Abstract

This thesis presents an examination of the way in which an educational initiative, delivery of the curriculum using a vertical timetable, impinges upon the education community concerned, in particular the teachers. The research aims to provide school administrators and policy makers with insights into the impact of an educational change.

The investigation was conducted over the period of 2 years in a group of schools where the vertical timetable was introduced. Teachers, administrators, students and parents/guardians participated in the study. The researcher adhered to a constructivist approach to the research and employed a case study method. Responses were gathered using questionnaires and a focus group interview.

The study identified key issues for students and teachers. Analysis of these themes yielded several practical recommendations for administrators who plan to implement vertical timetabling.
The impact of a vertical timetable on the school community:

a case study in Queensland secondary schools

Janice Anne Drewett

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Central Queensland University
Faculty of Education and Creative Arts

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# Table of Contents

Abstract: ................................. i
Title page: ................................ ii
List of Tables: ......................... vi
List of Figures: ......................... vi
Acknowledgements: ..................... vii
Declaration: ............................. ix

**Chapter 1**

Introduction ............................ 1

**Chapter 2**

Review of Literature .................... 19

**Chapter 3**

The Conceptual Framework ............... 58

**Chapter 4**

Methodology and Design ................. 79

**Chapter 5**

Results and Findings ................... 105

**Chapter 6**

Discussion and Conclusion ............. 175

Bibliography: ........................... 212

Appendices: ............................. 229
List of Tables

Table 1  Preliminary Study 1. .............................. 83
Table 2  Preliminary Study 2. .............................. 84
Table 3  Overview of inquiry. ................................. 86
Table 4  Main Study. ........................................ 91
Table 5  Issues arising from data display ..................... 103

List of Figures

Figure 1  Design of the project ............................ 81
Figure 2  The ways teachers see themselves
          affected by the vertical timetable. ................. 116
Figure 3  The ways teachers see students
          affected by the vertical timetable. ................. 117
Figure 4  The ways administrators see teachers
          affected by the vertical timetable. ................. 123
Figure 5  The ways administrators see students
          affected by the vertical timetable. ................. 124
Figure 6  The ways students see teachers
          affected by the vertical timetable. ................. 130
Figure 7  The ways students see themselves
          affected by the vertical timetable .................... 131
Figure 8  The ways parents see teachers
          affected by the vertical timetable. ................. 137
Figure 9  The ways parents see students
          affected by the vertical timetable. ................. 138
Figure 10 The ways in which the four groups of participants
           see the teachers affected by the vertical
           timetable. ........................................ 146
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Declaration

I testify that the substance of this Thesis has not already been submitted for any degree or qualification.

I attest that this is the original work of the author and that all the support and assistance received in the preparation of this professional research project as well as the sources used have been properly acknowledged in this Thesis.

[Signature]