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DEMOCRACY AND INNOVATION IN EDUCATION

FORUM and the COMPREHENSIVE SCHOOLS COMMITTEE CONFERENCE

Saturday, 20 May 1972

10.00 am to 5 pm

**UNIVERSITY OF LONDON UNION
Malet Street, London WC1**

One lesson of this issue of **Forum** is that, if innovation is to be sustained and lasting, it must be based on the full participation and involvement of those concerned; primarily the teaching staff, but also, ideally, students, parents, governing bodies, the local authority.

Further, to sustain innovation, consistently to allow new developments and to prevent ossification, educational institutions need to open channels of information and to provide some built-in process of evaluation and consultation in relation to new objectives.

The conference will be concerned with these issues, both intimately related to each other.

10.00 am to 12.30 pm

Democracy and Innovation inside the School

Michael Armstrong

Head of IG (Individual and Group)
department, Countesthorpe College,
Leicestershire

2.00 pm to 5.00 pm

Monitoring Educational Change: evaluation and consultation

Jane Abercrombie

Architectural Education Research Unit,
School of Environmental Studies
University College, London

The Conference fee is 75p. If you wish to attend, send cheque or postal order to:
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Innovation in Education

Since its inception 14 years ago, **Forum** has been concerned specifically to encourage and promote innovation in education. The journal was founded in 1958 by a group of teachers and others who were determined to play their part in bringing about fundamental changes in the schools and the school system as a whole. In particular, **Forum** threw its weight behind the movement for the common secondary school, and, as a necessary concomitant, the modification of rigid systems of streaming children, both in primary and secondary schools. As some success was achieved with both these objectives, new approaches to teaching and learning—indeed to the whole ethos of the school—came into being. These have been fully reported in **Forum**; indeed, as the recent OECD publication on 'Innovation in Education—England' states, 'the dialogue among innovating schools is effectively monitored' in this journal.

Over this period, a good deal of experience has been accumulated about the achievements and agonies of innovation and innovators. This special number examines some aspects of this problem. Jack Walton who, as head of a mixed comprehensive school in Dorset, carried through some radical changes in educational practice, introduces the number with a wide-ranging article on the implications of innovation. Patrick McGeeney then focuses on the need for community involvement, and Eric Hoyle on the effects of recent innovations on the teacher's role. There follow two articles on planned innovation—by Tim McMullen on Countesthorpe College, Leicestershire (a direct product, in a way, of the Nuffield Resources for Learning Unit), and by Ron Pepper, on the careful preparations being made (in spite of Mrs Thatcher's axe) for the move to new buildings planned for the Thomas Calton school, London. Two further articles (by **FORUM** Reporter and R G Gregory) are specifically concerned with some of the obstacles encountered in introducing and sustaining innovation in existing schools. The role of local authorities is discussed in two articles, one based on English experience, the other on a Scottish county.

Eric Hoyle and Tim McMullen both point to the need for more 'collegial authority' in the school, and this seems a key point to stress: that, to ensure that innovations are sustained, full participation by the teachers in particular is necessary—the acceptance of a real responsibility for the new directions in education now being introduced. In other words, however many outside agencies may be created, control of actual school developments must remain in the hands of the teachers themselves, if innovation is to be grounded on realities, meet the needs of the pupils, and be long lasting. *Democratic participation and control is the key to successful and sustained change.* Effective change cannot be imposed from above, however charismatic the 'leader'; such change is always vulnerable to a total reversion, and many examples of this could be cited. This is the moral, if there is a single one, which this number spells out; and this has very definite implications for the role of 'authorities', whether the DES (or HMI's), LEA's, School Governors and the rest; implications which are only beginning to be recognised.

That the teachers must now be prepared to play this key role in the schools, and that therefore their education and training needs to be extended and deepened, was one of the main points made in **Forum's** evidence to the James Committee on teacher education. We include in this number an article by Peter Mauger, which has full editorial support, which forcefully draws attention to the disastrous implications of the 'leaked' proposals of this ad hoc DES appointed Committee.

The question of democracy and innovation in education, raised in this number, is to be the subject for discussion at the **FORUM/Comprehensive Schools Committee** conference to be held on May 20th, 1972 (announced elsewhere). The discussion there will be based partially on the contents of this issue, but will take the matter a good deal further. It will, therefore, provide an opportunity for teachers, administrators and others to discuss this crucial question in greater detail, bringing in the experience of many more people than can be accommodated in a single number of **Forum**.

The Implications of Innovation

Jack Walton

Jack Walton, a member of the Editorial Board, has personal experience of innovation as headmaster of Beaminster School in Dorset, which he developed as an unstreamed comprehensive school embodying new approaches to the curriculum. He is now on the staff of the Institute of Education, University of Exeter. Among his recent publications are two symposia: **The Integrated Day in Theory and Practice**, and **Curriculum Organisation and Design**.

'The acceleration of change in our time is, itself, an elemental force. This accelerative thrust has personal and psychological, as well as sociological consequences . . . unless man quickly learns to control the rate of change in his personal affairs as well as in society at large, we are doomed to a massive adaptational break-down.'¹ Ivan Toffler, described as being a member of a group of American underground sociologists concerned with the quality of living in modern society, examines in his book **Future Shock** the changes that are taking place and their effects on people. The pace of life is undoubtedly more rapid in America than in England, nevertheless very few people here can be unaware that something is happening which is affecting their life style. Children and teachers at schools are both generally affected as members of society, and particularly affected because schools themselves are not immune from the impact of a rapidly accelerating technology.

It is important to question whether 'change' is the most appropriate word to use in this context. 'Change' seems to be too weak to describe many of the things that are taking place. 'Innovation', however, in that it implies not only something that is more dynamic and challenging but suggests movements across frontiers, may be more appropriate. 'By definition, innovation is to do with something which is new rather than with the rearrangement of old constituent parts in a different pattern . . . The first point of importance is that change in education usually calls for response, while innovation calls for initiative.'² This paper is concerned with innovation rather than with change. It is the areas of innovation that I hope to isolate, existing responses to innovation to analyse, and, arising from these descriptions, suggest appropriate strategies.

There is a very real danger of becoming too theoretical and abstract. To maintain contact with reality some brief situational studies are given below which may have the merit of suggesting similar examples and can also be referred to when necessary later in the paper.

1. Curriculum projects introduced from the outside

Curriculum change can loosely be compared with transplant surgery and often produces the same result—tissue rejection. Shipman refers to a curriculum project which was introduced into a secondary modern school in the early 60's.³ The project required that the children in 4C and 4D forms behave in an entirely different way than was customary. It also emphasised that work was important. The teachers who had formerly been respected in the school because they kept rather difficult classes orderly and quiet now found order being apparently replaced by disorder and quiet by noise. Colleagues perceived this to be some personal failure of these teachers and their status in the common room was threatened. They rejected the project fairly quickly and everything returned to normal.

2. Sudden innovation by the Headmaster

On many occasions there have been headmasters or headmistresses who have become particularly interested in some quite dramatic change—for example unstreaming—and, wishing to see rapid development in this area, have informed members of staff in July that unstreaming in a particular section of the school will begin in the succeeding September. It requires little imagination to visualise both the consternation of the staff concerned and the chances of success of the unstreaming experiment.

3. Instant school reorganisation

There seems to be little doubt that examples of this nature are going to be more and more difficult to find. However, that they have occurred many teachers know

only too well. A reorganisation policy goes through the various committees and then often without the necessary material facilities the new schools begin to operate. Perhaps the most unfortunate or most disastrous omission has been the lack of any preparation of the teachers for the new type of schools beforehand. Obviously much dissatisfaction and unhappiness follows and one wonders whether the new system is perhaps worse than that it has replaced.

4. Innovation and the parent

There are many examples of structural, social or curriculum innovations being introduced into the schools and meeting opposition by bodies of parents. This opposition can, in its mildest form, just be conveyed by glances of hostility or bewilderment. An example I have in mind is when a teacher returned from a term's course in Modern Maths and recommenced her duties in the same classroom as previously. This classroom was next to a corridor where parents collected the children at the end of school. Waiting parents peering into her classroom now saw, instead of orderly rows of children writing neatly in books, apparently disorderly groups of children chatting and cutting out shapes from cardboard and paper. Their glances and whispers were enough for the teacher and she asked if she could be changed to another classroom in a less exposed position. More definite action has, of course, been taken by parents who have directly challenged the school.

5. Governors' opposition to work undertaken by pupils

Examples of this have occurred recently when a governing body has objected to either the creative writing of the children or the books they read. Sometimes their opposition has worked distinctly to the disadvantage of the teacher concerned.

Readers of this article would be able to quote many additional examples of problems associated with innovation. What can be seen in all these examples is a very personal reaction to innovation whether by teachers, heads, parents or governors. Sometimes the resistance exhibited by individuals or groups of individuals appears to the innovator to be quite irrational. There may be very complicated reasons for this resistance. Yet we may

not be wrong in suggesting at the simplest level that children and adults form models of accepted behaviour and find anything that suggests a modification of this behaviour threatening. Change itself hardly bothers people, innovation however has this threatening quality and suggests or implies that the people concerned will be required to change their models of behaviour. This often implies changes in personal status, in role and in working conditions. So many are the changes associated with innovation that it is no wonder that the human being for his own protection puts up resistance. In a situation where little time is given to prepare for the intended innovation and where it may be difficult to perceive one's own terms of reference in the new structure, not only can people become anxious but real physical illness can result.

We are all aware that organisational modifications are taking place, that the movement of curriculum development is widespread and that the way in which children relate to teachers and teachers to children has over the last ten years undergone modifications of a very real kind. As long ago as 1967 Basil Bernstein, drawing upon Durkheim's societal analysis, suggested that society was shifting its 'emphasis in the principles of social integration—from "mechanical" to "organic" solidarity.'⁴ Mechanical solidarity may simply be said to refer to the nature of that society whose members generally share a common belief, where organisation is hierarchical and where 'social roles are ascribed. Organic solidarity suggests variations of belief, more flexible organisation and social roles which are achieved rather than ascribed. This societal analysis Bernstein applies to schools, replacing the terms 'mechanical' and 'organic' by 'closed' and 'open', and suggesting that a movement is taking place in England from closed to open schools. Since 1967 he has developed his argument and produced an educational knowledge code which may well be considered as one of the most useful guides to educational innovation produced to date.⁶ In particular he examines the implications of the movement away from the separate academic disciplines to various forms of integration and team teaching. Some results he suggests could be:

1. A change in the pattern of work relationships within the school.
2. A weakening of the boundary between staff and students.
3. A change in attitude towards the structure of knowledge.

4. A change in the structure of teaching groups which is likely to exhibit considerable flexibility.
5. A greater ability to tolerate ambiguity at the level of knowledge and in social relationships.
6. A shift from a pedagogy concerned with learning of standard operations to one emphasising exploration of principles.
7. A weakening of the boundaries between the school and the outside world.

Teachers may well recognise from their own recent experience some of the modifications listed above. They have certain common characteristics, and similar implications to the people involved. They imply a very real change in the style of management teaching and learning. No wonder they are resisted by people whose model of behaviour was formed in closed rather than open schools.

The teacher and innovation

An attempt has been made to locate and describe innovation. Little has been said of its origin. It might be correct to suggest that in most instances innovation comes either from outside the organisation or from the top and middle management groups within the organisation—in spite of any movement in the direction of a more open society. If innovation does come to the teacher, the rationale of the innovation is in a sense given ready made. The teacher has not had the opportunity of making it his own by his participation in its creation. At a recent conference of the Schools Council project 'The Arts and the Adolescent', teachers of the creative arts were told that the project was not in business to produce packages but was concerned with assisting teachers to develop a rationale of their own. It is heartening to know that a national curriculum project is thinking in this way. Innovation implies sweat and struggle. If the teacher is involved in this struggle from the beginning, much anxiety will disappear and there will be less chance of failure. Obviously the teacher will need help—but not that kind of help which produced the finished article, whether it be new curriculum or reorganised school. The help that is required may come from people working in other fields of education who, at the request of the teachers, join them as colleagues to address a common problem. Innovation must be democratically based in the school and the classroom. Any innovation has to be worked at, and its basic principles internalised.

Often industrial metaphors are applied to schools. They have already slipped into this paper. Phrases such as 'top management', 'middle management,' 'coal face', 'shop floor', are very commonly used. The metaphors, however, are rather misleading. Whilst in a large comprehensive school one can visualise top and middle management, one can hardly compare the classroom teacher with the factory worker on the shop floor. Amongst other things, the expectations of the teacher are considerably different from those of the factory worker—or they should be. It is probable that these expectations include involvement in policy and decision making. Unless we wish to go in the direction of those countries with centralised curricula and strong authoritarian networks we must not only take care to be aware of the demanding nature of teaching but also positively recognise these demands by the structures we develop and the support we give. It has often been said that in the past the teacher has been somewhat of a lone figure working by himself within closed walls. The style of teaching to which he has become accustomed has tended to place a low premium on supporting agencies. The variety of innovations that are now taking place, however, make this support absolutely essential; they also emphasise the need not only for consultation but involvement. Innovation is, in fact, drawing our attention to the position of the teacher in the teaching profession. Only by an emphasis on his importance can we really make innovation valid within the terms of the society in which we live. This may imply that we have got to do something to make classroom teaching a viable career which not only commands the appropriate salary but also commands respect.

As well as emphasising the role of the teacher, it seems equally important to emphasise the pervasive effect of innovation. Innovation often has consequences which have not been considered and planned for. Curriculum projects introduced into a section of the school can affect the whole school. A relaxation in relationships between teacher and pupil in one class can create a demand for similar modifications by other classes. These are obvious examples. Bernstein is more subtle in his examination of the implications of a move to integrated studies, described earlier. It seems important to be aware not only that the exercise in which we are involved is innovatory but also quite vital to attempt to anticipate what the repercussions are likely to be. Action guided by this knowledge or part knowledge is likely to result in less tension. Action so based leads to greater control.

Often innovation seems to have been haphazard. Little

care seems to have been taken to organise innovation and to provide a structure within which it has a chance to succeed. Hoyle in a paper, 'How does curriculum change?', states that 'for any curriculum innovation to become an effective improvement on existing practice, it must take with the school and become fully institutionalised'.⁹ J. G. Owen, in an article 'Strategies of Curriculum Innovation', says very much the same sort of thing. 'Shall we ask whether, if it cannot be institutionalised, is it, after all, worth it?' In considering institutionalisation, perceived frameworks of working appear to be necessary for the teachers. Often when a school has moved from an authoritarian to a more democratic system, teachers find themselves at a loss because there are no common reference points which they understand, or which they can identify. It seems therefore important that when a school is knowingly going to innovate, not only should it be aware of the possible implications of innovation but also it should provide the necessary structure within which this innovation can take place.

An example may be taken from integrated studies. If the development in integrated studies involves teamwork, say four teachers concerned with the area of integration, it would seem important to have a leader designated and certain firm terms of reference given. This unit would also have to relate to some structure outside itself, but part of the school. Not only do the teachers within the unit want to know what is happening, but it is important that other teachers outside it also know what is happening. One of the problems with institutionalisation is that institutions tend to be long-lasting and conservative. It is probably important to build in arrangements whereby institutions in the school are periodically examined and no idea of permanence is attached to them.

Evaluation

In the article referred to previously by J. G. Owen, accountability was emphasised. 'An accountability aimed at allaying mistrust and of promoting understanding. Planned innovation has to be carried on licence and, reasonably, has to justify itself'.⁸ That justification has to be something other than exhortatory and has, somehow, to be visible. Taylor in his book *How Teachers Plan Their Courses* found that the area which they (the teachers) showed least interest was evaluation.⁹ It is probably important that we, in our innovations in

schools, should be more concerned with attempting to find out how they are developing and what kind of results they are achieving. Some positive search for valid instruments of evaluation implies a responsibility, gives the enterprise more status and therefore may not increase but decrease the anxiety of those involved.

Any consideration of innovation within a school ultimately draws attention to the timetable, that representation of the curriculum organisation of the school which imprisons for a year those who work within it. Timetables and timetabling have over recent years, particularly in the secondary school, become more and more of a bugbear. So complicated have they become, that those engaged in attempts to compute the timetable have agreed that this is an impossible task.¹⁰ Timetables have been concerned for long enough with problems of space and time—other principles have had to go by the board. A new system of timetabling is urgently required; one that fits in with the need to involve teachers, to give them more responsibility, and one that gives them sufficient support to operate successfully. If innovation is not to be arranged for in bits and pieces a timetable has to be designed of such a character that will free innovation from impossible restraints. It is probable that we have got to move away from the maze of 35-40 minute periods arranged on a subject basis to a faculty based timetable arranged in blocks. Mr John Hanson of Oxfordshire in a recent paper suggested not only that this is possible but also that by doing this the timetabling job is reduced very considerably and the responsibility of the teachers increased.¹¹

Finally communication must not be forgotten. Governing bodies have been mentioned who have found the work in a school not only incomprehensible, but, in the area of values, disturbing. Parents have often experienced similar anxieties. Not only should innovation be democratically based but it should also have a built-in responsibility to communicate beyond the school to those parties, either parents or governors, who are involved or interested. It may well be that governing bodies as we know them are not appropriate in the present circumstances. Nevertheless a school must attempt to communicate what it is doing to these people.

This issue of *Forum* is particularly concerned with innovation in education. An attempt has been made in this paper to present the general scene and make some tentative suggestions. The succeeding articles will look in more detail at the problems involved in innovation in education.

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Educational Innovation and the Role of the Teacher

Eric Hoyle

Eric Hoyle was a lecturer at the James Graham College of Education, Leeds, for several years, before being appointed to the University of Manchester Department of Education. He is now Professor of Education at the University of Bristol, and the author of many papers bearing on the sociology of education.

If ever education existed in a 'stable state' it has certainly now passed beyond it.¹ Innovation is with us now and we must be prepared to accept that it will be a permanent feature of education. Innovation is unsettling in any institution and education is no exception. It undermines vested interests, requires the acquisition of new skills, changes patterns of social relationships, and often, until the innovation has been fully adopted, requires greater work effort. Teachers are currently being bombarded with new ideas, new methods, new curricula and new types of equipment. There is little doubt that many teachers are suffering from 'innovation shock'; they have been saturated with newness, some of it positively helpful—if it wasn't coming so thick and so fast—but some of it 'promiscuous'. This article will not, however, be concerned with immediate effects on teachers of the current spate of innovation. Nor will it be concerned with discussing the findings of the various studies of

teachers' attitudes towards innovation and research which have not usually been concerned with what it means to the teacher to innovate.² Rather it will be concerned with some of the long term implications for the role of the teacher.

It can be argued that the one general trend which is discernible in the multifarious innovations which are current in education at the present time is towards a *reduction in the autonomy of the teacher*. The first part of this article will be concerned with justifying this claim; the second part with considering its implications.

Perhaps a first essential is to remind ourselves of some of the salient characteristics of schools as they are at present organised. (a) The head has a high degree of authority in the matter of school policy. (b) The head combines in a single role both policy-making and administrative functions. (c) Teachers work in 'private' settings. The still predominant organisational pattern of

The Implications of Innovation (continued from page 41)

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one teacher-one class affords the teacher a degree of insulation from both the head and his colleagues. (d) The teacher has a limited role in the formulation of school policy, but within this policy has a relatively high degree of autonomy in matters of teaching strategy and teaching style. (e) The goals of a school are necessarily diffuse and hitherto little attempt has been made to translate them into specific objectives. This diffuseness protects both the school as an organisation and the individual teacher from evaluation by outsiders and by colleagues. Thus the basic paradox of the school is that the apparently high authority of the head is counter-balanced by the autonomy of the teacher. The head must secure the support of his staff in any innovative efforts; the staff have only a low degree of power outside their individual classrooms.

It is this pattern which is undergoing change, with consequences for the role of the teacher. Very different factors are at work in this process, but they can perhaps be grouped into the following three categories.

(a) **Curriculum.** The term is here used loosely to cover innovation in methods, materials and teaching aids. The current curriculum movement is characterised by and large (there are inevitably some counter trends) by: an emphasis on specific *objectives*, the evaluation of methods and materials, *interdisciplinary enquiry* and the sharing of *teaching aids* (with, perhaps to come, the sharing of *teaching aides*). Each of these implies a greater collaborative approach to teaching with a consequent loss of teacher autonomy.

(b) **School organisation.** Some of the curriculum trends outlined above are associated with changes in the structure of schools. The most obvious example is team-teaching in its different forms, but in addition the growing demand for flexibility within schools is breaking down the old 'egg-box' structure. This is also being reflected in the architecture of new schools. At the same time, partly linked with curriculum trends, and partly independent of them, there is a growing demand for the greater participation of teachers in the management of schools. After student power and pupil power we have a demand for *teacher power*. Teachers are claiming a greater say in determining the policy of their schools—a trend which is reflected in the concern over this issue shown at union conferences in recent years. Curriculum trends and trends in the micropolitics of schools are leading to changes in the authority pattern of schools. The trend, and it is only just beginning to emerge, is towards *collegial authority* whereby professional equals govern their affairs by democratic procedures. This again brings the teacher into a closer relationship with his colleagues

and gives the school staff a greater collective power, at the cost of some degree of autonomy.

(c) **Strategies of innovation.** One of the features of education today is the gap between the availability of innovations and their implementation in the schools. The greater availability of new ideas and practices is partly due to the fact in recent years that specific institutions having innovative functions have emerged. These range from the Schools Council to local teachers' centres; in addition bodies such as the Nuffield Foundation have performed this function. We do not know where innovations begin. In a rudimentary way many of them probably begin at the classroom level, but increasingly the Research, Development and Dissemination work is undertaken by the specialised agencies of innovation.

The gap between availability and implementation is perhaps due to the fact that these agencies have carried out their RD and D tasks but have not so far developed appropriate strategies of implementation and institutionalisation ie, getting innovations into schools and ensuring that they become a fully functioning part of the social system of the school. That the strategies of innovation have stopped short at the doors of the school is not surprising given the jealously-guarded freedom of the British school, but because schools have not yet developed their own innovative potential it often happens that new ideas are implemented but do not 'take' with the result that 'tissue rejection' occurs.³

It is likely that in the future strategies of institutionalisation will emerge either through an extension of the RD and D model in which 'change agents' might be used⁴ and through schools themselves adopting a 'problem-solving' approach. In either case there is a demand for an increased degree of staff collaboration and probably some loss in autonomy. These trends are also predicated upon a certain model of teacher professionalism. For the sake of the argument, let us assume a crude distinction between 'restricted' professionalism and 'extended' professionalism. The term 'restricted' is not used pejoratively. It refers to the teacher whose professionalism lies in a high level of classroom competence, a good knowledge of children, a sensitivity to their development and who derives the work satisfaction from his relationship with pupils. The 'extended' professional also has a high level of classroom competence but is in addition aware of the wider dimensions of his task, keeps himself professionally informed, seeks to apply theory to practice and is willing to work out solutions to professional problems with his colleagues.

The above analysis suggests that trends in curriculum

development, authority patterns in school and strategies of innovation have as a common element the possible loss of teacher autonomy to some degree. This greater collaborative relationship is likely to bring about a change in the role of the teacher so fundamental that we perhaps ought to ponder on its implications. The 'extended' professional is likely to adjust to these demands; but the 'restricted' professional less so. There is American evidence that the majority of teachers value their autonomy, their special relationship with pupils, the freedom to follow their mood, and the immediacy of the classroom. They have little concern with educational objectives, with external evaluation of their performance (they judged their success by 'the looks on the children's faces'), with collaborating with other teachers, or, generally with any move towards a loss of autonomy and the greater collaboration with other teachers (although they value the *support* of other teachers). This work carried out most notably by Philip Jackson⁵ and Don Lortie⁶ clearly indicates that any innovation along the lines outlined above would lead to teacher dissatisfaction. Admittedly the work was carried out on teachers at the primary level and, of course, there is always the danger of 'importing' research findings. Nevertheless, there is growing evidence that British primary school teachers have the same orientation towards their work.

Some questions

If this is so, a number of very important questions are raised. Are the current trends outlined above less relevant to the primary school than the secondary school? Is it perhaps the case that the socialising role of the primary school puts a greater premium upon the teacher-pupil relationship than objectives, evaluation, planned innovation and collegial authority? If the trends outlined are more relevant to the secondary school, what are the implications for teacher autonomy, professionalism and satisfaction at that level? If one accepts the educational desirability of curriculum objectives, teacher integration and planned change, one must also accept the concomitant changes in the role of the teacher with the accompanying threat to his work satisfaction. It means an end of our notion of the omniscient teacher and our image of 'teacher-as-hero'. It means that schools will increasingly need to become 'problem-solving' systems with teachers contributing on the basis of their special forms of expertise acquired in the process of developing an extended professionalism. Innovation would arise out

of the felt needs of the school. The agencies of R, D and D, would continue this work to which schools would respond in a considered way in relation to their specific problems.

All this would require a different approach to teacher education and professional induction which would emphasize the collaborative aspects of teaching. The classroom autonomy of the teacher is likely to be threatened to some degree, teacher satisfaction may need to be increasingly derived from the successful solution of teaching problems in collaboration with others, and the affective component of the 'teacher's role' may take on different forms. If, however, we believe that the success of the educational enterprise is dependent upon the classroom autonomy of the teacher, then the present trends in education need to be opposed.

The view of the writer is that such opposition is unnecessary. Autonomy will never be wholly removed from teaching, neither will the affective relationship with pupils. Some loss here would be compensated for through a greater involvement in the work of the school as a whole. But there are dangers to the satisfaction of some teachers and we must watch for these, and try to anticipate them in teacher education, in our post-training support, and in showing ingenuity in finding the most appropriate contribution which each individual teacher can make to the collective enterprise of the school.

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Community Involvement and Educational Change

Patrick McGeeney

Patrick McGeeney is well known for his concern for parental and community involvement in educational change. A late entrant to teaching (after working in industry) he taught in secondary and further education for 13 years; after five further years in full-time research in education, he is now a lecturer at Manchester University.

The title is indicative of our times, where the placards are raised in defence of Student Power, Teacher Power and Parent Power. One of the great social facts of today is the growth of community action groups demanding more opportunities for involvement in the planning and administrative procedures of public services and activities. One of the most significant changes in education is the recognition that learning is not just mere instruction, but instead, participation in a meaningful context. Outside and within the schools, the central question being raised is 'What do we mean by democratic control and, how, having delegated power should it be exercised?'

Ironically, of all the decisions executed by educational bureaucracy in this century, the imposition of the eleven plus has been the most instrumental in arousing public and professional opinion to question educational policies. It has generated such organisations as ACE, CASE and the Comprehensive Schools Committee, all of which, as their journals show, have extended their scope to include discussion of varied aspects of educational policy, organisation and methods. The democrats among us approve, of course, until we hear of the success of the Campaign in Defence of Grammar Schools, when our belief in pressure groups becomes somewhat strained. It is the purpose of this article to explore the implications of this dilemma.

But first of all, a brief outline of recent developments in School and Community Relations. Research, underlined in successive government reports on education, has shown that family and social class are the most powerful environmental influences upon a child's social, physical, emotional and cognitive development—influences which generally operate to the disadvantage of working class children. The findings have given support and confidence to heads and teachers who believe that, in the interests of their pupils, the traditional structures of education should be radically altered (to include participation by members of the community). Some practices have now

become fairly widespread: personal interviews with staff, and the presence of parents at open days and social functions. The more adventurous have experimented with newsletters, prospectuses, new-style reports, educational meetings, demonstration lessons, home visiting, and the appointment of Home School Liaison Officers, all of which innovations have challenged our assumptions about the role of the teacher. Perhaps the most challenging—and therefore anathematic to the educational stick-in-the-muds—has been the invitation to parents to become unpaid voluntary assistants in the school.

Of all the innovations mentioned, however, their implementation depends almost entirely upon the initiative and goodwill of the headteachers. They have such power and authority in this country that where a head is determined to keep parents at arm's length, there is little or no right of redress.

One way of attempting to overcome this obstructiveness is by direction from above. Joslyn Owen, for example, soon after his appointment as Deputy Director in Devon, sent a letter to all heads asking them to outline their practice and future plans in the field of home and school. Follow-up discussions were held at County Hall, and later, meetings open to the public where teachers and parents were able to air and share views. The outcome was a report on home and school activities in Devon: a collection of contributions from heads. This was followed by the production of a film, 'One Summer Term', intended specifically to assist parents in understanding primary education. But it is still possible, even in these circumstances, for a head to give mere token assent to the idea of community involvement.

A surer way is to design schools so that it is impossible for heads to avoid involving the community. In Nottinghamshire, for instance, some schools have a sports hall and a theatre intended to be shared with the community. The most recent—on the drawing board—is more ambitious¹. The authority began by analysing the

needs of local people and organisations: a large hall for concerts, a smaller theatre for plays, large rooms for gatherings and dances, small rooms for committee meetings. The probation officer, in inadequate premises above a shop, wanted a more congenial setting. The medical officer was enthusiastic about the possibility of health education in a multi-purpose centre. The clergy thought the centre would not be complete without a place for worship.

Community facilities

Thus the Centre is being designed to accommodate a comprehensive school, an evening institute, youth centre, sports centre (the first school to have immediate access to an ice rink), theatre, civic hall, probation and youth employment offices, health and welfare centre, lecture theatres, workshops, meeting rooms, exhibition spaces, shops, kitchens, refreshment rooms, a discotheque, and a car park. It is intended to be one place and not several. The Centre is designed to crack the cloistered monastic conception of education, to substitute something less intra-mural where education is not so easily distinguishable from recreation and social welfare.

It will have a creche where mothers can leave their babies (in the hands of senior pupils taking Domestic Science); a club for the old and the infirm where they can meet the young people able to help them. It will have adult classes (in the daytime as well as the evening to cater for shift workers) which senior pupils may attend; and it is proposed to have school A level and practical work attended by adults. The communal playing fields will be only a short distance away, and care will be taken to make the environment peaceful and attractive.

The essential point is that the head of the secondary school will have to share premises and activities with the manager of the recreational facilities. Both will have to take account of representation from various interests within the community. The assumption of the authority is that teaching and learning will be more open to outside influences, and that the community should be more influenced by what goes on in the school.

'In short, schools have become places for young people to grow up in; by the same token they have become places in which mature adults will feel more readily at home.'

In such a radically different environment the teacher's role is bound to change.

Certainly this kind of educational set-up should lend itself to the implementation of the community-centred curriculum which, it has been argued, is the only kind of teaching likely to engage the interest of parents and other members of the community in educational priority areas.

'Parental involvement and support for curricular enterprises would probably be enhanced by a socially relevant curriculum in that their own experience, occupations, insights and so forth would be material evidence. The mysteries of the school would be, in part, replaced by a substance well-known to the parents.'

Meanwhile, steps have to be taken to ensure that outsiders are given some chance to gain insight into the mysteries of the school. Sheffield, for instance (as described in another article), has recently reconstituted boards of schools. It was decided first of all to cut down the numbers of councillors and aldermen. Headteachers were given a place on boards *by right*, and the elected representatives of assistant teachers, parents and non-teaching staffs were also appointed, together with appointees from industry, the professions, trade unions, local community associations, political parties, the churches, teachers organisations and CASE. The appointment of pupils to boards is also being considered. Governors are expected to be involved in functions, services, plays and outings, thus learning more about the schools.

'The reaction of the headteachers to the new boards was interesting. Before the boards were established, many were not keen and feared interference . . . Now they are learning to use their boards, and are finding advantages in having an official but friendly body on their side. Chairmen are consulted on all sorts of matters, and the recommendations of the board seem sometimes to carry more weight than the plea of the head alone.'

Neighbourhood Councils

Another recent development is the formation of the Association for Neighbourhood Councils. According to the Association's manifesto,

'The aim is to press the government to establish neighbourhood councils . . . (which) would be elected annually, and normally represent an area with a population of about 10,000. Their main task would be to keep in touch with and represent the wishes of

local people, and especially keep higher authorities informed. It would have the power to spend money on improving the amenity and convenience of its area, and would bring together, support and encourage all the local voluntary groups at work in their area, and help into being groups that were needed.⁴

One of its concerns would be to sound the feelings of the community on educational issues. Its activities—provision of amenities for children and teenagers, entertainments, litter, lack of a local newspaper, local radio, loneliness of old people, and the like—could well be an integral part of the curriculum.

But where does all this leave the teaching profession, working in multi-purpose centres, and having to take account of reconstituted boards of governors and community watchdog committees? There is a genuine concern that their professional rights and responsibilities may be encroached upon to the detriment of the children in their charge. The difficulty concerning the rights of parents is not in achieving agreement on what rights are being claimed but in reconciling conflicting yet seemingly valid ones; and one of the major conflicts is that between the parent's assumed right to do what he thinks best for his child, which may or may not be in the best interests of society or the general welfare of the child. One writer, herself active in pressing for the rights of parents, puts it this way:

'Schools in fact may be doubly challenged by parental pressure—not only to change but to resist changes. Parents often show impatience with anything for their children which does not yield measurable results, and conservatism towards anything new or experimental in the classroom, particularly if it appears undisciplined. The school may feel it has to limit parental influence in order to conserve human values of a real education, and at the same time to protect innovations, so that they can be pursued single-mindedly and properly assessed.'⁵

On the analogy of America, some teachers are afraid that parents, once given their head, will want to control the curriculum.

At the present stage of education, I would not want to encourage this development. Professional decisions about such matters as the curriculum should be left to the professionals. But if the teachers' rights and concerns are to be protected, so should those of the community. The latter should have the right to be informed and consulted about innovations in schools and about

changes in education generally. The only way to modify a misguided view is to provide the information and experience essential to form a reasoned judgement. If democracy is to mean anything at all, the risk must be taken—which implies the right of all pressure groups to participate. The risks, I am arguing, would be less where there is opportunity for responsible citizens to be elected to school boards which would be represented on neighbourhood councils where public issues could be debated openly with the fullest information to hand. These social and administrative structures need to be underpinned by legislation: a new education act wherein the rights of parents, teachers and pupils are more clearly defined—perhaps with the provision of educational ombudsmen to arbitrate where necessary.

Education cannot help but reflect the values of society. Conflict is inevitable in a fiercely competitive society like ours, where some parents see education merely as a means of social advancement for their own children—an attitude which is destructive and divisive in that it assumes personal fulfilment should be achieved at the expense of others instead of in co-operation with them. This view is being increasingly challenged on the grounds that the rat race pursuit of qualifications fails to produce, even among the educated elite, sufficient critical and creative people. Some would argue that, unless the curriculum is given a sense of relevance and purpose to the business of living together in society, the human race may not survive this century. The community college—where premises, facilities and activities are shared—can plan for community participation from the beginning; and, because it is more open to outside influences, might persuade both teachers and those who come to learn to question the usefulness of much that has been traditionally accepted in the curriculum. Thus, community involvement is inseparable from educational change.

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Countesthorpe College Leicestershire

Tim McMullen

Tim McMullen is well known as the head of Countesthorpe College in Leicestershire—an Upper School comprising also a Community College. Previously he was head of the Thomas Bennett Comprehensive school at Crawley, and a member of the Nuffield Resources for Learning Unit. Here he discusses the conditions which made possible the foundation of a new school embodying radical innovations in education.

Countesthorpe exists; a large, state upper-secondary school which, because it brings together under one roof most front-edge developments, is a strange phenomenon in an area of education usually the slowest to change. This article is a brief personal attempt to explain the forces that came together at its inception and some of the mechanisms used in launching it.

Changes in secondary education have come in part from changes in aims—or value systems—held by influential sections of a pluralistic society; in part, they have come from a dissatisfaction with the methods we have used in the past to achieve our aims. Two major sets of aims have emerged: the first derives from a belief that accepts the present technocratic system, in which an individual tends to be valued for his place in that system, but also a belief that all children, whatever their background, should have the maximum chance to 'rise' in the system. It is this that has been behind much comprehensive re-organisation; it leads to flexible broad-banded streaming in early years—or even to non-streaming—but over the adolescent 13-16 period, to fairly tight streaming or setting aimed, primarily, at examination success. Thomas Bennett School, during its first eight years, was explicitly directed at such aims.

The second set comes from a dissatisfaction with aspects of the technocratic society and a belief that all individuals should be equally valued, that the quality of life is all-important, and that an undivided society is desirable; this leads to an all-through 'non-streaming' approach, to non-authoritarian relationships, towards curriculum relevant to life, and to participatory types of democracy.

Finally, there are changes that are caused by a desire for more efficient learning, and which may be divorced from changes in values; these may range from enquiry learning in Sciences, to individualised learning of Maths.

The major reason for Countesthorpe, was the merging of all three streams. Leicestershire Education Authority, under Stewart Mason's inspiration and guidance, had, for years, moved towards equality of opportunity, derived from the first set of aims. At the same time, the Leicestershire Education Authority has a firm belief that the learning process could be made more effective, particularly from the spread of techniques used initially in Primary Schools. Finally, they believed in the use of schools as Community Centres and desired to combine school and community activity.

The tools that the Leicestershire Authority uses to bring about change are threefold: they build buildings that not only make possible change in methods, but encourage them; they employ a set of officers who are sympathetic to change and are able often to take the necessary administrative measures to make them possible; and they leave a remarkable degree of autonomy to the school, or rather, to the headmaster.

In the late sixties, the Authority was in a position to plan a new building for an upper school and community college which, as it would serve an expanding area, would be occupied by a completely new institution. During the planning stage of this school, accidental contact was made with the Nuffield 'Resources for Learning' team, who, amongst other things, were concerned with the organisation of space within schools. This development project, of which I was the co-ordinating director for the first two years, included Michael Armstrong and John D'Arcy, members of the team concerned largely with secondary education, and Kim Taylor of Sevenoaks, firstly as part-time and then as director. Its main remit was the techniques and methods of learning and teaching; but apart from this we were all concerned with the nature of school as a whole.

Simplifying somewhat, it is true to say that the team

tended more to accept the values of the second set of aims. Certainly, personally, I came to believe that though one should continue to make it possible for all children to 'climb' the technocratic ladder, a move towards equipping children both to value themselves and others for what they were and to improve the quality of their life was essential for the society that they would live in for the next fifty years.

The first conjunction with the Leicestershire Authority was when the plans of the school were discussed; the only influence we had was to modify some of the internal organisation, largely towards removing partitioning and carpeting floors.

The second conjunction came when Leicestershire decided to appoint the Head well before the school would start—nearly two years—leaving the appointment to be taken up six months before. It is clear that, believing as they did in the autonomy of the Headmaster and wanting someone to exploit the building, they would appoint someone who was in sympathy with their own general aims and particularly interested in changing the learning situation. I do not think they were concerned with the second set of aims which had come to be accepted by many of the resources team, but as these were clearly spelt out at interview and in documents submitted, it is reasonable to assume that they were not hostile to them.

Staff appointments

Once appointed, the actual mechanisms for founding the school began. Appointment of staff was left to me personally except for the deputies, for which the Deputy Director took part. For the rest, when the senior staff were appointed, they themselves played the major part in appointing their own teams. In the process, two of the Resources for Learning team joined the staff in senior positions; John D'Arcy as Deputy and Mike Armstrong as Head of the Social Studies Section. In this way, much of the basic thinking that had gone on, officially and unofficially, during the Resources for Learning project, became a major influence in the development of the school. Obviously, during the appointing process every attempt was made to recruit staff who basically believed in the aims of the school. However, because to believe in a thing theoretically and to live through its translation into action are markedly different, I would estimate that about fifteen per cent of the original staff have come to find that in practice, they are not happy in such a school. It is partly to ensure that this should not happen in

future that the appointment of new staff and selection of promotions within the staff have been put in the hands of staff committees heavily biased with those who will work with the newcomers. The first year's appointments have, I think, shown the success of this policy.

The aims of the school led to wholly participatory democracy with all *policy* decisions taken by staff either as a whole or in sections; executive actions being left to individual members of the staff according to their functions. Because of this, a four-day meeting of all staff already appointed was held in the Easter break preceding the opening of the school. This meeting clarified aims and decided in general terms what these would mean in terms of curriculum (used in the sense of all the planned activities in the school). The whole staff met for a week before the school opened and moved from the general to the particular. This process was then carried on by weekly meetings of the 'Moot' and a further week without children in October.

It is not the purpose of this article to describe how the school or its democracy has developed. It is, however, worth saying that the 'plan' for the school is a dynamic model not a static blueprint. Mechanisms that encourage self- and outside-criticism are proving effective.

Finally, two factors in the continued existence of the school rather than its foundation are important. It is clear that any school departing so markedly from the normal, will cause anxieties in parents and hostility from those who emotionally reject change. After initial problems caused in part by 'whispering campaigns', more parents have either come to accept the school because their children are happy or to suspend judgement until the academic results are known. A constant effort has to be made to ensure that parents and children understand the reason for what is done.

In this, and in our relationship to society outside, and to the ultimate source of power, the Education Committee, the school has been enormously helped by the attitude of the Governors. These were not specially selected for the school and are the usual mixture to be found, of Committee nominees, local nominees and co-opted members, including three from universities. Faced, as they were in the first year, with much hostile bombardment, they have shown a willingness, even when not personally convinced of certain aspects of the school, to wait and see, and while waiting, to support it vigorously.

Perhaps the existence of Countesthorpe typifies so many events in history; the conjunction of trends that exist in society with accidental circumstances of time and place.

In-Service Training and the Thomas Calton School, Peckham

Ron Pepper

Ron Pepper is head of Thomas Calton School, London. This school is making a planned transition to new forms of education in preparation for the school's move to a new, purpose-built school; though, as most **Forum** readers will know, Mrs Thatcher has since axed the ILEA's plan for this move. However, planning is going hopefully ahead along the lines set out below.

With the accelerating growth of new ideas, techniques and methods in teaching many teachers inevitably find themselves hard pressed not only to keep abreast with educational developments but also to find the time—and energy—to gain the necessary new expertise and experience to put them into practice.

A number of local education authorities have for some time encouraged their teachers to attend courses; usually these have been after school, in the evening or during holiday time. Some authorities, as for example, ILEA, have run courses during term time; lasting half a day, a day or even up to a week or more. Whilst such sessions are usually beneficial and help individual teachers to diversify their experience they can pose acute difficulties for schools where the staffing situation is tight. In some circumstances the easiest way to antagonise one's colleagues is to show an enthusiasm for developing one's teaching awareness and experience, because so often this can only be done at the expense of the marking time of other members of staff. Likewise, a Head will have to balance the longterm gain of varied new experience for individual teachers against the short term collective need of groups of youngsters who may have to be 'minded' for a day or more.

In an ideal situation the authority would be able to provide sufficient and adequate supply staff to plug the gaps. We are not yet in this position. Even given the willingness of teachers to take advantage of local Teachers' Centres, College of Education facilities or other centralised activities in the evenings, this can pose difficulties of transport (and expense) in both large urban and rural areas, where distance can become a deterrent. To help overcome the problems posed by releasing staff during the daytime and the time/distance/expense factor it follows that an alternative approach must be developed. School based in-service training sessions, learning within one's own teaching environment, would do much to

help encourage more teachers—and more Heads—to adopt a more positive attitude to re-gearing and revitalising teaching techniques.

At Thomas Calton we are faced with both a problem and a challenge. Our challenge is the promise of a new school, designed to enable us to take full advantage of the latest and best in educational method—team teaching, integrated studies, flexible groups, diversity of teaching environments, self-programming, library-resource centres, the full range of audio-visual equipment, with community, Youth service and Further Education facilities built into a neighbourhood school. The project has been axed by Mrs Thatcher from the 1973/74 building programme—we are agitating for (at least) a reconsideration of this decision. The challenge, assuming we shall get our new school in the foreseeable future, is therefore to use the next four or five years to prepare ourselves and, increasingly, our children for a radical change in teaching method, syllabus, environment and expectation. If we are to succeed in our new situation we must be ready before we move in because we shall be taking with us over 1,000 youngsters and seventy or more staff.

We know we are expected to provide a pointer for the way ahead in secondary education, helping to set the pattern of advance for the next twenty years or more. But for many of us, the educational expectation is new, untried—even frightening for some. Our problem is, and will be, to develop and encourage all aspects of in-service training during the next few years, to create opportunities for staff to visit other schools where experiments are being carried out, to ensure that information is readily available, to evolve and work through our own ideas and changes with the confidence to admit our mistakes. Our present situation is that we are housed in two late nineteenth century London School Board buildings (Upper and Lower School), half a mile apart, with three

additional off-site buildings. We are overcrowded, lacking in basic facilities like play space and proper staff accommodation and exist in a run down inner urban environment. But in a sense this is an advantage—we have little to lose from change and much to gain.

We are receiving a great deal of encouragement from the ILEA and the Inspectorate in developing a programme of in-service training. The first essential has been to establish areas of need. These fall under four headings:

- 1 use of audio-visual equipment
- 2 development of team teaching and integrated studies
- 3 visits to other schools
- 4 co-ordination and communication

1 Audio-visual equipment training sessions are under way, in school, after school. Visiting teachers take the courses and in the initial stages training will cover the use of projectors (slide and movie), tape recorders and video-tape but later will diversify with still photography, film making and the use of varied reprographic equipment. It is a considerable advantage to have our own Media Resources Officer who by working with the teaching staff on a day to day basis shows them how to handle quite sophisticated equipment. As time goes on and confidence grows so this experience of handling equipment spreads to the children and these techniques become acceptable and valuable tools of the trade, rather than rare and not very effectively used 'treats'.

2 Team teaching and integrated studies development have grown up together at Thomas Calton. Starting with Years 1 and 2 we have abolished streaming, integrated English, History, Geography, RE, Art and Music (as a start), worked out and prepared a series of themes and topics (using a variety of source materials) and time-tabled the whole of Years 1 and 2 for four half days, each with a team of ten staff (including remedial specialists). The process of planning for integration began with a general meeting of all interested staff, with open-ended discussion. Soon it became necessary to set up a Working Group who hammered out a draft statement of aims and objectives—this was then demolished. Part of the stimulus of this exercise was to invite outside speakers to talk to us about their ideas and approaches. Finally agreement was

reached on the approach, volunteers for the teams were called for and, under a team leader (also the Head of Year) intensive work and preparation of materials was put in hand.

What emerged from the weekly meetings of the teams was that they were learning as they went along. For the first time some of us were having to justify to our colleagues our teaching approach and methods. The mere act of working together has itself been a training process, one which promises invaluable returns as our work and experience develop. One other aspect of this 'self training' programme has been the way in which individuals have become aware of the gaps in their own past training and experience; whilst having to comb through the school library, assess and cost the equipment and materials required and list and catalogue what resources we have built up has been exhausting but worthwhile.

3 To prepare for integration and team teaching it was necessary to find out how other schools coped with change. It was possible to close school down for a half day to visit a nearby school to examine their non-streamed approach. A preliminary visit was made where departmental discussions took place in an informal atmosphere. Then the official visit, followed up by further discussion. The advantage of seeing one's colleagues at work is informative, re-assuring and valuable—even though perhaps unnerving for our hosts. The success of this visit suggests that more schools could use their 'occasional days' perhaps in half day units, or by sending home part of the school to enable this most valuable of in-service training methods to be developed. Much will depend on the willingness of Governors and/or Managers and the authority to allow this to happen. Alternatively, with sufficiency of supply staff, whole departments or teams could be released for a day to visit other schools, Colleges of Education or Teachers' Centres. At Thomas Calton we found it possible (just) to release the whole of the Year 1 and 2 Integrated Studies teams for a day at a time to prepare materials and research their projected work.

Another approach not yet tried by us but offering a potential is the interchange of staff, both to local primary schools, neighbouring secondaries or Colleges of Education or Further Education. This

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Problems of Sustaining Innovation

Forum Reporter

FORUM Reporter undertook to examine experiences of introducing and sustaining innovation in schools and to try to identify some of the key problems. Case studies were made of two primary and two secondary schools, supplemented with information available on a number of others. All the schools were concerned with creating more flexible learning situations based on coeducational mixed ability groupings and opportunities for integrated or interdisciplinary curricula in which enquiry was seen as a significant way of learning, in buildings not originally designed with these teaching styles in view.

School A was a primary school of about 360 children. Under the charismatic leadership of the previous Head innovation had included vertical grouping extending into

the lower junior age range, an integrated curriculum that included project work, new mathematics, a variety of reading schemes from which teachers chose appropriately for each child, creative writing, enquiry-based science and self-directed art. It was a happy school that had attracted and retained teachers committed to working in this flexible context with advice and encouragement from the Head. When he left the school ran for two terms under the co-operative management of the staff until the appointment of a new Head who, being out of sympathy with the ethos and methods of the school, set out to reverse previous policy.

Class teachers were required to submit time tables, syllabi and forecast books; to remain in their classrooms

Thomas Calton School (continued from page 51)

could be on a day a week, a week or for an even longer period, again with the aim of diversifying experience and gaining an awareness of what is happening elsewhere. It follows from this approach that one welcomes as many students for teaching practice as one can comfortably accommodate and ensures that the maximum of co-operation takes place with their tutors and colleges.

- 4 In all that we are doing and intend to do communication and co-ordination of effort are essential. Gaining information and experience on a personal basis is valuable: its value is multiplied if this information and experience can be shared. We have a fortnightly Staff Bulletin which not only carries reports of meetings and group activities but also articles from members of staff who have attended particular courses or lectures which are thought to be of interest to the rest of the staff. Likewise, we include press cuttings and comments on developments. We are also building up a comprehensive library of relevant books and publications. The Staff Association invite visiting speakers to lead discussions on educational topics.

One obvious need that has emerged during the past few months is that of co-ordinating all aspects of our developmental work, of ensuring that

resources are not unnecessarily duplicated, that real needs are identified, that the communication system is unclogged and two-way. To this end a new post has been created: Co-ordinator of Studies. The Co-ordinator will not only keep an over-view of developments and seek to stimulate further integration and experimental work but also ensure that the in-service training programme is kept moving, increases in its range and relates to our long term objective—the move to the new Thomas Calton.

Perhaps, in some ways, we are fortunate. We have an aim, an objective to work towards: we have, in our adverse conditions, the stimulus of the necessity to change: we have a local education authority which is prepared to back us and provide encouragement in a positive way. From our experience of the total retraining of a whole school and staff we may be able to distinguish an approach which will help other schools prepare for their breakthrough. One thing is certain: none of us can any longer afford to sit back and wait. The changes are with us now. In-service (re)-training is no longer a luxury but an educational necessity.

As we go to press, news has come through that Mrs. Thatcher has finally turned down the appeal that this school be allowed to go ahead as planned (*Ed.*)

and prohibit children from visiting other classes; to return all existing reading books to stock and to use instead one new and untried reading scheme with all children; the use of outline pictures for colouring in was recommended for art lessons. At first the staff tried to persuade the Head of the value of the methods to which they had become committed, and which they continued to practice so far as possible within the new and inhibiting situation. The only advice of a sympathetic local inspector was that they seek posts elsewhere. Frustration drove eight out of eleven to do so, and most found congenial schools in which to work. School A reverted to an ultra-traditional, authoritarian model.

School B was a primary school in which a formal infant department operated almost independently of the junior school where the Head tended to encourage flexible teaching while leaving each teacher to evolve his or her own ways of working with children. A new Deputy Head in charge of the infants set about relaxing the formality of the department through discussions with the teachers whom she encouraged to experiment, often working alongside them to facilitate the transition and giving practical advice on arrangement of classrooms, flexible work groupings and a more integrated curriculum. Student teachers, ancillary helpers and mothers were welcomed. Vertical grouping and collaboration between teachers were arranged for some purposes, a library developed as a resources centre, children spilled into corridors when extra working space was needed, walls became covered with constantly changing displays of children's work and eventually all classes operated an increasingly integrated day in which children were grouped and regrouped for different activities. Gradually the school attracted new teachers who welcomed these opportunities until the innovators outnumbered the more traditionally-inclined who slowly learnt to modify their approaches.

The example of the infant department, closer co-operation between Deputy and Head and among the two staffs, some new teachers including a senior appointment in the junior school led to more enterprising and flexible innovations throughout the school. The local authority and inspectorate made positive contributions through provision of equipment, allocation of teachers, short in-service courses and general encouragement. Parental support was evident in attendance at evening meetings, mothers' offers of help in school and on educational visits, and from the increased number of requests for admission where a choice of school was possible. The forging of strong home-school links and the develop-

ment of a school open to parents were innovations dependent on parental support, flexible attitudes and a committed staff.

School C was a mixed secondary school for over 1,000 to which was appointed a new Head with experience of introducing nonstreaming and interdisciplinary programmes in a smaller school. During the first eighteen months he discussed his ideas for these kinds of innovation with staff, governors, parents and local inspectors: plans were accordingly made. The next first year intake was organised in nonstreamed classes and the curriculum for first, fourth and fifth years was designed in several interdisciplinary areas and based on enquiry methods of learning. Implementation of the new curricula was made difficult by the LEA's refusal to provide additional and suitable resources, but the staff persevered despite the lack of appropriate facilities and the consequent need to modify plans and to improvise.

Opposition to the changes became overt. Governors complained that the more relaxed regime led to permissiveness, local inspectors complained about neglect of academic standards, and finally a group of parents initiated attacks in the local press. Innovation was thereby slowed down as the school was forced to rely entirely on its own resources in materials and personnel, though it won some support among sections of the local community.

School D was a somewhat smaller secondary school, being the lower tier in a comprehensive scheme, under an LEA that was favourably disposed towards the kinds of innovation envisaged by the new Head. Organisational changes were discussed and subsequently included a nonstreamed first year, free access by children to all rooms at all times, a system of pastoral care based on year groups, the development of the library as an accessible resources centre, and the reallocation of classrooms to facilitate more flexible teaching arrangements. A Parent Teacher Association was formally established as a basis for co-operation.

The development of some interdisciplinary programmes of work and the upward extension of non-streaming were facilitated by linking or consolidating subject departments, blocking periods on the timetable and siting appropriate classes in nearby rooms. These arrangements made possible both closer collaboration between teachers who wished to teach in teams and the grouping of children in mixed ability classes or ability sets for different activities. Some of the curricular innovations were helped by existing resource centres and projects run by the LEA.

The initiative for the changes he envisaged was provided

by the new Head through discussion and by devising structures which the staff could exploit with his advice and encouragement. The progress of innovation has been uneven, with old and new arrangements co-existing and some teachers more actively involved than others.

Problems encountered

FORUM Reporter found a number of secondary schools where innovation had gone thus far. Further progress was inhibited by certain Heads of Department whose areas remained enclaves of traditionalism in otherwise flexible schools. Conversely, in some schools innovation centred on one or two departments with little or no encouragement from the Head: in such instances further progress towards extending innovation in the school was prevented by lack of leadership or the machinery for staff discussion. The impetus for this kind of limited innovation may come from within the school or from external agencies such as Nuffield or Schools Council projects or local in-service courses, but without leadership to exploit such potential growth points in a school there seems little chance of their influencing the school as a whole.

Robert Mackenzie's experiences at Braehead, particularly as related in *Escape from the Classroom* (1965) and in his recent Penguin anthology, *State School* (1970), revealed many of the same problems as those evident from FORUM Reporter's investigations. Innovations of the kinds discussed involve the changing of fundamental attitudes to children and their education on the part of teachers as well as local education authorities and parents. This process takes time, has to be fostered by discussion at many levels, and demands tact and patience on the part of the innovators who must learn to tolerate frustration. Moral and practical support outside the school are important and this goodwill has to be won through understanding.

Well documented Swedish experience and many individual contributions to *Forum* have drawn attention to the need for teachers to develop entirely new techniques and styles of teaching for nonstreamed classes. Interdisciplinary curricula and enquiry-based learning, even in a subject discipline, require not only new teaching skills but vastly different resources than the traditional textbooks with which schools have hitherto been equipped. These points have also been clearly exemplified by *Forum* contributors such as Margaret Nandy on social sciences (vol. 12 no. 3), Roy Haywood on humanities and

Donald Reid on biology (both in vol. 13 no. 1) and in several articles in the last issue. Specific problems of this kind were helpfully discussed by L C Taylor in *Resources for Learning* (1971).

If teachers must develop new ways of teaching, must learn to exploit and teach children to use new resources, it follows that a great deal of preparation is necessary if innovation is to be successfully introduced. It also follows that experience must be constantly discussed and appraised: innovation is a continuing process. All this is very demanding on teachers' time and on their willingness to discuss frankly together. Commitment by a substantial number of staff to the anticipated innovations and a sense of mutual trust between them and the Head are thus prerequisites.

The role of the Head

The role and attitude of the Head are clearly crucial. The sad case of School A shows how a Head who is hostile to innovation can reverse the process: nor was that the only school where this happened. The initiative for innovation came from Heads in the other three schools and at Braehead. Though all stressed the importance of discussing their ideas with their staff and of involving them in democratic decision-making, all found that much depended on their own personal efforts and continual leadership and that a significant number of teachers did not wish to become involved nor to commit themselves to the extra work and responsibility. Pat Daunt recounted in *Forum* (vol. 12 no. 1) how he found it necessary to devise strategies for continuing and sustaining innovation at Thomas Bennett, which had initially recruited 'a young and adventurous staff'. A new Head wishing to innovate in an established school has to win over his staff, adjust his ideas to the physical circumstances of buildings and improvise with resources currently available while awaiting improvements. In course of time many reluctant or hostile teachers will go elsewhere and he will be able to replace them with others who deliberately choose to work in the kind of school he is striving to create. Thus teacher mobility and the crucial role of the head tend to polarise innovatory and traditionalist staffs in schools which they find congenial: in the long run this poses problems for the extension of innovation.

That the kinds of innovation under discussion require new teaching materials and at least some minor building alterations means that external support from the LEA

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How I Have Piddled in the Sea

R. G. Gregory

Mr Gregory was for three years head of drama at Grove School, Market Drayton, a comprehensive school formed by a fusion of a grammar and secondary modern school. He is at present on secondment by the authority to a full-time course in drama at Newcastle upon Tyne. Here he describes his approach and outlook, and reflects on his experience at the school.

Innovation in English education is no longer enough. There is a fundamental tyranny in its structure that requires not inner fiddling, but some kind of nuclear reconstruction. This is the truth grown to gale-size which has enveloped me during my own piddling in the sea.

Up to 1965 I more or less accepted the way things were. I had realised that there shouldn't be such creatures as headteachers (if the dodo could fade out unwanted, why couldn't they?) but I confined my own vague moves towards the future within the classroom, believing that once drama and creative writing found their way to the centre of the English syllabus, the apocalypse would automatically follow. I shared the low opinion of other teachers that all teachers have, and felt that the people I was most at home with were the children. Or pupils? Both words are insulting.

In April 1965 I went to Kampala, Uganda, on a two-year teaching contract at Kololo Senior Secondary School. Within weeks I was being asked to put forward

ideas for the re-structuring of English and I took several leaps in my own dark to come up with the 'English Block', which pleased the headmaster (until he began to understand what it was all about) and I was told to go ahead and create it.

The Block was a building and a style. Two hundred students came to the Block at the same time, with six tutors (choice of designation deliberate). The building was T-shaped. The upright consisted of a large long hall with thirty-six tables, six chairs to each. The students were split into thirty-six groups, each consisting of as broad a mixture of African, Asian (and European) students as we could manage, this in a school where previously a kind of apartheid had been the custom. Each group was issued with a worksheet, containing lists of activities split two ways: into 'group' and 'individual', and into 'weekly', 'fortnightly', 'monthly' and 'termly'. All activities named ways in which English could be used as communication. What was said or written in the Block

Problems of Sustaining Innovation (continued from page 54)

and other agents is vital. The tasks of Schools B and D were facilitated but those of School C and Braehead impeded by the local authority, while Thomas Bennett was helped by local universities, Nuffield and the Schools Council and School B by a college and a polytechnic department of education. Though some LEAs are more supportive than others, local inspectors seem unable to exert a decisive positive influence or to ensure that innovation is sustained following a change of head.

Successful innovation seems largely to depend on the Head's ability to inspire his staff and his ingenuity in devising structures which clearly encourage the changes he wants without pressurising and thereby antagonising

the initially reluctant. Innovation is exciting but also exhausting and liable to cause stress among staff and children. Innovative schools need to explain the changes to the local public and especially to parents so as to enlist support. For many schools this in itself would constitute innovation.

The kinds of innovation discussed here are not ends but means: their significance lies in the broad educational aims and attitudes to children that they reflect. Democratic leadership and co-operative endeavour are therefore intrinsic: only if there is a consensus about aims and desirable attitudes is innovation likely to effect real and lasting rather than merely superficial change.

had to be said or written to somebody, not as an exercise, but *for real*. Groups came to the Block for three sessions of two hours a week, and except for about an hour, whose use was dictated by the limitations of the building, controlled their own timetable, which they made at the beginning of each week. A group secretary was responsible for the proper functioning of each group, but this role was taken by a different group member each week, so that, overall, equality within the group could be established. Tutors had hardly any teaching role; they were at the service of the groups and, strictly, could only interfere in a group's work when they were invited. The results were: confusion, bitter controversy and an outburst of creativity of such dimensions that we didn't really know what to do with it.

It released a frustration in me that the teacher-pupil relationship was an inhibiting one. I became aware that, suppressed by it, is the much more exciting and important relationship of child to child, which the accepted school pattern has to do its best to ignore. At Kololo, I fashioned two basic principles: at the root of each person is a self-improving mechanism, and the best group is not the one dominated by a single person's idea, but one allowing for the fullest use of the talents of all its members. Both these principles, I saw, can work properly only in conditions of freedom and equality. I realised that, if I were to de-teacher myself in order to watch the relationships within each class flower, so that I could further explore those two principles, I should have to move into Drama, since only within that subject could I expect to find the necessary conditions.

In the ten terms I was at the Grove School, Market Drayton, not all my drama was given over to a direct assault on these problems. Until the opportunity was taken away, I began to explore the possibilities of film and TV; and I also ran sessions devoted to games and exercises designed to open up everyone's dramatic vocabulary. But the major theme of the Drama Department in my time there was that the teacher should provide a protecting ring, staying off outside interferences, so that the classes within could assume a freedom to explore themselves in their own terms. The innovation was in the ordinariness.

The DES report on Drama implies that those teachers not directing the raw material of children into line with our 'heritage' are somehow falling down on their job. But the children *are* our 'heritage' and only what they have within them, ready to grow if given the chance, can prove or not prove the validity of our culture. Such drama work is unspectacular. None of it could be

presented to outsiders with any sense of joy, but I, the constant watcher, gradually became aware that new dimensions were present. The children were becoming masters of their own spaces, establishing a sense of organisation and form that came too often for it to be accidental, and towards the end I saw glimpses of a new attitude towards content, as if, by need, something deeper had to break through the shallowness of what had been previously accepted. I was happiest when a group would say—'could you move, you're in the way'—and I was forced into one of the corners, whilst a whole class, absorbed in its own organisation of ideas, filled every inch of space, group intermingling with group, in pursuit of the right form.

In December 1970 I was suspended because my 'presence in the school was detrimental to the wellbeing of the school and its pupils'. Not because, they said, of what I was doing in drama, although my refusal to teach *literary drama* (reading books like 'Castles of England', 'Festival Plays', 'One Act Plays of Today 1936', 'Plays for Stage and Classroom', 'Troubadour Plays' etc) was listed as one of the charges; but because of my criticism, on all sorts of occasions, of the way the school was being run.

Teachers are a product of the system. Hence their mediocrity. Teachers know a lot about what they are teaching, but few of them have any idea *why* they are teaching it. The hierarchical nature of staff meetings does not create the atmosphere necessary for that kind of enquiry. Over years I had become aware of the need for some forum within the school where staff could meet to discuss, away from the hierarchical set-up, what education was all about. So at the Grove school, I had been instrumental in setting up a staff association. A new head came into office during 1970, apparently charged to bring the school back to a former level of academic achievement and discipline, and the staff association came under attack. Although its constitution was designed specifically to prevent the Association from being controlled by any one person, the authorities could not believe that it was other than my organisation, designed to take over the school by conspiratorial means. I was charged with stating that one of the aims of the Staff Association was 'anti-authority' and a sentence from a private phone-call was offered as damning evidence.

The form and content of education are both wrong. Neither children nor teachers are free in the way they must be if schools are to have a genuine folk (as opposed to state) function. That's if we are to become the demo-

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Local Authorities and Innovation: a City and a County

Joan Simon

Joan Simon contributed a series of survey articles on 'The Swing to Comprehensive Education' in the early 1960's. This article is compiled from material sent to **Forum** from three local authority areas, where changes in education have been supported by new administrative structures.¹

The reorganisation of administration, to correspond with and facilitate changes under way, is indispensable to successful innovation in the schools. To take a simple example. After the county of Dorset had accepted a plan for reorganising schools on three-tier lines—with middle schools for ages 9 to 13—a new 'middle school section' was established at County Hall in the autumn of 1970. It comprised a senior administrative officer with a small staff and has been able to concentrate on the often complex tasks of scheduling the programme of reorganisation, including the reallocation of teachers in consultation with those concerned. For one thing, the administrative officer has chaired a consultative group of representatives from all schools in the areas under reorganisation which has been meeting regularly to discuss all questions

arising, including the promotion of in-service courses directly related to new tasks.

As this example suggests, it is not only new administrative units that are needed but a new approach on the part of administrators, or a different 'style'. Just as within the schools the attitudes and functions of heads are often changing—there is more devolution of responsibilities, more encouragement of initiative among the staff—so education 'authorities' have seen the need to alter the conduct of administration. This implies more advice and less direction, more facilities for schools and teachers to do the necessary jobs with an assurance that the education office is geared to provide the necessary coordination and practical assistance.

Some instances of the direction of development can be

How I Have Piddled in the Sea (continued from page 56)

cracy we are not yet. Innovation has to be political as well as educational. The conscious bent of my own struggles has been towards finding a new structure that can accommodate the new truths. The present form suffocates us all.

I am just reading *Beyond Alienation* by Ernest Becker, who convinces me that my search is already two hundred years old. But what short of a revolution of a new kind can bring it to realisation? In that sense, I have been piddling in the sea.

Reference

1 (Two articles on 'The English Block, Kololo'—my own, and a criticism of it by David Brown, appeared in 'Teacher Education in New Countries' Feb. 1970.)

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given from two areas, the city of Sheffield and the county of Leicestershire.

Developments in Sheffield

Sheffield had already made considerable advances towards comprehensive reorganisation before the issue of Circular 10/65 (see *Forum*, vol. 6, no. 3, 1964). But plans were subsequently modified in 1967 to provide for a three tier system comprising 'first schools' up to 8, middle schools to 12, secondary schools to 18. A new chief education officer was appointed that year when the education committee also acquired a new chairman, and both these played a key part in promoting widespread discussion of the new plan which involved much reorganisation at both primary and secondary levels. The framework for this was a division of the city into thirteen areas, each with its grouping of schools closely linked with each other vertically. Of the secondary schools in each area one was to be a 12-18 school with a 'sixth form centre' attached for pupils from one, two or three 12-16 schools depending on size; though the smallest area has a single 12-18 school.

By the academic year 1970-71 there were 31 comprehensive secondary schools and reorganisation at the primary level was well under way. Leaving aside 29 church schools, of which only 2 have so far been reorganised, the position in September, 1971, in respect of 165 LEA primary schools, was:

Junior Schools	44	Middle Schools	19
Infant/Junior	25	First/Middle	5
Infant	38	First	18
Infant/Nursery	9	First/Nursery	7
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116		49	

In organising this very considerable transformation the education office, while firmly adhering to the overall policy of the education committee, has given a new freedom to schools by planned decentralisation. Every school is encouraged to become its own 'distinct self', handles a fund for small improvements, has extensive control over staffing and is certain of consultation over any new building. If it is sub-standard, it is also assured of positive discrimination in such matters, for it is the policy to make all schools 'good' schools as the only way to gain parity of esteem, or end the kind of negative discrimination that perpetuates inequality. In this con-

nection all secondary schools, whatever their size or age range, have been classified in Group 8 for pay and allowances, with careful attention to the structure of heads of departments.

Each area grouping of schools is seen as essentially a system serving that neighbourhood and both internal links between each stage and external links with the community have been actively fostered. In the process the administrative officers have come to be seen not as masters (or, for that matter, servants) so much as colleagues, advisers and assistants; whether it is a matter of cutting red tape to allow transfer of books and equipment as reorganisation alters the function of particular schools, helping to sort out questions of transfer of pupils to secondary school under a system allowing some exercise of parental choice, or providing in-service training immediately relevant to current tasks. But one particular development best sums up the re-orientation—that is, the establishment of a governing body for every school.

The former practice (a common one in urban areas) was for primary schools to be governed by a sub-committee of the education committee and for a single board to govern up to seven secondary schools. In 1970 it was decided that every school should have its own board and much care was taken to appoint the kind of members likely to be interested and active. Heads have a place on the board by right, so also elected representatives of teachers, non-teaching staff and parents. But the number of city councillors was reduced to two or three, and other members were sought from industrial firms, trade unions, community associations, further and higher education, the professions; nominations were accepted from political parties and churches as well as educational associations.

New demands

There are now 250 boards meeting each term. Officials of the LEA act as clerks to these, which have already generated so much work for the education office that a special section has been established to do it, including the full servicing of meetings. The boards have contributed greatly to giving schools an identity and are proving powerful allies in promoting improvements as well as strengthening links with the local community. Indeed, after a year of operation the education committee has been asked for £570,000 worth of improvements by 54 boards of governors, though a number of the proposals cover matters already written into future programmes, close attention is being paid to all sug-

gestions and to meeting them where possible, even though this may slow down reorganisation by diverting funds.

Clearly there is a new partnership in the making here, in the cause of promoting neighbourhood concern for schooling and schools of an equal standard in all neighbourhoods. And there are now fresh opportunities for innovation within the schools which are being grasped.

Leicestershire

The interplay of innovation within schools and administrative action to promote this is well illustrated in Leicestershire. Here (by comparison with Sheffield) the non-selective system is already in full operation and comprises 15 upper schools for the 14-18 age range, 30 high (or, perhaps, middle) schools for ages 11-14, and 249 primary schools for those up to 11². Accordingly educational changes within the schools have for long been under way, as is well known to readers of *Forum*; in particular in relation to superseding streaming, experimenting with different forms of grouping, introducing resources for learning, modifying the whole pattern of curricula.

That there has been such considerable progress in this direction is due not only to the reorganisation but the way it has been carried out; that is, to an administrative attitude which has favoured 'learning by experience', or leaving room for one step to lead on to another rather than laying down cast iron plans to be implemented. This implies, in turn, a readiness to recognise mistakes, not always apparent in official circles, and so to profit from them. In sum, though there has been firm action to realise the education committee's overall policy, this has been in consultation with the schools and in the process the education office has gradually been geared to assist in making educational innovations rather than to direct and inspect.

Concrete evidence of this is to be found in the new buildings which have been planned to accord with changes taking place and permit of further developments. Indeed, now that innovation is becoming as it were a way of life in the schools, rather than merely the achievement of a new pattern of work, the need is to single out the general direction of development and provide an environment conducive to this. Such is the layout at Countesthorpe College which, in common with other upper schools, is now developing not only as a new kind of school community but a genuinely community school with a range of youth and evening activities.

But the development which best epitomises the re-

orientation in this county is, perhaps, that the local inspectorate has changed its name and nature. Schools now have at their disposal 'advisers' in various areas and subjects and this is no mere change of nomenclature. The county adviser—whether in primary education or mathematics—has no right of entry to any school; he waits for an invitation. When, therefore, he does visit it is on a totally different footing from that of the past when it was the function of an inspector to examine, or grade efficiency. Rather, help is sought with some specific new programme and expertise can be brought to bear in relation to the needs of the particular school and what it is setting out to accomplish.

Think-tank

Here also a new architectural feature reinforces this new style—the advisers are allotted a single, large, specially designed room or base on the new County Hall; a situation that impels interaction. So the group of advisers, who cover most subject areas and age groups, acts as a kind of brain centre (or think-tank), exchanging experiences and ideas and learning from each other. In-service functions are developed in new forms—for instance, through the use of workshop techniques in place of the more traditional and academic form of lectures occasionally accompanied by demonstrations and visual material. Primary teachers, for instance, attend an annual Easter school lasting seven days, largely planned and organised by the teachers themselves.

Changing administrative structures to allow participation (of parents, teachers and others) in innovation is one means by which new developments in education can be founded on conviction, and gain the necessary support or base to ensure success. It is not surprising that examples of this new style of administration come from areas notable for some of the most striking advances made in recent years.

References

1 Thanks are due to Mr J Last, head of Ferndown Middle school, Dorset, and to Anthony Bullivant, head of Earl Marshall Comprehensive School, Sheffield, for providing material for this article; also to Barbara Bullivant, whose article 'The New System of Management and Government in Schools in Sheffield', in the June 1971 *Newsletter* of the National Association of Governors and Managers has been freely drawn on.

2 The age of transfer to high schools is now gradually being reduced to ten.

Curricular Development in Fife Secondary Schools

William Breslin

The Fife education authority has tackled the problem of curriculum and structural change consequent upon secondary reorganisation in a systematic manner. Here, William Breslin, who has had considerable experience as a teacher and is now Organiser of Secondary Education in the county, outlines the authority's approach to the new opportunities.

Some readers will be unfamiliar with differences which exist between the Scottish and English educational systems and it is appropriate, therefore, to list some of these, in order that confusion may be avoided.

Scottish pupils transfer to secondary education at the age of 12, generally speaking one year later than is the case south of the border. After four years of secondary education, a number of pupils sit the Scottish Certificate of Education 'O' Grade examination, follow this by sitting 'H' Grade in fifth year and a number then sit the Certificate of Sixth Year Studies before going to University. Up to the fifth year, the curriculum followed is marked by its breadth. Most pupils sitting Higher grade will attempt four or five subjects at this level, and it is not until the sixth year that narrow specialism occurs.

It is important to appreciate that first year pupils in secondary schools in Scotland are equivalent in age to those in second year of English secondary schools, and this must be borne in mind in assessing the curricular developments which are described in this article.

There is in Scotland, a national 'Consultative Committee on the Curriculum' which has set up several sub-committees to enquire into various curricular matters of importance in modern educational thinking. In 1967, Curriculum Paper No 2, 'Organisation of Courses Leading to the Scottish Certificate of Education', was published and this, the so-called 'Ruthven' report, suggested a number of objectives for our post-primary education. In particular, the first two years of secondary education were defined as years of observation and orientation in which the child, fresh from primary school, could adjust to a new situation and begin to develop lines of interest.

It was against this background that, in 1967, Fife set up its own curricular development structure. It seemed clear that meaningful curricular developments could only take place if the suggestions came from the teaching profession itself, for there exists amongst all teachers a hearty disregard for the pronouncements of educational theorists large and small. A Curricular

Co-ordinating Committee was set up by the Authority, drawing upon the skills and experience of men and women of accepted reputation. Reporting to this Committee were several Curricular Development Committees, one for each subject in the secondary school curriculum and one charged to examine the problems of remedial education. Practising teachers from all types and sizes of secondary schools were invited to serve on these Committees, the average size of which is of the order of seven members.

As a first remit, the development committees were asked to report to the Co-ordinating Committee their attitudes towards the Ruthven Report, and in particular to suggest curricula which would allow our secondary schools to establish a common course for all pupils in the first year (12-13). In 1970, the recommendations of the Co-ordinating Committee were accepted by the Authority, a booklet summarising the recommendations of the various development committees was published, and the common course was adopted as policy for all Fife secondary schools in session 1970-71.

Meanwhile, it had been recognised that other desirable curricular developments would best be examined by the committee method. Consequently, development committees in Computer Studies, Objective Testing, Social and Health Education, Vocation Based Activities, Leisure and Educational Technology, were established.

During session 1970-71, several ideas suggested by the development committees have been followed up with official backing. Teachers attending development committees and in-service training courses have been timetabled out of the classroom situation on certain afternoons during the week in order to attend these meetings during the school day. Pilot schemes, such as an individualised mathematics project, team teaching (science based and social subjects based), social implications of computer activities, and other projects have been underway and are about to be extended into many other secondary schools.

During session 1970-71, the development committees

were asked to assess the results of introducing the common course in the first year (SI), to make recommendations for the second year (SII) and to begin to examine problems associated with the raising of the school leaving age. There was general agreement that the SI common course had made a satisfactory beginning, even in the 'difficult' subjects of modern languages and mathematics, that the scheme should be continued in session 1971-72 and indeed, that in the majority of subjects, a common course should be operated in SII of the secondary schools. The report of the Co-ordinating Committee will shortly be circulated to all schools (primary and secondary) in order that the current recommendations of the profession's representatives should be available to every teacher in the Authority's service.

Assistance to schools

Comments received from the development committees have exposed, from time to time, areas of particular need in our secondary schools, requiring action of an official nature regarding policy decisions which would assist the class teacher in adjusting to new curricula and to the new methods required to implement these. In-Service training is regarded as one of the most important ways in which the Authority can assist in these matters, with the Teachers' Centre at Abbotshall, Kirkcaldy, particularly geared to provide this. Each afternoon and evening during the school session, local in-service training courses are provided at Abbotshall. Recent courses have included Timetabling and Administration in Secondary Schools (for Head-teachers), Primary/Secondary Liaison, Integrated Science, Social aspects of the Computer, Sixth Form Mathematics, The New Geography, and there are many more. The County Programmed Learning Officer has been asked to prepare various slide-tape sets and boxes of resources dealing with certain themes. Exhibitions of duplicating equipment, audio-visual aids, books and other equipment are staged on a regular basis. Development committees are encouraged to look around for ideas which might help them with their work, with visits to other Authorities occupying an important part of this work. Of particular interest in this respect is the work of the development committee for Remedial Studies, which early in its work, discovered that little meaningful research had been done on the way in which Remedial Education was operated

in secondary schools.

This committee has now undertaken a study of results achieved in remedial education, by comparing courses organised on the basis of a segregated group of pupils spending all their time, except in Physical Education and Art, receiving remedial education from one specially qualified teacher, with courses in which pupils are taught in a mixed ability situation involving diagnosis of specific problems and individual remedial treatment of these. Results of this study should prove most interesting and make a valuable contribution to an area which has been for so long unjustly neglected in our schools.

The Authority has now created a very strong curricular development, resources development and in-service training network focusing upon the Teachers' Centre at Abbotshall. The other elements in this network are the Schools' Television Centre in Dunfermline, and the Multi-Media Resources Centre in Kennoway. At Dunfermline, where a fully equipped studio exists, TV broadcasts are recorded on video tape and studio presentations can be recorded. These recordings are issued to schools on request and can be backed up with kits of resources and work sheets issued from the Teachers' Centre.

At Kennoway, the third element in this structure is in its infancy, preparing to make its contribution to curricular developments in Fife. This centre was set up with two main objectives in mind. One is to develop and validate learning packages for use in schools. The second is to help and encourage teachers to develop new teaching techniques using audio-visual aids, including television. As the centre is staffed by teachers on secondment, these new techniques will be taken back out into our schools and the centre will then be re-staffed, again on a secondment basis. Fundamental to these objectives is the fact that pupils will be attending the centre, and indeed, an average of one hundred and fifty pupils will be in attendance from September 1971. These pupils are drawn from two large local comprehensive schools and will attend for 'blocks' of time. The following is an extract from an information sheet about Kennoway.

Multi Media Resources Centre, Kennoway

The Centre will explore new methods of creating learning situations, using IDE methods and team teach-

ing. The Staff will number about 20, and will write workcards for the pupils, on selected topics, being given free time for this. There are to be six auxiliaries and two laboratory technicians. Staff already teaching in the County will be seconded for one or two years, and may go back to their original schools, or transfer elsewhere, as they wish. Part travelling expenses will be paid.

The pupils will come from Buckhaven High School and Kirkland High School, nearby six-year comprehensives. In 1971/72, SI will come from August to February, and SII from February to June. The daily total will be around 150. The pupils will be in non-streamed, mixed ability groups.

Pupils in SIII and SIV non-certificate groups will come from Buckhaven High School for Technical, Art, Fieldwork and Non-vocational course. A Nature Trail is being established in Kennoway Den, and we have been given exclusive access to 100 acres of forest where another Nature Trail is being laid out.

Remedial work will be done by extraction from the groups. Each group will be looked after by a teacher/tutor. A group will number 10/12.

In a year or two, SIV, SV and SVI Certificate pupils will attend, and will need new approaches, providing a fresh stimulus.

The Library is being greatly extended and will include illustrations, cuttings, etc, and will be one part of the 'Resources Complex', the other part being a bank of non-printed material—slides, tapes, film, etc. Pupils will have direct access to all material, and the use of necessary Audio-Visual equipment, which will be available in quantity.

Gliding will be undertaken as part of the 'Flight' project and other, similar, stimulating activities are planned.

The work, undertaken in a spirit of experiment, will be stimulating and demanding, but very rewarding. A great deal of new audio-visual reprographic equipment has already been purchased, and more is on order, so that the staff can concentrate on the problem of writing work-cards and team presentation, leaving reproduction and manipulation to the back-up staff.

It will be clear from what has been said that curricular development is being approached in a systematic manner in Fife, and that the basis for this development is the active involvement of the class teachers as policy makers and innovators. To this basis there is added the

advice of a large team of full-time subject organisers who attend a proportion of the development committees' meetings. As a result of the recommendations received from the committees, the Authority has developed machinery for a large programme of in-service training of teachers allied to a resources development network which will provide banks of various types of materials for use by schools.

As for the resources which are being developed—these consist of boxes of materials, charts and diagrams relating to particular themes, slide tape systems, film strips and slides, video-tapes and learning modules of a highly structured type. It is the belief in the Authority that to provide a central bank of highly structured materials is to provide for maximum flexibility. Such materials can be adopted in their entirety by teachers who are unable, unwilling or just not ready to develop learning packages of their own, or can provide the initial stimulus to encourage a teacher to develop his own ideas. The structure can either be fully implemented or largely ignored. Additions, alterations, and deletions can be made according to the ability and aptitude of the individual class teacher, thus avoiding the rigidity which so many people fear as being the danger of a structured approach. Structure, in fact, would seem to provide a greater degree of flexibility in that it may be either accepted or modified.

The mixed ability teaching situation has demonstrated the real need for a structure of some kind when devising learning packages. Too often in the past, the less able or socially disadvantaged child has had to suffer the indignity of being unable to complete a project or section of class work. The approach whereby a theme is examined by following a very simple central line, with a beginning and an end which can be attained by all pupils is currently being developed at Kennoway, Abbotshall and some schools. Along this simple central line are nodes of interest, from which emerge branching lines of enquiry of different degrees of difficulty. In effect, apart from the central line, each child undertakes his own personal line of enquiry which he can see through to the finish without a sense of failure derived from a slow working pace.

Education is in a state of considerable change. It sometimes appears possible that the amount of change will result in anarchy or chaos. For this reason, the systematic and structured approach to curricular development has been adopted in Fife, with initially encouraging results.

Teachers' Centres—Some Suggestions for a Strategy

D. N. Hubbard and J. Salt

Should Teachers' Centres become teaching resources centres? The authors raise in this article important questions about the development of these centres.

The empirical tradition in English education has long been a subject of comment. Nor is its importance purely historical. Even in present-day circumstances one would wish to see problems identified, new agencies brought into being to deal with them and subsequent re-evaluation of the nature and purpose of such agencies in the light of experience.

The real danger in this approach, however, lies in the fact that in the urge to solve obviously immediate and pressing problems we sometimes begin on too narrow a front. And having begun on this narrow front it is not always easy to broaden the functions of the agencies which have been created. Indeed, the very words chosen originally to describe them can act as curious constraints on their subsequent development.

Now all this, we would suggest, applies very directly to the teachers' centres which are becoming an increasingly important feature of the educational scene. Clearly there is a need for teachers constantly to review their methods and approaches—in this we have probably a good deal to learn from aspects of North American experience—and clearly there is a need for institutions in which this work can be undertaken. But in an age when the importance of consciously integrating the efforts of so many agencies in the education of the individual is increasingly recognised possibly we should look for the appearance of institutions whose structure and outlook reflect the acceptance of this wider view.

This is, however, by no means an attempt to devalue the potential importance of these centres in a distinctive field of in-service education, although even there we are likely to find a need for a radical look at what are likely to be essential pre-requisites for success. For instance, it would seem to us quite essential that a centre should be able to draw on the resources of a relatively wide area. There are, in fact, real dangers in adopting an essentially parochial approach to provision, although, in the short term, such an approach might have elements of attractiveness. How often indeed one feels that what was originally a very good idea in practical teaching has lost much because it has

been over-exposed in too limited an area. And in such circumstances, the need to develop effective systems of communication *between* centres is of overriding importance.

Similarly, in discussing centres in relation to their more obvious role as agencies for in-service training, we would suggest that the need to secure a high degree of positive involvement on the part of their users must come high on any conceivable list of priorities. Partly, of course, this relates to the system of government of centres, which in itself is of considerable importance, but it is doubtful whether constitutional devices can ever really get to the heart of the type of problem posed here. What is perhaps of greater importance is that the centres should be placed where the individual teacher's practical ideas are not only discussed and the results of them displayed in lively form, but also in a real sense stored. In other words, what we would wish to see is a long-term commitment to these institutions as *teaching resources centres*—using the word 'resources' not only in the sense of books and the *material* of educational technology, but also in the sense of work schemes, projects, photographed material and so on.

A number of subsidiary factors would also appear to deserve comment here. There is, for example, an increasing emphasis in our schools on environmental work. Yet knowledge of an area and of its potentialities for exploitation in an educational sense is not always acquired quickly or easily by the individual teacher, particularly if he is new to an area—and this is an age when teachers, like other professional groups, have become increasingly mobile as an element in the nation's work force. Clearly the existence of efficiently catalogued and economically stored local educational archives could be a factor of significance in the future. In this way, too, some provision could be made for the special needs of the probationer teachers, a group for whom the centres have, or should have, a peculiar responsibility.

Also related to the question of teacher involvement is the question of the importance of those evolving

institutions as social centres. Here, of course, social psychology has some fairly clear-cut points to make. In particular its adherents would stress the importance of the development of 'psyche' groups—groups which hold together principally because their members have come to enjoy each others' company, quite apart from the existence of mere practical and utilitarian motives. And, obviously, where a centre does not officially promote social activities it should at least provide through its facilities and organisational attitudes the environment in which essentially supportive 'internal systems' can develop. Once again, we would stress the potentialities of a centre particularly to meeting the needs (and not always the narrowly professional needs) of the newcomer to an area and the probationer teacher.

So far this discussion has been confined largely to the question of making the centres effective in relation to what might well be considered aspects of the more traditional role of the teacher. On the other hand, we have at least touched on momentarily that contemporary thinking on education which draws attention to the position of the teacher not as the sole organiser and arbiter of the learning process but rather as one element in the provision, partly formal, partly informal, of the wider educational experience. And if indeed in the light of **Plowden** it is impossible to think of the teacher as an isolate in relation to home and family, and the school as a closed system in relation to the community, on what grounds can we hold to the idea of a *teachers' centre* rather than a *teaching centre*, or, better still, an *educational centre*?

What we feel most strongly here is that the centres could provide a valuable neutral ground on which teachers and parents could come together. All-too-often, indeed, the dialogue between the two, when carried on within the school environment, is of an impossibly stilted nature: it is not easy for a parent to establish a role which in so many ways seems to conflict with the pattern of his own earlier educational experiences. Nor does the alternative suggestion, that the teacher himself should inject himself, as it were, into the home of the child, offer a more radically hopeful solution to this important problem. A more broadly-based educational centre, however, might well offer additional and possibly more advantageous avenue of approach.

Is it, in fact, over-idealistic to suggest that centres should open their doors to elements in the community other than teachers? Perhaps, but there are at least

some developments in the educational world which suggest that this is not entirely a pipe dream. For example, there is the experience of the highly successful exhibition of children's art which drew wide audiences and was *not* held in schools. Of even more potential significance, however, is the successful scheme, run by at least one university extramural department, in which parents and tutor (again not in a school) came together to discuss practical aspects of child psychology. A more ambitious extension of this idea within educational centres might well come to embrace contributions from Health and Welfare Services. Moreover, the growing practice whereby Members of Parliament in their constituencies and councillors in their wards hold 'surgeries' at regular times might well find a counterpart in the organisation of some aspects of the wider activities of centres.

In sum we would suggest that the widening role of the teacher ought to have profound consequences for the organisation and orientation of all the key elements in the infrastructure which is currently developing to increase professional efficiency. Possibly current ideas on teacher centres often represent an unconscious adherence to a more traditional view of the profession, its nature and responsibilities. There is still time, however, to take a wider view.

Summer number, FORUM

The next number of *Forum* will focus on the raising of the school leaving age and its implications for comprehensive education; the American de-schooling movement will be assessed in this context in an article by Norman Stephenson (Bristol University), while Philip Jackson of the University of Chicago (author of *Creativity and Intelligence, Life in Classrooms*, etc.) contributes a critique from the States. Included in the Summer number will be a bibliography on innovation (with explanatory notes compiled by Jack Walton), a review of the five separate reports summarising innovational developments in England, Sweden, Norway, Germany and the United States published recently by OECD, together with an analysis and description of the 'Foundation Year' at Llanedeyrn High School, Cardiff, contributed by the staff—all of which have had to be held over from this issue due to lack of space. (*Editor*)

The James Committee on Teacher Training

Peter Mauger

Forum presented evidence to the James Committee on Teacher Education. The inspired 'leaks' indicate that the Committee is likely to propose developments of a diametrically opposite character to our proposals. Widespread opposition to the James Committee's proposals has already been expressed. Here, Peter Mauger, a member of the Editorial Board and head of the Education Department at Coventry College of Education, expresses what are undoubtedly the views of the Board as a whole on the 'leaked' proposals. Possibly, by the time this appears, wiser counsels will have prevailed.

By the time you read this you will probably know the recommendations of the James Committee. At the time of writing (end of October 1971) we already know enough, thanks to a series of inspired press leaks, to be able to comment on their implications. The proposals are so far-reaching, so serious for the future of education in this country, that we consider it necessary to alert every reader to the prospect facing children and teachers if they are implemented by the Government.

The main recommendations appear to be:—

1. the setting-up of a tripartite system of higher education to replace the present binary system—universities, polytechnics, colleges of education. Most of the teachers of younger children would be trained in the third sector.
2. the teachers trained in the third sector would receive two years of higher education alongside others not intending to teach. They would then be granted a diploma in higher education, spend a third year in educational studies, after which they would become 'licensed teachers'. Finally they would spend a year in schools, with a four-fifths timetable, after which they would be granted the degree of BA(Ed) *without honours*.
3. University graduates wishing to teach would enter the second stage, also finishing with the BA(Ed), which of course would be a second degree for them.

The cutting-off of colleges of education from universities may at first sight appear attractive to those who criticise the universities for exercising too much influence, and an over-academic and out-of-touch influence at that, over colleges, particularly in the context of syllabuses and methods of examination. This is a short-sighted view; cooperation between colleges and universities has increased considerably in recent years, especially

since the introduction of the BEd. There has been a marked increase in the exchange of views about educational issues and problems, and exchange of teachers is also growing. One could even envisage the crumbling of the binary system in the next decade (the prospect of which, of course, may be a factor in the James proposals).

These healthy developments would be knocked on the head by the James proposals. What would happen to educational research? At a time when there are so many promising developments in learning theories and educational technology it is obscurantist to a degree to fragment the very concept of educational research by separating universities, colleges and schools, each of which has its distinctive part to play in applied research. Certainly it is reasonable to expect the continuance of Schools Council and SSRC grants; but how short-sighted to sever links between the three institutions—universities, colleges, schools—most interested in furthering applied educational research!

More important, the relegation of college-trained teachers to the lowest sector and their limitation to a pass degree would shatter their status, a status that has been built up gradually through the century, and especially during the last decade. With all its teething troubles, the BEd has demonstrated clearly the existence of a pool of academic ability previously untapped. College students have shown themselves well capable of gaining good honours degrees—a few have already gone straight on to higher degrees and research in universities—and there are indications that they are becoming regarded in the schools as at the very least as fully equal in teaching efficiency to university graduates with a post graduate certificate in education. There is no possible justification to deny them the opportunity of an honours course; it is a grave injustice to downgrade them to the status of second-class teachers. The BA(Ed) would be a qualification of similar status to the present three-year Certificate

in Education or the post-graduate Certificate in Education—a licence to teach: compare the career prospects of a BSc, BA(Ed) with a BAEd! This is a mockery of the graduate professional status that teachers have been advocating for so long.

The inevitable result would be that colleges would train primary school teachers and universities secondary school teachers. Primary teachers would be regarded as less qualified and of lower status, their jobs of less importance than those of secondary school teachers. They would certainly get less pay. Admittedly this is already the case to a large extent, helped recently by the recent restructured Burnham award. That is no argument, however, for furthering this reactionary and anti-educational trend in which children would be the losers as much as teachers. For many years educationists have been stressing the vital importance of the early years of schooling, the necessity of attracting fine minds to the primary sector. Not only would we see a reversal of this welcome development, but inevitably a rift would develop in staff rooms and professional associations between the teachers trained by colleges and universities.

What of the independence argument? Great play has been made of this by those peddling the James nostrum. Colleges would be free to devise their own syllabus, their own methods of examination, free to stand on their own feet. This is a false freedom. Firstly, instead of rule by LEAs, universities and DES the colleges would be ruled by area boards on which would be represented universities, polytechnics, colleges, local authorities and presumably the DES under an independent director (independent of what, I wonder?). Some freedom! And secondly, even if there were a vestige of freedom in this set-up, what would it be worth allied to the consequent 'freedom' to turn out teachers regarded as second-rate?

What of a degree qualification for serving teachers? After many years of pressure from the profession we are just beginning to see the start of an in-service B.Ed. If this is scrapped, as it would be with the disappearance of the end-on B.Ed, what means would the serving teachers have to improve their qualifications? Who is going to run and validate advanced diploma courses? Does anyone seriously think they would be interested in a BAEd (pass)?

One could go on, but enough has been indicated to show the backward-looking and divisive nature of the James proposals. Faced with the fact of growing cooperation between colleges and universities, leading to the increasingly obvious advantages of implementing the Robbins proposals to fuse colleges of education with

universities in University Schools of Education, James has gone for a two-nation approach—academic university education for the selective and private sectors, college training for the teachers of younger children and the disadvantaged.

Such proposals would be altogether in line with this government's general policy to halt and even reverse advance in education, as exemplified for instance in their slowing-down of comprehensive school developments and their action over school milk. This latest ploy, however, is too complex a matter to be implemented by a Circular, and strongly-voiced opposition by teachers in all sectors of education can defeat it.

(Readers are referred to the **Forum** Evidence to the James Committee, summarised in our Autumn 1971 issue (Vol. 14, No. 1). The full statement is available from The Business Manager, **FORUM**, 58 Elms Road, Leicester LE2 3JE (price 30p): we believe that a study of it will throw into sharp focus the reactionary nature of the James proposals).

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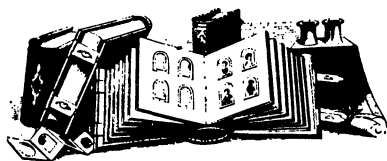
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Reviews



Pioneer Comprehensive

The School as a Guidance

Community, by Albert Rowe. Pearson Press (1971), 185pp. £1.20 paperback, £2.20 casebound.

The major part of this book comprises a detailed description of the David Lister comprehensive school, of which the author was until recently the headmaster. The first 31 pages give a summary of the educational philosophy underlying the organisation and 'way of life' of that remarkable school. At the end of each chapter there is a wealth of relevant quotations and further references.

Part I immediately reveals an idealism which the rest of the book convinces us can be and has been put into effective practice. The author is 'as optimistic about the potentiality for growth of teachers as of pupils'. The education of the emotions is at least as important as that of the intellect: 'It is the quality of living that matters'. The pupil must develop also a certain social awareness, including a (non-party) political consciousness. The experience of democracy in school, rather than a traditional paternalism, is appropriate and necessary for young people who will be citizens of a democracy in adult life: small wonder if youngsters whose native capacity for independent

thought is inhibited by an authoritarian school atmosphere develop into cynical adults who are too apathetic to vote in local elections.

Part II is crammed with authentic detail which speaks instantly and compellingly to anyone familiar with the daily problems of working in a large comprehensive school. Mr Rowe's sensible and practical brand of idealism by no means precludes his being completely realistic, eg, about examinations, about the necessity of vocational success for the pupils. He is passionately convinced of the need to educate youngsters to be aware of and to resist social injustice. He burns with resentment at the 'degrading kinds of work that is all that is available to so many young people' and will have no truck with the cynical view of the school's function as 'a selecting and supplying agency to satisfy what is euphemistically called "the demands of the economy"'. I should like to quote many other telling passages, but space forbids.

Mr Rowe will doubtless be accused of 'blowing his own trumpet', and that of his school, rather too loud. The fact is that, while there is room for disagreement on relatively minor points, what he says is in all essentials entirely valid and extremely important. Throughout, the emphasis is on guidance as opposed to direction, on 'a concern for the total life the pupil is living now and will live in the future'. Comprehensive schools genuinely offering increased educational opportunities for everyone 'will have to live by a new ethic of community and co-operation'. And he ends on a note of sincere humility: 'One can only do one's best, knowing that one fails daily adequately to meet at anything but a surface level the needs of many pupils for . . . deep, continuous, and compassionate guidance.'

ANDREW FINCH

*Longslade Upper School,
Leicestershire.*

Student Project

Young teachers and reluctant learners, by Charles Hannan, Pat Smyth and Norman Stephenson, Penguin Education (1971), 30p.

These three lecturers in the University of Bristol School of Education, concerned that their postgraduate students should begin to understand the lives and values of working-class adolescents, have devised a project whereby twelve students are each attached to two or three boys and girls from a class of early school leavers in a comprehensive school on a working-class estate, every Wednesday afternoon throughout the academic year. They are free to use the time in any way they wish, and most of them meet the boys and girls outside the school altogether. The students meet the tutors weekly for group discussion; the class teacher also comes when he can.

The book describes the students' experiences as their relationships with the young people develop. Extracts from the diaries the students kept show that they became acutely aware of problems of authority, of values very different from their's held by working-class youngsters, and of the immense handicap suffered by working-class children who are unable to use the more elaborated forms of language and who have little real understanding of concepts commonly used in secondary school subjects (eg, 'democracy', 'climate', 'energy'). These are the areas in which young teachers find most difficulty in coming to terms with reluctant learners, and a chapter is devoted to each.

The project was originally conceived because of the authors' realisation that many students 'were finding their teaching practice experience in comprehensive schools so frustrating that they seriously questioned the value of the whole course we provided for them'. They present clear and able analyses of the artificiality of the

traditional type of teaching practice, of the difficulty of convincing students of the relevance of theory and of the relationship between theory and practice, and of the pressures to conform to an authoritarian structure that bear most heavily on young teachers and reluctant learners.

But they do not tell us whether the Wednesday afternoon meetings resulted in a more confident approach to the complexities of class teaching. They must have done their scheduled teaching practice, and it would be interesting to know whether, by the end of the year, they were more able to see a class as a collection of unique individuals, and highly relevant to know, after their probationary year, whether they considered that the experience made them more understanding and successful teachers. Perhaps some of them will write in and tell us!

The imminent raising of the school leaving age underlines the importance of this book. Teachers, whether students or experienced, will gain much from it; and as a result so should their pupils, especially those working-class adolescents who have been stigmatised as 'less able' because we do not understand them.

PETER MAUGER

Coventry College of Education.

Flexible Structures

The Integrated Day In theory and practice; a symposium edited by Jack Walton, Ward Lock Educational (1971), 88pp. £1.00.

The integrated day, like non-streaming, flexible and family grouping, has developed as an educational idea in primary education in recent years, with varying degrees of theoretical analysis and many alternative strategies of practical application. Of these concepts, family, group, stream can be explored in more concrete situational terms, whereas flexible and integrated require

more careful analysis. This small book reports an Exeter Institute of Education Conference in January 1970 when at least two of the lectures dealt specifically with the rationale and philosophical basis for assessing integration in its schooling aspects; Dearden and Lloyd both investigate the meaning of integration and the concept of the integrated day. However, this is only part of the story, and good, efficient, communicating teachers in primary schools know full well that analysis alone is insufficient for action. Let us look more deeply at other aspects of this fascinating little book.

The symposium, excellently edited by Jack Walton, whose introduction acts as a stimulating aperitif to the lectures reported, would be difficult to summarise in a short review. Some articles are tightly argued and others succinctly synthesised, but the result is the first really important book on the integrated day. With experts like Dearden and Lloyd defining and interpreting integration, with experienced head-teachers like George Baines and Arthur Razzell showing the link between good personal relationships and effective learning situations for purposeful work in primary schools, the text excites as well as instructs. Finally Bob Horth's delightful piece on 'the magic of learning', Terry Davis's reflections as a psychologist posing certain basic problems, and the appendices containing the reports from the conference discussion groups and some school reports on integration and family grouping, round off an extremely important little book.

One hopes that this symposium will be followed by others on similar themes in the years ahead but for the moment it seems essential for primary schoolteachers, headteachers, inspectors, advisers and college lecturers to read this book and use it as a basis for discussion. In the colleges of education, the book should fill a gap which is one of many which students try to fill in dealing with this elusive exploration called early education. Perhaps the next conference at Exeter on the primary

years, first and middle, will concern itself with that even more important arena—the multi-media, parentally concerned but confused, social environment in which young children grow up to-day.

ERIC LINFIELD

Newton Park College of Education.

More on Streaming

Streaming—and for that matter the whole question of grouping for teaching and learning in schools—is becoming more and more evidently a matter for discussion and research in secondary education. The next issue will include reviews of the follow-up into the secondary field of the NFER research into primary school streaming—**Streaming Two Years Later**, by Elsa Ferri (NFER, 1971), and also a review of Ted Tapper's **Young People and Society** (Faber, 1971), which includes a differential analysis (based on streaming) of aspirations and perspectives of school students in comprehensive and bipartite schools. In the meantime may we draw attention to another book which will be reviewed in the next number, **School for the Community: a grammar school reorganises**, edited by Timothy Rogers (Routledge, 1971)? This is an unusual book, of particular interest to *Forum* readers; written by the head and staff of what was Market Bosworth grammar school (where Samuel Johnson once languished as an usher), it describes in full the discussions and planning that preceded the school's transformation into a comprehensive Leicestershire type Upper School, now housed in new buildings at Desford. As a record of the enlightened and advanced thinking that went into the new plans now being implemented it is unique. The book includes (as light (?) relief), a cliffhanging description by the head of the first day at the new school.

BRIAN SIMON

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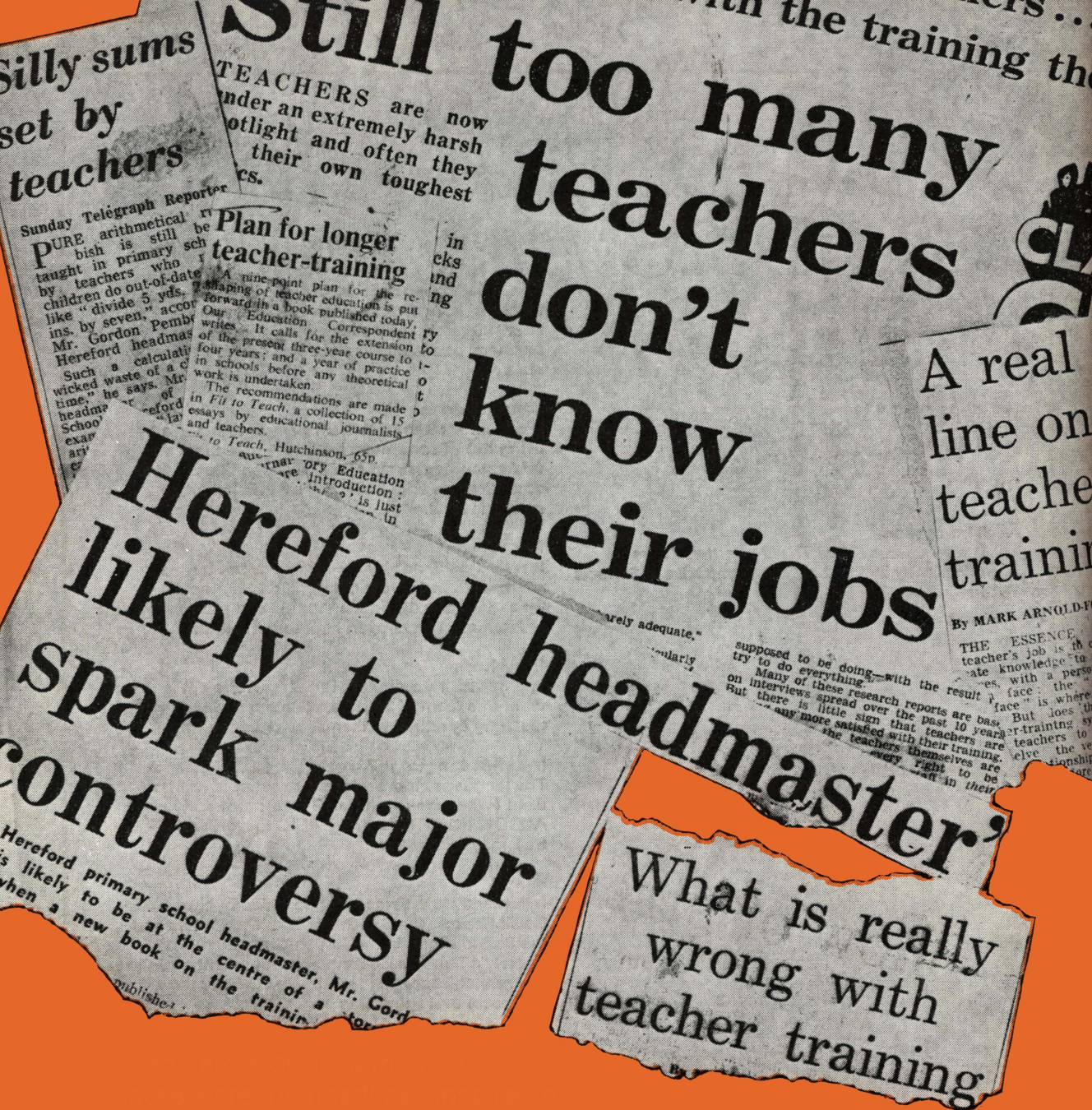
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