MIDDLE SCHOOLING PROGRAM IN PUBLIC SCHOOLS OF CANBERRA AUSTRALIA
(AN EXPLORATION OF PRACTICE IN THE LIGHT OF THEORY)

By

Mah-i-Laqa Rafiq

A thesis submitted in the fulfilment of the requirements for the award of the degree of

DOCTOR OF PHILOSOPHY
(EDUCATION)

Division of Communication and Education, School of Education and Community Studies

UNIVERSITY OF CANBERRA
August 2005
ABSTRACT

Middle schooling, although a contested phenomenon, has established its position on the huge landscape of secondary education. The philosophy of middle schooling claims that middle school has the best organisational structure for meeting the (educational, emotional, social and psychological) needs of adolescents\(^1\). This study is an attempt to see how successful schools of the Australian Capital Territory (ACT) are in implementing the middle schooling program with respect to the General Design for a Whole School Approach to School Improvement (Hill & Crévola, 1997), which is used as theoretical framework for the evaluation. The three schools selected through purposive sampling for this study are considered exemplary for their implementation of programming consistent with the essential elements of middle schooling.

The literature has recognised that, during last two decades, policy makers, educators, innovative reformers, and private foundations have manifested enormous commitment and interest in favour of the middle schooling program. The findings of this study indicate that, with certain adaptations, each of the three sample schools are implementing the salient features and characteristics of effective middle schools identified in the General Design and discussed widely in the literature. Each sample school is making its best efforts to improve the teaching and learning environment better to meet the needs of adolescents and is implementing middle school philosophy in accordance with the design. It is unlikely that any school can achieve “perfection” in all of the areas identified in the selected design (Hill & Crévola, 1997), and the possibilities for improvement are always there. Certain significant issues related to students’ security and connectedness are identified as requiring some attention by the school organisation.

The main question of this study—how responsive middle school reforms are in the enrichment of the physical, social and emotional growth of adolescents—has largely been answered positively in this study. Based on the findings of this study it is concluded that the middle schooling program is not a wasted effort on the landscape of secondary education in Australia. The results of this study have certain implications for policy makers, educators and researchers. These

\(^1\) This term comes from the Latin verb *adolescere*, which means “to grow up or to grow to maturity”.
include recognition of the need for teacher training programs to provide teacher training with a
greater understanding of the teaching and learning needs of adolescents and the need for
educators to make extra efforts in making the school environments safe, secure and inviting for
adolescents. Longitudinal studies will be required to determine the long-term outcomes of the
middle schooling program, as claimed by the proponents of the middle schooling movement.
DEDICATION

To my mother, Rabia Yousaf, who instilled in me the value and power of education and consistently encouraged all her children to pursue their dreams. Her confidence is a beacon for us each step of the way. I wish her a healthy and a long life.
ACKNOWLEDGEMENTS

I would like to take the opportunity to express my sincere gratitude and appreciation to those who have contributed in planning, development, and completion of this research study. I would like to acknowledge and express my deepest gratitude to my primary supervisor Dr. Jim Woolnough and my secondary supervisor Dr. Carole Kayrooz for their nurturing guidance, continuous support, and encouragement. The hours of consultations and corrective suggestions are deeply appreciated. It has been a joy to work with people of such high calibre and with such deep dedication and patience. Their efforts have gone far beyond my expectations and have made this experience rewarding and memorable.

I would like to acknowledge the valuable feedback provided by the readers of my thesis, Professor Denis Goodrum and Professor Noel Gough. I would also like to acknowledge the support of the faculty and staff members in the School of Education and Community Studies, University of Canberra, for the provision of a healthy professional working environment. It is a great privilege to be associated with this prestigious faculty and staff.

Many thanks to David Pederson, Statistical Consultant, for his technical assistance, and special thanks to Dr Ruth Shrensky for professionally editing this thesis. This acknowledgement would be incomplete without expressing my gratitude to the staff of the IT Support Technical Service Unit, especially Thomas Teng and Jacqui Cooper. You were always there to help me out of any computer-related crisis.

The participants of this study deserve my profound gratitude as without their cooperation this study would have not been completed.

I would like to acknowledge the contribution of my family members for their unwavering support and encouragement throughout this long journey. Profound gratitude is extended to my husband Rafiq Ahmad Malik, who astonished me with his endurance and patience. His devotion and support enabled me to maintain my confidence and complete this study. I appreciate the support of my all brothers and sisters specially my encouraging, generous and affectionate sister Mahjabeen Yousaf and my cheerful and caring brother Haider Ali Raza for their support and prayers.
Out of a huge list of my friends, Yasmeen Masood deserves special recognition as her support and prayers were always there to boost my morale. I would also like to thank my colleagues in the Ministry of Education and especially Dr. Syed Fayaz Ahmad who gave me the motivation to embark on this journey. Many others who have been missed and deserve to be mentioned are also acknowledged for their support and contributions.
# TABLE OF CONTENTS

**ABSTRACT** ............................................................................................................................ i  
**DEDICATION** ....................................................................................................................... iii  
**ACKNOWLEDGEMENTS** ....................................................................................................... iv  
**TABLE OF CONTENTS** ....................................................................................................... vi  
**LIST OF TABLES** ................................................................................................................. xii  
**LIST OF FIGURES** ................................................................................................................. xiii  
**CHAPTER ONE  INTRODUCTION** ......................................................................................... 1  
1.1 THE BACKGROUND FOR THE STUDY .............................................................................. 1  
1.2 STATEMENT OF THE PROBLEM ..................................................................................... 5  
1.3 PURPOSES OF THE STUDY ............................................................................................... 6  
1.4 METHODOLOGY ............................................................................................................... 7  
1.5 RESEARCH QUESTION ..................................................................................................... 8  
1.6 SIGNIFICANCE OF THE STUDY ..................................................................................... 9  
1.7 DEFINITIONS OF THE TERMS ....................................................................................... 12  
1.8 LIMITATIONS OF THE STUDY ....................................................................................... 14  
1.9 ORGANISATION OF THE THESIS .................................................................................. 15  
1.10 SUMMARY OF THE CHAPTER ..................................................................................... 16  
**CHAPTER TWO REVIEW OF LITERATURE** ..................................................................... 17  
**OVERVIEW OF MIDDLE SCHOOLING** .......................................................................... 17  
2.2 EMERGENCE OF MIDDLE SCHOOLS ............................................................................. 17  
2.2.1 Background ............................................................................................................ 17  
2.2.2 Rationale for establishing middle schools ............................................................... 18  
2.2.3 International and historical concern about middle schooling ............................... 20  
2.2.4 Overview of middle schooling in Australia ............................................................. 21  
2.2.5 Definitions of middle schooling ............................................................................. 22  
2.3 THE DRIVING FORCES BEHIND THE REFORM ......................................................... 24  
2.3.1 Need for developmentally responsive schools for adolescents ............................... 26  
2.3.2 Adolescents’ development and emerging needs ...................................................... 29  
2.3.2.1 Physical development of adolescents ................................................................. 31  
2.3.2.2 Psychological development of adolescents ....................................................... 34  
2.3.2.3 Cognitive development of adolescents ............................................................. 37  
2.3.2.4 Social development of adolescents ................................................................. 43  
2.3.3 Need for planned smooth transition ....................................................................... 46  
2.4 SUMMARY OF THE CHAPTER ..................................................................................... 52  
**CHAPTER THREE REVIEW OF LITERATURE** ............................................................... 53  
**ELEMENTS OF THE MIDDLE SCHOOLING PROGRAM** .............................................. 53  
3.1 BELIEFS AND UNDERSTANDINGS (vision and mission statements) ....................... 56  
3.1.1 Academically excellent schools ............................................................................. 60  
3.1.2 Schools responsive to the learning needs of adolescents ..................................... 60
3.1.3 Schools responsive to the developmental needs of adolescents ......................... 61
3.1.4 Schools socially equitable .................................................................................... 62
3.1.5 Schools responsive to community participation .................................................. 63
Summary of the section .............................................................................................. 63
3.2 SCHOOL AND CLASS ORGANISATION .................................................................. 63
Introduction ................................................................................................................ 63
3.2.1 Attributes of school and class organisation .......................................................... 64
3.2.2.1 Safe, caring and orderly environment ............................................................ 70
3.2.2.2 Supportive staff and administration ............................................................... 72
3.2.2.3 Attractive physical appearance ..................................................................... 73
3.2.2.4 Sense of belonging to the school ................................................................... 74
3.2.2.5 Positive peer norms and relationships ......................................................... 75
3.2.2.6 Planned smooth transitions .......................................................................... 79
Summary of the section .............................................................................................. 80
3.3 CLASSROOM TEACHING STRATEGIES ............................................................... 81
Introduction ................................................................................................................ 81
3.3.1 Importance of effective teaching strategies ......................................................... 81
3.3.2 Major attributes of effective classroom teaching ................................................ 83
3.3.2.1 Invitational education ..................................................................................... 88
3.3.2.2 Democracy in education ............................................................................... 92
3.3.2.3 Constructivist teaching ................................................................................. 99
3.3.2.4 Reflective teaching ....................................................................................... 104
Summary of the section .............................................................................................. 106
3.4 PROFESSIONAL LEARNING COMMUNITIES (PLC) ........................................... 107
Introduction ................................................................................................................ 107
3.4.1 THE CASE FOR PROFESSIONAL LEARNING COMMUNITIES ......................... 107
3.4.2 PLC IN THE MIDDLE SCHOOLS ....................................................................... 108
3.4.3 CHARACTERISTICS OF PLC .......................................................................... 109
3.4.3.1 Supportive and shared leadership ................................................................. 112
3.4.3.2 Building a culture of collective learning ....................................................... 113
3.4.3.3 Working as a collaborative team ................................................................. 114
3.4.3.4 Classroom-based research oriented to action and experimentation ............... 116
3.4.3.5 Use of data-based inquiry (Research and support networks) ....................... 118
Summary of the section .............................................................................................. 119
3.5 INTERVENTION AND SPECIAL ASSISTANCE ................................................... 119
Introduction ................................................................................................................ 119
3.5.1 Academic support ............................................................................................ 121
3.5.2 Counselling and advisory program ................................................................... 123
3.5.3 Health and physical education ......................................................................... 126
3.5.4 Technology and resources .............................................................................. 128
3.5.5 Career development ....................................................................................... 130
Summary of the section .............................................................................................. 131
3.6 HOME, SCHOOL AND COMMUNITY PARTNERSHIPS ...................................... 131
3.6.1 Introduction ..................................................................................................... 131
3.6.2 Historical and philosophical perspective of partnerships ................................. 132
3.6.3 Conceptions of education partnerships ............................................................. 134
3.6.4 Theoretical perspective on educational partnerships ...........................................135
3.6.5 Importance of partnerships at middle schools......................................................136
3.6.6 Framework for home, school and community partnerships.................................139
Summary of the section........................................................................................................145
3.7 LEADERSHIP AND COORDINATION....................................................................145
Introduction..........................................................................................................................145
3.7.1 Attributes of middle school leaders .....................................................................146
3.7.1.2 Principals’ concerns for the vision and mission statement ..................................148
3.7.1.2 Instructional management ....................................................................................149
3.7.1.3 Supervising teaching ............................................................................................150
3.7.1.4 Promotion of instructional climate.......................................................................152
3.7.1.5 Organisational management.................................................................................154
Summary of the section........................................................................................................155
3.8 SUMMARY OF THE CHAPTER...............................................................................155
CHAPTER FOUR METHODOLOGY...............................................................................157
INTRODUCTION ...................................................................................................................157
4.1 METHODOLOGICAL APPROACH..........................................................................157
4.1.1 Theoretical framework.........................................................................................158
4.1.2 Evaluation process ...............................................................................................160
4.2 RESEARCH METHODS ............................................................................................169
4.2.1 Research Approach ..............................................................................................169
4.2.2 Ethical considerations and formal approvals .......................................................170
4.2.3 Instrumentation ....................................................................................................171
4.3 SAMPLING TECHNIQUES AND POPULATION ...................................................172
4.3.1 Response rate .......................................................................................................174
4.3.2 Data collection procedure ....................................................................................174
4.4 DATA ANALYSIS..............................................................................................175
4.5 LIMITATIONS AND DELIMITATIONS OF THE RESEARCH .....................177
4.6 SUMMARY OF THE CHAPTER...............................................................................178
CHAPTER FIVE PRESENTATION AND ANALYSIS OF THE DATA .......179
INTRODUCTION ...................................................................................................................179
Introduction..........................................................................................................................180
5.1.1 Academically excellent Schools ..........................................................................181
5.1.2 Schools responsive to the learning needs of adolescents .....................................182
5.1.3 Schools responsive to the developmental needs of adolescents ..........................183
5.1.4 Socially equitable schools....................................................................................183
5.1.5 Schools responsive to community participation ..................................................184
Summary of the section........................................................................................................185
5.2 SCHOOL AND CLASS ORGANISATION ...............................................................186
Introduction..........................................................................................................................186
5.2.2 Safe, caring and orderly environment ..................................................................186
5.2.2 Supportive staff and administration ......................................................................189
5.2.3 Attractive physical appearance ............................................................................190
5.2.4 Sense of belonging to the schools .......................................................................191
5.2.5 Positive peer norms and relationships.................................................................192
5.2.6 Smooth transitions...............................................................................................194
5.2.7 Summary of the section........................................................................................196

5.3 CLASSROOM TEACHING STRATEGIES ...............................................................196
Introduction..........................................................................................................................196
5.3.1 Invitational education...........................................................................................197
5.3.2 Democracy in education.......................................................................................199
5.3.3 Constructivist teaching.........................................................................................200
5.3.4 Reflective teaching...............................................................................................202
Summary of the section........................................................................................................206

5.4 PROFESSIONAL LEARNING COMMUNITIES (PLC)...........................................206
Introduction..........................................................................................................................206
5.4.1 Supportive and shared leadership ........................................................................206
5.4.2 Building a culture of collective learning ..............................................................208
5.4.3 Working as a collaborative teams ........................................................................208
5.4.4 Classroom-based research oriented to action and experimentation .....................209
5.4.5 Use of data-based inquiry (Research and support networks)...............................210
Summary of the section........................................................................................................212

5.5 INTERVENTION AND SPECIAL ASSISTANCE ....................................................212
Introduction..........................................................................................................................212
5.5.1 Academic support ................................................................................................213
5.5.2 Counselling and advisory services.......................................................................214
5.5.3 Health and physical education .............................................................................215
5.5.4 Technology and resources....................................................................................215
5.5.5 Career development .............................................................................................216
Summary of the section........................................................................................................216

5.6 HOME, SCHOOL AND COMMUNITY PARTNERSHIPS ......................................217
Introduction..........................................................................................................................217
5.6.1 Parenting and child rearing ..................................................................................218
5.6.2 Communication between parents and school.......................................................218
5.6.3 Volunteering or parents support to the schools....................................................220
5.6.4 Learning activities at home ..................................................................................220
5.6.5 Decision-making ..................................................................................................222
5.6.6 Collaborating with community ............................................................................222
Summary of the section........................................................................................................223

5.7 LEADERSHIP AND COORDINATION....................................................................223
Introduction..........................................................................................................................223
5.7.1 Principals’ concerns for the vision and mission statement ..................................223
5.7.2 Instructional management....................................................................................225
5.7.3 Supervising teaching ............................................................................................225
5.7.4 Promotion of instructional climate.......................................................................226
5.7.5 Organisational management................................................................................227
Summary of the section........................................................................................................229

5.8 SUMMARY OF THE CHAPTER...............................................................................229

CHAPTER SIX DISCUSSION OF THE FINDINGS .........................................................231
INTRODUCTION ...................................................................................................................231
6.1 Beliefs and understandings (Vision and mission statements) ....................................231
Introduction..........................................................................................................................231
6.1.1 Academically excellent schools
6.1.2 Schools responsive to the learning needs of adolescents
6.1.3 Schools responsive to the developmental needs of adolescents
6.1.4 Schools socially equitable
6.1.5 Schools responsive to community participation

Summary of the section

6.2 SCHOOL AND CLASS ORGANISATION

Introduction

6.2.1 Safe, caring and orderly environment
6.2.2 Supportive staff and administration
6.2.3 Attractive physical appearance
6.2.4 Sense of belonging to the school
6.2.5 Positive peer norms and relationships
6.2.6 Smooth transitions

Summary of this section

6.3 CLASSROOM TEACHING STRATEGIES

Introduction

6.3.1 Invitational education
6.3.2 Democracy in education
6.3.3 Constructivist teaching
6.3.4 Reflective teaching

Summary of this section

6.4 PROFESSIONAL LEARNING COMMUNITIES (TEAMS)

Introduction

6.4.1 Supportive and shared leadership
6.4.2 Building a culture of collective learning
6.4.3 Working as a collaborative teams
6.4.4 Classroom-based research oriented to action and experimentation
6.4.5 Use of data-based inquiry (Research and support networks)

Summary of this section

6.5 INTERVENTION AND SPECIAL ASSISTANCE

Introduction

6.5.1 Academic support
6.5.2 Counselling and advisory services
6.5.3 Health and physical education
6.5.4 Technology and resources
6.5.5 Career development

Summary of this section

6.6 HOME, SCHOOL AND COMMUNITY PARTNERSHIPS

Introduction

6.6.1 Parenting and child rearing
6.6.2 Communication between parents and school
6.6.3 Volunteering or parents support to the schools
6.6.4 Home learning
6.6.5 Decision making
6.6.6 Collaborating with the community

Summary of the section
6.7 LEADERSHIP AND COORDINATION .............................................................. 285
   Introduction ..................................................................................................... 285
6.7.1 Principals’ concerns for the vision and mission statement .................. 286
6.7.2 Instructional management ................................................................. 287
6.7.3 Supervising teaching ............................................................................. 287
6.7.4 Promotion of instructional climate ...................................................... 288
6.7.5 Organisational management ............................................................... 290
Summary of the section .................................................................................. 291

CHAPTER SEVEN SUMMARY, CONCLUSIONS, IMPLICATIONS AND
RECOMMENDATIONS ................................................................................. 293

INTRODUCTION ......................................................................................... 293
7.1 OVERVIEW OF THE STUDY ................................................................. 293
7.2 SUMMARY OF THE FINDINGS ............................................................. 294
   7.2.1 Beliefs and understandings (Vision and mission statements) ........... 294
   7.2.2 School and class organisation ......................................................... 295
   7.2.3 Classroom teaching strategies ....................................................... 297
   7.2.4 Professional learning communities (PLC) ....................................... 299
   7.2.5 Intervention and special assistance ............................................... 300
   7.2.6 Home, school and community partnerships ................................... 300
   7.2.7 Leadership and coordination ......................................................... 301
7.3 CONCLUSIONS .................................................................................... 302
    Examining the research questions ......................................................... 303
7.4 IMPLICATIONS .................................................................................... 306
7.5 RECOMMENDATIONS ........................................................................ 307
7.6 THE GENERAL DESIGN AS A TOOL FOR EDUCATIONAL EVALUATION .. 308
7.7 CONCLUDING STATEMENT .................................................................. 309

REFERENCES ............................................................................................ 311

APPENDIXES ............................................................................................. 389
   APPENDIX I: APPROVAL FROM THE ETHICS COMMITTEE .................. 389
   APPENDIX II: APPROVAL FROM THE EDUCATION DEPARTMENT ....... 390
   APPENDIX III: LETTER FOR THE PRINCIPALS OF THE SAMPLE SCHOOLS ... 391
   APPENDIX IV: LETTER FOR THE TEACHERS ........................................ 393
   APPENDIX V: LETTER FOR THE PARENTS .......................................... 395
   APPENDIX VI: LETTER FOR THE STUDENTS ....................................... 397
   APPENDIX VII: CONSENT FORM FOR THE STUDENTS AND THEIR PARENTS ... 398
   APPENDIX VIII: CONSENT FORM FOR THE PRINCIPALS AND TEACHERS ... 399
   APPENDIX IX: RELIABILITY ANALYSIS SCALE (ALPHA COEFFICIENT) .... 400
   APPENDIX X: INSTRUMENT FOR THE PRINCIPAL .................................. 409
   APPENDIX XI: INSTRUMENT FOR THE TEACHERS ............................... 418
   APPENDIX XII: INSTRUMENT FOR THE PARENTS .................................. 428
   APPENDIX XIII: INSTRUMENT FOR THE STUDENTS ............................ 436
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1a</td>
<td>Common themes between middle schools and effective schools</td>
<td>55</td>
</tr>
<tr>
<td>Table 3.3.3</td>
<td>The framework for teaching in the middle schooling</td>
<td>88</td>
</tr>
<tr>
<td>Table 4.1a</td>
<td>Details of response rate</td>
<td>173</td>
</tr>
<tr>
<td>Table 1.1</td>
<td>Academically excellent schools</td>
<td>181</td>
</tr>
<tr>
<td>Table 1.2</td>
<td>Comparison between the stakeholders</td>
<td>181</td>
</tr>
<tr>
<td>Table 1.3</td>
<td>Schools responsive to the learning needs of adolescents</td>
<td>182</td>
</tr>
<tr>
<td>Table 1.4</td>
<td>Comparison between the stakeholders</td>
<td>182</td>
</tr>
<tr>
<td>Table 1.5</td>
<td>Schools responsive to the developmental needs of adolescents</td>
<td>183</td>
</tr>
<tr>
<td>Table 1.6</td>
<td>Socially equitable schools</td>
<td>183</td>
</tr>
<tr>
<td>Table 1.7</td>
<td>Schools responsive to community participation</td>
<td>184</td>
</tr>
<tr>
<td>Table 1.8</td>
<td>Responses of Stakeholders on open-ended questions regarding Beliefs and understandings</td>
<td>184</td>
</tr>
<tr>
<td>Table 2.1</td>
<td>Safe, caring and orderly environment of the sample schools</td>
<td>186</td>
</tr>
<tr>
<td>Table 2.2</td>
<td>Safe, caring and orderly environment of the sample schools</td>
<td>187</td>
</tr>
<tr>
<td>Table 2.3</td>
<td>Comparison between the schools</td>
<td>188</td>
</tr>
<tr>
<td>Table 2.4</td>
<td>Students’ teachers’ relationships</td>
<td>189</td>
</tr>
<tr>
<td>Table 2.5</td>
<td>Comparison between the schools</td>
<td>189</td>
</tr>
<tr>
<td>Table 2.6</td>
<td>Schools’ physical appearance</td>
<td>190</td>
</tr>
<tr>
<td>Table 2.7</td>
<td>Comparison between the schools</td>
<td>190</td>
</tr>
<tr>
<td>Table 2.8</td>
<td>Students’ sense of belonging to the schools</td>
<td>191</td>
</tr>
<tr>
<td>Table 2.9</td>
<td>Comparison between the schools</td>
<td>191</td>
</tr>
<tr>
<td>Table 2.10</td>
<td>Peer norms and relationships</td>
<td>192</td>
</tr>
<tr>
<td>Table 2.11</td>
<td>Comparison between the schools</td>
<td>193</td>
</tr>
<tr>
<td>Table 2.12</td>
<td>Peer norms and relationships</td>
<td>193</td>
</tr>
<tr>
<td>Table 2.13</td>
<td>Planned smooth transitions</td>
<td>194</td>
</tr>
<tr>
<td>Table 2.14</td>
<td>Comparison between the schools</td>
<td>194</td>
</tr>
<tr>
<td>Table 2.15</td>
<td>Responses of Students on open-ended questions regarding School and class organisation</td>
<td>195</td>
</tr>
<tr>
<td>Table 3.1</td>
<td>Invitational education</td>
<td>197</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>Comparison between the schools</td>
<td>199</td>
</tr>
<tr>
<td>Table 3.3</td>
<td>Democracy in education</td>
<td>199</td>
</tr>
<tr>
<td>Table 3.4</td>
<td>Democracy in education</td>
<td>200</td>
</tr>
<tr>
<td>Table 3.5</td>
<td>Constructivist teaching practices in the classrooms</td>
<td>200</td>
</tr>
<tr>
<td>Table 3.6</td>
<td>Constructivist teaching practices in the classrooms</td>
<td>201</td>
</tr>
<tr>
<td>Table 3.7</td>
<td>Reflective teaching practices in the classrooms</td>
<td>202</td>
</tr>
<tr>
<td>Table 3.8</td>
<td>Comparison between the stakeholders</td>
<td>202</td>
</tr>
<tr>
<td>Table 3.9</td>
<td>Reflective teaching practices in the classrooms</td>
<td>203</td>
</tr>
<tr>
<td>Table 3.10</td>
<td>Responses of Stakeholders on open-ended question regarding Classroom teaching strategies</td>
<td>204</td>
</tr>
<tr>
<td>Table 3.11</td>
<td>Responses of Stakeholders on open-ended question regarding Classroom teaching strategies</td>
<td>204</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>Supportive and shared leadership in the sample schools</td>
<td>207</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Comparison between the schools</td>
<td>207</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Culture of collective learning</td>
<td>208</td>
</tr>
</tbody>
</table>
Table 4.4: Comparison between the schools .................................................................208
Table 4.5: In-service staff development programs in the sample schools .....................208
Table 4.6: Staff working as collaborative teams in the sample schools ...............................209
Table 4.7: Classroom-based research oriented to action and experimentation ....................209
Table 4.8: Use of data-based inquiry (Research and support networks) .............................210
Table 4.9: Use of data-based inquiry (Research and support networks) .............................210
Table 4.10: Responses of Stakeholders on open-ended question regarding PLC ...............211
Table 4.11: Responses of Stakeholders on open-ended question regarding PLC ...............211
Table 5.1: Academic support .........................................................................................213
Table 5.2: Comparison between the stakeholders on the academic support .......................213
Table 5.3: Counselling and advisory services ....................................................................214
Table 5.4: Comparison between the schools ......................................................................214
Table 5.5: Health and physical education ..........................................................................215
Table 5.6: Technology and resources .................................................................................215
Table 5.7: Comparison between the stakeholders ............................................................215
Table 5.8: Comparison between the schools on use of technology and resources ...............216
Table 5.9: Career development .........................................................................................216
Table 6.1: Parenting and child rearing ...............................................................................218
Table 6.2: Communication between parents and schools ...................................................218
Table 6.3: Comparison between the schools for parents and school communication ............219
Table 6.4: Comparison between the stakeholders ............................................................219
Table 6.5: Comparison between the stakeholders ............................................................219
Table 6.6: Parental involvement as volunteers .................................................................220
Table 6.7: Parental involvement in learning activities at home ..........................................220
Table 6.8: Comparison between the schools ......................................................................221
Table 6.9: Comparison between the stakeholders ............................................................221
Table 6.10: Parental involvement for decision-making .....................................................222
Table 6.11: Comparison between the schools for collaborating with community ..................222
Table 7.1: Principals’ concerns for vision and mission statement ......................................223
Table 7.2: Comparison between the schools .......................................................................224
Table 7.3: Comparison between parents and teachers .......................................................224
Table 7.4: Principals’ role in instructional management ....................................................225
Table 7.5: Principal having skills for supervising teaching ...............................................225
Table 7.6: Principal having skills for the promotion of instructional climate .......................226
Table 7.7: Comparison between parents and students .......................................................226
Table 7.8: Comparison between the schools ......................................................................227
Table 7.9: Principals having organisational management skills .........................................227
Table 7.10: Comparison between the schools .....................................................................228
Table 7.11: Responses of Stakeholders on open-ended question regarding Leadership ........228

LIST OF FIGURES

Figure: 1.1 General Design for Whole School Approach to School Improvement.............8
Figure: 1.2 School structure ............................................................................................14
Figure: 3.1 Framework for middle school organization ....................................................70
Figure: 3.2 Importance of effective teaching strategies ....................................................82
Figure: 3.3 School counselling program model ...............................................................121
Figure: 4.1  General Design for Whole School Approach to School Improvement..............158
Figure: 4.2  Logic model for the evaluation of beliefs and understandings ......................161
Figure: 4.3  Logic model for the evaluation of school organisation.................................162
Figure: 4.4  Logic model for the evaluation of classroom teaching strategies ....................163
Figure: 4.5  Logic model for the evaluation of professional learning communities .............164
Figure: 4.6  Logic model for the evaluation of intervention and special assistance..............165
Figure: 4.7  Logic model for the evaluation of home, school and community partnerships ...166
Figure: 4.8  Logic model for the evaluation of leadership and coordination ......................167