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This issue

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The Next Forum

Focusing on Examinations and Assessment, the next **Forum** also follows up our recent concerns with government policy and its current centralising thrust, and with the curriculum. Nanette Whitbread contributes a keynote article on the curriculum 5-16, based on DES papers. Professor Jim Eggleston evaluates OCEA, and we hope to publish an important article on the proposed GCSE.

Further articles cover the Hertfordshire Achievement Project (Marjorie Needham) and 'Negotiating the Curriculum' within the primary school (Diane Pickover). New 16 Plus arrangements are considered by Martin Kerrison (Hinckley) and John Anderson (Bradford). Finally, Harvey Wyatt (Coventry) launches a critique of CPVE/TVEI within the comprehensive school.

The Hargreaves Report

It is only natural that **Forum** should be interested in the Hargreaves Report, **Improving Secondary Schools**, published by the Inner London Education Authority in March last year. Our first number (Autumn 1958) carried as its main feature an article by Raymond King, Head of Wandsworth, on 'The London School Plan: the Present Stage'. Raymond King was an original member of our Editorial Board, and later Chairman for some twenty years. 'The most momentous feature of the plan', he wrote, 'was the bold and imaginative conception of reorganising secondary education in a system of comprehensive schools'. From the start, he added, 'those who understand and sympathise with the comprehensive idea have realised that it involves far-reaching changes, not only in administration and organisation, but in the whole conception of the nature and purposes of education at the secondary stage'.

Now, twenty-six years later, the London system is fully comprehensive; indeed the last of the selective intake left its schools in 1982. But over the last ten or more years the London context has changed rather fundamentally. In particular the schools have been hit by drastically falling rolls, involving the closure of some forty schools and a new reorganisation to cope with the situation. The publicly maintained system has also passed through a period of massive (and often irresponsible) media attacks and other criticisms deriving from the nation's economic difficulties and the general effects of the current scientific-technological revolution.

In this situation the ILEA took the decision to appoint the Hargreaves Committee, whose report forms the subject of the symposium in this number. As David Hargreaves says in his foreword, this 'is the first independent committee of enquiry to consider comprehensive schools', and to do so 'within the context of a single (albeit the largest) local education authority'. There have been 'no precedents for its work'.

This underlines the importance of this initiative. In our last number we focused on the dangers involved in the contemporary thrust towards centralisation. Neither the original London School Plan nor the present inquiry are the results of central government initiatives. They are the results of local initiatives in the attempt to solve local problems by those close to the ground — to the parents, children and teachers in a specific area. It is significant, and regrettable, that there has been no nationally conducted commission of inquiry and report on comprehensive education in this country, even though the mass of the nation's children now go to such schools. For all these reasons the ILEA's initiative is to be warmly welcomed. It underlines once again the importance of maintaining local control over schooling, although the report contains analyses and recommendations relevant to comprehensive schools everywhere, and especially to systems in the large industrial centres of the country.

This is, in fact, the first really serious and essentially sympathetic look at the objectives, inner structure, processes and organisation of comprehensive schools, dealing also with wider matters concerning the relation of the schools to the community and the world of work. Compiled by a committee most of whose members are closely familiar with the work and administration of the system, having research support from a very competent Research unit, the report tackles issues raised from a close knowledge of the actual circumstances of the schools. Informed partly, of course, by the Chairman's own analysis in his recent book **Challenge for the Comprehensive School**, it presents a distinct and cohesive line of argument which effectively relates theoretical analysis to a whole series of practical propositions for change embodied in the 104 recommendations. If implemented, these should certainly achieve their objective of 'improving secondary schools' — or making their activities more relevant, interesting and even exciting to London's young people for whom these schools exist, as well as preparing them more effectively to meet the daunting challenges of the present time.

No symposium could cover the full richness of the report. We are glad, however, to include an introductory article by David Felsenstein, a member of the committee and Senior Staff Inspector, Secondary Schools. Clyde Chitty, who has had long experience in London comprehensives, tackles the key issues of curriculum, pedagogy and organisation. John Harrington sets the report effectively within the London context, while Peter Mitchell, until recently Head of Quintin Kynaston, tackles teacher education issues in the light of the report. Holland Park School was particularly singled out in the report as a fine example of a school which gave whole-curriculum planning a central place in its work, and Dr Rushworth, its head, analyses this process and its outcome. Finally Bob Moon, of Peers School, who worked closely with David Hargreaves in Oxford, develops his own critique in an exposition of curriculum change at his school, based on thinking closely related to the report.

The problem for London now is implementation. The unusual step has been taken of appointing the chief author of the report as Chief Inspector, with the brief of implementation of the proposals. The ILEA, which is currently under severe threat from the government's rate-capping measures, must gain sufficient resources to bring into operation the many positive proposals made. Over the last few years central government has made no contribution of any significance to improving secondary schools — rather the opposite. Here then is a test case as to the government's sincerity in its expressed intention to 'raise the quality of education'. This requires an imaginative act of support for the ILEA in its present endeavour to do just this.

Improving Secondary Schools

Dennis Felsenstein
Senior Staff Inspector, Secondary Schools, for the Inner London Education Authority, Dennis Felsenstein was a member of the Hargreaves Committee (on the Curriculum and Organisation of Secondary Schools). He writes here on the establishment of the committee and the way it worked.

The Inner London Education Authority set up a committee in February 1983 through its then Chief Inspector, Dr M. Birchenough, 'to consider the curriculum and organisation of ILEA secondary schools as they affect pupils mainly in the age range 11 to 16, but also those remaining in the sixth form for one year, with special reference to pupils who are underachieving, including those taking few or no public examinations and those who show their dissatisfaction with school by absenteeism or other unco-operative behaviour. The Committee will take and examine evidence, investigate current practices in ILEA secondary schools, and make recommendations to the Chief Inspector.' The Committee was later asked to pay particular attention to working-class pupils.

The establishment of this committee must be seen in the context of the historical developments within the authority. By 1977 selective schools had ceased to exist, and by 1982 the last selective intake had left the fifth forms. Expansion of the secondary school system had given way to contraction as school rolls fell drastically, and a major reorganisation of the secondary system took place as a result. Against this difficult background, the Authority launched the next stage in the development of its comprehensive system — the raising of the quality of the provision for all Inner London pupils, regardless of social background, sex or ethnicity. It is against this background that the setting up of the committee must be viewed.

It was central to the thinking behind the committee that its chairman was someone from outside the Authority, although that has since been rectified by the appointment of Dr Hargreaves to be the Authority's new Chief Inspector! Of the other eight members, four were men and four were women; one was from a trade union and one from industry; one was a parent; and two were from ethnic minority groups particularly represented in our schools. There were few meetings of the whole committee at the outset of its work, because it was decided to concentrate on a large programme of visits to schools to study examples of good practice of achievement in one of the four broad areas we had identified. They were the curriculum, the teachers, the pupils, parental partnership and transition from school to work. Visits were usually made by two or more members of the committee to each of the 61 schools visited and a written report made of the visit by the leader of the visiting teams. What was crucial to the whole success of our work, was the arrangement of the reports and materials by the chairman and a very efficient committee clerk under appropriate headings. Thus, at the end of the day when the final report was written, the person who wrote a section could refer to the files and find all the evidence expertly arranged.

The committee first began its work in an atmosphere of considerable suspicion which was very quickly overcome. Whilst the visits were taking place, a great deal of evidence was being submitted by a wide range of educational, community and industrial interests, was read and filed. The chairman interviewed a large number of interested contributors, whilst the authority's Research and Statistics Branch at very short notice arranged two questionnaires and a parent study. The pupil questionnaire aimed to investigate the attitudes of a representative sample of fifth year pupils, whilst the teacher questionnaire sought to explore their attitudes to underachievement. There was also a study of parents whose children were in the first year of the secondary school. The evidence procured by the Research and Statistics branch was of immense value in the completion of the report, and is published as a second volume because of its intrinsic interest.

All the time the evidence was being collected, we were very conscious of the one year timetable imposed upon us by the then Chief Inspector. It required great skill and drive by the Chairman to organise the Committee so that the timetable was met. By the summer term the Committee had four sub-committees. The four sub-committees corresponded to the four areas mentioned earlier, and each had its own Chairperson responsible for seeing that the particular section of the report covered by the sub-committee was written. Thus in practice, the final report had important contributions from all committee members and was an amalgamation of sections written by several people although, surprisingly perhaps, it does not read as if this were so.

When the four sub-committees had submitted their sections, they were arranged and put together by the Chairperson (who had attended almost all the meetings of the sub-committees) with the clerk, and this was then distributed to all members of the committee. From January 1984 until February 1984 the whole committee met frequently for long sessions, going through the draft report paragraph by paragraph. Often new sections were submitted and considered, parts of the report were amended or redrafted until a report emerged which had its clear theme the raising of the four aspects of achievement as defined by the committee in its very early days. One member of the committee who happened to be a very experienced editor joined the

The Hargreaves Report: Curriculum Pedagogy and Organisation

Clyde Chitty
An experienced teacher in comprehensive schools in both London and Leicestershire, and member of the **Forum** Editorial Board, Clyde Chitty contributes here a critical summary of the Hargreaves Report on the content of education and inner school organisation.

Before his appointment as Chief Inspector of the Inner London Education Authority, David Hargreaves was Reader in Education at the University of Oxford — an academic educationist with a reputation for having his feet firmly on the ground. In the Preface to his most recent book *The Challenge for the Comprehensive School* (1982), he wrote: 'Left to themselves, academics spend most of their time trading alternative diagnoses of education in relation to various theories and to research evidence; the policy implications are often of secondary importance. Practising teachers expect the social scientist to reverse this priority, at least from time to time; a diagnosis is "academic" in the pejorative sense unless it is a backcloth to a specification of how the education system could be improved.'

The same book argued that the growth of 'delinquescent subcultures' within schools — groups with 'delinquent-prone values and attitudes' — could probably be seen as a response to two things: the curriculum (both formal and hidden) of the schools themselves, and the breakdown of 'community' in the home environment. David Hargreaves's case was that, for working-class pupils in particular, the experience of schooling, could be seen as constituting an assault on their dignity. In the absence of a clear and stable working-class world to provide support and a clear identity, many working-class youngsters belonged to aggressive 'counter-cultures' in an attempt to recover a sense of solidarity and community.

The book recommended an end to all public examinations at sixteen-plus as an essential prelude to the reconstruction of the comprehensive school curriculum. From the age of eleven to fifteen years all pupils would follow a 'core' curriculum with two central elements: an integrated course in community studies and a course in the expressive arts, crafts and sport. This compulsory 'core' would take up about half of pupils' time; the rest would be split between 'remedial' options (not just for the least able) and particular fields of study where pupils showed special interest or talent.

Many of the issues tackled by Dr Hargreaves in his book crop up again in the report which bears his name. This is not surprising since the committee he chaired for twelve months, from February 1983 to February 1984, was asked to focus on underachievement and disaffection in London schools. He himself claimed, however, in an interview he gave to the **Times Educational Supplement** at the end of 1983, that he had actually put the book out of his mind when he started the inquiry.

The origins of the inquiry are easy to trace. Members of the Inner London Education Authority elected in 1981 set themselves four main objectives: to maintain and improve the level of educational provision in inner London; to reconsider existing arrangements for the education of youngsters in the 16-19 age range; to expand provision for the increasing number of unemployed school leavers; and to examine the question of achievement in education from the vantage point of working-class children, black children and girls.

It was recognised that the establishment of a well-resourced comprehensive system of secondary education was a vital step towards equality of educational opportunity. Yet at the same time it was clear that the relative pattern of attainment between children of different classes and groups had remained largely unaffected by existing strategies. It was as part of an examination of this underachievement that the Authority commissioned the committee of inquiry chaired by David Hargreaves to consider the curriculum and organisation of ILEA secondary schools with

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Improving Secondary Schools
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chairman and clerk in polishing up the report in record time, so that to everybody's astonishment, a very comprehensive report was ready exactly on time — in fact to the day!

Some important points should be made in conclusion. In the first place, the harsh time limit was a real spur to our work, and although the burden of serving on the committee on top of doing one's normal job was immense, all members of the committee were pleased in the end that it had been imposed. Secondly, it was the first local level report of such breadth published on issues of national importance. Thirdly, the committee never tried to judge issues by seeking compromises; on the contrary, there were some hard fought battles out of which emerged genuine consensus so that no minority reports were written; fourthly, the report is firmly rooted in Inner London Secondary Schools, and to a large extent, builds on developments that are already taking place in them — for the improvement of secondary schools is best accomplished in this way. The title 'Improving Secondary Schools' is a pun: it is both a description of what is already taking place and an injunction for the future.

reference to the needs of eleven-sixteen year olds in general and of working-class children in particular.

In the course of their work, members of the committee visited sixty-one schools spread throughout the ten ILEA divisions: twenty five mixed and thirty six single-sex. They also commissioned three pieces of research: a pupil questionnaire, a parent study and a teacher questionnaire. The chief purpose of the inquiry was seen to be 'to find means by which under-achievement can be reduced and thus achievement increased'.

The report emphasises that the cultural and environmental background of ILEA pupils makes the job of teaching in inner London both difficult and challenging. Over a quarter of ILEA pupils come from single-parent families, which is far higher than the national average; there are far fewer owner-occupied houses (28 per cent) than in the country as a whole (58 per cent); over a third of ILEA pupils qualify for a free school meal, which is twice the national average; and among ILEA pupils a total of 147 different languages are spoken, with English not being the first language of one in six ILEA pupils. There is greater deprivation in inner London than in Birmingham, Liverpool or Manchester.

The report outlines four aspects of achievement which schools should be encouraged to promote: cognitive-intellectual and writing skills (the aspect of achievement so strongly represented in existing sixteen-plus public examinations); practical skills; personal and social skills; and self-motivation and responsibility. In one sense, the fourth aspect is seen to be the most important of all, since without it, achievement in the other three is likely to be strictly limited, both at school and in the future. Working-class pupils are said to be particularly vulnerable here, since some of them, because of disadvantaged home circumstances, come to school with already low levels of motivation; they rely upon teachers, in a way that most middle-class pupils do not, for immediate and basic help in this area.

Reference is made to the HMI report of 1980 which expressed particular concern about the under-achievement of 'able' pupils and ethnic minority pupils. In the view of HMI, ILEA teachers in general were expecting too little from their pupils: low teacher expectations were a major source of pupil under-achievement. The Hargreaves Committee does not quarrel with this diagnosis but recognises that it is very much easier to pinpoint underachievement and low teacher expectations than to find practical solutions. The Committee's main concern is to recommend changes in curriculum, pedagogy and organisation which they believe will significantly reduce pupil under-achievement and disaffection.

In dealing with the transition from primary to secondary school, and the curriculum content and teaching style of the early years of the secondary school, the report makes use of recent research undertaken at the University of Leicester and written up in **Moving from the Primary Classroom** (1983) by M. Galton and I. Willcocks. This research makes it clear that primary school progress and pupil morale will be maintained in the secondary school only if pupils can carry on from where they left off and use similar methods of working. The Committee's own findings serve to reinforce this conclusion: 'our own experience, the evidence we have received, and recent research evidence all suggest that many of the seeds of underachievement and disaffection may be sown . . . during the critical period of transition.'

Primary and secondary school teachers work in contrasting environments. Primary teachers are often with their class all day, covering nearly all aspects of the curriculum. Secondary school teachers, on the other hand, are usually employed as subject specialists and see pupils of all ages for short periods of the week. During the period of transition, pupils have to come to terms with a different relationship with their teachers. The teaching style of many secondary school teachers is largely determined by examination syllabuses, and this has its effect from years one to five. The report recommends a change in teaching style for the first year and beyond which stimulates a greater involvement of pupils in their learning, arouses their enthusiasm and increases their motivation. The evidence received from those secondary schools which have seriously tackled the transition problem suggests that primary school methods — involving more group work, co-operative learning and finding out for oneself — are very successful.

On the question of pupil grouping, it seems that about two-thirds of ILEA schools organise the first year on the basis of mixed ability teaching groups, whilst in the remaining schools, which are banded, there is still a significant proportion of mixed ability teaching. This type of pupil grouping continues into the second and third years, although it is often modified by setting in certain areas of the curriculum, notably in mathematics and modern languages. There is some evidence of mixed ability groupings in years four and five; and a number of schools have experimented with mixed ability classes for English throughout the full five years.

The report gives a guarded and carefully-worded endorsement of flexible grouping and mixed ability teaching. 'We believe that mixed ability grouping has important social benefits and are not persuaded that, as is sometimes alleged, "able" pupils necessarily suffer in a mixed ability class. We therefore incline to favour mixed ability grouping especially, but not exclusively, in the first three years of secondary schooling. Having said this, and making it clear that we do not support streaming, we nonetheless believe that the form of pupil organisation in a school is a matter for teachers to determine in the light of their professional judgement.' One might perhaps have expected something more positive, particularly in the light of the Committee's earlier endorsement of primary school methods and teaching styles.

The report sees the third year as a 'transitional' year between the first two 'foundation' years and the examination-orientated fourth and fifth years and then moves on to devote considerable space to the last two years of compulsory schooling. It outlines the arguments for and against a common curriculum in years four and five and comes down in favour of a large common element in line with current practice in many ILEA schools. (It could, of course, be pointed out that this is also in line with HMI, DES and Schools Council documents on the school curriculum published over the last seven years.) The report's definition of a common curriculum is, however, somewhat limited comprising a compulsory element of not more than sixty to seventy

per cent and allowing for a substantial amount of choice even within the 'core'.

The 'compulsory curriculum' advocated by the report contains *six* main elements:

Elements	Suggested minimum time allocation:
1. English Language and Literature	5 periods (12½%)
2. Mathematics	5 periods (12½%)
3. Science	4 periods (10%)
4. Personal and social education/Religious education	3 periods (7½%)
5. At least one 'aesthetic' subject (a 'constrained option')	4 periods (10%)
6. At least one 'technical' subject (a 'constrained option')	4 periods (10%)
TOTAL	*25 periods (62½%)*

A 'constrained option' is one where subjects are grouped together on the basis of similarity, and the pupil is then required to select one of them. The 'aesthetic' subjects in this model comprise art, music, drama and dance; the 'technical' subjects include computer studies and CDT (craft, design and technology).

The remaining 15 periods in a 40-period week are to be set aside for *either* additional periods in compulsory subjects *or* a number of 'free options'. Pupils are expected to make choices from among the following:

Classical and modern languages
History
Geography
Economics
Commercial and business studies
Physical education
Additional science subjects
Additional 'aesthetic' subjects
Additional 'technical' subjects
Additional English and mathematics

It is, of course, easy to find fault with any suggested framework for a common curriculum. One might ask why religious education is so important, while humanities subjects like history and geography are to be relegated to the status of 'free options'. It is also difficult to say precisely what is meant by 'personal and social education.' Moreover the suggested time allocations have built-in problems of their own; many schools are experimenting with twenty- rather than forty-period weeks and not all the time allocations translate easily from one to the other.

In view of the current obsession with technical and vocational initiatives, the report has some timely things to say about vocational elements in the curriculum. It points out that there are two dangers which should be scrupulously avoided: the first is too sharp a contrast between the 'academic' and the 'vocational'; the second is that of creating a 'vocational stream' of pupils whose main diet is the technical and vocational subjects with a severely truncated broad or general education.

On most issues the report is notable for its sound advice and practical good sense. It highlights good curriculum practice in ILEA schools, and rarely seeks to criticise or condemn. Its essential message is one of optimism and hope. It deserves a wide readership.

The London Context

John Harrington
Now curriculum deputy at Catford County School, London, John Harrington has spent the whole of his teaching career in London comprehensives and Colleges of Education (apart from two years in the United States). He is a member of an ILEA working group looking at the implications of the proposals in the Hargreaves report for Unit/Unit Credits. He places the Hargreaves report firmly in its London context.

After their election in 1981, the members of the ILEA set themselves a number of objectives, one of which was 'to examine the question of achievement in education from the vantage point of working class children, black children and girls.' This objective stemmed from the Authority's commitment to comprehensive principles and concern 'to examine the *relative* pattern of attainment between children of different classes and groups, which remain obstinately untouched by existing strategies.' The initiative was launched by Frances Morrell, then the Deputy Leader of the ILEA at a key note lecture given by Dr Peter Mortimore (Head of the ILEA's Research and Statistics Branch) to representatives from all London schools assembled in the Royal Festival Hall in September 1981.[1] It has been pursued through the ILEA's 'initiatives' in the areas of multi-ethnic education and equal opportunities.

There has been no shortage of critics of these initiatives in or out of the Authority, in or out of the teaching profession. Some of the criticism has been focused on the well-publicised statements of a few head teachers, whose schools have benefited from the ILEA's continuing commitment to secure the resources for an adequately funded and staffed comprehensive system of education, but who have seen the initiatives on race and gender as an intrusion into the schools, rather than as a shared commitment to equality of opportunity. In contrast it is therefore all the more notable that the publication of the report **Improving Secondary Schools**, has been almost universally welcomed, especially by London teachers.

The most frequently voiced criticism is that the report pays too little attention to the resource implications of the proposed developments (3.4.3). 'Rate-capping' undoubtedly transcends all other issues within the ILEA at present and could totally undermine the 'Hargreaves' programme'. Nevertheless it is also true that the ILEA is at present a well resourced authority, that some of the proposals do not involve costly resources and that a major theme is the redesignation of priorities which will require redeployment of existing resources.

For a very small but vocal minority, the report is irrelevant because disaffection and underachievement are seen to stem exclusively from wider social and economic factors which are unaffected by schools as presently organised. The overwhelming philosophy of London teachers, however, supports the conclusion of

another recent report on London secondary schools, the Rutter Report,[2] which in affirming that 'schools do make a difference' can now be seen as a prologue to this latest report.

There will be no shortage of schools wishing to be among the thirty Phase 1 schools (6.9) if and when the programme commences, even though one or two may have an eye to the additional resources participation may bring.

The ILEA is sometimes criticised for a supposed insularity. Certainly contact with other London comprehensive schools reveals an ethos and features of curriculum and organisation which are familiar and characteristic of many London schools. It is not surprising. The size, resources and progressive stance of the ILEA have always enabled it to enlist to its service outstanding educationalists as its political leaders, its senior officers and its staff inspectors, who keep in touch with the schools and who, since the adoption of the London Plan in 1947, have led the way in the development of a truly comprehensive system. At the same time the Authority's policy of disseminating good practice has been made possible through an inspectorate which was substantially increased in number following 'Tyndale', a network of multi-purpose and specialist teachers' centres and the more recent development of a comprehensive programme of management courses for teachers at all levels of responsibility. This increased contact across the authority is all the more valuable and important as schools have got smaller. It also helps explain the loyalty of London teachers to the ILEA which is expressed in the almost annual campaigns to defend London's education service.

In the context of the 'Hargreaves report', however, it has to be recognised that the size and self sufficiency of the Authority could lead to insularity and resistance to change, especially among teachers. There is evidence that members and senior officers of the ILEA sometimes tend to such a view. Significantly a number of senior officers have been recruited from outside the Authority.

But changes there have been — and in the great majority of secondary schools. The London comprehensive school in which I commenced teaching in the 1960s was heavily streamed and organised along tri-partite lines. By September 1983 rigid streaming of pupils in the first year of all county secondary schools had ceased,[3] while the great majority of schools had already successfully adopted an unstreamed philosophy and organisation, along with a common curriculum in the first three years. Positive guidance and open access to option schemes have secured balanced courses for fourth/fifth year pupils; the 'non-exam' concept has all but disappeared. The ILEA inspectorate have sponsored the development of curriculum packages such as SMILE mathematics, ECLAIR French and INSIGHT science which have supported teachers seeking to provide challenging courses for pupils of all abilities. Pastoral/tutorial systems have been developed to facilitate social and cognitive growth, avoiding the artificial demarcation of teachers' academic and pastoral roles. Communication with parents, while by no means perfect, has improved. What were, at worse, 'child-minding' remedial departments have been replaced by Special Needs departments organised to support the learning of individual children and to enable them to benefit from wide curriculum opportunities. The size of classes has been steadily reduced. Schools have been able to adapt buildings by the flexibility available in the Alternative Use of Resources scheme.

Yet in spite of this continuing development of the curriculum and organisation of London secondary schools, in line with comprehensive ideals, it has been convincingly argued that in recent years there have been major upheavals which have distracted and diverted energies in the secondary sector.[4] In the late 1960s and early 1970s the education service faced a crisis as many thousands of skilled workers (500,000) moved out of the Inner City leaving empty spaces which were filled in particular by families from overseas who came to work in the service industries. The problems were exacerbated by teacher shortage and teacher movement, and also the movement of the children's families around London.

In primary schools, the decade 1972-82 has been one of progress and improved standards. The Verbal Reasoning scores of entrants to secondary schools reached an all-time low in September 1973 but improved dramatically in the years following and have been maintained.

But the decade has also been one of dramatically 'falling roles'. In 1976, 33,000 pupils transferred from primary to secondary schools. Ten years later that figure will have fallen to 18,000.

In respect of primary schools the ILEA has pursued a policy of keeping almost all schools open, as neighbourhood schools usually with much improved facilities, as numbers have fallen. This has provided institutional stability and continuity in which education has flourished.

A similar policy of maintaining all secondary schools was neither possible nor desirable. The 219 secondary schools maintained by the ILEA in 1970 had become 146 by 1984. The complete 're-organisation' of secondary education has been carried out by way of necessary but lengthy consultation in each of the ten divisions. Many schools have been amalgamated. Some are now facing their second amalgamation in ten years. Staff have been in the position of competing for their own jobs. Almost all county schools have reduced in size with the resulting loss of opportunities for teacher promotion. Additional tensions have been created by the need to redeploy staff in order to maintain staffing policies in a time of falling rolls, by procedures which have made considerable demands on officers, inspectors and schools alike. During the same period the small, voluntary grammar schools have become 'mini' comprehensives.

These changes have been accompanied by prolonged and orchestrated public criticism of the educational system in general and comprehensive schools in particular, during which London schools and teachers have been only too aware of the proximity of Fleet Street. Most of this has been unavoidable in an authority which has tried to implement policies with public consent. It has not however enhanced the stability of schools or the security of staff. It has made more difficult the task of securing innovation and change in contracting secondary schools.

While the limitations of examination results as a measure of the school system are well known, it is nonetheless significant that during this period of secondary re-organisation in London, examination results have

been maintained and improved, in the face of 'a combination of problems . . . probably unmatched elsewhere in England and Wales.' In 1978, 9.9 per cent of the age group obtained five or more 'O' levels or CSE Grade 1 passes. In 1982 the figure was 9.8 per cent. In the same year the proportion of pupils entering for examinations was the highest ever at 81.6 per cent. In 1983 in one quadrant of the Authority 87.5 per cent of the fifth year pupils remaining on roll after Easter were entered for an English examination.

Two issues are however highlighted by consideration of these examination results. As the Cockcroft report points out — 'the majority of secondary school pupils are following courses leading to examinations where syllabuses are comparable in extent and conceptual difficulty with those which twenty years ago were followed by only about twenty five per cent of pupils.' This comment related to mathematics examinations in particular but has wider relevance.

The figures also reveal a not inconsiderable percentage of fourth and fifth year pupils whose under-achievement and disaffection constitutes a major challenge to the idealism of the Comprehensive school. This challenge is underlined by the low percentage of pupils in London remaining in full-time education after the age of sixteen.

Against this background the publication of the report **Improving Secondary Schools** has been welcomed enthusiastically by London teachers. It puts back to the top of the secondary school agenda the on-going educational debate which aims to develop the curriculum and organisation appropriate to London comprehensive schools. The importance of this priority is underlined by the attempts to undermine the comprehensive school by such government measures as the TVEI and in London to destroy it by 'rate capping.'

In my own school the report has been adopted as the focus for a review of many of the school's policies including attendance, homework, study skills, fourth and fifth year curriculum and courses, pupil participation, home-school relations, staff development, primary links, pupil profiles, special educational needs and personal/social education. It has been seen as a welcome input by the authority into the process of 'keeping the School Under Review' which is now required by the Authority through its programme of Annual Reports and Quinquennial reviews.

The report is also timely in confirming the development of a compulsory curriculum 11-16, which will combine competence in the basic skills with high educational objectives, relevance to the real world of the whole range of children and a methodology which ensures their active participation. The implementation of the model 'compulsory curriculum' (3.9.38) may be extremely difficult in the short term. In many if not most schools it represents a significant shift of staffing and resources from languages/humanities to aesthetic subjects, technology and computing. The recent experience of redeployment suggests that such a shift could be difficult to achieve, the more so in the light of shortage of qualified teachers in technology and computing.

It is possible that the evolution of fourth and fifth year curriculum has been delayed by the long wait for the 16+ examination and the hopes placed in it. But with the GCSE examination at last on the horizon, there is increasing concern that it will become the instrument for central control of the curriculum, the re-establishment of the sixtieth percentile boundary and the re-introduction of a 'differentiated' curriculum for the less able.

In recent months there has been less than unanimous support in London for the graded assessments which are being developed by the ILEA in conjunction with the University of London examination's board in Maths, English, Science and Design Technology. There were reservations about the appropriateness of such assessment procedures in some subjects, a fear that their use would be confined to the less able, recreating divisions inside the comprehensive school and that they might herald an assessment led curriculum. Many of these fears have been allayed as graded assessments have been related to the development of the London Record of Achievement for *all* pupils.

Graded assessments may be the key link between units/unit credits and the public examination system whose hold on the fourth/fifth curriculum the report clearly accepts (for the moment) but probably regrets (3.11.7). Units/unit credits have been very widely welcomed as a flexible means of renewing and developing the upper school curriculum.

The report itself sees the development of a system of units/unit credits as 'the most central element in a programme designed to reduce underachievement and disaffection' (6.10). It clearly develops the modular approach which has been emerging in many schools and subject areas. The prospect of formalising such a structure with appropriate validation may well represent a development within the comprehensive school as significant as the introduction of mixed-ability grouping.

There is evidence from schemes to develop units/unit credits in other parts of the country that they have been aimed at the least able, who choose units on a 'pick and mix' approach, thereby creating a separate curriculum. But seen as a further stage in the development of the common curriculum for fourth and fifth year pupils which is well established in many London schools and supported in the report, the development of units/unit credits as parts of a total course within an overall plan agreed in the curriculum could become the means of breaking the élitist stranglehold on the curriculum while avoiding fragmentation. It will not be simply a repackaging of existing courses but will seek to incorporate all four aspects of achievement into the curriculum; will have increasing regard for the developmental nature of the curriculum, make more specific the applied and practical aspects of the curriculum and will involve pupils in active learning and negotiation. It will allow the planned implementation of 'whole school policies' upon which many London schools have embarked.

The smaller departments of today's London schools may be too small to undertake such major course planning and development but the development of units/credits will undoubtedly be assisted by the co-operation across schools which is already facilitated within the Authority.

In this and in many other ways the report reaffirms the ideals of the comprehensive movement and indicates directions in which London's secondary schools might move or areas they might explore together. There is

The Hargreaves Report and Teacher Education

Peter Mitchell
After acting as head of humanities at Thomas Bennett School, Crawley, Peter Mitchell was research fellow at Sussex University. He was then head of Quintin Kynaston School (ILEA) and is currently Senior Tutor for the Post Graduate Certificate of Education course at the London University Institute of Education.

This paper is written at the end of my first month in a new post at the London University Institute of Education; my work will be partly concerned with the development of a new PGCE course which begins in September 1985. The views I express in the paper are my own and are not intended to reflect any general Institute policy.

Although teachers may sometimes feel teacher education is out of touch with the work of schools many tutors are continously involved with updating what students need to know about teaching and with maintaining their own development as tutors. This paper will explore how the Report on 'Improving Secondary Schools' (Hargreaves) can be used as a stimulus for the development of teacher education. The Report begins by defining four aspects of educational achievement.

> 'Aspect 1 is the one most strongly represented in current 16+ examinations dealing with the capacity to remember and use facts.
>
> Aspect 2 is concerned with practical and spoken skills rather than those which are theoretical and written.
>
> Aspect 3 is concerned with personal and social skills and the ability to communicate with other people.
>
> Aspect 4 is the ability to accept setbacks without losing heart or the determination to succeed, readiness to persevere and the self confidence to learn in spite of the difficulty of the work; the Committee considers this to be an achievement in its own right and very important because the other three are improbable without it.'

The Report proceeds to analysis how schools might organise to improve learning in all four areas. This focus on pupils' learning in schools provides a clear guide to the range of skills, ideas and attitudes teachers will need both in and outside the classroom. For teachers in schools it suggests a need for a greater understanding of professional development and of the evolution of change in schools. During the course of the paper I will be hoping to demonstrate the importance of seeing teacher education as the beginning of professional development which ought to be an intrinsic part of every teacher's experience in schools.

In relationship to teacher education the Hargreaves report is timely. In the last two years there have been two publications concerned with teaching quality; the White Paper 'Teaching Quality' and the Circular 3/84. (The latter sets out the criteria to be used in the accreditation of teacher education courses.) Their treatment of their subjects is partial partly because of the limitations of the format and partly because, unlike the Hargreaves Report, they focus on teachers rather than children's learning. (Edgar Stones has recently argued for the focus in teacher education to move from the student to children's learning; Stones 1984.) 'Teaching Quality' is particularly open to the accusation that it sees improvement in standards as a mechanistic process; train the student to be a subject expert, match the subject to a particular age phase and make the teachers accountable for children's learning. The context within which teachers work, both within the school and the broader society, is ignored, or underplayed, as an influence on children's learning. Furthermore the inadequacies of such a technological view of improvement in education should have been firmly demonstrated by the failures of much curriculum innovation in the late 60s and early 70s.

The Hargreaves Report is a finely judged document which is sensitive to the whole spectrum of readers including parents, teachers, politicians etc. The depth of its research; the setting of radical ideas on pupil focused education in a framework of carefully thought out policies and recommendations, and the concern with teacher development, combine to give the Report an authority frequently lacking in Government publications. Its concern with standards has commended it to a wider audience than was perhaps envisaged and public support has come from some unpredictable quarters! The four aspects of achievement immediately give emphasis to aspects of education neglected and undervalued for generations. (Paradoxically it is the pursuit of standards through public examinations which has led to a narrow focus on a limited range of learning.) The Report demonstrates that talk about standards can be convincingly related to

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every hope that the initial enthusiasm of London teachers will be maintained in committed and imaginative curriculum development which will secure and advance what has already been achieved in London comprehensive schools, against the twin threats of the government's élitist educational philosophy and the rate-capping legislation.

Notes

1. **Race, Sex and Class. 1. Achievement in Schools**, ILEA 1983.
2. **Fifteen Thousand Hours** — the Rutter Report 1979.
3. ILEA Circular 2313 — June 1982.
4. 'Revolution by Consent'. The IBM Lecture, Peter Newsam, 4 November 1983.

all pupils and to a broad range of achievements. At the heart of the teacher's task is the search for ways of helping pupils make learning their own. As they proceed through school pupils need to be aware of the increasingly important part they can play in the management of their own learning. (This approach to learning is child focused rather than child centred.) Curriculum coherence is added to the more common concern with breadth and balance. This ought to be the starting point for teachers working across the traditional subject boundaries for the purpose of reinforcing pupils' learning as they move between courses. Support for a coherent curriculum leads naturally into consideration of whole school policies on learning which enable language and study skills, for example, to benefit from planned development involving all teachers. Collaboration between teachers is a theme which runs throughout the Report. Active learning in the community is one of the ways pupils will be encouraged to broaden their understanding of what it means to be educated; the Report points to the distinction between schooling and education. Parents are to be more involved in supporting pupils' learning ideally through the encouragement of parent groups which focus on tutor groups. (It would be interesting to know the proportion of time pupils spend being taught in tutor groups — I suspect it is much less than is imagined.)

The Report commends itself to those concerned with teacher education because it is thorough in its treatment and practical in its proposals. It would be unfortunate if, however, it simply became another Report to study and perhaps quote in essays and dissertations. Because the Report concerns itself with how pupils learn it opens up the whole question of how teachers and students, whose own experience of education has been traditional, can develop professionally, so that they can facilitate pupils' management of their own learning.

At the Institute we are currently devising a new PGCE course which provides students with the opportunity to experience active learning for themselves. Studies of educational issues will take place in workshops and seminars and lectures will be a far less influential aspect of the course. Knowing what it feels like to engage in planning, discussing and drawing information from a range of resources and experiences is essential preparation for guiding pupils' studies. Teachers already in schools find it difficult to break away from their traditional role in the classroom which encourages pupils to remain dependent on the teacher despite spending time working on their own. This points to the second important experience for students in training. Their training should include time devoted to reflection which is the starting point for professional development. Reflection is both a personal and collaborative exercise which thrives in a climate of trust where to say a lesson went badly is acceptable and a precursor to constructive thought.

The proposal in Circular 3/84 that teacher education should involve a partnership between schools and training institutions opens up the possibility of tutors, teachers and students planning and reflecting jointly on the development of pupils' learning. Out of this experience should emerge a growing respect for what teachers know. Their stock of traditional knowledge about teaching is the starting point for developing principles which can guide practical developments in schools. In the past teacher education, following the work of Hirst (Hirst 1966), encouraged the view that educational theory is developed from the foundation disciplines. More recently Hirst (Hirst 1983) has been writing about the development of practical principles from knowledge gained through experience (practice comes before theory!). This change in thinking has implications for the importance training institutions, students and teachers attach to the pedagogical knowledge of teachers. It points to teacher education being a preparation for making the link between tacit, taken for granted knowledge, and practical principles which deepen the teacher's knowledge. It also points to the importance of training institutions working closely with teachers in attempting to understand the process involved in making these links.

The Hargreaves Report emphasises that any development of the Report's proposals should start from where the teachers are at the present time. Progress with new ideas will only result from teachers first having a thorough understanding of the way they are currently teaching. The Report should not be seen as a commodity to be packaged and delivered with a final date for delivery. Its proposals will encourage teachers to question and seek improvement as a part of their professional development and the improvement of pupils' learning. Teacher education can be part of this process in schools and at the same time attach priority to preparing students through experiences in institutions which involve enquiry, deliberation and collaboration. Young teachers have an important part to play in the development of dialogue in a school.

Quite apart from suggesting ideas on how students should study, during their education course, there are numerous ideas which teacher training will find worthy of serious consideration. Parental involvement in their children's learning is gaining a legitimacy which again questions some of our more traditional ideas on professional knowledge. The findings of the Community Education Development Centre point to the gains for children when their parents play an active part in their reading development. Apart from describing this phenomenon how can Institutes of Education involve students in aspects of education which take place within the community? The College of St Mark and St John has done seminal work in this aspect of teacher education through its urban studies centre in Bethnal Green. Education within the community links in with another element in the Report namely the notion of education as a lifelong process. Training institutions have done little to extend their studies of education from the classroom to the community. It is only a small step from recognising the importance of teachers' knowledge to recognising the importance of knowledge gained by pupils in the community. (Hazel Francis recently titled her inaugural lecture at this Institute 'Minds of Their Own'; a reference to the fact that each learner has a unique way of responding to any learning experience.)

For the subject departments in training institutes, the Hargreaves Report clearly points to the need for students to be prepared to think of the curriculum context within which their subject operates. Co-operation between departments will be essential if students are to experience the sense of what it means to

Curriculum Change at Holland Park

F.D. Rushworth

Holland Park school in London was one of the schools specifically mentioned in the Hargreaves report in connection with its determination to give whole curriculum planning a central place in the work of the school, an operation which 'has demanded a time-consuming re-appraisal of the school's aims and structure' (p.39, **Improving Secondary Schools**). Here Dr Derek Rushworth, who has been Head since 1971, describes the process of curriculum renewal.

Holland Park School's amalgamation with two small schools in September 1983 was marked by a total change in its curricular structure: from a division into fourteen departments the school moved to three faculties and a pastoral and learning support service. Nor are the faculties merely loose federations of autonomous departments: the highest posts bearing a subject-title are at Scale 2, while the job-descriptions of the Senior Teachers who head the four areas, and of those on Scales 3 and 4, were written to emphasise their co-ordinating role. In Years 4 and 5, all pupils take courses in each faculty, with a strong emphasis on a common curriculum.

This radical change was brought about by the staff themselves. Yet their first meeting in January 1981, six months before amalgamation was officially decided on, was anything but auspicious for future agreement: discussion was about whether amalgamation should be by 'triple closure', meaning that all jobs had to be re-applied for. There was some bitterness at that meeting, but at least the staffs had met, and in November they met again, for a day-conference on curriculum, much of which was spent in seminar groups, discussing an integrated First Year course, language across the curriculum, curriculum organisation for mixed-ability learning, teacher observation and classroom procedures, sexism in school, record-keeping, ESL Needs, production of learning materials, and library resources.

Holland Park staff were sharply aware of the shortcomings of our Year 4 multi-option scheme: how it allowed pupils to drop whole areas of experience; how over-subscription to some subjects tended to selection by ability, reinforcing the hierarchy of knowledge and devaluing technological and artistic talents — in fact creating a bi-partite school; how choice strengthened sexist stereotypes, however we re-arranged the columns. These and other curriculum matters continued to be raised by the Curriculum Advisory Committee (CAC) and solutions discussed at meetings of heads of departments and years throughout 1981-82.

The next formal meeting of staffs in January 1982 was devoted mainly to machinery: a joint steering committee was set up (with equal representation and including non-teaching staff); joint meetings of departments and of pastoral staff were arranged. Most of that term was spent in discussion of aims; the Authority had done nothing about setting up an appointing body, and prospects for successful change six months later did not look good, when in March the schools had a stroke of luck from an unexpected quarter: the Secretary of State ordered a postponement until September 1983.

When the whole staffs met next, in July, there was a real step forward. Fifteen groups (of about ten teaching and non-teaching staff) discussed half a dozen major items from a previously circulated list. Opinion was widespread that more co-ordination, integration even, was needed between subjects, and that a faculty system should be explored, 'though (says the steering

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collaborate across subject boundaries.

As a final point the Report should be seen as an attempt to answer the question what makes a comprehensive school comprehensive? It embraces special needs and multicultural education within this common framework and encourages a unity of purpose within the schools of the ILEA. I have tried to demonstrate that it includes information which needs absorbing into teacher education (Aspect 1). More profoundly it suggests experiences for students which will encourage reflection, collaboration and the ability to accept setbacks without losing heart (Aspects 2, 3 and 4!). There simply must be a closer relationship between teaching, teaching about teaching and research into teaching. At a recent two day conference on research and teacher education it was concluded that pedagogical knowledge is what teachers know. Recognising this and giving students the confidence to value their own knowledge, and to extend it, is essential if the Report is to be translated into practice. We need a teaching profession that accepts there will be differences of opinion amongst any group of teachers but which works constantly for greater understanding, between staff, as to how each school can improve as a centre for learning.

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committee's official summary) on better models than the extreme model circulated.' This referred to a four-faculty system put up as a *ballon d'essai* by Terry Furlong, head of English at Holland Park (but based on some earlier CAC thinking), which grouped not only subjects, but activities, skills, pastoral curriculum, and school policies under four headings: Creative Arts, Technik, Humanities, and Languages. The role of Senior Teachers was also discussed, and was to become a topic of some controversy between head and staff in the ensuing months. It was clear that staff did not want them to be an extra layer of administrative hierarchy, but to be closely involved in the curriculum. This obviously linked them with the outcome of the faculties discussion, but for the moment, the summary went on, 'there would be difficulties in using them as heads of faculty, since we seem to need more than four subject-groupings.'

The autumn term 1982 was the crucial and therefore hectic period. A curricular structure had to be put to the Governing Body by 25 November, and before that it had to be piloted through the ILEA inspectorate and through Teaching Staff Branch for approval of the Burnham points allocation. I was appointed head-designate on 13 October, and the next joint staffs meeting had been fixed for Tuesday 19 October; half-term began on Friday. I proposed a tight timetable: a paper from me by Thursday, written submissions on it after half-term, a revised paper, group and full staff discussions that week, and a final version by 18 November. The steering committee agreed with two stipulations: an extra staff meeting immediately after half-term, and all written submissions to be distributed to the whole staff. In that term, 186 A4 pages were circulated, written by individuals and by departments. Undoubtedly this was a major factor in our mutual education: the philosophy underlying each type of structure became clear to all, and later on the logistic problems each suggestion posed were not simply left to the timetabler to wrestle with.

For the meeting on 19 October, a substantial paper by Chris Deane, head of social education (ie social sciences) at Holland Park, was circulated. Because of 'strongly held beliefs and practices' which the new school would inherit, and of the 'micro-politics of sectional interests', he argued for 'manageable change', proposing eight faculties, five of which were former departments with the same names; the only ones to disappear were Home Economics (to Science), Music (to Creative Arts), and History, Geography, Social Sciences (which formed Humanities). It was a hybrid scheme, preserving two option columns which were no faculty's responsibility. It exercised a strong influence, and half the seminar groups came down in favour of faculties; posts with specific responsibility for promoting integration of subjects were also proposed.

Two days later, in my first discussion-paper, I tried to summarise the pros and cons of a faculty system as staff had argued them, and presented two schemes for examination: an eight-faculty one, and a traditional department system, both with a unit to support individual learning (which I saw as something very different from a remedial department). The four Senior Teachers were used too as heads of lower and upper schools, one with responsibility for the pastoral curriculum, one to monitor the implementation of whole-school policies. Immediately after half-term, the staff met to discuss this paper — or rather, the heavy shower of responses it provoked.

One of these responses in particular (by Tom Buzzard, Senior Teacher Head of Upper School, and Iain Hamilton, a Head of Year who had been Head of Biology and Head of Science) polarised and ultimately helped clarify opinions because it expressed a view radically opposed to Chris Deane's. It criticised his (and my) eight faculties as being unlikely to promote an integrated curriculum in the lower school or a common one in the upper, and proposed only three faculties, with a learning support unit — all four headed by a Senior Teacher; the Support Unit had responsibility for the pastoral curriculum. But they had difficulty in placing modern languages, physical education and home economics, which they left outside the faculties; that was surely a recipe for differential status. An even bigger weakness was that inside each faculty there were Scale 4 heads of subjects, making the faculty a mere umbrella under which each department would have pursued its merry separate way despite the Senior Teacher's efforts at co-ordination.

Though at the closing session of the staff meeting, only two colleagues voted in favour of a departmental structure, it was clear that the rest were in fact voting for very different schemes. Staff had to thrash out solutions to five main problems in the next few weeks: 1. how best to promote a common, balanced curriculum to sixteen (and common curriculum had to be disentangled from common core); 2. where certain subjects could best be placed in faculties (the polyvalence of Home Economics made it the last subject to be placed, but Film Studies, Media Studies, Design and Technology and others were uncertain as well as some, like Mathematics, which could not decide whether they wished to form a faculty on their own); 3. specialist needs for examination purposes (who would be responsible for subjects when they became separate entities in the upper school, especially in the Sixth, and ensure that the skills needed for these were adequately developed in the lower school? Should schemes permit three sciences or two languages to be studied?); 4. the role of Senior Teachers; 5. the nature of the Learning Support Unit.

We all began to appreciate the advantages of large faculties in moving towards a common curriculum, if only the many loose ends could be tied up. If there were eight faculties, each would have a share of the week in the upper school big enough only to offer one examination subject; was that acceptable? If not, would one faculty's second or third subject become alternative to another faculty's — back to square one? Further, we increasingly felt that all faculties must develop courses, teaching-styles and materials suitable for the whole ability-range, all of them accepting responsibility for all pupils up to 16 — which had certainly not been the case with some subject-departments in a multi-option scheme. One way to ensure this would be to timetable an entire half-Year together to each faculty; this had obvious implications for the size of faculties — i.e. for the minimum number of teachers in each. The strong wish to employ Senior Teachers wholly on the curriculum side raised a pertinent question: was it acceptable for some faculties to have a Senior Teacher head, others one on Scale 4?

After a long meeting with the steering committee, I issued my revised paper, trying to draw out the main preoccupations, and heading 'Towards a Definition of a Faculty.' Synthesis of the traditional elements of a subject (arithmetic, geometry, algebra and trigonometry, or woodwork, metalwork, and graphical communication) pointed the way, but was not enough: we must move towards a synthesis of Mathematics, Design and Technology, and Science. It was noted that Electronics was taught in both the latter departments; in this context, too, the question of three sciences began to fall into place. I also emphasised in this paper the scale of administration: there seemed to be a rather glib assumption that all such work previously done by Senior Teachers could be loaded on to the deputy-heads. I listed all their administrative jobs and indicated where I thought they could be divided out.

After the next staff meeting, at the end of that same week, which was much occupied with an equitable distribution of Burnham points between faculties, the steering committee asked to prepare a paper asking staff to decide between large and small faculties, with and without Senior Teacher heads. Each staff would then meet once again and vote on the matter. At this point, the three deputy-heads of Holland Park produced a paper advocating three faculties and a learning support unit, each headed by a Senior Teacher, incorporating all the former departments and, for the first time, indicating the upper school courses that each faculty could teach, and how many classes could be staffed in each course; it also showed that our existing 20-period week would not provide enough 'slots' to do this adequately. This paper I attached to mine and circulated it. Colleagues then began to consider logistical matters, including the number of base rooms, laboratories and workshops a faculty would need to take a half-Year.

By the next steering committee meeting, on 19 November, the staffs had given a clear mandate for large faculties: sixty two in favour of them, thirty three for small, twelve abstaining; sixty nine per cent of the total staffs had voted at the three separate meetings, after a final discussion. The structure had to be submitted to the inspectorate in three days (we had obtained a fortnight's postponement) and so far we had considered no posts below the faculty heads. I called a meeting of all heads of departments and Years, presented a complete scheme of responsibility posts, and in a long session we ironed out differences of opinion. Fifteen changes were made before the whole structure, with its rationale, was despatched and circulated the next day. Allocation of Burnham points had been made according to perceived need; it was therefore reassuring to see how closely they corresponded to each faculty's anticipated share of the curriculum: Language and Humanities: 39.2 per cent of the points, 38.8 per cent of the curriculum; Design and Technology, Mathematics and Science: 36.1 per cent and 36.8 per cent; Creative Arts and Physical Education: 24.7 per cent and 24.4 per cent.

The inspectorate and Governing Body suggested a few minor changes, most of which we accepted; the Staff Inspector (Secondary) was very supportive and the ILEA agreed the Burnham points. The major job left was to write the job-descriptions so as to reinforce the thinking behind the structural changes (thus they did not vary from faculty to faculty); but they had to indicate posts which people would feel they could apply for. All our discussions had taken place against a background of growing worries about methods of appointment, interviewing details, and the knowledge that the allocation of staff to the new school was twenty fewer than the existing three staffs — worries which became so acute that at one point a majority decided they must boycott the entire interview procedure. Fortunately, that did not prove necessary, but clearly it was an added anxiety that very many colleagues would have to apply for posts which were very different from those they had successfully occupied. That a new, exciting and forward-looking structure emerged from all this is a tribute to the conscience and professionalism of all my colleagues.

Extract from school booklet

Structure and Curriculum 1984/85

The structure of the school has been produced after intensive discussion by all staff of the new school. The carefully-considered structure embodies certain curricular principles and aims which are here briefly summarised.

Curricular principles and aims

(a) All pupils must *experience* (not merely have access to) a broad and coherent curriculum, embracing the areas put forward by HMI in their book **Curriculum 11-16** (1977; see particularly p.6, 'Constructing a common curriculum').

(b) Breadth of curriculum should be maintained as far as possible in Years 4 & 5, despite the examination system — though this will entail some narrowing.

Hitherto, choice as embodied in a multi-option system has increasingly led (especially in the falling-roll situation) to pupils' dropping whole areas of experience, choosing an unbalanced curriculum. Such choice consequently produces a bi-lateral division (academic and non-academic) among pupils, thereby strengthening a harmful hierarchy of knowledge in which technological and artistic talents have been devalued. Such devaluation must be halted and reversed.

Our aim here therefore is to try to ensure that no pupil can entirely drop one of the main areas of human experience.

(c) Artificial boundaries between 'subjects' as traditionally thought of encourage a fragmentation of the field of knowledge undesirable for secondary school pupils. These boundaries should be made less clear-cut than they have seemed, overlaps between subjects should be realised, common ground and common skills being fostered by co-ordination and integration of studies across the whole curriculum, helping a coherent understanding of the various parts.

(d) Any modifications to the common curriculum of Years 1-3 made in Years 4 & 5 must avoid reinforcing sexist stereotypes by their grouping of examination subjects.

(e) All subject-areas must develop courses enabling them to teach all pupils, from the whole achievement-range, from eleven to sixteen; put another way, the arrangement of subjects in Years 4 & 5 must not enable teachers of any subject to reject a pupil on grounds of incapacity to learn that subject.

The curriculum must (like every aspect of the school) help all pupils, whatever their sex, racial origin, religion or social class, to develop their talents to the full and to realise that they are all equally valued. In that, the so-called 'hidden curriculum' must constantly be examined.

(f) The 'pastoral' and 'academic' are not separate sides of the school, and methods must be found of integrating them. What is learned in Tutor Set time (the 'pastoral curriculum' — study skills, health education, induction, life-skills, community involvement etc.) must be seen to be as important as what is learned in lesson time, until the two are felt to be one, just as the 'pastoral' and 'academic' staff *are* one.

(g) We aim to encourage all pupils to ask questions, to take a full part in a wide variety of activities, to become self-reliant and think for themselves. We want them to be convinced that they can make a worthwhile contribution to society and not wait for others to show the way. We want every pupil to be concerned about the overall quality of life rather than just its social and material benefits.

Holland Park School
Curricular Structure 1984-85

Pastoral and Learning Support Service

This Service is NOT, and must not be seen as, a 'remedial department'. It is meant to serve the learning needs and personal development of all pupils.

Staffing:

Head of Service:	Senior Teacher
Deputy-head of PALSS:	Scale 4
Specialist in literacy:	Scale 3
Specialist in literacy:	Scale 2
Counsellor:	Scale 3
Teacher i/c development learning skills:	Scale 3
Teacher i/c school bookshop:	Scale 2
Teacher i/c Computer Education:	Scale 3
Teacher i/c Careers Education:	Scale 4
Teacher responsible for administration of links with FE & Industry/Commerce:	Scale 2
6 Heads of Year:	Scale 4
6 Deputy-heads of Year:	Scale 2
5 Teachers responsible for preparation of pastoral curriculum materials:	Scale 2

Reading Tutor for exceptional difficulties

Faculty of Craft, Design and Technology, Mathematics and Science

Staffing:

Head of Faculty:	Senior Teacher
1st Deputy-head of Faculty:	Scale 4
2nd Deputy-head of Faculty:	Scale 4
5 posts for co-ordination of *Faculty* courses in each Year 1-5:	Scale 3
1 post for development of a unified D & T course in Years 4-5:	Scale 3
1 post for development of a unified science course in Years 4-5:	Scale 3
13 posts with responsibility for specialist subjects and administration: Biology; Chemistry; Computer Studies; Design Graphics; D & T (2 posts); Electronics; Mathematics (3 posts); Physics; Food Technology; Fabric Technology.	Scale 2
1 post for monitoring implementation of school policies on Equal Opportunities, Language, etc.	Scale 2

Faculty of Language and Humanities

Staffing:

Head of Faculty:	Senior Teacher
1st Deputy-head of Faculty:	Scale 4
2nd Deputy-head of Faculty:	Scale 4
6 posts for development of co-ordinated courses in Years 1-5:	Scale 3
14 posts with responsibilities for specialist subjects and administration: Business Education; English (3 posts); Field Studies and Visits; Geography; History; Religious Education; Foreign Languages (2 posts); Mother-tongues; Film and Media Studies; Political Education; Sociology.	Scale 2
i/c English as Second Language:	Scale 3
2 i/c ESL	Scale 2
1 post to monitor implementation of school policies on Equal Opportunities, Language, etc.	Scale 2

Faculty of Creative Arts and Physical Education

Staffing:

Head of Faculty:	Senior Teacher
1st Deputy-head of Faculty:	Scale 4
2nd Deputy-head of Faculty:	Scale 4
2 posts for co-ordination of Faculty courses:	Scale 3
10 posts with responsibility for specialist subjects and administration: Visual Arts in Lower School; Visual Arts in Upper School; Visual Arts in 6th Form; Music; Dance; Drama; Photography; 2 posts in Physical Education; Creative Textiles.	Scale 2
1 post for monitoring implementation of school policies on Equal Opportunities, Language, etc.	Scale 2

4th year curriculum

Faculty of Craft, Design and Technology, Mathematics & Science: 9 periods

All pupils follow 3 courses:
a) Mathematics (including computing): 3 periods;
b) Science: 4 periods;
c) Design and Technology: 2 periods.

Faculty of Creative Arts and Physical Education: 5 periods

All pupils follow courses in 2 of the following areas:
Physical Education (including Dance)
Music
Theatre Arts
Visual Arts (including Textiles and Photography)

Faculty of Language and Humanities: 9 periods

All pupils follow 3 courses
a) English: 3 periods;
b) One of: Media Studies
History
Geography
Social Studies — 3 periods
c) One of: Media Studies
French
Spanish
Geography — 3 periods

Pastoral and Learning Support Service

Pastoral Curriculum 1 period.

A Modular Framework

Bob Moon
Bob Moon worked with David Hargreaves at Oxford, where he is the innovative Head of Peers school, a well-established comprehensive. In this article he looks at two areas of the 'Hargreaves' recommendations in the context of developments at his own school. This article should be read in conjunction with his article 'Challenging the Deference Curriculum' in **Forum**, Vol.26, No.2 (Spring 1984).

Let me first of all declare an interest. I have, over a long period of time, been an admirer of David Hargreaves's writing. In the mid 1960s, after a probationary year in an ILEA comprehensive I found, and still do, that his **Social Relations in a Secondary School** helped confirm a whole series of worries and doubts that were racing through my mind. A few years later, engaged conscientiously on some postgraduate research, I read **Interpersonal Relations and Education** with the same sense of insights revealed. Fourteen years after publication the chapter on Discipline is still one of the most valuable accounts available on this vexed issue. And then, over two years ago, in between the first and second round of interviews for a Headship in Oxford, he provided a further seminal publication exhorting us to embrace the comprehensive ideal with a far more vigorous and assertive development of ideas than had been possible in the bitter years of reorganisation.

I regretted that the lure of ILEA gave us just a short period, on a personal level, to explore the ideas of **The Challenge for the Comprehensive School** and was eager, as you would understand, to seize on *Improving Secondary Schools*. It is a remarkable 'tour de force'. Well written, in the Hargreaves style, although no doubt acknowledgement of David Mallen should also be made, it manages succinctly to cover just about every area of secondary school life, providing thoughtful critiques, unmasking assumptions and producing 104 recommendations, none of which we dare hide from! It is a very important document outlining the ways London schools can come through the traumas of contraction (given teacher support) with a renewed sense of purpose and service.

Some of the themes in the report I anticipated a year ago in a **Forum** article 'The Challenge to the Deference Curriculum' (**Forum** Vol.26 No.2). In this article I want to look, in a more specific and practical way, at a small number of the recommendations. In doing this I will indicate some of the ways, in one school, we are responding to the increasingly united clamour for reform. The ideas we have are in sympathy with Hargreaves although there are some critical points of difference of both an analytical and practical type. These are, I believe, important to debate even in the context of rather eulogistic general approval. I want to concentrate on two of the 104 recommendations (51 & 52) which are concerned with devising a new fourth and fifth year curriculum and the development of a system with credits. And I want to briefly touch on the issues of mixed ability teaching. A well documented **Forum** theme!

The committee proposes (p.64) a form of curriculum involving *compulsory subjects* (English and Mathematics, for example), *constrained options* (in technical and aesthetic subjects) and *free options* to take up just over a third of the week. These subjects, it is proposed, should be taught in half term units of six-eight weeks. I was disappointed.

This thinking is still imbued with a number of assumptions that I would like to challenge. The notion of the two year course is one. How otherwise can you embark upon a debate about the relative merits of computer studies and CDT in the fourth year leading to the rather confused conclusion (p.60):

> 'that computer studies should be an alternative to CDT in the fourth years (and that both) should be the two elements of a constrained option called "technical studies".'

Conclusions like that come inevitably from the structures that support two year examination courses, most notably the ubiquitous Option Schemes which I was so critical of in my previous **Forum** article. It is this inflexible locking of groups of students into classrooms on the basis of decisions, made for administration reasons at the age of 13½, which I believe to be a central problem of secondary school reorganisation. Concepts of core, constrained and free subjects merely rearrange the bits within the same structural context.

In Peers School we accepted the idea of a broadly based common curriculum. Teachers, therefore, were grouped together in five teams.

English & Expressive Arts	Community Studies	Science & Technology	Mathematics	Recreation

Within that structure all forms of organisation are possible including elements of compulsory core, allowing courses of differing lengths to develop and, most significantly, permitting a far greater degree of student control through choices made at frequent intervals throughout the fourth and fifth years. The rather clumsy choices that characterise 'options time in the third year' became a thing of the past.

On a 20 week session week (with three sessions in the morning and one in the afternoon) allocations of time to the team was generous. A quarter of the week to three of the areas with Mathematics, Recreational Studies and Tutorial time taking the remaining quarter. A little under half of the curriculum was established within a modular framework. The whole of the Science and

Technology area is now organised in this way. Figure 1 indicates the range of choices available to fourth year students for only the first twenty weeks of the school year.

Figure 1

Food + Microbes	Food + Microbes	Food Technology	Body Maintenance	Body Maintenance
Domestic Electricity	Domestic Electricity	Domestic Electricity	Food Technology	Food Technology
Dyes + Dyeing	Dyes + Dyeing	Planet Earth	Fibres + Fabrics	Energy
Energy	Science of Crime Detection	Science of Crime Detection	Applied Science Projects	Applied Science Projects
Feeding Relationships	Feeding Relationships	Feeding Relationships	Respiration and Excretion	Respiration and Excretion
Our Health	Our Health	Our Health	Gears + Gearing	Gears + Gearing
Chemistry of Sulphur	Graphics	Chemistry of Sulphur	Bonding Chemistry	Materials
Jewellery	Jewellery	Jewellery	Woodcraft	Woodcraft
Wind + Flight	Wind + Flight	Wind + Flight	Toolmaking	Toolmaking
Graphics	Minerals	Graphics	Materials	Textile Technology
Mechanics and Electricity I	Mechanics and Electricity I	Structures	Mechanics and Electricity II	Mechanics and Electricity II

In a 13+ city school this is planned to extend over the whole of the 13-16 period. Like building lego students put together units of work with a range of different accreditation objectives in mind. Some tracking may be involved if, for example, there is a need for 'O' level objectives in single subjects. A mode III CSE, imaginatively supported by the Southern Regional Examination Board leading to a Science and Technology certificate requires eight modules to be presented out of the fifteen or sixteen completed in the final eighteen months of their course. The advantages of this are significant and worth summarising here if the interest at a number of recent in-service presentations is reflected in the **Forum** readership.

Some of these points are covered in the Hargreaves paper:

1. More limited, and more specific, statements of curriculum intention leading to greater student and teacher accountability.
2. More flexibility in organising teachers — no longer are you tied to 'the CSE group' or 'the Chemistry course'.
3. It provides a mechanism for combating sex stereotyping which is more gradualist in character — expectations of participating in at least two 25-30 hours technical modules is far more manageable than 'persuading girls to choose Technology instead of Home Economics'.
4. More intensive and rational use of practical equipment and resources.
5. Allows for seasonal adjustments in the curriculum — gardening modules only need offering at the appropriate times of the year!
6. Students can adjust the level and aim of their programme given changes in performance or interest.
7. This is a much more manageable base for innovation and curriculum development. In the 1960s and early 1970s curriculum change often meant writing a whole new mode III CSE. In this the best parts of existing programmes will, initially, provide the bulk of the modules. Developing new units of work of a 25-30 hours duration is likely, in my view, to be a more successful practice.
8. Units of work allow some readjustment of the curriculum programme in relation to the structure and traditions of the academic year. I will refer to this again.

In this sort of arrangement, therefore, you sidestep arguments about CDT versus Computer Studies because both can be included. The students can feel much more in control of their learning. You replace the choosing of subjects at 13+ which makes a commitment for the remainder of the compulsory years with an ongoing discussion (negotiation?) between student, tutor and subject teacher about achievement recorded and new goals set.

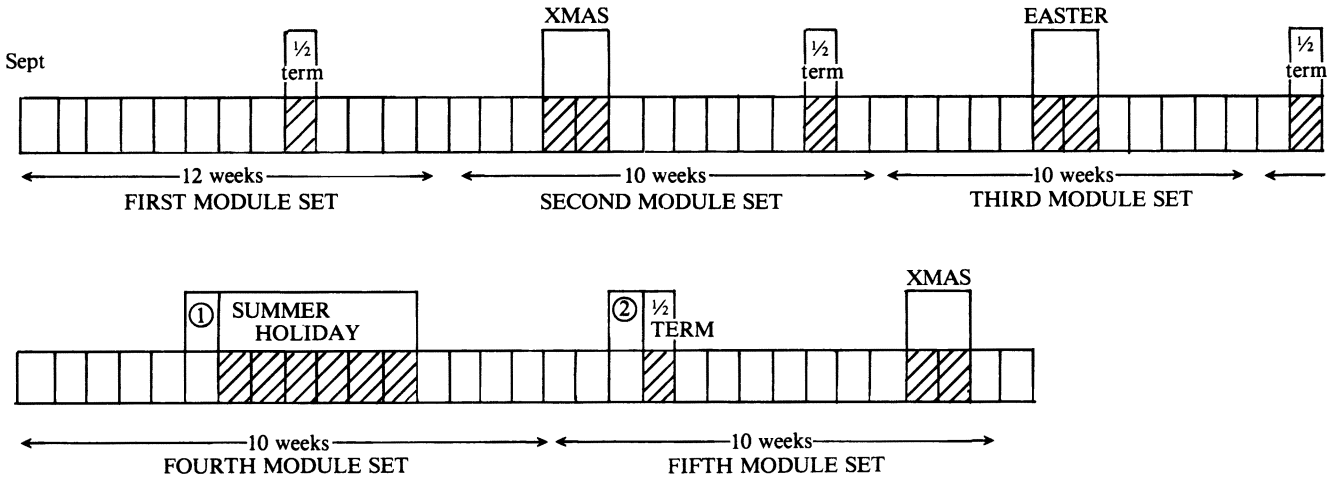
In Peers School the same principle applies to three fifths of the Community Studies programme. Two of the five sessions are a core course in personal and social education and the modular programme allows a further opportunity for pursuing a wide range of activities as well as specialising in a particular area (Geography or History?) if the interest is there. I am not sure that the Hargreaves committee realised just how much flexibility can be built into the 14-16 curriculum if the two year course concept, in its present form, is radically challenged. This is just one way. There are others.

Not all the teams work within a structured modular programme. In English and the Expressive Arts (Art, Dance, Drama and Music) and in Mathematics there are elements of this, although within a format that is reminiscent of some of our 'ideals' about team teaching a decade or more ago. Working with a base teacher the students have opportunities to move into different areas and work on collaborative ventures. The very important benefits which accrue from personal contact with a teacher over an extended period of time must still be important.

Within this arrangement, however, as in the modular structure, the same ten weekly reviews take place. Here we part company with the report. Firstly, we decided that ten weeks for a module was about the right sort of length. Less than that created significant administrative problems and gave no room at all for the unexpected. Servicing the computer programme that monitors everything is a significant organisational development

for example. Secondly, we wanted to use a modular structure to break away from the time organisation of the academic year. Figure 2 shows the relationship of module (and assessment) times to part of the 1984-6 period through fourth and fifth years.

Figure 2



① = School 'Activities' week
② = Work experience week for all fifth years

None of the modules correspond to the end of a term and only one in the two years is against a half term. The advantages and disadvantages of this can be debated. In our view, however, it gave us a chance of moving away, just a little, from the 'run down' periods before any school holiday. It is too soon to assess the outcome of this decision.

The change of the curriculum has been co-ordinated with the structure of the teaching day. A one session afternoon provides opportunities to plan and organise practical and community based activities on a far more widespread scale than was possible within the conventional timetable. Whilst not an advocate of the misnamed 'continental day' I do see the need for thinking about the pace and style of a school day. If we are concerned about stressful encounters between teachers and young people then think about when they happen. I would hope that very soon the Peers timetable will enable many students to have on five afternoons — single session programmes that could be

		afternoon sessions
Monday	—	Expressive Arts
Tuesday	—	An individual project in Science & Technology
Wednesday	—	Free choice of activities
Thursday	—	Recreational Studies
Friday	—	A Community Placement

I would envisage that this alone would make a very significant difference to the atmosphere of many schools. The hundreds of students who have now been involved in weekly, whole afternoon, community placements is a significant example of how structural organisation can facilitate or inhibit such initiatives.

Within these structures there is still the question of student grouping. The issue of mixed ability teaching is, as for many years, a source of considerable technical, professional and ideological confusion. Again, I think the report dodges the issue. To say (p.42):

> 'that the form of pupil organisation in a school is a matter for teachers to determine in the light of their professional judgement'

is surely inadequate. Within secondary schools outdated and inaccurate notions of ability are used to depress the educational opportunities of thousands of our youngsters. What concerns me here, however, is the use of the term 'mixed ability' given all the recent advances towards accepting the need for a more pluralistic concept of ability than has traditionally been the case. Ironically, the report repeatedly makes this point but then fails to see a relationship to the discussion of student grouping. Youngsters have been categorised in schools on the basis of a scholastic and academic understanding of what we mean by ability. In my last article for **Forum**, I dwelt on this at some length. All sorts of abilities need recognition and reward. If we accept this what do we mean by 'mixed ability'? It seems a contradiction to argue for redefinition whilst at the same time using the outdated scholastic concept in discussing grouping strategies. It must have been about 1968 that I carried around one ILEA school, in my back pocket, a crumpled card listing ten reasons why we needed to move from banding to mixed ability teaching. In the mid-1980s the debate has moved on a long way. We have, perhaps, to accept a more flexible but also a more sophisticated model of grouping than that presupposed by the old fashioned mixed ability v. streaming/setting dichotomy.

One response to the report, helpful to London schools, would be a more detailed elaboration of curriculum models which, whilst keeping to the spirit of the recommendations, push the arguments of paragraphs 3:9:38 and 3:5:7 (on curriculum and grouping) a little further. If not, I would be concerned

Pupil Profiles: a new method of assessment

Peter Brown

Profiling is being presented as a universal panacea for assessment — for 'some' pupils. Here Peter Brown makes a critical assessment of this whole movement. Now a lecturer in education at the University of Nottingham, Mr Brown was previously a research associate at the University of Virginia, a technical officer with ICI, and a head of chemistry in a Birmingham grammar school.

Since the pioneering work of the Scottish Council for Research in Education,[1] the education press has been dominated by discussions of profiles or, as they are increasingly being called, records of achievement. Much work has been carried out by the Schools Council,[2,3] the Further Education Unit,[4] the Joint Board for Pre-Vocational Education[5] and the Business and Technician Education Council,[6] and profiles are now an integral part of the assessment procedures of the City and Guilds of London Institute and the Royal Society of Arts. In Scotland, they have been introduced into the Scottish Certificate in Vocational Studies,[7] and figure prominently in the draft guidelines on curriculum and assessment for 16-18 year-olds.[8] Not to be outdone, the Schools Council Committee for Wales and the Welsh Joint Education Committee funded their own study of the feasibility of introducing a nationally available profile.[9] These developments and those in a number of individual schools were followed in July 1984 by the publication by the Department of Education and Science and the Welsh Office of a statement of policy on records of achievement.[10]

So what is new? Are profiles the universal panacea for the problems posed by an examination system which is probably the most rigid and formal of any anywhere in the world? Clearly, a profile is a more efficient way of reporting achievement, but it is not a *new* method of assessment, and to regard it as such is to see it as an *alternative* to tests and examinations rather than as a *complement* to them. Any assessment procedure, whether it is based on a profile or on an examination, requires decisions about what to assess, how to assess, and how to interpret the results of assessment. Furthermore, any procedure must withstand the tests of validity, reliability and administrability, that is, it must assess what it purports to assess, must measure consistently when used by different teachers in different classes at different times, and must be easy to administer in large groups of pupils. Since the valid assessment of the more sophisticated objectives is difficult they are often omitted from profiles in favour of trivial ones which are assessed by ticks in boxes.

The introduction of profiles represents an attempt to document the achievements of the majority of pupils who are at present outside the external examination system, and for this reason is to be welcomed. However, the decision of most schools as well as the Secretary of State to include an assessment of personal qualities is to be deplored. It is almost as if the difficulty of saying anything positive about the cognitive ability of some pupils has caused teachers to look to personal development as a source of favourable comment, with little, if any, consideration of the problems and dangers involved.

At a press conference in November 1983 to launch the draft policy statement, Sir Keith Joseph outlined his proposals for the development of profiles for all school leavers. Such profiles will contain comments on a pupil's character and personality, but only comments of a non-controversial nature will be included. 'If the record is silent on a whole range of character and personality, then that will be an eloquent silence,' he said. But what will the users of the profiles make of these eloquent silences? Will the absence of a comment on 'honesty' or 'integrity' be interpreted as 'dishonesty' or 'lack of integrity'? Sir Keith is obviously proceeding with caution, but many schools are already developing their own profiles and some, at least, contain statements of personal qualities on which teachers are asked to comment.

The intention of the Secretary of State to include in the leaving profile public examination results and the results of graded tests and of 'internal tests and assessments' is also welcome and will strengthen the documentation of pupils' cognitive achievements. However, the trend towards the assessment of personal qualities is, to say the least, disturbing. It matters little that profiles will contain only positive comments, for a pupil may be just as easily condemned by the omission of a comment as by the inclusion of a derogatory one. The fact that the Dunning Report[11] expressed doubts about the advisability of including assessments of non-cognitive skills on leaving certificates, and the APU quickly abandoned its attempt to monitor personal and social development of pupils, are good indicators of the

A Modular Framework
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that the well known 'plus ca change' response would come to characterise too many initiatives. Our tentative developments in Peers have aimed to avoid this. In my experience other schools dotted over the country have introduced reforms aimed at the same issues. That, as recommendation 25 of the report says, might be the starting point for curriculum renewal in many schools. Three or four ILEA visitors to Peers in the last few months suggests that the process is underway. I hope the net is spread wide. Head north; for starters good things will be found close to junctions 14, 21 and 28 on the M1.

problems involved.

One can argue that, since affective pupil characteristics, for example, attitudes to work, relationships with peers, trustworthiness and honesty are as much the concern of schools as is cognitive development, these should be assessed. But as Maurice Holt has pointed out, the fact that schools should be encouraged to develop a range of personal and social responses in pupils is not a good argument for trying to assess them. Furthermore, such an argument may lead to a situation where what cannot be assessed will be considered not to be the concern of schools.

Personal qualities may be divided into two broad categories, those which have a direct relationship with learning and those which do not, although this is not to say that such categories are distinct and unrelated. Work-related characteristics such as interest in, and attitude to the subject, effort, carefulness and enterprise can be recorded with reasonable accuracy, but will in any case reveal themselves in measures of cognitive development. However, it is the notion that those characteristics which have no direct relationship with work, for example, integrity, sociability, adaptability, leadership qualities and willingness to accept responsibility, should be recorded which is the main cause for concern.

A major objection is the difficulty of gathering reliable and valid information. Firstly, it is very difficult, if not impossible, to define personal qualities in behavioural terms, but this will need to be done if such qualities are to be assessed. In the measurement of attitude, for example, the behaviour which reflects the attitude is defined by consensus, but this is both difficult and time-consuming. Furthermore, the interpretation of the results of attitude measures is a very skilled activity. The alternative to enquiry methods of this kind is direct observation, but here again there are significant problems, of which the main one is the need to distinguish between the observed behaviour and any inference from it. For example, to infer from the fact that Mary frequently puts up her hand in science lessons that she is interested in science is, to say the least, presumptuous. As Hirst has suggested, there need be no direct connection between a person's state of mind and what might be observed from it. Sir Keith appears to have recognised this problem, but recognition does not necessarily imply solution. Secondly, value judgements may be presented as facts and, in spite of warnings to the contrary, draw attention to shortcomings rather than to achievements. Thirdly, there is a good deal of evidence from the Schools Council study[2] that teachers have different views about a pupil's behaviour. But this is not surprising, for personal relationships are complex and erratic. Pupils relate to some teachers but not others, and personality clashes between pupils and teachers are not uncommon. Will the views of all teachers be presented in the profile or will one view prevail? The statement of policy sees positive benefit in a range of views, but the reconciliation of them may result in compromise statements which are meaningless.

Another set of problems is related to the fact that the adolescent stage of development is a period of rapid personal growth and social learning. It is a time of experimentation both with behaviour and the development of personal relationships and, often as a result of peer group pressure, results in anti-social activities. However, this is usually a passing phase. For example, some adolescents engage in shoplifting, but for the vast majority, even for those who are not caught, this is a one-off experience for which they subsequently feel ashamed. To draw attention to such behaviour, even by failing to comment on a pupil's honesty, is to attribute to it a significance and to give it a permanence which it does not have. For most adolescents growing up is a traumatic experience, but most develop into responsible members of society. It is not for schools to impair this development by highlighting behaviour which, though it may be anti-social, may be properly regarded as normal. Sir Keith himself has said that schools should avoid branding for life their inevitable quota of troublemakers, but is this not inevitable given the system he proposes?

The development of personal qualities is subject to the influence, not only of schools and teachers, but also of peers, parents and others in the community. What right, therefore, have teachers to take responsibility for assessing a pupil's acquisition of such qualities? The very nature of schools with their captive membership leads to behaviour which is atypical. In large schools few teachers really get to know many pupils, but in any case pupils often display a different personality in school than they do out. Is not an assessment of this kind an invasion of privacy? In the United States it has been charged that personality testing represents a form of 'searching the minds', and that such assessments tend to follow people throughout their careers. How much more dangerous is it to gather similar kinds of information by other less reliable methods? At the very least, any record should be the product of discussion and negotiation between all those, including the pupil, who have worthwhile evidence. The policy statement suggests that the profile should 'cover a pupil's progress and activities across the whole educational programme of the school, both in the classroom and outside, and possibly activities outside the school as well.' However, there is no suggestion that other than teachers and pupils should be involved, and the pupil's contribution is confined to an account of 'personal activities and experiences'. Valuable though this may be, there is a danger, because of poor motivation and a lack of facility with words, that it will be incomplete and mis-represent the pupil.

Judgements of personal qualities are disliked and distrusted by teachers, many of whom, quite justifiably, doubt their own ability to make them.[2] These reservations are endorsed in the Hargreaves Report,[12] which suggests that it is impossible 'to separate skills from the attitudes involved in learning and applying them' and that 'it is in the nature of pupil-centred teaching that such judgements have to be made.' The first point is accepted, but it is argued here that, because of this close relationship, attitudes and other personal qualities need not be separately assessed, and that to do so is inherently dangerous. The second point is less easy to accept; to do so would be to admit that all the concerns of schools should be assessed and the assessments formally and openly recorded. Furthermore, some employers have a low regard for profiles containing such information and are concerned at the possibility of teacher bias.

The inclusion of personal qualities in profiles will

require radical changes both in the framework of education and the curricula of schools, since, if personal development is to be monitored and recorded, particularly if parents and pupils are not to be involved, time and resources will have to be made available for this to be done. But *will* the money be made available for this purpose? And if it is will it significantly improve the quality of the education provided, or would it be better spent on material resources or on teachers? Curricular changes would also inevitably arise from the need to set up situations which would allow certain aspects of behaviour to be learned and observed, for how else does one judge a pupil's ability, say, to lead, unless the opportunities to do so are provided?

The questions, how to assess? and how to interpret the results of assessment? are less contentious. Tests, particularly graded tests, and examinations have much to contribute to the assessment of cognitive objectives, and occupy a central position in most profiles. However, there is also scope for the inclusion of statements of specific cognitive skills which can be conveniently presented by means of ticks on a check list or grid. Grid-style profiles are concise and easy to complete but have been criticised on the grounds that they 'fail to communicate clearly the standards of the performance and the nature of the experiences being assessed; they neither help the student to learn nor record progress adequately.'[13] In spite of the fact that grids are used widely by City and Guilds, the Royal Society of Arts and a number of individual schools, the Secretary of State has suggested that personal achievements and qualities 'should take the form of sentences written for each pupil, not ticks in boxes or number or letter gradings.' This is timely advice, for, whereas cognitive skills can often be reduced to a series of short statements, the reduction of personal qualities in this way is totally inappropriate and ignores the complex nature of personal behaviour and development. In the Welsh study,[9] the profile consists in part of a series of sentences which are selected from batteries of comments and collated by computer. Thus, each section on 'Personal Qualities' has an individual look about it, but in reality is little better than a grid.

The formulation of assessment objectives is a crucial stage in the development of any procedure. Common pitfalls include the use of words such as 'good', 'sound', 'normally', 'usually' which are relative and do not have a precise meaning, and the inclusion of more than one dimension. For example, School A^2 cites 'Use of machine tools' as one of its categories. But what does it mean? To which tools does it refer? Is the assessment meant to be of the *quality* of use, the *frequency* of use, the *range* of use, or a combination of some or all of these uses? Even if the teachers in the school know what is meant by the category, to a potential employer it is meaningless. School G in the same study includes 'Quick and accurate in complicated or unfamiliar calculations.' But how does one record information about a pupil who is quick but not accurate, or both quick and accurate but only in complicated calculations? And in any case, what information does a tick in the adjacent box convey to a user?

The interpretation of results is the least of the problems. It involves making a comparison of a pupil's performance with either that of other pupils being assessed (norm-referencing), or with previously defined standards of performance (criterion-referencing), or with the pupil's past performance. The introduction of profiles has signalled a change from norm- to criterion-referencing which is more appropriate for interpreting both the level of performance of a skill and judging personal development. To norm-reference the in-school assessment of cognitive skills, particularly in mixed ability groups, is to emphasise failure, to demoralise the weaker pupils, and to fail to describe what a pupil can actually do.

So what *is* new? Profiles certainly extend the range of information available about pupils, which, provided teachers recognise the dangers of attempting to give a complete picture of a pupil, is a step in the right direction. They will also result in the development of new assessment techniques and of methods of recording data and reporting it, and encourage the greater use of criterion referencing, a method of interpretation much favoured by the Secretary of State and which will have a healthy effect on the relationships between pupils and teachers.

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Progress Towards the Abolition of Corporal Punishment[1]

Jeff Hearn

The present government appears to have got itself into a ridiculous position as regards corporal punishment. Jeff Hearn sets out the current position very succinctly in this article. A lecturer in Public and Social Policy at the University of Bradford, Mr Hearn has published widely on social policy.

Educational reform is very much a matter of both quantitive and qualitative change. It is quantitive in the sense of the general extension of the scale, funding and range of provision for children; it is qualitative in terms of the development of the educational relationship between specific educators and specific children. One of the most fundamental aspects of the educational relationship concerns the use or threat of violence within schools. It is for this reason that changes in use of violent forms of punishment, and corporal punishment in particular, comprise an important element in qualitative educational reform. The aim of this short article is to review some of the major changes that have occurred in recent months around the use or potential use of corporal punishment in the United Kingdom. In doing so it will become clear that although there has been some progress towards the abolition of corporal punishment in British schools, the story is often one of 'two (or rather three) steps forward, one (or rather two) step(s) back' rather than a series of smooth improvements. As a final word of introduction, I should also pin my colours firmly to the mast and make it clear that I am writing from the point of view of a confirmed supporter of abolition.

The case for abolition

It may be useful to state first some basic facts on corporal punishment and the case for its abolition. The United Kingdom is now the only European country that has not banned corporal punishment. This comes with the decision taken in February 1982 by the Eire government to ban. All other European countries had previously abolished corporal punishment. Nazi Germany apart, no country that has once abolished corporal punishment has later restored it.

Within the United Kingdom, the pattern of Local Education Authority policy varies a good deal. Eighteen local authorities have so far banned corporal punishment: ILEA, Haringey, Brent, Waltham Forest, Newham, Derbyshire, Hounslow, Doncaster, Avon, Strathclyde, Lancashire, Sheffield, Humberside, Leicestershire, Manchester, Northamptonshire, Fife and Lothian. North Tyneside is taking legal advice and its Education Committee hopes to implement abolition in the near future. Another fifty Local Education Authorities have either set dates or are committed to abolition or are currently considering it.[2] Elsewhere about twenty per cent of schools in local authorities that have not banned it operate without it, and there is clearly a wide and uneven variation in the scale of its use in schools where it is used. One particular anomaly is that it is inadmissible for 16 year olds in colleges of further education, but not for those in the secondary sector. The fact of abolition both abroad and in parts of this country explodes the myth that corporal punishment is an inevitable necessity, and the unevenness of its distribution and use indicates that it is often not used as a 'last resort'.

In addition to the general level of corporal punishment it continues in use in schools of all types including those for the mentally and physically handicapped. Gloucestershire, for example, recently voted against banning corporal punishment in its special schools.

The case against corporal punishment can be made on moral, educational, psychological and legal grounds. It is a fundamental breach of human rights; it can destroy educational relationships; it can be psychologically and sexually damaging; it denies children the protection adults find in the law. It also happens to be ineffective. A range of educational research has shown that corporal punishment fails to reform or deter. For example, Palmer[3] showed that boys caned for smoking smoked more one year later than those not so caned; Clegg and Megson[4] noted how violence in pupils and the use of the cane is positively correlated; while in a 22 year study Eron has found that those suffering most physical punishment in their schooling committed eight times as many crimes by the age of 30.[5] Perhaps most important it legitimates violence in society.

Despite these various arguments for abolition, the teachers' unions have generally been either reticent or even openly hostile to it over recent years. Meanwhile almost every other major national professional association concerned with education and children's care is in favour of abolition, including Advisory Centre for Education (ACE), British Paediatric Association, Association of Educational Psychologists, Royal College of Psychiatrists, British Association of Social Workers (BASW), and so on. A recent addition to this list is the Association of Community Homes (formerly the Association of Approved School Heads) which voted by a three to one majority at its annual general meeting in favour of a resolution that 'rejects the use of corporal punishment as a means of control for children and young persons in our care.'

Of the national political organisations, the Labour Party, the Liberal and the TUC are all committed in favour of abolition, while the Council for Social

Democracy, the SDP's policy-making body, has recently voted to phase out corporal punishment over a five-year period. The Conservative Party supports abolition in Scotland but not elsewhere in the United Kingdom.

Three steps forward

The major recent development favouring the cause of abolition has been the ruling on 25 February 1982 by the European Court of Human Rights at Strasbourg. The Court found in favour of Grace Campbell and Jane Cosans and against their and their children's treatment at the hands of the Strathclyde Council. The Court decided by six votes to one (the dissentient being the British judge) on two counts: (i) the right of parents to forbid the beating of their children; and (ii) the right of children not to be denied education by way of suspension from school for refusing to accept receipt of or liability to corporal punishment. The European Court has since awarded £3,000 'moral damages' to one who missed his last eight months of schooling for refusing to be belted. These findings mean that threats by, for example, the National Association of Schoolmasters/Union of Women Teachers to suspend the children of parents opposed to beating if they 'misbehaved' would, if carried out, violate the European Convention on Human Rights.

A related and consequent development has been a 'friendly settlement' out of the European Court to the tune of £1,200 by the British government to an anonymous parent whose daughter had received a few strokes of the cane. This settlement has compelled the DES to circulate to all local authorities on 5 March 1982 the warning '. . . that the use of corporal punishment may in certain circumstances amount to treatment contrary to Article 3 (on 'degrading' treatment) of the Convention.' This in effect means that it is the responsibility of each teacher to obtain permission in writing from the parents or guardians of a child before corporal punishment is inflicted. Failure to do so, if the parents or guardians object, would be in breach of the Europoean Court's ruling.

Since then a further advance has been the decision at the NUT national conference in 1982, passed overwhelmingly, opposing corporal punishment in all schools and instructing the Executive to campaign for abolition. This effectively removes any excuse for Government to delay the move to abolition.

Two steps back

However, all is not so straightforward. First of all the NUT Executive, against whose advice the conference passed the abolitionist resolution, shortly after circularised local associations and divisions informing them that they '. . . will be given full support in the furtherance of the policies they have already adopted,' even though the conference motion specifically 'instructs the Executive to campaign for abolition.'

A second setback was brought about by an extraordinary High Court ruling on 25 October 1982. In a case brought by the National Association of Head Teachers, Lord Justice Griffiths and Mr Justice McCullough ruled that under Manchester Council's Articles of Government the power to ban corporal punishment rested with schools' governing bodies and not the LEA. This temporarily quashed Manchester Council's previous decision to ban beating in its schools.

The current balance

Over the last two years a number of further developments have retrieved some of the ground lost through the High Court ruling. First the National Association of Head Teachers which brought the Manchester case has overwhelmingly approved a policy of calling on heads to phase out beating. Similarly, NUT policy is now unequivocally against corporal punishment. Following the 1982 conference a working party was set up to investigate acceptable alternatives to corporal punishment. The resultant document was published in September 1983, republished with revisions in January 1984, and now constitutes clear union policy for abolition.[6]

Secondly, a clarification of the legal position has come from the eminent barrister, Mr Stephen Sedley, who has pointed out the relevance of Paragraph 33 of the European Court's judgment in the Campbell and Cosans case. This reads that:

> 'The use of corporal punishment may, in a sense, be said to belong to the internal administration of a school, but at the same time it is, when used, an integral part of the process whereby a school seeks to achieve the object for which it was established, including the development and moulding of the character and mental power of its pupils.'[7]

This appears to suggest that the use of corporal punishment is part of the 'general educational character' rather than 'the conduct of the school' as decided by the High Court.

Thirdly, Manchester Council itself has asked teachers to hand in the 'tawse', the leather whip used as an alternative to the cane. By calling in the 'tawse', as a part of general educational policy, abolition can be re-enforced. The Manchester Council's regulations lay down that corporal punishment is prohibited except with an authorised tawse, so that abolition has been brought into effect in all schools.

The national picture on abolition is clearly still complex and uneven. Since the High Court ruling Leicestershire, Lancashire, Fife, Lothian, Northamptonshire and Doncaster have gone ahead with abolition; Manchester has re-enforced it; Newcastle has deferred its decision. Many other LEA's, including Conservative controlled ones like Tayside, Berkshire and Shropshire, are making progress towards abolition. Some, such as Bromley, Cheshire, Essex, Gloucestershire, Kent and Wiltshire, have announced that they will respect parental wishes and not use corporal punishment on their children if parents object. In all, sixty eight of Britain's 125 education authorities have now either banned corporal punishment, are committed to doing so, or are seriously considering abolition.

This still leaves the important factor of central government policy in the wake of all these moves and the various court rulings, especially those of the European Court. On July 28, 1983, nearly a year and a half after the original European Court of Human Rights ruling, the Government responded in the shape of a consultative document from the Department of Education and Science.[8] In it 'The Government . . . proposes to introduce legislation which will oblige a

maintained school to enable a parent to exempt a child from corporal punishment.' What this means is that the Government is backing a system for two categories of children: those liable to and those exempt from corporal punishment. This could create considerable practical difficulties for teachers, as well as producing clear cases of injustice for children.

These proposals have been subject to widespread criticism in the national press and the educational press, partly because their detail is so unclear. A typical response came from the Conservative Education Committee Chairman in Bradford who said that they were open to 'half a dozen interpretations'.[9] The 1984 NAS/UWT conference condemned the opt-out policy; while NUT describes the proposals as '. . . ill-conceived and totally impractical.'[10] On the other hand they do represent a major change of policy for the Government which in the person of the Lord Advocate, Lord Mackay, condemned this very proposal at the European Court hearing. Not only did he see such a system as not feasible but also he argued '. . . that it must be a fairly fundamental practice of any reasonable system of discipline in a school, that it should be seen to be fair . . . irrespective of their parents' position, religion or philosophy.'

Additionally it has to be pointed that Government policy is not uniform throughout the United Kingdom. The consultative document proposals only apply to England, Wales and Northern Ireland. The Secretary of State for Scotland has already requested local authorities in Scotland to ban corporal punishment by June 1984. Four have been reluctant to do so but according to **The Scotsman** of 13 March 1984 'Grampian and Tayside were able to answer Mr Younger (the Secretary of State) that the belt would be phased out in line with his wishes.' This leaves Borders Region and Western Isles (abolished for primary children since 1983) unwilling to follow his lead. In July 1984 the Secretary of State announced that he is going to introduce legislation that will give Scottish parents the right to exempt their children from corporal punishment. There are no plans for the Isle of Man and the Channel Islands for which the Government has responsibility under the European Human Rights Convention.

Out of all these complications a number of conclusions can be drawn. A first important point is that in view of the earlier European Court rulings any use of corporal punishment inflicted against a parent's wishes is likely to be judged illegal in the European Court. This is so much so that the Secondary Heads Association has stated: 'Our solicitors warned us that if a parent notifies the school of this (their opposition to corporal punishment) the head would ignore such notice at his peril.'[11]

Secondly, in contrast to the legal clarity there remains considerable political lethargy from the Government outside Scotland. Responses to the July 1983 Consultative Document were due by 30 November 1983. As recently as May 1984 Sir Keith Joseph indicated to the **Times Educational Supplement** that one of the implications of the Green Paper, 'Parental Influence at School,'[12] was that governors would be able to ignore a local authority's ban on corporal punishment.[13] The Manchester case remains instructive here. On 26 October 1984 Sir Keith Joseph announced that schools in England and Wales which still use corporal punishment will have to ask parents whether they want their children exempted in future under legislation planned for the next Parliamentary session. This may clarify Government policy but it is unlikely to make matters clearer for teachers attempting to implement such a scheme in the classroom.[14]

Finally, in the midst of all these interested and competing parties — European courts, British courts, Government, LEAs, school governors, teachers, parents, unions — there is of course one voice waiting to be heard — that of the children. However, to listen to that would surely turn the whole question upside down. For corporal punishment essentially means that given against the wishes of the child, otherwise it becomes a kind of masochistic pleasure. It is no wonder that corporal punishment brings such deeply-felt responses, such as the old '. . . but it didn't do me any harm' claim, when it is at root a matter of adult power and violence over children. More often than not that adult power is male power.

Notes and references

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Connecting Patterns

Liz Thomson

Should there be specialist teaching in primary schools? There is pressure from above in this direction. Here Liz Thomson, now a member of the Kent Inspectorate, draws on her own teaching experience to discuss this issue. Until recently Liz was warden of the Longmore Teachers' Centre at Hertford. She is a member of the **Forum** Editorial Board.

I have been following the current debate on the role of the subject specialist teacher in primary schools, with great interest since the Senior Chief HMI. Eric Bolton spoke to the National Association for Primary Education on 12 May 1984. In his speech, Eric Bolton cited the findings of the HMI Survey of 9-13 Middle Schools[1] to support a possible change from general class-based teaching to specialist-based teaching in the top two years of the primary school. As Bolton himself said:

> 'none of us would wish to see the education of the youngest children taking a specialist form; but there is much less agreement once consideration shifts from the teaching of 9 year olds and above.'[2]

It is the issue of the age at which children should be introduced to subject teaching which has formed the core of the debate. Eric Bolton linked it to the way that class teaching dominates primary education and suggested that the improved pupil/teacher ratios, over the past ten years, could have made possible 'a variety of different groupings for different kinds of teaching or for subject consultants to have the space and flexibility to advise and guide the staff.'[3]

As readers will know the speech provoked a range of conflicting responses from primary teachers, advisers and education lecturers. In the ensuing weeks, correspondence and comment raged in the pages of the **TES** and other educational journals. Headlines such as: 'Preserving the Primary Split'; 'Fighting Factoids'; 'Suspect Specialism'; 'The Wasted Expertise in Primary School Staffrooms'; and 'Post-Plowden Twaddle Harms Staff',[4] added fuel to the fire of the debate. Further conflagration occurred when, on 18 May, six days after Eric Bolton's NAPE speech, a press release announced that the House of Commons Education, Science and Arts Committee would be undertaking an inquiry into 'Achievement in Primary Schools'. Although the remit of the inquiry was wide-ranging, the Committee stated that they wished to pay particular attention to eight areas, one of which was the curriculum: *including specialisation.*

Other developments since May include the talk given by the Chief HMI for Primary Education, Geoffrey Elsmore, to NAPE on 22 September and the publication of the first of HMI curricular discussion papers on 'English from 5 to 16' on 2 October 1984. Geoffrey Elsmore sounded a warning that a forthcoming HMI discussion document, on the primary curriculum, would imply that schools should have an optimum number of pupils and teachers in order to cover nine areas of learning. These were defined as: mathematics, language and literature, technology, religious education, physical education, human and social, aesthetic and creative, moral and ethical education. The 'English from 5 to 16' discussion paper lists objectives for 7, 11 and 16 year old pupils to achieve in the areas of speaking, listening, reading and writing. These have already provoked comment and controversy within the teaching profession; particularly in relation to the teaching of grammar. Examples of some of the objectives listed include: the use of full stops and commas at 7 and a knowledge of the functions and names of the main parts of speech, as well as an understanding and an ability to identify the terms 'subject' and 'object' at the age of 11.

'Where', might we ask, 'is all this leading us?' The alarmists point to an increasingly centralised role on the part of the DES in determining what should be taught in schools. For the first time in many years we have a Secretary of State for Education who firmly believes, and has stated, that it is his responsibility to make sure that there are agreed national objectives in all areas of the curriculum; and that these will be part of what he sees as the Government's policy for raising standards in schools.

It would, I believe, be churlish to imply that teachers themselves are not concerned with raising standards. And there are few who would quarrel with the nine areas of learning outlined by Geoffrey Elsmore. In times of stringency and cut-backs, monetary metaphors take on a particular significance. 'Evaluation' and 'Accountability' have now become a part of the currency of educational exchange. They imply that we are working towards some kind of cost-effective service where the product is not only marketable, but also gives value for money in terms of the initial investment and output. We need to ask ourselves if our view of education and learning should be reduced to a narrow, monetarist viewpoint. And, if we believe that it should not, we need to consider the more positive aspects of the debate; namely, what is there, in the developments I have described, that could enhance the quality of teaching and learning for children in our schools.

I have to confess that there are aspects of specialist teaching and support which I believe could be of real value to teachers in primary schools. But a great deal of that value is concerned with the way we construe the use of the word specialist and its application to the individual learning needs and development of children. Equally, I would not identify myself as being totally

wedded to the notion of class-based teaching as the best kind of organisation for developing learning at all times in primary schools.

Part of my teaching experience was as a subject specialist in a 9-13 Middle School. I was responsible for English and Language Development throughout the school and, in that role, sought to support colleagues who did not have the particular expertise I possessed. Some of my most rewarding teaching experiences have occurred whilst working alongside other teachers. For not only was I able to give them help and support, but they were also able to offer me new and fresh insights into aspects of language and learning which I had been inclined to take for granted. I found that I was able to communicate my interest and enthusiasm for language and literature to my colleagues who felt unsure about how they should teach the subject. My concern was to build up their confidence and their skills in teaching English. This was not achieved by taking over their classes, but developed over a period of time through a team approach.

As members of a team, we discussed, planned and worked out our approach to teaching and learning throughout the curriculum. I learnt that, despite a whole range of resources which could be made available to teach the subject, little could be achieved until teachers were able to make the knowledge being offered their own. It is a lesson which has acted as a guiding principle for me since in my work as an in-service provider and facilitator.

As a member of the team, I was able to learn from other subject specialists. I realised how little I had understood about pattern and relationships in mathematics when I was struggling to teach 7-8 year olds earlier in my teaching career. Whilst at the middle school, I worked with small groups in the Design Centre. On those occasions, I learnt alongside the children. I was able to make errors and was not expected to provide all the 'right' answers. I remember, on one occasion, discussing ways of making a clay model with a group of 11 year olds. The discussion was both exploratory and purposeful and very much related to the task in hand. We each set out to make our own models, in my case the head of a dancer. Perhaps the final accolade came when one of the children in the group looked at my model and said 'You know Miss, that's not bad for a first attempt.' I still have that first attempt, which was subsequently glazed and fired and now occupies a place on one of my bookshelves. It is not a work of art, but serves to remind me of the reciprocal nature of teaching and learning.

I would not wish to suggest that the kind of support and learning I have described cannot occur in primary schools. Unfortunately it does not occur in all. There are still schools who responded to the suggestions in the 1978 Primary Survey, by concentrating on the *content* of teaching history, geography and science instead of the concepts. My fear is that there will be a new wave of misinterpretation in the light of the current publications and developments I described earlier.

The whole issue of agreed objectives and national standards presupposes some kind of norm. How do we quantify experience and how do we describe a process? The disciples of Plowden and Christian Schiller have looked at the developing needs of the child and how these could be accommodated in schools. Many gifted primary teachers have offered the balance and the depth, that Sir Keith and others talk about, through providing a curriculum for the child. Unfortunately, not all teachers are gifted and the kind of freedom and exploration offered in the post-Plowden era was often abused, misunderstood and resulted in chaos.

Perhaps it is time that we stopped looking back and started looking forward. And, in the process of doing so, take cognisance of the issues of teaching and learning which are affecting schools now. Eric Bolton's NAPE speech highlighted what he saw as the main issue facing primary education. This was how to achieve a sensible balance between two seemingly contrary requirements:

> 'on the one hand to harness the immediate interests and enthusiasms of each child, whatever they may be, in the cause of developing good learning techniques and sound attitudes; on the other, to motivate children to work at those things *which it is agreed are essential to learn about for their future schooling and the world outside.*'[5]

I too feel ambivalent about the issues facing primary education today, and would fully support Eric Bolton's analysis of the first requirement. However, I do have difficulty with the second part, insofar as I would like to know *who* determines *what* constitutes essential learning in primary schools. There are hints in that statement that the responsibility for determining the curriculum comes from 'their future schooling' (could it be the examination boards?) and 'the world outside' (the Department of Industry and the MSC perhaps?).

I accept that everything that counts as knowledge in schools is both socially and culturally determined. Its relevance is often questioned; particularly in secondary schools where many pupils become increasingly disaffected by the curriculum they encounter. Primary schools have a distinct advantage in that they have always had the opportunity and time to relate the curriculum to the needs and development of individuals and have been able to 'harness the immediate interests' of children. What they have not been good at, is articulating how they have developed 'good learning techniques and sound attitudes.'

Primary teachers with specialist knowledge should be capable of articulating and communicating the modes of thinking which their specialism could develop. The content of what we learn is pretty arbitary, whereas the concepts we acquire shape and condition our view of the world. The current emphasis on specific content and areas of learning place teachers in schools in an untenable position, because at best they can only achieve partial success. Lord Macaulay is reputed to have said, 'Every schoolboy knows who imprisoned Montezuma and who strangled Atahualpa.' We can be certain that today very few schoolboys would be able to give the required answer. However, they do *know* a great deal, purely through living and growing in the world. Gregory Bateson[6] uses a phrase 'the pattern which connects' as a way of describing the kind of links we instinctively make between what we encounter and what we know. Unfortunately schools do not teach 'the pattern which connects.' Instead, as children progress through school, they are conditioned to think in compartments and knowledge is presented as a series of discrete items. At its worst, the movement towards subject specialism in primary schools could exarcerbate this situation; whereas at its best it could be a positive

On Being a Teacher Governor

Maxine Tallon

Our last number tackled the question of parents and students on school governing bodies. Here Maxine Tallon contributes from her experience as a teacher governor.

An elected teacher governor at a Blankshire secondary comprehensive school presents her impressions in the light of her experience of the 1980 Education Act.

Having been foolish enough to accept the press-gang tactics of the NUT membership when the previous representative was leaving, I was then faced with the parting shot: 'Oh, by the way, you'll also have to be on Governor.' The feeble protestations I could muster about that not being part of the job of union representatives were easily deflected. 'It's tradition. Fred always stands as he's been on for donkey's years and the NUT representative can naturally get more than 50 per cent of the vote so always stands. We want a say, don't we?' There was no answer to that: I wasn't quick-witted enough to point out that Fred had been a staunch NUT man long before I was born.

It all occurred as predicted, and the day came when I was to attend my first meeting of the Governing Body. Why was it I felt dry-mouthed and wobbly-kneed as if it were an interview rather than a meeting? The odds were I would not even get a chance to speak. Even though part of me resisted the idea that it was in any way an extraordinary day, somehow the clothes I put on were slightly more formal. After a few meetings I realised that there was something subconsciously ritualistic about the donning of a good frock: it is a sort of armour. One had to feel psychologically fit to meet the battles that seldom came. A girl feels better able to act the cool, composed, efficient and faintly superior professional in front of these laymen, these part-timers, these establishment-figure appointees, if she is wearing the classic little number under the linen jacket. Even Fred, for all his calm 'I've seen it all before' exterior, once took advice from his colleagues on the 'correctness' of wearing polyveldts with a blue suit: and that was the day before a Governors' meeting.

Once in a meeting, though, what are we there for? Most of the time is spent going through fairly tedious minutiae of business. Anyone familiar with committees will know the sort of thing. Apologies, presentation of minutes, matters arising and so forth are the staples. Other standard items are 'financial delegation' — this is the bursar's statement on the way the money is lasting — and 'Headmaster's Report'. This one is interesting because there is so much in it which could arouse controversy, but the only members in a strong position to attack it are the Teacher Governors as its contents are directly related to our everyday lives. Other Governors miss the significance of much of it because of their unique perspectives. For example, the man who by profession is a surveyor picks up on all the building and repair items; the former public accountant has searching questions about the finances; those who are local shopkeepers worry about the students not being in uniform and not being confined to the school premises over lunch time. The educational side of things, though, is left entirely to the Head, who fortunately shares responsibility for decisions with the Academic and Pastoral Boards of the school. It is with those bodies that I, as a teacher, would raise questions about curriculum policy and so on.

Occasionally a bomb-shell bursts. 'My friend on the Blanktown Council of Churches tells me that only the Moslem religion is taught here.' Amused glances pass

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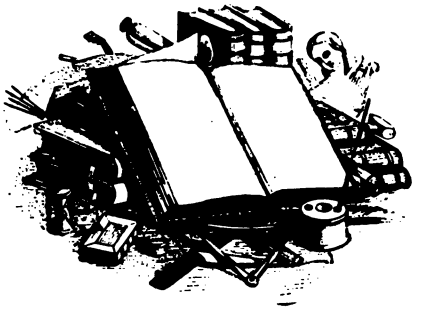
force for supporting, sharing and developing modes of thinking between which there could be a pattern that connects.



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between the teachers and the Head patiently explains the Comparative Religions course taught to all the lower school. 'But', insists the governor, 'we don't need this: there are no black children in our school, or not many.' The unspoken implication is that, even so, they should get the good old Church of England thrust down their necks. That attack over, something more threatening looms. 'Why are the Astronomy 'A'-level results so bad?' (Invariably these questions are hurled in at most unexpected and inappropriate times, such as when we are gathering ourselves for a tea-break). Seeing the Head at a loss for words prompts some defence of absent colleagues from Fred and me: 'Unfortunately, there are many children taking 'A'-level subjects unsuitable for them because of parental pressure, the belief they are more likely to get a job with certain subjects, or because of unrealistic aspirations.' It is obvious that this answer does not please Mrs Brown whose friend's offspring just happened not to pass Astronomy 'A'-level this year. However, she gets little support from the other governors, who look into their teacups in an embarrassed manner, and after a short pause the meeting resumes.

One of the most revealing incidents ever to happen while I was at a Governors' meeting was when an excited governor uncharacteristically broke into a discussion by pointing dramatically down into the yard, asking 'What's that?' as a beautifully adorned punk boy, whose ears could hardly stand the weight of silver rings piercing them, and whose hair strove to stand as far away from his scalp as possible, ambled casually across our view and out of the gate. 'Oh', said the Head nonchalantly, 'that's Martin Mee: you sent him a letter from the last Governors' meeting, congratulating him on getting a Scholarship to Oxford a year early.' Silence. Game, Set and Match to the staff team, I think.

It may be that Teacher Governors have more to fight about in some schools. I am reasonably sure that must be so or my Union would not have had to publish a pamphlet dealing with the subject very fully.* It may also be that Fred and I are not pushing Union policy strongly enough. On the other hand, the Governing Body of our school, whilst taking its responsibilities very seriously, also recognises its limitations in understanding educational matters and has confidence in the Head and the staff to carry out the normal functions of the school.

The most illustrative evidence of the educationally amateur status of the lay governors comes in the 'Report of Visiting Governors', which typically appears as item ten on the agenda. There have to be three visitors a term in order that each governor has the chance to visit the school once within the three-year lifetime of each Governing Body. The membership rotates much more slowly than that: only parent governors seem to come and go with regularity. The reports are usually kind but fail to comment critically on anything which it is in the Head's power to alter. Favourite topics are the noise in the dining hall — not of the students, but of the metal chairs scraping the macadam floor — the poor state of decoration of the oldest part of the building and the fact that pupils do not have a computer each in Computer Studies classes — but individual cookers are not demanded for Home Economics. Generally, the reports are complimentary and friendly, and governors nearly always express gratitude for the way teachers receive them into their classrooms.

I hope that what has been said so far has not misled the reader into believing that I do not take seriously my role as a teacher governor. On the contrary, I feel it is almost my biggest professional responsibility. Granted that much of the time the business is tedious, on the rare occasions that attacks are launched it is vitally important that the interests of the teaching staff are represented. At those times the adrenalin flows and the mouth is dry. In a way, we who are teachers at the school face the outside community (in the shape of the Governing Body) in the same spirit as a family should: whatever the quarrels within, and there may be many, a united front is shown in public.

***TEACHER GOVERNORS. Guidelines on the Education Act 1980; new arrangements concerning school government; election and role of teacher governors.** NUT, 1982.

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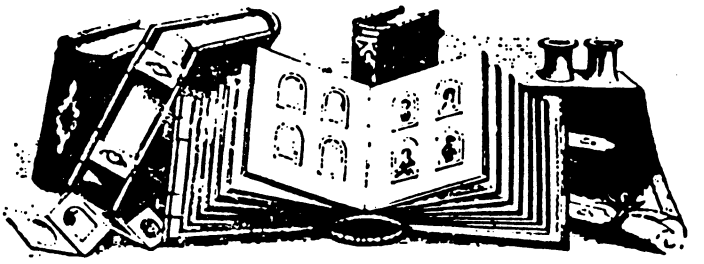

Ancient History?

Experiencing Comprehensive Education: A Study of Bishop McGregor School by Robert G. Burgess. Methuen (1983) pp.260, £12.50 hardback.

This is a lively, readable book, mercifully free of sociological jargon, which will obviously soon find its way on to student reading lists. The book is essentially a descriptive study of a new, purpose-built, co-educational Roman Catholic comprehensive school which began life in 1969. It looks at the complex social structure that makes up a modern comprehensive — using the everyday experiences of the headmaster, teachers and pupils in order to reveal the way in which a comprehensive school works. While the first part of the book is principally concerned with the teaching staff in the whole school and the way in which the school structure operates, the second part focuses on teachers and pupils in the Newsom department.

Mention of 'Newsom' brings one on to the book's major flaw: much of the material is noticeably dated. The whole study is based on fieldwork which was conducted between April 1973 and July 1974. During that sixteen-month period Robert Burgess took a part-time teacher role in the school. He taught a Newsom group on a regular basis for four periods each week and also took many substitution lessons in other departments in the school. He was in a good position to do participant observation, conduct unstructured interviews with teachers and pupils, and collect documentary evidence. And all this was carried out *ten* years ago.

Yet having made that point, it is important to concede that the intervening decade has not rendered the study useless. As a partial ethnography, it tackles certain themes and issues which are timeless in their implications. It can justly claim to be of both historical and contemporary interest.

One of its unique features is the attention it devotes to the head's role in shaping a school — with particular reference to the internal organisation and the content of the curriculum. The headmaster in this study is a man with many admirable qualities: hard-working, conscientious and determined to play a full and active role in the daily life of the school. The son of a headmaster, he has clearly been profoundly influenced by his father who would apparently take much of his day-to-day administrative work home with him simply because he had spent the whole day working with classes.

At the same time, the head's perception of what the comprehensive reform is all about is sadly limited. He can hardly be blamed for the competitiveness and inconsistencies inherent in the house system, for this particular pattern of pastoral organisation was dictated by the local authority and the architecture of the school. Where he does show a singular lack of vision is in the rigidly differentiated curriculum inherited from the tripartite system that the comprehensive school was supposed to replace. In his view, a comprehensive school consists merely of several school traditions brought together on the one site. The upper school curriculum involves the pupils being segregated into three bands with the least able following a non-examination Newsom course with a heavy emphasis on practical work.

The head is fond of referring to the school as a family; if the analogy holds, the pupils in the Newsom department certainly constitute the black sheep. They apparently require a special programme which, in the head's view, 'is designed to develop and strengthen those talents in the non-academic which will be most useful to that youngster in society — job-wise, marriage-wise, recreation-wise.' The programme might be 'special', but nothing can disguise the fact that the Newsom pupils are those who have been rejected by the system. They inhabit the parts of the school that no one else wants using items of furniture which are surplus to requirements in other departments. They are always thought of and described in negative terms, being those youngsters who have deviated from the academic and behavioural patterns of 'normal' fourth- and fifth-year pupils. Burgess's lively and compassionate account of the Newsom group occupies the whole of the second half of the book — with stories reminiscent of *Roaring Boys* and *To Sir, With Love.*

This, then, is a useful book full of sharp insights and calm reflection. It would be nice to know how the school has changed since the study was undertaken.

CLYDE CHITTY

There is another way

The Village College Way, by Maurice Dybeck. Community Education Development Centre (1981), 270pp, £6.25.

A Study of Policy, Organisation and Provision in Community Education and Leisure and Recreation in three Scottish Regions, by D.J. Alexander, T.J.I. Leach, T.G. Steward, Department of Adult Education, University of Nottingham (1984), 538pp, £11.50.

The Village College is an uneven book that often presents an unattractive picture of secondary school based community education. Lengthy quotations from Henry Morris and confusingly undated working documents are linked by a commentary which Dybeck himself describes as 'repetitious'.

Work in this one Village College does help to draw attention to defects in the Community College system. Community schools are no more progressive than non-designated schools. In briefing notes for the local area office, Dybeck writes, 'Pupils are streamed . . . with the top twenty five per cent receiving a thoroughly academic education . . . School corridors contain examples of good academic work done by pupils (and not just pots and paintings).'

Like many teachers, Dybeck appears to have poor knowledge of welfare rights. He recognises the needs of low income groups such as the under 18s and the Sawtry brochure offers reduced fees to Widows but there is no mention of that large group of claimants who are in work but on a low income (eligible for Family Income Supplement). The chapter on 'the needy' is particularly weak. He targets the lonely but his report is very inconclusive. There seems to be little commitment to work with the less powerful groups in the community: the women, the old, the unemployed. There is no mention of the working class. There is one flash of anger at the two year delay in providing a toilet for the disabled.

Only a quarter of the Cambridgeshire Village Colleges have an enrolment of above 1,000 adult students — the point below which it must become very difficult to mount a balanced and challenging programme. The Sawtry programme draws attention to the practice of selling five and ten week chunks of a twenty week or 'O' level course. This practice fails to offer continuity to the student or security to the tutor. Youth work in the Sawtry area is apparently dominated by nineteen uniformed groups with only two evenings devoted to the 'fourteen plus' youth club.

Dybeck's working papers reveal the great inequality inherent in the school and community partnership. He advises staff that 'School has priority of use of the premises for its out-of-hours functions . . . concerts, plays, parties, etc.' Probably the most unattractive aspect is the vision of the Warden as the pivot around which the co-ordination of local enterprise revolves. In the words of Henry Morris, 'A new type of leader and teacher with a higher status and of superior calibre would at last be possible in the English countryside.' This vision is not conducive to community participation and it is doubtful if lessons from the 'squireless villages' of Cambridgeshire are really relevant to the urban and suburban community school.

The lack of balance in the book is not very helpful to teachers outside Cambridgeshire

who may be seeking Community College status for their schools. There are over fifty index references to Harry Ree and Henry Morris but none to the Russell, Seebohm and Skeffington reports, all of which have also influenced the development of community schools.

In contrast, the Scottish study is a more even, thorough and balanced work. The conceptual and historic analysis of the separate fields of Adult, Youth, Community Work and Leisure is particularly strong. The study involved over 1,000 interviews with staff and users in the Central, Fife and Tayside regions together with a topic file providing data on fifty two Centres and programmes. There are case studies on Community Centres, Adult Basic Education, Adult Education, Community Development, A Sports Centre and Swimming Pool, Sports Development, Countryside Ranger Services and Arts Development.

Dybeck seems to seek to suppress or deny the emergence of the specialist community education worker. He concedes that 'additional staff are needed . . . In terms of general social benefit (particularly in areas of social need) he can probably justify his salary.' He also seeks to break national agreements and impose a free for all where 'fees for tutor and participants would be a matter for private negotiation.'

The Scottish study is very precise and gives no comfort to those who seek to extend school based community education. 'Integrated teams made up of workers with different specialisms or teams made up of generic workers with little effective specialism based on an assumption that all workers can tackle a wide range of recreational and educational tasks do not appear to succeed in creating effective contact for particular purposes. What appears to be required is the development of clear policy priorities followed up by support and allocation of resources and the appointment and training of specialist staff capable of conceptual and practical understanding of the relationships and links between different areas of work.'

PETER THOMSON
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The Enabling Curriculum

Development, Experience and Curriculum in Primary Education, by W.A.L. Blyth, Croom Helm (1984), pp.169, £6.95.

It is becoming increasingly difficult to add usefully to the plethora of literature on the curriculum. In this book Professor Blyth aims 'to illuminate the primary curriculum' which he does in two ways. He reviews the wide range of ideas which have been held on the nature of development and experience and then takes one approach to curriculum planning and explores how this might be implemented within a primary school setting. In the process of doing this, he ranges over the multiplicity of factors which theoretically ought to be taken into account in curriculum planning and in so doing does serve a useful purpose.

For the author, curriculum is the 'planned intervention in the interaction between development and experience' and the approach which he favours is the 'enabling curriculum.' The three general approaches to curriculum planning, 'social imperatives', 'forms of understanding' and 'process' are briefly described and the last of these chosen to be embraced by the enabling curriculum.

What, then, is to be enabled? 'Development and experience taking place beneficially,' both to be 'social as well as individual'; 'each individual to become a person with an emerging set of values and ideals'; 'choices to be made' and 'acceptance' both taking place within a social framework and with the limitations which reality (including the child himself) imposes.

It is difficult to determine how a curriculum of this sort can be communicated to teachers and then implemented so that the school as a whole presents that consistent set of values which young children require if they are not to be constantly confused. The chapter on Development, Experience and the Wider Curriculum, which includes the hidden curriculum, gave me little hope that this can ever be achieved. How does a child make sense of the bewildering array of conflicting ideas to which our democratic, multi-cultural society allows him/her to be subjected?

Perhaps if we knew more about the way in which children view the curriculum, we could avoid causing too much frustration and confusion. In a chapter on Children's Response to the Primary Curriculum, it is pointed out that not only do we have little firm knowledge of that, but also that teachers must remember that the children's view is an important consideration. Children 'are in a sense the passengers in an aircraft. Only the pilot, the teacher, has to master the route plan and the controls. The figure of speech is not quite appropriate, because now and again some of them do glimpse something of the purpose of it all, and it is an aim of primary education that they should gradually come to perceive that purpose and gain access, so to speak, to their own flight deck, as they learn to construct their self-curriculum.'

If teachers could acquire the attitude to children and teaching which would enable the latter to take place, then that would provide an ideal framework on which to build the other aspects of curriculum. But is any school likely to get a complete staff with that ideal? When discussing 'Teachers for an enabling curriculum' Alan Blyth uses the word 'possibility' in the statement 'There still remains the possibility that teachers' personalities, motivations, characters or values might have a direct relationship with the development of an enabling curriculum' whereas previous arguments in the book would lead one to use 'absolute certainty' and following from that schools are unlikely to provide consistency of approach. However, Professor Blyth appears to have faith in 'recent patterns of training' where he claims 'the expectation of professional growth is much more in-built.' That, of course, might produce more cohesion, but on the other hand it might produce more diversity.

This is a book which sets out the problems and considerations inherent in curriculum planning in all their diversity. From it practising teachers must extract their priorities supported by some perceptive comments on the practical difficulties which implementing a curriculum for our present society entails.

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A blinkered view

Comprehensive Schooling: the Impossible Dream? by Beverley Shaw. Basil Blackwell (1983), pp.176, £4.95 paperback.

This book was published in 1983 but has not acquired the kind of publicity that the author might have hoped for. George Walker used it as the starting-point for a stimulating and forward-looking article in **The Times Educational Supplement** ('Dream or Nightmare?') at the end of January 1984; and since then Mr Shaw has followed up his first demolition job with a **TES** article (6.4.84) claiming that comprehensive schools have never enjoyed a popular mandate in this country.

Considering that Mr Shaw is a lecturer in education at the University of Durham, it seems sad that his published work should be so lacking in balance or objectivity. His sustained attack on the theory and practice of comprehensive education in Britain over the last thirty years shows a lofty disdain for the motives of those who do not share his viewpoint. Of course he might well feel able to claim the same of his opponents, to charge the advocates of comprehensive schooling with blinkered idealism and a refusal to accept criticism. Yet this would be less than fair. Progressive educationists and teachers have never been slow to question and debate every aspect of the comprehensive reform. Even before the comprehensive experience became the norm rather than the exception, there were heated discussions about its basic philosophy.

It is, in fact, just this diversity of opinion that Mr Shaw finds so objectionable. His main thesis is that comprehensive schooling was an ill-considered innovation which never did have a basic philosophy. The idea of 'grammar schools for all' gave way to the vague notion of 'equality of opportunity' which, in turn, was replaced by the principle of 'equal value'.

It hardly seems necessary to take issue with Mr Shaw on this particular point. It seems pretty obvious that people supported comprehensive schooling for a variety of different and sometimes conflicting reasons in the 60s and 70s. Indeed, the author quotes a **Forum** article of mine in which I condemned the 60s obsession with social mixing as 'misbegotten Fabianism'. What matters now is that we should build on the progress that has been made so far and create something credible and worthwhile out of the confusion and compromise that have so often characterised educational planning in the past.

Now that some eighty five per cent of the nation's schoolchildren are in comprehensive schools, it seems remarkable that anyone should advocate turning the clock back to the grim days following the 1944 Education Act. Yet Beverley Shaw's chosen path is nothing

less than 'a return to the former selective system by the front door.' What is proposed is that 'the most intellectually able, despite ethnic origin, social class, or neighbourhood, attend those schools that provide demanding studies which they can pursue alongside their intellectual peers. The needs of more average children can then be satisfied in schools in which they are in a majority.'

The lesson to be learned from the author's own critique of developments since Circular 10/65 is, of course, a quite different one. We need to develop a rationale for the comprehensive school that involves providing all pupils with access to our common culture through the medium of the common curriculum.

Significantly, on the issue of the curriculum Mr Shaw has little to say. It is dealt with in just six pages which do little more than summarise some of the ideas of Maurice Holt and David Hargreaves. In failing to appreciate the importance of the curriculum debate of the last ten years, the author demonstrates a remarkable ignorance of what comprehensive schooling is really all about. The common secondary school is not, by itself, the answer to all our problems but without it, no further advance is possible.

CLYDE CHITTY

Communication Testing in Schools

Brian Simon raises important issues in his review (Summer 1984) of **Testing Children**, a book based on the SSRC funded Testing in Schools Project at the London Institute of Education. His principal criticism is that the authors have been insufficiently critical of testing and in particular its role in 'winnowing out an elite' and in assisting differentiation in schools.

In one sense he is right. The research was not intended to be a specific critique of testing, but an attempt to study the role of testing at central and local government level and in the classroom. We found an increasing use of tests by LEA's for political and bureaucratic rather than genuine education purposes, and a widespread use of tests by teachers. One of the worrying aspects of teacher testing was the lack of understanding often shown about the limitations of standardised testing and the difficulties encountered when teacher judgment and test results appeared to conflict. The issues, however, are complex. It is not, as Brian Simon seems to suggest, simply a case of 'norm-referenced' tests abetting selection processes while criterion-referenced and diagnostic tests are ignored.

The broad issue is how to assess a child's learning and how to use that assessment in order to enhance her or his education. Almost any assessment, whether made by a teacher or by a formal test can be used in principle to select and differentiate. As we see it, a key task is to help teachers and others to understand the way in which formal testing fits into other kinds of assessment. Sadly, teachers are little helped during their training where, by and large, they are exposed to the standard psychometric models which are largely irrelevant, and even harmful, when applied to education. Nor is it enough to plead for more criterion-referenced assessment, although its emphasis on content as opposed to the discrimination of students has been a welcome development. Rather, we should try to understand better the various roles of assessment in their positive and negative aspects. It seems likely that some externally referenced assessment, be it a test or a professional judgment, has a place alongside teacher centred assessment.

At the University of London Institute of Education we are planning to raise the awareness of teachers to these issues in a new PGCE course. This will recognise the central importance of assessment in the educational process and will aim to provide teachers with an understanding of assessment sufficient to allow them to develop their own procedures, and perhaps more crucially, to evaluate critically what is offered to them from elsewhere.

HARVEY GOLDSTEIN
CAROLINE GIPPS

Margaret Gracie

A Teacher for Our Time

Margaret Gracie ('Maggie' to her friends) died prematurely of cancer just before Christmas, 1982, aged 41. She taught at Bushloe High School in Leicestershire and then joined the original staff of Countesthorpe College. Later she was Warden of Blaby Teachers' Centre, and from there went as Deputy Head to West Moors Middle School in Dorset.

She was a brilliant teacher of social studies and a most unusual personality. Closely connected with the Bruner curriculum innovation 'Man, A Course of Study', she played a big part in its dissemination, working closely with Jean Rudduck and Lawrence Stenhouse. For several years she was a valued member of the **Forum** Editorial Board, contributing several articles.

Gwyn Dow, teacher educator at Melbourne wrote:

She is imprinted on my mind as one of the most brilliantly witty and warm teachers I've ever had anything to do with. Her wit, of course, was linked with her true originality in approach to teaching.

This booklet (of 80 pages) celebrates Maggie's work as a teacher. Including several photographs, and three of Maggie's **Forum** articles, it comprises eleven articles, or sketches, relating to Maggie and her work as a teacher, by close friends and colleagues. These include John Bull, Jean Rudduck, Pat D'Arcy, Lesley King, Frank Jacobs, Lee Enright, Diane Dalgleish (the last three colleagues at West Moors) and Doug Holly. It is edited with an introduction, which traces Maggie's development, by Brian Simon.

There is much to be learned from this book about teaching, and about the outlook of a truly innovative teacher.

Some comments from friends and colleagues on the booklet:

A fine tribute to a quite remarkable teacher — Roger Seckington.
A marvellous celebration of her as a person as well as a teacher — Stephen Rowland.
A beautiful and inspiring compilation — Clyde Chitty.
The most fitting memorial to Maggie that could have been conceived — Lesley King.

Copies are available at £2.00 post free.

Please either simply send a cheque made out to Brian Simon (for £2.00) and send it to him (with your name and address) at 11 Pendene Road, Leicester LE2 3DQ; or fill in the form below.

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