-breaking to initiate students into the site. She spoke about the necessity of engagement to keep the students interacting meaningfully. She spoke about how it catered for students’ differences, using one student who wrote in big red font to emphasise his ideas as an example.
4.3.2 Teacher Perceptions of ICTs and their teaching

In her evaluation feedback, Elaine reported that further extensive PD was required for teachers to develop an understanding of how Interact works and its application in the classroom. It would have been preferable to have run more extensive workshops, starting early in the day, rather than the two opportunities, after school and on Show Day between meetings.

Elaine said that she felt pressured because she had so much revision to do and the course was established in the last term. She commented in her evaluation that it would have been preferable to commence teaching online earlier in the year. This would enable strategies to be developed to engage students to use Interact at home. Elaine said that “getting it set up it was a big hassle, and it takes quite a bit of time, especially out of our revision time.”

From the outset Carol was reluctant to use Interact with her class. I modelled the logging in process, helping her to do it during a period five class. She cut them short and did not allow enough time for them to have an opportunity to engage in any icebreaking discussion. According to the end of term evaluation Carol felt very “pressured and rushed.” She commented that she found working in Interact hard to do with the other paperwork pressures of reporting, testimonials and marking.

Jane and Sandra, in particular, embraced the project with zeal. These teachers reported that they were working until 11:30 at night uploading resources and making their site work. To compensate for the additional time that staff were contributing to learn about online pedagogy, in consultation with the Deputy Principal, I found a way for the staff to take a working day
in lieu for a weekend morning of online PD. Jane and Sandra chose to come in and use a Saturday to do an online workshop with me. Other staff who did not want to use their weekend but who were prepared to participate in the project made a commitment to use their own time for professional development in lieu of the department day off.

Collegial modelling had an impact in the department for those who were not teaching seniors online. Although she did not use the Online Revision site with a class of seniors, Yvonne gained from the input of her colleagues.

"I haven't been involved in, but look at how you've got it up and running and just I can tell from the feedback from students and the way it's been talked about at meetings and the comments and examples that have been shown to us, how positive and successful it's been. And the fact that other departments were looking at doing something similar."

In an effort to promote the site to students, I e-mailed students across year levels, inviting them to submit postings, hoping it would motivate teachers to interact with their classes when they saw their students were enthusiastic.

Students were enthusiastic. Harold reported that it “had an impetus of its own….kids would catch on what was happening in other classes and want the same thing in our class …. So I didn’t have to sell it. I thought I’d honestly have to sell it. But it was a sold thing.”

I was mindful that, while I supported teachers, logging their students into the site and constructing resources for them once they were in there, I did not want to disempower them by taking over their cyber teaching space. I
wanted to make the process smooth and pleasant by supporting the site construction so that the project was a successful experience. I supported the teachers who gave me links to upload, hoping they would buy in eventually. I tried to back off and leave them to their online teaching spaces, so that they could take ownership.

Teachers who were looking at it as a resource repository commented that students could access resources on the net. Harold commented

"we can put things in the kite so to speak, the grab bag and they can actually fish for them. That's been really interesting, actually to see how much they would look through stuff online when you can actually give them written stuff and you have to read it with them so that they read it sort of thing you know."

This comment reflected that Harold felt that he had control over the material in the site and that it could be used to support the process of didactic teaching.

There was also a collaborative element revealed by one of Harold's comments.

"The best thing really is that when kids write answers to questions before they were the only one who read it and you were the only one who read it. Whereas, the beauty of the Interact site is that everyone's answers are published and are readable by other people. So it's very much a sharing sort of environment. And they do read each other's answers and bounce off each other's answers. The brighter kids will do that quite a lot."

Harold also commented on the significance of relationships within the site.
"I think that one thing to come out of it is the better you know the kids the more successful the site. It does have to be a, a friendly environment where kids can put in an answer without getting shot down."

This also reflected the classroom emphasis that Harold placed on positive relationships. When teaching with ICTs a certain level of flexibility is required as outlined by Harold.

"You always have to have a plan B for if and when they do crash. But it’s hard when you’ve primed them up for a computer activity and suddenly they’re dead. At very short notice you’ve got to pick up the pieces and, and create something where there was previously nothing."

Harold was aware that our culture is changing due to technology and this has ramifications for our curriculum area.

"I actually think we were going to see a lot of change in the future about, in language brought about by texting. I think we’ve got a generation coming that are not going to pay too much attention to the rules. In other words “if my mate can read it and I can understand what I’ve written, what, what issue have you got sir?”

Overall, Harold was very positive about using online learning in English.

"Although the environment was new and frustrating, it had lots of potential."

Elaine adopted a range of strategies in her online class. She called on student helpers. She modelled a discussion for her students to emulate. She enforced the requirement that all students must contribute in the discussion forum. She commented that online teaching and face-to-face teacher were similar in
that some, but not all, students were engaged with their peers online. She commented that her students "had a sense of control over their work. They loved 'seeing' their discussion comments on the screen and derived a feeling of pride and accomplishment."

Carol did not use the site with her class much at all. There was at least one very willing, enthusiastic student. Consequently, I built up her class with resources and facilitated a discussion to try to jump-start the area by modelling how it worked. In retrospect this probably made her even less inclined to participate.

In order to encourage Carol's involvement I asked her to come and observe Elaine who was using the site successfully with her students. Carol commented that she was not into IT and that it was my thing. I said it was an initiative that was taking place in the whole school. I said Carol needed not only to participate but also to model it for the other staff in her management role.

Carol said she would like to "incorporate it as an end of unit situation on texts as studied ...to use it to reflect and begin compiling notes and quotes for practice essays and exams." She did not use the software to promote student interaction. She saw it only as a repository for students to access materials for examinations.

Carol, preferring to teach face-to-face, also made the following comments in her online evaluation form.

"(I) believe first and foremost I am an English teacher and because I have spent a lot of time writing essays and thesis papers, believe I have knowledge and
experience to pass on. I prefer face-to-face personal touch rather than staring at a screen. I believe it should be used as an additional extra to class teaching, not to take over. It should be flexible for staff/kids to use when time allows. I am here to teach English not computing.”

This reflects a predominantly transmission approach to teaching. Information technology is considered an ‘add-on’ not as an ‘instead-of’.

Carol believed that ICT was an alternative teaching strategy that was not embedded in the curriculum but a sideline.

It is interesting to contrast teacher centred approach of Carol with the student-centred approach of Elaine, who I had asked to model her lesson. She asked her students to think about their thinking, challenging them to use metacognitive strategies. Conversely, Carol was concerned with course coverage, whether her students had covered the material required for internal and external assessments.

Carol was a very stressed teacher. She would not stop and talk to other staff during the course of the day and would always move as if in a great hurry. There was a concern when appointing her assistant HoD that staff would not go to her for assistance which would impact on my workload. However, my major concern was that this anxiety she experienced was conveyed to her students impacting on her relationships with them and the class climate in general. Over this fourth term I tried to support this teacher to address her workload stress. This involved taking her classes on two occasions to release her to cope with personal pressures. I suggested that while I relieve for her she have a coffee with Urma in non-contact time, out of school, to reflect
collegially on what was going on for her. However, asking Carol to slow down was ineffective.

Tony described how English Department staff range in attitude and their integration of ICTs.

"For some people it's, they're totally switched off it and from what I gather mainly for those same reasons, reliability and access. Other people are, like yourself, I suppose so into it you seem to be able find computers and (laughter) you're probably the one that's booked it. And you seem to have all these ideas all the time, which is really, really neat. And then there are sort of people in the middle. And then there's people like me who want really want to use them a lot but are struggling. And even though I'm struggling I still want to use them. Yeah it's going to take a bit more to get good use out of them. I would like to use them more. Some people always want to use more and get better advantage out of technology."

Despite the resistance I experienced from Carol, I reported in my journal at the time "how cooperative staff have been, some of who, like Harold, were not fond of using computers." Harold was not interested in spending extra hours of his own time to upskill in the use of ICTs. He did not want to burden himself with extra responsibilities. However he volunteered time to upskill himself.

Harold took time to persist and develop his skills with ICTs. Harold has previously been negative about IT but I think our personal relationship is positive and he knows I am supporting him. Firstly, he said he was 7.5 out of 10 enthusiastic. He was frustrated about setting up the site. He thought the students would take two minutes to log in not the whole period. He
surprisingly returned at lunchtime to kick off his site discussion and organise the calendar so students saw the revision programme.”

Harold said that he “found the whole Interact thing really interesting. I’m surprised at its success actually. When I came into it, I will admit I was a little bit negative, just a teensy bit. And I didn’t think it would be the success that it has been.”

Harold considered that Interact was successful because his students valued it. “I think it’s successful because the kids have bought into it. The kids have used it for revision. They value it as a tool. I think it’s great; it’s good, really good.”

With so many English staff requiring online access, the pressure on computer laboratories was considerable. The library computer booking system required teachers to arrive on Friday after school and fill out the grid with no more than two bookings per band. Teachers, who at the eleventh hour tried to book for next week, were often unable to gain access. The other two laboratories had timetabled classes. Bookings around the timetabled classes were done through the technician on a term-by-term basis. It was possible to organise a weekly period for a term. These filled up fast and were often unavailable.

Access was a big issue, which influenced the programmes. Tony used the computers very little with his students, even though he had excellent ICT skills, a hired laptop and had been responsible for ICT in his previous primary teaching job.
Tony found walking his students across the school to a laboratory very disruptive and was a strong advocate of pods in classrooms.

"I'm very conscious about, about computer bookings and not going backwards and forwards between doing that and doing something completely different and doing that again and keeping some real flow."

“I find that really hard. If you have a pod in the room it's there. It's easy. You can use it. Whereas, running all over the place, trying to book things in ... and then like the other day one of my permanent bookings got booked by someone else and it was a misunderstanding. But you know those sort of things can throw you, so that's the negative."

In the afternoons, the computers would often slow down and quite often they would freeze. This was extremely disconcerting for the staff involved. At times they would crash unexpectedly, resulting in the loss of any files open at the time.

“At the moment if somebody starts on the Internet and there are two or three computers on the Internet you're in danger of the whole lot shutting down. And that does bring its frustrations.”

Harold found the computer reliability frustrating.

“My frustration levels are pretty good actually, I am a well balanced individual but I do like to have a successful lesson and once you've been bitten a few times by machines crashing it does put you off. And you do think well I'll just leave that for a while.”
When a teacher is very structured and plans every lesson extremely thoroughly, this can be very upsetting. Carol had meticulous preparation and often was prepared and planned well in advance. When the computers were unreliable, it was very stressful for her. She was very strict about deadlines. When one afternoon the students could not meet their deadline because of a technical failure, she commented to Harold in my presence that she would not use computers for publishing final copies again and would require students to handwrite their work in future.

4.4.3 My Learning

From what I could see the teachers who took the opportunities for guided professional development created very effective websites where students developed significant discussions. Teachers who used the site successfully were not shy to ask student experts to show them how to do something or to learn alongside their peers. This can be disconcerting to teachers who relish the expert role.

Yvonne, Tony, Sandra Harold and Jane considered that I supported them in their learning. Yvonne revealed that she liked the way I suggested ways ICT could be integrated into her teaching. She felt that I offered support and encouragement. She liked the way I made ICT a focus for the staff. She commented she saw that I approach new staff to bring them on board and get them involved. She said I was “always enthusiastic, vibrant and helpful.”
Tony said during an interview that he thought that “lead by example in that field and in most things.” Harold also commented that he found me accessible.

“You’re there, you’re available, you can show me, and you taught me heaps about computers”

Sandra believed that I took “an empowering approach.”

“In meetings you’ve allowed us to explore this site with you handy so that we could get over that hump of, you know, of getting used to it. The Saturday morning was very useful. We spent 3 hours and just by having done that work, posting resources. Basically by then and by what we had done in meetings we knew most of the problems we came across. I think opening it up to other subjects and whoever was interested, at least you did allow other people to come in and I thought that was good. Probably the fact that you’re willing to run with it. You’re going to run with this next year and take it further, explore it further. So just your willingness to put in the hard work I suppose in the new area.

Jane felt supported and encouraged.

“You’re always willing to offer help. Sometimes if I’m feeling a bit hesitant about things you’re really encouraging as far as you know giving it a try. I think it’s just been great, like the support and you know the ideas and things. And the fact that you’ve encouraged us so much to do it. Without talking to you about it I might not have done some of those things.”

When asked to find a criticism Tony said “maybe expecting other people to keep up with you. Because I think some people can’t, some people maybe won’t and some
people perhaps are not like you in that they don’t find the tool an interesting tool and therefore they probably want to use other areas that are more interesting to them.” This will be discussed further in the pace of change discussion in Chapter Five.

Harold echoed this point about slowing down.

“You could take a slow pill every now and again. And just slow it down a bit, possibly. You’re so enthusiastic, that at times I’m left in the dust a little bit and I am one of those people I have to master things before I can move to higher levels. So at time you perhaps try to multi level me and I’m really a one level guy you know. I can achieve higher levels of understanding but I need to master the basics first.”

I went to a board meeting with Norris the HoD of IT. He invited me to attend this meeting, which was organised to discuss the funding for computers in the school. He wanted me to outline to the board how necessary they were to programmes in the English Department.

Norris and I would take time out to engage in reflective practice from time to time. I chose to interview him to glean his perspective. He commented that it was “in the interests of English staff to take advantage of every PD opportunity and get themselves sufficiently skilled and actually demonstrate that their willing and confident in it, rather than just saying we are not doing it because it is expected by the government.” He made this comment because, with computers in high demand, classroom access was best made available to teachers who could demonstrate that they were using them regularly and effectively, not just as a way to entertain fast finishing students.
In regard to staff who were reluctant to utilise PD opportunities, he advised me to “simply ignore them... (and to) take your concerns higher if you can’t persuade them.”

He commented that if teachers were going to be reluctant to put energy into other people.

“Find a couple of people who are passionate about it and give them free rein and encouragement. Let them do part of the dragging along of the others. ‘Cause without that, without that it’s a waste of money investing in this.”

He made the comment that teachers who are not au fait with using ICTs are at a disadvantage in class.

“'Its ridiculous when teachers give students ... this bit of research or that bit of research when they haven’t a clue even how to check on whether it’s plagiarized. Or make this power point when they haven’t made a power point themselves...They don’t know how to determine whether this is a good one or that’s been one that’s just been taken straight from a template.”

He said that unless teachers are techno savvy students will get away with plagiarism. It will reinforce inappropriate values.

“Unless the teacher is interested enough, there are going to be kids that get away with that and what does that teach them? What does that teach them about our whole assessment system and the value of learning? That’s why I have reservations, because if you are doing this in order to get content and assessment stuff through, that’s why I say in those circumstances and in that
context it's probably better to have a teacher who doesn't know these things not to be teaching them."

This particular comment raises the issue of how we staff NCEA internally assessed classes where students use ICTs to complete their internal assessments. We need to ensure that teachers are not just supervising the use of ICTs in their classes but promoting valuable learning experiences. In addition, these staff need to be able to authenticate student work.

In regard to teacher willingness to undertake professional development, Norris said that “if the teacher is not so willing to carry on learning, then the teacher becomes their mere supervisor …. You’re lost before you start because there’s that gap between student and teacher. It just increases.”

In order for teachers to receive feedback on how the project was working, I selected seven comments made by the staff about the revision site. I distributed these comments for the staff to consider (Appendix Ten: Comments from Bulwer Staff on Revision Site).

The staff, with the exception of Carol and Urma, were positive about the use of Interact over the term. However, the online revision classes were rather hastily implemented and, in retrospect, it would have been better to undertake a project like this more slowly so staff and students had time to develop their skills and understandings of working in a cyber environment. In addition, reliability and access proved a frustration and, at times, a deterrent to using ICTs in class.
4.5 Cycle Three: Term One 2004

In 2004 we had a new beginning teacher, Barbara 45. Barbara was a beginning teacher undertaking a fixed term relieving position. She was previously a well respected lawyer in Smalltown, who had decided to turn her hand to teaching.

Urma continued as a reliever. Yvonne was made permanent. Jane, who had been employed for a fixed term, gained employment in an Auckland school. Kim returned from her year tutoring the secondary teacher intake for The Christchurch College of Education. She took up her role as Assistant Head of Department.

According to Fullan (2001) successful change leaders are appreciative of resistance, realizing we may learn more from people who disagree with us than those who agree. For this reason I have focused largely on those staff in the department who resisted the changes I tried to implement. These teachers disagreed with my stance that we need to adapt and change to pedagogy to enhance learning. Consequently, I learned about change leadership and conflict management as a consequence.

Throughout 2003, Carol had been very diligent in her responsibilities, Year 12 moderation and the care the Departmental resources. I decided that with the return of Kim’s leadership, it would be desirable for her to continue in this supportive role.
4.5.1 What happened during the cycle?
In term one of 2004 I commenced the concluding cycle of research. The main intervention this cycle aimed at running all senior courses with an online component.

I believed it was important to have a scheme, which reflected the importance of ICTs as a learning tool and a student centred constructivist approach as a desirable pedagogy. Therefore, I integrated these ideas into the English staff handbook and scheme. This measure did not impact on staff pedagogy or attitudes toward learning technologies.

On the 27th January we had an English Department meeting in which we discussed our priorities as a department in 2004. We prioritised the following, that teachers gain technical skills to implement Online Learning, the use of different technologies in English to promote learning, the development of higher order thinking...as opposed to non-challenging processing type tasks which do not allow student ownership or decision making.

In February Sandra and I presented a workshop on Interact at the Learning at School conference in Rotorua. This crystallised for me what I had learned about online teaching and learning. It also enabled Sandra and I to discuss the role of ICTs in our department. It was a worthwhile experience for us both. Sandra reported that it was "invigorating."
In accordance with the ICTPD contract, Sandra and I embarked also embarked on an online project which targeted secondary English teachers in the Eastland region. It was a professional development opportunity to support their use of online pedagogy to supplement their classroom teaching of English.

We aimed to establish an online English community. English teachers could discuss ideas and share resources in the Eastland region. Sandra and I gained one hour per term between us paid by the school to support an English online cluster. This was very difficult, given the workloads of HoDs in the region. Although we made some inroads nothing sustainable eventuated.

In the first semester of 2004 I tutored a Christchurch College of Education paper IT 701 Information and Communication Technology in the Teaching and Learning Process. This contributed toward the Diploma in ICT in Ed. Sandra enrolled with a number of other secondary teachers from Smalltown and the Coast region.

4.5.1.1 Senior Classes Online

In 2004, I asked teachers and students to work in face-to-face situations and online. I asked that all courses in year 11 to 13 to be hybrid (face-to-face and online) for 2004 (Appendix Eleven: Plan for Online English Curriculum Delivery. I also sent a letter out to parents so that they were informed (See Appendix Twelve: Letter to Parents).
I aimed for staff to improve their understanding of how students can have empowerment in a student-centred environment. I wanted students, through reflective practice online (journaling) and engaging in dialogue, to develop their higher order thinking skills. Online discussion forums allow students to reflect on their comments before posting them. The dialogues would be there at the end of the year for examination revision purposes. It also would enable teachers to develop confidence using ICT as an assimilated tool and not as an add-on.

I faced a quandary at the beginning of the term. I had to decide if I would set the online classes up or support staff to make them. I decided to make it as easy as possible by constructing the online classrooms. There were classrooms constructed with a calendar, discussion area and topic folder. It was desirable to have uniformity so students would be able to navigate it easily if they had to change classes and teachers could easily find their way around each other’s classrooms.

At a meeting on the 9th February teachers were asked to log in senior classes, alternatives as well, by 27th February. (Teachers could ask for assistance from me, the technician Lucy, Sandra or Kim. In addition, I offered tutorials at lunchtime on Tuesdays in the library. I requested that teachers ensured their students understood the expectation that their homework would be partially assessed through their online engagement, responsibility and behaviour.

I made a request to senior management for PD release time (Appendix Thirteen) for English staff to gain more experience using Interact...
compromise was reached an on the 16th February, Urma and Barbara were able to spend their beginning teacher release time on Interact. I commenced the workshop with them but was unable to remain with them to lend them further support, as I was not freed from my teaching load at the time. In retrospect, I should have gained release time and given them a more thorough grounding.

I offered just in time support for teachers who required it. I also offered myself as a support teacher while they were undertaking lessons on the internet. All my non-contacts were taken up supporting staff to log in to Interact. This process was very arduous. Often I would team teach and support classes with the logging on in process.

At a meeting on 4th February Urma made the comment that she was not prepared to endeavour to make ICT work in her classroom if there were insufficient resources. The school could “cop out,” leaving teachers struggling using ICT in their classes. She said she did not want to use computers if there was not one for each student.

On 10th February I asked all senior teachers to use Interact with their classes. Yvonne later mentioned that Urma and Carol were “grumbling about integrating ICT.”

On 12th February, Kim the Assistant HoD said that Urma and Carol saw her about making Interact non- compulsory for senior classes. Kim, supportive of the initiative reported that she told them that her students were logged in and that it was a fait accompli.
Harold was very enthusiastic, however he found it a challenge to even log into the network. He suggested that to navigate the site and participate in discussions would be his focus. This commitment was acceptable to me as Harold was making an effort to learn more about ICTs and content to move at his own pace.

4.5.1.2 Pedagogy PD Meeting

A student of Carol’s came to me at the request of the councillor. This young woman had felt disengaged in her class. She made the following comments, which I noted down as a series of quotes.

- “I am expected to take down a bunch of notes from the board.”
- “I can hardly concentrate on what the teacher is saying while I am writing them all down.”
- “Just notes don’t mean anything.”
- “I can go home and think it over instead of being told what to think.”
- “I don’t like being put into a room to listen to someone else’s views.”

In consultation with the councillor, I planned a workshop based on Diane Peck’s keynote at the Learning@School conference which was aimed to engage staff in professional dialogue about their underlying beliefs about teaching. I decided to frame questions which would provoke dialogue reflecting the attitudes and values of the teachers in the Department. I believed we could synthesise our discussion and frame a cohesive perception on learning.
At the Monday Department meeting on the 1st March I shared the student’s comments with the English teachers without naming Carol. Then English staff were asked to get into pair and answer the following questions:

- “How do you know when you have learned something?”
- “Are some types of learning more powerful than others?”
- “What are the types of learning our students currently experience?”
- “What is the type of learning we want our students to experience most of the time?”

Each pair was given one question and was asked to synthesise the other group’s answers and report back on what emerged. This worked well.

Later, I facilitated a discussion with the view to synthesise what staff in the department think and develop a cohesive approach toward learning. There emerged conflicting views about what good teaching comprises. This reflected the divergent pedagogical beliefs that underpin the teachers’ practice in the department.

It was interesting to note the different perspectives within the Department.Urma and Carol saw it necessary to teach the basics in a traditional way to address literacy. Carol and Urma said that we should have word lists on the board and test our students spelling weekly to build their skills. We should also have an assessment on spelling and grammar added to our credit system students are required to achieve over the year.

Urma used instructivist pedagogy as a form of control. She made the comment that “good copying keeps them quiet.” In addition, she suggested that
"we shouldn't pat ourselves on the back" as essay writing cannot have been taught in the year preceding. Her year thirteen students did not know how to structure one. Urma made several comments about the marks from Year Twelve in 2003. In addition she commented that most of her students arrived in Year Thirteen without being able to construct an essay. When I later discussed the cohort of 2003 with the Deputy Principal, he made the comment that they profiled consistently from third form to seventh. Indeed, formal writing had been taught through all the year levels in various forms and certainly from Year Eleven onwards Urma’s students had been taught these skills.

Urma and Carol’s view of literacy seemed to rankle Sandra, who was on the literacy committee and had engaged in much Professional Development in the field. She saw literacies in a wider context and rejected the deficit model. During the issue Sandra raised the issue of a deficit model of literacy where the students’ prior experiences, whatever they maybe, are not valued by the classroom teacher. The students are viewed as somewhat lacking.

In regard to Interact, Urma also commented during the meeting that “my experience with Interact has not been positive so far. I do not want to be forced to do it.” Carol said that she found it stressful and that the expectation was a top down approach. She did not appreciate suddenly being asked to do it. I said to these teachers that I expected the entire department to do it.

Because there were comments made by stronger speakers, Urma and Sandra, I decided to disseminate a Critical Incident Questionnaire (CIQ) (Brookfield, 1995) (Appendix Three). In this way I could synthesise all the
views in the room and glean a fair representation on how people felt. I did not believe the discussion actually represented the range of views (Appendix Fourteen: CIQ on Staff Meeting 1st March). This CIQ underlined the tensions that were there at the last meeting. I decided it was desirable to bring these comments back to the staff so that they could discuss them further and potentially defuse the situation. There were also some feedback questions posted on Interact. (Appendix Fifteen: Interact Teacher Survey)

Sandra commented that she was “sick of the deficit model approach where staff talk of students who can’t read and can’t write.” She said she felt distanced from what was happening when there was talk about the “intellectual capabilities of students.” Urma would comment negatively about the students’ intelligence levels during discussions about different classes.

Yvonne made the comment that it was helpful that “on most issues there is some agreement throughout the department.” Harold, ever the peace maker, also commented that he was surprised “people have similar views and ideas”.

However, Urma said that she was surprised by the amount of disagreement in the department and suggested that we need a collective policy on where we are going and what we want to achieve.

A meeting was arranged for Wednesday March 3rd to follow up to the meeting on March the 1st where the issues associated with Interact were not fully discussed. I prepared a document which highlighted the perceptions
people had about the use of Interact (Appendix Sixteen: Feedback from Interact)

To start the meeting I disseminated some reading material on literacy and ICTs by Leu & Kinzer (2000). I then used Treadwell’s diagram (Refer Figure 3) to describe how teaching is changing with the introduction of new technologies. I said that teachers are challenged to change their role in the classroom from being a “sage-on-the-stage to a guide-on-the-side” (McKenzie, 1998).

Figure 3. Second Education Paradigm (Mark Treadwell, 2004)

Most teachers reported that they consistently found access difficult. Tony commented “It’s all about tools. Computers in classes would make Interact and many other forms of CAL more viable.”

Urma expressed concern at the fact that three passwords had to be entered before students could access Interact (one for network, one for Internet, one
for Interact site itself). Students had difficulty remembering their network logins, Internet logins and Interact logins. Students who had opted out of learning could easily sabotage a lesson by denying knowledge of any password.

Access to the machines themselves was still an ongoing problem. Barbara said that she set up a lesson in Interact and by the time she gained access the material became obsolete.

Sandra saw the concerns as part of a learning process. She commented "if we came out of the bush into a physical classroom we probably couldn’t operate all the equipment at first. There would be the same issues."

The Bulwer Board of Trustees had agreed to give students free Internet access as a taster, in order for them to pay their Internet/Printing fee of $15 for access over the rest of the year. However, staff were concerned about continuing access for their classes over the rest of the year. Tony raised the issue of what may occur at the end of term one and the start of term two when students may lose Internet/print privileges if their Internet/print credits ($15) were not paid.

Norris arrived, at my invitation, and suggested that this is something that the school will have to address as a matter of policy. He questioned the wisdom of the school’s decision to disenfranchise students from using technologies due to their inability to pay the required Internet fees.
Tony had used Barbara's draft survey with one of his alternative classes and ascertained that only about one third of his class had Internet access at home. The comment was made that there was also the constraint of other family members also needing to use the computer/phone line. Only one or two students were prepared to use school facilities for Interact work at lunchtime or after school. Only about 25% had paid their Internet/print credits. Approximately one third knew their network user names and passwords; fewer knew their Interact user names and passwords.

Tony mentioned that he used computers very little due to access, reliability and functionality (the relevance of the programmes to his students). Tony was frustrated by the lack of access.

“If LHS wants ICT to be a learning tool to drive delivery of the English curriculum then it needs to provide a vehicle with wheels.”

Barbara pointed out that some students had “hunt and peck” keyboard skills, which excluded them from using the computers effectively. Although it is valuable to be able to type quickly and accurately, this is not in keeping with ICT programmes in the school, where the emphasis is on using software for thinking and learning.

Carol and Urma raised the issue that Interact was not a good choice for alternative classes who were not doing examinations because of the nature of the students. Sandra and Kim, who were more comfortable with ICT use, reported that Interact worked with their alternative classes. Tony reported difficulties with logins and passwords with his alternative class. He commented that students in alternative classes who did not participate
willingly in class activities were difficult to manage during the messy signing up process.

Carol and Urma did not recognise that ICTs could be of value supporting the acquisition of basic literacy. Carol commented "can someone be computer literate before they are even literate." She also said that she “still (did) not feel there is a balance as -meetings seem to be constantly about Interact -should be a small part of English programme not the main part.” She suggested that Interact should be up to teacher discretion. The meeting had been held to address the discord in the department and give people a chance to air their concerns.

Urma raised the point that ICT is mentioned very little in the English curriculum document and we should be teaching the curriculum not ICT.

"We are teaching English, not computers."

Norris changed the dynamic of the meeting when he arrived, providing detailed information about the infrastructure of ICT and details about resourcing. He encouraging people could look at the obstacles and see them part of the teething process.

Norris informed the meeting that he had put an ICT “wish list” budget to the BOT totalling $682,819. The BOT had agreed to fund of only $168,098. That level of funding will be largely consumed with maintenance and upgrade of the current system (including redevelopment of H Block). He said that he was pursuing separate funding applications to make up the $474,736 shortfall. There was a staged development programme for the Bulwer High School network, but it was a constant dilemma trying to
reconcile the wants and needs of various Departments with the pace of feasible change. He informed us that work had to proceed incrementally. I later wrote to the board of the trustees to request more funding for ICTs. (See Appendix Seventeen: Letter to Board of Trustees)

Norris had worked very hard recently to secure 14 additional computers from other schools. Given the evidence of demand from English, he was willing to commit those additional computers as a priority to English for classroom use. Such computers should be housed in rooms that have 25 periods per week of English use. These were Barbara’s, Sandra’s and Yvonne’s rooms.

Previous trials at Bulwer High had shown that the best way to incorporate ICT into classroom teaching was to have a computer pod inside the teaching classroom (ideally, one computer to every three students in the class – a minimum of five computers per class, but preferably seven to nine computers per classroom).

Carol commented that we were trying to move too far, too fast. Rather than requiring that all senior classes be logged on and involved with Interact, she suggested that it would be better to do one class which was undertaking a full NCEA course as a trial. I noted that she did not teach one of these classes. Urma supported this suggestion particularly given the early experimental nature of the project.

Barbara took minutes for the meeting and made the following post meeting comments:
"The Department now needs to set a formal, staged Action Plan and policy about the implementation/integration of Online learning for English. This will need to be done in conjunction with the ICT Department.

A time line for staged implementation needs to be prepared.

I would suggest that each staff member carry out the Interact survey (prepared by Barbara) and that research be collated.

The results of the survey will provide relevant information to support any future funding applications or hardship policy initiatives to be put to Senior Management/BOT."

Taking on board the concerns of staff with a heavy load of senior classes, I agreed that staff could decide when they logged their classes on to Interact and that they could aim at putting just two classes on, rather than all of their senior classes plus any junior extension classes.

Urma expressed concern at the amount of inappropriate dialogue online between members of some alternative English classes – according to her. It had reached the point where it was not beneficial to proceed with the discussion groups online.

Norris endorsed Urma’s approach in deciding to step back from Interact at this stage. He agreed with her planned approach to develop her students’ exposure to ICT skills in small steps so that she could then later prepare them to participate appropriately in discussion groups."
"Jenny

You are really coming into your own as a leader. I very much admired your conviction last night and this in itself will provide security for staff as a shared vision is reached. It was fabulous to hear those magic words from Norris: ‘... I believe in this so strongly.’ After you left he made the comment to Barbara: 'In many ways you’re/we’re the victim of your/our own success.'

The principal was newly appointed in 2004. I sent a memo to the Principal, which outlined what was discussed at the meeting. I decided with such dissent in the department it would be best to ensure the Principal was informed. He was aware of the innovations from our previous meetings and was supportive. He had been shown the online classrooms and had been familiarised with the project at a meeting at the beginning of the year.

I gave a copy to all teachers in the department. (Appendix Eighteen: Memo to Principal). The following additional comments were added to the memo by Carol and returned to me.

- “There is too much too fast. (Carol) If you include opinion from Sandra you must include this.” (Arrow to comment on deficit literacy model.)
- “The problem is not the Internet but Interact.” (Urma)
- “Not all on board with changing pedagogy of department
- (Harold) mentioned social skills before online skills
- (Urma) mentioned the curriculum and asked the department to note how much it dedicates to ICT technologies.
• (Harold) mentioned that with non-academic classes i.e. 11 Lang that "guide on the side" not appropriate.

• (Urma) agreed—would we teach a novel without reading it first?

• Also (Tony's) survey results—why are they not included?—surely student centred programmes need to be addressed."

I subsequently spoke with Harold. He said that he did not comment that the "guide on the side" was inappropriate. Sandra and Joanne said their alternative classes were going well in Interact. Harold commented that he was working online in his non-contact.

Norris suggested that I should consider using De Bono’s thinking hats so people could be prompted to use a different hat instead of consistently using black to evaluate things, if this was the pattern that emerged in the meeting. He also suggested moving the location of the meeting from Carol’s room. In this way Carol would not be able to sit behind her desk and I could arrange the seats in a circle without barriers.

4.5.1.3 Meeting with the Principal

Carol and Urma went to the principal on March 5th and complained that Interact was moving too far too fast. When I spoke with him he said that Urma and Carol were feeling very threatened. He said that I should "network ability to support the issue." He also suggested that ideas you want to implement should emerge from by other people so that they have ownership. I was amazed that these two teachers would approach the principal without coming to me first. I talked about it with the councillor
who has approached me on a student’s behalf about Carol’s pedagogy. She
had helped me to construct the plan for the meeting on Monday 3rd March.

I also spoke to the Deputy Principal. She commented that although I know
where I am going and where I want to end up, people need to be slowly
turned and lead toward to light. She commented that people who do not feel
comfortable do not take risks. I needed to find ways to affirm them without
directly praising them. These words echo Evans (1996) who suggests that
mobilising broader lateral recognition has the potential to shift the tone and
climate of a school, fostering a special kind of empowerment that can only
improve the chances for change.

In addition, I rang the literacy leader in the school and discussed the deficit
model and how we can address this issue of literacy. I resolved that we
needed PD on a more inclusive version of literacy as it appeared to me that
my colleagues weren’t on board with the fact society had changed, and its
demands on its citizens to be literate, had changed accordingly as well.

I resolved that an action plan, that I developed, would not be appropriate.
Teachers needed to be responsible for their own ICT use. I resolved that we
needed to develop our own action plans outlining how we were addressing
21st century skills individually in the department. These could be
synthesised into a cohesive overview of what was happening. I resolved that
my way, using Interact, was not the only way to address pedagogy in the
department. W did not need a generic Interact action plan as it was a part of
a battery of technical programmes at our disposal.
Consequently, I prepared a resource which outlined diverse literacies hoping to provide a framework for staff to address how they were going to address higher order thinking, information and critical literacies and different learning styles in their classes. (Appendix Nineteen: 21st Century Skills Digital-Age Literacy)

I showed the principal the plan. He asked me to hold on to it for a while. I did not return to it. Although I understood the stance of the principal, I felt thwarted. This was a turning point for me in my attempts to integrate ICT. If some staff were resentful of change, felt it was too far and too fast, and senior management endorsed their view then my strategy had to change.

In addition, because of this I amended my data collection methods. Urma has made a comment about my thesis to Lucy that it was “at the expense of the students.” I decided not to use interviews in my data gathering, unless they were in the form of meetings with individual teachers, during which I made notes.

As Norris had said previously if teachers are unwilling to participate “simply ignore them. “Find a couple of people who are passionate about it and give them free rein and encouragement.”

Clearly with such a diverse group we needed to do some team building. We resolved to go out for a meal once per term. On March 26th we went to a local fish restaurant and everyone was amicable.
I submitted a professional development request into the committee for Sandra to receive funding to attend Navcon. It was declined.

Lucy made Interact the student homepage, which would appear whenever any student logged into the internet. This streamlined that process somewhat. I invited Norris and Lucy to two English Department meetings in order for them to inform staff about access and for English teachers to understand the big picture of how ICT is being promoted in the school.

I offered lunchtime tutorials for any staff who wanted PD time. Teachers only get 45 minutes for lunch and often have other meetings or duty. There were no takers. I logged in classes in my non-contacts when teachers requested help. As a gesture of good will, I offered Carol another of my non-contacts when she needed to attend her sick child.

In my own classes I was using Interact with my year nine ICT class, my years 11 and 12 level one and two NCEA English classes and my level two Media Studies classes. In regard to these three senior programmes, I was able to support the development of the site and share any suitable resources I had prepared for my own students online with Kim, Harold, Barbara and Yvonne. These teachers were also teaching these senior courses.

I decided the best strategy to illustrate the effectiveness of teaching online was through modelling it within my own practice and through any support I could offer willing teachers.
On the 9th March, as requested by the principal, I spoke to Carol and said that it was her prerogative to use Interact or not. She said, to my surprise, "Oh no I want to use it." I said that it would be good if the Year 10 extension class did a virtual field trip. This did not eventuate. From a discussion during the appraisal process, I gleaned that the class used the computers for publishing written work or Internet research. She adhered to the practice of using computers as a publishing tool. At the end of the year a number of students from the extension class did not meet their prerequisites to enter for the Level One full NCEA course. In consultation with senior management, Carol and the students concerned I used HoD discretion and promoted them. Knowing these students, I suggest that they were bored with a programme which didn’t challenge them.

I asked the literacy leader/reading teacher in the school for information on literacy. She gave me material which I read through eclectically. I decided the best way to approach this was to look at how ICT could improve basic literacy levels in the school. Digital learning objects appealed as an interactive way of addressing specific skills. Unfortunately, at the time the BELTs (Basic E-learning Toolkit) trial had not incorporated literacy learning objects in its database but it appealed as an area for further examination.

On the 19th March when I showed Barbara, our beginning teacher Inspiration software and said I would expect students to use it for brainstorming, she became upset. It was because she felt it was all too much for her as a beginning teacher. She had been working so hard with Interact in her class, grappling to come to terms with the curriculum and the protocols of teaching NCEA programmes. I had no idea, as she is such an outwardly
confident and extremely competent person. When I had asked previously, she had said she was fine. I was unaware that her buddy, Kim, had not been able to make her beginning teacher meetings due to other commitments. She also said later she had other reasons why she was upset.

We scheduled regular Year 11 planning meetings and we discussed areas in which she felt she needed support and considered ways to manage the workload. She said that she could not cope with the “students know more than me approach to IT.” She said she needed more structure.

Kim, the assistant HoD told me that Urma spoke with her about Barbara. She expressed concern for her and felt that it was the expectation to teach online that was causing stress for her.

On 6th of April when I met with Barbara she said she saw it as positive that teachers were meeting together sharing ideas. However, Barbara said that she believed that we lacked cohesion. She said she thought it was unclear where we are going. She expressed frustration with the Interact log in process. She said people did not have a view about what was required.

In regard to Yvonne’s comment about cohesion, I did not want to run Interact as a whole staff project. I preferred after the discussion with the principals to let people move in their own directions at their own pace for a while.

Barbara had not received prior professional development time aside from the beginning teacher day, as she was new to Bulwer and had not
experienced the 2003 trial. In 2004 she spent beginning time on Interact. I had offered to spend lunchtime if she requested help.

According to Barbara she would have liked more time to build up her online classroom before the students were logged in. I had erected skeletal folders and had placed a discussion forum and ice-breaking question in all the classes to start the programme. Clearly there was a more structured approach and more assistance required so that she had more time to familiarise herself with the software. Barbara wanted to see computers in her room and operational in the English Department pod.

4.5.2 Teacher Perceptions of ICTs and their teaching

Before he left, I interviewed Tony. He reported that his Year 12 alternative students “loved to chat.” He reported that some answers were starting to come through. It appeared that he was using the site in a teacher directed way.

He said that ideally there would be eight computers down the back of his classroom on Interact the whole time. He said that if he was staying he would push for computers in his class. Tony believed that Interact has potential and he was interested to know how it would evolve. He expressed interest in other tools like learning objects. However, digital learning objects required fat client machines which were not widely available in the school. He expressed regret that we could not run larger programmes because we did not currently have that technology.
The ideal classroom according to Tony was where ICTs made life easier. Things could be done better, more efficiently. An example he used was of online journals. It would be accessible whenever the students wanted them (if the server wasn’t down.) They would be easy to store and students could not lose them.

Yvonne said that she would like to use Interact in a limited way, mastering the basics. She commented that she “was not prepared to sit on the computer at night....I am not going to go home and read and respond to kids online.”

She had access difficulties, commenting that she “could not get on for 3 weeks.” This access difficulty resulted in stress. She said the “tool has to be there if it is an integral part of the programme.” However, Yvonne said, as a tool, Interact was very effective when appropriate. She commented that if she had routine access she would “take the kids every week.” She expressed frustration that due to solid bookings she did not have access. She said that the workload when teaching online “was unrealistic.” There was difficulty with the number of students who did not have access.

Yvonne summed it up as “too big too quickly.” This theme of too far too fast relates to the comments made by teachers, Carol and Urma. She also said it was “too airy-fairy at this point.” I believe this comment relates to the professional development workshop on March 1st. Yvonne commented that she likes to have material that is directly applicable to her classroom teaching, resources she can use in class. For her, the staff professional development work on pedagogy and what we believe about learning was
“airy fairy... It was too theory based.” She really wanted to “know how to work with these kids better.”

This comment highlights how some teachers do not recognise or value the link between our beliefs about teaching and learning and the choices we make in the classroom.

On the 26th March I had a meeting with Urma to discuss what was happening for her in teaching. She said she was using a range of strategies with her students, grouping them and using ICTs. She said term two would comprise a lot of expository teaching. She reported that her Year 11 alternative class were progressing well. They were doing work that wasn’t difficult and achieving well. She commented that templates worked well where the students could fill in the gaps and with this structure achieve their credits.

She commented on the access difficulties she was having with her class of 28 students, many of whom had special needs. She said that the uncertainty of not having a permanent job bred negativity and raised loyalty issues for her. Urma’s final comment, when we had finished our meeting, was “it’s all good and there are no issues.”

At the end of the term Carol and I had a meeting. We talked through a range of non-ICT related issues and Carol gave me the impression that all was well. I gave all of the English teachers an End of Term Evaluation form (Appendix Twenty). Carol totally filled her form. The relevant material which pertained to my leadership and the integration of ICTs can be seen in
(Appendix Twenty-One). Once again her comments indicated a separation between ICTs and English.

"Putting ICT before English...... “use it when applicable alongside English as a tool not taking over the Curriculum.”

Carol felt I did not communicate with her and that I lacked caring. Barbara had given me no indication that there were any problems and she had said things were going well when I asked her. Barbara raised valid concerns about requiring more support, which I addressed at the time. The incident, however, had an enormous impact on Urna and Carol.

4.5. 3 Terms Two, Three and Four
I decided to conclude my formal data collection at the end of term one. However, it is interesting to note the developments which occurred at this time. At the end of term one there was a staff turn over. Tony left to go overseas. When Tony left the school three part time staff were employed to replace him. It is hard at times to staff schools in here in Smalltown, especially for fixed term relieving positions. This had repercussions for the department.

Raylene, Joanne and Mindy were the fixed term relievers who were employed to teach Tony classes. They took one or two classes each. This increases communication difficulties within the department as these staff were unable to attend all department meetings, as they were involved with other curriculum areas or were employed elsewhere. They were not English specialist teachers and required professional support to upskill and learn the procedures. These teachers were assigned buddies within the department
who helped them with department protocols, teaching resources and marking moderation. As there was no indication that these teachers would be in the department in the long term, I did not undertake ICT PD with these part time staff.

Urma and Barbara, although employed as fixed term relievers, were in the department on a full time basis, and were interested in the possibility of becoming permanent should a vacancy arise. I initially endeavoured to ensure that they received ICT support, however after Urma approached the principal about the pace of change, I took the Norris' advice and invested my energy elsewhere, supporting only Barbara.

Access to the library computer suit in term two became problematic. The Social Science Department had approached the principal and been given permission to block-book the library computers for the first six weeks of term two. There were only ten available hours over the rest of the week for the whole school. English teachers rivalled to gain access in the English computer pod. They struggled to gain access in the heavily booked T1 and H1 computer laboratories.

This had an extremely negative impact on the online programmes. It increased levels of frustration for the staff. Due to the lack of access the possibility of regularly teaching online for those first six weeks was an impossibility. Hence, teachers gave up. They had just managed to get their classes logged on in the first term and with regular access in term two, may have positively experienced teaching online.
With the barrier of logging in students to the site and adding them to their online classroom out of the way, it would have been desirable for those teachers who were interested in pursuing it, an opportunity to experience the potential of Interact. However, by the time the access was freed up in week six of term two, Yvonne, Kim, Sandra, Barbara and Harold found students could not remember how to log in. Consequently, I deemed it best that we drop the departmental focus on Interact.

At the end of term three the staff completed a CIQ. Barbara, who as a perfectionist, had struggled with demands of teaching in the first term reported that she was more resilient.

"I am pleased that I feel I am more resilient and able to cope with setbacks. Still need to develop more confidence multi-tasking."

At the end of the 2004 year I asked teachers to comment on the departmental goals. Two goals in particular pertained to the use of ICTs. I recorded the comments of Harold, Urma, Barbara and Carol. In Appendix Twenty-Two: English Department Self Review.

Barbara was enthusiastic about learning more about using ICTs for higher order thinking. She was interested in linking online with other secondary schools. Urma was unchanged in her perception that higher level thinking skills are not important for students with literacy difficulties. Carol pointed up some relevant points for further implementing the online course however she saw them valuable for homework, revision and exams.
4.5.3 My Learning

On reflection, there was truth in Carol's comment about the pace of change.

"Letting it get too much too soon rather than allowing staff to use own
decision to use it..."

I realised with the blinding clarity of hindsight that going head to head with
Carol and Urma from the outset was pointless at best and, at worst,
undermined the morale and stability of the department. Teachers could not
use Interact without regular full class access. This proved increasingly
difficult over the term as the dated computers died and computer suites
were solidly booked.

The staff should have been allowed more time to grow with the idea of
Interact. It would have been preferable to support the development of a
learning community where staff had access to professional reading on the
subject. Opportunities would be found to celebrate successes and collegially
share things that went wrong.

The time required to teach online and face-to-face is a serious consideration.
This is especially a consideration when teachers take longer to work in a
cyber environment while they are learning about the software. Teachers
have varying entry levels of ICT skills and are prepared to input different
levels of energy to make an initiative work. Most importantly they need
have a significant input into owning it.
Chapter Five: Discussion of Findings and Conclusions

Hubris

"That's right, if you don't want trouble don't get a computer. You have got to learn. You have to keep on learning and if you're not going to be strong enough to deal with that and actually appreciate the learning and if you're going to moan about it constantly, don't get one."

5.1 Introduction

I commenced this study believing that I could do some skill based professional development and purchase some equipment for classes and these measures would promote the innovative use of ICTs in the English Department. I soon realised however, that I was implementing a "sticking plaster" approach unless teachers had the opportunity to consider, in ways appropriate to them, the values and attitudes which underpin their practice. The radical technological changes which are taking place in our society challenge teachers to confront the differences between what is emerging, their personal beliefs and knowledge and how they teach. The study was not about the technology per se. The core issue actually related to teacher beliefs and pedagogy and the decisions I made in regard to them as an educational leader. During the process of my action research I came to realise that my focus should be on how I could facilitate positive change in the department and improve my leadership skills though reflection.
The demands of managing the teaching load and administration with its heavy demands of moderation of internal NCEA assessments and leading a team is intense. Cardno, (1995) recognises that the meshing of two substantial functions: teaching and leading a team, present the most critical challenge for middle managers.

Leaders should understand why staff may be resistant before planning change. There needs to be an awareness of the culture of the school. Any initiatives need to be cooperatively and incrementally implemented through team work. Development is slow and preferably part of a wider structural change within the school. By moving more slowly and allowing staff to make choices in their own time, they would possibly have made more progress. In hindsight, a more considered approach with more time allocated to the process of shared reflection and ownership, would possibly have been more productive.

5.2 Staff Skills, Knowledge and Understandings

Teachers' views ranged from computers as tools to facilitate interaction, to computers used as a means to convey knowledge and present work neatly. Most English teachers at the outset of the study used e-mail or word processed worksheets. They did not use it in their classes beyond research and word processing. Not all of the teachers used a computer at home. The three staff who leased laptops had more advanced skills and integrated ICTs better than those who did not have one. In addition to the increased opportunity to hone skills, this may have been because those participating in the scheme were early adopters.
There were a range of perceptions about how ICTs could be used in English. Carol and Urma preferred a didactic approach, asking their students to draft their writing in class and complete their final copy on the computer. It was a publishing tool which should not be used with students until they had proved themselves proficient in their spelling and grammar. They also saw value in using the machines for research. Urma allocated a topic to the whole class. These teachers had indeed integrated computers into their classes but not to promote student autonomy.

They saw ICTs as an extra to the curriculum, as exemplified in Urma's comment "...we are teaching English, not computers." Both teachers criticised ICTs for their negative impact upon students' handwriting and the resulting impairment of their students' ability to perform in exams. Carol, Urma and Harold's teaching mainly comprised a transmission approach where students interacted, at times in small groups but mainly in a class forum.

Kim, Tony, Sandra, Elaine, Barbara and Jane, in addition to using a transmission approach, used ICTs interactively. They embraced the online teaching environment more readily than Carol and Urma. Sandra, who undertook further study on how ICTs impacted on teaching through the Christchurch College of Education, had a clear rationale as to how and why ICTs improved her teaching. She and Jane spent the most time in the evening and on weekends building their online classrooms and communicating with their students. They had the most successful classes and did not begrudge the effort expended. Indeed, they were passionate about the online classrooms.
Harold and Yvonne, were less confident users of ICTs, however they were interested in developing their skills and understandings of how ICTs could support a student centred learning programme. However, they took a pragmatic approach. Yvonne, considered theory to be "airy fairy" and, like Harold, thought that ICTs were a necessity of keeping up with the times.

5.3 Barriers to ICT Implementation

At the outset of the study internet access was limited to students who had paid their access fee. This limited internet use for some classes and caused stress for teachers who wanted to work in an online environment.

The computer laboratories were heavily booked and this caused problems for staff who did not have access. Coupled with access difficulties, the thin client machines were unreliable and would crash, or run very slowly, if at all. This was frustrating for staff who had waited all week for the booking. Tony identified this as the largest barrier which turned teachers off using ICTs. He commented that "if L.H.S wants ICT to be a learning tool to drive delivery of the English curriculum then it needs to provide a vehicle with wheels."

Teachers who were flexible in their programme found this less of a barrier, as they would take unexpected access opportunities as they arose and have contingency plans for when the machines were unavailable. However, vacillating backwards and forwards between computer based lessons and classroom work impacted on the flow and continuity of programmes. Physically moving students between computer laboratories and classrooms proved disruptive for some groups.
It would have been ideal to have pods of eight to ten machines in classes. As Tony pointed out, "having computers in classrooms is really, really important. He commented that he needed "at least enough to rotate. I'd say at least enough for a third of the kids in the class. So that you can rotate and have a third on the computers at any one time."

Coogan (2005) argues that when ICTs are available within normal English teaching spaces they become less of "an event" and may be used as a tool, seamlessly integrated as appropriate. Indeed, access was a significant barrier to the successful implementation of regular "seamless" ICT use for Bulwer English teachers.

Working online was time consuming and some teachers identified the addition to their workload as a barrier. The workload issue is amplified if teachers are unfamiliar with the software. If they are at home, there is no technical support. The monitoring and maintenance of online discussions can be very time consuming, in particular when juxtaposed with workload of face-to-face teaching.

Carol and Urma felt too much time was spent on ICT PD. Carol was showing signs of negativity about trialling online learning in 2003, which I should have been more proactive about. When ICT is perceived as an extra to the curriculum the time it takes to prepare is considered a burden on top of teacher preparation time.

The integration of online learning did not happen across the department. This was for a number of reasons. There was insufficient professional
development. The logging in process was off-putting for staff. They were disillusioned from the outset when students could not cope with learning up to three passwords. If there was any time lapse between computer access, which regularly was the case, the students would not remember how to access the network, let alone the Interact site.

In retrospect, the staff required a slower approach with more professional development opportunities so they could discuss their pedagogy and develop their skills and confidence working with students. In addition, it was desirable to provide more follow up “just-in-time” support. Ideally, they would also undertake study which supports their understanding of how ICTs relate to teaching and learning. They could share their discoveries and model best practice for each other. It would be desirable to discuss how teaching and learning are different and similar to face-to-face experiences. Most importantly, this initiative should have been more slowly implemented with staff participating on their own volition. Coogan (2005) suggests that professional development must embrace principles of adult learning. These include choice, personal responsibility for planning, acting and growing and customisation to individual needs.

Teachers felt constrained by the assessment requirements of their programmes. They feel pressured to achieve course coverage “canard fois gras” style as opposed to allowing students control over content. This study, in accordance with Coogan’s (2005) work finds that some teachers indeed see ICTs as an “unnecessary luxury” which distracts them from their real purpose of achieving high academic grades.
Currently ICTs are seen as an add-on, an “optional extra” to the “real” task at hand and pragmatic teachers know that there are more efficient ways to meet achievement standard outcomes than through the use of ICTs. Anything that distracts from the achievement of the prescribed standards is often seen as an unnecessary luxury at best and, at worst, an impediment to student success (Coogan 2005, p.122).

So how can we teach student centred programmes with diverse educational outcomes in an ICT rich environment and still achieve educational excellence in high stakes assessments? This dilemma underlines a significant issue for educators teaching courses with high stakes assessments attached. Our system needs to evolve in accordance with our society, just as our pedagogy needs to shift in accordance with this change (Papert, 1993). Nevertheless, NCEA has received much negative media coverage recently, particularly after the scholarship debacle, so in an effort to retrench I would question whether there will be moves instigated to make the system more progressive. Like mules straining in opposite directions are the cultures of innovation and high stakes assessments.

Currently, secondary English teachers face rapidly rising expectations in terms of ICT integration on the one hand but, on the other, are compelled to prepare students for qualifications which, for the most part, discourage such innovative practice. Unless that dilemma is addressed through the evolution of our qualifications system, then change will be minimal, teachers, students, parents, communities and politicians frustrated and our secondary education system will continue on the road to irrelevance” (Coogan, 2005, p.136).
5.4 Leadership and Change Management

"Shared leadership... is less like an orchestra, where the conductor is always in charge, and more like a jazz band, where leadership is passed around, depending on what the music demands at the moment and who feels most moved by the spirit to express the music" (Schlechty, 2001, p103).

There was a dichotomy for me as a leader, between developing my own innovative practice, investing energy into my own professional understandings and skills, and leading a department, supporting others with my time and energy. These were competing interests. There was the need to develop my own practice, so that my own students were given due attention and I could model reflective and innovative practice for staff. However, there were heavy demands on my time to cope with day to day crises, ensuring that all the rest of my responsibilities were addressed. In addition, I strived to provide in-class support during my non-contacts. This impinged on my own time reserved for lesson preparation and administration.

Cardno (1995) considers that middle managers hold a critical position in schools because of their responsibility to translate school goals into sectional goals and plan for their achievement. Change is uncomfortable for some. Without some momentum to move however, we are unlikely to have people taking risks and trying new things.

Due to the complaint from Carol regarding the pace of change expected of her, the principal requested that I slow down. I found it disappointing that Urma and Carol went to the principal instead of finding a workable solution.
However, they probably found no recourse. At the time, I would have appreciated a directive from the principal which supported my stance that online learning in the senior school was worth pursuing and that my expectation that it was incorporated into teacher practice in the English Department was appropriate.

On reflection, however, I acknowledge that this autocratic power structure does not encourage a climate where teachers can openly critique their practice or promote innovation. It does not allow for differing perspectives on the issue. We have a lot to learn from people whose opinions differ to our own. As Brookfield (1995) comments, we should not choose those with a similar perspective to provide us with a critical lens on our practice. It is valuable to develop a network of colleagues, whose views differ to our own, who can help us to reflect on our choices and examine issues in a different light. "Resisters" (Fullan, 2001) can have valuable input, enabling us to see an issue from another perspective.

In hindsight, I acknowledge that I could have supported Urma and Carol in a manner where they identified how they were to proceed and set their own goals for change. I conclude that a more collaborative approach is required for there to be more teacher buy in. Cardno (1995) describes management as a means of working with and through others to achieve the goals of an organisation. Most innovations occur if staff adopt them actively, becoming vigorous, engaged participants (Evans, 1996).

Evans (1996) believes that the fear of not trying is a mobilising factor. The cumulative impact of culture and past learning are too strong to permit
innovation unless it is possible to increase the cost of preserving the status quo, in this case selling ICTs for the sake of the students more effectively to Carol and Urma. Teachers need to have an understanding of why change needs to occur.

Ironically, as the research project progressed, I found myself adopting an approach in keeping with a Technical Rational model which has informed top down change (Schon, 1983). “Technical rationality” supports a hierarchical relationship between “the experts” who develop knowledge and the practitioners who implement knowledge. By moving too quickly and implementing change without the support and ownership of Carol and Urma, I attempted to implement an outdated, top down model that was not in keeping with democratic practice. Evans (1996) suggests that leaders, who seek to resolve resistance, rather than to drive or drag people out of it, foster followship and do not force obedience.

Change can be threatening, as it was in this case for Urma and Carol. Evans (1996) suggests change can engender fear and loathing—so much that that people often dismiss the information as irrelevant. The change agent must make clear her understanding and support, her commitment to working with people to take difficult steps toward new learning. She must reconfirm connection and help make the change meaningful to people by finding the familiar in the new and strength amidst weakness.

Carol and Urma felt that I lacked caring, in particular when Barbara broke down. Facing the anger was an enormous challenge throughout this study. My gestures of support to Carol were unheard. I believed I backed away
from her instead of listening more closely to her and negotiating a mutually satisfying compromise. Evans (1996) describes a culture of conflict avoidance in schools where teachers display a rosy, all-embracing optimism. He believes that this leaves leaders ill prepared for one of the toughest truths of change in schools: failing to confront resistance cripples both their credibility and their efforts to improve their school.

Cardno & Piggot Irvine (1997) also suggest that it is necessary to bring the conflicting issues up to the surface rather than suppressing them. They believe it necessary to be articulate and communicate the dilemma. They also recommend that we consider whether our own beliefs and values are at the root of the difficulty in dealing with the dilemma.

As a new HoD with little leadership experience, I was probably ill prepared for the complexity of promoting change and dealing with conflict. Building real collaborative cultures means recognizing that dissident views and diverse expertise contribute to effective learning, problem solving and critical inquiry (Bailey, 1995). Leaders must understand the complexities of the change process, or otherwise their moral purpose will simply lead to martyrdom as they meet roadblocks (Fullan, 2001).
Hargreaves (1997) aptly describes the experience I had.

"Festering resentment will undermine and overturn rationally-made decisions; committee work will be poisoned by members unresolved grudges and grievances; and the pedagogical change will fail because they have not engaged the passions of the classroom" (Hargreaves, 1997, p.110).

Champy (1995) suggests that a culture that squashes disagreement is a culture doomed to stagnate, because change always begins with disagreement. Besides, disagreement can never be squashed entirely. It gets repressed, to emerge later as a pervasive sense of injustice, followed by apathy, resentment and even sabotage. This is exactly what my principal aimed to avoid when he asked me to slow down.

It is the leader's role to facilitate positive change and support teachers to understand why these changes are desirable. It is important that, as teachers, we have collegial discussions, sharing beliefs about the purpose of education. If educators are uncritical about the role of ICTs they are preparing students to be hi-tech consumers and low-tech post-industrial era data-entry workers (Brown, 2003b). Education in a democratic society should be aimed at creating critical thinkers, critical consumers and critical citizens (Snook, 1996).

Urma and Carol, who Fullan (2001) would describe as "resisters," had structured teacher-centred classrooms. They predominantly used a transmission approach with students, recording pages of notes from the whiteboard. These teachers were very successful at achieving high productivity from their students and some students I have spoken to valued
that they were forced to produce work in their classes. The students gained pass grades but they had no locus of control. Haberman (1991) calls this “the pedagogy of poverty.” He suggests it absolves students of their responsibility for learning and puts the burden on the teachers, who must be accountable for making them learn. Students who accept this model of education do not want to become accountable and responsible for what they learn. Haberman (1991) suggests that it would be risky for students to swap a "try and make me" system for one that says, "Let's see how well and how much you really can do."

It was helpful to have Sandra in the department. She was supportive of ICT innovations, creative in her use and always willing to share collegially. We shared a similar perspective on the role of critical literacy, and an interest in promoting student control over their learning through the use of ICTs. It was interesting to note the contrasting views of Sandra and Urma and Carol. This illustrated that the heart of the issue over ICT integration lay in our conflicting beliefs about what constituted good teaching and learning.

A member of the senior management team suggested that I “turn the reluctant colleagues toward the light and lead them gently along through the changes.” (Colleague Personal Communication, 2003) In line with this idea, Fullan (1999) comments that we cannot mandate change but must use top down and bottom up strategies. To develop a professional learning community we walk alongside our colleagues toward the light. These collaborative organisations fan the passion and emotions of its members because they so value the commitment and energy required to pursue complex goals (Fullan, 1999).
Change has to be well planned and monitored. The principal, when I discussed the implementation of change with him, outlined that there were four principles which he subscribed to. It has to be educationally sound, an improvement for teachers and students, administratively efficient and an improvement on the status quo. Action research is an excellent vehicle for the facilitation of change, as reflection is intrinsic to the process. Critical reflective practice enables teachers to interact on a democratic level.

Perhaps instead of mandating the use of Interact, the staff could have been asked to set their own goals in accordance with a framework that required them to address critical and digital literacies. Appropriately resourcing any initiative is imperative so that staff do not see the challenge to change as yet another imposition. Coogan (2005) suggests that the more time to learn, better resourcing, fewer classes and more teacher relief, would have a significant impact on English teachers’ confidence and capability to infuse the technologies into their teaching.

5.5 Further Study
Hattie (2003) maintains that there will be a major shift in education policy towards competing on the world stage over the next decade. We need technologies of practice, a shared commitment to what truly works in teaching. Hattie (2003) suggests that educators make most of their decisions on the basis of personal beliefs and personal experience. They judge their teaching effectiveness in terms of the degree of pupil engagement and teacher satisfaction that they are doing a good job and not in terms of what each child is actually learning. There is often a mismatch between current
research and teacher practice. Action research, which incorporates teacher beliefs and other lenses, for example literature and collegial input (Brookfield, 1995), may help to address this discrepancy.

Timperley (2006) proposes that the definition of professionalism needs to shift to a deprivatisation of practice, where teachers operate in professional learning communities, reflecting on their practice, acting on student achievement information. This is a profound change to the traditional view of professionalism and it is an area rich in research potential.

Teachers are generally under pressure and so busy they may not have time to reflect on their role in the qualification system. Increased reflection through research may result in teachers who have more informed opinions. However, there is a danger that those who have had time to think may not return to the classroom as they may become disillusioned contemplating their workload and the “road to irrelevance (Coogan 2005).”

It is worthy of further investigation to examine how NCEA achievement standards can be taught using constructivist teaching methods and the interactive use of ICTs. However, comparing grades as the only criteria of success would negate the value of other skills learned, that are not overtly assessed.

How can high stakes assessments best be embedded into authentic contexts, making the best use of interactive ICTs? The more stories teachers document and share, the more enriched we are, learning from our community.
Our definitions and understandings of what it constitutes to be literate are constantly changing. Leu (2000a) recommends that we need research which explores how teachers can unlock the potentials of new technologies. Literacy is regularly redefined by new technologies and new envisionments (Leu, 2000b). Assessment must also be regularly redefined in the electronic futures our schools will inhabit. There is much scope for research into how ICTs impact on literacy and assessment.

Online learning is a growth area. It would be interesting to learn to what extent and in what ways secondary teachers can create constructivist online environments within this climate of high stakes assessment.

5.6 Conclusion

Although I was not on the English staff in 2005, the year following the study, I was interested to note that at least three colleagues continued with Interact as a teaching/learning tool even without me as HOD. Fullan (2001) describes an “implementation dip” where results from an approach may not be realized or noticed for months and it is worth taking this into consideration and not to lose heart when change does not happen quickly and as planned. It is desirable to take a slow, inclusive approach to change if it is to be a sustainable growth. This is the reason why I chose “Where Angels Fear to Tread” to be the title of this thesis. Educational leaders walk a tightrope, advocating for their staff and their department, liaising with senior management and implementing new initiatives which are aimed, most importantly, to enhance student learning. Leaders, who seek to change the culture of a school too quickly, undertake a perilous path, and, like Prometheus who stole fire from the Gods, may pay for their audacity.
“And it ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.”

(Machiavelli, 1513)
References


Digital Horizons - Learning through ICT. Retrieved 23/8/05 from


Giroux, H. (n.d.) *Teenage sexuality, body politics and the pedagogy of display.*


Retrieved 5/5/05 from http://www.edzone.net/~mascd/guskeynotes042402.htm


Appendix One
Teacher Interview Question Guide

Have you computers in your room?

What do you do with computers?

What was your best teaching/learning experience using ICT?

What made it so good?

What was your worst teaching/learning experience using ICT?

What made it so bad?

How would you use a pod of computers differently in your class to a class full in a lab?

Have you changed the way you teach as a result of using ICT in your class?

Describe an ideal English classroom with appropriately integrated ICT?

What barriers to you see to ICT integration in your classes?

What professional development do you require to support you to integrate ICT?

What ways do you see ICT being integrated into the English programme?

Do you see computers used inefficiently?

How can we reconcile this?

What can I do as HoD to support your use of ICT in class?

How can I improve my performance as HoD?
Appendix Two
Online Evaluation Forms

Online PD Site Online Evaluation Form

What was most valuable for you in the online PD?

What was least valuable?

What did you find difficult?

What would have improved the experience?

Revision Site Online Evaluation Form

What was the biggest difficulty you experienced in this online revision project?

What did you find most beneficial?

What would you do differently if you did it again?

Has this "hybrid" form of teaching has a place in our regular English programme? If so what?

What strategies have you adopted in your teaching online?

What differences have you noticed between online interactions as opposed to face-to-face class interactions?
Appendix Three:
Critical Incident Questionnaire
Please reflect over Terms Two and Three 2003

1. What are the most positive things that have happened in the department over the last couple of terms?

2. When did you feel most distanced from what was happening?

3. What action that anyone took during this time did you found most affirming and helpful?

4. What action that anyone took during this time did you found most puzzling or confusing?

5. What happened that surprised you the most?
   (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you).
Dear Colleague,

I am interested in finding out your opinions of ICT and how you use ICTs in general.

1. **How often do you use the following ICT resources in each of the contexts - classroom practice, professional development, personal use, administration?**

Please code as follows: D = Daily  W = Weekly  M = Monthly  N = Never

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Professional</th>
<th>Personal</th>
<th>Admin</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>D  W  M  N</td>
<td>D  W  M  N</td>
<td>D  W  M  N</td>
<td>D  W  M  N</td>
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<tr>
<td>Internet and World</td>
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<td>Wide Web</td>
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<td>E-mail</td>
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<td>Fax</td>
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<td>Word-processing</td>
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<td>Databases</td>
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<tr>
<td>Spreadsheets</td>
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<tr>
<td>Desk Top</td>
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<tr>
<td>Publishing (DTP)</td>
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<tr>
<td>Digital camera</td>
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<td>Digital scanner</td>
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<tr>
<td>CD-ROM information</td>
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<tr>
<td>sources e.g. Encarta</td>
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</tbody>
</table>
2. In which year groups do you teach using ICTs? 

2. Please estimate how many hours of ICT PD you have received in the last year? 

4. Do you use a computer at home? 

5. Where do you generally use ICTs (please circle all that apply)
   Classroom  Computer lab  Library  Home  Other (please state)
6. If you *do not* use a specific ICT resource in a classroom, please indicate why (please tick the appropriate boxes).

<table>
<thead>
<tr>
<th>Resource</th>
<th>Not available</th>
<th>Not accessible when needed</th>
<th>Not familiar with</th>
<th>Not appropriate</th>
<th>Cost of buying /using</th>
<th>Lack of technical support</th>
<th>Lack of time</th>
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<tbody>
<tr>
<td>Internet and WWW</td>
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<td>E-mail</td>
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<td>Network computer conferencing (e.g. First Class)</td>
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<td>Video conferencing</td>
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<td>Fax</td>
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<td>Word-processing</td>
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<td>Spreadsheets</td>
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<tr>
<td>Desk Top Publishing (DTP)</td>
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<tr>
<td>Digital Camera</td>
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<tr>
<td>Digital scanner</td>
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<tr>
<td>Educational software packages (externally produced)</td>
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<td>CD-ROM based information sources e.g. Encarta</td>
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</table>
6. Whether you use ICT or not, I would like to know what you think about it. Please indicate where you stand on the continuum.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'd like to know more about ICT</td>
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<tr>
<td>ICT helps me find heaps of relevant information for my teaching</td>
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<td>I've got information overload.</td>
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<td>I use it effectively myself but I'm not sure how to teach the pupils to use it.</td>
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<tr>
<td>I don't know what I would do without it.</td>
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<td>I manage information more effectively because of ICT.</td>
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<td>I find using ICT time consuming.</td>
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<tr>
<td>It makes my work easier.</td>
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<tr>
<td>I prefer using it on my own when no-one is around to see me make mistakes.</td>
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<tr>
<td>ICT helps pupils acquire new knowledge effectively.</td>
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<td>It cuts down my preparation time</td>
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<tr>
<td>I find it easy to select appropriate ICT resources for my teaching.</td>
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</tbody>
</table>

168
I can't cope with all the ICT jargon.

I feel supported in my use of ICT.

Pupils can get distracted by all the technology.

ICT helps me communicate with colleagues.

Systems are slow, I'd be quicker using a book.

ICT encourages pupils to work together collaboratively.

I can never find anything relevant for my pupils.

My current school has a positive attitude to ICT use.

I don't have the appropriate skills to use it effectively.

It seems to motivate the pupils to learn.

ICT swamps pupils with information.

The pupils are way ahead of me in their use of ICT.
7. In general has ICT had a positive or a negative impact on your teaching?

(Please indicate on the continuum)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Please give examples ______________________

8. In general has ICT had a positive or a negative impact on your pupils' learning?

(Please indicate on the continuum)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Please give examples ______________________

9. If you use ICT, how would you describe your level of ICT competence in the following contexts?

<table>
<thead>
<tr>
<th></th>
<th>Classroom practice</th>
<th>Professional development</th>
<th>Personal use</th>
<th>Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very competent</td>
<td></td>
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<tr>
<td>Competent</td>
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<tr>
<td>Not competent</td>
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<tr>
<td>Don't know</td>
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</table>
12. Please indicate on the continuum whether you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am interested in learning more about using ICT.</td>
<td></td>
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<tr>
<td>I feel ICT training isn't appropriate to my teaching.</td>
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<tr>
<td>I find training courses in ICT useful.</td>
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<tr>
<td>I need to develop my skills and knowledge for professional development.</td>
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<tr>
<td>I feel I should develop my skills to keep up to date with developments in teaching.</td>
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<tr>
<td>I don't think I need ICT skills to progress in the profession.</td>
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<tr>
<td>I'm not that interested but I suppose I should be.</td>
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<tr>
<td>I need to develop my skills and knowledge for the pupils' benefit.</td>
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<tr>
<td>I don't see the need to learn about ICT.</td>
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<tr>
<td>I'm interested but don't have the time.</td>
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</tbody>
</table>
I'm interested but don't have access.

I don't need to use ICT in my teaching.

I really want to know more about developing my skills in ICT.

I am interested personally but developing my skills and knowledge in ICT isn't appropriate to my teaching.

I'm interested but training doesn't seem to be available.

I feel my skills and knowledge in ICT are adequate.

ICT PD isn't a priority for me.
# Appendix Five
## Appraisal Objectives

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Developmental Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra</td>
<td>Digital Video Editing</td>
</tr>
<tr>
<td></td>
<td>Online PD online discussions with colleagues</td>
</tr>
<tr>
<td>Tony</td>
<td>Teaching resources. English online</td>
</tr>
<tr>
<td>Yvonne</td>
<td>Webquests</td>
</tr>
<tr>
<td></td>
<td>Using the Read-Only drive to set student work</td>
</tr>
<tr>
<td></td>
<td>Internet based lessons in classroom practice</td>
</tr>
<tr>
<td>Jane</td>
<td>Epals</td>
</tr>
<tr>
<td></td>
<td>Digital Video Camera in a lesson with Year 9</td>
</tr>
<tr>
<td>Harold</td>
<td>Using the Internet for research with Year 10</td>
</tr>
<tr>
<td>Urma</td>
<td>Using Maori resources online.</td>
</tr>
<tr>
<td>Carol</td>
<td>Using Interact to participate in online professional development</td>
</tr>
<tr>
<td></td>
<td>Leadership on Interact. To negotiate as Assistant HoD with staff for Year 12 courses in 2004.</td>
</tr>
<tr>
<td>Elaine</td>
<td>Using Interact to participate in online professional development</td>
</tr>
</tbody>
</table>
Appendix Six

PD Course Overview (Appearance of Interact Web Page )

CHRISTCHURCH COLLEGE of EDUCATION  Te Whare Whai Matamuka Ki Otautahi

interact  Logout - Home

Bulwer English Department Forum
Start -> Workshops
Add Component to Folder

- X Workshop One - Week 6 and 7
  - Critical Literacy
  - url

- X Workshop Two - Weeks 8 and 9
  - Treasure Hunts Webquests Writing on the Web Reading on the Web
  - url

- X Holiday Weeks - •Weaving with the Web: Sites for Teachers and Students
  - url

- X Workshop Three - Term Four Wks 1 and 2 Powerful learning
  - url

- X Workshop Four - Term Four Wks 3 and 4 Planning for the year ahead
  - url
Appendix Seven

Online PD Course Outline

Purpose: To use an online forum to improve the skills and knowledge of English Department Staff in the area of ICT use in English.

Performance Outcomes:

- Review of Treasure Hunt, Webquest or Literacy resource sites
- Support face-to-face staff pd on how to make a webpage.
- Contribution of sites suitable for student or teacher use
- Participation in online discussions on departmental matters relevant to the 2004 programme.
- Co-construction of courses for 2004

The course comprises five workshops over ten weeks.

Starts 25th August  Finishes 31st October
Teachers log in and contribute at least three times per week.

Weeks One and Two:
Beginning 25th August to 5th September Discussion facilitator: Victoria Lee
- Critical Literacy

Weeks Three and Four:
Beginning 8th September to 19th September Discussion facilitator: Jenny Charteris
- Treasure Hunts
- Webquests
- Writing on the Web
- Reading on the Web
Weeks Five and Six:
Beginning 22nd September to 3rd October

- Weaving with the Web: Sites for Teachers and Students

Week Seven and Eight:
Beginning 6th October to 17th October Discussion facilitator: James Bennett

- Where are we going? How can we use ICT effectively in the department?

Week Nine and Ten:

Beginning 20th October to 31st October Courses for 2004 in English

- Junior Programmes: Discussion facilitator: Jenny Charteris
- Year 11 Discussion facilitator: Victoria Lee
- Year 12 Discussion facilitator: Michelle Lawrence
- Year 12 Alternatives Discussion facilitator: Ruth Thomas
- Year 13 Discussion facilitator: Michelle Lawrence

- Discussion on Texts...which ones worked...what do we need to buy for 2004?

The collegial element of this course is a high priority. Please contribute your ideas and resources where requested.
Appendix Eight
Interact Discussion on Critical Literacy

New thread: Subject = Our forum
Posted by: Jennifer Charteris on 18-08-03 at 12:42
Subject: Our forum Greeting
Thanks Elaine for facilitating this discussion on critical literacy....over to you.
(-: 

Posted by: Elaine on 25-08-03 at 15:54
Subject: Critical Literacy Question
Critical literacy has been integrated into the Australian English Curriculum for many years now. Australia has a focus on the skill of being able to view a text through many different eyes. This works on the basis that a text does not exist within a vacuum but rather its meaning is generated from who is viewing or reading it. Meaning comes from two places - from the text and from reader/viewer. What do you think of this idea? How could we encourage this type of thinking in the classroom? Why would we want to?

Posted by: Sandra on 25-08-03 at 16:03
Subject: Critical Literacy Comment
I believe this concept of critical literacy is embedded in all encounters with all texts. As readers and teachers of readers, it underpins everything we do. However there is obviously a place for making the concept explicit for all. This helps highlight the various lenses through which we and they view the world. Doing this then allows choices and control over the way we view the world.

Posted by: Urma on 25-08-03 at 16:08
Subject: Critical Literacy Answer
what a lovely writing style you have Ruth - am impressed love the underlying theme reference! maybe am too cynical and exam focused!

Posted by: Sandra on 03-09-03 at 20:13
Subject: encounters Comment
This stupid thing! The third attempt - I'm getting briefer each time. I think time is an inhibiting factor. My classes love critical discussions but the time
certainly flies as ideas go back and forth. So sometimes it does not seem advisable to go down this path!

Posted by: Urma on 25-08-03 at 16:05
Subject: Critical Literacy  Comment

Urma here - agree to a certain extent - depends on other factors not all readers/viewers have the ability to generate meaning from text! this is sophisticated processing of information - this goes against all previous teaching - ie never using I in a bursary essay! do the examiners care what students think? Traditionally not and unless all were to come on board this is a concept that looks good on paper but cannot be put into practice!

Posted by: Sandra on 03-09-03 at 20:01
Subject: Critical Literacy  Disagree
>>Hey Urma
    I find it difficult to think that viewers/readers would not generate a meaning from a text. It may not be the intended meaning and it may not resemble our own 'meaning' but as long as the wording is to a degree accessible (Janet or John or whatever level the text may be) then meaning will be generated surely. Interested to hear you comment further.

Posted by: Harold on 25-08-03 at 16:13
Subject: Critical Literacy  Comment

Harold here...Yes this is true.Messages in text depend on the knowledge the reader brings to the text...how different people read text will depend on what they already know about a subject,how they feel about the subject ,their ability to comprehend what the text says and their prior experiences and even their personalities. \\ We would want to adress this difference in readings because we are educators and this is part of our job.How we do this is an enormous task but one that involves exposing students to as much "background learning" as possible, encouraging discussion and so on...almost a lifetime process..easier for librans of course
Posted by: Jennifer Charteris on 26-08-03 at 12:24
Subject: Hmmm "background learning" Answer
Also Harold along with your comment on "background learning" we have to evaluate knowledge and challenge our students to do so.

Posted by: Yvonne on 27-08-03 at 11:40
Subject: Hmmm Comment
Just to let you know that I've been visiting critical literacy. XXXX Hello everyone. You are sooo onto it.

Posted by: Sandra on 03-09-03 at 20:16
Subject: Critical Literacy Agree
Harold Sandra here. What an infinitely wise comment!

Posted by: Tony on 04-09-03 at 15:50
Subject: Our forum Comment
I think the concept is a good one. Kids tend to think that if it is written it is true. This can pose problems particularly when using the internet as a research tool. Critical literacy in practise might help students to consider text (particularly from the internet) beyond face value. Using it may include using simple texts and finding out what it may mean to different people. I'm rushing, hope you get what I mean....
Tony

Posted by: Sandra on 05-09-03 at 06:13
Subject: Our forum Agree
Hi there folks, Sandra here.
It's the morning after our hui 4/9. I agree that critical literacy can be applied to very simple texts of any kind so it should be able to apply to any/all reading (include viewing in that). About to submit a posting re deficit model of literacy.
Hi Teachers of Level One and Two English,

Norm mentioned revision for exams as a focus and an online forum is an innovative way we can encourage students to buy-in and study.

Please ensure your students are logged into the site in the next few of days. If you are unsure I will help you add them into your group on Thursday’s meeting. We need to get started on this as soon as possible if it to be of use over the next couple of months.

I cannot set up every resource, folder, discussion forum etc for your online classes. However, I would appreciate it if you would take responsibility for your own space. If you require support, I would be happy to be of assistance. I have already made a skeletal job of setting the teaching spaces up. (-:

It will not work without you, however. Online interactions do not occur without a skilled teacher socially lubricating. There is an art to facilitating student-centred discussion. Your input is encouraging for the students. Respond in discussions drawing out their thoughts.

The social interaction will be the draw card for students to participate and we need to actively encourage relationships to happen. This requires a fine balance between facilitating discussion and monopolising the conversation.

This is a daunting project as it is cutting edge. The kids appreciate this and are excited about it. Please do not hesitate to ask Lulu, myself or any other colleague for a hand with an aspect of this online project.

In addition, please visit your colleagues' sites and post one positive comment. We can learn from each other’s practice.

Thank you for your participation. Using this technology, we aim to motivate our students to study collaboratively and raise achievement.

(-:
Appendix Ten

Comments from Bulwer Staff on Revision Site

“Online interactions were more student driven. It has an impetus of its own.”

“Let’s keep it going for 04”

“The grab bag nature of it was beneficial. It extended on classroom learning. Students were free to learn independently, with a safety net of support there.”

“I would like to see an ongoing resource site available. Students would go in as a topic is covered- generic materials, self tests, posting work, homework/hols etc.”

“Different students were active or led.”

“Students have a feeling of control over their work.”

“Students love seeing their discussion/ comments on the screen. They have a feeling of pride and accomplishment.”
Appendix Eleven
Plan for Online English Curriculum Delivery

"Yet we must respect the demands of society for schools to turn out people who, in addition to these basic skills, will be prepared to learn new things, collaborate in the solution of novel problems and produce innovations in areas that presently may not even exist" (Bereiter & Scardamalia, 2003).

Overview
The English Department at Bulwer High School aim for courses in year 11 to 13 to be hybrid in 2004. For this to happen effectively, English staff need Professional Development on the wider implications learning technologies have for teaching and learning. To develop these pedagogical understandings it is desirable for participating English staff to undertake the Christchurch College of Education papers IT701, IT712, IT714, and IT716. These papers qualify staff with a Certificate in Online Learning.

Goal:
The aim is to use technology invisibly to drive English curriculum objectives. This will promote quality learning and enhance student achievement. By reflecting collegially on their use of learning technologies to promote "powerful learning", staff will enhance their teaching practice.

A Three Year Project
In 2004 we will have staff working at Stages 2 and 3 of the cluster proposal. Staff working at the stage two phase will undertake IT 701 and explore their teaching practice alongside their colleagues. As English teachers develop an understanding of the pedagogical underpinnings, they will have the opportunity in 2005 and 2006 to devise projects involving e-learning and trial it in their classrooms.

Background
English staff already have varying degrees of expertise in the use of ICT with students. Five English teachers have attended Navcon in 2001 or 2002.

To build on these experiences, there has been a departmental focus on the innovative use of ICT in 2003. Over terms three and four there has
been continuing staff professional development online. There were five workshops which covered topics as diverse as "ICT. Its Impact on Pedagogy" and "Courses for 2004".

Having had this online PD experience, Ruth Thomas suggested a revision site for students to support them in their preparation for their exams. The consequence of this has been a large scale project spanning classes from Years 11 to 13. English teachers have worked vigorously to upload resources and interact with their students in these forums. Students, although new to the medium have responded well and it is interesting to note the degree of interaction. The site has its roots in constructivist learning theory where students interact meaningfully and collaboratively. In 2004, I would like to see students looking at web resources critically, evaluating the worth of the materials they source online.

**Expected Outcomes:**
- For staff to improve their understanding of how students can have empowerment in a student-centred environment.
- For students, through reflective practice online (journaling) and engaging dialogue, to develop their voices.
- For staff to develop confidence using ICT as an assimilated tool and not as an add-on.
1 March 2004

Dear Parents/ Caregivers

This year all senior English students are studying online as well as in their classrooms. English teachers have been developing their information technology skills over the last five years so they can use this powerful learning tool.

This teaching tool provides a great opportunity for students to challenge each others' thinking. They can ask for additional help from their teachers and build a resource bank with their peers for their NCEA studies.

Those students who do not have computer access at home are able to use the library and other computer room at lunchtime. Please encourage your son/daughter to log in regularly and contribute to this learning space.

Yours sincerely

J Charteris
HoD English
Appendix Thirteen

Memo...Senior Management
From CH

All senior classes are teaching English Online. The grades for homework, attitude and responsibility will be generated from the site statistics data.

English teachers need to learn how to administer their classrooms and prepare online discussions and lessons. This is over and above their normal class preparation and expectations of staff.

Can we please have staff Professional development over two afternoons 11th February and 12th February. We need to establish these online classes from the outset of the year.
Appendix Fourteen

Critical Incident Questionnaire on Staff Meeting 1st March

1. At what moment in the meeting did you feel most engaged with what was happening in the meeting?
   ▪ Discussion on real and relevant learning
   ▪ Constructive dialogue
   ▪ Sharing synthesized information
   ▪ Activity feedback and discussion
   ▪ During literacy discussions...range of ideas... sick of deficit model approach where staff talk of students who can’t read and can’t write.

2. At what moment in the meeting did you feel most distanced from what was happening in the meeting?
   ▪ When people got off the topic and talked about their specific kids
   ▪ Waiting for others to finish synthesizing task
   ▪ When discussion got heated about achievement
   ▪ Talk of intellectual capabilities of students

3. What action that anyone took in the meeting did you find most affirming and helpful?
   ▪ End discussion and feedback
   ▪ Harold’s light-hearted comments that build collegiality
   ▪ Joanne presented hers and Barbara’s findings
   ▪ Jenny’s affirmative comments
   ▪ Good reflection questions...jigsaw activity
   ▪ On most issues there is some agreement throughout the department
   ▪ Liz talking about her perceptions form a fresh perspective
4. What action in meeting did you find most puzzling or confusing?
   - Comments about comparing ourselves to other schools. We should be focussing on what we do
   - Urma’s comments re: getting ‘marks up’ and declarations of us vs other schools. (unhelpful)
   - Implication that staff at Bulwer did not do their jobs in 2003.
   - Lack of cohesive agreement—don’t seem to have clear goals as a department
   - Negative comments regarding achievement ..can only do our best and should praise our successes rather than focussing on the negative.
   - Puzzled that we are able to justify the NCEA results. They need to improve.

5. What about the meeting this week surprised you the most?

   (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you).

   - Length of the meeting..same thing can be covered quicker by sticking to the topic
   - Level of concern for students’ literacy needs
   - People had similar views and ideas
   - Amount of disagreement...Collective policy on where we are going and what we want to achieve.
Appendix Fifteen
Interact (Online Classes) Bulwer English Teacher Survey

We would appreciate greatly as much information as you are able to provide under the following headings:

Teacher experiences and perceptions of Interact/online classroom(s)

1. Please document any use you made of Interact in your classes (types of uses, activities, communications, homework etc)

2. What benefits (improvements to learning or other benefits) did the use of Interact (the online classroom) offer your classes?

3. What were the barriers to the use of Interact (the online classroom) for you and your classes?

4. What changes if any did you make to the way you teach your class(es)?

5. In your opinion what teaching skills best apply to online classes? What key differences if any do you see between teaching face-to-face and teaching online?
Student experiences and perceptions of their Interact/online classroom.

1. What use did you observe students made of the Interact site?

2. What patterns could you observe in students’ use of the Interact site – rates, times, places of use, types of uses preferred etc.

3. What attitudes were you aware of students expressing regarding their use of the Interact site?

4. What do you believe to be the barriers as far as students are concerned that could affect their use of the Interact site?

5. What benefits did students report from their use of the Interact site?

Overall comments: Please continue your comments on the back of this sheet

1. What suggestions do you have for the improvement of the Interact site and for the development of online teaching and learning at Bulwer?

2. What would have made your experience as an Interact/online teacher easier/more manageable/more successful? (Support, facilities, major structural changes to programmes, timetabling...anything at all)
Appendix Sixteen

English Department Feedback for Interact Discussion Meeting 3/3/04

Positive

Addresses our obligation to address the use of 21st skills in our teaching

Challenges us to adapt our teaching to a student centred model

Higher Order thinking involved

Supports a variety of voices not just the eloquent ones

Good for students who like it

Opportunities for websites and other electronic information

Formal and informal discussions

Academic class access

Improving students ICT skills

30% of class achieving the use of the site effectively...growing each visit

Motivational for teacher and students

I can work at school and at home

Excitement exhibited by students 12 Lang...appreciate what they are having

Opportunities for students to learn at their own pace

Opportunities to engage students with material that interests them
**Challenges:**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Classes</td>
<td>Address academic classes first</td>
</tr>
<tr>
<td>Interact imbalance as a focus in the department</td>
<td>Teacher discretion as to how much to use it.</td>
</tr>
<tr>
<td>Access</td>
<td>Lulu H1/ Machines in classrooms</td>
</tr>
<tr>
<td>Logging in more time needed</td>
<td>Extend deadline</td>
</tr>
<tr>
<td>Library is difficult for Lang classes</td>
<td>Pods in Raukumara</td>
</tr>
<tr>
<td>Too much to fast</td>
<td>Look at 2 classes for each teacher</td>
</tr>
<tr>
<td>Time meeting deadlines</td>
<td>Regular booking time.</td>
</tr>
<tr>
<td>Breakdowns</td>
<td>Classroom pods</td>
</tr>
<tr>
<td>Students who do not like online learning</td>
<td>(do alternative students engage easily..how do we engage them?)</td>
</tr>
</tbody>
</table>

**Other Comments:**

- “Can someone be computer literate before they are even literate!”
- “If we came out of the bush into a physical classroom we probably couldn’t operate all the equipment at first..there would be the same issues.”
- “Its all about tools. Computers in classes would make interact ad many other forms of Computer Assisted Learning (CAL) more viable.”
- “Interact is in its infancy. It needs to be monitored closely, successful outcomes measured and adapted/ improvements made if required.”
Appendix Seventeen

23rd June 2004

The Chairperson
Board of Trustees
Bulwer High School

Dear Hemi,

I would like to express my disappointment at the Board’s decision not to supply additional computers in the school as urgently requested.

Our prospectus states that we are “...at the threshold of being in a position to lead secondary school education in the Tairawhiti...”. Information Communication Technology is not only a flagship which gives us the point of difference in the keen race for students to enrol at Bulwer, it is an integral tool. I would question whether a school running on a skeletal basis is delivering its promise to “lead the rest.” The ramifications for learning and teaching are significant. We cannot deliver quality programmes under these circumstances. Current levels of access in our classes are so minimal that we cannot address our curricula acceptably.

In the English Department we have attempted to implement strategies to engage learners with the immediacy and relevance information technology can offer. By using computers to support higher order thinking we are facilitating the type of learning which promotes Excellence grades in examinations. Sadly, we have been unable to offer courses which maximise these students’ potential because computers have been unavailable.

As a publishing tool in English they are invaluable. As exemplified by my own Level Two English class, students do not currently have access to
computers for publishing their work. Written assessments need to be completed at school under teacher supervision and, as there are no computers available for word processing, consequently students will have to handwrite their assignment. The assessment criterion requires "accuracy". Many of our students are disadvantaged in comparison with their peers in other schools who may have a similar ability but also have computers to spell-check their work. Our students are at an enormous disadvantage and we can not make up for this lost opportunity. In the tight NCEA academic programmes once we have completed the assessments we do not necessarily revisit them.

In Media Studies my students have been "making do" with the few bookings they have to use technology to make a prospectus. We assess them on their use of a range of information technology tools. It is imperative that they have access as their credentialing, once again, relies on it.

At present, many classes have to be split, as there are not enough machines for a class in one location. This is stressful for the teachers concerned. Students with poor literacy who need to use technology most because of their learning difficulties are very difficult to manage in various locations. They are often students with difficult behaviours who need to be pressed to work.

For the good of our current students, I hope that you will reconsider your decision when you have further information.

Yours truly

Jennifer Charteris
Head of English
ENGLISH DEPARTMENT MEMO

TO: RAWIRI
FROM: CH
SUBJECT: ICT INTEGRATION
DATE: 8/3/03
CC: UR, BA, TO, CA, SA, YV

The two English Department meetings this week highlighted the following issues:

- Interact log on has been time consuming and problematic. The process needs to be streamlined. Difficulty with access to computers has added to the problem.

- There needs to be ongoing staff PD and planning/resourcing to effectively make best use of new technologies in the classroom.

- Ideally, we need computer pods in each English classroom and regular and reliable access to labs for those teachers without machines in classrooms. (Ad attended and explained the current switch/machine situation). Mg suggested we could ponder the possibility of the English Department workroom being used as a computer suite for which it was originally designed. Also, we could consider Sally's suggestion that the Library mezzanine floor could be reconfigured into a galley-style computer area (computers along both sides of mezzanine walkway) which could more than double the number of available machines in a relatively compact space.

- We would like to register our concern as a department regarding the ongoing viability of our programmes after students are required to pay Internet fees. There are concerns that students who cannot afford to/do not pay fees will be cut out of the Online learning opportunity. (It was noted that historically only about 40% of students pay school fees so there may be a similarly low
percentage paying Internet fees). Ad informed us that the cost of Internet access for two users is financially comparable to one hundred. *It is an equity issue.* By promoting higher order thinking through the use of ICT we are addressing the digital divide.

- Programmes for alternative classes need to be implemented incrementally. (Cn, Lw) We experience the same behavioural challenges in a face-to-face situation as we do online.

- The need for a realistic and workable timeline for staged implementation. Be pointed up the need for a staged implementation plan so we can ensure our integration matches our access to resources (computers). (Links to ICT Dept.) Mg suggested an Action Plan be prepared.

- The need for an Interact survey to be implemented to gauge student usage and current access. (One proffered by Mg)

- We also need to plan ongoing means of monitoring and evaluating Interact/online learning – for future planning and funding purposes.

- English department pedagogy is shifting from a didactic approach to a student-centred model. “Sage-on-the-stage” to “guide-on-the-side”. ICT is a tool to empower students allowing them to have control over their educational outcomes. (Ch)

- The deficit literacy model is no longer appropriate. We need to focus on what students can do instead of what they can’t. (Th)

- The definition of Literacy is changing. We need to accommodate 21st Century skills. (Ch)

- The level of literacy at Bulwer, and how best to improve it, is a continuing issue of concern.
Appendix Nineteen

21st Century Skills Digital-Age Literacy

As society changes, the skills needed to negotiate the complexities of life also change. In the early 1900s, a person who had acquired simple reading, writing, and calculating skills was considered literate. Only in recent years has the public education system expected all students to build on those basics, developing a broader range of literacies (International ICT Literacy Panel, 2002). To achieve success in the 21st century, students also need to attain proficiency in science, technology, and culture, as well as gain a thorough understanding of information in all its forms.

Digital-Age Literacy includes the following:

- **Basic Literacy**: Language proficiency (in English) and numeracy at levels necessary to function on the job and in society to achieve one's goals and to develop one's knowledge and potential in this Digital Age.

- **Scientific Literacy**: Knowledge and understanding of the scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity.

- **Economic Literacy**: The ability to identify economic problems, alternatives, costs, and benefits; analyze the incentives at work in economic situations; examine the consequences of changes in economic conditions and public policies; collect and organize economic evidence; and weigh costs against benefits.
Technological Literacy: Knowledge about what technology is, how it works, what purposes it can serve, and how it can be used efficiently and effectively to achieve specific goals.

Visual Literacy: The ability to interpret, use, appreciate, and create images and video using both conventional and 21st century media in ways that advance thinking, decision making, communication, and learning.

Information Literacy: The ability to evaluate information across a range of media; recognize when information is needed; locate, synthesize, and use information effectively; and accomplish these functions using technology, communication networks, and electronic resources.

Multicultural Literacy: The ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others.

Global Awareness: The recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, sociocultural groups, and individuals across the globe.
http://www.ncrel.org/engage/skills/agelit.htm
Appendix Twenty
English Department Evaluation End of Term One 2004

Course Programmes

What went well?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was challenging?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was interesting?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please Comment on Resource Management

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

199
Departmental Meetings

What was positive?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What was negative?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What would you do differently?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Departmental Management (In General)

What was positive?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What was negative?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Other Comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix Twenty-One

End of Term One Evaluation from Carol

Course Programmes

What went well?
• Staff in later half more confident relaxed and able to focus on understanding what to do and not so pressured and to a degree hounded in some areas. E.g. Interact some of the work kids are producing in all curriculum areas.

What was challenging?
• Staff pressure during earlier part of term causing stress to some
• Care about staff more

What was interesting?
• Staff breaking down- needs to be attended to much earlier
• Putting it before English and letting it get too much too soon rather thank allowing staff to use own judgement to use it when applicable alongside English as a tool not taking over the Curriculum.

Please Comment on Resource Management
Let's care for our kids and our expert staff so that all our needs are met, we don't want to lose some of the valuable people we have. We are supposed to be a caring school.
Please Comment on Departmental Meetings

What was positive?

- attendance team sharing
- some discussions on literacy
- later dept meetings improved focus on real concerns of staff. Keep it that way in future.

What was negative?

Not focussing enough on staff concerns and more time needed to discuss issues level by level-have level meetings. Wasting too much time on Interact.

What would you do differently?

Inform and care for staff more

Departmental Management (In General)

What was positive?

Feedback from individual staff on areas I have assisted on positive which has been nice
Better approachability of management in later half of the term in some areas that were a problem

What was negative?

Lack of HoD /Assistant meetings to keep informed
Nuts and bolts not being covered adequately...too much Interact.

Other Comments

Staff were at times not willing to approach management staff in some areas over concerns afraid concerns would not be listened to or ended up breaking down because it was so unclear or feeling it was all too much should never had got this bad!!
Appendix Twenty-Two

English Department Self Review End of 2004

Comments from Barbara, Carol, Urma

1. To integrate Learning Technologies to develop higher order thinking.
   Some of our kids lack basic skills—much less higher order thinking skills
   Urma

   Liked them all (Goals) Harold

   Gradually with Alternatives Carol

   Fine—More PD needed for staff to assist with this goal Barbara

2. To teach senior courses online, developing our understanding of online pedagogy.

   More PD Required. Can we hook into any learning networks with other colleges? Barbara

   Gradually—improvements still needed in aspects of this—fine tuning eg logging on too long winded, develop the keyboard skills students too, get classes on gradually so not all trying to book at once, make site more user friendly, continue to incorporate with homework, revision exams. Reduce anxiety stress for all. Slow down. PD for new staff. Carol

   Better in later part of year where it became a tool and not the only tool!!! Need to be careful—teacher still most important aspect of student success! Urma
Appendix Twenty-Three: Data Collection Plan

<table>
<thead>
<tr>
<th>Sub-Questions</th>
<th>Data Me-managing</th>
<th>Data Them-managing</th>
<th>Sampling &amp; Frequency</th>
<th>Sampling &amp; Frequency</th>
<th>Sampling &amp; Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a new HoD, how can I best facilitate ICT professional development to promote innovative practice in a secondary English Department?</td>
<td>Interviews Journaling Evaluations CIQs</td>
<td>Survey Observation Lulu Interviews (Full time teachers)</td>
<td>Term 3 Termly Termly Termly</td>
<td>Termly Unstructured Termly Termly</td>
<td>No Termly Termly Termly Termly Unstructured Termly Termly</td>
</tr>
<tr>
<td>What is the current level of English teachers ICT skills, knowledge and understanding in integrating ICTs in their English classes at Bulwer High School?</td>
<td>Interviews Journaling Evaluations CIQs</td>
<td>Survey Interviews Evaluations Journalling Evaluations CIQs</td>
<td>Term 3 Termly Termly Termly</td>
<td>Termly Unstructured Termly Termly</td>
<td>No Termly Termly Termly Termly Unstructured Termly Termly</td>
</tr>
<tr>
<td>What do English teachers at Bulwer High School believe about teaching and learning?</td>
<td>Evaluations CIQs</td>
<td>Appraisal Notes PD Surveys Online PD Meeting Minutes Interviews</td>
<td>Term 3 Termly Termly Termly Termly</td>
<td>Termly Termly</td>
<td>No No No Termly Termly Termly Termly Termly</td>
</tr>
<tr>
<td>To what extent and in what ways are these beliefs impacting on the design of classroom learning environments?</td>
<td>Interviews Staff Meeting Notes Observations Evaluations</td>
<td>Interviews</td>
<td>Termly No Unstructured Termly</td>
<td>Termly Termly</td>
<td>Termly Termly Termly Unstructured Unstructured Termly</td>
</tr>
<tr>
<td>Where does this sit with research?</td>
<td>Literature</td>
<td></td>
<td>Termly</td>
<td>Termly</td>
<td>Termly</td>
</tr>
</tbody>
</table>

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| What barriers to using ICTs in their classes do teachers experience? |
|---|---|---|---|---|
| Journal | Interviews | Evaluations | CIQs | Unstructured |
| | Observations | | | Termly |
| | Journalling | | | Unstructured |
| | Evaluations | | | Termly |
| | CIQs | | | Unstructured |
| | | | | Termly |
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| | | | | Termly |
| | | | | Unstructured |
| | | | | Termly |
| | | | | Unstructured |
| | | | | Termly |

| To what extent and in what ways are individual teacher beliefs impacting on the uptake of the innovation? |
|---|---|---|---|---|
| Journal | Interviews | Evaluations | CIQs | Termly |
| Evaluations | | | | No |
| Staff | | | | Term 4 |
| Meeting Notes | | | | No |
| Evaluations | | | | Termly |
| CIQs | | | | Termly |
| | | | | Termly |
| | | | | Termly |

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Author's Note

This thesis has been all my own work—the research, the analysis, the writing—and that I have referenced the sources of the ideas and comments that have not been my own.